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The *Pie in the Sky* Project – Building Home-School Links through
Translanguaging and Reader-Response Theory in ELE

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Abstract

Despite evidence pointing to cognitive advantages among multilingual learners (Antoniou, 2019; Monnier et al., 2021), students in linguistically diverse middle schools in Vienna continue to face structural inequalities that restrict educational success, including limited opportunities for drawing on their full linguistic repertoires (Weidl & Erling, 2023). Situated within the broader Udele project (*Understanding Disparities in English Language Education*), an action research book project was undertaken with third-year Viennese middle-school students from diverse linguistic backgrounds. Drawing on translanguaging pedagogy and reader-response theory, the project encouraged students to use their linguistic repertoires to express thoughts and feelings about their in-class reading of the (semi-) graphic novel *Pie in the Sky* by Remy Lai (2019) and engage in collaborative activities with their parents. The project employed a two-phase sequential explanatory mixed-methods design, integrating quantitative and qualitative data within the overarching action-research framework to examine the design, the implementation, and outcomes of the book project. The aim was to explore both the potential and challenges of incorporating students' lived realities and family involvement into the English language classroom. The thematic analysis reveals that the employment of a translanguaging approach and the use of reading logs in the book project were beneficial as they facilitated reading comprehension, increased engagement with the text, and supported learners to accomplish tasks. Findings also highlight the potential of parent involvement including a broader linguistic resource base, and opportunities to share funds of knowledge. However, temporal and contextual constraints limited the extent to which the project could fully realize the potential of these approaches. Overall, the thesis underscores the advantages of linguistically-responsive and family-inclusive book projects while pointing to the need for further research and experimentation to identify how such approaches can be effectively designed and implemented.

Zusammenfassung

Trotz empirischer Befunde, die auf kognitive Vorteile mehrsprachiger Lernender hinweisen (Antoniou, 2019; Monnier et al., 2021), sind Schülerinnen in sprachlich heterogenen Wiener Mittelschulen weiterhin mit strukturellen Ungleichheiten konfrontiert, die ihren Bildungserfolg einschränken. Dazu zählen insbesondere begrenzte Möglichkeiten, ihre gesamten sprachlichen Repertoires im schulischen Kontext zu nutzen (Weidl & Erling, 2023). Im Rahmen des Udele-Projekts (*Understanding Disparities in English Language Education*) wurde ein auf action research basierendes Buchprojekt an einer Wiener Mittelschule mit Schüler*innen der dritten Schulstufe mit unterschiedlichen sprachlichen Hintergründen durchgeführt. Aufbauend auf der Translanguaging-Pädagogik sowie der Reader-Response-Theorie wurden die Schüler*innen dazu ermutigt, ihre Sprachenrepertoires zu nutzen, um Gedanken und Gefühle zu ihrer Lektüre des (semi-) Grafikromans *Pie in the Sky* von Remy Lai (2019) auszudrücken und sich gemeinsam mit ihren Eltern an kollaborativen Aktivitäten zu beteiligen. Das Projekt verwendete ein two-phased sequential explanatory Mixed-Methods-Design, das quantitative und qualitative Daten in den übergreifenden action-research Rahmen integrierte, um die Konzeption, die Umsetzung und die Ergebnisse des Buchprojekts zu untersuchen. Ziel war es, sowohl das Potenzial als auch die Herausforderungen der Einbeziehung der Lebensrealitäten der Schüler und der Einbindung ihrer Familien in den Englischunterricht zu untersuchen. Die thematische Analyse zeigt, dass der Einsatz eines Translanguaging-Ansatzes sowie die Verwendung von Lesetagebüchern im Rahmen des Buchprojekts förderlich war, da sie das Leseverständnis unterstützten, das Engagement mit dem Text erhöhten und die Bewältigung der Aufgaben erleichterten. Die Ergebnisse verdeutlichen auch das Potenzial der Einbindung von Eltern und Familienmitgliedern, einschließlich einer breiteren sprachlichen Ressourcenbasis und Möglichkeiten zum Austausch von Funds of Knowledge. Die Studie zeigt jedoch, dass zeitliche und kontextuelle Einschränkungen das Ausmaß, in dem das Projekt das Potenzial dieser Ansätze voll ausschöpfen konnte, beeinflusst haben. Insgesamt unterstreicht die Arbeit die Vorteile sprachlich orientierter, familienintegrierender Buchprojekte und weist gleichzeitig auf die Notwendigkeit weiterer Forschung und Experimente hin, um herauszufinden, wie solche Ansätze effektiv gestaltet und umgesetzt werden können.

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List of Abbreviations

AHS.....	Allgemeinbildende höhere Schule
Case-MS.....	Case middle school
ELE.....	English language education
ELT.....	English language teaching
FoK.....	Funds of Knowledge
Fol.....	Funds of Identity
MS.....	Mittelschule
PitS.....	Pie in the Sky
SLA.....	Second Language Acquisition
TALIS.....	Teaching and Learning International Survey
Udele.....	Understanding disparities in English language education

1. Introduction

“The classroom remains the most radical space of possibility in the academy.”

– bell hooks (2014, p. 14)

When I was a child, my father used to tell me bedtime stories in Farsi. He did not read them to me from any book; he just made them up on the spot, spinning stories about talking animals that would always end with a very important moral lesson. Naturally, I started making up my own little stories and telling them to my parents in Farsi from start to finish. There was no limit to my imagination, nor to the confidence of my storytelling abilities, as the incredibly flowery language in Farsi held endless possibilities for this purpose. In my head, my early childhood exists in Farsi. However, when I entered primary school, German suddenly became very important. “Language is the most important thing you need in life”, my father always said, and while he is a very proud speaker of the Farsi language, what he meant was the German language. Growing up in Austria meant prioritizing German to fit in, to be a good immigrant child. After all, doing so was the only way to ensure myself a good future and to earn my place in society, to belong in Austria, despite being marked as ‘different’. So naturally, I was told that Farsi had to move to the sidelines for German, because I had to assimilate. As the years passed, I stopped telling stories in Farsi. I stopped talking to my parents in Farsi. When they talk Farsi to me, I reply in German. Doors have opened for me. Others have closed. The promised doors failed to lead to any true sense of belonging. One resource that helped me understand and connect these fragmented pieces of my identity was reading. Discovering books by people who have had the same experiences as me and managed to put my feelings into words was comforting. Reading was transformative, as it showed me that I could define myself in my own terms where my two worlds did not have to oppose each other, but could instead connect and create something new. I have met many people who feel the same way, who had to choose one aspect of their identity and one language over another, because while languages like French and Spanish always had a place at school, there was none for languages like Farsi, Turkish, or BCS.

Even though results of the OECD Teaching and Learning International Study (TALIS) (2024) reveal that more than a quarter of pupils in Austria report of speaking more than

one language (p. 45), multilingual approaches are still not widely implemented in classrooms in Austria (Bredthauer & Engfer, 2016), due to a persistent monolingual school system (Kart, 2026, p. 103). This has considerable consequences for a lot of learners, especially those at middle schools, as these tend to be more linguistically diverse (19,3%) compared to *Allgemein höherbildende Schulen* (AHS) (34,6%) (Statistik Austria, 2025, p. 24). For this group of learners, English is often a third or additional language, and the English language classroom is seen as a potential site for using the students' multilingualism as a resource for language learning, language awareness, and intercultural competence (Erling et al., 2023, p. 73). Despite evidence pointing to increased cognitive flexibility and working memory among multilingual learners (Antoniou, 2019; Monnier et al., 2021), students at linguistically diverse middle schools in Vienna consistently underperform compared to students at *Gymnasien* (IQS, 2023/24; BIFIE, 2020). Findings from the Udele project (*Understanding Disparities in English Language Education*) suggest that structural inequalities contribute to these outcomes, such as limited opportunities for students to draw on their full linguistic repertoires (Weidl & Erling, 2023), insufficient teacher training, and a lack of resources for teachers for implementing multilingual approaches (Erling & Weidl, 2025; Weidl & Erling, 2025). Therefore, it becomes increasingly important to explore and develop educational practices and materials for English language teaching (ELT) that can be applied in these contexts. This would not only benefit teachers who want to draw on the rich linguistic repertoire of their students but would also contribute to making the field more inclusive in general, as most classroom research is mainly focused on preparing student teachers for AHS, i.e., the more academically-oriented secondary school track (Erling & Foltz, 2024, p. 80).

As reader-response theory pursues similar educational goals to multilingual approach in its aim of moving beyond language acquisition in ELT, the reading classroom offers a potential site in which these educational practices can be implemented and examined. Research highlights the benefits of developing literary competence, such as supporting identity development (Oatley, 1999; Bredella, 2008; Reichl, 2012), promoting dialogic and intercultural competence (cf. Bredella, 2008, pp. 17-22) and critical thinking and reflection when it comes to literatures and cultures (Becker & Matz, 2023, p. 101). However, existing applications of reader-response theory rarely address the ways multilingual learners' languages influence their engagement with texts,

highlighting the need for approaches that explicitly incorporate students' linguistic diversity into reading lessons.

To further address this gap and explore solutions for English language education (ELE), an action research book project was undertaken with a class of third-year Viennese middle-school students from diverse linguistic backgrounds. Drawing on translanguaging pedagogy and reader-response theory, the project aimed to encourage students to use their linguistic repertoire to express thoughts and feelings about their in-class reading of the (semi-) graphic novel *Pie in the Sky* by Remy Lai (2019) and engage in collaborative activities with their parents. For this purpose, the following research questions were formulated:

- **RQ1:** How does a book project that draws on reader-response and translanguaging theory shape the learning experience of linguistically diverse students in their third year at an Austrian middle school?
 - How can such approaches support students in expressing and sharing their thoughts and feelings about their reading?
 - Which benefits and challenges can be observed for students, and for me as the teacher-researcher?
- **RQ2:** What kind of potential does involving parents in the book project hold for students' engagement with and enjoyment of their reading?
 - Which benefits and challenges can be observed for students, parents, and me as the teacher-researcher in such cooperation?

To answer these research questions, literature pertaining to research on reader-response theory, translanguaging, and parent involvement was reviewed to establish a theoretical framework and define key terms and concepts. Due to the vast array of existing literature in these areas, the review focuses on contributions most relevant to the aims, design, and context of the present study. Particular attention is given to definitions and conceptualizations of multilingualism and translanguaging, key concepts in reader-response theory, and approaches concerned with parent involvement that foreground learners' lived realities and funds of knowledge.

As there is a strong focus on investigating the potential of translanguaging and reader-response approaches in ELT, findings of this study could be valuable for English language teachers interested in doing similar book projects in the English language

classroom. According to the TALIS survey, only 26% of teachers in Austria feel prepared to teach children with diverse linguistic backgrounds (OECD 2024, p. 120), despite a high number of multilingual students (p. 45). Thus, I hope to offer insight into how educators working with diverse linguistic repertoires can leverage multilingualism as an asset, even in demanding circumstances. Additionally, findings might provide new perspectives on how book projects in ELE can be designed to be more student-focused and inclusive.

This thesis is structured across six chapters, which together present the theoretical foundations, research context, design, findings, and implications of the study. In chapter 2, I review some of the most relevant literature around reader-response theory, translanguaging theory, and the funds of knowledge and funds of identity approaches. Chapter 3 gives an overview of the broader research context that this thesis is set in, which is then narrowed down in chapter 4, where I introduce the Case Middle School in which this project was carried out and explain the methodological steps I took to design and conduct the study. In chapter 5, I present the findings that I was able to obtain through data analysis, before moving on to discussing these insights, as well as their implications for teaching and further research. The thesis concludes with a synthesis of the study and its key contributions.

2. Literature Review

In this chapter, I establish the theoretical foundation for this thesis by reviewing literature on reader-response theory and translanguaging, as well as related work on funds of knowledge and funds of identity, which together informed the design and analysis of the teaching intervention.

2.1. Reader-Response Theory

Research on the use of literature in the classroom identifies a wide range of cognitive, affective, and educational benefits for students. While engaging with texts certainly offers greater exposure to the target language and increased creativity (cf. Liaw, 2001, p. 35), scholars also stress that reading literature in class can be a crucial tool when it comes to identity development (e.g., Oatley, 1999; Liaw, 2001; Bredella, 2008; Reichl, 2012). As fiction for children and teenage readers are often concerned with questions of identity formation and growing up, Reichl (2012) points out that reading such books

in class provides learners with the possibility of exploring “similar concerns about belonging, growing up, and other problems” (p. 131). When encouraging students to reflect on how the literary text affects them, they relate the world of the text to their own (Bredella, 2008, pp. 15-16), exploring and responding to emotions, possibly, as Oatley (1999) writes, “understanding them for the first time” (p. 452). Moreover, as relating to characters in a story can increase the capacity for empathy, literary competence therefore also has the potential of promoting dialogic and intercultural competence (cf. Bredella, 2008, pp. 17-22). Becker and Matz (2023) argue that in this context, the English language classroom might play a particularly important role, as its aim not only involves language acquisition, but also the development of critical thinking and reflection when it comes to literatures and cultures (p. 101). Similarly, Bredella (2008) considers the activation of learners’ cognitive, affective, and evaluative competences the main task of literature in the classroom, which is achieved through speaking and writing about reading experiences (pp. 13-14).

Defining Reader-Response Theory

One way to ensure and support such active engagement with literary texts is to adopt a reader-response perspective, which centers the active role of learners in constructing meaning by emphasizing the interaction between the reader and the text. Reader-response theory became a widely discussed approach in the 1970s and 1980s and is often based on the work of Louise Rosenblatt (e.g., 1985). When taking on such a perspective, learners attend to both the content of the text, but also to “feelings, ideas, images, and characters being evoked with the help of the text” (Carlisle, 2000, p. 13). Thus, instead of *effere*nt transactions, where the reader’s task is to collect information, a reader-response approach is more interested in *aesthetic* transactions, where the focus is on the experience of reading itself (Rosenblatt, 1985, p. 38). It is this aesthetic experience that lies at the heart of this approach and allows students to notice the text’s relevance to their own lives (cf. Ali, 1993, p. 289, Bredella, 2008, p. 21) and claim ownership of literature (Roessing, 2009, p. 2). Delanoy (2024) summarizes the hallmarks of this aesthetic experience, which include the transformational power of texts, their potential of bringing the reader’s life experiences into play, and the pleasurable aspect of aesthetic communication (pp. 14-15). This is achieved through responses during and after an aesthetic transaction, where the learner organizes their thoughts and feelings about the text (Rosenblatt, 1985, p. 40).

As multimodal texts play an increasingly important role in ELT, Becker and Matz (2023) emphasize that reader-response theory is a continuously developing approach (p. 105) that can be expanded to other types of media as well.

The Concept of Dialogue

According to proponents of reader-response theory, any reading experience is the product of a dialogue between the reader and the text (Carlisle, 2000, p. 12). Drawing on Mikhail Bakhtin's view of the novel as a place of dialogue (1984 [1963]), scholars speak of books as places of *meetings*, both among characters and between the reader and the characters, or between the reader and the author (Oatley, 1999, p. 444). This dialogical process includes affirmative but also critical reading (Bredella, 2008, p. 19) encouraging learners to see things in a new light and challenge their own views (idem) through constant reflection on their response to the text (Ali, 2003, p. 290). Delanoy (2024) thus refers to the literary text as a catalyst that guides recipients towards new and self-critical insight (p. 16). According to Delanoy's understanding of the concept, *dialogue* is crucial for democratically ruled societies, increased inclusivity, and peaceful conviviality; the education for dialogue thus rests on the development of communicative abilities and inextricably links such learning to language education (2024, p. 12). A dialogical process and focus on the learners' reading experiences also implies that a reader-response approach moves away from teacher-centered and authoritative reading classrooms (Paran, 2008, p. 475; Reichl, 2012, p. 130). As such, it allows for more student agency in the reading class, where the teacher's primary role should be to facilitate interaction with the text and between students for a more productive outcome (cf. Paran, 2008, p. 475).

Applications of Reader-Response Theory

For the purpose of realizing this aim, previous research suggests a wide range of different applications of reader-response theory. Activities include group discussions, journal writing, role playing, and creative projects, for instance (e.g., Ali, 1993; Liaw, 2001; Roessing, 2009). A framework of methodology constructed by Ali (1993) describes five main features of activities that could help students engage and respond to texts in the English language classroom. Firstly, teachers can create pre-reading activities to *invoke the schema* for students to lay the foundations and build background knowledge (Ali, 1993, p. 292). In this context, teachers should select texts that "suit the interests, cultural values, and ability level of the students" (idem). The

next feature involves *sharing of initial responses* in order to broaden the students' perspectives by making them see the diversity of readings (Ali, 1993, p. 292). *Repeated reflections in a reading diary* are mentioned as a third feature, where written, personal responses can be collected at different times during or after the lesson (idem). Such written responses help learners to make sense of the text and recapitulate what they have understood and learned (idem). Teachers can also incorporate *group tasks* to help students refine their responses in a collaborative setting, establishing a community of readers that is conducive to further engagement with the text (idem). Activities that encourage collaborative response are also recommended by Roessing (2009), as they can generate deeper reading and responding (p. 73). The final feature stated by Ali (1993) is *enlightening projects*, which aim to conclude and consolidate the reading experience by engaging in creative activities such as posters or improvisations for instance (pp. 292-293). According to Delanoy (2024), such tasks also include extending literary texts, transforming them into different genres, or using the text for the production of new texts, thus inviting "stronger emotional and personal involvement in fictional worlds" (p. 18).

One of the most important features of reader-response theory is the employment of *reading diaries* (e.g., Ali, 1993; Liaw, 2001), sometimes referred to as *response journals* (e.g., Roessing, 2009) or *reading logs* (e.g., Carlisle, 2000). Reading logs are a simple tool to investigate students' individual responses to books, as well as their thought process during the reading activity (Carlisle, 2000, pp. 12-13). Benton and Fox (1985) describe the reader's experience as entering a secondary world, in which they are engaged in four separate processes (pp. 2-18). The first process, *picturing* (pp. 13-14), refers to the mental imagery of the reader, and what comes to their mind's eye as they read or listen. *Anticipating and retrospecting* involves short- and long-term predictions about what is to come, and complementary short- and long-term retrospections about how the story has been unravelling (p.14). Next, *interacting* covers a number of mental activities that incorporate the reader's sense of themselves in relation to the text, including everything that readers bring from their own experiences to relate or empathize, for instance (pp. 14-15). The final element is that of *evaluating*, which refers to critical or appreciative remarks on the form of a story (pp. 15-16). As the latter process is a more mature and complex type of response, scholars argue that evaluation of the text should follow only after an exploration of emotional

reactions and attitudes (cf. Ali, 1993, p. 291; Roessing, 2009, p. 114). When asking readers to respond to their reading, teachers can draw on these four processes by prompting them, for example, to describe a character's appearance or the scenery (i.e., picturing), to guess what will happen next or reflect on past events in the story (i.e., anticipating/retrospecting), to express feelings and opinions on characters, events, and/or situations (i.e., interacting), or to comment on the language used in the text (i.e., evaluating). When using reading logs, Carlisle (2000) advises teachers to ensure that students are familiar with these four different ways of responding to a text and to encourage them through comments on their students' individual responses (p. 15).

Benefits of Reading Logs

Furthermore, scholars stress the great number of benefits that come with incorporating reading logs in the ELT reading classroom. Apart from the linguistic benefits in terms of increased comprehension (cf. Roessing, 2009, pp. 3-4), another such asset lies in demonstrating the active role of the reader in the meaning-making process, which allows for a more creative and personal approach to engaging with books in the classroom (Ali, 1993, p. 291; Carlisle, 2000, p. 12) compared to traditional reading activities that often only serve as comprehension exercises. The method also holds the potential of making engagement with literature more accessible to learners, thus showing that literature is not reserved for advanced, 'intellectual' learners (Reichl, 2012, pp. 131-132) and potentially paving the way for more advanced exercises such as critical writing (cf. Roessing, 2009, pp. 3-4). Research additionally underscores that the act of writing allows for metacognition (Roessing, 2009, pp. 3-4) and serves to organize and visualize thoughts about texts (Liaw, 2001, p.42).

Challenges of Employing Reader-Response Theory

While working with literature and literary response certainly presents a great number of advantages, studies also point towards several challenges. One such challenge among adolescent learners seems to be a declining willingness to engage with literature (cf. Becker & Matz, 2023, p. 100). Students might find reading "too boring, too long, or too hard to comprehend", and might not view literary reading as beneficial for their language learning (cf. Liaw, 2001, 36). Even when adopting a reader-response approach, which encourages students to focus on the aesthetic aspects of reading and their experiences (Ali, 1993, p. 289), students often tend to maintain a language-

learning mindset, not reading the text as literature but as a piece of information (Carlisle, 2000, p. 13). When the text is viewed as the latter, aspects like new vocabulary or the use of grammatical structures or idiomatic expressions become the primary focus (Ali, 1993, p. 289). Moreover, students' responses to texts might also start off as summaries instead of reflections. Roessing (2009) therefore emphasizes that guidance in the form of response starters and modeling by the teacher in the initial stages of reading projects are essential (p. 23).

Reader-Response Theory and Multilingual Learners

Although reader-response theory highlights the active role of students in the meaning-making process and aims to support identity formation and language learning, its existing applications rarely address the ways multilingual learners' languages influence their engagement with texts. Wagner (2019) stresses that the development of reading identities, which he defines as "the ways a child constructs the self as a reader across contexts and time", is especially crucial for multilingual learners, whose "linguistic and cultural connections to texts" are often overlooked in specific contexts (p. 1060). Scholars concerned with multilingual education suggest that the comprehension and meaningful discussion of texts, as well as critical thinking and the agency to act on the world, presupposes more than only a set of emergent language practices (e.g., García & Li, 2014, p. 73). Taken together, these insights highlight the need for approaches that explicitly incorporate students' linguistic diversity into reading lessons. Therefore, the following section will review research conducted in the field of multilingual education and define one approach that is widely employed in this field, translanguaging.

2.2. Translanguaging

As society is becoming increasingly linguistically diverse due to an acceleration of international migration (García & Li, 2014, p. 47), so do classrooms. In response to these developments, SLA (Second Language Acquisition) scholars started emphasizing the need to focus on the communicative repertoires of multilingual speakers, giving rise to a so-called 'multilingual turn' (Conteh & Meier, 2014; Melo-Pfeifer, 2018), which critiques monolingual ideologies in applied linguistics and SLA, reflecting a growing recognition for adopting multilingual approaches to research and pedagogy. Despite the great linguistic diversity in schools and the broad consensus among language educators on the necessity of multilingualism in teaching, scholars

merely speak of tentative approaches (Hallet, 2019, p. 303) to implement such approaches, as schools tend to uphold monolingual school policies. As a result, language minorities and so-called ‘migrant languages’ (Kart, 2026, p. 103) are neglected, and the diverse linguistic repertoires of students are often not seen as valuable resources for learning. Scholars stressing the importance of multilingual approaches critique these institutions who, in their failure and/or refusal to create equitable learning environments for learners, are “complicit with the power structures of dominant societies” (García & Li, 2014, p. 47). Research on multilingual education emphasizes the increasing need for more inclusive pedagogies and their practical implementations for in-service teachers.

Defining Multilingualism and Multilinguals

Before looking into one such pedagogy, it is necessary to first define multilingualism, a concept which underpins both the theoretical framing and the design of the teaching intervention in this study. The term *multilingual* is defined in various ways across policy and academic contexts. According to the European Commission (2007) multilingualism is “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (p. 6). The Council of Europe (n.d.) on the other hand distinguishes between *individual multilingualism* (i.e., the ability of a person to use multiple languages) and *societal multilingualism* (i.e., the coexistence of several languages within a particular geographical area). The Council further differentiates between *multilingualism*, understood as the presence of more than one variety of language in a specific geographical area, and *plurilingualism*, which refers to an individual’s capacity to draw on multiple languages to varying degrees and for distinct purposes. In academic discourse, however, definitions tend to focus on the flexible and dynamic nature of multilingual competence. Li (2008), for instance, describes a multilingual individual as someone who can “communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)” (p. 4). In this thesis, the term ‘multilingual’ is used in this inclusive and dynamic sense, aligning with García and Li’s (2014) conceptualization of multilingualism as the flexible use of linguistic resources that transcend named language boundaries. This understanding acknowledges that individuals draw from their full linguistic repertoires to communicate and make meaning, and that such practices are both individual and social in nature.

Multilingual Pedagogies

In order to ensure that students are taught in ways that support and develop their diverse language practices, multilingual pedagogies are needed. García and Flores (2012) identify four different contexts that have resulted in different pedagogical approaches. In *foreign language instruction*, the additional language is taught for the purpose of teaching and learning a language that is meant to be used in another societal and national context (p. 233). These pedagogies are based on a monoglossic ideology as they favor linguistic practices of monolinguals and presuppose that foreign language acquisition is linear and sequential (idem). Similarly, this view is also applied to bilingual acquisition in *second language instruction*, but language here is taught to be used as a second language within the same space. García and Flores (2012) explain that while it is possible to add the second language at no expense of the first language, these pedagogies often support subtractive bilingualism (p. 234). As such, the first language of the learner begins to shrink when the second language is added, leading to a shift to the dominant language (idem). *Bilingual education* on the other hand attempts to equalize the power differences between minoritized and majority languages, by using both as a medium of instruction. However, traditional bilingual pedagogies are also based on diglossic arrangement and view languages as autonomous skills that have to be developed separately and linearly, according to García and Flores (2012, p. 234). Finally, *plurlingual/heteroglossic instruction* recognizes the increasingly heterogenous classrooms in terms of linguistic profiles and practices (p. 235) and moves beyond segregated language learning and language hierarchies (p. 236). As such, learners are “given the agency to negotiate their linguistic interactions, as the additional language is developed” (idem).

Defining Translanguaging

One widely discussed pedagogy that embodies these principles is translanguaging. Translanguaging is a concept that has evolved from a specific bilingual pedagogical practice into a broader theoretical framework that conceptualizes how multilingual language use and learning are understood. Originally, the term ‘translanguaging’, deriving from the Welsh *trawsieithu*, referred to a concept that was originally coined by Cen Williams (1994) and described a pedagogical practice where students would be prompted to alternate between English and Welsh. Since then, the term has been extended to refer to the dynamic language practices of multilingual individuals and

communities, as well as the pedagogical approaches that focus on these complex practices (cf. García & Li, 2014). Otheguy, García, and Reid (2015) define translanguaging as “the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages” (p. 283). As such, translanguaging challenges traditional views of language which consider language systems to be autonomous and distinct entities (García & Li, 2014, p. 3) and thus suggests that the language practices of multilinguals are complex and interrelated (García & Li, 2014, p. 14). It therefore differs from the concept of code-switching, which implies a shift or shuttle between a speaker’s languages; instead, a translanguaging approach goes beyond named languages and takes on the internal view of the speaker’s language use (García quoted in Grosjean, p. 1). Translanguaging pedagogy considers multilingualism an asset rather than a deficit (Conteh & Meier, 2014, p. 3; Baker & Wright, 2017, pp. 569-570) and underpins the idea of a unitary language system from which multilinguals select features systematically and strategically for effective communication (García & Li, 2014, p. 22; Baker & Wright, 2017, p. 419).

Disrupting Language Hierarchies

Such a shift in perspectives is crucial for pedagogies that not only strive to be more inclusive but also aim to disrupt power relations and language hierarchies. Schools reproduce worldviews, language ideologies and epistemologies of the nation-state (Phyak et al., 2023, p. 231) through language policies, pedagogies and textbooks (p. 225) that have to be contested in order to work towards non-hierarchical, empowering multilingualism (p. 231). While the dominant language of many societies is spoken and taught at school, all other languages, usually spoken at home, are often subordinated and seen as less valuable (CUNY, 2020). García and Li (2022) therefore describe translanguaging as a decolonizing project which aims to be fundamentally reconstitutive and transformative of the power relations between the named languages in society (p. 322). García and Li (2014) emphasize that “to separate languages and identities is indeed to segregate and maintain bilingual language minorities as the Other” (p. 72). In an effort to avoid hierarchical relations between languages, translanguaging scholars insist on referring to a learner’s ‘repertoire’, rather than a ‘first language’ or ‘home language’ (García & Li, 2022, p. 319). Other scholars opt for the term ‘heritage language(s)’ (e.g., Zingg, 2026), which describes the minority

language(s) to which speakers have a familial or ancestral connection and varying levels of proficiency (Valdés, 2014, pp. 27-18). These distinctions reflect a commitment to valuing learners' full linguistic repertoires and thereby challenging the marginalization of minority languages, which has broader implications for equity and inclusion in society.

Consequently, adopting a translanguaging stance could also be beneficial for society as a whole. Many Euro-centric societies are affected by a 'new racism' (Barker, 1981; Crowley & Hickman, 2008) which posits culture, rather than biology, as a marker of difference, creating social division. Children with linguistically and culturally diverse backgrounds, especially those speaking 'non-prestigious' languages (cf. Weidl & Erling, 2023, p. 93) are often marginalized and othered (Conteh & Meier, 2014, p. 2), making them feel alienated and creating a sense of 'unhomeliness' (Bhabha, 1994) in the country they live in. Often, this hostility creates binary oppositions of 'us vs. them' or 'our language vs. their language', which prevents individuals from identifying with the language of the dominant society. Young people in the process of constructing their social identities, who already feel like they neither belong to their country of residence nor to the one their ancestors come from (Conteh & Meier, 2014, p. 2), are left without appropriate support. In their discussion of the transformative power of translanguaging, García and Li (2014, pp. 24-25) compare a translanguaging space to that of the *third space*. This postcolonial sociolinguistic concept describes a metaphorical, in-between space (Bhabha, 1994) that emerges when cultures and languages interact, especially contexts shaped by colonialism or migration. It is a hybrid zone, a site of critical exchange (Soja, 1996, p. 25) where meanings, identities and cultural expressions are negotiated and transformed. As a linguistically and culturally responsive pedagogy, translanguaging values and leverages the lived realities of all linguistic and ethno-racial backgrounds (Phyak et al., 2023, p. 223). It provides educators with the opportunity to create a translanguaging space that acts as a third space in which learners, particularly those with migration backgrounds, can explore their hybrid, multilingual identities and worlds (García, 2009, p. 45), instead of being forced into a form of integration in which the dominant culture and standard language are the only ones that are tolerated to ensure a homogenous nation state. By transgressing educational structures and destabilizing language hierarchies, translanguaging offers practices and knowledge from both a learner's home and

school to be brought together and generate new knowledge, learning, languaging, and texts (García & Li, 2014, p. 68). García and Li (2014, pp. 24-25) emphasize that this third space does not only encompass “a mixture or hybridity of first and second languages”; instead, it creates new possibilities for creativity and empowerment. As such, a focus on linguistically responsive pedagogies may be a step towards understanding integration as a shared responsibility (Meier, 2014, p. 180) as “pluralities and heterogeneity, not homogeneity, are the substance of social solidarity” (Cowley & Hickman, 2008, pp. 1241-1242).

Stance, Design, Shift in Translanguaging Pedagogy

As a pedagogical approach emerging from these views on language, translanguaging thus offers “intentional instructional strategies that integrate two or more languages” (Cenoz & Gorter, 2020, p. 300) to develop the linguistic competences of multilingual learners whose language repertoires are often not considered as resources. García, Johnson and Seltzer (2016) identify three components of translanguaging practices. For translanguaging to fulfil its transformative potential, teachers must take on a translanguaging *stance* and view their students’ linguistic repertoires as resources (p. 99). This stance includes a trust in a learner’s ability to use language according to their own terms, and not that of any standard ideologies (Li & García, 2022, pp. 322-323). Teachers must also *design* learning experiences that take these resources into account, opening translanguaging spaces where learners get opportunities in the classroom to use their repertoires freely (García et al., 2016, p. 115) and where the “creativity and criticality” of learners (Li, 2011) is allowed to flow as knowledge is constructed. By creating these spaces, learners become knowledgeable of their translanguaging and build self-regulation skills, which enable them to actively perceive these strengths and leverage them for learning purposes (Kart, 2026, p. 119). Finally, it is crucial for teachers to be ready to *shift* during instruction in order to make unplanned changes to respond to the flow of translanguaging in the classroom (García et al., 2016, p.137) and facilitate student learning and understanding. While these principles emerged from research in contexts where English is the language of instruction, they apply in any context.

Using Translanguaging for Scaffolding

One way translanguaging can be used as a resource to benefit learners is by leveraging students’ linguistic repertoires for scaffolding. While translanguaging is

essentially student-directed, providing learners with opportunities to undertake translanguaging activities independently and with little teacher support, previous research on bilingual education in Wales suggests that translanguaging can also be teacher-directed, where the teacher scaffolds the activity and provides translanguaging cues for the class (cf. Lewis et al., 2012, p. 665). Some scholars therefore argue that pedagogical translanguaging differs from the deliberate and planned character of spontaneous translanguaging, as it implies that “languages are separate entities but that their boundaries are soft” (Cenoz & Gorter, 2020, p. 307). Such scaffolding can be employed strategically to facilitate engagement with more rigorous content (García & Li, 2014, p. 92). By doing this, the ‘weaker’ language is developed by drawing on the language(s) in which the learner feels more at ease (Baker & Wright, 2017, p. 422) and thus builds deeper thinking (García & Li, 2014, p. 89) and deeper understanding of content (García & Li, 2014, p. 64; Baker & Wright, 2017, p. 420; Lewis et al., 2012, p. 667). However, scholars argue that the efficacy of such approaches might vary depending on the complexity of the subject matter and whether learners are at beginning points or further along the multilingual continuum (Baker & Wright, 2017, p. 423). Research suggests that emergent bilinguals tend to use translanguaging for scaffolding more often than those who are more experienced (García & Kano, 2014). As learners increasingly integrate the developing language into their holistic repertoires, the use of translanguaging can potentially become more transformative, and not just a scaffold (Baker & Wright, 2017, p. 423).

Critical Multilingual Awareness

Furthermore, research addresses the recurring question of how translanguaging should be employed to ensure its effectiveness in the classroom. According to Li and García (2022), simply acknowledging the language repertoires of multilingual students and enabling students to go across language(s) of instruction is not enough (p. 314). The scholars stress that multilingual awareness is important, but “must be critical” (p. 317) and while they acknowledge the importance of named languages for identity and social purposes, they emphasize how a reification of those languages as separate entities fails to acknowledge the complexity of multilingual students’ language practices. A limited understanding of translanguaging and students’ complex multilingual realities may force learners into uncomfortable situations (cf. Li & García, 2022). While the teacher may thus favor translanguaging, learners might prefer using

one language rather than two (Baker & Wright, 2017, pp. 423-424) depending on the context in which they are interacting (Facciani, 2026, p. 284) or due to language stigma (Li & García, 2022; Facciani, 2026, p. 284).

Benefits of Employing Translanguaging

By adopting an informed translanguaging approach and the three principles of stance, design, and shift, translanguaging can be beneficial for students in a multitude of ways. This includes building background knowledge, deepening understanding and sociopolitical engagement, encouraging cross-linguistic and metalinguistic awareness, crosslinguistic flexibility, identity investment, and positionality, as well as interrogating linguistic inequality, and disrupting linguistic hierarchies and social structures (García & Li, 2014, p. 121). In their research on the benefits of translanguaging, Creese and Blackledge (2012) additionally report its value in terms of identity performance, lesson accomplishment, and learner confidence (p.112). Furthermore, translanguaging is also a powerful differentiation tool, which ensures that all learners are “cognitively, socially and creatively challenged” as they are provided with appropriate input which facilitates the production of output through meaningful and collaborative interactions (García & Li, 2014, p. 92). Considering this wide range of benefits, it becomes clear that translanguaging not only benefits multilingual learners, but also those that reportedly grew up ‘monolingually’, as it helps to foster language awareness and curiosity about their own language(s) and those of others (Conteh & Meier 2014, p. 3).

Translanguaging in English Language Education

In recent years, translanguaging has gained considerable attention in the field of ELT as a pedagogical and theoretical response to the multilingual realities of contemporary classrooms. Research across a wide range of contexts demonstrates the potential of translanguaging to promote learners’ agency in using their language repertoires, deepen their understanding of classroom content, facilitate participation, develop students’ English language and literacy skills and enhance multilingual and multicultural awareness (Tian & Li, 2024; East & Wang, 2024, p. 711). Studies also aim to explore how a translanguaging approach can be employed effectively to create a more inclusive and equitable learning environment (e.g., Ooi & Abdul Aziz, 2021; Tian & Li, 2024), or attempt to inform educators and identify implications for practice

in ELT, as well as priorities for future research on translanguaging (e.g., Prilutskaya, 2021; Anderson, 2024).

Translanguaging in the ELT Reading Classroom

Research on translanguaging in ELT has also explored in connection to the development of reading skills. As translanguaging intends to augment the pupil's activity in two or more languages in order to deepen understanding of the subject matter (García & Li, 2014, p. 64), it is a particularly valuable tool for developing learners' reading competences, as reading and discussing a topic in one language and then writing about it in another language requires the content to be "processed and 'digested'" (Baker & Wright, 2017, p. 420). Especially in the reading classroom, it is crucial to build on students' linguistic repertoires, as not incorporating them might have a considerable impact on multilingual learners' attitudes towards reading (Wagner, 2019, p. 1062). The importance of fostering bilingual (reading) identities through translanguaging is also highlighted by Aponte, Espinet and Seltzer (2020), especially since linguistic features are closely tied to cultural backgrounds, and the act of reading itself "involves a critical dialogue between students' analysis of the meaning of a text and their understanding of the world in which it is produced and shared" (pp. 117-118).

Similar to the three principles of translanguaging mentioned before, Aponte, Espinet and Seltzer (2020) identify five principles for the development of multilingual reading identities. The first one refers to the *translanguaging stance* (i.e., teachers being explicit about their ideological perspectives in support of translanguaging), which aims at "bringing students' bilingual reading practices to the surface" (p. 118). *Choosing texts* is another principle, ensuring that learners are provided with texts that represent a variety of cultural and linguistic experiences (p. 119). The third principle, *leveraging students' metalinguistic and bilingual awareness*, emphasizes the need for teachers to explicitly teach learners how to fully utilize their linguistic repertoires (pp. 120-122). As a fourth principle, they remark that *going beyond texts through linguistic and cultural extensions* facilitates cooperation with learners' families, a benefit that is also underlined by Baker and Wright (2017), as translanguaging is already the discursive norm in multilingual families (e.g., García & Li, 2014, p. 23) and can "bring a broad range of understandings, language, culture, histories, and funds of knowledge" (Aponte et al., 2020, p. 123). As a final principle, the scholars stress the need to foster

bilingual orgullo through classroom activities (Aponte et al., 2020, p. 116), referring to a sense of understanding of and pride in the learners' own multilingualism, which can be achieved through exploring their multilingual and multicultural identities (p. 124).

Gaps in Translanguaging Research

Despite the substantial research that exists and is being conducted in the field of multilingual education, there are still gaps that need to be explored. Most research on translanguaging pedagogies, for instance, can be found in educational contexts where English is the language of instruction; however, scholars such as Cenoz and Gorter (2020) recognize differences in European educational contexts, where English might be a third or additional language for speakers of regional minority languages or students with migration background (p. 302). Thus, even though many scholars concerned with translanguaging pedagogy offer numerous strategies to incorporate the approach in classrooms (e.g., García & Li, 2014), certain settings might require different solutions. For example, while translanguaging is seen as a social accomplishment where individuals interactively employ language according to context to construct meaning (Canagarajah, 2011, pp. 4-5), an interactive setting might not always be feasible. Similarly, pairing students with similar language backgrounds for mutual assistance, as is suggested by García and Li (2014, p. 131), might not be possible in highly diverse classrooms where only one speaker of a particular language is present at times. One of the biggest challenges is thus to test and trial methods of implementing translanguaging for the benefit of multilingual learners in under-researched areas and contexts.

2.3. Funds of Knowledge and Funds of Identity

In the previous sections of this literature review, reader-response theory and translanguaging theory were presented. The common thread running through both approaches is their focus on the learner's agency, and making visible the knowledge, identities, and experiences that students bring into the classroom to facilitate and advance learning. Seeing that students' identities are strongly tied to their lives, experiences, and backgrounds, scholarship also emphasizes the importance of encouraging teachers to consider the cultural resources and funds of knowledge that learners bring with them to the classroom (Le Pichon et al., 2024, pp. 12-13).

Opportunity Gaps in Education

If learners' identities and resources are central to classroom practice, then the contexts in which these identities are formed become equally important. Parental engagement in children's learning is considered a major factor in shaping students' educational experiences and academic achievement (cf. Antony-Newman, 2024, p. 3364; Goodall, 2017; Jeynes, 2011); however, these outcomes are strongly tied to the language and socio-economic backgrounds of families (cf. Conteh & Meier, 2014, p. 2). Families with migration backgrounds often face a so-called 'opportunity gap', which refers to the lower rates of success in educational achievement or career prospects due to factors such as ethnicity, language, economic status, and family circumstances (Erling & Foltz, 2024, p. 80). This group of parents often feels linguistically and culturally disconnected from educational content, as there might be low familiarity with the host country's educational system and language barriers (Antony-Newman, 2024, p. 3364). Home literacy practices that are different to those at school tend to remain invisible and are rarely considered a valuable resource, resulting in deficit views where parents are blamed for the underachievement of their children as they are seen as 'failing' to provide school-style literacy experiences (Baker & Wright, 2017, p. 485). Scholars suggest that building bridges between school and home contexts creates unique learning opportunities and paves the way for more equitable teaching practices (Le Pichon et al., 2024, p. 14).

The Funds of Knowledge Project

One project widely known for its work on making visible the knowledges and competences of minority communities is the *Funds of Knowledge* (FoK) conducted by Moll, Amanti, Neff, and González (1992). Drawing on a concept coined by Vélez-Ibáñez (1992 [1983]), the term *funds of knowledge* refers to any knowledge that derives from outside of school (i.e., not just from home), and concerns how such knowledge is constructed, revised, maintained and shared (Moje, 2017). The approach was initiated in 1990-91 and involved with 10 teachers from three schools as co-researchers, using qualitative methods to document and study 'household knowledge' (Moll et al., 1992, p.139; Funds of Knowledge Alliance, 2025; González et al., 2005, p. 1). Their work focused on working class families from lower economic communities and "the practices they have developed and the knowledge they have produced and acquired in the living of their lives" (Moll, 2019, p. 131). The goal was to

pedagogically represent these families and students as resourceful and explore how educators could arrange classroom environments that could build on these linguistic and cultural resources for learning and teaching (Moll, 2019, p. 137). Moreover, the FoK approach also provided teachers with deeper understanding of their students' lived experiences, challenging persisting stereotypes (Moll et al., 1992, p. 136) and emphasizing the strengths of families (González et al., 2005, p. x) who are often assumed to be "lacking any such resources" (Moll, 2019, p. 132). Such a process establishes *convivencia*, i.e., a mode of conviviality achieved by "putting aside the stereotypes and prejudices and forming relations of mutual trust" (Esteban-Guitart, 2016, p. 40). By assuming the role of the learner, teachers in the project engaged in a more symmetrical relationship with the parents of the students (Moll et al. 1992, p. 139).

Funds of Identity

Building on the basic ideas of the FoK approach, Esteban-Guitart (2016) points out that research also needs to consider that people have and accumulate not only the funds of knowledge of their communities but also their own life experiences on which they draw to define themselves (p. 48). While a FoK project may yield information about adults and their social worlds, Esteban-Guitart argues that such endeavors might neglect the lived realities of their children. Students often create their own social worlds and funds of knowledge, independent from the social lives of their parents or families surrounding them (p. 46). Addressing this issue, Esteban-Guitart suggests the term *funds of identity* (Fol) to refer to "historically accumulated, culturally developed, and socially distributed resources" students consume, use, and create, thus accounting for students' trajectories of identification (p. 48). In other words, FoK become Fol when actively used by a person to define themselves (p. 49). From this perspective, learning does not only encompass mediated processes of knowledge creation but also mediated processes of identity creation (p. 51). Fol include objects, activities, or people who are part of an individual's experience and can be compared to a "box of tools" that are essential for constructing one's identity (idem). These artifacts can be then used as resources for learning and forging connections within schools and beyond (p. 49). According to the scholar, a FoK approach complemented by a Fol approach allows for a consideration of the learner's prior learning experiences, needs, and interests, making learning experiences meaningful (p. 52).

To uncover students' FoI and their meaningful learning experiences, Esteban-Guitart recommends the use of self-portraits, psychogeographical maps, photos, and personal diaries (pp. 63-79).

Benefits of Incorporating Funds of Knowledge/Identity

Research on FoK and FoI point towards several benefits for students. Moll et al. (1992) found that students who regularly interact with their heritage culture's communities are provided with unique and valuable contexts for experiential learning, which greatly augment their FoK. Moreover, connecting the school curriculum to the students' lived experiences and their social and family backgrounds positively influences and improves learning (cf. Esteban-Guitart, 2016, p. 39). As students are given opportunities to engage in activities with people they trust, they develop a profound sense of belonging in communities that are culturally and socially complex (Conteh & Meier, 2014, p. 6). Embedding such approaches into classrooms can also be beneficial in terms of identity development, as Esteban-Guitart (2016) points out that especially in times of increased globalization, traditional homogenous notions of identity, i.e., "one language, one territory, one identity, one nation-state", are no longer sufficient for identity development (p. 41).

Combining Approaches

Considering the benefits that come with such perspectives, I now turn to how FoK and FoI approaches can connect to the previously established concepts of reader-response theory and translanguaging. As established in section 2.2, incorporating multilingual approaches such as translanguaging has the potential to facilitate home-school links and cooperation (Baker & Wright, 2017; García & Li, 2014, p. 64; Conteh & Meier, 2014, p. 6). Often, it is assumed or claimed that the parent is unable to help their child with their homework or discuss schoolwork as they do not understand the language of instruction (cf. Baker & Wright, 2017, p. 422); however, translanguaging offers a way to overcome educational structures and practices and to create a space in which language practices and different epistemologies emerging from both within school and beyond are brought together (García & Li, 2014, p. 68) and may even lead to deeper understanding and learning through reprocessing of content (Baker & Wright, 2017, p. 422). Translanguaging pedagogy thus provides teachers with the opportunity to collaborate with diverse communities to identify and utilize FoK. Including elements such as literature, stories, and histories from students' heritage

cultures, as well as their traditions, legends, and music, educators facilitate the development of a deeper understanding of the linguistic and epistemological worlds of multilingual children and represent learners' identities and worldviews within classrooms (García, 2009; Phyak et al., 2023, p. 230). Building on the funds of knowledge of students is crucial for multilingual approaches that aim to be non-hierarchical and empowering (Phyak et al., 2023, p. 231). Such a perspective signals movement from "coercive, superior-inferior [...] relationships", to collaboration, power sharing, and power creating (Baker & Wright, 2017, p. 596). Weidl and Erling (2025) also underscore how a FoI approach in linguistically and culturally responsive pedagogy fosters more empathetic, inclusive classrooms and offers the opportunity to incorporate learners' language biographies to support additional language development (p. 763).

A number of studies are also concerned with exploring how students can engage in literacy activities with their families. Findings of an exploratory study by Kirsch and Bergeron-Morin (2023), for instance, emphasize the potential of collaborating with parents in literacy activities to develop language competence and literacy skills (p. 1400). Educators employing reader-response theory in their reading lessons recommend having students write family letters to communicate thoughts about their reading to their parents and ask them to respond in writing (cf. Roessing, 2009, p. 68). Not only does this offer otherwise rare opportunities for students to share school-related content and their reading habits with their family members, but it also provides parents with a chance to discuss their reading practices with their children (idem), promotes dialogue, and encourages reciprocal knowledge (cf. Moll et al., 1992, p. 134; Le Pichon et al., 2024, p. 11). Roessing (2009) reports of parents' responses sometimes entailing simple reactions to their children's reading, while others contain accounts of the parents' own reading habits in which they share what they are currently reading and sometimes engage more deeply by reflecting on books they have read in the past (pp. 68-69).

Impediments to Family Engagement

As both FoK and FoI depend on family engagement, certain challenges might emerge. Referring to previous research, Baker and Wright (2017) point towards barriers that can impede or halt family engagement, such as feelings of intimidation, fear of showing disrespect, lack of time due to work schedules, transportation issues, and childcare,

as well as negative experiences with school staff in the past (p. 487). Furthermore, parent involvement might differ across contexts. While the FoK project originally collaborated with Mexican households, scholars emphasize that the framework is equally applicable to other linguistic minorities communities around the world (Baker & Wright, 2017, p. 487). However, more research is necessary to investigate how a FoK approach can be applied to linguistically and culturally diverse classrooms, where the implementation might require different sets of resources. Kirsch and Bergeron (2023) also point out the scarcity of empirical studies on parental collaboration, as involving parents is complex and often regarded as difficult due to cultural and linguistic ‘mismatches’ between parents and teachers, as well as strong ideologies and beliefs linked to the use of heritage languages (p. 1389).

The literature reviewed above highlights the importance of incorporating student-centred approaches to teaching and learning, through which students receive opportunities to construct meaning through their lived experiences (reader-response theory), draw on their full linguistic repertoires (translanguaging), and where learners’ and families heritage languages, cultural practices, and identities constitute valuable pedagogical resources (funds of knowledge/identity). However, there remains a need for research that examines how such linguistically responsive and community-oriented approaches can be mobilized in everyday school contexts. The project described in the following chapters was designed to address this gap by implementing a book project informed by these principles in linguistically diverse middle school classrooms within the context of Vienna, Austria.

3. Research Context

Before outlining the details of the book project, the following chapter situates it within the wider educational context. Since the project was conducted in Vienna, I first provide information and statistics pertaining to linguistically diverse middle schools in Austria and English language teaching and learning at these schools. Next, I explain why teachers and student teachers often do not feel prepared to teach multilingual learners, and explore other factors that influence students’ educational trajectories, such as the socio-economic and socio-educational status of their families. Finally, I introduce the Udele project, which aims to investigate and reveal educational

inequalities in the education system in Austria, and describe how this thesis was conducted as part of Udele.

3.1. Middle Schools in Austria

Middle schools (*Mittelschulen*, MS) are a vocationally oriented, non-selective type of institution for lower secondary education in Austria which were implemented in 2008/09 and fully replaced the school type of *Hauptschule* by 2019/20. Compared to the more academically oriented, selective forms of secondary schools, *Allgemeinbildende höhere Schulen* (AHS), which are generally perceived as the more prestigious option (Erling & Foltz, 2024, p. 85-86), MS are often lower prestige and more linguistically and culturally diverse. Apart from German and regional dialects, Turkish, Bosnian, Croatian, Serbian, Hungarian, Romanian, and Arabic are most widely spoken at Austrian schools (Statistik Austria, 2021). While statistics identify 19,3% of students with heritage languages other than German at AHS, the percentage is significantly higher (34,6%) at MS (Statistik Austria, 2025, p. 24). This might be related to the fact that students from German-speaking backgrounds move on to AHS more often (41,6%) than those with other heritage languages (21,3%) (Statistik Austria, 2025, p. 26). The disparities between these two groups of learners continue throughout their educational paths, as statistics also indicate a disproportionate number of learners with heritage languages other than German who decide against entering upper secondary school and quit their school education instead after MS (Statistik Austria, 2025, p. 28).

Despite substantial evidence that indicates increased cognitive flexibility and working memory in multilingual individuals (Antoniou, 2019; Monnier et al., 2021), standardized tests of recent years show that learners at linguistically diverse middle schools consistently underperform in English compared to their AHS peers. In terms of English language education, the curricula of both MS and AHS specify that students should reach the CEFR level of B1 at the end of their 4th year (CEFR, 2020; BMUKK, 2024a; BMUKK, 2024b); however, according to the federal results report of 2020, 48% of MS learners failed to meet the English curriculum standards, compared to only 8% of their Gymnasium peers (BIFIE, 2020). Measurements of educational standards according to iKM PLUS conducted in 2023/24 reveal that only 39% of MS learners in their 4th year achieve English receptive skills on a B1 level, while this percentage is significantly higher for AHS students of the same grade (75%) (IQS, 2023/24, p. 17). Considering

these insights, research suggests educational inequalities due to structural challenges that both students and teachers at MS have to face. For instance, MS learners usually have little access to high-quality school programs supporting English language learning, fewer learning resources, and fewer opportunities to use English outside of school (cf. Erling & Foltz, 2024, pp. 85-86). Additionally, there is a lack of spaces that allow students to tap into their full linguistic repertoire (Weidl & Erling, 2023), and teachers have fewer resources to deal with linguistic diversity and implement multilingual approaches due to insufficient teacher training (Erling & Weidl, 2025). Furthermore, MS are more likely to be affected by teacher shortages and employ teachers who are not yet fully qualified (Huber et al., 2023).

Studies also offer important insights into the current state of teacher education in with regard to multilingualism in the classroom. According to the OECD Teaching and Learning International Survey (TALIS) (2024), only 26% of teachers in Austria feel prepared to teach children with diverse linguistic backgrounds, a percentage that has not changed by much since 2018 (p. 120), even though more than a quarter of pupils in Austria report speaking more than one language (p. 45) and multicultural competence is a requirement set by secondary school curriculums (BMUKK, 2024a, p. 53; BMUKK, 2024b, pp. 33-34). This might be due to the fact that in English language teacher education programs in Austria, multilingualism is more commonly found in non-obligatory specialization courses than in mainstream compulsory courses (Purkartshofer, 2016, p. 14) and is mainly focused on preparing student teachers for the more academically-oriented secondary school track, AHS (Erling & Foltz, 2024, p. 80). These findings also hold true at the University of Vienna, where multilingualism does not prominently feature in the curriculum and is sometimes even left out (Erling et al., 2026, p. 132). Furthermore, these programs tend to stress the importance of 'immersion' in the English language classroom, aiming for maximum exposure to the language and sometimes even insisting on rules pertaining to language use in the classroom (Erling et al., 2026, p. 125), a practice that reflects the persistent monolingual school system in Austria (Kart, 2026, p. 103). As a result, multilingual approaches are still not widely implemented in classrooms in Austria (Bredthauer & Engfer, 2016). While the full potential of translanguaging can only be achieved through adopting all three principles of stance, design and shift (García et al., 2016; García & Li, 2022), research in the context of Austrian schools shows that even a rudimentary

translanguaging stance in teachers that values students' language profiles and incorporates activities that draw on these resources can benefit English language education and improve learning (cf. Erling et al., 2026, p. 126). Research underscores the necessity for teacher training programs to equip teachers with these pedagogical competences and offer explicit strategies to help learners leverage their linguistic repertoires and develop their multilingual identities (p. 146). Furthermore, in settings where English is acquired at a later stage, teachers need a better understanding of how students' language repertoires can be used as a resource, while also providing quality access and exposure to the target language (idem).

A factor that is often linked to the educational success of students is their socio-economic background and the socio-educational status of their parents (cf. Cenoz, 2013, p. 76; Erling & Flotz, 2024). MS and other vocational schools in Vienna are often situated in less wealthy districts (cf. Kohlbacher & Reeger, 2020), suggesting residential segregation that further aggravates educational inequalities (Weidl & Erling, 2025, p. 763), as statistics reveal a disproportionate number of students with lower socioeconomic status at MS (Oberwimmer et al., 2019). Moreover, studies show that education in Austria is still largely inherited (Statistik Austria, 2025, pp. 34-35; Schaffer, 2020). Apart from family income, the educational level and linguistic background of parents influence students' life trajectories and opportunities. Low experience of formal education, lower educational levels and/or limited abilities in German present barriers to parent engagement and support for their children (Oberwimmer et al., 2019) and language competences other than German are rarely seen as an asset or relevant in learning contexts due to persisting language hierarchies at Austrian schools (Dirim & Mecheril, 2018). The impact of these socio-educational factors is evident in the number of students starting academic studies at university, as the percentage is higher for those with parents who have studied themselves (Zucha et al., 2024). However, more is needed than just educational reforms to tackle these issues, as there might also be a need for change in social politics in order to better accompany learners throughout their schooling (cf. Schaffer, 2020) and work towards closing the opportunity gap (Erling & Flotz, 2024, p. 80).

3.2. The Udele Project

One research project developed to investigate the Austrian educational system more closely and reveal inequitable schooling within this context is Udele (*Understanding*

Disparities in English Language Education). This thesis was conducted as part of Udele, which is led by my Master's supervisor Elizabeth Erling as principal investigator and Miriam Weidl as co-investigator, and on which I work as a research assistant. The team also includes research assistant Amina Račević, as well as other researchers and teachers who bring in their expertise in a multitude of ways (cf. www.udele2023.univie.ac.at). Running from 2022-2026 and funded by the *Austrian Science Fund* (FW), Udele works with several linguistically diverse urban middle schools in Austria to deepen understanding of students' complex linguistic trajectories and identities and explore ways in which a multilingual approach can positively influence students' success in the English language classroom, promoting equitable learning opportunities for all learners (cf. Weidl & Erling, 2025, pp. 2-3). As such, the research is deeply rooted in translanguaging theory and therefore recognizes that students draw upon their entire linguistic repertoire to navigate their educational experiences (Kleyn & Garcia, 2019). Apart from providing a theoretical lens, translanguaging also serves as a practical tool in the project which enables an ongoing process of reflection as well as a questioning of traditional language hierarchies and their impact on a societal level. Udele emphasizes the reciprocal relationship between research and classroom practices which is not only crucial for in-service teachers, but also for student teachers who might not be sufficiently trained in meeting the demands of linguistically diverse classrooms (Wernicke et al., 2021; Weidl & Erling, 2025, p. 3). Characterized as a transformational, ethnography-informed design-based research, the Udele project offers nuanced insights into teacher beliefs and practices (e.g., Erling & Weidl, 2025) as well as students and their linguistic profiles (e.g., Weidl & Erling, 2023). The wider project has also created a range of classroom resources designed to be trialed in linguistically diverse English language classrooms. It was within this broader project framework that I designed and implemented my own book project, which forms the basis of the present study will be described in detail in the following chapter.

4. Methodology

Having established the wider research context, I turn to presenting the project of this thesis. In the following chapter, I first outline the *Pie in the Sky* project and give a detailed overview of the study's aims and research questions, as well as the Case Middle School (Case-MS) and participants that were involved in the project. Next, I

describe the teaching intervention that was carried out as part of the project, including information on the schedule, the chosen book, and the materials that were used to realize it. I then move on to presenting the methodological steps I took to obtain, manage, and process data in the project. Finally, the chapter concludes with a reflection on the study's limitations.

4.1. The *Pie in the Sky* Project

Drawing on translanguaging pedagogy and reader-response theory, I conducted a book project with two third-grade middle school classes in Vienna. Through my work as a research assistant in the Udele project, I was introduced to the two middle school classes, their English teachers, and some of their parents. I noticed that reading seemed to be a difficult competence for students, despite efforts by the two regular teachers to incorporate regular book projects in years 1 and 2, as well as 'reading nights', where students would read together at a school-organized sleep-over. Given my background as a Literature student, I reckoned that these book projects could have a stronger focus on the students by connecting to their lived realities and linguistic repertoires.

Within this study, I was therefore particularly interested in how I could design book projects to be engaging for English language learners with diverse linguistic backgrounds by incorporating their lived realities and creating opportunities for them to build and reflect on their pre-existing linguistic skills to support the development of their English language skills. The study is grounded in an action-research framework and adopts a two-phase sequential explanatory mixed-methods design, combining quantitative and qualitative data to explore the design and implementation of a multilingual, parent-inclusive book project. The combined implementation of reader-response theory and translanguaging pedagogy aimed to create a book project which could encourage learners to draw on their full linguistic repertoire to express thoughts and feelings about their reading. I was additionally interested in incorporating parents to collaborate with their children in certain activities and examining the benefits and challenges of such collaborations.

The following research questions were formulated:

- **RQ1:** How does a book project that draws on reader-response and translanguaging theory shape the learning experience of linguistically diverse students at an Austrian middle school in their third year?
 - How can such approaches support students in expressing and sharing their thoughts and feelings about their reading?
 - Which benefits and challenges can be observed for students, and for me as the teacher-researcher?
- **RQ2:** What kind of potential does involving parents in the book project hold for students' engagement with and enjoyment of their reading?
 - Which benefits and challenges can be observed for students, parents, and me as the teacher-researcher in such cooperation?

Based on previous findings of studies concerned with the use of reader-response theory and translanguaging theory in the ELT classroom, I expected the employment of the two approaches to be beneficial and empowering for students in terms of language learning and identity development. Moreover, I hypothesized that collaborative activities between students and their parents would lead to deeper engagement with the text and create home-school links that could be beneficial for teaching and learning.

4.2. The Case Middle School

The project for this thesis was conducted at a middle school (hereafter referred to as 'Case-MS') situated in a large urban district in Vienna and is one of several middle schools that the Udele project has been working with since 2022. Connections with the administrative staff at Case-MS had been previously established, as well as a familiarity with the teachers, students, and parents of two classes (3X and 3Y) in which the book project was carried out. The school presented an ideal setting for the project of this thesis, as it exemplifies a highly diverse student population where a significant number of learners come from low-income backgrounds and with migration experiences (Weidl & Erling, 2025, p. 5). As such, many students report of speaking languages other than German with their families or friends depending on the situation, implying that translanguaging is most likely an intricate part of their lived experience (Weidl & Erling, 2023, p. 96). As a teacher in training, the decision to conduct this action-research project at Case-MS provided me with the opportunity to learn more

about inclusion and diversity; as a researcher, it additionally allowed me to be more inclusive in educational research and carry out a project that could focus on school types that are usually neglected in comparison to more prestigious school types (cf. Erling & Foltz, 2024).

4.2.1. Participants

The study focused on two classes of third-grade MS students (i.e., their 7th year of school). In total, 43 students between the ages of 12-14 participated in the book project. Aside from German and English, their (reported) language repertoires included Arabic, BCS (i.e., Bosnian, Croatian, and Serbian), Chechen, Dari, Farsi, Hungarian, Macedonian, Pashto, Polish, Punjabi, Romanian, Russian, Somali, Spanish, Turkish, and Ukrainian.

Not only are the school's students highly diverse in terms of linguistic and cultural backgrounds, their level of competence across the languages in their repertoires also varies. Even among learners of the same year, English language competence levels vary substantially. This is illustrated by the iKM PLUS results of 2023/24 for 3X and 3Y, which tested students' English receptive skills: while a majority of learners in both classes tested receptive skills on a CEFR level of A2 in English (59% in 3X and 58% in 3Y), there is a substantial number of students who tested on a lower level (A1) in 3X (29%) than in 3Y (7%), as more students have acquired B1 or higher in 3Y (21%) than in 3X (12%) (IQS, 2024, p. 28). From a nation-wide perspective, students at Case-MS in their third year (i.e., not just 3X and 3Y) performed slightly worse than the average of middle school students in Austria (139 points compared to 144 points) and significantly worse than their peers at AHS schools (159 points) (IQS, 2024, p. 28). According to the results, 56% of AHS students already display receptive skills on a B1 level, while this is only the case for 19% of learners at Case-MS (IQS, 2024, p. 28). However, it is important to mention that certain students in 3X and 3Y also tested on higher levels, with outcomes as high as those of AHS students (IQS, 2024).

Regardless of their English language competence level, all students in the two classes and their English teachers, Emma and Lucia, were involved in the in-class book project. However, this study will primarily focus on data pertaining to five of the students that have Dari and/or Farsi as part of their language repertoire: Hashemi, Ivića, Khabib, Donat, and Malika. All five students have either experienced migration

themselves or have parents who migrated to Austria. A more detailed profile of the Dari/Farsi speakers based on interviews that were conducted prior to the book project will be provided in section 5.1. Since I was also interested in involving parents in the book project, I additionally carried out interviews with some of the learners' parents. During the parent-teacher conferences of 2023 and 2024, I was able to talk to Rabia (Hashemi's mother), Rumi (Ivića's father), Forough (Donat's mother) and Hafiz (Malika's father). Table 1 offers an overview of student participants (left-hand side) and their respective parents (right-hand side), as well as participants' gender in brackets.

Student Participants	Parent Participants
Donat (♀)	Forough (♀)
Hashemi (♂)	Rabia (♀)
Ivića (♂)	Rumi (♂)
Khabib (♂)	(no parent interview)
Malika (♀)	Hafiz (♂)

Table 1: Overview of Participants

4.2.2. Ethics

As part of the Udele project, formal approval for this research was granted by the University of Vienna's Ethics Committee (Ref. 00963), and permission to conduct it was obtained from the Vienna Board of Education. Like all members of the Udele team, I follow the ethical guidelines outlined in the *European Commission's Ethics for Researchers and the European Code of Conduct for Research Integrity*, as well as the *British Association for Applied Linguistics' Recommendations for Good Practice* (2021). All participants, including head teachers, provided informed consent, with parental consent secured for students under 14 through accessible information in German. Confidentiality and anonymity are maintained through pseudonyms for individuals and the school, so that inferences to persons become hampered (cf. Flick, 2020, p. 45). Students and their English teachers were asked to choose their own pseudonyms; pseudonyms for parents were chosen by me. Participation was voluntary, with the option to withdraw at any time without consequence. Participants did not receive formal incentives for their involvement in the project. However, all members of Udele aim to make the research valuable to participants by providing support, teaching resources, and access to useful contacts and networks. The Udele

approach prioritizes respecting participants' time, minimizing risks, and maximizing the benefits of our research (cf. Hultgren et al., 2016). The Udele team has built a strong foundation of trust by aligning our work with the school's needs, and as such, I sought to ensure that the project I carried out for my thesis does not increase teachers' workload but would help to reduce it.

As the study is interested in the lived realities of participants who have experienced migration to varying degrees, there was a risk of tapping into sensitive and intimate matters and causing emotional stress to participants. Following Wiles & Boddy's notion of ethical literacy (2013), I aimed to consistently address and reflect upon these ethical concerns throughout the research process from the perspective of all the possible stakeholders to ensure research quality and integrity (2013, p. 1) and reduce intrusive threat for participants (Cohen, 2011, p. 166). These issues also affected me as a researcher, since there was a possibility that my personal engagement would cause "stress based on feelings of guilt, powerlessness, frustration, physical and emotional exhaustion" (Ryen, 2016, p. 41). Consistent reflection and setting personal boundaries helped me to protect my mental health; however, as Ryen (2016) emphasizes, "there is no simple formula for the link between qualitative research and emotional stress" (p. 41).

Data protection guidelines were strictly followed within the project. As all data in the Udele project, data was labeled, filed and securely stored in locations that are only accessible to team members of Udele; be it physical data such as questionnaire sheets and research diary entries, or digital data such as interview recordings. Reading logs (see sections 4.3. and 4.4.3) were photographed at the end of the project and subsequently returned to the learners.

4.3. Teaching Intervention: The Book Project

In this section, I describe the teaching intervention that constituted the core of this action-research project. I start by giving a brief overview of the project's schedule. Next, I present the book I selected for the book project and give a brief justification of my choice before moving on to describing the lessons I taught and the materials I used. All lesson plans and materials can be found in the appendix (see Appendix C.1. and Appendix C.2.)

4.3.1. Schedule

In compliance with the regular English teachers of the participating classes, the teaching intervention was initiated in October 2024 and originally planned to end before the winter holidays in December 2024. However, the project had to be slightly extended to the first week of January 2025, due to unexpected issues in the time schedule which will be described in section 4.6. In total, the book project spanned over 12 weeks and comprised 15 lessons (for each class), which were held twice a week, on Mondays and Fridays, during English class. Since the English lessons of the two classes were conveniently scheduled right after another, I was able to teach at the same pace in both groups.

4.3.2. *Pie in the Sky* by Remy Lai

The book I chose for this project is the (semi-) graphic novel and children's book *Pie in the Sky (PitS)*, written by Remi Lai (2019). *PitS* tells the story of two brothers, Jingwen and Yanghao, who have moved to Australia with their mother and are now struggling to learn English and get used to their new surroundings. Frustrated by not being able to understand the people around him and thus not being able to make new friends or keep up with schoolwork, Jingwen turns to his hobby of baking cakes. He convinces his younger brother Yanghao to help him bake all the cakes from a cookbook that belonged to their deceased father; however, they must do this in secret, as their mother cannot know about their secret baking endeavors.



Figure 1: Chapter 2 of *Pie in the Sky*

One of the main reasons why this book was chosen for the project lies in the themes it explores. Among important topics such as bullying, family, friendship, grief, and hope, the most salient one is that of migration. *Pie in the Sky* depicts the challenges of moving to and getting settled in a new country from the perspective of a child. This narrative choice might explain why the book never mentions which country Jingwen and his family migrate from, nor why they do so, as these questions might not be the

primary concerns of a child. Instead, there is a strong focus on their arrival in Australia, and how the narrator-protagonist Jingwen perceives himself and his family in their new surroundings. As neither he nor his younger brother Yanghao speak or understand English, their inability to communicate with the people around them quickly becomes a major marker of difference to Jingwen. Due to the language barrier, Jingwen feels like he has landed on a different planet and compares the English-speaking people he has contact with to aliens. However, as the young boy's struggle to fit in continues, he starts perceiving himself and his brother as aliens instead, while everyone else around them is human.

The account of Jingwen's migration experience underlines the notion of feeling alienated in a place that is unfamiliar and vastly different to one's original home, and where the ability to be understood is not available. As such, the book reflects the feeling of being 'unhomed' (Bhabha, 1994). The term describes the displacement and alienation that many people with migration backgrounds experience who no longer feel at home in the world. Unhomeliness causes a blurring of boundaries between private and public life under the pressures of migration, as well as a vision that is

divided as it is disorienting (Bhabha, 1994). Similarly, W.E.B Du Bois (1994) speaks of a 'double consciousness': originally referring to the oppression of African Americans in the United States, the notion of double consciousness can also be applied to the experiences of migrants and describe a sense of going through life while constantly seeing oneself through the eyes of the norm society. In *PitS*, Jingwen's feeling of unhomeliness due to language barriers combined with the struggle to fit in lead to alienation and a rupture in his self-perception. He constantly scrutinizes his actions and failings from the perspective of the people around him which leads him to perceive his differences as deficiencies and 'monstrous'. As Jingwen learns to navigate his new surroundings by building on his strengths and pre-existing skills, he grows more confident, manages to make friends, and shakes off the fear of learning a new language.

Considering these rich themes and the fact that many students at Case-MS have biographies that are marked by migration, working with *PitS* presented an opportunity to connect to the learners' life-worlds. As such, the story has the potential of linking and mobilizing learners' funds of identity (Esteban-Guitart, 2016), helping students to bring their own experiences into play and identify with Jingwen's struggles, thus creating moments of aesthetic transactions (cf. Rosenblatt, 1985; Delanoy, 2024, pp. 14-15). Choosing this book for the project was thus in line with previous research on students' preferences concerning topics used in the English language classroom (e.g., Sheridan & Condon, 2020, p.533), which reveals that learners prefer culturally familiar content over unfamiliar ones. Even though the book makes light of migration experiences to a certain extent and portrays dealing with linguistic and cultural differences in a more light-hearted manner, it provides a starting point to discuss these issues. Ultimately, the graphic novel reflects the experience of displacement, which scholars such as Caryl Phillips (2002) describe as a "gift" (p. 131) due to the rich linguistic and cultural repertoire it affords.

Another aspect of the book that made it an appropriate choice for the book project was its difficulty level and format. While there is a great number of anglophone books that approach the topic of migration for children and young adults, many of them are written for audiences that already have a good understanding of the English language. It was therefore difficult to find a text that would treat these themes in an authentic manner, while also being easy enough to understand for lower-level learners (A2). With a total

of 384 pages, *PitS* is recommended by online sources for English-speaking children ages 8-15 (Common sense media, n.d.; Cheaney, 2019). As this length would present a challenge for most A2 learners of English and many students in 3X and 3Y, I decided to only use selected chapters for the book project and leave out certain passages that were not essential to the plot development and might be too difficult to understand for lower-level learners. Instead of reading the whole book, I thus planned to cover 13 chapters, which corresponded to 85 pages in total. The story is narrated from a first-person perspective, is mainly written in the present tense, and contains many instances of introspection, allowing learners to fully explore the book from the main character's perspective. As a graphic novel, *PitS* additionally offered large illustrations (see, for instance, Fig. 1) throughout each chapter that provided students with the opportunity to "interact with language multimodally" (Miralles-Alberola et al., 2024, p. 167) and could therefore facilitate students' comprehension of the story and characters. For instance, students would be able to identify the feelings of a character or determine key moments in the story more easily, simply by skimming the text alongside the illustrations. These features were crucial, especially in view of the reflective texts that students would be asked to write in the form of reading logs (see section 4.4.3.).

4.3.3. Description of Lessons and Materials

In the following subchapter, I outline the lessons and materials that were designed for the purpose of the book project by describing the learning objectives and core activities. I start by presenting the preparatory lessons that intended to familiarize the learners with certain aspects of the book project (see Appendix C.1.) before moving on to the main lessons of the teaching intervention (Appendix C.2.).

All lessons were designed by me, and each of them was discussed with my supervisor and Udele project leader, Elizabeth Erling, and revised before they were taught in the classroom. With the exception of one preparatory lesson that had to be taught by Lucia due to scheduling issues, all sessions were taught by me as the primary teacher. In each of the lessons, I was assisted by the regular English teachers, Emma and Lucia, as well as Udele project members Elizabeth Erling and Miriam Weidl whenever they were available. Both my colleagues and the Case-MS teachers not only supported me in terms of classroom management but also offered me feedback on my lessons and ideas on how they could be further improved.

The pedagogical approach of the lessons was informed by translanguaging pedagogy, and can therefore be described in terms of stance, design, and shift (García et al., 2016). Throughout the intervention, I held a strong translanguaging stance by acknowledging students' linguistic repertoires as resources, designed lessons that would build on these resources, and was willing and prepared to make changes to these lesson plans whenever it was necessary to adapt to students' needs.

The book project intended to enhance students' engagement with their reading and develop their reading skills; however, given that the project was taught in an ELT classroom, activities also involved the development of other language skills, including speaking, listening, and writing, as well as intercultural competences.

4.3.3.1. Preparatory Lessons

In the following sections, I describe the aims of each lesson and justify my choices of the main activities. The teaching intervention is further reflected upon in sections 5.3. and 5.4. Five lessons were developed to prepare students for the book project. Even though students had already done book projects with their regular teachers in years 1 and 2, these preparatory lessons (hereafter referred to as prep lesson) aimed to develop rapport between us, and familiarize students with specific features of graphic novels, elements of the *Pie in the Sky* project, as well as reading and reflection skills that might have been new to them.

Prep lesson 1 was designed so that the students and I could get to know each other. I was first formally introduced to the students by the Udele project. We then had a collaborative discussion on classroom rules. Afterwards, I used the rest of the session to build rapport with the students. For this purpose, I incorporated playful activities for which students were required to draw on their speaking skills. The main activity was called "This or That?", prompting students to guess some of my preferences across various types of media such as TV shows, movies, or games. Basic sentence starters and useful vocabulary to use during the speaking activity were provided beforehand. After each round, I encouraged them to share and recommend their own preferences with me and the rest of the class. My goal with this lesson was to strengthen rapport by showing interest in the students' life-worlds (Richards, 2015, p. 199) and demonstrating enthusiasm through a (makeshift) near-peer role model (Dörnyei, 2006, p. 52) to motivate students for working on the book project together.

Prep sessions 2-5 aimed to present students with key vocabulary around graphic novels (including comics and mangas), preparing and giving instructions on the reading log, teaching words and phrases to express feelings, as well as slowly introducing the project's book, *Pie in the Sky*.

In prep lesson 2, learners were familiarized with the features of graphic novels to facilitate the reading process and provide them with key vocabulary necessary to talk and write about the text and the illustrations. This session was also linked to competences that are required in the third-grade middle-school curriculum, such as dealing with multimodal texts in order to identify essential information and linking them to prior knowledge (BMUKK, 2024b, p. 35). Building on what I had learned about their interests in the first prep lesson, I asked learners to get into groups and fill in empty speech bubbles on strips of familiar comics, mangas and graphic novels, as well as some illustrations from *Pie in the Sky*. The lesson aimed to allow for creative freedom in the writing activity and the opportunity to use the previously learned words and phrases in a speaking activity, which had students present the finished comic strips in front of the class.

Prep lessons 3-5 focused on introducing the concept of the reading log and preparing students to write their own entries. The overall goal of prep lesson 3 was to encourage creativity, individuality, and to spark the students' curiosity and attention for the upcoming tasks by increasing the intrinsic value (Dörnyei, 2006, p. 53) of working with reading logs. The session involved assembling the reading log: students customized their reading-log covers according to their own preferences and were provided with printouts of different cartoon and anime characters, as well as illustrations from *Pie in the Sky*, which they could cut out and arrange on their covers however they liked. Additionally, I prepared a reading profile in which the students had to reflect on their reading habits and preferences (see Appendix D.1.). Randomly selected students were asked to present both the reading profile, and the reading-log covers afterwards.

Prep session 4 served to prepare students for reading-log tasks by revising words and phrases to express emotions which would be crucial to describe their thoughts and feelings on certain passages of the book in future tasks. Since many students were learning English as a third or fourth language, this lesson included a multilingual component for which students were not only required to work out words and phrases

in English and their translations in German but were also invited to think about how those feelings could be expressed in their other languages. My intention behind this activity was to highlight and value the students' language repertoires while also revising important vocabulary and phrases pertaining to thoughts and emotions in English. By showing interest in their other languages and allowing them to share their language knowledge as experts, I aimed to further increase their motivation and anticipation regarding the reading project. Reflecting on how emotions are expressed in languages other than English and German also helped to set the stage for the reading-log tasks and emphasize their personal components.

In prep lesson 5, I explained what reading-log tasks would look like throughout the book project and gave more detailed instructions on how the entries should be written. For these reading-log tasks, students were presented with three prompts pertaining to three different categories of which students were asked to pick one when writing their entries: Empath, Oracle, and Judge. Drawing on reader-response theory, this method was designed to offer crucial insights into how pupils engaged with the content of the book through processes such as anticipating/retrospecting, picturing and interacting (cf. Carlisle, 2000, p. 13) which were simplified (i.e., Empath, Oracle, and Judge) in order to make them more accessible for the learners. The process of evaluation that is also mentioned by Carlisle (2000, p. 13) was purposefully left out, as most of the learners have not yet achieved the required language proficiency to judge the author's writing style.

The three roles developed for their reading-log prompts were as follows (pictures in Fig. 2-4 were generated with the help of AI):

- **Empath** (i.e., picturing): students were asked to describe their own feelings or what they thought a character was feeling during certain passages (Fig. 2).
- **Oracle** (i.e., anticipating, retrospecting): students could either speculate about how the story would continue or describe how a particular situation came to be (Fig. 3).
- **Judge** (i.e., interacting): students would be able to write about their opinions on a particular situation and explain what should or should not be done (Fig. 4).



Figure 2: Reading Log Category: Empath



Figure 3: Reading Log Category: Oracle



Figure 4: Reading Log Category: Judge

Each of the three categories was also linked to a particular grammar aspect. As such, students would be required to use previously revised vocabulary to express feelings for Empath, use either the 'will-/going to' future tense or past tense for Oracle, as well as 'should/shouldn't' structures for Judge. All reading-log prompts, as well as sentence starters that students could refer to for each category can be found in the appendices (Appendix D.6. and Appendix D.7.).

During prep session 5 we also had a look at the first chapter of *Pie in the Sky* and attempted writing a first reading-log entry together afterwards. Writing short texts and reflecting on personal experiences and expressing feelings, impressions, and opinions about age-appropriate stories is a competence required of third-grade students by the MS curriculum (BMUKK, 2024b, p. 48). I emphasized the possibility of writing drafts in whichever language they were comfortable in. The learners were thus able to first jot down their thoughts in a language they felt more proficient in before using this draft to write their passage in English. This approach aimed at lightening the cognitive load of the task and additionally allowed for more personal reading-log entries that could reflect the learners' emotional responses more accurately (García & Li, 2014, p. 86). This also intended to offer them the opportunity to position themselves as an expert and to negotiate their multilingual identity (Canagarajah, 2011).

4.3.3.2. Main Lessons

Ten main lessons were designed around thirteen selected chapters of *PitS*. Lessons were designed to follow the typical 3-phase lesson structure and incorporated pre-, while- and post-reading activities (see Appendix C.2.). Translanguaging theory guided

lesson planning, meaning that activities were designed to incorporate spaces in which learners would be able to freely draw on their language repertoires, and teaching sequences were open to spontaneous shifts whenever necessary to account for learners' needs.

Pre-reading activities usually involved first skimming through the text, examining its organization, looking at the illustrations, and making predictions about what might happen in the story. This aimed at activating learners' existing background knowledge to facilitate comprehension of the text (cf. Birch, 2011, p. 145). As a crucial reading skill, skimming for gist is mentioned as a requirement in the MS curriculum and builds the foundation for lifelong learning (BMUKK, 2024b, p. 46). Several pre-reading activities also focused on providing students with the necessary vocabulary to read and understand the text or recapitulate previous chapters. For these tasks, students were encouraged and sometimes even required to draw on linguistic resources other than English, using their language repertoires as resources to facilitate learning. All pre-reading activities were designed to provide learners with meaning-focused input (Nation, 2009, p. 6), i.e., input where only a small proportion of language features are outside the learners' present level of proficiency (p. 1).

Reading was either done as an in-class independent reading activity, where students would explore the text individually, or as a shared reading activity, where the teacher reads out the text and asks interactive questions to engage the learners (Nation, 2009, pp. 3-5). During independent reading, learners were provided with while-reading comprehension questions. This type of activity might not be considered as effective due to its local character (i.e., questions are specific to the text at hand and most likely will not be helpful to students in other reading activities); however, the questions facilitated transitions to later activities that used the text for other purposes that went beyond mere comprehension (cf. Nation, 2009, p.34). This included applying the text to personal experiences, imagining extensions of the text, and responding critically by agreeing or disagreeing with characters or statements, for instance (idem). Furthermore, students were required to scan the text for specific information, thus developing another reading skill alongside skimming (cf. BMUKK, 2024b, 46). Reading and understanding age-appropriate books and stories that link to the students' lived realities and understanding conveyed feelings is a requirement for MS learners set by the curriculum (BMUKK, 2024b, p. 48).

Reading sessions were usually followed by written responses to reading log prompts as a post-reading activity, with the goal of linking the reading to other language skills as is recommended (cf. Nation 2009, p.7). The meaning-focused input generated through pre-reading activities and the prep lessons on how to write reading-log entries provided students with the necessary strategies (cf. Nation, 2009, p. 94) to deal with the post-reading task. While most reading-log writing phases were kept as an individual task, variations of the reading-log activity also allowed for whole-class or smaller group compositions and collective brainstorming. As mentioned in section 4.3.3.1., students were encouraged to first write drafts of their reading log entries in any language they were most comfortable in before writing their English paragraphs, aiming for better processing and digestion of content (cf. Baker & Wright, 2017, p. 420; Roessing, 2009, pp. 3-4). Moreover, the reading-log tasks allowed for a more creative and personal approach to engaging with the text (Ali, 1993, p. 291). Most importantly, reading logs were supposed to be used during a collaborative task with their families, for which they were asked to share some of the thoughts and opinions they had written in their reading logs with a parent or family member. The interaction meant to involve asking questions about what is happening, what is going to happen, or talking about interesting aspects of the story (cf. Nation, 2009, p. 3), encouraging family members to share funds of knowledge that could enrich the students' reading and learning.

4.4. Methods of Data Collection and Management

In the following sections, I will describe the methodological steps I took to obtain and manage the data in this project. The study is situated within an action-research framework, understood as the cyclical process of planning, acting, observing, and reflecting on practice (Burns, 2010, p. 19) to generate context-specific knowledge (p. 10) and improvements in practice (p. 2). The research process followed Grabe and Stoller's 8-step action-research model (see Fig. 5) which allows flexibility and adaptability in restrictive settings (2020, pp. 203-204). The teaching intervention formed the core of this inquiry. Complementing the insights gained through this process, a mixed-method approach incorporating quantitative and qualitative data in a two-phase sequential explanatory design (cf. Creswell, 2023, p. 4; Dörnyei, 2007, p. 171) was employed. Table 2 presents an overview of the methods used in this study, as well as a rough indication of when data was obtained.

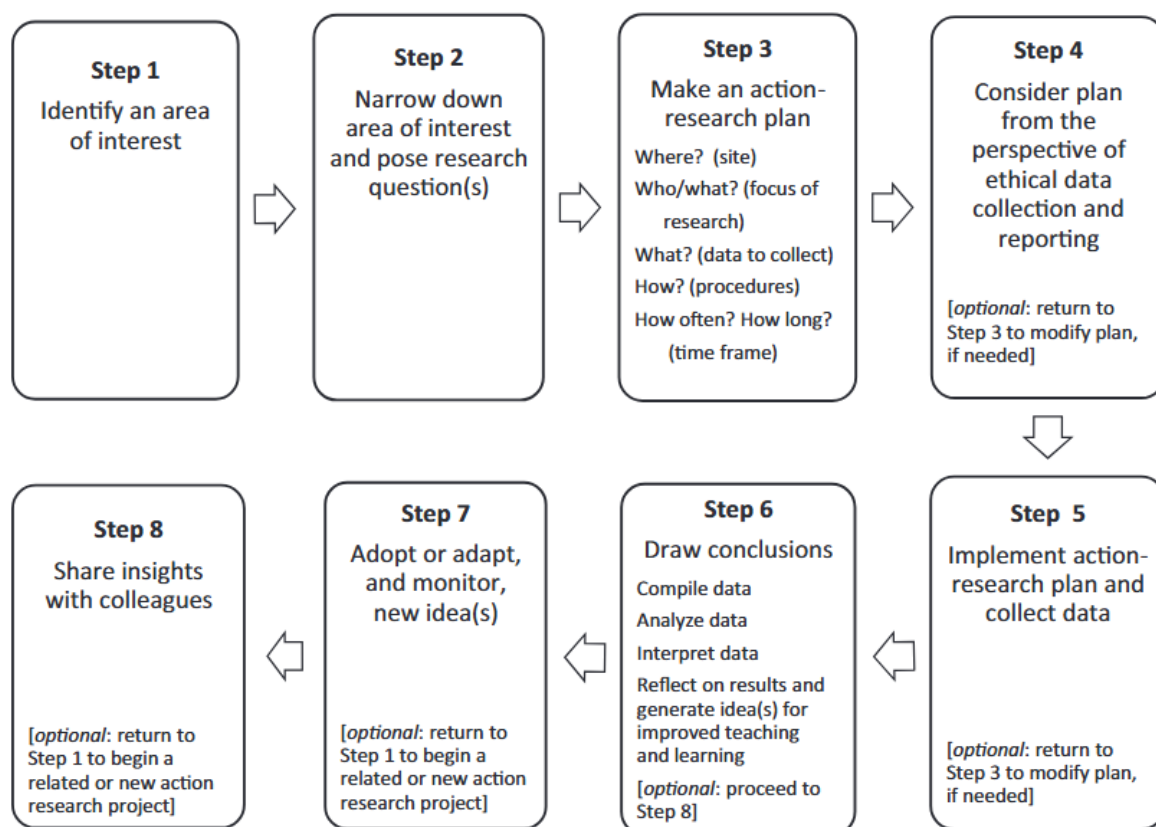


Figure 5: Action research process following Grabe and Stoller (2019, p. 203)

Method	Approx. Date of Collection
Parent interviews	November 2023
Student interviews	April 2024
Pre-project questionnaires	October 2024
Pre-project interviews	November 2024
Research diary	October 2024 – January 2025
Reading logs	October 2024 – January 2025
Parent interviews	November 2024
Parent-student interviews	November 2024
Post-project questionnaires	January 2025
Post-project interviews	January 2025

Table 2: Data Overview

4.4.1. Questionnaires

In order to gain insight into students' reading practices and preferences, a pre-project questionnaire was administered among all students of both classes before the start of the book project (see Appendix A.1.). The questionnaire consisted of behavioral and

attitudinal questions formulated as statements (cf. Dörnyei, 2003, p. 8) and aiming to get a general understanding of learners' attitudes towards reading and their reading habits at school and at home. Central themes of the pre-project questionnaire were inspired by the *Motivations for Reading Questionnaire* as employed by Hoxha and Sumner (2021, p. 702). In total, the pre-project questionnaire contained 19 items which aimed to elicit information on how students perceived reading in the English language classroom (i.e., opinion on previous book projects), their personal reading preferences (i.e., languages, genre, medium etc.) as well as their self-perception as (non-)readers (i.e., reasons and importance of reading), and their family's involvement and influence (i.e., types of books at home, reading and discussing content together).

A second questionnaire (see Appendix A.2.) with 11 items was administered at the end of the book project to investigate students' enjoyment of various aspects of the teaching intervention (i.e., general opinion on the project, the book, the reading log, and the multilingual approach) and to explore any impact on their reading habits, their attitude towards reading books, and book talk with their parents. As such, the post-project questionnaire was informed by the themes of the pre-project questionnaire, incorporating adapted items.

Both questionnaires largely consisted of 4-point Likert scales for which students were required to indicate the extent to which they agree or disagree with the given statements by marking one of the options ranging from strongly agree to strongly disagree (1= *trifft absolut auf mich zu*, 2= *trifft ein bisschen auf mich zu*, 3= *trifft nicht ganz auf mich zu*, 4= *trifft gar nicht auf mich zu*). I used an uneven number for the questionnaire's Likert scales to avoid a middle category that could potentially lead to imprecise findings (cf. Dörnyei, 2003, pp. 37-38). Considering the young age of the student participants, I kept the number of possible response options low and presented them in a pictorial format (Dörnyei, 2003, p. 38), using varying degrees of thumbs pointing upwards or downwards. Some of the items consisted of open-ended or multiple-choice questions and aimed at eliciting specific and short answers, enabling students to elaborate on some of their answers or respond by using their own words. Items were written in short and simple German sentences, avoiding complex sentence structures which might be too difficult to understand for students who may not yet be fully proficient in German or may have been unfamiliar with such research processes. To help ensure that questionnaires would yield reliable answers and be

comprehensive, unambiguous and appropriate for the participants, all statements and questions were run by my supervisor and Udele project leader Elizabeth Erling and Miriam Weidl, who provided valuable feedback.

Pre-project and the post-project questionnaires were administered to both groups at school during class time. At least two people were present to assist with distributing and collecting the questionnaires (cf. Dörnyei, 2003, p. 82). During the first administration, students were given general instructions informing them about the purpose of the project and emphasizing that there are no right and wrong answers (cf. Dörnyei, 2003, p. 26). I incorporated a test question on the questionnaire, allowing me to explain and demonstrate how the respondents should answer the questions to avoid misunderstandings and mistakes (cf. Dörnyei, 2003, p. 27). While confidentiality is ensured for the reporting of the results, students were asked to write their names on the questionnaires, so that their answers could be linked back to them.

4.4.2. Interviews

To complement data gained through the teaching intervention and the quantitative data, semi-structured interviews were conducted. Comparing and re-exploring statements retrospectively in an interview setting (Dörnyei, 2003, p. 130) provided triangulated insights, allowing for a better understanding of questionnaire responses (cf. Gillham, 2000, p. 82) which tend to yield superficial and restricted answers (Dörnyei, 2007, p. 170). Within the action-research framework, the interviews also provided an opportunity to access participants' perspectives more directly and to explore how students and parents experienced the multilingual book project. By focusing on Dari/Farsi-speaking participants, the study aimed to additionally provide participants with the possibility of using these languages alongside German and English to express themselves using their full linguistic repertoire. The triangulation of data sets informed interview questions, ensuring systematicity and comprehensiveness (Dörnyei, 2003, p. 130), and additionally contributed to the quality and reliability of the research (Flick, 2020, p. 187) by revealing both consistencies and contradictions (p. 189). All interview guides were based on categories established in pre-project and post-project questionnaires and can be found in the appendix (see Appendix B.1.-B.4.).

4.4.2.1. Interviews with Students

Semi-structured interviews were conducted with five Dari/Farsi-speakers of both classes around the beginning of the project in November 2024 and after its end in January 2025. To provide more context about the students' lived realities, this thesis will also refer to interviews that I conducted with students as part of the wider Udele research in April 2024. Ensuring that the interviews follow the guidelines for good practice for research with young adults, I (AAG) was accompanied for each interview by my colleagues from the Udele team: Elizabeth Erling (EJE), Miriam Weidl (MW), and Amina Račević (AAR). All interviews with student participants were predominantly conducted in German; however, as a Farsi speaker, I was able to provide students with the possibility of using Dari and/or Farsi whenever they were struggling to express themselves in German.

4.4.2.2. Interviews with Parents

As the book project also aimed to incorporate the parents in order to explore how students could benefit from collaborative activities with their families, I intended to also conduct interviews with the student participants' parents. An initial round of interviews about students' backgrounds was carried out at a parent-teacher conference in November 2023, and a second round, focusing on reading practices and the *PitS* project, was planned for the parent-teacher conference in November 2024. All interviews with students' parents were predominantly conducted in Dari and/or Farsi. Table 3 presents an overview of the parent interviews I was able to conduct:

Parent-teacher conference 2023	Parent-teacher conference 2024
Rumi (Ivića's father)	Rumi (Ivića's father)
Hafiz (Malika's father)	Hafiz (Malika's father)
Rabia (Hashemi's mother)	Forough (Donat's mother)

Table 3: Overview of Parent Interviews

4.4.2.3. Student-Parent Interactions

During the second round of interviews, I also intended to schedule follow-up appointments to carry out semi-guided interactions between students and their parents about *PitS*. Despite several attempts, I was only able to set up one follow-up interview with Ivića and his father, to which my mother (AHG) accompanied me as a Farsi language assistant. Since Malika and Donat had been present at the parent-teacher

conference in 2024, I was still able to observe short interactions about *PitS* between them and their parents, which I will thus also refer to in my discussion on parent-student interactions.

4.4.3. Research Diary

After each lesson, notes were taken in the form of a research diary, documenting different aspects of the teaching intervention. Within the framework of this action-research study, keeping a research diary presented the means to take on a self-reflective, critical, and systematic approach to explore specific teaching contexts and develop improvements in practice (cf. Burns, 2010, p. 2). The aim of the research diary was therefore to document the progression of the book project, identify and reflect on the strengths and shortcomings of activities, and explore ways to improve subsequent lessons. As a teacher in training committed to developing as a thinking professional (cf. Burns, 2010, p. 8), the entries thus served as a tool to reflect on my own teaching practices, and my identity as a multilingual teacher. In total, the diary comprises 12 entries of varying length. Even though these insights are largely subjective and therefore cannot provide a full and reliable account of the teaching intervention on their own, they are valuable in combination with the other methods presented in this chapter.

4.4.4. Reading Logs

Another set of data was obtained through the reading logs for which students were asked to write entries. These entries were prompted through reading log questions, to which students would reply by describing their thoughts and feelings about *PitS*. In total, students received six sets of reading log prompts (see Appendix D.6.) throughout the book project. Each set pertains to up to two chapters of *PitS*, except the last one, which required learners to reflect on the book as a whole or make predictions about how the story would continue. Reading logs were kept in ring binders for students in 3Y; however, the regular English teachers advised me to use notebooks in 3X instead, as they expected students from the latter class to struggle dealing with ring binders. While I initially had planned to follow recommendations by Roessing (2009) and have learners write their replies as homework tasks (p. 16), it quickly became clear that they had to be written during class time, as students did not do homework tasks reliably (see section 4.5.1. for teaching limitations). Reading logs were collected three times

throughout the project and returned to the learners with comments and feedback on their entries.

All students of both classes were asked to write reading-log entries; however, this study will focus on replies produced by the five students with Dari and/or Farsi in their language repertoire mentioned in chapter 4.2.1. While not all five of these students managed to write entries for the six possible reading-log prompts due to absence from class or lack of motivation or discipline, there were also instances where students wrote two entries to one set of prompts, because they finished writing their first response before the end of the activity. In total, I was able to obtain 26 out of 30 possible reading log entries.

In combination with questionnaires and interviews, the reading log entries presented another set of qualitative data that offered for verification through triangulation. Due to the introspective character of such diaries (cf. McKay, 2006, p. 67), the activity not only helped to capture and document the learners' subjective experience during and after the reading process as well as their overall enjoyment of the book but also proved highly valuable during the collaborative activity with their parents. Hence to a certain extent, the reading log activity created the foundation for the student-parent interaction, as well as the resources needed to carry it out and foster a reciprocal discovery process similar to other projects that take on a funds of knowledge approach (cf. Le Pichon et al., 2024, p. 22).

4.5. Process of Data Analysis

This section outlines the procedures used to transcribe, translate, and analyze the data for this thesis. Analysis of qualitative data followed Braun and Clarke's thematic analysis (2006), which enabled the systematic identification and interpretation of patterns across data. The research diary supported the analytical process and informed the interpretation of emerging themes.

4.5.1. Transcription and Translation of Interviews

Interviews were initially transcribed using the AI tool *Konch* (Konch API Version 2.1; konch.ai); later transcripts were created from scratch without the help of any AI tool, as the program's affordances do not allow transcriptions of more than one language at a time. The interviews were thus first transcribed, proofread, and made to account for different features of spoken language: triple periods indicate hesitation and short

pauses during speech, slashes are inserted between repetitions, self-correction and false starts are indicated by dashes, while double dashes signal interruptions between interlocutors. Whenever the speaker quotes someone or uses direct speech, the transcript is presented in capitalized letters. Longer pauses, back-channeling, non-verbal and incomprehensive utterances, as well as paraverbal phenomena (e.g., laughing, coughing etc.) are indicated between round brackets. Utterances in Dari and Farsi were also transcribed and additionally translated into German. As Dari and Farsi are very close in form (Beeman, 2023, p. 259) and are thus mutually intelligible (2023, p. 260), passages within the transcript where either of those varieties were used are marked in the same manner.

4.5.2. Thematic Analysis

As mentioned in section 4.5., data analysis followed Braun and Clarke's (2006) thematic analysis, which offered a systematic and flexible framework for identifying themes. The thematic analysis of the obtained data aimed to give both a representative account of the participants' lived realities as well as a broader understanding that would go beyond what is actually articulated in the data (cf. Braun & Clarke, 2006, p. 85).

The analytical process of interviews followed a deductive approach to the identification of themes in the data, in which initial categories created for the interview guide served as a base coding frame. Each transcript was subsequently coded using *MAXQDA* (Version 24.11.1) and sorted into the categories, which were then further refined into preliminary themes in the course of the analysis. After identifying the overarching themes of the data and checking for their validity (AI was used once to verify one set of codes), coded extracts of each theme were organized to ensure a coherent and internally consistent account of the narrative. The most pertinent themes in relation to this thesis' research questions were identified according to their prevalence across the data sets and selected to be reported in chapter 5. The analysis of the research diary and reading-log entries followed a similar process; however, the base code frame was generated after the data was obtained, again guided by the theoretical lens and research questions.

4.6. Limitations

In this final section of the methodology chapter, I outline the limitations of this study. First, I explain certain limitations linked to the teaching intervention (described in chapter 4.3.) before turning to the limitations of the research methods (described in chapter 4.4.).

4.6.1. Teaching Limitations

As is often the case in action research and teaching in general, the teaching intervention did not unfold as planned. A range of structural and contextual constraints influenced the implementation of the book project. For instance, various administrative factors presented minor issues linked to scheduling over the course of the intervention. Due to holidays, class excursions, and exam weeks, gaps between lessons unfortunately could not be avoided, which made it difficult to ensure smooth transitions during the book project. Because of these gaps, it was often necessary to squeeze in recap sessions about previously discussed content in order to avoid students not being able to follow the story, becoming confused, or losing interest in the project. As lessons were only held on Mondays and Fridays, the regular class content during the remaining lessons of the week also contributed to a certain rupture in continuity and immersion in the story. Moreover, dealing with classroom management issues took up a significant amount of time during each lesson, despite lesson plans incorporating buffer time for administrative matters, classroom management, and unexpected events. Thus, while the project was initially planned to end before the winter holidays, it had to be extended until January to ensure a proper conclusion to the book project. Furthermore, it was difficult to plan ahead, as lesson plans often had to be adapted in order to adjust to the learners' needs.

Disciplinary issues and a lack of knowledge about established classroom rules presented limitations throughout the book project. Despite excellent communication and assistance provided by the regular teachers, Emma and Lucia, I was sometimes faced with situations which required specific solutions that I was not familiar with. This unfortunately resulted in administrative issues that took up class time on multiple occasions throughout the project. Previously established disciplinary measures were sometimes hard to adopt, and while I did incorporate some of my own, I was still heavily dependent on Emma and Lucia to carry out measures whenever they saw fit.

Both teachers often resorted to taking disruptive students out of the classroom, which, on the one hand, helped the rest of the classroom to focus, but also made the students who were taken out miss classroom content. To avoid frictions in authority, we decided to split up responsibilities among the present teachers and communicate these to the students: the regular teachers would deal with aspects of classroom management such as seating arrangements, borrowing utensils, or asking for permission to leave the classroom, whereas I was responsible for decisions linked to the book project and the lesson designs in general. While the arrangement was not ideal and did sometimes lead to awkward moments, it provided a working solution for the situation at hand.

4.6.2. Research Limitations

The study was also faced with methodological and practical constraints that shaped data collection, analysis, and interpretation. Several limitations concerned the questionnaires that were administered at the beginning and end of the book project. Questionnaires were filled out in a varying degree of accuracy and thoroughness, depending on the time and care students chose or were able to give (cf. Dörnyei, 2003, pp. 10-14), therefore resulting in a small number of items with missing answers. Another issue pertaining to research with groups of younger participants concerned the contamination of results through copying, talking, or asking questions (cf. Dörnyei, 2003, p. 82): even with at least two teachers present, it was difficult to ensure that students would focus on their own answers. Furthermore, while I made sure to use simple language and asked the participants if they understood the questions, some students with lower German language proficiency might have turned to their colleagues for help. However, I was able to work around these issues due to the two-phased design (see section 4.4.), allowing me to identify misunderstandings and misinterpretations of items, which are common when working with questionnaires (Dörnyei, 2003, p. 10). A major limitation affecting the validity of the data obtained through both the questionnaires and interviews, is that of the social desirability bias (Dörnyei, 2003, p. 12). Since questionnaire answers would be referred to during the interviews and could therefore not be anonymous, students might have felt inclined to provide responses that were not entirely true or exaggerated in order to present themselves in a good light.

A certain degree of social desirability bias also presented limitations during student and parent interviews. Despite efforts to make the interview settings as comfortable

as possible, offering to speak in Farsi/Dari, and reassuring that responses would be confidential, participants might have provided biased responses. Factors such as my roles as a researcher and the (temporary) teacher most likely influenced their answers due to certain power disparities and the observer's paradox (cf. Cukor-Avila, 2000), in which the act of observation itself can affect participants' behavior. For instance, there is a strong possibility that student participants adapted their behavior and responses to appeal to their adult interlocutors, especially in the presence of their parents. Furthermore, culturally specific norms of politeness such as *tarof* (i.e., exaggerated politeness that is meant to show respect and social courtesy rather than literal intent) that are common in Persian individuals could have similarly influenced the reliability and validity of answers.

The procedure of student-interactions was also influenced by certain limitations. As mentioned in section 4.4.2.3., I was only about to set up one follow-up appointment to carry out semi-guided interactions (i.e., with Ivića and his father) due to scheduling issues. The other two interactions referred to in this study (i.e., with Malika and her father, and Donat and her mother) were carried out spontaneously at the parent-teacher conference in 2024, as the students were present during my interview with their parents. As such, interactions had to pan out differently than planned. The two students did not have their reading logs with them and could therefore not refer to them. This was also the case for the interaction between Ivića and his father, as the student had forgotten to bring his reading log. Guiding questions for all interactions thus had to be slightly adapted, limiting the scope and depth of the collaborative activity.

Finally, another limitation concerns the generalizability of the findings. As this study only works with data pertaining to a small number of participants and is inextricably linked to their subjective experience and personal opinions, it is difficult to compare findings (cf. McKay, 2006, p. 68) or draw general conclusions. In the same way, statements by students, for instance, might also vary depending on their interlocutor; indeed, it must be noted that I was only able to observe interactions between students and one of their parents, and that these might look different with a different family member.

5. Findings

In the following chapter, I present findings from the various data sets that were obtained during the project, as described in the previous chapter. After introducing the student profiles, I report on the findings of questionnaires and interviews carried out with student participants before the start of the book project. These findings provide insights into the students' biographies, languages, and reading habits and preferences. Following this, I move on to findings from the teaching intervention, including observations from my research diary, and the students' reading logs. Next, I report on the interviews conducted with parent participants and the semi-guided interactions between them and their children. Finally, insights from questionnaires and student interviews after the book project will be presented before concluding with a summary of the key findings of this study.

5.1. Student Profiles

Student profiles were compiled from Udele interviews and language portraits conducted prior to this study.

5.1.1. Ivića



Figure 6: Ivića's Language Portrait

Ivića was born in Afghanistan and came to Austria with his parents when he was about five years old. As he did not attend school when he was in Afghanistan, Ivića started his education in Austria, where he learned German and English through schooling, and not through targeted language classes. At home, he mostly speaks Dari with his parents, and German with his four siblings. Ivića and his friend Khabib also use Dari at school sometimes to communicate and

help each other when something is unclear during lessons. Even though Ivića considers both Dari and German his favorite languages, the language he is most comfortable with at the moment is German, as he thinks his Dari is starting to become rusty.

5.1.2. Khabib

Khabib is another Dari-speaker who is in the same class (3X) as Ivića. Khabib's family moved from Afghanistan to Austria when he was ten years old. His education started in Afghanistan, where he attended school for five years. There, apart from learning how to read and write in Dari, Khabib also learned Pashto and English. Khabib did not attend elementary school in Vienna but immediately moved on to middle school. At home, Khabib speaks Dari with

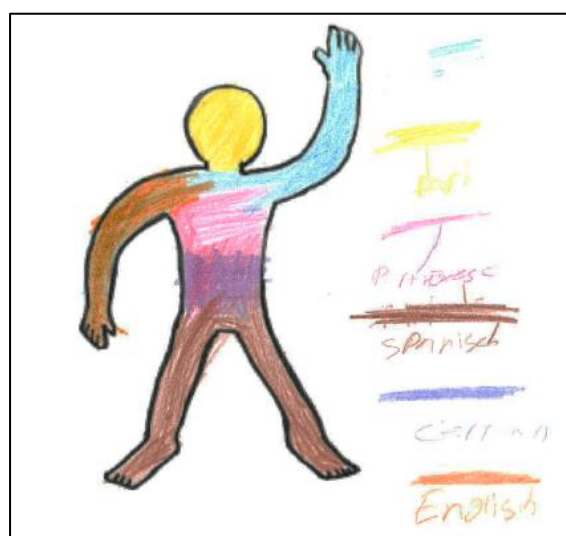


Figure 7: Khabib's Language Portrait

his mother and his three siblings. Dari and Pashto are the languages that he is most comfortable with, but he also enjoys English. He told us that for him, all three of these languages are easier to understand and speak than German.

5.1.3. Donat



Figure 8: Donat's Language Portrait

In 3Y, Donat was born and raised in Vienna. Her parents moved from Iran to Austria before she was born, which is why she grew up with Farsi and German, and another variety of Iranian Azerbaijanis, Azari, which she can understand but not speak. Donat is an only child and says she speaks Farsi with her parents at home. She learned how to read and write in Farsi through community-organized Farsi classes; however, as she does not attend these anymore, she is starting to forget her reading and writing skills

in Farsi. Before switching to Case-MS, Donat attended a *Gymnasium* for her first year of secondary school, which she failed and thus had to repeat at Case-MS. Donat also sometimes uses Farsi to explain things to her friend and classmate Malika, although they tend to use German more often now. She enjoys English and considers her

German and Farsi skills to be on the same level, but Farsi remains her favorite language.

5.1.4. Malika

Malika was born in Afghanistan and moved to Austria with her family when she was about 10 years old. While she could not attend regular school in Afghanistan, she did learn how to read and write by studying the Quran and additionally attended classes to learn English. Apart from Dari, German, and English, Malika also learned how to speak Pashto from her father, although she claims she does not speak it anymore. In a later Interview,



Figure 9: Malika's Language Portrait

Malika additionally told us she speaks a Persian dialect and variety called Hazaragi. At home, Malika speaks Dari and Hazaragi with her parents, and sometimes German with her six siblings, especially when she forgets a word in Dari; something she has noticed is becoming more frequent. While Dari is the language she is most comfortable with, she told us that English is her favorite language.

5.1.5. Hashemi



Figure 10: Hashemi's Language Portrait

Finally, Hashemi is another Dari-speaker who is in the same class as Malika and Donat. He was also born in Afghanistan and came to Austria with his family when he was little. He went to elementary school in Vienna, which is also where he learned to speak German. Dari is the language he uses at home to talk to his parents, and he told us that his uncle is teaching him how to read and write in it, although he has not mastered this yet. With his siblings, Hashemi mostly uses German, which is also the language he uses the most and feels most comfortable with. He sometimes speaks Dari at school when talking to Malika and Donat, but not very often.

5.2. Pre-Project Questionnaires and Interviews

In this section, I will offer findings from questionnaires and interviews I undertook with students before the book project. The findings are presented together according to the themes in the questionnaire (see section 4.4.1.), as those responses were used to inform interview questions.

5.2.1. Language Use

Responses given by the student participants during pre-interviews give insights into their use of language and language preferences. All student participants reported having some kind of instruction in Dari and/or Farsi in the past, either in an educational institution, in community-organized classes, or at home. None of the students were taking Dari or Farsi classes at the time of inquiry; however, all participants said that they would like to learn how to read and write in these languages. However, some of them said they were slowly forgetting these aspects of their language repertoire.

Most of the students answered their interview questions in German. Even though the learners knew they could reply in their other languages, they usually would not, unless I explicitly suggested that they could use Dari and/or Farsi if they wanted to (see Table 4).

00:00:16	AAG	Was genau macht dir Spaß?
00:00:18	Malika	Wenn wir so über...- Halt..., wie soll ich das sagen? Hm...
00:00:26	AAG	Be Farsi ham mituni behem bigi age mikhay.
		<i>Du kannst es auch auf Farsi sagen wenn du willst.</i>
00:00:29	Malika	Achso. Ähm... Vakhti ke darbareye ähm... khodemun harf mizanim (AAG Mhm) mein ich halt. Und ja. Äh vakhti shoma masalan äh darbareye khodetun harf mizanim ke ma äh schätzen konim ke shoma che chiro- che chizahi dust darin.
		<i>Wenn wir über ähm... uns selber reden mein ich halt. [...] Äh wenn Sie zum Beispiel äh über sich selber sprechen und wir äh schätzen müssen welche Dinge Sie mögen.</i>

Table 4: 241113_s02_trs03_AAG

Certain interview questions about personal experiences, their home, or thoughts and feelings were purposefully asked in Farsi to see which language students would use to reply. The majority of participants replied in Dari and/or Farsi in those instances. Surprisingly, Khabib was the only one who always continued in German, despite being one of the more proficient Dari-speakers out of all the participants (see Table 5).

00:05:51	AAG	Mhm. Chi- che ehsasati (sic) ähm dari vakhti ähm/ähm Geschichteharo mikhuni ke ähm darbare ye Geschichte Person harf mizane?
		<i>Was- welche Gefühle ähm hast du wenn du ähm/ähm die Geschichten liest ähm die die Geschichte einer Person erzählen?</i>
00:06:02	Khabib	Wenn es ein gutes Ende ist dann... bin ich auch glücklich. (AAG Mhm) Aber wenn's nicht dann... normal .

Table 5: 241108_s02_trs02_AAG

Moreover, follow-up questions were sometimes asked in Farsi/Dari, which often led to more detailed responses, as can be seen in table 6 below.

00:06:01	AAG	Okay. Ähm, das letzte Mal, als ich ein Buch gelesen hab, ähm... hat es mich sehr zum Nachdenken gebracht. Asan ähm... fekramo kheili mashghul kard. (Ivića Bale) Ähm, bad kheili ham ehsasati shodam, nemidunam kheili... ghamghinam kard. Gibt es manchmal Momente, wo du etwas liest, wo du dich auch so fühlst?
		<i>Es hat mich sehr beschäftigt. (Ivića Ja) Ähm, und ich wurde richtig sentimental, ich weiß nicht es hat mich sehr... beschäftigt.</i>
00:06:24	Ivića	Nein.
00:06:24	AAG	Na? Hichvaght ye chizi... mashghulet nakarde? Ye chiziro... khundi...?
		<i>Nein? Es hat dich nie etwas länger beschäftigt? Als du irgendwas... gelesen hast...?</i>
00:06:32	Ivića	Ja, schon eins. (AAG Ja?) Ja.
00:06:34	AAG	Chi bud? Mituni baram tarif koni?
		<i>Was war das? Kannst du mir darüber erzählen?</i>
00:06:40	Ivića	Hm... bache dar TikTok bud. (AAG mhm) An dokhtar budan äh... und äh ma uno khandam. (AAG mhm) Baz kheili dar fekr- dar... fekrem bud. Are.
		<i>Hm, das waren Kinder auf TikTok. Sie waren Mädchen äh... und äh ich hab es gelesen. Und danach hab ich viel darüber nachgedacht. Ja.</i>
00:06:51	AAG	Yadet miyad chi goftan, chi bud ke... mashghulet kard?
		<i>Kannst du dich erinnern worüber sie gesprochen haben, was dich so beschäftigt hat?</i>
00:06:54	Ivića	Na tu sadash... arum bud. Adam nemitunest... /ne/nemitunest beshnave.
		<i>Nein in der Lautstärke... es war leise. Man konnte es nicht hören.</i>
00:07:01	AAG	Okay, ähm... bad fekr mikoni chera/chera enghadr... fekreto mashghul kard?
		<i>Okay, ähm... und was glaubst du hat dich so beschäftigt?</i>
00:07:17	Ivića	[7 sec] Hm, yak/yak nafar bud. (AAG mhm) Kheili tu- dar in chiz bud, yak chizi tarif kard, goft HICHVAGHT SHOMA CHIZ NAKONID, äh... KHODET PAIN NAGERIN. Vakhti ke masalan ähm yek kasi zum Beispiel tora pain kard to ura pain nakon. Chonke to mifahmi ke to behtar hasti, tora- tu khodet bala hasti to ra pain nakon.
		<i>Hm, es war so eine Person. Es war sehr- in so dings, sie hat so etwas erzählt, sie hat gesagt MACHT NIEMALS DINGS, äh... LASS DICH NICHT AUF EIN NIEDRIGES NIVEAU SINKEN. Wenn zum Beispiel ähm jemand zum Beispiel dich nieder macht, mach ihn/sie nicht nieder. Weil du verstehst, dass du besser bist als das und dich- du bist selber auf einem besseren Niveau, lass dich nicht auf das Niveau runter.</i>

Table 6: 241108_s02_trs01_AAG

5.2.2. Reading Practices

The questionnaires and interviews prior to the book project revealed insights linked to the participants' reading habits and general attitudes toward reading, as there were discrepancies between responses given on questionnaires and those during interviews. Questionnaire responses mostly pointed towards participants' disinterest or indifference towards reading, both at school and in their leisure time. However, follow-up questions during the interviews offered a more nuanced understanding, as most participants reported regular engagement in and enjoyment of reading practices, but were reluctant to consider these as such. For instance, while Khabib indicated in his questionnaire that he usually did not read in his free time and did not know any books he would like to read, he reported during the pre-interview that he had recently read books in English outside of school, and named a book that he was interested in reading next. Similarly, Malika provided a detailed account of books she had read in the past during her interview. However, in her questionnaire, she claimed to not like reading books and that she could not remember any books that she liked. Hashemi, who was most vocal about his disinterest towards reading during the pre-interviews, said that he has borrowed and read mangas from his brother and could imagine reading more of them in the future. On the other hand, Donat and Ivića were slightly more aware of their reading practices, as they were able to name topics and genres they were interested in.

5.2.3. Topic Preferences

Pre-project questionnaire and interview data revealed a strong preference for topics that connect to and build on students' life-worlds. Based on students' questionnaire responses, students were asked about things they had read in the past, including books or other texts they had encountered through other types of media, such as TikTok or Instagram. Often, participants first referred to books they had read in school during previous book projects. Their attitude towards these past lessons seemed generally positive; however, some students reported that the topics of these books were 'a little boring' to them, that they had already known what the story was about, and that some of the words had been difficult to understand. When asked about the types of books they would like to read in class instead, their general requirement for any book was to be 'exciting' (*spannend*) and suspenseful. Some students were interested in popular anime or manga titles, such as *Attack on Titan*, *Solo Leveling*,

That Time I Got Reincarnated as a Slime, A Silent Voice, Vinland Saga, or Once Piece (e.g., see Table 7).

00:10:42	AAG	Mhm. Okay. Ähm... Glaubst du, du hättest gerne mehr... ähm Bücher zu Hause?
00:10:52	Donat	Hm... mehr Mangas, ja. (AAG Mehr Mangas?) Ja.
00:10:54	AAG	Okay. Gibt es einen Manga ähm das (sic) du dir gerne ausborgen würdest oder kaufen würdest?
00:11:02	Donat	Ähm... (lacht) <i>A Silent Voice</i> . Weil das ist so ein geiles Buch. Ähm... <i>Attack on Titan</i> würd ich und ähm... <i>Vinland Saga</i> .

Table 7: 241113_s02_trs02_AAG

Students were highly enthusiastic when asked to tell us more about the books and topics they were interested in. Many of these topics connected to their lived realities, as was the case for Ivića for instance, who enjoys playing football and showed a similarly strong interest in reading books about it (see Table 8).

00:05:07	Ivića	Boah , ja <i>Die Drei Fragezeichen</i> , da war- boah das war schon alt. Und da war so in ein (sic) Lastwagen. Ich kann mich noch erinnern, und die Fragezeichen mussten was von der Lastwagen (sic) rausholen. (AAG mhm) Ja und... mehr weiß ich gar nicht mehr.
00:05:24	AAG	Ähm, hat dir das gut gefallen, darüber zu lesen ?
00:05:27	Ivića	Jaja das war/das war- das/das ist einer meiner Lieblingsbücher. (AAG Okay)
00:05:28	MW	Warum?
00:05:30	Ivića	Ja, weil die machen, halt dings - wie heißt das? Ähm... [4 sec] Die sind halt so immer auf äh/auf dieser Dings- wie heißt das? Die finden immer was neues heraus. Deswegen. (AAG Okay)
00:05:48	MW	Ist es spannend?
00:05:50	Ivića	Jaja. Richtig, halt... ich habe noch ein Buch darüber gelesen. Das war auch so über die Fußball (sic). Und das war wirklich spannend. (MW Mhm) Ja.

Table 8: 241108_s02_trs01_AAG

While students generally read with the expectation to be entertained, some of them also reported of interest in reading for personal development or to improve language skills. Ivića, for instance, explained how he sometimes searches for texts in English on TikTok when he has ‘nothing else to do’, so he can learn them by heart. He frequently mentioned learning new words as a reason for why he liked reading or talking about other texts, be it at school or at home. When asked about his opinion on books they had read at school, he emphasized the linguistic benefits, but when the

topic was of personal interest (e.g., football), he focused on aspects of the story he had enjoyed. Similarly, Khabib reported enjoying books about personal growth that tell the story of real people's hardships and their road to success. He mentioned being able to relate to these kinds of stories, as his own ambitions in life were similar. Furthermore, Donat reported of reading self-help books in Farsi that were recommended to her by her mother. When asked which books have made her reflect on their contents in the past, she replied with "therapy books" (*Therapiebücher*); however, when asked to elaborate, she did not refer to any content from therapy books but on quotes from anime shows that she has watched out of personal interest (see Table 9).

00:05:57	AAG	Okay/Okay. Ähm... das letzte Mal, wo ich etwas gelesen hab, ähm hat es mich wirklich sehr, sehr zum Nachdenken gebracht. Äh, ye chizi khundam ke kheili... äh fekramo mashghul kard. Kheili ham ehsasati shodam. Gibt's das-Ha- Ist dir das auch schon mal passiert, dass es dich wirklich gefangen hat und du viel darüber ge- nachgedacht hast?
		<i>Ich hab etwas gelesen was... äh was mich beschäftigt hat. Und es hat mich sehr sentimental gemacht.</i>
00:06:20	Donat	Ähm... Ja. (AAG Ja?) Ja, Therapiebücher am meisten.
00:06:27	AAG	Mhm. Magst du mir da ein bisschen erzählen, was/was das war, was dich zum Nachdenken gebracht hat?
00:06:31	Donat	Also , da waren so Zitate von, zum Beispiel, Animes oder so. (AAG Mhm) Ähm, ... dass man halt Menschen niemals ähm urteilen (sic) soll, wenn man sie nicht kennt oder ähm... so... mäßig in der Art und so. (AAG Mhm) Ja.

Table 9: 241113_s02_trs02_AAG

5.2.4. Family Reading Practices

Interview questions also explored the participants' home reading practices, both in terms of traditional book reading as well as other types of literacy practices. All five participants reported that various members of their family read on a regular basis. Some of the students' parents engage in reading practices to a certain degree, but most often, it is the siblings that read more frequently. Students explained that, when they read, the people in their family do so individually and usually do not talk about their reading. Four of the five participants reported not being interested in family book talk, as they asserted it would be 'boring' (*langweilig*) to hear what their siblings or

parents read about, or that there would be different opinions on certain topics or genres. However, even though students claimed to not talk about books at home, they seemed open to the possibility: Malika and her sisters do not necessarily exchange thoughts on the books they are reading, but they often talk about things they see on social media (even in English), they get together to order books in Farsi from Iran online, and Malika added always enjoying it when her busy family gets together to play board games. Similarly, Hashemi did not seem to be interested in what his sister reads; however, he sometimes borrows mangas from his brother's bookshelf, as they enjoy the same kind of stories. Ivića told me that his sister sometimes quizzes him on books that he has to read for school, and that he finds this helpful to learn new words. Khabib reported that he does not like to talk about the books he reads, but he likes talking about the news and the things he reads and watches online. Donat said that she sometimes tells her mother about the stories in her mangas and that she would enjoy doing this more often if her mother showed more interest.

Findings from pre-project questionnaires and interviews offered valuable insights about students' lived realities and reading practices. While initial findings suggested disinterest or indifference towards reading, further investigation revealed regular engagement in and enjoyment of reading practices at some level, as well as more nuanced and untraditional literacy practices. Furthermore, despite students not engaging in book talk with their families, findings indicated that their parents and siblings do play a role in shaping their reading practices to some extent.

5.3. Research Diary on the Teaching Intervention

In the following section, I present insights obtained through the analysis of the research journal diary that was kept throughout the book project, as is typical of an action research approach (see section 4.4.3.). Findings are mainly concerned with the efficacy of the project's design (see section 4.3.3.) in terms of perceived benefits and challenges, as well as the extent to which different elements contributed to the overall enjoyment of the book project according to my observations during class.

The teaching intervention revealed benefits and challenges of using a reader-response approach for the book project. In my impression, students were initially excited about the project, especially during the prep lessons. Connecting to their lived-realities and interests greatly increased engagement and even sparked conversations

after the lessons were over. Learners were enthusiastic about their reading-log covers and designed them creatively. However, this excitement dampened over the course of the project: while some learners were able to connect the story of *PitS* to their own, others did not.

Moreover, adjusting to this new method and dealing with reading logs was new and difficult for them. As such, students struggled with organizational aspects, for instance. As mentioned in section 4.4.3., we used ring binders in 3Y, but opted for notebooks in 3X, as Emma and Lucia thought that this would be a better option for the latter class. Both formats had their upsides and downsides. While it was easier to sort different sections with ring binders, students would often lose their handouts or file their loose sheets into wrong sections, despite repeated instructions and modeling. Handouts got lost less often in 3X; however, students had to glue them in, and there was no possibility to separate handouts from reading logs entries. Furthermore, having the reading logs ready at the beginning of class also proved to be a problem. To minimize this issue, I asked students to keep their reading logs in a dedicated location in class after each lesson and appointed one student in each class who was responsible for reminding their classmates to organize their reading logs the day before our lessons. Despite taking this measure, some students still struggled to find their reading logs, resulting in loose sheets or handouts getting lost. However, these organizational issues improved as students slowly got used to the reading logs and the structure of the book project.

Another challenge linked to the use of reading logs concerned student discipline and cooperation. As mentioned in section 4.4.4., I had initially planned to have students respond to reading log prompts as homework tasks. However, the first attempt at this proved to be unsuccessful, as only a handful of students did their homework. I therefore decided to have students write the reading-log entries during class time. Despite this measure and a strict no-phones policy (established by the regular teachers), some learners still resorted to using AI tools or copying their colleagues' entries, which defeated the purpose of the reading-log activity. However, the new arrangement provided opportunities to help students during the writing phase. While some students finished their responses quickly and were sometimes left with nothing to do until the end of the writing phase, other students needed a lot of guidance and modeling for their writing process. In general, it seemed that students were less

struggling with language-related aspects of the task, but more with overcoming their reluctance to start the writing and reflecting process on their own. Furthermore, it was difficult to create the right conditions for reflective reading-log entries, as disruptive behavior posed a constant issue. This made it harder for students to stay focused during phases of the lesson which aimed to equip them with the necessary resources to write their responses, as well as the (post-reading) writing phase.

Employing a translanguaging approach also presented certain advantages and challenges during the book project. Pre-reading activities that incorporated a multilingual component were perceived as highly beneficial for learning and retaining new vocabulary in English, facilitating comprehension during reading. Such tasks often opened spaces for speakers of the same languages to cooperate and help each other. Moreover, students were encouraged to compare features of their language repertoire with those of their colleagues. According to my observations, students greatly appreciated multilingual activities that allowed them to be experts in languages if they wanted to. Not only did they enjoy using and sharing knowledge about features of other languages they knew, but they were also very interested in learning about the language repertoires of their colleagues. However, there were also students who were reluctant to use certain languages in their repertoire. While these learners would not mind sharing features of other languages they knew, they would, for instance, (politely) refuse to put them down in writing, and I never pressured them into it. One aspect of this approach that posed a challenge was the uncertainty of not knowing whether students were doing their multilingual tasks truthfully or not. Even though I emphasized the importance of mutual trust for these activities, there were instances where learners abused this trust by using their languages in problematic ways. At times, some of these students thus pretended to participate, when in reality, they were using swear words or making fun of their classmates.

Despite mostly positive attitudes towards multilingualism, many students were reluctant to employ translanguaging as a scaffold for writing their English responses. Most students still tried to write their responses in English only and quickly became frustrated when they struggled to come up with responses to prompts, claiming they could not do the activity (*Ich kann das nicht*). During writing phases, I was able to help some of these students individually. I encouraged students to first think of what they wanted to say in languages they are more comfortable with. Whenever we scaffolded

the activity this way, learners were able to come up with ideas and translate them into English. I was able to observe that such interactions often inspired cooperation between speakers of the same languages. Interestingly, learners who were usually disruptive or uninterested in classroom activities were some of the first ones to use other languages in their repertoire as resources. Over the course of the book project, more students got comfortable experimenting with languages. While some learners merely added translations into other languages after writing their English responses, others wrote texts but did not translate them into English at all.

Overall, while some of these multilingual activities were difficult to carry out, it seemed to stem from not having enough time and resources to attend to students' individual needs, rather than the approaches not having the potential to support the students in reading, reflecting, and writing.

5.4. Reading Logs

The findings presented in the following section pertain to data obtained from the reading logs of the five focal students. In total, 27 reading log entries were obtained from these learners; however, only 21 entries were analyzed, as 6 of these texts were written collaboratively in class and thus do not necessarily represent the learners' own thoughts and feelings. In terms of category (i.e., Empath, Oracle, Judge), the reading logs were quite diverse, and almost all learners chose to write entries for each of the categories at least once. Out of the 21 entries, 10 pertain to the Empath category, 7 to Judge, and 4 to Oracle. Most reading logs were relatively short and only contained 2-3 sentences on average. In general, the quality of the entries reflected the learners' (English) language competence level, and most students used sentence starters that had been discussed in preparation for writing reading log entries. However, certain entries implied a lack of knowledge about basic writing conventions, as texts sometimes missed simple punctuation or coherence, for instance. The thematic analysis of the reading logs offered insights into how students understood and carried out the activity. In particular, the entries revealed how students engaged with the book and how they used their language repertoire to complete their reading-log tasks.

Firstly, while students were able to identify the feelings of characters, they rarely referred to their own. Adjectives about feelings were rare; Ivića, for instance, did not use any such adjectives in his entries at all. Most of his texts remained on a factual

level, even when replying to an Empath category. Khabib's entries were similarly factual, and his descriptions of Jingwen were limited to adjectives that describe the character's state of mind (i.e., confused, embarrassed), rather than his feelings. Adjectives such as "sad", "scared", "embarrassed", and "bad" were found in reading-log entries of Hashemi and Malika; however, they always referred to Jingwen's feelings, not their own. The only student describing her own feelings was Donat, expressing that relating to Jingwen made her feel "a little sad and happy".

However, even though students did not directly express their own feelings in their reading-log entries, all students were able to link the story of *PitS* to their own lived experiences to a certain extent. Reading about how Jingwen was struggling to understand an English-speaking flight attendant in the first chapter of *PitS*, Donat was reminded of a similar situation that happened to her when she went on holiday with her parents. In another entry, she also understood why Jingwen bakes cakes to distract himself, as cooking is also something that helps her when she is upset. In an early reading-log entry, Hashemi wrote that he can relate and felt the same way as the main character when he was younger. Malika did not directly mention the link to her own life; however, she repeatedly wrote that the book might help people to understand those who are struggling to learn a new language and find friends. While Donat, Hashemi, and Malika were able to relate to the story very early on, Ivića and Khabib only did so in their last reading-log entry. Even though Khabib's early entries contained two instances in which he claimed to not be able to relate to Jingwen, he linked the main character's story to his own life in his last reading-log entry:

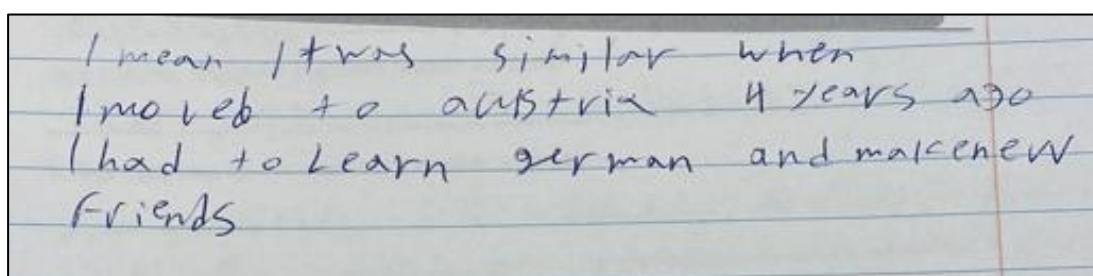


Figure 11: Reading Log Example 01 (RL_SMN_06)

Transcription:

I mean it was similar when I moved to austria 4 years ago I had to learn german and make new friends

Lastly, the learners' use of their language repertoires to accomplish the reading log task varied across the data set and changed over the course of the book project. While Khabib only wrote his responses in English throughout the entire project, all other

students incorporated other languages to varying degrees. Ivića for instance used German in his first reading log entry; however, not as a scaffold to compose his English sentence (see Fig. 12).

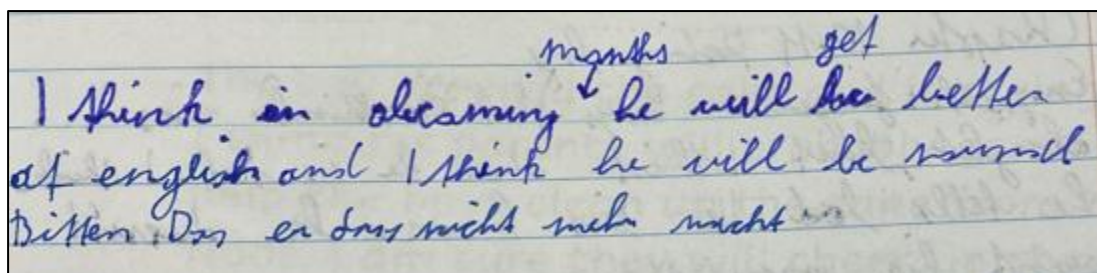


Figure 12: Reading Log Example 02 (RL_SAM_01)

Transcription:

I think in abcoming months he will get better at english and I think he will be (illegible). Bitten Das er dass nicht mehr macht

Similarly, Donat decided to first write her last reading log entry in English and additionally translate it into German and Farsi (in Latin script) (see Fig. 13). While all three versions can be considered rough translations of each other, they did offer slight variations, especially regarding detail and intensity.

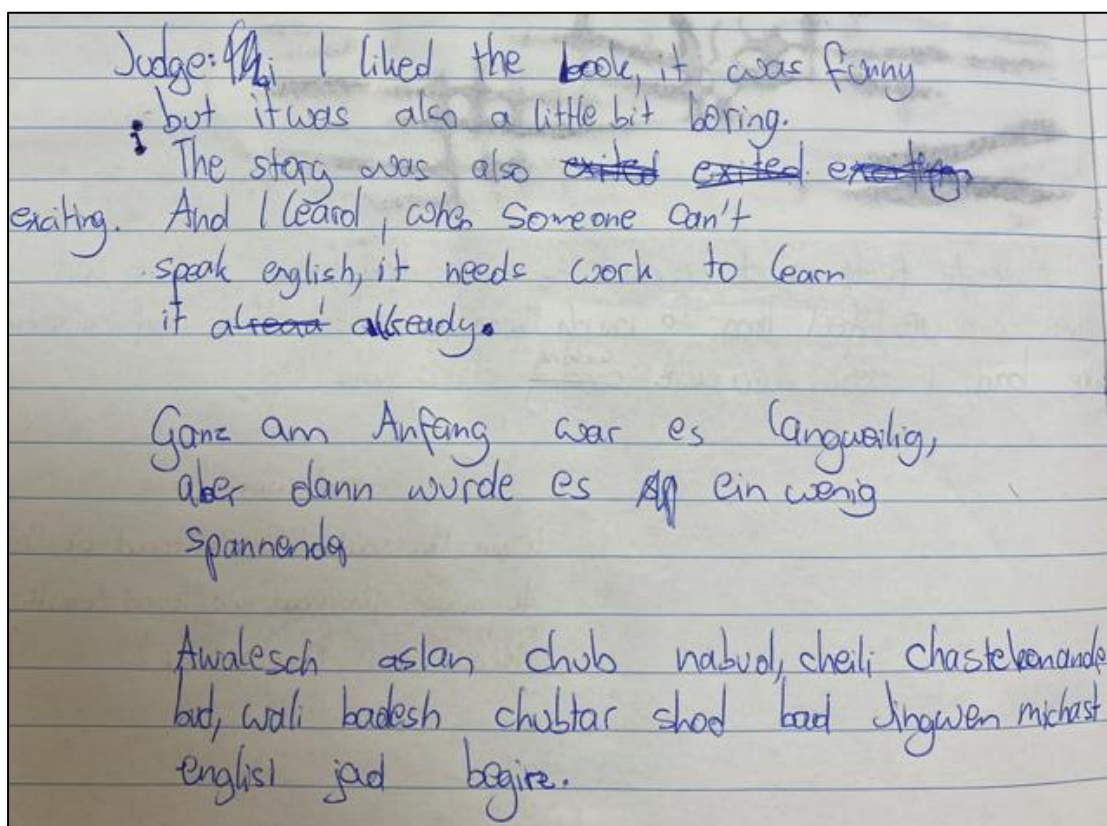


Figure 13: Reading Log Example 03 (RL_SDN_05)

Transcription:

*I liked the book, it was funny but it was also a little bit boring. The story was also exciting. And I leard, when someone can't speak english, it needs work to learn it already.
Ganz am Anfang was es langweilig aber dann wurde es ein wenig spannender
Awalesh aslan chub nabud, cheili chastekonande bud, wali badesh chubtar shod bad Jingwen michast englisi jad begire.*

Malika also employed Dari in two of her later reading log entries, once as an additional translation, and once as a draft to use as scaffold to write her English paragraph (see Fig. 14 and 15).

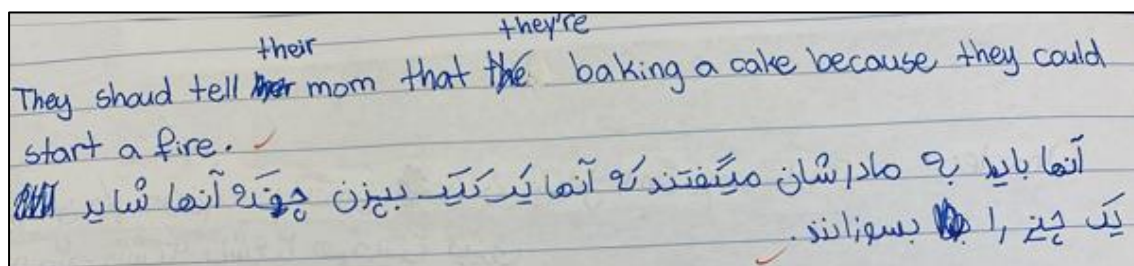


Figure 14: Reading Log Example 04 (RL_SZH_04)

Transcription:

They should tell their mom that they're baking a cake because they could start a fire.

انها باید به مادرشون میگویند که آنها یک کیک بپزند چونکه آنها شاید یک را بسوزان.

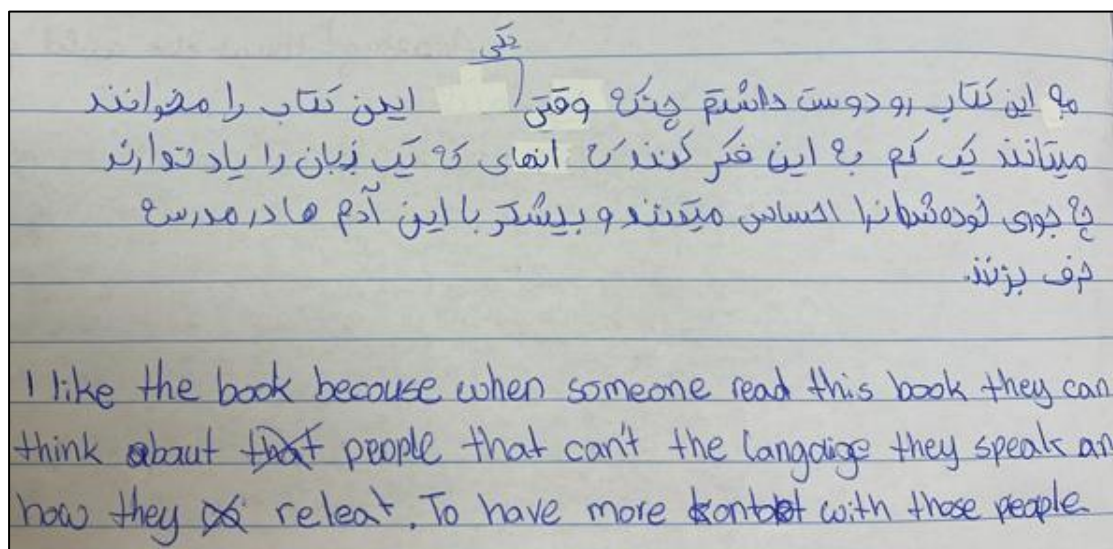


Figure 15: Reading Log Example 05 (RL_SZH_05)

Transcription:

ما این کتاب رو دوست داشتیم چونکه وقتی یکی این کتاب را میخوانند می‌توانند یک کم به این فکر کنند که آنها که یک زبان را بلد ندارند چی جوری خودشون را احساس می‌کنند و بیشتر با این آدم‌ها در مدرسه حرف بزنند

I like the book because when someone read this book they can think about people that can't the language they speak and how they releast. To have more kontakt with those people.

In contrast to Malika and Donat, Hashemi experimented with German sentences before writing his English responses very early on; such scaffolding was found in two of his entries, albeit very limited and rudimentary (see Fig. 16).

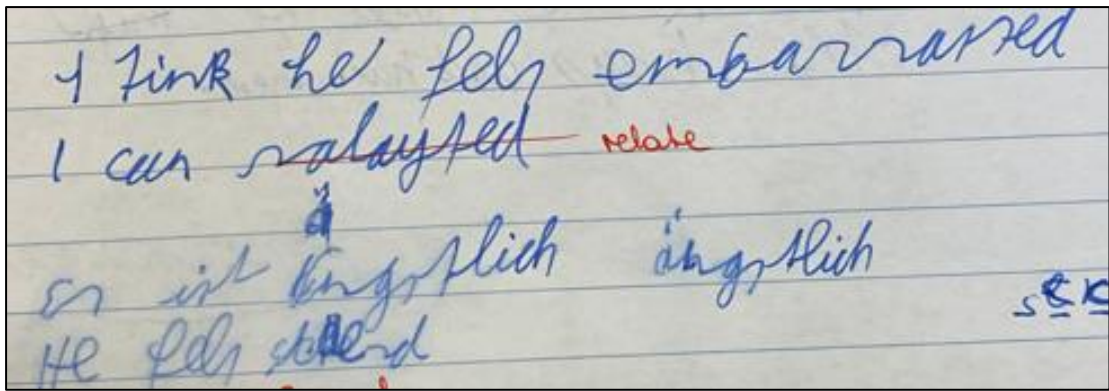


Figure 16: Reading Log Example 06 (RL_SSH_01)

Transcription:

I tink he fely embarrassed

I can ralayted

Er ist ängstlich

He fely scared

The thematic analysis of reading logs offered a number of insights into how students engaged with the content of *PitS* and how they understood and carried out the reading-log activity. While students generally did not reflect on their own emotional responses to the story, they did identify aspects of the story they could relate to. Additionally, the analysis revealed that students used translanguaging only sparingly to write their reading-log entries. However, translanguaging in these instances was not usually employed as scaffolding, but to write translated paragraphs in addition to the English ones.

5.5. Parent Interviews

In this section, I present the insights gained through interviews conducted with some of the participants' parents. For this purpose, I mainly refer to interviews conducted during the parent-teacher conference in 2024 but occasionally mention insights from interviews from the conference in 2023. Each interview was predominantly held in Dari and/or Farsi to minimize potential linguistic barriers and make the interview setting as comfortable as possible for participants. Several main themes about students' backgrounds and literacy and language practices at home were identified which I present below.

5.5.1. Support at Home

Parent participants were asked about how they support their children with learning for school. In each of the interviews during both parent-teacher conferences, parents reported a strong interest in their children's education and a willingness to support

them in any way they could. Most of the resources parents referred to were external or material ones, such as tutoring through VHS (*Volkshochschule*, i.e., a Viennese institution that offers group tutoring) or making sure their children are provided with the necessary materials for school (i.e., pens, notebooks, laptops etc.). In their view, being able to get their education in Austria as opposed to other countries already provides their children with all the resources and opportunities they need to succeed and have a better life than they had (see Table 10).

00:04:33	Rumi	[...] Va...- chon bekhatere zi ke ähm... emkanate be ku- keshvare otrish baraye zane munda Schule munda belakahara... chi migan äh... VHS migan diga, dorost hast? VHS munda, az har lahas bayad bokhanan. (AAG Are) Ma äh... ye chize olayate ma ist ke oladha bayad dars bekhanan. (AAG Mhm, okay) (unverständlich für 1 sec) diga khodeshun behtar mifahman diga. Bale.
		[...] Und...- denn es ist wegen ähm... die Möglichkeiten in Österreich, dass Frauen in die Schule gehen dürfen halt (und)... wie sagt man das äh... VHS nennt man das doch, richtig? VHS gibt es (auch), in jeder Hinsicht müssen sie lernen. (AAG Ja) Ich äh... Für uns ist es selbstverständlich, dass die Kinder lernen müssen. (AAG Mhm, okay) (unverständlich für 1 sec) und sie verstehen es selbst halt besser. Ja.

Table 10: 241121_s02_trs01_AAG

When I asked the participants how they thought they themselves could assist their children throughout our book project (parent-teacher conference 2024), only Donat's mother (Forough), being an avid reader herself, explained it might be helpful to talk to her daughter about the contents of the book, be it in Farsi, German, or English:

00:03:28	AAG	Okay. Ähm... Fekr mikonin ähm... dar in proje chegune mitunin be Donat komak konin?
		<i>Okay. Ähm... Wie glauben Sie, dass Sie Donat in diesem Projekt helfen können?</i>
00:03:38	Forough	Man chejuri be Donat komak konam? (AAG Mhm) Fekr konam tanha komaki ke mitunam behesh bekonam in ke khune oomad, beshinim va dar moresh baham sohbat konim. (AAG Mhm, okay) Masalan chizai ke khunde, chizai ke yad gerefte biaym tabadole nazar konim, ba hamdige nazaremuno rade badar konim. Fekr konam injuri kheili... betunim be hamdige komak konim.
		<i>Wie ich Donat helfen kann? (AAG Mhm) Ich glaube, das Einzige, womit ich ihr helfen könnte, wäre, dass wir uns zusammensetzen wenn sie nach Hause kommt und darüber sprechen. (AAG Mhm, okay) Zum Beispiel was sie gelesen hat, was sie gelernt hat, dass wir die Meinungen austauschen und uns gegenseitig unsere Meinungen kommunizieren. Ich glaube, dass wir uns so... sehr gut gegenseitig helfen können.</i>
00:04:02	AAG	Fekr mikonin be/be/be che zabani asuntare?

		<i>Auf welcher Sprache wäre es Ihrer Meinung nach leichter?</i>
00:04:06	Forough	Äh... khob Ingilisi bashe, baraye Ingilisie khodosh ham behtare. Va Farsi ham bashe, bazam baraye khodosh behtare. Bad Deutsch ham bashe.
		<i>Äh... halt, wenn es auf Englisch wäre es für ihre Englischkenntnisse besser. Und auf Farsi wäre es auch für sie selbst besser. Und Deutsch sollte es auch sein.</i>

Table 11: 241121_s02_trs03_AAG

Rumi (Ivića's father) and Hafiz (Malika's father), on the other hand, explained that they could not help their children directly, as they claimed to not have sufficient knowledge to help in subjects such as English or German. Several times throughout each of their interviews (parent-teacher conference 2023 & 2024), Rumi and Hafiz mentioned that they view themselves as 'uneducated' or 'illiterate' (بی سواد) because of their lack of education in Afghanistan due to war and conflict (e.g., see Table 12). This mindset was also shared by Rabia (Hashemi's mother) in previous interviews during the parent-teacher conference in 2023. However, several instances during conversations with Rumi and Hafiz implied that, while both fathers had very little to no proficiency to read and write in German, they were able to do so in Dari and/or Farsi. Yet both fathers sometimes did not even take Dari and/or Farsi into consideration when responding to my questions or were surprised when they realized I was also interested in those competences. Except for Forough, none of the other parents seemed to consider their languages or experiences resources that could facilitate learning and processing of school-related content for their children.

00:04:18	AAG	Mhm/mhm. Okay. Ähm... bad soale badi ine ke ähm... dar kol, khundan che nakhshiro dar zendegie shoma ya khandeva-khanevadatun dare?
		<i>Mhm/mhm. Okay. Ähm... und die nächste Frage ist ähm... was für eine Rolle hat Lesen allgemein in Ihrem Leben oder im Leben Ihrer Familie?</i>
00:04:33	Rumi	Bale, ma pers- ars kardam khetmatan ke ma khodam savad nadaram. Hatta ba zabane Deutsch man hamin alan moshkel daram, (unverständliches Wort) alhamdullialh man kar mikonam. (unverständliches Wort) be kar ast ke man bazam belakhare... namaehaye ke baram ke- va karaye dora-dolati man khodam anjam midam. Nemitanam, va khanumam nemitanam äh... Bar ma az ham oliattar, bar ma ke- ist ke kheili man baraye bacheham kushesh mikonam ke ina ba savad bar biad. (AAG Mhm) Chonke in moshkele ke sar raye ma hast... be hesab yek name baram- ma khandan nemitanam va az chize khod defa konam nemitanam. Va ke nemitanam hale matabo dorost bekonam. Baraye man kheili mohem hast va besiar wichtig hast ke oladaye man bayad savad peyda konan dar otrish. [...]

		<i>Ja, ich pers- ich hab Ihnen bereits erzählt, dass ich nicht gebildet bin. Sogar mit der deutschen Sprache habe ich momentan Schwierigkeiten, (unverständliches Wort), Gott sei Dank arbeite ich. (unverständliches Wort) zur Arbeit, dass ich halt trotzdem... die Briefe die mir- und die Amtswege erledige ich selber. Ich kann es nicht (nicht klar ob damit gemeint ist, dass er nicht lesen kann oder, dass er diese Amtswege nicht selber erledigen kann), und meine Frau kann es (auch) nicht äh... Für mich ist am wichtigsten, dass ich mich für meine Kinder anstrenge, damit sie gebildet sind. (AAG Mhm) Denn das Problem, das sich uns stellt... als ein Brief für mich (unklar was hier gemeint ist)- ich kann nicht lesen und mich selbst verteidigen. Und ich kann den Sinn der Materie nicht richtig verstehen. Für mich ist es sehr notwendig und wichtig, dass meine Kinder gebildet sein müssen in Österreich. [...]</i>
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Table 12: 241121_s02_trs01_AAG

5.5.2. Familiarity with Children's Reading Practices

Parent interviews during the parent-teacher conference in 2024 revealed a limited awareness of their children's reading preferences and habits in general, as students' accounts did not always align with that of their parents. For instance, Forough assumed that Donat used to read when she was younger, but not anymore. Donat, who was present during my interview with her mother, disagreed, claiming she does read mangas, which she, at the same time, does not count as books (see Table 13). Some of Forough's talk implied that she might not know what mangas are (see Table 14), again implying an unfamiliarity with her daughter's reading preferences.

00:05:18	Forough	<i>[...] Kheili ahle ketab khundan bud. Az ketab khune miraft ketab migereft miavord. Vali dieses Jahr motasefane hich ketabi nemikhune. Kheili narahatam az in babat. Va fekr konam-- (Donat Doch) baraye khode man- Aber nicht viel Donat. (Donat Ja, nicht Bücher, sondern Mangas) Ja vali doost daram ketab, safe bezani na Tableto gooshi das mein ich. (Donat Ja, Mangas) Ja, eben aber nicht oft Donat. (Donat Doch) Na, ziad nemikhuni. (Donat Doch, Mangas les ich oft) Na, nein, Donat, das stimmt nicht. (Donat Doch) Ich seh das nicht. Hala wurscht. Vali be naza--</i>
		<i>[...] Sie war sehr am Lesen von Büchern interessiert. Sie ging immer in die Bücherei und hat Bücher ausgeliehen und sie mit nach Hause gebracht. Aber dieses Jahr liest sie leider gar keine Bücher. In der Hinsicht bin ich sehr traurig. Und ich glaube (Donat Doch) für mich- Aber nicht viel Donat. (Donat Ja, nicht Bücher, sondern Mangas) Ja aber ich hätte gern, dass du Bücher liest, und (darin) blätterst, nicht Tablet und Handy, das mein ich. (Donat Ja, Mangas) Ja eben, aber nicht so oft Donat. (Donat Doch) Nein, du liest nicht oft. (Donat Doch, Mangas les ich oft) Nein, nein, Donat, das stimmt nicht. (Donat Doch) Ich seh das nicht. Aber wurscht jetzt. Aber meiner Meinung na--</i>

Table 13: 241121_s02_trs03_AAG

00:07:09	AAG	Yadetun miad mozush chi bud?
		Erinnern Sie sich an das Thema vom Buch?

00:07:11	Forough	Mozush...takhayoli bud. Mese... chizai takhayoli bud- Donat khod- un ketabe kuchik ke gerefte budi maman...
		<i>Das Thema... es war fiktiv. Wie... es war so fiktives Zeug- Donat (sag) selber- das eine Buch, was du ausgeliehen hast, was du klein war maman (=Kosenamen für Kinder)...</i>
00:07:21	Donat	Manga meinst du? Ich hatte Mangas ausgeborgt.
00:07:24	Forough	Hala esmeshe daghigh nemidunam. Vali es-um was geht (sic), are. Vali... Motasefane dige nemidunam.
		<i>Ich weiß den genauen Namen jetzt nicht. Aber es- um was geht (sic), ja. Aber... leider weiß ich es nicht.</i>

Table 14: 241121_s02_trs03_AAG

Rumi also reported not knowing what his son Ivića's books were about. Rumi explained that his son's strong interest in football might be a hindrance that keeps his son from improving at school. Throughout my interview with Rumi, there was no mention of the books about football that Ivića had mentioned in his previous interview; reading for Rumi was seen as a means to study and to develop subject knowledge or language skills (see Table 15). The excerpt additionally demonstrates that the notion of 'reading' is very closely tied to 'learning' or 'studying' for Rumi. This could be because all three words are expressed by the Dari/Farsi word خواندن, which might explain why some of my more general questions about the role of reading in his family were answered by references to studying habits. Thus, since I was interested in a more general notion of reading (i.e., books, social media, magazines, etc.), I had to specifically ask about books and social media to guide the father towards the kind of information I wanted to know more about.

00:05:42	AAG	Bale. Okay ähm... Bad fekr mikonin baraye Ivića che- khundan che nakhshiro mi- dare tu zendegish?
		<i>Ja. Okay ähm... Und was glauben Sie, welche Rolle Lesen im Leben von Ivića spielt?</i>
00:05:55	Rumi	Ma- äh pish äh...- Ivića jan taghriban do, se sal pish ghabl kheili khoob dars mikhand. Hamino nomrash yeko do bud. Do/do- taghriban yek äh... do dasht. Hatta Mathe shun yek dasht. (AAG Mhm) Eins dasht. Ama motasefane man..., hala bigim... motasefane, khoshbakhti beguim ya badbakhti beguim, chiro, man ino futbol (AAG lacht) sabtenam kardan, anmelden kardam. Man iro futbol anmelden kardam. I az darsash kamkam fasele gereft (AAG Mhm) Ma kheili ham baraye khodam mig- dafé chiz misham narahat hastam, migam kash ke futbol iro sabtenam nemikardin. Ma kheili- futbola khoob bazi mikona. Va äh chi migan, dar Mannschaft khoob ham hast. Ina äh- ma behesh- fekr mikonam u darsoro ke ghablan khane mikhan masalan miumad Auf-Hausaufgabe kohdaro, mikard

		belakhare nim saat ye ketabo lernan mikard, (AAG Mhm) Buch lernen mikard, mishest dar (unverständliches Wort). Migoftam, BACHE FILME DEUTSCH BAN- BIBIN, KE DEUTSCHE TO BEHTAR SHAVA. Ina- ama motasefane are ke ma (unverständlich für 1 sec) bardasht mikonam, yek mekdare I futbol iro aslan...- (AAG Okay) darse yek mekdare fasele gereft, bale.
		<i>Ich äh, früher äh...- Ivića hat vor ungefähr zwei, drei Jahren sehr gut gelernt. Er hatte Einser und Zweier. Zwei/Zwei- ungefähr eins äh... er hatte Zweier. Sogar in Mathe hatte er einen Einser. (AAG Mhm) Er hatte Einser. Aber leider habe ich... also sagen wir... leider, ich weiß nicht ob es etwas Gutes oder Schlechtes ist, dings, ich hab ihn für Fußball angemeldet/angemeldet (AAG lacht). Ich hab ihn für Fußball angemeldet. (Und) er hat sich vom Lernen etwas entfernt (AAG Mhm). Ich sag mir auch sehr oft,- also ich werde traurig und sage mir, hätte ich ihn bloß nicht für Fußball angemeldet. Ich sehr- er spielt sehr gut Fußball. Und äh wie sagt man, er ist in einer guten Mannschaft. Die äh- ich sag ihm- ich glaube so wie er damals zu Hause gelernt hat, zum Beispiel er ist gekommen und hat seine Hausaufgaben gemacht und hat wenigstens eine halbe Stunde im Buch gelernt. (AAG Mhm) Er hat Bücher gelernt, er ist gesessen im (unverständliches Wort). Ich hab gesagt, KIND, SCHAU FILME AUF DEUTSCH, DAMIT DEIN DEUTSCH BESSER WIRD. Die- aber leider, ja, ich nehme an, dass Fußball ihn ein wenig einfach...- er hat sich etwas vom Lernen entfernt, ja.</i>

Table 15: 241121_s02_trs01_AAG

Similarly to how he did not consider his own reading in Farsi relevant, Hafiz told me that his daughter Malika does not enjoy reading but does enjoy reading books in Farsi (see Table 16). He was not able to tell us what the books they had at home were about, but instead repeatedly emphasized always telling his daughters that they have the freedom to act and decide out of their own free will, which also includes decisions in relation to school and their reading habits.

00:01:07	Hafiz	Äh... Malika kheili dar ketab khandan alagha nadara. (AAG Mhm, okay) Alaghe ziad be ketab khundan nadara, faghat... hamu dars mashga khodesh ham ke- barash ezafaya, chon ke kheili sakhta. Bekhatere ke-kesai ke inja be dunya mia-miad, barash rahata, kesai ke masalan... az yek zabana diga dar yek zabane dige miad, barash sakhta. Ketabhaye farsi bazi moghe mikhana. Ketabhaye Farsi doost dara. Be azafaye darsa khodesh. Vali... äh... (unverständliches Wort) ketabhaye diga... alagha nadara.
		<i>Äh... Malika interessiert sich nicht so sehr für das Lesen von Büchern. (AAG Mhm, okay) Sie hat kein großes Interesse am Lesen von Büchern, nur... allein schon ihre Hausübungen die- das ist für sie zusätzlich (i.e., zu viel), weil es ist sehr schwer. Deswegen- die Leute, die hier auf die Welt gekommen sind, für die ist es leicht; die, die zum Beispiel... von einer Sprache in eine andere Sprache wechseln, für die ist es schwierig. Sie liest manchmal Bücher auf Farsi. Bücher auf Farsi mag sie gern. Zusätzlich zu dem was sie lernen muss. Aber... äh... (unverständliches Wort) für andere Bücher... interessiert sie sich nicht.</i>

Table 16: 241121_s02_trs02_AAG

5.5.3. Book Talk at Home

Interviews at both parent-teacher conferences gave insights into the amount and nature of book talk that parent and student participants engaged in with each other at home. At the first parent-teacher conference, I asked parents (Rumi, Hafiz, and Rabia) if their children talk about the things they learn and experience at school and whether the parents initiate conversations about school-related topics. All three parent participants confirmed that they ask about school, though it seems their children do not usually take the initiative and do not tell their parents anything specific (See Table 17).

00:00:41	Rabia	Chizi khasto tarif namikona. Bishtar...- bazi vakhta ke darsa sareshun feshar mian migan BAR MA DARSA SAKHTAST. Bazi vakhta ke kheili Noteaye khub migiran kheili khoshhal mibashan. Miyayan ke beine ye Note khoob hastan. (AAG Okay) Faghat äh... pesare bozorgem ke tu in madrese rafte tu Ingilisi kheili moshgel dara. Bad... sare Josef hamin Ingilisi ham ye kam moshgel dara. Mige KHEILI GAP MIZANAN NEMITANAM BEFAHMOM. (AAG Mhm) Diga, barashun sakhtast yek zara- Deu/Deutschen khoob hast.
		<i>Er erzählt nichts spezifisches. Es ist mehr- manchmal, wenn sie sich mit dem Unterricht schwertun, kommen sie und sagen dann, DER STOFF IST SCHWER FÜR UNS. Manchmal, wenn sie sehr gute Noten bekommen, sind sie sehr glücklich. Sie kommen (und sagen), dass sie zwischen guten Noten stehen. (AAG Okay) Nur äh... mein älterer Sohn, der in diese Schule gegangen ist, tut sich in Englisch sehr schwer. Und... was Josef angeht, er tut sich auch etwas schwer in Englisch. Er sagt, DIE (IN DER KLASSE) REDEN VIEL, ICH KANN NICHTS VERSTEHEN. (AAG Mhm) Also es ist etwas schwer für sie- ihr Deu/Deutsch ist gut.</i>

Table 17: 231123_s02_trs02_AAG

Similar answers were given during interviews with Rumi, Hafiz, and Forough at the second parent-teacher conference. When I asked parents about whether their children talk to them about the things they read, parents either spoke of rare occasions (see Table 18) or that this is not the case (see Table 19 and 20). Parents prioritized the finished activity and its outcome, as opposed to the process and how their children interacted and engaged with their reading.

00:14:32	AAG	Mhm/mhm. Okay. Ähm... shoma ham miporsin azash... bazi mogheha ke CHI DARI MIKHUNI ya...?
		<i>Mhm/mhm. Okay. Ähm... und fragen Sie sie auch manchmal, WAS LIEST DU, oder...?</i>

00:14:38	Forough	Auf jeden Fall, ja miporsam gahi. Vali inke... age, migam, salighe man nabashe, maslan shayad, DONAT TAMUM KARDI, CHETOR BUD, KHOSHET UMAD? Vali inke... BIA BARAM TARIF KON, na rastesh. Masalan migam, ketabi ke khodesh doost dashte bashe, miad baram tarif mikone. Dige Donat midune dige masalan salighe man kudum ketabe. Bekhatere hamin.
		<i>Auf jeden Fall, ja, manchmal frage ich sie. Aber... wenn, ich sag ja, es nicht mein Geschmack ist, dann (sag) ich vielleicht, DONAT, HAST DU ES ZU ENDE GELESEN, WIE WAR'S, HAT ES DIR GEFALLEN? Aber, dass ich sage, KOMM ERZÄHL ES MIR, nein, um ehrlich zu sein. Zum Beispiel, ich sag ja, sie kommt und erzählt mir von Büchern, die sie selber gern hat. Also, Donat weiß schon was zum Beispiel mein Geschmack in Büchern ist. Deswegen.</i>

Table 18: 241121_s02_trs03_AAG

00:00:21	Rumi	Ähm nakheir/Ähm nakheir, pesare man faghat man äh tu (unverständlich für 1 sec) ke ähm- man bazi mogheha khodam soal mikonam bishtar az bad ba inke lvića jun tarif kona. (AAG Mhm) Ma hamin avalin karema ist ke... miad, man bargardam- man sarekar basham, (unverständlich für 1 sec) kar basham biam khune soal mikonam ke, EMROOZ TU CHIKAR KARDI MADRESA? CHETOR BUD MADRESE? Ähm va una bar man mige, KHOOB BOOD ALLHAMDULILLAH DARS KHUNDIM masalan ENGLISCH KHANDIM, ya MATHE KHANDIM belakhara. O- va rastesho u chizi khasto baram nagofta. (AAG Okay) Behem nagofta. Faghat man hamishe frag- äh soal mikonam az ishan. Bale.
		<i>Ähm nein/Ähm nein, mein Sohn nur äh im (unverständliche für 1 sec), dass ähm- es ist eher so, dass ich manchmal eher selber nachfrage, als dass lvića etwas erzählt. (AAG Mhm) Das erste was ich mache ist, dass... er kommt, ich komme nach Hause- wenn ich in die Arbeit gehe (unverständlich für 1 sec) wenn ich in der Arbeit bin und dann nach Hause komme frage ich nach, WAS HAST DU HEUTE IN DER SCHULE GEMACHT? WIE WAR DIE SCHULE? Ähm und er sagt mir, ES WAR GUT, GOTT SEI DANK, WIR HABEN DINGE GELERNT zum Beispiel, WIR HABEN ENGLISCH GELERNT, oder WIR HABEN MATHE GELERNT und so. Er- und um ehrlich zu sein, erzählt er mir nichts spezifisches. (AAG Okay) Er hat es mir nicht erzählt. Nur, ich frag ihn immer. Ja.</i>

Table 19: 241121_s02_trs01_AAG

00:15:50	Hafiz	Na. Na etefaghan har kasi.../ har kasi ba dars khodesh, ba moshgele khodesh gereftara. (lacht) (AAG Shoma miporsin bazi mogheha?) Bazi mogheha ma faghat miporsim, KOJAI, KOJA RAFTA BUDI? Miga, KETAB/KETABKHUNA. KOJA MIRI? KETABKHUNA MIRAM. MIRIM KETAB MIKHUNIM. Moghe- forsats dashte basha, mira vakht unja migzara.
		<i>Nein. Nein um ehrlich zu sein, jeder.../jeder ist mit seinem eigenem Lernen beschäftigt, mit den eigenen Schwierigkeiten. (lacht) (AAG Fragen Sie manchmal nach?) Manchmal frage ich nur nach, WO BIST DU, WO BIST DU GEWESEN? Sie sagt, IN DER BÜCHEREI. WOHIN GEHST DU? ICH GEHE IN DIE BÜCHEREI. ICH GEHE BÜCHER LESEN. Wenn es sich für sie ergibt, geht sie dort Zeit verbringen.</i>

00:16:13	AAG	Bad kudum ketab dare mikhune tarif nemikone?
		<i>Und erzählt sie darüber, welches Buch sie gerade liest?</i>
00:16:18	Hafiz	Na tavahal. Khodem naporsidim ke TO CHE KETAB MIKHUNI? Khodam-alan khode adam... yek savad kafi dashta basha ta bekhaya masalan...-az hamechi bikhabaram.
		<i>Nein, bis jetzt nicht. Ich hab selbst nicht nachgefragt um zu sehen, WELCHES BUCH LIEST DU GERADE? Ich selbst- man bräuchte genug Bildung um zum Beispiel...- ich weiß von nichts Bescheid.</i>

Table 20: 241121_s02_trs02_AAG

Interviews conducted with parent participants presented insights into literacy practices at home. Parents demonstrated a strong interest in their children's education; however, this support usually takes the shape of external resources. Apart from one parent, participants asserted not being able to help their children directly, because of reportedly low educational levels. Parents usually did not consider their languages or experiences resources that could facilitate learning. Moreover, findings also revealed a low familiarity with their children's reading practices and preferences.

5.6. Parent-Student Interactions about *PitS*

In this section, I describe the most salient themes that could be identified during the student-parent interactions about the book of our project, *Pie in the Sky*. These interactions took place during interviews at the parent-teacher conference in 2024 (i.e., Malika and her father, Donat and her mother) and at Ivića's apartment.

5.6.1. Scope of Interactions

The analysis of the collaborative activity between students and their parents about *PitS* revealed insights pertaining to the scope of interactions. In interviews with the parent participants, I was interested in finding out whether the students had told their parents about the book project and the multilingual activities in which they were encouraged to use their Dari and/or Farsi knowledge. None of the parents reported knowing about the book project or the lessons I had held in their children's classes. I therefore asked the students whether they would like to explain to their parents what *Pie in the Sky* was about. In their descriptions of the story, all three learners chose to describe the beginning of the book, which focused on the characters' migration to a new country, their struggle to learn a new language, and them feeling alienated trying to fit in. Some of the summaries were at times not chronological, contained inaccuracies, or left out crucial information necessary for their interlocutor to

understand the plot. Often, these gaps were either not noticed or not commented upon by the parent participants (e.g., see Table 21).

00:00:43	AAG	Okay. Magst du vielleicht deiner Mutter etwas darüber erzählen? Ye chizi tarif koni? Rajebe chie, mozush chie?
		<i>Okay. Magst du vielleicht deiner Mutter etwas darüber erzählen? Dass du ihr etwas erzählst? Worum es geht, was das Thema ist?</i>
00:00:51	Donat	Also... das Buch ist so... Pie in the Sky. Es heißt so und da geht es ähm... so um einen Jungen und seinen Bruder. Die sind nach Australien...? Oder? (AAG Mhm) Ähm geflogen-- (AAG Be Farsi ham mituni migi age mikhay) Ähm... Havapeyma raftan äh Australien. Und ähm dann... ähm baradare koochikesh ähm hichi nemifahmid. Bad baradare bozorgesh ham nemifahmid. Bad una fekr kardan yedune ähm... Spracheye dige harf mizanan, also im Mars-- (sic) (Forough Zabaneye dige harf mizanan) so... ähm... Aliensprache . (Forough Aso. Okay) Ja.
		<i>Also... das Buch ist so... Pie in the Sky. Es heißt so und da geht es ähm... so um einen Jungen und seinen Bruder. Die sind nach Australien...? Oder? (AAG Mhm) Ähm geflogen – (AAG Du kannst es auch auf Farsi sagen, wenn du willst) Ähm... (mit dem) Flugzeug sind sie nach äh Australien geflogen. Und ähm dann... ähm sein kleiner Bruder ähm hat nichts verstanden. Und sein großer Bruder hat auch nichts verstanden. Und die haben gedacht, dass sie ähm eine andere Sprache sprechen, also im Mars (sic) (Forough Sie sprechen eine andere Sprache) so ähm...Aliensprache. (Aso. Okay) Ja.</i>
00:01:41	Forough	Interessant.

Table 21: 241121_s02_trs03_AAG

Feedback by the parents often seemed limited to very short statements such as “interesting” or “that’s good”. However, in the longer interaction between Rumi and Ivića, I was able to observe Rumi telling his son what he thinks the main character should have done in that particular situation, unconsciously taking on the role of the Judge from our reading-log framework (see Table 22).

00:06:25	AAG	Mhm. Und wie hast du dich dann gefühlt? Kannst du deinem Vater erzählen, was du da gedacht hast über die Charaktere, oder...?
00:06:30	Ivića	Man goftam äh- man etemad (sic) mikardam ke i... goosh nemikard, i fekr kar- mikard ke ma yek chize khoob hastam az una, biardare kleine. (Rumi Bale) Az khater az u keika gereftam.
		<i>Ich hab mir gedacht äh- ich hätte geglaubt, dass er ... nicht zuhört, der hat gla- geglaubt, dass ich besser bin als die, der kleine Bruder. (Rumi Ja) Deshalb hab ich so einen Kuchen genommen.</i>
00:06:42	Rumi	Bayad midad u keikaro be baradare klein ke etefagh nemioftad.
		<i>Er hätte seinem kleinen Bruder den Kuchen geben sollen, dann wäre das nicht passiert.</i>

Table 22: 241128_s02_trs_AAG

The majority of participants perceived the interactions as positive and expressed an interest in engaging in such conversations again in the future. While Hafiz explained that he would not want to ‘force’ his daughter into such interactions, both Forough and Rumi reported that they would happily talk to their children about the texts they are reading. For Forough, such interactions would not only be beneficial to Donat’s language skills, but to her own as well. Rumi explained that he considers it crucial to ask about his children’s reading, as he believes they might feel neglected otherwise. Interestingly, both Rumi and Forough reported expecting their children to take the initiative in talking to them about their reading or school-related content.

5.6.2. Language Use

Participants used a broad range of language to communicate with each other during the student-parent interactions. Malika and Ivića immediately chose to tell their fathers about *Pie in the Sky* in Dari (see Table 23 and 24):

00:05:47	Ivića	Ähm... äh... nein, aber... etwas, war halt... yak chizi bud. (Rumi Mhm) Yak- biardarehsh keik äh dashte bud dar dastesh. Biardare kleinesh goft NEH TO URA BE MA BEDE. NEMITUNI IRA- I SAKHTAST, NEMITUNI. Ba- u sare biaraderesh (unverständliches Wort) khob äh... chiz nakard, ete-... glauben nakard (Rumi etemad nakard)- etemad nakard, in khodesh gereft, raftan baz keik az dastesh aftid. Baz biardare khodesh ye kam chiz shod, äh... traurig shod. Be biardare kleinesh hichi nagoft.
		<i>Ähm... äh... nein, aber... etwas, war halt... da war was. (Rumi Mhm) Einsein Bruder äh hatte einen Kuchen in seinen Händen. Sein kleiner Bruder hat gesagt, NEIN GIB ES MIR. DU KANNST ES NICHT- DAS IST SCHWER, DU KANNST DAS NICHT. Mit- er hat seinem Bruder (unverständliches Wort), halt äh... er hat nicht dings gemacht, vert-... ihm nicht geglaubt (Rumi er hat ihm nicht vertraut)- er hat ihm nicht vertraut, er hat es selber gehalten, sie sind gegangen und der Kuchen ist ihm runtergefallen. Und sein Bruder ist dann etwas dings gewesen, äh... traurig gewesen. Er hat seinem kleinen Bruder nichts gesagt.</i>

Table 23: 241128_s02_trs_AAG

00:03:43	Malika	Masalan un pesare khob? Fekr mikard masalan.../fekr mikard ke una.../una ham injuri fekr mikonan ke/fekr mikonan ke äh... una äh... mesle yek ähm... Monster... be Farsi chi ... (AAG Alien? Nemidunan chi migan) Are ye/ye chize... ähm... haivulai ye chizi ke hastan nemitunam- chon ke una fekr- fekr mikard ke una harf az una nemifahman, va una ham harf az una nemifahmidan, chon ke dar ye chiz äh jadid äh- keshvar jadid endoftan. Bad u fekr mikard ke-äh pesare fekr mikard ke äh una fekr mikonan ke ina äh yak... mojude... fazai yek chizian. Are. Ja.
		<i>Zum Beispiel, dieser Junge, gel? Er hat gedacht, dass er zum Beispiel... /er dachte, dass die.../ die auch so denken, dass/die denken, dass äh... die äh... wie ein ähm... Monster... wie heißt das auf Farsi... (AAG Alien?</i>

		<i>Ich weiß nicht, wie man das sagt.) Ja, etwas... ähm... so Monster oder so sind, ich kann nicht- weil die dacht- er dachte, dass wenn sie reden, die anderen sie nicht verstehen, und die haben auch nicht verstanden, was die sagen, weil sie in einem neuen dings äh- sie befanden sich in einem neuen Land. Und er dachte, dass- äh der Junge dachte, dass äh die denken, dass die äh so... Außerirdische oder so sind. Ja. Ja.</i>
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Table 24: 241121_s02_trs02_AAG

Donat, however, first started her summary of the plot in German, before continuing in Farsi, after I reminded her that she had the possibility of doing so (see Table 25).

00:00:51	Donat	Also... das Buch ist so... Pie in the Sky. Es heißt so und da geht es ähm... so um einen Jungen und seinen Bruder. Die sind nach Australien...? Oder? (AAG Mhm) Ähm geflogen-- (AAG Be Farsi ham mituni migi age mikhay) Ähm... Havapeyma raftan äh Australien. Und ähm dann... ähm baradare koochikesh ähm hichi nemifahmid. Bad baradare bozorgesh ham nemifahmdid. Bad una fekr kardan yedune ähm... Spracheye dige harf mizanan, also im Mars-- (sic) (Forough Zabaneye dige harf mizanan) so... ähm... Aliensprache . (Forough Aso. Okay) Ja.
		<i>Also... das Buch ist so... Pie in the Sky. Es heißt so und da geht es ähm... so um einen Jungen und seinen Bruder. Die sind nach Australien...? Oder? (AAG Mhm) Ähm geflogen – (AAG Du kannst es auch auf Farsi sagen, wenn du willst) Ähm... (mit dem) Flugzeug sind sie nach äh Australien geflogen. Und ähm dann... ähm sein kleiner Bruder ähm hat nichts verstanden. Und sein großer Bruder hat auch nichts verstanden. Und die haben gedacht, dass sie ähm eine andere Sprache sprechen, also im Mars (sic) (Forough Sie sprechen eine andere Sprache) so ähm...Aliensprache. (Aso. Okay) Ja.</i>

Table 25: 241121_s02_trs03_AAG

Here, it is not clear whether Donat continued in Farsi because she thought she could express herself more efficiently that way, or because she felt compelled to do so after I pointed it out.

In all three interactions, students occasionally portrayed instances of translanguaging to express words and phrases they either did not know or had forgotten how to convey in Dari/Farsi. The excerpt from Ivića's interview (see Table 23), illustrates how the student synthesized his languages to express meaning: Ivića used the German word *klein* to express the notion of 'little' or 'young' in 'little/younger brother' ("Biardare kleinesh"). In German, this would be expressed by either *kleiner Bruder* (i.e., little brother), or *jüngerer Bruder* (i.e., younger brother). Ivića choosing *klein* might be influenced by the fact that in Dari, 'little/younger brother' is expressed as *biardare koochik*, with *koochik* literally meaning 'small'. Additionally, Ivića connected a Dari/Farsi suffix (-esh) to a German word to indicate a possessive pronoun, resulting in *biardare kleinesh*, meaning 'his younger brother'.

The excerpts above (see Tables 23-25) also present instances where the students struggled to find words or expressions in Dari/Farsi to convey what they wanted to say but were provided with lexical items by their parents to complete their sentence. Donat, for instance, translanguaged German and Farsi to say “other languages” (*Spracheye dige*) before her mother offered the term in Farsi (*Zabanhaye dige*) (see Table 25). Similarly, Rumi also assisted his son with a Dari/Farsi word, as can be seen in table 23: Ivića wanted to say, “he didn’t trust his brother”, but struggled to remember the word for “trust” in Dari/Farsi, signaling his hesitation with the filler word *chiz* (*chiz nakard*). His father helped him (*etemad nakard*), allowing Ivića to complete his sentence with the expression without further comment. In her summary of the plot of *Pie in the Sky*, Malika also struggled to remember the word for “alien” (see Table 24), first attempting *Monster* in German. However, she did not turn to her father for help but instead signaled to me that she could not think of the word.

Not only did the students translanguague, but the parents did so as well. While they mostly conversed in Dari and/or Farsi, parents often used single words in German (see Table 26 and 27).

00:03:16	Forough	Chon man kamel nakhundam- vali khob chizayi ke Donat mige, fekr konam kheili jaleb bashe. Adam beshine va khodesh bekhunde, khodesh vorstellen kone. Be nazaram jalebe. Vali kheili khoobe ke biay tu khune ham baram tarif koni. Kheili ghashange, (AAG Mhm) bayad jaleb bashe.
		<i>Weil ich es nicht ganz gelesen habe- aber ja, die Dinge die Donat mir erzählt hat, ich glaube, dass es spannend sein könnte. Man könnte sich hinsetzen und es selber lesen, es sich selber vorstellen. Meiner Meinung nach ist es spannend. Aber es wäre sehr gut wenn du kommen würdest und mir zu Hause auch davon erzählst. Das ist sehr schön, (AAG Mhm), es muss sehr spannend sein.</i>

Table 26: 241121_s02_trs03_AAG

00:01:42	Rumi	Goftan- Manzuresh fekr kardam in bud ke... äh chizesho chi didi... Charakteresho miga. (Ivića Oh) Äh... dorost migam?
		<i>Sie haben gesagt- ich glaube, dass sie gemeint hat wie... wie du die dings gesehen hast... sie meint die Charaktere. (Ivića Oh) Äh... hab ich recht?</i>

Table 27: 241128_s02_trs_AAG

Similar to the instance mentioned before (i.e., Table 23), some lexical items would receive suffixes in Dari/Farsi to fit the grammatical structure of the sentence, as can be seen in table 27. While *Charakter* is the German word for what would usually be expressed as *shakhsiat* in Dari/Farsi, the father reused the word that came up earlier

in the conversation and additionally attached two Dari/Farsi suffixes to it, with *-esh* conveying the possessive pronoun, and *-o* turning the noun into a direct object, resulting in *Charakteresho* which means ‘his character’. As can also be inferred from the extract, his son did not have any problem understanding what was meant.

5.6.3. Sharing of Personal Experiences

During the collaborative activities with Rumi and Hafiz, conversations about *Pie in the Sky* triggered certain memories, which they shared with their children. When I asked Hafiz what he thought of the book that his daughter had summarized for him (see Table 28), he first told me that he ‘did not have anything against the book’ (*moshgel nadarim*). However, he expressed some concern about his daughter reading something ‘scary’ (“[...] *az sare harf bayan kard ke ye kam tarsnaka*). This concern seemed to stem from a linguistic misunderstanding, where Malika described the book’s main character as being ‘scared’ (*tars dare*), which he misunderstood as being scary, *tarsnak*.

00:06:55	AAG	Va in mozue in ketab ke darim mikhunim, ähm nazare shakhsie shoma chie... rajebe in mozu?
		<i>Und was ist Ihre Meinung zu dem Thema vom Buch, das wir gemeinsam lesen?</i>
00:07:02	Hafiz	Ma khodemun moshgel nadarim. Khodesh ala- az sare harf bayan kard ke ye kam tarsnaka. Az in lahazesh... momkene masalan sar ruhijesh, agar bad basha- ma mikhaym yek chizi ham basha chizi ke bekhay shad kona. [...]
		<i>Ich hab selber kein Problem damit. Wenn sie selbst Inter- also von dem her was sie vorhin gesagt hat, ist das Buch etwas gruselig. In der Hinsicht... kann es sein, dass das Buch zum Beispiel einen Einfluss auf ihr Wohlbefinden hat, wenn es schlecht ist- ich will, dass es etwas ist, was sie glücklich macht. [...]</i>

Table 28: 241121_s02_trs02_AAG

The shift from describing a character’s emotional state to attributing a frightening quality to the book itself reframed the text as potentially harmful. Hafiz subsequently explained that he did not want his daughter’s mental health to be negatively affected and proceeded to describe a period in his own life that almost led him to commit suicide. While it had been my intention to encourage parents to link the story in *PitS* to their own lives and share these experiences with their children, the emergence of such a traumatic personal account placed me in an ethically complex position. It highlighted both the generative potential and the unpredictability of inviting autobiographical connections in intergenerational conversations around literature.

In the conversation with Rumi and his son, the book also served as a prompt for him to remember and share a personal experience. Ivića had just recounted part of the book where the main character Jingwen overheard two other boys in the bathroom making fun of him. Ivića told us about his reading-log entry in which he had reflected on what he would have done in Jingwen's position. While he had originally written about how he would hit the kids to make them stop bullying him, the student told his father that he would first try talking to the bullies and telling them to stop. The question was then passed on to his father, who described how he had reacted to a recent racist encounter on a bus ride in Vienna, where a stranger had verbally assaulted him (see Table 29).

00:08:47	AAG	Mhm. Okay. Und be nazare shoma ähm... chikar bayad kard tu in Situation?
		<i>Mhm. Okay. Und Ihrer Meinung nach ähm... was sollte man in so einer Situation machen?</i>
00:08:54	Rumi	Bale, ma khodam basham- agar ham chizi bashe aval ham sobat mikonam, nabud baz--(AAG Lotfan... ba pesaretun...; lacht) Bale, bache man, pesaram, manzure in ke... hamchin kesi ke agar axolamal bara ma neshan dad (Ivića Ah) felan neshan dad- va bara ma etefghan dar in Wien ham pish amada. Yeki (unverständlich für 1 sec) taghriban age se bar behetun begam taghriban ye/yek do hafte pish hamin sobaki man sare kar miram hamchi nega adame... hamchin sobatai chiz mikard, ke man aslan... bikhialeshunam. Momken hast ke moshgel dashte basha, momken hast ke äh... ya az yek jae diga narahati dashte bashe, bache. Man aslan hichi behesh nagoftam. Aslan... chi migam hamu... Platze khodam lo kardam raftam... akhare U-Bahn neshastam. (AAG Mhm) Einfach--
		<i>Ja, wenn ich das wäre- auch wenn was wäre, würde ich auch zuerst (gemeinsam) reden, wenn das nicht geht dann--(AAG Bitte... mit Ihrem Sohn...; lacht) Ja, mein Kind, mein Sohn, ich meine, dass, wenn jemand mir gegenüber so ein Benehmen zeigen würde (Ivića Ah) oder sowas zeigen würde- und mir ist sowas auch in Wien passiert. Jemand (unverständlich für 1 sec) ungefähr dreimal würde ich sagen, vor ein bis zwei Wochen, so in der Früh, gehe ich in die Arbeit und (da ist jemand), der mich so anschaut... so Sachen und so sagt, dass ich einfach... ich war dem gegenüber gleichgültig. Es kann sein, dass er Probleme hat, es kann sein, dass äh... oder dass ihn etwas traurig macht, der Junge. Ich hab ihm einfach nichts gesagt. Einfach... wie sagt man das, ich hab meinen Platz verlassen und hab... mich ans Ende der U-Bahn gesetzt. (AAG Mhm) Einfach--</i>

Table 29: 241128_s02_trs_AAG

After this, I asked Ivića what he thought of his father's reaction, to which he enthusiastically replied that it had surprised him, and that he would probably react the same way next time someone bothered him. Whether this was a biased answer due to the presence of his teacher and his father is unclear.

5.6.4. Authenticity of Interactions

Since the student-parent interactions were carried out in the presence of at least one researcher, a certain inauthenticity could be perceived. Parents might have felt compelled to reply a certain way to leave a positive impression due to my dual role as a researcher and the temporary teacher of their child. Hence, the situation might have felt unnatural and perhaps also uncomfortable. Compared to the student participants, who have been partaking in interviews since 2023, their parents were not used to an interview setting. In addition to portraying overly positive attitudes towards the school before being reminded that their responses would be treated confidentially, as well as attempts to dispel potential prejudices they might have to face on a regular basis, the parts where parents interacted with their children seemed to be marked by a certain fear of losing face. Throughout Rumi's interviews for instance, the father's talk contained hesitations in sharing his thoughts, and even though the activity's intention was to have him primarily focus on interacting with his son about *PitS*, his comments often acknowledged the presence of the researchers (see Table 30).

00:01:25	AAG	Und wie findest du die Charaktere im Buch? Was--
00:01:28	Ivića	Äh halt , die zwei Brüder? (AAG Genau, ja) Ich finde die... (nicht hörbar) (AAG Ja?) Ja. (AAG Kannst du das deinem Vater auch erzählen, wie du die findest?) Dotta äh chiz hastan... äh... che midunam- baradar hastan, (Rumi Mhm) äh--
		Äh halt , die zwei Brüder? (AAG Genau, ja) Ich finde die... (nicht hörbar) (AAG Ja?) Ja. (AAG Kannst du das deinem Vater auch erzählen, wie du die findest?) Es sind zwei äh dings... äh was weiß ich- sie sind Brüder, (Rumi Mhm) äh--
00:01:42	Rumi	Goftan- Manzuresh fekr kardam in bud ke... äh chizesho chi didi... Charakteresho miga. (Ivića Oh) Äh... dorost migam?
		<i>Sie haben gesagt- ich glaube, dass sie gemeint hat wie... wie du die dings gesehen hast... sie meint die Charaktere. (Ivića Oh) Äh... hab ich recht?</i>

Table 30: 241128_s02_trs_AAG

Even though the students were already used to the interview settings, discomfort could also be perceived on their side, as they were asked to perform in front of their parents and their teacher. These factors affected their speech and the quality of their descriptions, as can be seen in previous excerpts for Ivića (e.g., see Table 23), and Donat's description in table 31.

00:01:58	AAG	Mhm. Yadet miad ye/ye chanta ax ham tu ketab hast. Yadet miad (Donat Ja) chi bud? Mituni baraye madaret tarif koni?
		<i>Mhm. Erinnerst du dich, es gibt auch so ein paar Bilder im Buch. Erinnerst du dich (Donat Ja) was da war? Kannst du deiner Mutter darüber erzählen?</i>
00:02:05	Donat	Ähm... Also zum Beispiel ähm... ax az ähm- masalan in dotta baradar ensan budan bad un yeki ham ke um ihn herum hastan ähm... Alienan (Forough Aso, okay!) Also masalan pa nadaran, masalan Tentakeln daran (lacht) Wie Thaddeus. (Forough Aso ja/ja) Ja. Oder Spongebob oder so. Bad... ähm un- bad una äh- ye ähm part bud ke migoftan JA SHAYAD UNA ENSANHA ÄHM AZ MA UNJURI FEKR MIKONAN bad un dotta pesar ähm Alien budan. Unai ke um ihn herum budan adam budan. Bekhatere yedune keik. Also yedune keik oftade bud bad ähm Spracheshuno nemidunestan.
		<i>Ähm... Also zum Beispiel ähm... Fotos von ähm- zum Beispiel diese zwei Brüder waren Menschen und der eine die um ihn herum sind (sic), sind Aliens. (Forough Aso, okay!) Also zum Beispiel, sie haben keine Beine, zum Beispiel sie haben Tentakel. (lacht) Wie Thaddeus. (Forough Aso, ja/ja) Ja. Oder Spongebob oder so. Und... ähm der- dann sie- es gab einen Teil wo sie gesagt haben JA VIELLEICHT DENKEN DIESE MENSCHEN SO VON UNS und dann waren die zwei Jungs ähm Aliens. Und die, die um ihn herum waren, waren Menschen. Wegen einem Kuchen. Also ein Kuchen ist runtergefallen und ähm sie konnten die Sprache nicht.</i>

Table 31: 241121_s02_trs03_AAG

Additionally, Malika remarked that she usually talks to her mother, and not her father, about school-related content and her reading. This implies that the interaction might have gone differently with another family member (see Table 32).

00:18:25	AAG	Okay. Ähm... fekr mikonin ba ähm baraye/baraye chi ähm... tarif nemikone ya shoma/shoma nemiporsin? Dalilesh chie?
		<i>Okay. Ähm... Wieso glauben Sie ähm... dass sie nicht darüber erzählt, oder wieso Sie/Sie nicht fragen? Was ist der Grund dafür?</i>
00:18:40	Hafiz	Dalilesh... hanooz sobatesh nashoda shayad.
		<i>Der Grund dafür... es ist noch nicht zur Sprache gekommen.</i>
00:18:46	Malika	Na, man ziad äh... bishtar masalan, vakhti khune miam, bishtar mamanam bishtar tu khunast. Bad... bishtar mamanamo mibinam. Dann pishe mamanam bishtar dar bareye in chiza harf mizanam, ta babam. Ba babam bishtar dar bareye madrese ziad harf nemizanam dar- chon ke... mamanam bishtar az in chiza hamash miporse. Masalan pishe babam dar bareye... ähm mashino... ähm... masalan chizaye ke... kheili... chi bashe... ähm... äh... Interesse behesh dashte basham, kheili bahash harf mizanam.
		<i>Nein, es ist mehr so, dass ich äh... zum Beispiel wenn ich nach Hause komme, ist es meistens meine Mutter die meistens zu Hause ist. Und... ich sehe meine Mutter öfter. Und dann erzähle ich meiner Mutter öfter über solche Sachen, als meinem Vater. Mit meinem Vater rede ich meistens nicht so viel über die Schule weil... meine Mutter fragt öfter nach solchen</i>

		<i>Sachen immer. Bei meinem Vater rede ich zum Beispiel über... ähm Autos... ähm zum Beispiel über Sachen die... sehr... dings sind... ähm... äh... interessant für mich sind, darüber red ich viel mit ihm.</i>
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Table 32: 241121_s02_trs02_AAG

Despite these contextual constraints, the student-parent interactions yielded valuable insights into the benefits and challenges of incorporating such collaborative activities. Findings highlighted the potential of involving parents in book projects, including a broad use of language and sharing of personal experiences in connection to the book's story. However, the analysis also revealed challenges such as limited and inauthentic interactions.

5.7. Post-Project Questionnaires and Interviews

In this final subchapter on project findings, I describe the insights obtained through questionnaires and interviews with the student participants after the book project. The students presented a predominantly positive attitude towards the book project as well as the book itself. Aspects of the lessons that were especially positive and enjoyable for the participants included the group activities, games, and the fact that they were able to use Dari and/or Farsi for some of the tasks. Hashemi and Ivića perceived an improvement of their reading skills and enrichment in terms of new vocabulary. All students recounted that they had enjoyed reading *Pie in the Sky*, found the length to be appropriate, and the story to be exciting to a certain extent. Most of the students were interested in reading the rest of the book, except for Donat and Hashemi.

5.7.1. Level of Engagement

Even though some of the students reported not having liked the reading log, interview responses revealed a deeper engagement with regards to the three reading-log categories (Empath, Oracle, Judge). Most of the participants were interested in how the story would continue, and what the main character Jingwen would resemble as a grown-up. When asked about their own predictions, students guessed that the book would have a happy ending, meaning that Jingwen would eventually learn English, make more friends, and continue his hobby of baking.

Compared to comments about other books they had mentioned in pre-project interviews, students now referred more frequently to themselves when asked about their opinions on the story and the characters. Despite a perceived difficulty identifying and expressing the main character's feelings or their own, the students all reported

being able to relate to Jingwen's struggle to learn a new language and move to an unfamiliar place. While Donat and Ivića directly related to Jingwen's endeavors to learn English, the others talked about their struggle to learn German when they first moved to Austria (e.g., see Table 33).

00:11:51	EJE	Und hast du manchmal, JA, DAS IST SO ÄHNLICH WIE ES BEI MIR WAR.
00:11:57	Khabib	Ja es war eh ähnlich. (EJE Ja? Inwiefern?) Mhm. Wie meinen Sie mit wie fern? (EJE Also wie/wie war es ähnlich?) Ah, als ich neu in Österreich war, konnte ich auch kein Deutsch. Und das gleiche. Hab ich auch--
00:12:13	EJE	Wie alt warst du?
00:12:14	Khabib	Da war ich 10.
00:12:17	EJE	Eigentlich sehr ähnlich wie Jingwen. So vom Alter her, oder?
00:12:22	Khabib	Mhm. Ja (unverständlich für 1 sec) lernen/lernen. Hab ich... gelernt.
00:12:31	EJE	Mhm. War's auch für dich schwierig neue Freunde zu finden?
00:12:34	Khabib	Ne. Ivića...war schon seit Anfang an (sic).
00:12:38	EJE	Ja. Ist gut, dass ihr einander habt oder?
00:12:42	Khabib	Ja.

Table 33: 250117_s02_trs02_AAG

Khabib's responses to the interview questions were sometimes contradictory, as he initially claimed that he did not like to read, but then told us that he enjoyed reading *Pie in the Sky* in class. He explained that reading by himself was not as enjoyable as reading together and thus being able to share and exchange opinions about the reading; however, he had previously stated that he did not like talking about his reading to anyone. Furthermore, Khabib explained that he had enjoyed thinking about the reading-log questions but would have preferred discussing them in a speaking task, since he does not like writing in English.

Hashemi, who claimed the book had not made him reflect in any way, initially denied being able to relate to Jingwen, but after taking his time to reflect on the question, the student noticed similarities between Jingwen's experiences of migration and his own (see Table 34).

00:13:21	AAG	Okay. Ähm... wieso glaubst du denn, dass es für Jingwen schwierig war, Englisch zu lernen? Oder Freunde zu finden?
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00:13:32	Hashemi	Es war halt/halt- er konnte einfach kein Englisch, deswegen wollte ke- auch keine Freunde finden, weil da konnte halt niemand seine Sprache. Halt so wenige. Und, ja.
00:13:43	AAG	Hat sich das für dich mal so ähnlich angefühlt?
00:13:46	Hashemi	Nein. Oder...(3 sec) Ja als ich neu hergekommen bin (AAG Mhm) und im Kindergarten war. Da konnt ich nur bisschen Deutsch wegen meinem Bruder weil er hat halt die ganz- halt nur gelernt. Ich hab ihn (sic) einfach zugehört. Deshalb konnt- ein bisschen Englisch. Und ja.
00:14:01	AAG	Okay. Wie fa- wie war das für dich, damals?
00:14:07	Hashemi	Damals... war bisschen traurig (lacht) weil ich konnte kein Deutsch. Ich hab nichts verstanden. (AAG Okay) Deswegen...(AAG Und mit der Zeit...?) Ja. Mit der Zeit, erste, zweite Klasse ich konnte ur gut eigentlich Engl- äh Deutsch... für die Klasse. (AAG Und wie hat sich das dann angefühlt für dich?) Gut, weil ich so schnell (lacht) Deutsch gelernt habe. Weil im Kindergarten haben halt die einfach nur irgendwas gemacht. Im Kindergarten (sic) haben wir halt auch gelernt. Halt... manche wurden einfach rausgenommen die nicht so gut Deutsch konnten. Ich war halt nicht so gut wie andere. Und die haben Mathe... Deutsch und so weiter gelernt. Mathe, Deutsch halt.

Table 34: 250122_s02_trs01_AAG

Malika, on the other hand, was more aware of the way the book linked to her lived experiences, as she immediately pointed out similarities between Jingwen and herself in our interview. Like Jingwen, she had struggled to learn German and find friends when she had first come to Austria. However, as we can see from the excerpt below (see Table 35), Malika had difficulty describing any feelings she had felt while reading *Pie in the Sky*.

00:04:39	AAG	Ja/ja. Wie war das für dich, das Buch zu lesen und zu se/zu sehen wie sich Jingwen fühlt? Wie wi- wie ähnlich das ist für dich, wie war das für dich? (Malika Wie/wie bitte?) Also es war ja- du hast ja gesehen, Jingwens Geschichte war ja ähnlich zu deiner Geschichte. Wie/Wie war das für dich? Wie/wie hast du dich da gefühlt, als du das gelesen hast?
00:05:00	Malika	Weil...ähm... ich hab mich irgendwie... keine Ahnung... so komisch gefühlt. (AAG Mhm) Weil ich dachte so ähm... ich lese gerade meine... selber (sic) (AAG Mhm) was mir passiert ist. Und... äh ja.
00:05:16	AAG	Mhm. War das traurig für dich? Oder...
00:05:21	Malika	Ja. Auch traurig.

Table 35: 250122_s02_trs03_AAG

The project also seemed to create some motivation to read in Malika, who told me that she would not only like to read the rest of her book, but that she thinks the book could help people understand how children in Jingwen's situation feel.

5.7.2. Interaction with Parents about *PitS*

Responses given during post-project questionnaires and post-project interviews indicated very few and limited conversations between students and their parents about *Pie in the Sky*, if any. In most cases, it seemed to be the children who initiated book talk about *PitS* with their parents, reportedly in Dari/Farsi and German. Donat reported that neither she nor her mother had initiated further conversations about the book. She explained that she simply does not enjoy telling her mother about her reading, since she claims that they have different tastes when it comes to books; however, parts of her talk implied that she would nonetheless be interested in book talk (see Table 36).

00:13:37	AAG	[...] Du hast mir auch schon erzählt, was für andere Bücher du gerne- also dich interessieren (Donat Mhm). Ähm... Wenn du...- als du- du hast mir ja auch erzählt, dass du mit deiner Mutter dann ein bisschen darüber gesprochen hast und dass sie dich gefragt hat- oder danach dann nicht mehr, oder? (Donat Nein) Aber ihr habt ja am Elternsprechtag, wo wir/wo wir da waren, hast du ihr ja ein bisschen was auf Persisch erzählt. Wie war das für dich?
00:14:13	Donat	Ja, normal. Halt... Es war nicht so besonders.
00:14:20	AAG	Mhm. Okay. Und wie- was- wie würde... - was.../was wäre denn besonders? Oder wie könnte man es denn besonders machen, deiner Meinung nach?
00:14:32	Donat	Hm... halt mehr erzählen oder so. (AAG Mehr erzählen?) Ja.
00:14:36	AAG	Würdest du gerne über die Bücher die du/die du normalerweise liest, oder die dich interessieren mit ihr reden?
00:14:41	Donat	Nein weil/nein weil sie hat einfach an- einen anderen Musikgeschmack (AAG Büchergeschmack, ja) Äh, ja. Büchergeschmack.
00:14:49	AAG	Alles klar. Mhm. Ähm... Würdest du ihr gerne mehr erzählen?
00:14:54	Donat	Nein. (lacht) (AAG Nein) Ich mag generell Erzählen nicht so. (AAG An was liegt das, woran liegt das?) (lacht) Ich weiß nicht. Aber... ich erzähl ihr halt nicht so gerne. Also, doch, aber nicht so, ja.

Table 36: 250122_s02_trs02_AAG

While Malika did not talk to her father about *Pie in the Sky* again, she did tell her mother that she was reading the book (see Table 38). However, Malika, as well as most of the other students who had mentioned *Pie in the Sky* to their parents, reported that in response, they had only received very short responses from their parents, which seemed limited to one-word comments or single-word follow-up questions (see Tables 37-39).

00:14:41	AAG	Nein? Hast du jemandem über Pie in the Sky erzählt?
00:14:46	Malika	Halt mein (sic) Mutter schon. Ich erzähl eh, dass wir so Bücher lesen im (sic) Schule. (AAG Ja?) Und- aber ich erzähle nicht so viel.
00:14:54	AAG	Ja? Und was/was sagt sie dann?
00:14:56	Malika	Hm... sie sagt so.../sie sagt so JA KHOOBE.
		<i>DAS IST GUT.</i>

Table 37: 250122_s02_trs03_AAG

00:18:08	AAG	Wem hast du das erzählt?
00:18:09	Hashemi	Meiner Mutter. Mein Vater würd sagen, OKAY. Er/er kommt- weil meinen Vater interessiert sowas nicht. (lacht) (AAG Was hat deine Mama gesagt?) Meine Ma/Mama hat gesagt, JA OKAY. Und dingsda... KONNTEN DIE ENGLISCH ÜBERHAUPT? Ich hab gesagt, NEIN. Und dann hat sie (lacht) keine Fragen mehr gestellt.

Table 38: 250122_s02_trs01_AAG

00:16:57	AAG	Okay. Mhm. Ähm... Und wie hat dein Vater reagiert, als du ihm das erzählt hast?
00:17:03	Ivića	Eh gut. Halt... das war schon--
00:17:06	AAG	Hat er irgendwas gesagt?
00:17:07	Ivića	Nein halt. Bisschen erzählt, aber er hat dann gesagt, OKAY PASST.

Table 39: 250117_s02_trs01_AAG

Even though the scope of book talk between students and their parents seemed to remain limited, students now reported more interactions in general, compared to the first round of interviews. For instance, Khabib had not told his family about *Pie in the Sky* or the book project in general; however, he told me that there had been instances of book talk in his family, as his mother had asked him about a book he was preparing a presentation about for German class.

5.7.3. Impact of Multilingual Activities

Post-project questionnaire and interview data revealed that students perceived the multilingual approach to in-class activities during the project as helpful and enjoyable. I asked students whether they could remember any activities for which they were able to use Dari and/or Farsi. All students were able to recall at least one activity. Most frequently, students mentioned the multilingual emotions task (see Appendix D.2.) and the human dictionaries task (see Appendix D.4.). According to the students, these lessons were perceived as highly enjoyable and helpful to learn vocabulary or make

sense of content in English. At each interview, I prompted students to remember the words we talked about during the multilingual emotions activity. All of them were able to recall some of the vocabulary in English. However, they would often hesitate when asked about the Dari and/or Farsi equivalent of the word. In terms of reading logs, Malika was the only participant to report she had found it helpful to draft a paragraph in Dari before writing the final version in English (see Table 40).

00:07:49	AAG	Aber du hast dann über/über die Sprachen nachgedacht? (Malika Ja/ja) Und dann mit den englischen Wörtern verbunden, oder? (Malika Mhm) War das leichter für dich dann? Die/die englischen Wörter zu lernen, nachdem du darüber nachgedacht hast wie man's auf Farsi oder Dari oder Deutsch sagt? (2 sec) Hat dir das geholfen?
00:08:08	Malika	Ja, eigentlich schon. Aber... ich- manchmal wusste ich äh diese... Wörter (sic) auf Dari nicht mal. (AAG Aha, okay) Also ich konnte mehr auf Deu- auf Englisch.

Table 40: 250122_s02_trs03_AAG

Overall, post-project questionnaires and interviews provided information on students' enjoyment of the book project, as well as their perception of the multilingual activities, the reading-log tasks, and the collaborative activity with their parents. Findings indicated mostly positive attitudes towards the book project in general and deeper engagement with in-class reading in comparison to previous book projects, despite reportedly not having liked the reading log. Moreover, even though book talk between students and their parents remained limited, students now reported more interactions in general, compared to the first round of interviews.

5.8. Summary of Key Findings

In this section, I summarize key findings of this study. Pre-project questionnaires and interviews with students revealed that learners engage in reading practices, but do not necessarily view these as such. Inquiring about their reading preferences showed that students enjoy texts that connect to their lived realities and reflect their interests or personal goals. Findings also demonstrated that learners' families engage in reading practices; however, these are usually carried out individually and are not shared with other family members. While students reported of low interest in their family members' reading, they also indicated that sharing their reading experiences would not be something they would be opposed to. Data from the teaching intervention revealed that employing a reader-response approach and centering the students interests and

experiences in the book project was motivating; however, challenges linked to classroom management and student discipline and cooperation, as well as limited time and resources posed problems and inhibited independent engagement with the book.

Employing a translanguaging approach was perceived as effective during pre-reading activities, as it helped with learning and retaining new vocabulary in English, and additionally promoted cooperation between students. Findings also revealed challenges linked to the use of translanguaging, including some learners' reluctance or lack of recognition of their own language repertoires for scaffolding, as well as discomfort in using certain languages and instances of language abuse to test boundaries. While these challenges did occur, they were not seen as limitations of the approach itself, but rather as stemming from the difficulty of implementing translanguaging consistently over time in the context of this intervention and without adequate resources. The analysis of reading logs confirmed that translanguaging pedagogies would require use and more guidance, as students only sparingly used translanguaging to write their reading log entries. When students did decide to use it, translanguaging was not usually employed as scaffolding, but rather to offer paragraphs in addition to the English ones.

Regarding the book project's aim to support students in making emotional connections to their reading, findings showed that students were often able to identify and describe the feelings of characters in *Pie in the Sky*, but they rarely referred to their own. However, learners did relate to the story of the book and were often able to connect it to their own lives. Translanguaging as a scaffold to write the reading-log entry was used sparingly. When learners did decide to use it, translanguaging was not employed as scaffolding, but rather to offer paragraphs in addition to the English ones.

The interviews with the parent participants revealed a strong interest in their children's education, as well as a willingness to support them in any way they can; however, such support was often provided through external resources like tutoring, as some of the parent participants explained that their education levels are insufficient to help their children themselves. Parents' knowledge about their children's reading habits and preferences was quite limited. Similarly, parents reported limited book talk at home, which often remained at a superficial level.

Regarding the use of language, interviews involving parents demonstrated multiple instances of translanguaging, both by students as well as their parents. These include moments in which parents offered help to formulate thoughts during the discussion of *PitS*. These interactions remained on a superficial level, and feedback was usually limited to very short statements. Additionally, comments also often acknowledged my presence as the teacher/researcher, which had an impact on the quality and scope of the interactions.

Findings also include instances in which parents linked the story in *PitS* to their own lives and shared these experiences with their children. Most participants expressed an interest in engaging in such school-related activities again in the future.

Finally, post-project questionnaires and interviews with students demonstrated mostly positive attitudes towards the book project. Students indicated that the multilingual components during pre-reading tasks had been enjoyable and helpful for comprehension, even though most students could recall little about these activities during the interviews. While students were mostly able to identify the feelings of the main character of the story in *PitS*, they struggled to express their own emotions. Furthermore, students reported not having talked to their parents about the book. Those that had participated in the collaborative task said that their discussion of the story had not continued or deepened.

6. Discussion

In this chapter, I interpret the findings presented above and link them to the literature review to answer the research questions of this thesis. Each research question is considered individually, before I turn to the pedagogical implications of this study. The chapter will end with recommendations for future teaching interventions of a similar nature, based on the insights and personal experiences gained.

6.1. Discussion of RQ1

The first research question of this thesis aimed to explore how a book project that drew on reader-response and translanguaging theory shaped the learning experience of linguistically diverse students in third grade at an Austrian middle school. In relation to this, I aimed to explore how such approaches could support students in expressing and sharing their thoughts and feelings about their reading, and what kinds of benefits

and challenges for students and for me as the teacher and researcher might be observed.

The findings of this study underlined a number of general benefits linked to the employment of reader-response and translanguaging theory suggested by research. Observations during the teaching intervention for instance revealed that the multilingual components of the pre-teaching activities proved helpful to learn and retain new vocabulary and facilitated reading comprehension to a certain extent. These activities also prompted meaningful collaboration (cf. García & Li, 2014, p. 92), not only between learners with similar heritage languages, but also across linguistic and cultural backgrounds, which is consistent with findings from prior research (cf. Conteh & Meier, 2014, p.3). By placing a strong emphasis on the learners' language biographies and lived realities, the project also created a more inclusive classroom (cf. Weidl & Erling, 2025, p. 763), evident in the increased participation of students who are usually disruptive or hesitant to engage with classroom content. The study also partially underlined the potential of reader-response approach providing students with opportunities to engage with their reading on a more personal level (Ali, 1993, p. 291; Carlisle, 2000, p. 12) and explore connections to their own lived realities.

However, findings also revealed that the use of reader-response and translanguaging theory in this book project did not succeed in unfolding the full potential of the two approaches due to temporal and contextual limitations. Because of these constraints, the use of reading logs did not achieve the desired effect of increasing comprehension of the text (cf. Roessing, 2009, pp. 3-4), nor did it help students with organizing and visualizing their thoughts after reading (cf. Liaw, 2001, p. 42). The analysis of reading logs indicated that engagement with the text mostly remained on a surface level and strongly implied that the learners' reason for writing the entries was to simply accomplish the task itself. Transactions were efferent, instead of aesthetic (cf. Rosenblatt, 1985, p. 38), as students tended to adopt a "language-learning mindset" (Carlisle, 2000, p. 13), focusing on aspects like vocabulary or finding and presenting pieces of information without any deeper reflection (cf. Ali, 1993, p. 289). These interpretations were reinforced by findings obtained through the student-parent interactions and post-project student interviews, where students tended to refer to the main character's feelings, but not their own. This strongly suggests that the purpose of the reading-log task might not have been clear to students, which in turn had an

impact on their willingness and motivation to truly engage with their reading. Thus, despite planning sessions to prepare students for the book project as is recommended (cf. Carlisle, 2000, p. 15), these findings imply that more preparation would have been necessary to properly convey the purpose of the tasks to students and give them time to get used to methods that were new to them.

Similarly, there was clearly a lack of understanding concerning the meaning and purpose of using translanguaging for scaffolding, as simply offering the possibility to use other languages as scaffolding during reading-log activities did not help content to be “processed and ‘digested’”, as is suggested by research (cf. Baker & Wright, 2017, p. 420). Scaffolding with languages other than English was rarely used independently; instead, it often had to be encouraged, as learners needed a great amount of guidance and modeling. Many of the challenges around writing seemed to stem from students’ lack of confidence about knowing what they should write, as they were being called on to produce their own ideas. Even when students did use translanguaging, they seemed to think that they were expected to write additional paragraphs in other languages after producing them in English first.

Nonetheless, observations during the teaching intervention underlined the potential of using a translanguaging approach and the writing of reading-log entries. Whenever they were guided through the scaffolding process, translanguaging helped students to overcome their initial reluctance to start the task and express their thoughts and opinions on their reading. This is in line with translanguaging research that emphasizes its value in terms of lesson accomplishment and learner confidence (Creese & Blackledge, 2012, p. 112). These findings also confirm that while translanguaging is essentially student-directed, it is also possible and beneficial to employ teacher-directed translanguaging (cf. Lewis et al., 2012, p. 665).

Furthermore, while the reading-log data was not in line with research suggesting that emergent multilinguals tend to use translanguaging for scaffolding more often (García & Kano, 2014), observations during the teaching intervention indicated that this kind of scaffolding can indeed be a crucial and beneficial differentiation tool (cf. García & Li, 2014, p. 92). However, it seems students were not fully aware that using their language repertoires to accomplish tasks was an option and were hesitant to seize the opportunity, possibly due to (implicit) language policies at school which prioritize

monolingual education. This therefore implies that the translanguaging activities might have also had an impact on students' pre-existing beliefs around the use of languages and the value of their language resources in educational settings, potentially fostering the type of multilingual pride mentioned by Aponte et al. (2020, pp. 116-124). This is also suggested by the fact that later reading-log entries contained more instances of translanguaging and more personal reflections. Such development could also be observed in post-project student interviews, where deeper engagement emerged as students started relating and linking their own experiences to the story in *PitS*.

Moreover, it is important to recognize that the limitations of this book project are closely tied to project constraints. The students involved have experienced years of monolingual-oriented instruction, and, in many cases, have had interrupted schooling, experiences of migration, and have faced psychosocial challenges. It was perhaps overly optimistic to expect that the full potential of reader-response and translanguaging approaches could be realized within such a short time frame and the given resources. The fact that deeper engagement with the book did not occur throughout the project does not imply that these approaches lack efficacy; rather, the findings suggest that with consistent application, sufficient preparation, and ongoing scaffolding, the project could foster more substantial and meaningful engagement over time. In other words, the current results should be interpreted as reflecting the initial stages of an intervention, where students were beginning to encounter and negotiate unfamiliar approaches to reading and language use, rather than as a failure of the approaches themselves.

6.2. Discussion of RQ2

The second research question of this thesis concerns the potential of involving parents in the book project, and how this collaboration might have impacted the students' engagement and enjoyment of their reading. The cooperative activities between students and their parents aimed to reveal the benefits and challenges for both parties, as well as for me as the teacher-researcher.

Firstly, the collaborative activities provided students with the opportunity to use a broader language repertoire to talk about school-related reading with their parents. As translanguaging is already the discursive norm in multilingual families (García & Li, 2014, p. 23), students and their parents navigated interactions by translanguaging.

Not only did the students translanguage, but their parents did so as well, providing their linguistic knowledge to assist their children to formulate their thoughts and feelings about their reading in Dari/Farsi and thus facilitating engagement with the story. This is in line with theory, as it confirms the fourth principle for the development of multilingual reading identities which suggests that cooperation with the learners' families can bring a range of understandings (Aponte et al., 2020, p. 123). Measuring the extent to which connecting the book project to the students' lived experiences and their social and family backgrounds positively influenced and improved English language learning, as is suggested by research (cf. Baker & Wright, 2017, p. 422; Esteban-Guitart, 2016, p. 39), goes beyond the scope of this thesis. Nevertheless, such cooperative activities are worth further exploration, as they offer students and their families a space to engage in an activity together. This is important, as it might present the possibility of mending or minimizing the linguistic and cultural disconnect parents with migration background often feel, due to low familiarity with the host country's educational system and language barriers (cf. Anthony-Newman, 2024, p. 3364). During our interviews, parents displayed a strong interest in getting involved in their children's education; however, some of the parents also expressed their perceived inability to do so, due to factors that present barriers to parent involvement pointed out in previous studies, such as low experience of formal education, lower educational levels, and/or limited German abilities (cf. Oberwimmer et al., 2019). Additionally, connecting school and home contexts in such ways challenges persisting monolingual hierarchies and might help students to strengthen their sense of belonging in a community that is culturally and socially complex (cf. Conteh & Meier, 2014, p. 6).

The activities also afforded parents the opportunity to link their own experiences to the book's story and share their funds of knowledge with their children. While the use of reading logs for the interactive task did not take place as put forward in the literature, it did succeed in creating an opportunity for students to share school-related content and parents to add to their reading of *PitS* (cf. Roessing, 2009, p. 68). Even though discussions were mostly limited and short, the interactions promoted dialogue between learners and their parents and encouraged reciprocal knowledge (cf. Moll et al., 1992, p. 134; Le Pichon et al., 2024, p. 11), a resource that is often neglected in Austrian language classrooms.

Despite these benefits, certain limitations prevented the collaborative activities from fully realizing their potential. Findings indicated that my presence as the teacher-researcher influenced the authenticity of the interactions, thus limiting output and contributing to a certain discomfort for all participants. At one level, this could be related to the often-experienced observer's paradox (cf. Cukor-Avila, 2000), in which the act of observation itself can affect participants' behavior. On another level, culturally ingrained norms of formality and hierarchical relationships between parents, students, and school staff likely shaped the dynamics of the sessions. Despite the use of Dari and/or Farsi during the guided interviews to prevent language barriers, interactions between learners and their parents were influenced by other factors that are known to often impede or halt parent engagement, such as feelings of intimidation or fear of showing disrespect (cf. Baker & Wright, 2017, p. 487). Additionally, as discussed in relation to RQ1, the purpose of the tasks may not have been fully communicated: while neither students nor parents resisted the cooperative activities, participants often appeared unsure about the 'correct' responses they thought they were expected to provide. These findings imply that both students and their parents were unfamiliar with these kinds of collaborative activities and that more meaningful interactions would likely require more preparation and time, as well as targeted scaffolding.

6.3. Pedagogical Implications

Developing and working on this project has impacted my understanding of teaching and learning in a number of ways. Firstly, it has underlined the pedagogical value of using a translanguaging and reader-response approach in English language education. The employment of translanguaging pedagogy reinforced my belief that students' multilingualism is a crucial and valuable resource that should be built on in and outside of the language classroom. This is particularly important in linguistically diverse classrooms, such as those commonly found in Viennese urban districts, where students face multiple layers of discrimination in a society focused on conformity and assimilation. In such contexts, fostering inclusive classrooms can make a difference. Similarly, the use of reading logs suggested that book projects could be extended to be more personal and could be utilized as a tool for teachers to track their students' engagement with their reading more individually. While developing materials for multilingual activities and maintaining reading logs was certainly a challenge and quite

time-consuming, the palpable positive impact the methods had on student participation and engagement with lesson content proved to be worthwhile. Additionally, the issue reveals the need for teachers to design such resources and share them with colleagues across school contexts or increase the visibility of and access to already existing materials by developing a support network.

Furthermore, while displaying a multilingual stance already positively impacts language learning, my work on this project underlines that there are other factors that need to be considered when working with linguistically diverse classes. Especially in schools in which monolingual views of language learning persist, both teachers and students need to unlearn deficit views of multilingual language use. Thus, while translanguaging activities are essentially meant to be undertaken independently by learners (cf. Lewis et al., 2012, p. 665), classrooms with students who are not used to having their linguistic repertoires valued and seen as a resource need more scaffolding and guidance before they can engage in such activities with less teacher interference. As such efforts take time, it is crucial to foster positive views on multilingualism as early as possible, so that students acknowledge and grow into their multilingual (reading) identities as they learn how to make use of their multilingualism (cf. Aponte et al., 2020, pp. 120-122). Results might not be visible immediately, but such pedagogical actions lay the foundation for long-term growth.

Similarly, the insights I obtained through this study have also further highlighted the importance of regular family involvement in school-related content to promote cooperation between school and home contexts. Working with the participants of this study has provided me with insights into how educational structures and practices restrict language use and neglect epistemologies emerging from out-of-school contexts, creating barriers for family involvement which in turn contribute to educational inequalities. Because of this, many parents seemed to underestimate their agency to support their children's learning by not recognizing their languages and literacy resources and not being able to see how their experiences might link to topics that the students discuss at school.

The project shows that collaborative activities between students and their parents that employ a translanguaging approach have the potential to strengthen the link between home and school contexts and could have a positive impact on learning. However,

insights from the teaching intervention raise questions about how teachers can plan such activities efficiently: assigning students with a homework task of sharing and discussing a reading-log entry with their parents was not fruitful, but at the same time, guided interactions were also limited due to the presence of an external person. This implies that collaborative tasks between parents and their children should be initiated early and incorporated regularly, with stronger scaffolding and teacher guidance in the beginning. As both students and their parents become more autonomous in the process, more independent interactions could occur.

Most importantly, the project has emphasized the significance of reflecting on my teaching practice regularly and critically evaluating these strategies for my own professional development and as a way to strive for institutional change. My work on this thesis has deepened my understanding of teaching and learning as a counter-hegemonic act (cf. hooks, 2014, p. 7) and using a research diary for documenting both positive and improvable aspects of my lessons was helpful to identify and reflect on issues in my own teaching. As such, the action-research project underlines to me the need for teachers to critically reflect on their teaching practices, not only to improve lessons and increase learning outcomes, but to also identify actions that reinforce language hierarchies through which certain languages are deemed more valuable and resourceful than others (cf. CUNY, 2020). In this context, employing and experimenting with translanguaging pedagogy and a funds of knowledge/identity approach presented me with the opportunity to challenge these power relations and work towards a more empowering and non-hierarchical classroom (cf. García & Li, 2022, p. 322; Phyak et al., 2023, p. 231).

6.4. Recommendations and Further Research

Based on the insights I obtained in this study, I recommend that teachers undertake this or similar book projects. To do so, they should be aware that ample preparation time to increase learning outcomes. The *Pie in the Sky* project focused on supporting students to engage with their reading on a more personal level; however, this requires a level of autonomy that needs to be developed early. Realizing the full potential of the approaches that were employed in this study therefore requires students to be familiar with certain types of tasks and have a grasp on basic reading and writing skills and strategies. This way, students get used to methods and develop routines to accomplish tasks. Ideally, I'd recommend introducing such approaches early in the English

language learning classroom. This in turn could have an impact on consistency and student discipline, leaving more room for independent languaging, autonomous learning, as well as collaborative and interactive activities. As for the interactions between students and parents, it is beneficial to prepare both parties and incorporate such collaborative tasks more frequently to achieve more meaningful learning moments.

Another crucial aspect teachers should consider when planning such book projects is how to convey the purpose of the book project and its tasks. Many aspects of this study did not succeed in fully realizing their potential as learners seemed to not know how writing a reading-log entry or scaffolding with other languages could be beneficial for (English) language learning. Similarly, parents did not know what they were expected to provide during the collaborative activity. Thus, I recommend teachers make the aims of the lessons and tasks transparent to learners and their parents and remind them of these aims throughout the book project. Especially when it comes to scaffolding, it seems that students would profit from more explanation and modeling. By providing a clear and precise purpose, students might develop internal motivation to accomplish tasks, which could have a positive impact on their overall learning experience.

The project also raised a number of unanswered questions that should be further explored. When faced with classrooms that are highly diverse in terms of linguistic repertoires, teachers might tend to try and give as many languages as possible the time to shine. However, more research is needed to gain a better understanding of how students' language repertoires can be used as a resource while also ensuring that access and exposure to the target language is not neglected (cf. Erling et al., 2026, p. 146). In this context, it might also be necessary to reflect how such efforts can then avoid further imposing language hierarchies or creating new ones. Research should also aim to provide teachers with resources to deal with sensitive topics that might emerge during reading-log activities, language trauma and stigma, as well as language abuse by students disrupting lessons or bullying colleagues. Additionally, further action research should explore how such projects can place a stronger focus on the development of reading skills and find ways to measure to what extent the incorporation of translanguaging and reader-response approaches improve students' reading skills.

7. Conclusion

To conclude, this thesis focused on how a book project that draws on reader-response and translinguaging theory can impact linguistically diverse students. The project was interested in exploring the benefits and challenges of incorporating such approaches, and to what extent they could support students in expressing and sharing their thoughts and feelings about their reading. The book project also included a collaborative activity in which learners were tasked to share and discuss their reading with a family member. In this context, the thesis attempted to investigate the potential of parent involvement in such book projects, as well as the benefits and challenges that emerge for the students, their parents, and the teacher-researcher.

To answer these research questions, the study drew on various sources of literature. Research on the use of literature in ELE underlines its benefits, emphasizing how engagement with literary texts can help learners to deepen their understanding of emotions that might emerge while reading. Research underlines how using literature can go beyond language acquisition in the English language classroom, as it also develops critical thinking and reflection. In this context, adopting a reader-response approach ensures that learners take on an active role in the meaning-making process during reading. The approach favors aesthetic transactions with texts, which focus on the experience of reading itself. Proponents of reader-response theory highlight its potential of bringing the reader's life experiences into play, allowing for agency in the reading class. One way reader-response theory can be utilized in ELE is by using reading logs, a key tool within the context of this study. By responding to their reading in writing, learners could make sense of the text as they recapitulate what they have understood and learned. Additionally, these reading logs could be used in collaborative activities, which can generate deeper reading and responding. Apart from increased comprehension, the use of reading logs also centers the learner and allows for a more creative and personal approach to engaging with texts.

This thesis also drew on translinguaging theory. Translinguaging pedagogy, in which multilingualism is considered an asset rather than a deficit, provided both a crucial theoretical lens and practical tools for this thesis. When teachers take on a translinguaging stance, design materials that take the language repertoires of students into account, and are willing to shift during lessons depending on the needs

of learners, translanguaging can fulfil its full potential. Translanguaging research reveals a great number of benefits that include deeper understanding, increased metalinguistic awareness, crosslinguistic flexibility, identity investment, lesson accomplishment, and learner confidence. Particularly when it comes to reading in ELE, research emphasizes the extent to which translanguaging facilitates comprehension and engagement with lesson content, making it a valuable tool in the context of this thesis. The review of literature concerned with translanguaging positions the approach as transformative of power relations between named languages in society and as aiming for a more inclusive classroom, in which all languages are welcome and valued. As such, proponents of translanguaging highlight the potential of linking home and school contexts to generate new knowledge and facilitate learning.

As parent involvement played an important role in this thesis, insights from the funds of knowledge project were highly relevant. The project aimed to highlight the knowledge of minority communities that are often overlooked and mobilize them as resources for learning. The approach provided teachers with a deeper understanding of their students' lived experiences and challenged persisting stereotypes around the resourcefulness of families. The funds of identity approach draws from these insights but puts a stronger emphasis on the lived realities of the children and their identities. Scholars emphasize that building on the FoK of students and their families is crucial for multilingual approaches that aim to be non-hierarchical and empowering. As such, they allow for more empathetic and inclusive classrooms. Additionally, both reader-response theory and the FoK approach recommend the use of personal diaries and sharing them with parents and family members to promote dialogue and encourage reciprocal knowledge.

This project was particularly interested in working with students from linguistically and culturally diverse middle schools, as this type of school and its learners are often overlooked in research. A book project around the (semi-) graphic novel *Pie in the Sky* by Remy Lai was carried out with two third-grade classes of an urban middle school in Vienna. While all students took part in the teaching intervention, the study focused on data pertaining to five students and their parents that have Dari and/or Farsi as part of their language repertoire. Data was obtained through a mixed-method approach, combining quantitative and qualitative methods to ensure greater validity of results. As such, data included student and parent interviews, questionnaires, research diary

entries, and student reading logs. Data was analyzed using thematic analysis and interpreted to answer the research questions that were formulated for this thesis.

Data analysis yielded a number of findings, pedagogical implications, and questions for further research. Regarding the first research question, findings underlined that the employment of a translinguaging approach and the use of reading logs in the book project were beneficial as they facilitated reading comprehension, increased engagement with the text, and supported learners to accomplish tasks. However, findings also revealed that the use of the two approaches in this book project did not achieve their full potential due to temporal and contextual limitations. Similarly, findings pertaining to the second research question revealed the potential of parent involvement in such book projects in terms of linguistic range and exchange of funds of knowledge; however, more preparation time, stronger scaffolding, and more frequent incorporation of such activities would be needed to ensure more meaningful learning outcomes. The insights I was able to gain through this thesis could be useful for teachers interested in doing similar book projects and should be taken into consideration during the planning phase. Additionally, further research could build on the limitations, shortcomings, and unanswered questions of this project, such as the issues of target language exposure, trauma pedagogy, and language abuse.

I consider the insights I gained through my work on this study incredibly valuable for both professional and personal reasons. As for my teaching practice, I learned how reader-response theory and translinguaging can be effectively employed to increase learning outcomes and create a more student-focused and inclusive English language classroom. I have also realized the amount of effort that goes into the preparation and implementation of such projects. The pedagogical insights I have gained taught me that careful planning and providing students with a solid foundation in areas such as writing skills and autonomous learning are crucial in order to reach the full potential of these approaches and ensure meaningful learning experiences.

Furthermore, working with the students in 3X and 3Y and the parents of the focus group was enriching on a personal level. It was truly a privilege to conduct the project with them and learn so much about their lives at the same time. Certain moments were also unexpectedly emotional for me, as hearing about the parents' struggles and their strong determination to ensure a better future for their children reminded me of my

own parents and upbringing. Additionally, conversing in Farsi in a research setting was challenging, but also exciting and undeniably transformative, as working on this thesis made me more aware of my own use of language and language biases. As I noted in the introduction of this thesis, Farsi was rarely valued in any environment outside of my home. Therefore, using it as part of my study was incredibly empowering for me, as I was able to build bridges between different parts of my identity. I hope that the project provided a similar sense of recognition and validation for my participants, so that they will never have to make a choice between languages as I once did. By welcoming and valuing their full linguistic and cultural identities, I believe that the English language classroom can become a place where all students feel a sense of belonging.

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Appendices

Appendix A.1. Pre-Project Questionnaire

NAME: _____

Bitte kreuze eine Antwort für jede Frage an.

Beispiel:

0. Ich esse gerne Kirschen.	   
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 Trifft absolut auf mich zu.
  Trifft ein bisschen auf mich zu.
  Trifft nicht ganz auf mich zu.
  Trifft gar nicht auf mich zu.

1. Ich lese gerne Bücher.	   
2. Ich lese Bücher in meiner Freizeit.	   
3. Ich lese keine Bücher, aber andere Sachen (TikTok, Zeitschriften ...) schon.	   
4. Lesen bringt mich zum Nachdenken.	   
5. Ich glaube, dass Lesen für meine Zukunft wichtig ist.	   
6. Gibt es Bücher, die dir sehr gut gefallen? Wenn ja, welche?	
7. Welche Gründe gibt es für dich, nicht zu lesen? (Mehrere Antworten möglich) ☐ Es ist zu schwierig, weil man die Wörter nicht versteht. ☐ Keine Zeit! ☐ Ich finde keine Bücher, die ich mag. ☐ Lesen macht mich müde. ☐ Es ist zu laut zu hause. ☐ Meine Freunde/Freundinnen machen sich darüber lustig. ☐ Ich weiß nicht, woher man Bücher bekommen kann. ☐ Ich mag keine Bücher. ☐ Eigentlich kann ich immer lesen. ☐ Anderer Grund: _____	

8. Ich lese gerne auf Deutsch.	   
9. Ich lese gerne in einer anderen Sprache / in anderen Sprachen. Welche? _____	   
10. Ich lese gerne auf Englisch.	   
11. In welcher Sprache / welchen Sprachen liest du? (Mehrere Antworten möglich) ☐ Deutsch ☐ Englisch ☐ Andere: _____	
12. Leseprojekte an der Schule finde ich gut.	   
13. Die Bücher, die wir im Englischunterricht lesen, finde ich interessant.	   
14. Wir haben viele Bücher zu Hause.	   
15. Viele Bücher, die wir zu Hause haben, sind nicht auf Deutsch oder Englisch.	   
16. Meine Eltern fragen, was ich lese.	   
17. Meine Eltern und ich reden gerne über das, was wir lesen (Buch, Zeitschrift, TikTok...).	   
18. Meine Eltern und ich lesen gemeinsam.	   
19. Wann liest du gerne? Warum? 	

Appendix A.2. Post-Project Questionnaire

NAME: _____

Bitte kreuze eine Antwort für jede Frage an.

Beispiel:

0. Ich esse gerne Kirschen.	   
-----------------------------	--

 Trifft absolut auf mich zu.
  Trifft ein bisschen auf mich zu.
  Trifft nicht ganz auf mich zu.
  Trifft gar nicht auf mich zu.

1. Ich lese gerne Bücher.	   
2. Ich lese Bücher in meiner Freizeit.	   
3. Das „Pie in the Sky“ Leseprojekt fand ich gut.	   
4. Ich fand das Buch „Pie in the Sky“ interessant.	   
5. Das Buch hat mich zum Nachdenken gebracht.	   
6. Ich fand es gut, ein Reading Log zu schreiben.	   
7. Ich fand es hilfreich, mein Reading Log auf anderen Sprachen zu schreiben, bevor ich es auf Englisch übersetze.	   
8. Ich habe meiner Familie von „Pie in the Sky“ erzählt.	   
9. Meine Familie hat nachgefragt, was ich im Englischunterricht lese.	   
10. Was fandest du am Leseprojekt spannend?	
11. Was hättest du dir vom Leseprojekt noch gewünscht?	

Appendix B.1. Interview Guides – Student Pre- Project Interviews

Introduction

Ich komme jetzt schon seit einigen Wochen in eure Klasse. Wie findest du das? Was ist gut, was nicht?

1. Attitudes towards reading and reading practices

- a) Du hast angegeben, dass du in diesen Sprachen liest. Erzähl mir mehr darüber.
 - a. (Qs 9-11)
- b) Erzähl mir, wann du das letzte Mal etwas gelesen hast (auf diesen Sprachen).
 - (bei Büchern) Woher hast du das Buch? Wer hat es besorgt?
- c) Welche Themen oder Geschichten müssten in einem Buch sein, damit es dich interessiert?
- d) Magst du es beim Lesen, wenn die Charaktere und Geschichten ähnlich zu deinen eigenen Erfahrungen oder Gefühlen sind? Masalan man kheili khosham miad vakhti ketabi ke daram mikhunam dastane yek dokhtare iruniro tarif bekone, barainke hes mikonam erfahrunghe mano teilen mikone, ehsasate mano mifahme, chizi ke kheili tasir roye to dasht
- e) FARSI Das letzte Mal, als ich ein Buch gelesen habe, hat es mich wirklich zum Nachdenken gebracht und die Geschichte hat mich sehr traurig gemacht. Passiert dir das auch manchmal, dass du über etwas, was du liest länger nachdenkst oder traurig/wütend/glücklich wirst? (fekramo mashghul kard, kheili ehsasati shodam)

2. Role of reading at school

- a) Du hast geschrieben, dass du das Buch Projekt X gefunden hast. Erzähl mir mehr darüber. (Was fandest du gut, fandest du das manchmal langweilig oder schwierig?)
(Q 12)

3. Role of reading at home

- a) Du hast angegeben, dass ihr **viele/keine** Bücher zuhause habt.
(Q 15)

VISUALISIERUNGEN erzählen, dass es bei mir im Wohnzimmer viele Bücher gibt. Wie sieht es bei euch aus? Maman babam tu khunashun ye regal daran ba yek alame ketabe farsi-zaban. ketabashunam hesabi hastana, kheili ghashangan, ketabhaye tarikhi va dastanhaye Khayyam.

Viele

- Gehören die dir oder deinen Eltern/Geschwistern?

- Bezug nehmen auf Q15. Auf welchen Sprachen sind diese Bücher geschrieben?

Keine

- Woran glaubst du liegt das? Warum glaubst du habt ihr nicht viele / keine Bücher zuhause? Hättest du gerne mehr Bücher zuhause? Erzähl mir über die Bücher die ihr zuhause habt

4. Reading with family

a) FARSI Deine Familie fragt nach, was du liest. (Q17)

- Über welche Texte redet ihr (private Bücher, Bücher aus dem Unterricht, Social Media...)?
- Was hast du ihnen in letzter Zeit so erzählt?
 - o Wie haben sie darauf reagiert?
 - o Wovon erzählen sie dir?
 - o Wie findest du das?

b) Deine Familie fragt nicht, was du liest.

- Woran glaubst du liegt das?
 - o Würdest du gerne mehr erzählen?

5. FARSI Meine Familie und ich lesen gemeinsam. (Q 18)

a.

- Wie findest du das?
- Was habt ihr in letzter Zeit gelesen?
- Auf welchen Sprachen liest ihr gemeinsam?

b.

- Woran glaubst du liegt das?
- Glaubst du, dir würde das Spaß machen?
- Auf welchen Sprachen würdest du gerne gemeinsam lesen?

Abschluss

- Gibt es noch etwas, das du mir erzählen möchtest?
- Freust du dich auf unser Leseprojekt?
- Wünschst du dir etwas von mir oder dem Leseprojekt? (Aktivitäten, Übungen die du gerne machst?)

Appendix B.2. Interview Guides – Student Post-Project Interviews

Introduction

Ich bin jetzt fast 4 Monate lang öfter zu euch in die Klasse gekommen. Wie fandest du das? Was war gut, was nicht?

1. Attitudes towards reading and reading practices

- Letztes Mal hast du mir erzählt, dass du in deiner Freizeit Bücher liest/keine Bücher liest. Hat sich daran etwas geändert?
 - Woran liegt das?
 - Erzähl mir, wann du das letzte Mal etwas gelesen hast (allgemein).

2. Reading project/Pie in the Sky

- Was fandest du spannend am Leseprojekt? Was war nicht so gut? (Thema, Länge, Aktivitäten im Unterricht, auf Englisch lesen)
 - Gab es etwas, was deiner Meinung nach gefehlt hat?
- Wir haben öfters darüber nachgedacht, wie man bestimmte Sachen auf anderen Sprachen sagt. Kannst du dich an eine Übung erinnern, wo wir das gemacht haben?
 - Wie fandest du das?
 - War es hilfreich, um Englisch zu lernen/auf Englisch zu sprachen/schreiben?
 - Weißt du noch, wie man „nervös“ auf Farsi sagt?
- Wir haben reading logs geschrieben. Gibt es ein reading log an das du dich besonders gut erinnern kannst?
- Wie fandest du das Buch *Pie in the Sky*?
 - Wir haben nur einen Teil von *Pie in the Sky* gelesen. Gibt es etwas aus dem Buch, worüber du gerne mehr wissen möchtest? Was glaubst du wird am Ende passieren?
 - Hat dich das Buch zum Nachdenken gebracht? (eigenes Beispiel nennen)
 - Wieso glaubst du, dass es für Jingwen schwierig war, Englisch zu lernen und neue Freunde zu finden?
 - Würdest du gerne das ganze Buch lesen?
 - Würdest du gerne mehr solche Bücher lesen? Gibt es andere Bücher, die du lieber lesen würdest?

3. Talking about reading practices with family

- Letztes Mal hast du mir gesagt, dass du mit deiner Familie über Dinge redest die du/ihr liest/eher nicht über das sprichst, was du/ihr liest. Hat sich daran etwas verändert?
- Hast du deiner Familie über *Pie in the Sky* erzählt/fragt deine Familie nach, was du liest?
 - a. Auf welcher Sprache hast du ihnen darüber erzählt?
Was haben sie gesagt/ Wie haben sie reagiert?
Wirst du ihnen ab jetzt mehr erzählen?
 - b. Woran liegt das, dass du ihnen nicht darüber erzählt hast?
Würdest du ihnen gerne mehr erzählen?

- c. Ivića: Wie fandest du es, dass wir zu dir nachhause gekommen sind? Wie fandest du es deinem Vater über *Pie in the Sky* zu erzählen? Hast du deinem Vater mehr erzählt bzw. hat er nachgefragt?

Abschluss

- Gibt es noch etwas, das du mir erzählen möchtest?
- Bedanken

Appendix B.3. Interview Guides – Parent Interviews

Introduction

- Ich komme jetzt schon seit einigen Wochen in die Klasse Ihres Kindes und wir machen ein Leseprojekt. Hat Ihr Kind diesbezüglich irgendetwas erzählt (oder: mehr als sonst)? Positives/Negatives?

1. Attitudes towards reading and reading practices

Welche Rolle spielt Lesen für Sie?

- Können Sie mir erzählen, wann Sie das letzte Mal etwas gelesen haben?
- Auf welchen Sprachen lesen Sie am liebsten?
- Können Sie sich an einen Text erinnern, der Sie das letzte Mal zum Nachdenken gebracht hat?

2. Role of reading at home

Haben Sie Bücher zuhause?

- Ja:
 - o Wem gehören die Bücher?
 - o Um welche Bücher handelt es sich?
 - o Auf welchen Sprachen sind die Bücher geschrieben?
- Nein:
 - o Woran liegt das?

3. Reading with family

Erzählt Ihr Kind was es gerade liest? Fragen Sie nach?

- Auf welchen Sprachen unterhalten Sie sich dann?

Lesen Sie gemeinsam? (Haben Sie Ihrem Kind früher vorgelesen?)

a.

- Wie finden Sie das?
- Was haben Sie in letzter Zeit zusammen gelesen?
- Auf welchen Sprachen lesen Sie gemeinsam?

b.

- Woran glauben Sie liegt das?
- Würden Sie gerne mit Ihrem Kind gemeinsam lesen?
- Auf welchen Sprachen würden Sie gemeinsam lesen?

Involvement in children's education/reading

- Wie glauben Sie könnten Sie Ihrem Kind bei diesem Leseprojekt helfen?

Abschluss

- Gibt es noch etwas, was Sie mir gerne erzählen würden?
- Haben Sie noch Fragen oder Wünsche bezüglich des Leseprojekts?

Appendix B.4. Interview Guides – Student-Parent Interactions

Guiding questions for students:

- Kannst du deiner Mama/deinem Papa erzählen, was du gerade liest?
- Kannst du erklären, wie das reading log funktioniert?
- Magst du deiner Mama/deinem Papa etwas aus deinem reading log vorlesen und auf Farsi übersetzen?
- Möchtest du zu einer bestimmten Szene/einem bestimmten Charakter im Buch die Meinung deiner Mutter/deines Vaters wissen?
- Überrascht dich etwas an dem, was dir deine Mutter/dein Vater zu dem Thema erzählt hat?
- Ist es komisch für dich, deiner Mutter/deinem Vater etwas auf Englisch vorzulesen?

Guiding questions for parents:

- Wie finden Sie das Thema des Buches?
- Wie finden Sie das Prinzip des reading logs? Warum glauben Sie, dass das sinnvoll sein könnte?
- Wie finden Sie das, was Ihnen Ihr Kind vorgelesen hat? Haben Sie dazu persönliche Erfahrungen oder Gedanken/Gefühle, die Sie teilen möchten?
- Ihr Kind liest ein Buch auf Englisch, erzählt Ihnen etwas auf Farsi, hört Ihnen zu, wenn Sie Farsi sprechen, und schreibt es dann auf Englisch/Deutsch auf. Wie finden Sie das?

Appendix C.1. Lesson Plans – Preparatory Lessons

Prep lesson 01 • Students can make predictions about the likes/dislikes of a person.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
7 min	Presentation of myself I start with a short presentation of who I am (name, studies, Udele project) and let the students guess what it is that I am going to work on with them (hint at the poster in the hallway). Students are shown several statements about our future lessons one after another. They have to raise their hands if they agree.	T-S	• Smart board • PPT slides
10 min	Presentation of the Pie in the Sky Project The book project is explained. Before telling them which book we are going to read together, we will make sure that everyone knows the classroom rules. I will ask the students what rules they already have in place in the English classroom and which ones they think we should add. I will write some of the suggestions/answers on the board and add rules that I would like them to follow during our lessons. The list/word cloud will be saved, and students will be reminded of it throughout the project.	T-S	• Smart board
15 min	Activity: This or That To get to know each other a little better, we will play a game for which I project a PPT: each slide shows two pictures (e.g. two different books, games etc.) and they have to guess which one I prefer. When they are done guessing and the right answer is revealed, they get to share their favorite books, movies, tv shows, colors, songs, games etc. Before starting this activity, we will go through phrases they can use for the game. They are encouraged to use structures like “I think you like/prefer...”, “I don’t think you like...”, “I think you don’t like...”	T-S	• Smart board • PPT slides
4 min	Buffer + End lesson I ask students: Which comics/mangas/graphic novels do you know? I invite them to bring their books with them to our next lesson.	T-S	

	I end the lesson by thanking the students.		
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Prep lesson 02 - Students can understand the basic structure and features of graphic novels, so that it is easier for them to read one. - Students can explore their reading interests by learning about the genre of graphic novels. - Students can read a short comic book exchange.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
3 min	Warm-up: Guessing Game I show students pictures of movies and TV shows and ask them what they think they have in common. Answer: they are all based on books, some of them are based on comics/graphic novels/Mangas	T-S	- Smart board - PPT
5 min	Warm-up: Prior knowledge on comics/graphic novels/Mangas I show students different books (comics, graphic novels and Mangas) and ask them: - What is the difference between a novel and a graphic novel? - What is the difference between a graphic novel, comic, manga? - Has anyone read a comic, manga or graphic novel before?	T-S	- Comics - graphic novels - Mangas
20 min	Activity: Features of a graphic novel I give the students a handout with a single comic strip from Alice in Wonderland. I ask them, to pair up and discuss the features of a comic. After 5 minutes, we discuss the elements they have found together, and I will ask guiding questions so we can identify the ones they haven't found. Together, we will highlight parts of the comic strip and name certain elements on the handout. The most important elements are: - panels - speech bubbles (round, rectangle, clouds (thought bubbles)) - character(s) - background - facial expression/body language - narrator	T-S / S-S	- Handout - PPT

	• Lautmalerei/Onomatopoeia/sound words		
15 min	Activity: Empty speech bubbles Students get into groups. They choose a comic strip from a selection of printouts I will provide and discuss the following questions: • Who are the characters in the story? • What are they talking about? • What do you think is happening? They are asked to add words and sentences to the empty speech bubbles that fit the characters, the facial expressions, and the story. There will be timer on the smart board to remind them how much time they have left. When students are finished, I will take a picture of their comic.	S-S	• Handout • Smart board • Online stopwatch
4 min	Presentation of comic strips + End lesson With the help of a random-name picker, groups are chosen to come to the front of the classroom and present their comic strips. The comic strips will then be shown to the whole class on the smart board I thank and praise the students and end the lesson.	S-S / T-S	• Smart board • Random-name picker • Pictures of comic strips

Prep lesson 03			
• Students can use and structure their reading logs.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
5 min	Revision of previous lesson We revise the key vocabulary around graphic novels using the comic strip from the previous lesson.	T-S	• Smart board • Comic strip
8 min	Introduction to reading logs I ask students if they can tell me what a “log” is, and whether they have heard the word before (link to vocabulary log)	T-S	• Smart board • Reading log

	I link back to a question from a student during the previous lesson, asking me how I liked the ending of a TV show. I show them a short paragraph replying to that question, using vocabulary that we have learned in previous lessons. I ask the students the same question: Did you like the ending? What did you like? Was there something you did not like? I explain that these are the type of questions that I will ask them throughout the book project and that they will write short answers like these explaining their thoughts/opinions. I show them a reading log (that is already assembled) and tell them that we will use the next two lessons to assemble them together and learn how to use it. I tell them that reading logs should stay in class/with the teacher.		
20 min	Assembling the reading log Depending on the class, students are given folders (3Y) or booklets (3X). Together, we assemble the first sections of the reading log: the cover page and section 1 (reader profile) and the Alice in Wonderland comic strip. Students are invited to design the cover pages of their reading logs and fill in their reader profile. I will offer printouts of popular Anime and TV Shows/movies, but they are given creative freedom for the cover page.	T-S	• Folders • paper • Cover page printouts to cut out • Handout • Alice in Wonderland comic strip
5 min	Group work: This is my cover page Students get into groups (3-4 people) and present their reading log covers and reader profiles to each other. They are given guiding questions: Tell us about your reading log cover. What/Who can we see? What do you like best about your cover? Who are you as a reader?	S-S	• Reading log cover pages • reader profiles
8 min	Plenary: Show us your cover page	S-S/T	• Reading log cover pages

	Some students are picked through a random name selector. Those students have to present their covers and reader profiles to the class. We end class by reminding everyone that the reading log is supposed to stay in class.		• reader profiles • smart board • random name selector
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Prep lesson 04 • Students can use vocabulary linked to thoughts, opinions and emotions to write a reading-log entry. • Students can skim through a text and pictures and make predictions about feelings of characters.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
3 min	We start the lesson by checking our reading logs: - Cover page with name - Filled- out reader profile - Alice in Wonderland comic strip	T-S	• Reading logs
1 min	Warm-up: I draw faces on the smart board that represent different kinds of emotions: happy, sad, angry etc. Students are asked to guess what this lesson will be about.	T-S	• Smart board
15 min	Handout: Words and phrases around emotions Students are given a handout for their reading log. Together, we go through the emotions and try to find the words in German, English and their heritage languages. Since I know Farsi and French, I will add words and phrases in those languages to my list. Students can choose which languages they want to write down. As we go through the emotions, I ask students to tell me what they write in their lists. We share and compare words from different languages.	T-S, S-S	• Smart board • Handout
10 min	Activity: Skimming through the first chapter of Pie in the Sky together Which emotions can you see? What do you think the characters feel like?	T-S, S-S	• Smart board • Handout
8 min	Pair activity: Other emotions	S-S/T-S	

	I ask students to get together in pairs and discuss whether they can think of other emotions we haven't talked about. If they can't think of anything, I hint at a word that we used last session (enttäuscht) and ask if they can remember the English word. Once we have translated the word into other languages, I ask them to draw an emoji that fits the emotion. I then ask one person to come to the smart board and draw the emoji. I explain students that whenever we encounter new emotions, we will add them to the list together.		
5 min	We end class by making sure the handout is filed in the reading log and that the reading log stays in the classroom.		

Prep lesson 05			
- Students can make predictions about a text by looking at pictures. - Students can reflect on their reading by writing a reading-log entry.			
(approx.) Time	Procedure	Interaction	Materials
2 min	(Admin buffer)		
1 min	We tell students who they need to ask for specific questions. I am responsible for questions related to the book project and activities during the lessons, while the regular teachers are the ones to ask about things concerning administrative issues (e.g., borrowing utensils, seating arrangements, going outside of class etc.)		PPT slides
3 min	Pre-reading activity: Predictions I show students pictures of Pie in the Sky and ask them to guess what the story will be about. I ask guiding questions such as: - Who are the characters? - Where are they? - What do they do? - What is happening?	T-S	Pie in the Sky Illustrations
18 min	While-reading activity: Pie in the Sky chapter 1	T-S	PitS ch. 1

	I explain that we will be reading chapters from the book together from now on. Sometimes I will read it to them, sometimes they will have to read by themselves, sometimes I will ask them to take the reading logs home to read chapters at home (only from Mo to Fr). We read the first chapter of Pie in the Sky together. I read it out to them, they are supposed to read along on their copies. Before we start, I will tell them that we will stop sometimes and I will ask them questions about the reading. New vocabulary goes into the vocabulary book (I will write it on the board). After the reading, I ask them how they liked the chapter. Was there something that was difficult?		
10 min	Introduction to Reading log entries I explain the purpose of the reading log, tell students what they can expect from the reading log prompts and tell them that they will receive feedback on their entries. We go through the reading-log categories using a PPT presentation. Students are presented with sentence starters which they also get on a handout. Students are told to put this handout in their reading logs.		• PPT • Handout • reading log entries
	Post-reading activity: Writing a reading log entry Students pick one of the prompts on the board and copy it onto a new page in their reading logs. They are asked to write a short paragraph. They are allowed to write a draft in whatever language they are most comfortable with and use it to write their paragraphs in English.		• PitS ch.1 • Reading log questions • Paper
1 min	I end class by thanking students for their participation.		

Appendix C.2. Lesson Plans – Main Lessons

Main lesson 01 - Students can reflect on their reading by writing a reading log entry. - Students can skim through a text and make predictions about what is going to happen in the story. - Students can scan a text to find specific information.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
3 min	Introduction: Feedback from students on the homework task - How did it go? - What was difficult? - Which category did you choose? (let students raise their hands)	T-S	
2 min	Organisation: We appoint a person who will make sure that everyone has their reading logs in class on Thursdays and remind them to keep it in class on Fridays for the Monday lesson.	T-S	
5 min	Pre-reading: Before we start reading, students have to look through the pages and tell me what they think might happen (skimming).	T-S	- PitS ch.2 - PPT slides - Online Stopwatch
10 min	While-reading : Students read guiding questions on the board (we pick one person per question who will read them out loud). While they read PitS on their own, they should try and find the answers to those questions and highlight the text that corresponds to it (scanning). - Where are Jingwen and Yanghao? - A person is holding a cake. Where is it from? Who works there? - What do you think the alien is saying to the brothers on page 14?	T-S/S	- PitS ch.2 - PPT slides - Online Stopwatch

	• What does Jingwen realise on page 17? • Find these words. What do they mean? • attention, polite, disappointed, staring, annoying, notice		
5 min	Quick summary of the chapter and writing up key vocabulary We use the guiding questions to quickly summarize the chapter and write down important words that we have found in the text.	T-S	• PitS ch.2 • PPT slides
6 min	Intro to post-reading activity Students are shown three example reading-log entries, one after another. They have to guess which category was picked to write the story. For each example, I ask them, “Who thinks it’s Oracle? Who thinks it’s Judge? Who thinks it’s Empath?” and let them raise their hands.	T-S	• PPT slides
15 min	Post-reading activity: Reading log for chapter 2: Students are shown the reading log questions for this chapter and should write their entry during class time. - Empath: Look at the pictures on pages 15 and 17. What does Jingwen feel like? Can you relate? - Oracle: You see into the future. The brothers have turned into zombies! How will Jingwen & Yanghao hunt for food? (Remember page 13, they don’t eat brains like other zombies!) - Judge: Jingwen describes his brother on page 16. What do you think of Yanghao? Is there something you think he should/shouldn’t do?	T-S/S	• PPT slides
1-2 min	Homework: Students should read chapter 4 by Friday.	T-S	• PitS ch.4

Main lesson 02 - Students can reflect on their reading by writing a reading log entry. - Students can skim through a text and make predictions about what is going to happen in the story. - Students can scan through a text to find specific information.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
3 min	Organisation: check if everyone has their reading logs with them		
20 min	Continuation of the reading log activity from last time: Those who have already finished writing their entries can pick another prompt. - Empath: Look at the pictures on pages 15 and 17. What does Jingwen feel like? Can you relate? - Oracle: You see into the future. The brothers have turned into zombies! How will Jingwen & Yanghao hunt for food? (Remember page 13, they don't eat brains like other zombies!) - Judge: Jingwen describes his brother on page 16. What do you think of Yanghao? Is there something you think he should/shouldn't do?	S	- PPT slides - Printed reading log questions
8 min	Recap of chapter 4: Find the sentence: I read out sentences in German. Students have to find the sentence/word in English in chapter 4.	T-S	- Smart board - PitS ch.4
5 min	Pre-reading: Before we start reading, students have to look through the pages and tell me what they think might happen (skimming).	T-S	- PitS ch.5+6 - PPT slides
10 min	While-reading: Students read guiding questions on the board (we pick one person per question who will read them out loud). While they read PitS on their own, they should try and find the answers to those questions and highlight the text that corresponds to it (scanning).	T-S	- PitS ch.5+6 - PPT slides - Online stopwatch

2 min	Close lesson	T-S	
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Main lesson 03 - Students can reflect on their reading by writing a reading log. - Students can skim through a text for global comprehension. - Students can scan a text to find specific information.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
18 min	Post-reading activity of last lesson: PitS ch. 5+6: We go through the reading log questions together before students start writing their entries. - Empath: Look at page 32 and 33. What does Jingwen see in the mirror? Why does he feel that way? How does it make you feel to see him like this? - Oracle: What do you think will happen next? - Judge: Two boys are saying mean things about Jingwen. What do you think of that? Is there something they should/shouldn't do?	S	- PPT slides - printed reading log questions - paper - Online stopwatch
25 min	Pre+While-reading activity: We read PitS chapters 10 together. I ask questions as we go. Then students read chapter 11 on their own. We have a set of while-reading questions that we skim like last time.	T-S/S	- PitS ch.10+11 - PPT slides - Online stopwatch
4 min	Homework task: Students should read chapters 12 and 13 and share their reading log entries for chapter 5+6 to their parents. They should write 2-3 sentences about what their parents said about their reading log.	T-S	PitS ch. 12+13

Main lesson 04			
- Students can recap the events of their reading in chronological order. - Students can reflect on their reading by writing a reading log entry.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
15 min	Recap Students are given a handout with a puzzle with events from PitS. They need to cut out and put the events into the right order. When we check the answers, students should read out the text underneath the pictures and describe the latter to me.	T-S/S/S-S	- Event puzzle - Online stopwatch - Scissors - Glue - Reading logs
30 min	Writing a reading log together To practice for their upcoming exam, we write reading logs together. Each time, I ask them to briefly discuss the question with their neighbor and then share it with the class to gather ideas. - Empath: Look at the picture on page 43. Jingwen is lying here. What does he say? How does he really feel? - Oracle: Jingwen's mother is worried and asks you: "Oh wise Oracle, please tell me what my children are going to do when I'm not at home!" What do you tell her? - Judge: Look at the picture on page 34. Is there something Yanghao should/shouldn't do?	T-S/S-S	- PPT slides - Prints of reading log questions
5 min	Buffer		

Main lesson 05			
- Students can ask questions about a character's appearance and character. - Students can use adjectives to describe a person's appearance and character.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
	After-exam-relax-session – Preparation I tell students to picture someone that they like and know well. They should then describe them in 3 words. I model the activity by using 3 adjectives (e.g., shy, intelligent and kind). For each word, I give translations into other languages. (e.g., schüchtern, باهوش, gentil.le). I ask students to share their adjectives and how they would say them in other languages they know. They can come up and write the adjective on the board. I then also ask about appearance. Hair color/length, Eye color, height.	T-S	- Smart board - Reading logs/exercise books - paper
	After-exam-relax-session – Guess the character One person comes up to the front of the classroom, with their back to the smart board. We use an online image picker to pick a random pop culture character. The person in the front can ask 4 questions in English to find out who the character is.	S-S	- Smart board - Image picker - Images

Main lesson 06			
- Students can connect baking-related words in English with their German equivalents and pictures. - Students are able to differentiate between kitchen utensils and baking ingredients. - Students can identify previously learned vocabulary in their reading.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
10 min	Pre-reading activity: Kitchen Word Matching Students get a handout to prepare for chapter 14. They have to get into pairs and match pictures of baking items from the chapter and their German words to English	S-S	Handout

	translations. Once they have found the English words for each picture, they sort the words into two categories (kitchen utensils and ingredients).		
5 min	Comparison We compare their answers and repeat words out loud together. Students are given the chance to share translations into other languages they know.	T-S	• Handout • Smart board
5 min	While-reading activity: PitS chapter 14 I read out the chapter and students read along. Everytime they hear one of the words we just learned/talked about, they clap their hands once.	T-S	• PitS ch.14
7 min	Post-reading activity: extending vocabulary Students are shown a PPT with the PitS recipe in German and have to find the (English) passages in chapter 14. They write them down on the handout. • die Zutaten mischen - mixing the ingredients • Eier aufschlagen - cracking the eggs • die Eier, den Zucker und die Butter verrühren - whisking the eggs, sugar and butter • den Teig in eine runde Backform gießen - pour the batter into the round pan • die Backform ins Backrohr schieben - slide the pan into the oven	T-S	• PPT slides

Main lesson 07 • Students can work with peers to solve language-based tasks. • Students can compare translations and reflect on accuracy. • Students can use digital tools to research word meanings. • Students can identify key passages in their reading.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
5 min	Introduction: What do we do when we don't understand a word or a sentence? We brainstorm different ideas together and write them on the board. I tell them that they can and should use their iPads when they read on their own to look up the meaning of words and write them in their vocabulary logs.	T-S	• Smart board
15 min	Pre-reading activity: Human dictionaries	S-S	• PPT slides

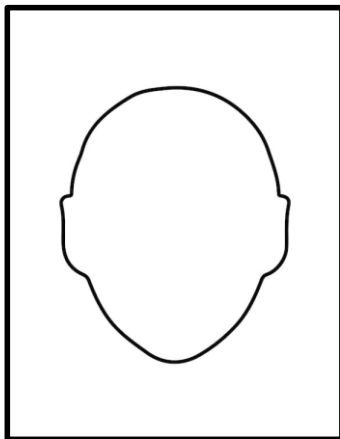
	On the smart board, I show them some sentences/phrases from chapter 15 of PitS in English. Then I give them a handout with the same sentences and phrases, but they are in different languages. They have to find someone who understands the sentence and can tell them what it means. Both of you try and find the English translation on the board together.		• Online countdown • Worksheet • Smart board
5 min	Comparison We compare the worksheet together and I ask students if the translation was good/accurate or not.	T-S	• PPT slides • Worksheet • Smart board
15 min	While-reading activity: chapter 15 Students read individually and have to underline the passages from the previous activity (scanning)	S	• Online countdown
5 min	Post-reading activity: Comprehension questions • Jingwen and Yanghao forgot to do something. What is it? • Yanghao asks about the other cakes on the Pie in the Sky menu. Jingwen says, "There's...." • True or False? ○ Yanghao wants a small piece of cake. True or false? ○ Jingwen cuts him a big piece of cake. True or false? ○ Jingwen forgot about his problems while baking the cake. True or false? • What does Yanghao ask Jingwen at the end of the chapter? • How many cakes are on the Pie in the Sky menu? Pick the right answer: ○ 11 ○ 12 ○ 20	T-S	• PPT slides
2 min	Buffer		•

Main lesson 08 • Students can collaborate with their colleagues to brainstorm ideas. • Students can use brainstorming ideas to write their own reading log entries. • Students revise words and phrases from previous lessons. • Students revise the content of their reading.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
10 min	Recap of ch. 14+15: Kahoot Game We play a Kahoot to recap the previous chapters.	S	• Kahoot Quiz • Tablets
5 min	Pre-writing of the Reading Log entry for ch. 14+15: Instructions We brainstorm in groups before writing the reading log, using a padlet. Once I've shown them the padlet, put them into groups and handed out the prompts, we go through the questions together. I explain what students should write on the padlet and model an entry.	T-S	• Padlet • Smart board • Reading log prompts
7 min	Pre-writing of the Reading Log entry for ch. 14+15: Brainstorming They pick one of the prompts and brainstorm together. They take notes on the padlet and use as many languages as they can.	S-S	• Padlet • Smart board • Reading log prompts
16 min	Writing phase: Reading Logs ch. 14+15 Students write their reading logs individually using their notes and ideas from the brainstorming phase.	S	• Reading logs • Paper • PPT slides • Reading log prompts • Online stopwatch
5 min	Buffer Wish students a happy winter break, collect reading logs and share a little treat		

Main lesson 09			
Students work together to work out the ending to the story of PitS.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
2 min	Introduction In the two remaining lessons, we are going to think about the story in PitS. As we have only read the first part of PitS, the next lessons are going to revolve around what is going to happen next and writing the last reading log entry.	T-S	
5 min	Warm-up: Open plot points predictions I show questions about the open plot points and possible outcomes. Students vote for the outcome they think is most likely.	T-S	PPT slides
35 min	Group work: Find an ending to open plot points I explain that we are going to do a group activity that starts now and will continue in the next lesson. Each group gets an open plot point: - Will Jingwen learn English? - Will Jingwen make new friends? - What happens to Jingwen's bullies? - Will their mom find out that they bake cakes in secret? - Will Jingwen and Yanghao bake all the cakes? Students should work through the handout together and be prepared to present their points in the next lesson. All handouts have the same tasks, but are linked to different parts of PitS. Before we start I make sure everyone understand the handouts. We talk about the clues that can be found in the text and pictures, and how we can describe these clues once we've found them.		- Handouts - PitS chapters

Main lesson 10 - Students can present their ideas on how the story in PitS might end. - Students can reflect on the contents of their reading by writing their final reading log entry.			
(approx.) Time	Procedure	Interaction	Materials
3 min	(Admin buffer)		
25 min	Group work: Find an ending to open plot points I give students 5 more minutes to finish their handouts. Then, each group comes to the front of the classroom and presents their endings. We pick the groups by using a random name wheel. I ask guiding questions if needed	T-S/S-S	- Handouts - Smart board - Name wheel
20 min	Final Reading Log entry I show students the questions for their final reading log: - Empath: Jingwen had to learn a new language because his family moved to a new country. Can you explain how his life is similar or different to yours? - Oracle: You see into the future. Jingwen is 18 years old now and is finishing school. What does he want to do in the future? - Judge: Did you like the book? Why/Why not? Give 2 reasons! We go through the questions together before they start writing	S	- Reading logs - Reading log questions - PPT slides
2 min	I thank students for participating in the book project		

READING PROFILE



Name:

Age:

My feelings about reading are:



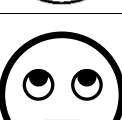
This is where I read the most:



Highlight which topics you like the most:

Sports	Animals	Magic
Superheroes	Friendship	Monsters
Mystery	Art	Love
Science	Ghosts	Jokes
Cooking	School	Music
Movies/TV	Family	Biographies
History	Computers	Travel

Appendix D.2. Materials – Emotions Handout

	German	English		
				
				
				
				
				
				
				
				
				
				

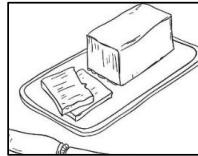
Appendix D.3. Materials – Worksheet Baking Vocab

Look at the words in the box. Match them with the pictures below.

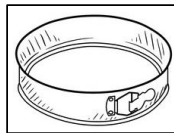
whisk	spatula	oven	oven mittens	flour	bowl
baking pan	eggs	sugar	butter	batter	Nutella jar



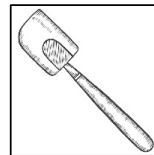
das Nutella Glas = _____



die Butter = _____



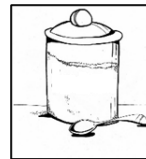
die Backform = _____



der Backspatel = _____



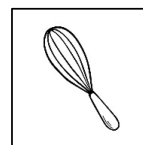
die Eier = _____



der Zucker = _____



die Schüssel = _____



Der Schneebesen = _____



das Mehl = _____



der Ofen = _____



die Ofenhandschuhe = _____



der Teig = _____

Kitchen utensil or baking ingredient?
Put the words into the right category!

eggs	spatula	oven	butter	flour	bowl	whisk
baking pan	sugar	oven mittens	batter	Nutella jar		

kitchen utensils	ingredients

Appendix D.4. Materials – Worksheet Human Dictionaries

Can you find out what these sentences mean in English?

Spanish: Está tan hipnotizado por la Nutella que no se da cuenta.

German: Das könnte ein Rezept für eine Katastrophe sein.

Turkish: Bu keklerden bahsetmek beni o kadar acıktırıyor ki bayılacağım.

Serbian: Kolač se zaglavio jer smo zaboravili da podmažemo tepsiju.

Arabic: هل ستممكن من إنهاء عشائك؟ (Hal satatamakan min inhaa 'ashaak?)

Russian: Не важно. (Ne vazhno.)

Hungarian: Keresztbe teszi a karjait.

Farsi/Dari: به نظر می‌رسه موش‌ها آن را خورده‌اند. (Be nazar mireseh moosh-ha aan ra khordand.)

Ukrainian: Невже я справді збираюся зробити всі торти «Pie in the Sky»? (Nevzhe ya spravdi zbyrayusya zrobyty vsi torty «Pie in the Sky»)

Romani: Kekhe molyake anđe mire šukareke hin te čhalaven.

Pashto: زه دا نه شم زغملي چې يې وخورم. (Za da na sham zaghmali che ye wakhoram.)

Albanian: Ai merr edhe pesë copa të tjera.

Somali: Dhammaan keega laftiisa waa le'eg yahay wejigiisa.

Appendix D.5. Materials – Open Plot Points Handouts

Group 1: Will Jingwen and Yanghao bake all the cakes?

1. Read the text from Pie in the Sky.

2. Talk to your classmates: What is happening? Try to answer these questions:

Wann stehen Jingwen und Yanghao auf, um Kuchen zu backen?

Wer ist motivierter: Jingwen oder Yanghao? Wieso?

Yanghao kann keinen Kuchen mehr essen, weil... ?_

Ist Jingwen glücklich am Ende des Kapitels?

3. Together, sum up the text in 2-3 English sentences:

4. What do you think? Will Jingwen and Yanghao bake all the cakes?

☐ YES ☐ NO

5. Look through the text and the pictures again. Can you find proof for your answer? Write it down:

 Your proof in the text	 Your proof in the pictures

Group 2: Will Jingwen still have problems with bullies?

1. Read the text from Pie in the Sky.

2. Talk to your classmates: What is happening? Try to answer these questions:

Schaut euch das Bild auf der ersten Seite an. Wo sind die Charaktere hier?

Jingwen belauscht seine Klassenkameraden Joe und Ben. Was hört er und wie fühlt er sich?

Was sagt Yanghao seinem großen Bruder zwei Tage später?

Wie reagiert Ben?

3. Together, sum up the text in 2-3 English sentences:

4. What do you think? Will Jingwen still have problems with bullies?

☐ YES ☐ NO

5. Look through the text and the pictures again. Can you find proof for your answer? Write it down:

 Your proof in the text	 Your proof in the pictures

Group 3: Will Jingwen learn English?

1. Read the text from Pie in the Sky.

2. Talk to your classmates: What is happening? Try to answer these questions:

Jingwen hat einen Brief von der Direktorin für seine Mutter bekommen. Was steht drin?

Was haben Jingwen und Ben für das Mathe-Fest vorbereitet?

Wer schaut sich Jingwen's Projekt an?

Was sagt Ms. Scrappell Jingwen's Mutter am Ende?

3. Together, sum up the text in 2-3 English sentences:

4. What do you think? Will Jingwen learn English?

☐ YES ☐ NO

5. Look through the text and the pictures again. Can you find proof for your answer? Write it down:

 Your proof in the text	 Your proof in the pictures

Group 4: Will Jingwen make new friends?

1. Read the text from Pie in the Sky.

2. Talk to your classmates: What is happening? Try to answer these questions:

Was möchte Jingwen seinem Klassenkollegen Ben geben?

Wieso traut er sich nicht?

Was erzählt Ben Jingwen über seinen Großvater?

Was haben Jingwen und Ben gemeinsam?

3. Together, sum up the text in 2-3 English sentences:

4. What do you think? Will Jingwen make new friends?

☐ YES ☐ NO

5. Look through the text and the pictures again. Can you find proof for your answer? Write it down:

 Your proof in the text	 Your proof in the pictures

Group 5: Will their mom find out that they bake cakes in secret?

1. Read the text from Pie in the Sky.

2. Talk to your classmates: What is happening? Try to answer these questions:

Jingwen und Yanghao wollen wieder backen, aber es gibt ein Problem. Welches?

Wo suchen Yanghao und Jingwen?

Wieso fangen die Brüder an zu streiten?

Die Mutter entscheidet, dass Jingwen und Yanghao ab jetzt nur noch...

3. Together, sum up the text in 2-3 English sentences:

4. What do you think? Will their mom find out that they bake cakes in secret?

☐ YES ☐ NO

5. Look through the text and the pictures again. Can you find proof for your answer? Write it down:

 Your proof in the text	 Your proof in the pictures

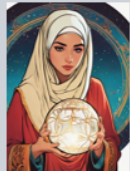
Appendix D.6. Materials – Reading Log Prompts

Chapter 1



Empath:

Page 9: What do you think Jingwen feels like? Can you relate?



Oracle:

What do you think will happen next?

- Will Yanghao stop crying?
- What do you think Jingwen will do?
- What about the cake?



Judge:

Jingwen gives his brother the cake and it drops. What do you think about that?

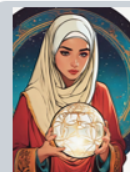
- Did you think he did the right thing? Why?
- What should he do? What shouldn't he do? Why?

Chapter 2



Empath:

Look at the pictures on page 15 and 17. What does Jingwen feel like? Can you relate?



Oracle:

You see into the future. The brothers have turned into zombies! How will Jingwen & Yanghao hunt for food? (Remember page 13: they don't eat brains like other zombies!)



Judge:

Jingwen describes his brother on page 16. What do you think of Yanghao? Is there something you think he should/shouldn't do?

Chapters 5+6



Empath:

Look at page 32 and 33. What does Jingwen see in the mirror? Why does he feel that way? How does it make you feel to see him like this?



Oracle:

What do you think will happen next?



Judge:

Two boys are saying mean things about Jingwen. What do you think of that? Is there something they should/shouldn't do?

Chapters 10-11



Empath:

Look at the picture on page 43. Jingwen is lying here. What does he say? How does he really feel?



Oracle:

Jingwen's mother is worried and asks you: "Oh wise Oracle, please tell me what my children are going to do when I'm not at home!"
What do you tell her?



Judge:

Look at the picture on page 34. Is there something Yanghao should/shouldn't do?

Chapters 14+15



Empath:

Jingwen starts baking because he thinks the cake will cheer him up. How does he feel? Have you ever felt this way?



Oracle:

You look into the future. Jingwen is really trying to bake all the cakes on the *Pie in the Sky* menu. What kind of problems might there be?



Judge:

Jingwen & Yanghao don't tell their mom that they bake cakes. What do you think of that? Is there something they should/shouldn't do?

Final reading-log entry



Empath:

Jingwen had to learn a new language because his family moved to a new country. Can you explain how his life is similar or different to yours?



Oracle:

You see into the future. Jingwen is 18 years old now and is finishing school. What does he want to do in the future?



Judge:

Did you like the book? Why/Why not? Give 2 reasons!

Appendix D.7. Materials – Reading Log Sentence Starters

	Empath Did the book remind you of something? What do you feel? Examples: This reminds me of... This makes me feel happy/ sad/ angry. I can relate to this. I remember when... When the character said ..., I felt ...
	Oracle How does the story continue? What do you think will happen next? How? Why? Examples: I think the boy will... I believe that... She will probably... I'm sure that they are going to...
	Judge What do you think of the character's actions? What is your opinion on the story? Examples: I think this was a good/bad idea. I didn't like this. In my opinion, he should... She shouldn't...