

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
ABOU BAKR BELKAID UNIVERSITY OF TLEMCEM
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH
SECTION OF ENGLISH



**EXTENSIVE READING IN THE EFL CLASSROOM: AN
APPROACH TO READING AND VOCABULARY
INSTRUCTION**

*CASE STUDY OF 1st YEAR- EFL (LMD) STUDENTS
AT HASSIBA BEN-BOUALI UNIVERSITY OF CHLEF*

*Thesis Submitted to the Department of English Language in Candidacy for the Degree of
Doctorate in Applied Linguistics and TEFL*

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Academic Year: 2014-2015

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The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it.

(Nuttall, 1982, p.168).

To my dear parents

To my beloved husband Abderrahim

To my lovely baby Rafik

ACKNOWLEDGEMENTS

I really believe that achievement does not come from vacuum; persistence, willingness, patience and courage are the most needed ingredients.

Foremost, I am deeply grateful to my teacher and supervisor Prof. Smail BENMOUSSAT for his invaluable guidance, sincere commitment, great patience and immense help during the elaboration of this work. I readily acknowledge my indebtedness to my colleagues EFL teachers of the two Departments of English in both universities: Abou Bakr Belkaid University of Tlemcen as well as Hassiba Ben-Bouali University of Chlef.

I am indebted to a person from whom I learnt a lot and I am still learning; my source of wisdom, knowledge and good character Mr. Abderrazak BENZIAN. I also thank him for the proof reading of my work. I equally wish to express my gratefulness to Hassiba Ben- Bouali 1st year-EFL students who were very cooperative and patient during the practical data collection phase.

I would like also to express special thanks and sincere gratitude to the honourable members of the jury: Prof. Hafida HAMZAoui and Dr. Rahmouna ZIDANE from the University of Tlemcen, Dr. Noureddine GUERROUDJ and Dr. Nadia KIES from the University of Sidi Bel Abbes as well as Dr. Habib YAHYAoui from the University of Mascara. Their insightful suggestions and precious comments will certainly be of great assistance in improving my research.

Heartfelt thanks go to my beloved husband Abderrahim for his love, encouragement, help, motivation, enthusiasm and understanding to carry on this work, without his continuous attention and support this thesis would not have evolved as it has.

Last but not least, my immense indebtedness and warmest thanks go to my dear parents for supporting and understanding me throughout my life.

‘Thanks a lot for all of you’.

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Key to Abbreviations and Acronyms

AF: Absolute Frequency

CALL: Computer-assisted Language Learning

CG: Control Group

CLT: Communicative Language Teaching

DEAR: Drop Everything And Read

DIRT: Daily Individual Reading Time

EFL: English as a Foreign Language

EG: Experimental Group

ELT: English Language Teaching

EPER: Edinburg Project on Extensive Reading

ER: Extensive Reading

ERF: Extensive Reading Foundation

ESL: English as a Second Language

ESP: English for Specific Purposes

FL: Foreign Language

FVR: Free Voluntary Reading

GIR: Guided Independent Reading

GS: Guessing

IBID: Ibidem

ICT: Information and Communication Technologies

IR: Intensive Reading

L1: First Language

L2: Second Language

LLL: Language Learner Literature

LMD: Licence, Master, Doctorate

MA: Morphological Analysis
PR: Pleasure Reading
RF: Referential Frequency
RO: Reading Online
SC: Scanning
SK: Skimming
SM: Summarizing
SQUIRT: Sustained Quiet Uninterrupted Reading Time
SR: Supplementary Reading
SSR: Sustained Silent Reading
TEFL: Teaching English as a Foreign Language
TESL: Teaching English as a Second Language
USSR: Uninterrupted Sustained Silent Reading
WL: Word -list
WWW: World Wide Web

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ABSTRACT

Common in the language classroom is that the ability to engage in fluent reading, and the desire to read autonomously both for information and pleasure is among the most valuable benefits students aim to gain from language study. Such an outcome, however, needs to be planned for in advance in language teaching rather than left to chance. This doctoral thesis proposes that the implementation of an extensive reading programme as an instructional approach to reading could have significant impact on students' reading and vocabulary. If well implemented, this approach is believed to have the potential to play a crucial role in developing students' overall learning outcomes as it is proved to be effective in a great deal of different contexts. Although a body of research studies in the field of second/foreign language teaching point to the numerous gains and great importance of extensive reading in the language classroom, this approach is given little consideration at the level of Algerian universities where more emphasis is put on the intensive teaching of reading. The central belief guiding the present work is the trust of the countless benefits extensive reading has in language teaching/learning. This study is conducted with 1st year-EFL University students at Hassiba Ben- Bouali University of Chlef (Algeria) for a period of four months. The teaching procedure adopted to introduce the extensive reading programme conformed to the principles put forward by Williams (1986) and updated by Day & Bamford (1998/2002). In order to assess the effectiveness of extensive reading programme in improving students' reading and developing their vocabulary, multiple measurements were used: two questionnaires, two reading comprehension tests; a proficiency and an achievement test, a think-aloud protocol and an interview. The obtained results confirmed that extensive reading is one effective solution not only to students' reading and vocabulary problems but also to their language deficiencies. Our research findings suggest a reconsideration of the status of extensive reading in the English curriculum by adopting a complementary intensive– extensive approach in the reading classroom where students feel pleasure to move smoothly and confidently from guided to independent reading.

GENERAL INTRODUCTION

In today's digital world of information and technologies, reading has become one of the most crucial language skills for academic success. In Algeria this skill is taught in the EFL Departments by careful reading of teacher selected short-texts for the main aim of detailed comprehension. Reading as a pleasure activity that improves students' reading and broadens their knowledge has no share in the reading classroom where it is seldom that students read on their own for enjoyment or information. At the university level, however, students are required to read a great deal of materials on different topics. Actually, the applied procedure which is intensive in nature though proved to be beneficial it is far remote from the benefits one may gain from extensive reading. This is so because intensive reading is usually associated with the idea of task accomplishment, i.e., students read in order to fulfil a precise task inside the classroom. In this case reading is diverted from its real and natural objective which is 'to read for pleasure and information'.

In the Algerian context, it seems that students at different levels mainly higher education lack independent reading; they do not actually read much, neither in nor out of the classroom. This is a real problem, a situation which Krashen (1993b) labelled 'a literary crisis'. Another problem lies in the teaching of reading which lacks on its part an appropriate methodology. Reading classes do not provide adequate opportunities for students to develop their reading skills since every step in reading is controlled by the teacher who decides who, when, what and how to read. This is the common methodology which emphasizes more on language development (syntax, vocabulary) and the explicit teaching of discrete points of grammar and not the practice of reading. Such ineffective teaching methodology, can to some extent, allow students to gain knowledge of the language and reading skills acquired in intensive reading but it is not at all sufficient to improve students' overall reading ability and increase their love for reading. The outcome of this teaching is that many university students are not competent readers, they cannot read fluently and they score bad in reading tests.

Given these problems, the present thesis aims to present extensive reading as an approach to foreign language reading instruction. It seeks to investigate the effectiveness of this approach in improving students' reading and developing their vocabulary. Findings of the study will reveal whether students' reading and vocabulary will improve after exposure to extensive reading or not.

In essence, the following questions are used to guide the present research work:

- Does extensive reading improve 1st year-EFL University students' reading skills?
- Does extensive reading develop 1st year-EFL University students' vocabulary?
- Is there any significant difference in students' scores in reading tests before and after extensive reading instruction?
- Is there any significant change in students' attitudes and motivation towards reading after extensive reading instruction?

Basically, investigation throughout this work will attempt to provide arguments for the research hypotheses that can be formulated as follows:

- Extensive reading improves students reading skills.
- Extensive reading develops students vocabulary
- There is significant difference in students' scores in reading tests with an increase in the scores after extensive reading instruction compared to average and low scores obtained before instruction.
- Students become more interested in reading in an EFL context as they develop positive attitudes and increased motivation for reading.

There is no doubt that, if teachers continue to expose students to short texts they select themselves and ask them to answer related questions, and if no opportunity is given to students to experience extensive reading of self-selected materials as a pleasurable activity they will hardly build a community of readers who love reading and practice it.

What is actually needed is an approach that helps students not only improve their reading skills and develop their vocabulary but also consolidate their knowledge of the language system. A relevant approach seems to be extensive reading as it focuses both on language and reading skills, i.e., students read extensively and learn from reading. It is therefore, hypothesized that implementing an extensive reading programme in the reading classroom and giving it an important share in the curriculum may solve many of students' problems in learning and reading in particular. Extensive reading is neither presented as an alternative to intensive reading nor as an extra-supplementary activity but as a complementary approach that can be used hand in hand with intensive approach to reading.

Extensive reading is the reading of easy self-selected materials on a wide range of topics. It is usually individual, silent and fast rather than slow. Reading is its own reward and enjoyment is its ultimate aim. The teacher can take part in extensive reading by being a role model of a reader for his students as he can also guide them for materials selection. These are indeed the principles an informed language teacher may consider to examine his beliefs about reading in general and extensive reading in particular. They represent the basic requirements of an effective extensive reading programme.

In recent years and as a result of increased focus on students-centred learning, the issue of extensive reading in the language classroom has received renewed attention from researchers worldwide. The benefits yielded by extensive reading programmes have also gained popularity among teachers in different educational settings since they represent strong endeavours to encourage them implement extensive reading in their classrooms.

In an attempt to answer the before mentioned research questions and to test the validity of our hypotheses, we proceed through four interrelated chapters, the content of which is described as follows:

Chapter one details the theoretical aspects related to an effective extensive reading programme. It first defines what intensive reading is being the standard form of reading instruction adopted in our universities. It then defines extensive reading and introduces it as an approach to the teaching of EFL reading. Focus in this chapter is also put on the main theories underlying extensive reading as it reports previous extensive reading studies in second and foreign language settings. The chapter explores ways of implementing extensive reading in the curriculum and outlines the main characteristics and principles required for a successful extensive reading programme. It also deals with cognitive and effective gains students may get from reading extensively in the foreign language. Moreover, particular emphasis is put on the role of extensive reading in improving students' reading and developing their vocabulary. Gathering the major aspects of an effective extensive reading programme and its different constituents, this chapter stands as a theoretical basis for the empirical chapter.

Chapter two provides an overview of the educational context with reference to the reading skill teaching/learning for 1st year-EFL students at Hassiba Ben-Bouali University in general and the status of extensive reading in the English curriculum in particular. The teaching variables that are closely related to the teaching of the reading skill such as the applied teaching approach, the objectives, the methodology, teachers' profile and students' needs analysis are all examined. The chapter provides a detailed description of the methodology employed in the study, discusses the research design, presents the context of the study including the description and rationale for the selected sample and the data collection process. Furthermore, a thorough description of the instruments used for data elicitation and data analysis is also provided in the last part of the chapter.

Chapter three represents the investigative phase which aims at finding illuminative data that would guide the research. This empirical phase is carried out through various analytical tools. Two questionnaires are administered to 1st year-EFL students and teachers at Hassiba Ben-Bouali University. In addition a reading comprehension proficiency test is addressed to the same students and this constitutes

the initial pre-training part of the investigation. The training phase in which students receives instruction in extensive reading is conducted using the think-aloud procedure. A reading comprehension achievement test and an interview are implemented as an essential stage in the post-training phase of the study. A detailed interpretation and discussion of the obtained results is also provided. Outcomes of this experiment would provide a thorough diagnosis of the problem, and would pave the way to alternative remedies that will be dealt with in the subsequent chapter.

Chapter four deals with results of the investigation pertaining to each of the already stated research questions. It seeks primarily to propose alternative recommendations to tackle the issue of students' lack of reading and low vocabulary. The chapter thus first suggests to strengthen the reading skill teaching/learning at the university level as it urges for reconsidering the status of extensive reading approach in the reading classroom and the EFL curriculum. It explores crucial issues in extensive reading and looks at how extensive reading programme might be included effectively in the classroom. Therefore, all the conditions necessary for extensive reading to flourish are detailed such as the process of setting-up and carrying on the programme with emphasis on its general procedures, major requirements and sources and resources. This is followed by a discussion of the importance of the library in extensive reading and a description of the different steps and tasks that might be respected to benefit maximum from a well managed library. With regard to students' interests and expectations, proposals also concern varied possibilities of exploring Information and Communication Technologies and the World Wide Web in extensive reading. Furthermore, detailed guidance is given on the ways of introducing follow-up activities to extensive reading. Ways of dealing with these activities and roles expected from teachers to provide support for extensive reading and to assess the whole programme are also matters we consider in the chapter. An invitation to adopt a balanced instructional approach that combines both intensive and extensive reading in a complementary way is presented in addition to other practical suggestions and recommendations.

Last but by no means least, we argue for the need of extensive reading in our EFL classrooms as an instructional approach that improves students' reading, vocabulary and language learning as we strongly recommend for this approach to be a formal part of the EFL curriculum.

CHAPTER ONE

EXTENSIVE READING APPROACH: REVIEW OF LITERATURE

1.1. Introduction

1.2. Defining Intensive Reading

1.3. Defining Extensive Reading

1.4. Extensive Reading Approach to Teaching/Learning Reading

1.5. Theory, Background and Researches on Extensive Reading

1.5.1. Input Hypothesis

1.5.2. Schema Theory

1.6. Extensive Reading and the EFL Curriculum

1.7. Extensive Reading Programme

1.7.1. Principles and Characteristics of Extensive Reading

1.7.2. Materials for Extensive Reading

1.7.2.1. Graded- simplified Materials

1.7.2.2. Authentic Materials

1.8. Extensive Reading Benefits

1.8.1. Cognitive Gains

1.8.1.1. Reading Ability and Vocabulary

1.8.1.2. Language and Linguistic Competence

Chapter One: Extensive Reading Approach (Review of Literature)

1.8.2. Affective Gains

1.8.2.1. Attitudes

1.8.2.2. Motivation

1.9. Role of Extensive Reading in Improving Reading

1.10. Role of Extensive Reading in Developing Vocabulary

1.11. Conclusion

CHAPTER ONE

EXTENSIVE READING APPROACH: REVIEW OF LITERATURE

1.1. Introduction

A major consideration in this first chapter is put on the theoretical aspects of extensive reading approach representing the core interest of our research work. Far from being recognized as one of the four styles or ways of reading, the other three being skimming, scanning and intensive reading, this chapter focuses on extensive reading as an approach to EFL reading instruction. Therefore a detailed definition of extensive reading as an important aspect of every foreign language classroom is provided. A definition of intensive reading is also provided being the type of reading emphasized in our EFL reading classrooms. The main theories behind extensive reading are presented namely, ‘Input Hypothesis’ and ‘Schema Theory’. The background underlying this instructional approach is also emphasized and a collection of previous extensive reading research and studies in second and foreign language settings is explored regarding gains reported by results of those studies in the different aspects of language, especially the ones investigated in the present work, i.e., reading and vocabulary.

The chapter further reviews extensive reading as an important component of the curriculum as well as a basic criterion of an effective programme. The main principles and characteristics of extensive reading and the materials it requires are also included in this part. Examination of the many cognitive and affective benefits of extensive reading on the language learner is also provided. The role of extensive reading in improving reading and its importance in developing vocabulary are the concluding points in this theoretical chapter which stand as a stimulus for integrating extensive reading in our EFL instruction.

1.2. Defining Intensive Reading

Intensive reading also known as ‘*narrow reading*’ or ‘*a zoom lens strategy*’ (Brown, 2000) is the type of instruction that invades most of our EFL reading classrooms. This kind of reading implies a close study of short passages, including syntactic, semantic, lexical analyses and sometimes translation into the L1 to study meaning (Susser & Robb, 1990). Such reading is called ‘*intensive*’ because the learner “*is intensively involved in looking inside the text at the vocabulary, grammar and is concentrating on a ‘careful reading’ of the text*” (Holden, 2007, p.159).

Palmer (1921/1964) contrasts ‘*extensive*’ and ‘*intensive*’ reading, he defines the latter in these words: “*Take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analysing, translating, and retaining every expression that it contains*” (Palmer, 1921/1964, p. 111). Long and Richards (1987) refer it to ‘*a detailed in-class analysis, led by the teacher, of vocabulary and grammar points, in a short passage*’. Intensive reading is also associated with the teaching of reading in terms of its component skills of skimming¹, scanning² and guessing³ in addition to the explicit teaching of reading strategies such as monitoring understanding while reading (Porcaro, 2005).

Learners’ attention in intensive reading is as listed by Vanwyk (2003) focused on features of the text important for comprehension and critical analysis, for example: lexical elements, syntax, cohesive devices, discourse markers and other features especially important for academic reading: discriminating and understanding the difference between main ideas and secondary ideas, separating fact from opinion,

¹ It is the careful reading in order to get a general understanding of the whole text, i.e., to get an overall idea about the main points in the text.

² Also known as searching reading. It is the quickly reading in order to pick-up specific information from the text.

³ Guessing from context is a complex and often difficult strategy to carry out successfully, it is a technique that aims to measure the student’s ability to use his linguistic and grammatical knowledge. To guess successfully from context, learners need to know about 19 out of every 20 words (95%) of a text, which requires knowing the 3.000 most common words (Liu & Nation, 1985; Nation, 1990).

Chapter One: Extensive Reading Approach (Review of Literature)

evaluating claims and detecting weaknesses, drawing inferences and conclusions and deducing the meaning of unknown words (Vanwyk, 2003, cited in Porcaro, 2005). Nonetheless, intensive reading may be decided as the practice of particular reading skills and the close linguistic study of texts (Barfield, 1995). It is indeed based on detailed understanding of texts and skills practice (Powell, 2005).

Rivers (1981) on her part relates intensive reading to further progress in language learning under the teacher's guidance. For her this approach to teaching reading ***“Will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also, provide material for developing greater control of the language in speech and writing”*** (Rivers, 1981, p. 278).

According to Nation (2009): ***“Intensive reading is a good opportunity for making learners aware of how the various vocabulary, grammatical, cohesive, formatting, and ideas content aspects of a text work together to achieve the communicative purpose of the text”*** (Nation, 2009, p.47). In the same line of thought, Brown (1994) claims that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships and the like.

This careful and thorough reading of small texts in which the focus is on the language rather than the text aims to develop language knowledge rather than reading fluency and skill. Students thus may benefit from intensive reading, especially in learning new vocabulary, practising grammar, discovering features of texts, discourse markers and other surface details important for understanding the literal meaning of the text and developing greater control of the language. However, it is a widely accepted fact among researchers (Johns & Davies, 1983, p.2; Alderson & Urquhart, 1984; Brumfit, 1984; Yario, 1985, p.157; Hyland, 1990, p.14; Susser & Robb, 1990, p.83) that intensive reading is not at all a reading lesson but rather a language lesson; as Alderson & Urquhart (1984) argue: ***“Such a pedagogic practice-of focusing on the language of the text-may be justified as a language lesson, but it***

may very well be ... rather than reading exercises" (Alderson & Urquhart, 1984, pp. 246-247). In addition and with reference to Brown (2000) two major problems can be caused by an over emphasis of traditional intensive approaches: **a)** Students become more concerned with the meanings of individual words and sentences rather than the meaning of the text and **b)** they read very little because the process is so painstaking. Consequently, many students go on to associate reading in a foreign language as a pointless struggle.

Arguably, one cannot deny that intensive reading is a good procedure that engages students in careful study of different texts, but it is a reality in our reading classrooms that the *'too much careful reading'* causes our students to get the poor habit of paying attention to single words, reading at slow rate and waiting for teacher's explanations and guidance. The reading materials often selected by the teacher without any involvement of the students are most of the time not taken seriously. This method as judged by Pan (2009, p.116): ***"Reflects teacher authority, which tends to make learners passive followers and take no responsibility for their own learning"***.

In sum, research evidence (West, 1955, p.14; Dupuy, Tse and Cook, 1996, p.10; Bamford & Day, 1997) has shown that the consequence of traditional, intensive approaches to foreign language reading instruction is that students do not actually read very much. Bamford & Day (1997) in this respect explain that reading is not different from the other learned human abilities such as driving, cooking, playing golf, or riding a bicycle: *'the more you do it the more fluent and skilful you become'* thus, *'practice makes perfect'*

Although intensive reading offers students multiple opportunities to become familiar with different topics and texts and to improve their reading, it is indeed insufficient for them; especially at the university level where they need more practice in the fruitful skill of reading:

Intensive approaches simply do not prepare students to use the language purposefully. Students spend too much time and energy trying to understand the individual words (that is, they have not developed a large sight vocabulary) and are unable to move beyond word-level analysis. Word-by-word processing inhibits the ability to see the conditions between and across ideas, to understand how the information is organized, to grasp the intention of the author.

(Gilner & Morales, 2010, p.14).

A complementary approach that aims primarily at helping students enjoy reading, become fluent readers and enrich their vocabulary is therefore recommended. This approach is ‘extensive reading’ and it represents the main concern of our work.

1.3. Defining Extensive Reading

The term ‘*Extensive Reading*’ was originally coined in Palmer (1917) and since then, different terms have been used to refer to extensive reading; such as: “*Supplementary Reading*” [SR] (West, 1926/1955, p.26), “*Book Flood*” (Elley, 1981) or “*Uninterrupted Sustained Silent Reading*” [USSR] (Vaughan, 1982, p.69; Krashen, 1985, p.91; Krashen,1988), “*Pleasure Reading*” [PR] (Mikulecky, 1990; Trelease, 2006), “*Sustained Silent Reading*” [SSR] (Grabe, 1991), “*Reading because you Want to*” (Krashen, 1993a, p.X) or “*Free Voluntary Reading*” [FVR] (Hill & Holden, 1995), “*Free Reading*” (Mason & Krashen, 1997), “*Guided Independent Reading*” [GIR] (Hsui, 2000). Furthermore, the concept of extensive reading operates under a variety of alternative acronyms, including DEAR time (*Drop Everything And Read*); DIRT time (*Daily Individual Reading Time*); SQUIRT time (*Sustained Quiet Uninterrupted Reading Time*) (Trelease, 2006).

Although different terms are made, they have the same basis in theory which is in part as put by pioneers in the field (West, 1955; Palmer, 1964; Nuttall, 1982; Bamford & Day, 1997); to read rapidly and abundantly with focus on the meaning of

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the text rather than on the elements of the language. The major principle of extensive reading is therefore to get students to read as much as can be reasonably expected and, hopefully, to enjoy doing so.

Just as it is hard to find a name for extensive reading that satisfies everyone, Day & Bamford (1998, p.07) confirm that it is also ***“Hard to reduce it to a dictionary type definition”***. Hedge (2003) further points out that ***“There have been conflicting definitions of extensive reading”*** (Hedge, 2003, p.202). The possible definitions that have been attributed to extensive reading are, but not restricted to the following:

- Extensive reading is ***“Rapidly”*** (Palmer, 1921/1964, p.111) reading ***“Book after book”*** (Ibid, 1917/1968, p.137).
- Extensive reading means ***“Reading individually and silently for the purpose of enjoyment”*** (DeDebat, 2006, p.14).
- Extensive reading is ***“Reading for pleasure because without enjoying the reading process, it is very unlikely that the readers are going to expose themselves to the floods of written input”*** (kyung-Mi, 2011, p.134).
- Extensive reading is when students read large amounts of high interest material, concentrating on meaning, ***“Reading for gist”*** and ***“Skipping unknown words”*** (Long & Richards, 1971, p.216).
- Extensive reading is to ***“Flood”*** learners with large quantities of L2 material that is within learners’ linguistic competence, i.e., slightly below, at, or nearly above the full comprehension level of the reader (Day & Bamford, 1998, p.XI; Gee, 1999; Grabe & Stoller, 2002, p. 259).
- Extensive reading is of two types: ***“The first type where language learners read for meaning that focuses on input. The second type is to read for fluency development”*** (Nation, 2009, p.64).
- Extensive reading involves the independent reading of a large quantity of materials for information or pleasure. The prime focus of extensive reading is on the meaning of what is being used rather than on the language (Jacobs *et al*, 1990; Brown, 1994; Bamford & Day, 1997; Carrell & Carson, 1997;

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Lituanas *et al*, 1999; Richards & Schmidt, 2002, p.193; Day & Bamford, 2005). Students select their own reading material, and are encouraged to stop reading if it is not interesting or if it is too hard; they are also encouraged to expand their reading comfort zone (Day, 2003).

- Extensive reading refers to ***“The reading students do on their own with no help or guidance from the teacher ... you learn to read by reading, and the objective of extensive reading is exactly that: to learn reading by reading”*** (Paulson & Bruder, 1976, p.199).
- It is ***“The less rigorously supervised reading that pupils will do both in and outside the classroom. The texts read will normally be those of their own choosing, even though the teacher’s guidance will be crucial at the beginning”*** (Kembo,1993, p.36).
- Extensive reading is also defined as ***“The reading of large amounts of material in the second language over time for pleasure or interest, and without the addition of productive tasks”*** (Hafiz & Tudor, 1989, p. 04). This means students do self-selected reading with only minimal accountability, writing brief summaries or comments on what they read (Mason & Krashen, 1997). For example to take a book, a newspaper, a magazine and enjoy. No interruptions for questions or assessments; just read for pleasure (Trelease, 2006). In extensive reading the learner’s goal is sufficient understanding to fulfil a particular reading purpose, such as, the obtaining of information, the enjoyment of a story, or the passing of time (Day & Bamford, 2002).
- Extensive reading means to assist students to enjoy reading and to be able to read English texts fluently (West, 1955).
- Extensive reading is students reading a lot of easy, enjoyable books (Helgesen, 2005). It is a pleasurable activity which makes learning easier (Waring, 1997). Extensive reading varies according to students’ motivation, and school resources (Hedge, 2003, p.65).
- Extensive reading is the reading of graded readers (Bright & McGregor, 1970, p.65; Dubin & Olshtain, 1977, p.77; Broughton *et al*, 1978, p. 110; Stoller, 1986, p.65; Bamford, 1984b, p.03; 1987; Livingstone *et al*, 1987,

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pp.5-6). Students choose what they want to read and this increases their motivation and fosters them to engage in sustained silent reading (Susser & Robb, 1990; Davis, 1995; Krashen, 1995; Nation, 1997; Day & Bamford, 1998; Hitosugi & Day, 2004; Taguchi *et al*, 2004; Pigada & Schmitt, 2006).

- Extensive reading in language teaching terms is one of the ways of teaching reading (Yamashita, 2004) and teaching the language itself (Carrell & Carson, 1997).
- Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure and to encourage a liking for reading (Yamashita, 2008).
- Extensive reading is judged to be a teaching/learning procedure, it is based on **(a)** reading of large quantities of material or long texts; **(b)** for global or general understanding **(c)** within the intention of obtaining pleasure from the text **(d)** reading is individualized with students choosing the books they want to read (Based on Olshtain, 1976, p.39; Dubin& Olshtain, 1977, p.77; Grellet, 1981, p.04; Rivers, 1981, pp.37-278; Krashen, 1982, pp.164-167; Krashen & Terrell, 1983, p.134; Bamford, 1984a, p.04; Brumfit, 1984, p.84; p.21; Hedge, 1985, pp.vii,68-70; Barnett, 1989, p.169).
- Extensive reading aims at ***“acquisition rather than conscious learning, at fluency rather than accuracy”*** (Lindsay, 2000, p.168).
- Extensive reading is ***“The most beautiful silence on earth that of students engrossed in their reading”*** (Henry, 1995, p. XV).

In recent years, extensive reading has taken on a special meaning in the context of teaching foreign languages. It is recognized as an approach to foreign language teaching and learning in general, and as a method or procedure in the teaching and learning of foreign language reading in particular. This skill has gradually grown into a worldwide accepted practice in both ESL and EFL reading instruction programmes (Pino-Silva, 2006). With consideration of the before mentioned definitions, the focus in the present work is on extensive reading as ‘an

approach' to foreign language instruction in general and reading and vocabulary instruction in particular.

1.4. Extensive Reading Approach to Teaching/Learning Reading

Extensive reading as an approach to teaching/ learning reading has received worldwide acceptance from researchers, mainly because it has been proved to be efficient and beneficial for readers in many ways:

Foreign language students in academic preparation programmes must certainly master special skills for reading challenging academic texts. But unless they are also reading with fluency and confidence in the foreign language, they are unlikely to read broadly and deeply enough to achieve ... speculative thinking. An extensive reading approach can make such reading possible for students.

(Day & Bamford, 1998, p.45).

In this respect, a brief look at research shows that extensive reading is the most successful approach in foreign language education for students at all ability levels (Mason, 2004) (See 2.3.2.). A simple example is that extensive reading allows students to read, read and read some more. Particularly, this approach sees reading not merely as translation or as an ordinary skill, but as an activity that students do for a variety of personal, social or academic reasons (Day, 2003). An extensive reading approach *“Takes superior materials, clever teachers who love to read themselves, time and effort to develop the reading habit”* (Harris & Sipay, 1990, p.655).

As an approach to teaching reading, extensive reading is judged to be very different from usual classroom practice. According to Day & Bamford (2002) students accustomed to wading through difficult foreign language texts might be drown down when suddenly plunged into a sea of simple and stimulating material. For them, serious- minded students, for example, in thrall of the macho maxim of

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foreign language reading instruction, ‘*No reading pain, no reading gain*’, might not understand how reading easy and interesting material can help them become better readers. Moreover, extensive reading introduces students to the dynamics of reading as it is done in real life, by including such key elements of real-life reading as choice and purpose.

Because there is no consensus definition of extensive reading (Pan, 2009), this work presents extensive reading as defined by Day & Bamford (1998):

... An approach to learning to read a foreign language; extensive reading may be done in and out of the classroom. Outside the classroom, extensive reading is encouraged by allowing students to borrow books to take home and read. In the classroom, it requires a period of time, at least 15 minutes or so to be set aside for sustained silent reading that is for students -and perhaps the teacher as well - to read individually anything they wish to.

(Day & Bamford, 1998, p.07).

In brief, an extensive reading approach involves **a)** the reading of large amounts of L2/FL written material, **b)** for pleasure, **c)** with the purpose of learning to read by reading, and **d)** graded books appear to be the basic materials on which most programmes are based (Pino-Silva, 2006). A wealth of researches (Eskey, 1973; Dubin & Olshtain, 1977; Krashen, 1982; Hafiz & Tudor, 1989; Susser & Robb, 1990; Carrell & Carson, 1997; Nation, 1997; Day & Bamford, 1998; Hedge, 2003; Pigada & Schmitt, 2006) agrees on the idea that extensive reading approach is learner-controlled since students themselves are the ones “*Who select what to learn, who decide the sequence of learning according to their individual interest and ability*” (Pan, 2009, p.118).

The specific study of extensive reading was first launched by Palmer (1921) and West (1955), since then researches on extensive reading have undergone numerous changes due to the development of a number of theories and approaches. The many theoretical frames influencing extensive reading are the focus of the subsequent part of this work.

1.5. Theory, Background and Researches on Extensive Reading

Extensive reading is not a new idea; it has been well supported by many researchers who have related their results to well-established theoretical frameworks (**Appendix G**). Many researchers such as Vygotsky (1978), Krashen, (1982; 1985; 2004) and Smith (1983) share similar opinion with Lee (2007) who states that:

The consensus among researchers in this area [extensive reading] is that we acquire language by understanding messages, by being exposed to large quantity of print that is comprehensible and compelling, by joining a literacy club in which all the members are learning on a ‘social and collaborative basis’ with no risk of being evaluated and excluded.

(Lee, 2007, p.152).

Recently, renewed interest in extensive reading and its value has characterized the different research investigated in the field of applied linguistics. As a result, distinguished theories came into existence to explain the nature of extensive reading and the way it functions; these are the ‘*Input Hypothesis*’ and ‘*Schema Theory*’.

1.5.1. Input Hypothesis

This was first introduced by Krashen (1982; 1985) who also named it ‘*Comprehension Hypothesis*’ (2004). The input hypothesis theory makes a distinction between acquisition and learning as it is based on the fact that:

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Acquired system or ‘acquisition’ is the product of subconscious process very similar to the process children undergo when they acquire their first language ... the learned system or ‘learning’ is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language, for example knowledge of grammar rules.

(Quoted in Schutz, 2007).

Krashen (1989) claims that reading is the means to achieve language competence:

We acquire language by understanding messages...more precisely comprehensible input is the essential environmental ingredient ... to language acquisition, the best hypothesis is that competence in spelling and vocabulary is most efficiently attained by comprehensible input in the form of reading.

(Krashen, 1989, p.440).

In other words, learners can acquire language on their own provided that **a)** they receive adequate exposure to comprehensible language and **b)** it is done in a relaxed, stress-free atmosphere (Krashen, 1993a). Extensive reading satisfies both these conditions since it involves reading large amounts of relatively easy material and with little or no follow-up work or testing (Holden, 2007).

Hedge (2000) explains that Krashen’s input hypothesis (1985) posits that *“Language picked up, or acquired, when learners receive input from messages which contain language a little above their existing understanding and from which they can infer meaning”* (Hedge, 2000, p.10). For her the hypothesis makes a distinction between acquiring a language and learning it through conscious attention to language study. The acquisition process is parallel to that of a child learning its

first language. Harmer (1991) explains that Krashen's suggestion is that ***“If learners are exposed to a great deal of comprehensible input, i.e., roughly-tuned input represented by language which students hear or read and which is highly above their language level but still comprehensible, they can acquire language by themselves”*** (Harmer, 1991, p.34) and this is another assertion that extensive reading is the only approach that can provide such input.

Krashen (1993a) indicates that increasing the quantity of reading input can improve different language skills, such as reading comprehension, vocabulary recognition, sentence writing, listening comprehension and reading speed. He stresses that written language is simply too complex to master today by direct instruction. The huge amounts of input that can be gained by reading are necessary for L1 and L2 learners to acquire high levels of literacy. EFL learners are therefore ***“Urged to read independently by using the resources within their reach”*** (Hedge, 2003, pp. 200-201). In line with Krashen's theory, Pan (2009) states that:

L2 learners can understand the input language, which contains “i+1”. “i” refers to learners’ current level of competence, and “1” refers to a bit beyond the current level. Input Hypothesis maintains that being exposed to the language environment, learners can subconsciously acquire the language from the input they comprehend. Therefore encouraging various structures in extensive reading is beneficial for learners to transfer the input into intake, thus structural awareness can be developed distinctly.

(Pan, 2009, p. 115).

Extensive reading has been claimed to be very effective as a good source of providing quality input to EFL learners (Krashen 1993b; Day & Bamford 1998; Hedge, 2000; Maley 2005; Brown, 2009) and recently the notion of comprehensible input has been taken up with enthusiasm as it ***“Confirms the need for meaningful input which will engage learners in working with language at a level which is***

slightly above their competence” (Hedge, 2000, p.11). In addition to Krashen’s comprehension hypothesis theory, ‘*Schema Theory*’ has also been widely cited to support the underlying philosophy of the new, progressive approach to reading: extensive reading.

1.5.2. Schema Theory

Schema theory is “*A structured framework of knowledge about the world and the language*” (McCarthy, 1990, p.108). It is “*A theoretical metaphor for the reader’s prior knowledge*” (Grabe, 1991, p.384) and “*Structures for organizing information held in the memory*” (Cairney, 1990, p.86). In the same context, Carroll (1986) explains that “*Schema is a structure in semantic memory, and it specifies the general and expected arrangement of the information in the text*” (Carroll, 1986, p.231). Schema then is “*A mental structure*” (Nuttall, 1996, p.07) that helps readers expect what happens in the text by recalling related experiences and guessing words from the content. Carrell & Eiterhold (1983) relate schema theory to background knowledge⁴, which is called previous knowledge, in language comprehension. They point out that “*Learners catch meaning from their background knowledge when they read a text, and the background knowledge which they already have are schemata*⁵” (Carrell & Eiterhold, 1983, p.556). In this way, the reading process is a link between background knowledge and meaningful context.

In discussing the relationship between schema theory and EFL reading, Carrell & Eisterhold (1983) state that when readers fail to use their schema during reading they cannot understand what they read. They explain that “*The reading problems of the L2 reader are not due to an absence of attempts at fitting and*

⁴ Knowledge of the world in general or of life of their society, that people can assume to share as a framework for talking to one another. In other words, it refers to all the information, one has gathered in his brain about every thing and on different topics.

⁵ They are according to Rumelhart & Ortony (1977, p.101): “*Data structures for representing the general concepts stored in memory. They exist for generalized concepts underlying objects, situations, events, sequences of events, actions, and sequences of actions. Schemata are not atomic. A schema contains as part of its specification, the network of interrelationships that is believed to generally hold among the constituents of these concepts. Although it oversimplifies the matter somewhat, it may be useful to think for a schema as analogous to a play with the internal structure of the schema corresponding to the script of the play. A schema is related to a particular instance of the concept that it represents in much the same way that a play is related to a particular enactment of the play*”.

providing specific schemata ... rather, the problem lies in projecting appropriate schemata” (Carrell & Eisterhold, 1983,p.562). This theory has indeed contributed in extensive reading evolution, Day & Bamford (1998) in this connection state that schemata are effective during the comprehending process, and it helps readers recognize new information with previous knowledge. For them **“Schema theory provides one way of understanding how this organization of knowledge might be achieved”** (Day & Bamford, 1998, p. 15).

In reading, schemata are thought to be of different types: topical knowledge, socio-cultural knowledge and linguistic knowledge and it is in extensive reading that readers develop all these knowledge because they are **“provided opportunities to understand the world, the society and the people from other ethnic groups”** (Celce-Murcia & Olshtain, 2000, p102). Extensive reading, thus, provides an excellent means of building schema: **“The more reading done, of the greatest informational variety and range of purposes, the quicker the reader will achieve ... the capacity for reading, refining, and connecting diverse arrays of cognitive schemata”** (Grabe, 1986, p.36). Without some schema into which it can be assimilated, an experience is incomprehensible, and therefore, little can be learned from it (Anderson, 1999).

Nevertheless, and when involved in reading readers **“need more than just a random collection of vocabulary knowledge, world knowledge, linguistic knowledge, and so on, in order to construct meaning”** (Day & Bamford, 1998, p.15). They in fact build meaning from reading materials and meaning remains in the reader’s mind not in the printed text:

To comprehend written language, we rely on our ability to recognize words, phrases, and sentences (Bottom-up⁶ or

⁶ Carrell (1998, p.101) defines ‘Bottom-up’ processing as **“Decoding individual linguistic units ... and building textual meaning from the smallest units to the largest, and then modifying pre-existing background knowledge and current predictions on the basis of information encountered in the text”**. For Carroll (1986, p.367) bottom-up processing is **“Analyzing the stimulus input and using that interpreted input”** for higher levels of analysis. As put by DeDebat (2006, p.08) **“Bottom-up processing, so called because it focuses on developing the basic skill of matching sounds with the letters, syllables, and words written on a page ... the bottom-up approach is associated with a teaching methodology called phonics”**.

text-driven processing), as well as on our background knowledge related to the content of what we are reading (top-down⁷ or conceptually-driven processing). These two processes interact as we read, resulting in a degree of comprehension.

(Gebhard, 2006, p.195).

Extensive reading thus needs to be an integral part of any English language curriculum (Day & Bamford, 1998; Susser & Robb, 1999; Waring, 2009a; Grabe, 2010) and its place in the English curriculum should be reinforced so that teachers can expect from their students to ‘*come to read English not only skilfully, but with pleasure as well*’.

1.6. Extensive Reading and the EFL Curriculum

The important role extensive reading plays at all stages of the foreign language reading curriculum is well documented (Nuttall, 1982; 1996; Hedge, 1985; Mikulecky, 1990; Bamford & Day, 1997; Day & Bamford, 1998; 2002; Hsui, 2000; Waring, 2006). Day & Bamford (1998, p.31) for example state that:

Foreign language reading teachers may accept a bleak, wintry classroom as inevitable, given the reality of the task to be accomplished. Nevertheless, out of sight is a garden where it is always spring. If students can enter that garden, then the whole undertaking of learning to read is transformed. Extensive reading can be the key to the secret garden.

It is first of all crucial to find ways how to integrate extensive reading into the curriculum so that direction and purpose of extensive reading will be in

⁷ Nuttall (1996) describes the top-down approach succinctly as “*An analysis with an ‘eager eye view’ of text*” (Nuttall, 1996, p.17). For Day & Bamford (1998, p.12) “*Bottom-up processing are (text driven) and top-down processing are (concept-driven)*”. According to Hudson (1998) poor readers rely heavily on context strategy in order to interpret a text. He argues that the top-down approach is a slower process because the reader must draw heavily on her sociolinguistic knowledge in addition to the interpretation of text meaning. DeDebat (2006, p.08) explains “*Top-down processing, focuses on the background knowledge reader uses to comprehend a written text ... the top-down approach is associated with schema theory*”.

compliance with the aims and objectives of the school (Waring, 2006). Appropriate goals for extensive reading should be set based on the results desired and the amount of reading that will be done. Just as there is no specific form that extensive reading must take, neither is there a precise way to go about setting up a programme, it is only *“The particular circumstances for a school or institution [that] will in part determine how extensive reading is integrated into the curriculum”* (Day & Bamford, 1998, p. 43).

Extensive reading can indeed be blended into any EFL curriculum, regardless of that curriculum’s methodology or approach: *“There are many ways how to connect extensive reading with the general English language programme, for example to relate topics of the coursebook to a reader, to use a reader for listening work or intensive reading...”* (Hedge, 1985, p.79). It is widely argued that there is no dichotomy between the use of an extensive reading approach and other approaches to the teaching of foreign language reading⁸ (Pan, 2009). Extensive reading can thus be integrated into the foreign language curriculum in a variety of ways, from a standalone course to an extracurricular club activity. In this respect, we present brief scenarios to illustrate how extensive reading can take different forms and produce different outcomes in different environments (**Appendix H**). Four broad ways of including extensive reading in a foreign language curriculum are:

1. As a separate, stand-alone course
2. As part of an existing reading course
3. As non-credit addition to an existing reading course
4. As an extracurricular activity.

a) As a separate course: This involves basically what the establishing of any other course does: a teacher, a syllabus, a classroom, materials, and a set slot. And just as with other courses, the amount of time devoted to the extensive reading course has to be calculated in relation to the overall goals of the entire foreign language curriculum. It could vary, for example from a single 50 minutes period once a week to five times a week for 50 minutes each meeting.

⁸ Intensive and skills-based reading (Porcaro, 2005).

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- b) *As part of an existing reading course:*** This involves building into an existing course a certain amount of extensive reading (e.g., the reading of a certain number of books per week or per semester, both in class and for homework). In addition to in-class reading, time is set aside in the reading class for extensive reading related activities such as students' oral book reports (this was our choice to carry on the emperial phase).
- c) *As non-credit addition to an existing reading course:*** Students are encouraged to read according to their interests and for their own enjoyment. It is an optional assignment and not a formal part of the course. Exactly how much attention is given to extensive reading as an optional supplement depends on the attitude of the teacher. If a teacher is firmly committed to extensive reading and promotes it actively, then students generally catch the teacher's enthusiasm and are drawn to doing it.
- c) *As an extracurricular activity:*** Optional extensive reading can also take the form of an extracurricular reading club, not connected to required courses in the curriculum. Such an extensive reading club can be open to anyone in the language programme, regardless of level, and all can be encouraged to join. Like other extracurricular activities, the extensive reading club meets after school. The teacher in charge treats it like any other after-school activity.

(Adapted from Day & Bamford, 1998, pp.40-42)

Sharing the same view, Waring (1997) claims that teachers can maintain Sustained Silent Reading sections in their classrooms where members of a class read self-selected material. This ensures that all students read individually at the same time, and gives the teacher time to speak with students about their reading, and to administrate the programme. It is advisable that, on occasions, the teacher also reads at this time to provide a model for the students. The students are not reading simply for the sake of reading, they are improving their fluency, learning new words, collocations, patterns and so on.

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It is important to note at this level that despite many researchers' general consensus that extensive reading has positive impact on the students' language acquisition, its use has been limited to a recommended, extracurricular activity. Recently, however, many advocates of extensive reading have claimed its usage as an important part of the curriculum demonstrating its positive influence on students' learning.

Integrating extensive reading in the curriculum is challenging and needs prior mapping in terms of time, goals and materials. In other words; it is necessary to decide ***“how to connect extensive reading to the main course, how to use graded readers and how much time to devote to extensive reading”*** (Hedge, 1985, p.75). As to how much class time should be devoted to extensive reading to develop good reading habits, Hedge (1985) refers to the overall amount of time in an English course and the intensity of a course as the main criteria. In the same line of thought, Schell (1991) states that: ***“The amount of time spent in actual reading may be the most important factor in reading growth”*** (Schell, 1991, p.115).

Nevertheless, a necessary consideration in extensive reading is that ***“The reading should be motivated and then regularly monitored, so that rhythms of reading are built up and class interaction on the reading developed”*** (Gail & McRae, 1991, p.05). A supportive reading climate is also indispensable, since pleasurable experiences happen only in classrooms ***“Free of hassles and interruptions, and a relaxed atmosphere in which all the students know what is expected of them are prerequisites for the effective implementation of Guided Independent Reading”*** (Hsui, 2000, p.34). Not less important is to convince students of the value of extensive reading and to aid them understand that ***“The class will be conducted differently from their other reading classes. They should realize that although extensive reading is not a method that they are used to, it is intended to help them develop into more fluent foreign language readers”*** (Welch, 1997, p.53).

Simply put, if extensive reading is facilitated it can ideally be an integral part of the curriculum, enhance the learners' reading ability and general English

levels and have knock-on effects on their writing skills, spelling, grammar and speaking (Waring, 2009b). It is essential, then, for extensive reading to receive greater attention from EFL teachers and students alike.

1.7. Extensive Reading Programme

Setting- up an extensive reading programme is not very different from other programmes. Renandya (2007) refers to Davis (1995) definition of extensive reading programme, stating that:

An extensive reading programme is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleurably, at their own level, as many books as they can, without the pressures of testing or marks ... and it is up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available.

(Renandya (2007, p.134).

In extensive reading programmes, students read relatively simpler materials than in intensive reading programmes, and they are not usually required to demonstrate understanding to a degree as detailed as they would in intensive reading programme. Instead, students are expected to read large amount of texts while enjoying reading (Yamashita, 2004). What is important to consider in any extensive reading programme are goals of the programme itself, i.e., what is intended to be achieved by the end of the programme. A good idea according to experts (Hedge, 1985; Bamford & Day, 1997; Hill, 1997; Porcaro, 2005) is to give students an overview of the goals of the extensive reading programme, as many of these are different from goals of other approaches to the teaching of foreign language reading.

Extensive reading programme in general is usually administered to *“develop good reading habits, to build up knowledge of vocabulary and structure, and to*

encourage a liking for reading” (Richards & Schmidt, 2002, pp.193-194). Briefly stated, the possible goals in extensive reading are that students will:

- 1- Have a positive attitude towards reading in the foreign language
- 2- Have confidence in their reading
- 3- Have motivation to read in the foreign language
- 4- Read without constantly stopping to look- up unknown or difficult words in the dictionary
- 5- Have increased their word recognition ability
- 6- Know for what purpose they are reading when they read
- 7- Read at an appropriate rate for their purpose in reading
- 8- Know how to choose appropriate reading materials for their interests and language ability.

(Day & Bamford, 1998, pp.45-46).

The extent to which these goals will be successfully met depends on involvement of the participants and duration of the extensive reading programme. Students must therefore *“Develop the habit of reading massive amounts”* (Mikulecky, 1990, pp.13). A basic consideration that is usually shared between different programmes is to *‘think big and start small’* (Porcaro, 2005), and this is also applicable to extensive reading especially when it is introduced in the classroom for the first time.

Another major consideration is the necessity of a sensitive, careful orientation to the goals of the programme and guidance in the methodology of extensive reading. It is important to explain the rationale, purposes and procedures of extensive reading at the early beginning of the programme, i.e., *“Laying the groundwork”* (Dupuy, Tse & Cook, 1996, p.10) for extensive reading. An orientation to extensive reading as put by Day & Bamford (1998, p.124) can include the following elements:

- *Principles and Theory*
 - We learn to read by reading.
 - Research results.

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- **Goals**
 - To develop a large sight vocabulary.
 - To increase general vocabulary knowledge.
 - To enjoy reading.
- **Procedure**
 - Reading large quantities of self-selected, easy texts.
 - Reading fluently without a dictionary.
 - Class activities (e.g., sustained silent reading, oral book reports).
- **Requirements**
 - Specific amount to be read.
 - Records and reports to be written.
- **Materials**
 - The system of levels (grades).
 - Availability and check-out procedures.

Moreover, part of the general orientation to extensive reading is to make students familiar with the difference between extensive reading programme and other foreign language reading programmes and approaches. For extensive reading to be successful it is assumed that careful orientation alone is not sufficient, other factors are to be taken into account. For example:

- The programme should match the curriculum (Waring, 2009a).
- ***“Organizing the programme, establishing routines and expectations, selecting reading materials, implementing interactive activities, and monitoring progress and accountability”*** (Hsui, 2000, p.33).
- Sufficient planning or resources (Day & Bamford, 1998; 2002)
- Students’ different experiences, interests, motivation, intellectual capacities, states and levels of maturity should all be considered (Hedge, 1985).
- Teachers and educational planners have ***“to become convinced of the enormous boost such a programme can give to their pupils’ command of the language in order to feel it worthwhile committing the resources required”*** (Davis, 1995, p.331).

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In the same context, Elley (1991, pp.378-9) attributes the success of an extensive reading programme to five factors: *“Extensive input of meaning print, substantial learning, the integration of oral and written activity, focus on meaning rather than form, high intrinsic motivation”*.

Generally speaking, language programmes that do not have extensive reading or graded reading component of massive comprehensible sustained silent individualized language practice will unfortunately as put by Waring (2009a) hold back their learners. Nevertheless;

Any ESL, EFL, or L1 classroom will be the poorer for the lack of an extensive reading programme of some kind, and will be unable to promote its pupils' language development in all aspects as effectively as if such a programme were present.

(Davis, 1995, p.335).

Last and not least, one of the main desirable outcomes that designers of extensive reading programmes aim to attain is what Bamford (1993) eloquently expresses stating the following: *“The end is the time when students are silently at one with the written word while seated at a desk at school, standing on a crowded train, or stretched out on the floor at home over an open book, unaware that the written words are in English”*. This aim can, however, not be achieved unless the principles of extensive reading are thoroughly respected and its characteristics are carefully applied.

1.7.1. Principles and Characteristics of Extensive Reading

A widely accepted fact among educators and researchers (Elley, 1991; Davis, 1995; Walker, 1997; Bell, 1998; Renandya *et al*, 1999; Alderson, 2000; Hedge, 2000; Day & Bamford, 2002; Bamford & Day, 2004) is that the success of any extensive reading programme is only guaranteed if the necessary principles and characteristics of extensive reading are present in the programme. These

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characteristics representing all together the core of extensive reading and a source of guidance for teachers are described by Hedge (2000) as follows:

- Reading large quantities of material, whether short stories and novel, newspaper or magazine articles, or professional reading,
- Reading consistently over time on a frequent and regular basis,
- Reading longer texts (more than a few paragraphs in length) of types listed in the first point above,
- Reading for general meaning, primarily for pleasure, curiosity, or professional interest,
- Reading longer texts during class time but also engaging in individual, independent reading at home, ideally of self-selected materials.

(Hedge, 2000, p.202 cited in Pan, 2009, p.114).

Day & Bamford (1998) on their part identified a number of principles that they related to extensive reading:

- 1- Students read as much as possible, perhaps in and definitely out of the classroom
- 2- A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways
- 3- Students select what they want to read and have the freedom to stop reading material that fails to interest them
- 4- The purposes of reading are usually related to pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interest of the student
- 5- Reading is its own reward. There are few or no follow-up exercises after reading
- 6- Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look-up words makes fluent reading difficult
- 7- Reading is individual and silent, at the student's own pace, and outside class, done when and where the student chooses

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- 8- Reading speed is usually faster than slower as students read books and other material they find easily understandable
- 9- Teachers orient students to the goals of the programme, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the programme
- 10- The teacher is a role model of a reader for students- an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

(Day & Bamford, 1998, pp.07-08).

The ten principles for Day & Bamford (1998) which have been revised and expanded in Day & Bamford (2002) complement the principles for teaching foreign language reading offered by Williams (1986) years ago and which remain stimulating. For example, the fifth principle in Williams (1986, p. 44): ***“Teachers must learn to be quiet: all too often, teachers interfere with and so impede their learners’ reading development by being too dominant and by talking too much”*** summarizes Day & Bamford’s (1998) principles (number 9 and 10).

The first principle for Day & Bamford (2002) simplifies the ‘*extensive*’ of extensive reading. There is in fact no limit for reading; as expressed by Gilner & Morales (2010, p.15): ***“How much reading is actually done or required will vary from student to student and from programme to programme”***. A book a week is probably the minimum amount of reading necessary to achieve the benefits of extensive reading and to establish a reading habit (Hill, 1992; Nation & Wang, 1999).

For the second principle and on finding what students are interested in reading, Williams (1986, p.42) advised teachers in these words: ***“Ask them what they like reading in their own language, peer over their shoulders in the library...”***The ease of reading material marks the difference between learning to use the language and studying about the language (Waring, 2006) and it also encourages a flexible approach to reading (Bamford & Day, 2004).

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As for the third principle, freedom of choice means that students read materials they choose themselves and they expect to understand and enjoy. Self-selection of reading material is the basis of extensive reading and students can stop reading the material whenever they feel it less interesting or difficult (Hitosugi & Day, 2004; Bamford & Day, 2004). This encourages students to become responsible for their own learning.

The fourth principle emphasizes the idea that extensive reading gives opportunity to student's personal experience. Indeed, reading different materials for various purposes makes reading more enjoyable and this varies from one student to another and from one material to another. As argued by Bamford & Day (2004) the language learning benefits of extensive reading come from quantity of reading. Students thus read as much as possible materials not only they understand and like but also they judge relevant to the purpose of reading which is ***“Usually related to pleasure, information, and general understanding. In contrast to academic reading and intensive reading, and the detailed understanding they require, extensive reading encourages reading for pleasure and information”*** (Bamford & Day, 2004, p.02).

Principle number five argues the idea that extensive reading is an experience complete in itself. Researchers such as Hitosugi & Day (2004) and Powell (2005) explain in this context that the goal in extensive reading is for students to experience reading and they are not required to show their understanding. Bamford & Day (1997) further recommend that there are few or no follow-up exercises (comprehension questions) to be completed after extensive reading in order to encourage rather than discourage further reading (See 4.6.).

The sixth principle clarifies one of the basis ingredients of extensive reading; to read easy materials without the aid of a dictionary. They must be reading texts they find easy and enjoyable at every step of the way. They have not to struggle with difficult texts: ***“There should be no more than one or two unknown vocabulary per page for beginners and no more than four or five for intermediate***

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learners” (Bamford & Day, 2004, p.02). Research findings in this respect suggest that self-selection of extensive reading materials is, indeed, one way to promote learner autonomy (Mason, 2006; Imrie, 2007), expecting of course that students know at least 98% of the words in the text (Hu & Nation, 2000).

Principle seven implies that extensive reading is private and silent as contrasted with other types of guided and aloud reading. Extensive reading is done in the students’ own time, when and where the student chooses (Hitosugi & Day, 2004). This can be in or out of class where and whenever possible. Thus, together with freedom to choose reading material, individual silent reading can be instrumental in students discovering how foreign language reading fits into their lives (Bamford & Day, 2004).

Principle eight puts into question the matter of speed in extensive reading which is usually faster rather than slower because learners read material that they can easily understand, and this encourages fluent reading: ***“Speed, enjoyment and comprehension are closely linked with one another”*** (Nuttall, 1996, p.128). In extensive reading, students are involved in the fast reading of a large amount of longer, easy-to-understand materials (Powell, 2005) and they are encouraged to ignore or guess at the few unknown language items they may meet. Instead, it is suggested for students when they encounter unknown words to ignore them or guess their meanings (See 4.2.2.2.).

The ninth principle emphasizes the importance of teacher’s participation in the extensive reading programme, first by introducing it to students and orienting and guiding them to its goals. In introducing extensive reading the teacher is supposed to make students feel at ease explaining that reading extensively leads not only to gains in reading proficiency but also to overall gains in language learning (Bamford & Day, 1997). Orientation is a crucial step to guarantee students involvement in the programme (See 1.7.), it leads the teacher to help students select what they enjoy reading and guidance implies a sharing of the reading experience, which leads to the final principle of extensive reading.

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The last principle calls for teacher-students cooperation in the extensive reading programme and the indispensable role of the teacher in making of the classroom a supportive setting where himself and his students read and read a great deal. Being an active participant in extensive reading, the teacher will help increase students motivation to read and enjoy reading, as Alderson (2000, p.54) notes: ***“It is very difficult to induce intrinsic motivation-it has to come from the readers-undisturbed by an externally imposed task- who are reading for their own enjoyment or satisfaction ... it is the learners’ intrinsic motivation that helps them achieve higher level of understanding”***.

The programme can be an occasion where materials are read, books are discussed and pleasure from reading is shared between students themselves and their teacher who takes part in the programme. With reference to all that has already been stated, we will try in this study to apply Day & Bamford’s (1998) ten principles of extensive reading identified to be efficient with most successful extensive reading programmes in foreign language settings.

1.7.2. Materials for Extensive Reading

An extensive reading material can be any material in English that is easy enough for students to read with overall comprehension (Ono, Day & Harsh, 2004). Materials for extensive reading include children’s books, comic books, online texts, e-books, short stories, novels, newspapers, magazines...etc.

The key element in the success of extensive reading is having access to a large quantity of reading materials geared to an individual’s level of proficiency and interest (Williams, 1986; Collie & Slater, 1987; Day & Bamford, 1998; Leung, 2002; Gilner & Morales, 2010). The idea in extensive reading is that students read material at the *i minus 1* level; that means not more than 02%-05% unknown words per page. Day & Bamford (1998), Smith & Krashen (2009) and Gilner & Morales (2010) share the same opinion that students read at the *i minus 1* level; as this provides ***“Opportunity to focus on meaning and the content covered with- in the pages of the material, to learn from and be entertained by what they read”*** (Smith &

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Krashen, 2009, p.148). Nonetheless and in order for language acquisition to take place optimally, input needs to be more than comprehensible, it needs to be interesting, motivating or even compelling (Lee, 2005; Krashen, 2007).

The selection of appropriate and interesting texts seems to be crucial for the success of extensive reading because ***“In the absence of interesting texts, very little is possible. An obvious principle, but one which is often forgotten. Interest is vital, for it increases motivation, which in turn is a significant factor in the development of reading speed and fluency”*** (Williams, 1986, p.42). Supporting this view, Brumfit (1986) mentions the general criteria of texts’ selection: ***“Linguistic level, cultural level, length, pedagogical role, genre representation, and classic states also referred to as ‘face validity’”*** (Brumfit, 1986, p.189). Choosing a material for extensive reading involves also: ***“Looking through various titles, scanning through books, and, skimming over a few pages to check to see if it is accessible and likely to be interesting to read. In accepting or rejecting reading material, students develop internal judgement criteria that they use to assess language input”*** (Gilner & Morales, 2010, p.17).

Before any selection, the reader should keep in mind that materials are of various types and dedicated to different purposes. Simenson (1987, pp.42-43) for example classifies materials into three types: ***‘authentic’*** (not written for language learners and published in the original language); ***‘pedagogic’*** (specifically written for language learners with various types of control placed on the language); and ***‘adapted’*** (adapted from authentic texts). Other materials include: ***‘graded’***; they represent ‘high interest low vocabulary books’, ***‘Young adult literature’*** (Reed, 1985), described as high interest-easy reading, or ***“Easy read books”*** (Abrahamson & Conlon, 1988, p.686). In addition, Walter (1986) includes texts both ***“shortened and slightly adapted”*** (Walter, 1986, p. ix).

Undoubtedly, there are different kinds of good reading materials available for EFL students; what matters in extensive reading is to find the ones that would be simple in language and concept; what is known as : ***‘Language Learner Literature’***.

1.7.2.1. Graded- simplified Materials

Graded readers, sometimes called ‘readers’ or ‘basal readers’ or ‘simplified reading’ have long been the main interest of researchers in the field of extensive reading. Many studies advocate the use of graded readers as a vital part of an EFL reading programme (Smith & Krashen, 2009). The development of these materials is traced back to *“The late fifteenth century when they were written for learners of Latin”* (Kelly, 1996, p.141). Here are different definitions of graded readers:

- a. Graded readers are simply books, fiction and nonfiction, in which the content is controlled to match the language ability of learners. A useful source of language learner literature, reading material written for an audience of language learners, is graded readers (Ono, Day & Harsh, 2004).
- b. Readers are short books between 15-130 pages, the language of which is simplified or abridged to make the book easy for language learners to read and understand (Waring, 2007), and are available in various genres. They are:

Books written specifically for language learners to develop their reading ability. They are made easy to read by simplifying the vocabulary and grammar so that the learner can easily understand the story. Graded Readers are not children’s books but in general they are books for adult language learners.

(Waring, 1997, p.08).

- c. Graded readers have a controlled grammatical and lexical load, and provide regular and sufficient repetition of new language forms (Wodinsky & Nation, 1988). A graded reader is a book *“written at a grading scheme, whether it is a simplified version of a previously written work or an original work written in simple language”* (Hill & Thomas, 1988, p.44).
- d. Maley (1988, p.03) states that *“Shortened, simplified, abridged and adapted- readers have been with us from the dim mists of primeval English language”*.

In this work we will refer to graded readers as they are simply put, *“A superb source for learning and teaching English”* (Hill, 2001, p.300). Indeed the

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rationale behind using graded materials is to allow the reader to read without difficulty because graded reading involves the reading of materials which have been made easy to read. The most outstanding series of graded readers are The Oxford Book Worms Library, The Cambridge English Readers, The Macmillan Heinemann ELT Guided Readers and Penguin. As noted by Porcaro (2005) ***“All of these publishers provide teachers’ materials in the form of detailed guided, handbooks, activity worksheets, and other support materials, most of which are provided free of charge”*** (Porcaro, 2005, p.197).

The terms graded readers and extensive reading are often used interchangeably; extensive reading is sometimes called graded reading and vice-versa. There are, however, important differences between the two as Waring (1997) explains extensive reading requires fluent reading while graded materials can be used for extensive reading or intensive reading and that extensive reading sees pleasure as a general leading to increased motivation. Graded reading has a specific purpose: for readers to read enough material at one level to develop sufficient fluency and other forms of linguistic knowledge to enable them to move to a higher level.

While there is no reason why extensive reading should be limited exclusively to graded readers, these simplified texts have been shown to have a number of benefits. In this context, different experiments have shown the positive effect of simplified reading on learners’ vocabulary, writing and reading fluency (Hafiz & Tudor, 1989; 1990, Tudor & Hafiz, 1989; Tsang, 1996). Nevertheless, graded readers meet the requirement necessary for the input to be relevant for language acquisition (it must be comprehensible and interesting) as confirmed by Kitao *et al* (1990) and Smith & Krashen (2009).

Day & Bamford (1998) insist that it is first necessary to be clear about what is meant by simplified texts, as the product of simplification goes by many names: simplified, graded, abridged, adapted, and pedagogical. In this context Widdowson (1979) defines simplification as ***“The process whereby a language user adjusts ... language behaviour in the interests of communicative effectiveness ”***

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(Widdowson, 1979, p.196). Simplification according to Day & Bamford (1998, pp.56-57) can be used to develop at least two different types of foreign language reading materials:

- a- *Texts simplified from first language original:*** This type often uses classics whose copyrights have expired and that are in the public domain (in English: *Adventures of Tom Sawyer, Sindbad the Sailor...*). This is what Widdowson (1978) calls a **“Simple account”** (Widdowson, 1978, pp.79-89-91).
- b- *Texts written specifically for foreign language learners:*** This way involves retaining in general terms the form and language of the original text, but bridging, replacing certain parts or structures with simple ones, perhaps recording certain parts for clarity, and sometimes elaborating on difficult concepts. Widdowson (1978) calls this **“Simplified version”** (Widdowson, 1978, pp.79-88-89). Just as in rewritten and adapted first language texts, the words, structures, and text types of simple originals are determined by the particular level of the students for whom the text is intended. In extensive reading, it is very common that teachers use graded reader because:

Whatever their origin- simple account, simplified version, or simple original- simplified materials are developed and used for foreign language reading for one inescapable reason: beginning and intermediate foreign language students need them and yet, reflecting the cult of authenticity, simplified materials are rarely considered for what they are- a positive contribution to reading instruction and language learning.

(Day & Bamford, 1998, p.57).

Graded readers are unfortunately not always well written and teachers may be confused whether or not to use them for extensive reading. Texts made-simple are generally considered to be unnatural, unreal, bland, and a pedagogical dead end. These materials can be **“Poorly written, uninteresting, and hard to read, and can lack normal text features such as redundancy and cohesion”** (Ibid). Nuttall (1996)

adds: *“However good a simplification is, something is always lost; this is why some teachers refuse to use simplified versions”* (Nuttall, 1996, p.178). The big problem with graded material is to do generally with either language or context,

Whatever the source of the problem, language or context, the result is the same. By focusing too much on simple language or the content of the original text, writers of simplified texts pay less attention to the essence of writing: communicating with an audience. This has led to the well-justified consensus that simplified material is not normal discourse (text written for communication), and is therefore less than good practice for learning to read.

(Hill, 1995, p.17).

Despite some shortcomings of graded readers, the ultimate goal of these materials is to do so much of reading that enables the learner to deal fluently with native level texts or authentic materials.

1.7.2.2. Authentic Materials

One among the different contributions of the 1970s Communicative Language Teaching (CLT) has been the ‘*authenticizing*’ of language instruction. The step-by-step focus on form that characterized traditional teaching was replaced by the use of real language (Bamford & Day, 1997) and natural authentic texts written by and for native speakers were introduced in most foreign and second language reading classrooms.

The cult of authenticity did not in fact arise in a vacuum; *“Part of its prominence can be traced to the nature of what may seem to be the only alternative to authentic texts: simplified materials”* (Day & Bamford, 1998, p.56). Longman Dictionary of Language Teaching and Applied Linguistics defines authentic as: *“The degree to which language teaching materials have the qualities of natural speech or writing”* (Richards, Platt & Platt, 1992, p.27). In this view, simplified and

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authentic are not mutually exclusive opposites. Rather, a simplified text can be judged in terms of whether it has the natural qualities of authenticity. It is therefore no paradox for Alderson & Urquhart (1984) to state ***“We are committed to believing that simplified texts can be authentic”*** (Alderson & Urquhart, 1984, p.198).

There is indeed no consensus as to the meaning of authentic; Scarcella & Oxford (1992) for example note that ***“Authentic language is considered unedited, unabridged text that is written for native ... speakers”*** (Scarcella & Oxford, 1992, p.98). On their part, Little *et al* (1994) define an authentic text as ***“A text that was created to fulfil some social purpose in the language community in which it was produced”*** (Little *et al*, 1994, p.23). Yet, Widdowson (1976) argues that authenticity is not a quality of text at all; instead; ***“Authenticity ... is achieved when the reader realizes the intention of the writer”*** (Widdowson, 1976, p.264).

For Bamford & Day (1997) authentic means ‘*written by and for native speakers*’. They explain that what makes texts written by and for native speakers authentic is that they are instances of communication between writer and intended audience. Swaffer (1985) offers a more detailed definition of authentic texts:

For purposes of the foreign language classroom, an authentic text ... is one whose primary interest is to communicate meaning. In other words, such a text can be one which is written for native speakers of the language to be read by other native speakers (with the intent to inform, persuade, thank, etc) or it may be a text intended for a language learner group.

(Swaffer, 1985, p.17).

Silberstein (1994) shares the same opinion with Swaffer (1985) in stating that ***“Reading texts, even those which are edited, can and should be authentic”*** (Silberstein, 1994, p.111). These texts:

Should be authentic in the sense that they resemble the ‘real world’ texts students will encounter ... in terms of ... syntax, discourse structure, vocabulary and content ... at all proficiency levels, we want students to be engaged with texts that are “authentically” similar to those which represent their reading goals.

(Ibid, 103).

Simply put, an authentic text is one *“Written to say something, to convey a message”* (Williams, 1984, p.25). It is the type of texts written for native speakers of the language and not for foreign language readers. Many researchers (Widdowson, 1976; Grellet, 1981; Williams, 1984; Clarke, 1989; Nuttall, 1996; Day & Bamford, 1998; Hedge, 2003) argue that it is important to use authentic texts in language teaching-especially for extensive reading- because they are considered interesting, engaging, actually enlightening, relevant and motivating:

- Grellet (1981) states that *“It is important to use authentic texts whenever possible”* (Grellet, 1981, p.07).
- Widdowson (1976) credits authentic language stating that *“There is no such thing as authentic language data”* (Widdowson, 1976, p.270).
- Williams (1984) explains *“If the learner is expected eventually to cope with real language outside the classroom, then surely the best way to prepare for this is by looking at real language inside the classroom”* (Williams, 1984, p.25).
- Nuttall (1996) writes *“Authentic materials not only motivate students but exhibit the characteristics of true discourse: having something to say, being coherent and clearly organized”* (Nuttall, 1996, p.177).
- Authentic materials have become, *“Almost a categorical imperative, a moral sine-qua-non of the language classroom”* (Clarke, 1989, p.73).

Authentic materials have the advantage of presenting language as it is used in real life. They may, however, not be appropriate for learners due to linguistic difficulty. Rivers (1981) states that: *“When average students encounter ungraded*

material too soon, they are usually forced back into deciphering with the aid of a dictionary, and valuable training in the reading skill is wasted” (Rivers, 1981, p.37-38). A possible solution is *“To simplify the authentic material by omitting or replacing difficult or unnecessary vocabulary by easier ones and re-organizing the text structure”* (Williams, 1984, p.28) or by *“Assigning easy comprehension tasks”* (Spratt *et al*, 2005, p.23).

Nuttall (1996) claims in this token that *“An authentic material is the ideal, but if you cannot find enough at the right level, you will have to use simplified or specially written materials to begin with”* (Nuttall, 1996, p.178). Whether to use authentic or simplified materials depends on the purpose of the reading. Simplified materials are made easy in order to improve learners reading fluency and confidence; they are thus suitable for extensive reading (Waring, 2007) and authentic materials are said to be more appropriate for intensive reading.

Briefly speaking and as expressed by Day & Bamford (1998, p.58): *“What foreign language readers actually need for extensive reading are texts that combine the desired features of authentic texts (their authenticity) and simplified texts (their simplification), in other words, texts that are both authentic and appropriately simple”*. Our EFL students need materials especially written for them, materials that aid them build their confidence, develop their reading skills and mainly help them benefit from extensive reading.

1.8. Extensive Reading Benefits

An impressive body of evidence has recently appeared in favour of extensive reading and its importance as an efficient instructional approach. The benefits of extensive reading are manifold and wide-ranging as reflected by outcomes of programmes that used extensive reading approach in ESL/EFL contexts (See Appendices G & H).

Grabe (1991) in discussing the benefits of extensive reading states that *“Longer concentrated periods of silent reading build vocabulary and structural*

awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation” (Grabe, 1991, p. 396). Furthermore, it is argued that if set-up and carried-out appropriately, extensive reading will not only help students learn to read in the foreign language, but it will also lead them to enjoy reading. It can even play an important role in *“Developing the components upon which fluent foreign language reading depends; a large sight vocabulary; a wide general vocabulary; and knowledge of the target language, the world, and the text types”* (Day & Bamford, 1998, p.16).

As research findings continue to accumulate, the benefits of extensive reading are becoming better defined and more clearly understood (Gilner & Morales, 2010). In this section gains from extensive reading are presented in two rubrics: cognitive gains (reading ability, vocabulary, language and linguistic competence) and affective gains (attitudes and motivation). We will therefore provide a review of researches that have been undertaken to illustrate these gains.

1.8.1. Cognitive Gains

Extensive reading is believed to be particularly crucial in aiding the development of readers’ language abilities, linguistic competence and reading skills. It is also widely documented that extensive reading helps a lot in developing the three most important components of fluent reading: a large sight vocabulary (words that can be recognized quickly and effortlessly), a sizable general vocabulary, and knowledge of the target language and the world (Renandya & Jacobs, 2002).

1.8.1.1. Reading Ability and Vocabulary

Many studies claim benefits in reading ability among students who have been engaged in extensive reading (Elley & Mangubhai, 1983; Robb & Susser, 1989; Hafiz & Tudor, 1989, 1990; Elley, 1991; Lai, 1993a; 1993b; Cho & Krashen, 1994; 1995a; 1995b; Bamford & Day, 1997; Waring, 1997; Lituans, Jacobs & Renandya, 1999; Tutwisoot, 2003; Hitosugi & Day 2004). For example, Elley & Manghubai (1983) study argued that extensive reading made substantial improvements in students’ reading proficiency and word recognition skills. Improvements even

extended to students' oral and written productions. Robb & Susser (1989) as well as Elley (1991) in two different studies reported positive effects and gains in the students' reading proficiency. Lai (1993a) and Renandya *et al* (1999) found gains in reading comprehension speed, while Cho & Krashen (1994) reported students' great enjoyment of reading. In addition, Waring (1997) found that extensive reading helps students read intensively words faster as they become better able to read intensively and they also learn to learn from reading. Tutwisoort (2003) indicated that extensive reading encourages students to read more independently for information and pleasure. Findings thus suggest that extensive reading helps students improve, not only reading speed and comprehension, but also expressive fluency in both written and spoken language as well as vocabulary (Day & Bamford, 1998).

1.8.1.2. Language and Linguistic Competence

There is a growing interest among scholars in the field of extensive reading to support the use of this instructional approach in developing linguistic competence⁹ and in helping students acquire the foreign language (Elley & Manghubai , 1983 ; Tudor & Hafiz, 1989 ; Lai, 1993a; 1993b; Cho & Krashen, 1994; 1995a; 1995b; Tsang, 1996; Constantino *et al*, 1997; Dupay, 1997; Nation, 1997; Renandya *et al*, 1999; Lao & Krashen, 2000; Bell, 2001; Yang, 2001; Mason, 2003; Cho & Kin, 2004; Holden, 2007; Shen, 2008).

Extensive reading is very important, it increases students' exposure to the language by providing them with 'comprehensible input' (Krashen, 1982) and a significant predictor of foreign language proficiency (Bell, 2001). Because the purpose of extensive reading is ***“to improve reading skills by processing a quantity of materials that can be comprehended and pleasurable”*** (Gebhard, 2006, p.203), exposing learners to large quantities of meaningful and interesting foreign language material will, unquestionably lead to increased foreign language competence (Mason & Krashen, 1997) as it can in the long term, ***“Produce a beneficial effect on the learners' command of the second language”*** (Hafiz & Tudor, 1989, p.05).

⁹ The term 'Linguistic competence' was coined by Chomsky (1965, p.03) to denote the speaker's ability to form and interpret sentences. Linguistic competence stresses on formation rules of language.

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Indeed, the effect of extensive reading is not limited to language competency only, it further spreads from ***“Reading competence to other language skills - writing, speaking and control over syntax”*** (Elley, 1991, p.404). In most EFL extensive reading programmes students felt great progress in ***“Learning written English structures, and the ability to recite complex English sentences correctly”*** (Elley & Mangubhai, 1981, pp.24-25).

Studies also revealed that extensive reading helps improve students spelling (Polak & Krashen, 1988; Krashen, 1989; Day & Swan, 1998; Pigada & Schmitt, 2006), listening and oral proficiency (Elley & Manghubai, 1983; Cho & Krashen, 1994; Ono, Day & Harsch, 2004), grammar (Elley & Mangubhai, 1983; Hafiz & Tudor, 1989; Elley, 1991; Mason, 2004), and writing (Elley & Mangubhai, 1983; Janopolous, 1986; Hedgcock & Atkinson, 1993; Lai 1993a; Tsang 1996; Mason & Krashe, 1997; Nation, 1997; Day & Bamford, interviewed by Donnes, 1999). Extensive reading approach further provides an opportunity for learners to widen their cultural knowledge and acquire cultural awareness subconsciously (Pan, 2009).

Moreover and in addition to improvement in reading, vocabulary and language use, extensive reading is reported to enhance learners’ affective domain as it will be detailed in what follows.

1.8.2. Affective Gains

The extensive reading of massive amounts of written language is believed to be beneficial in developing positive attitudes and increased motivation for reading. As predictors of students’ achievement, it is well documented that attitudes and motivation can be changed and enhanced thanks to extensive reading.

1.8.2.1. Attitudes

A considerable amount of research investigating the benefits of extensive reading in ESL/EFL has shown that this approach helps develop positive attitudes among students towards reading the foreign language and increases their motivation

to read in this language (Hedge, 1985; Elley, 1991; Constantino, 1994; Cho & Krashen, 1994; Lee, 1998; Hayashi, 1999; Leung, 2002; Maxim, 2002; Sheu, 2004).

Numerous studies have shown attitudes change towards reading in the foreign language and how the students become eager readers thanks to extensive reading. In this respect, Elley (1991) reports that the students developed *“Very positive attitudes towards books as they raised their literary level in English”* (Elley, 1991, p.397). Furthermore, Cho & Krashen (1994) report very positive attitudinal changes in their experiment. Day & Bamford (1998) confirm that it is:

The ongoing experiences of extensive foreign language reading that have the most potential to establish positive attitudes towards foreign language reading ... extensive reading is a powerful tool for teachers concerned with building and maintaining positive attitudes towards foreign language reading among their students. But the development of positive attitudes is not an end in itself, for attitude influences something equally important in reading: motivation.

(Day & Bamford (1998, p.27).

1.8.2.2. Motivation

A widely accepted fact in the field of foreign language reading is that extensive reading increases students' motivation to read (Gottfried, 1990; Bell & Campell, 1997; Day & Bamford, 1998; Leung, 2002; Takase, 2003; Hitosugi & Day, 2004). Evidence is brought by many researchers, Grabe (2009), for example, supports the important role of motivation by stating: *“Students who were intrinsically motivated read more, and students with greater exposure to print demonstrated improved comprehension and vocabulary growth”* (Grabe, 2009, pp.181). On their part, Cho & Krashen (1994) reported that as a result of reading extensively their subjects quickly became motivated to read, discovering the pleasure that reading can bring.

It is therefore obvious that any ESL/EFL or L1 classroom will be *“The poorer for the lack of an extensive reading programme of some kind, and will be unable to promote its pupils’ language development in all aspects as effectively as if such a programme was present”* (Davis, 1995, p.335, cited in Day, 2003, p.02). Ultimately, extensive reading is a lifelong approach for language acquisition and intellectual growth and is an invaluable way to support all aspects of an English language programme; especially the ones that are related to reading and vocabulary development. What is then the role of extensive reading in improving students reading skills and building their fluency in reading?

1.9. Role of Extensive Reading in Improving Reading

The ability to read fluently is certainly one among students’ priorities in learning a foreign language. Fluency in reading is believed to be:

An indispensable part of efficient reading comprehension competence ... fluency gives readers the opportunities to be exposed to a large amount of L2 input, obtain a deeper and wider range of vocabulary knowledge, develop automatic word recognition skills, and build their motivation for reading.

(Grabe, 2009, p. 290).

In other words, fluency is the ability to read quickly, easily, and smoothly and to move from working with words to working with ideas (Nation, 1997). Fluent foreign language reading depends mostly on some components, and extensive reading is believed to play an important role in developing these components: *“Extensive reading can improve the components of fluent foreign language reading such as ‘sight vocabulary’, ‘general vocabulary knowledge’, and ‘different knowledge types’ ”* (Day & Bamford, 1998, p.18). Extensive reading is also argued to be very effective in developing students’ comprehension and general reading skills, thus *“Getting students to read extensively is the easiest and most effective way of improving their reading skills”* (Nuttall, 1996, p.127). In the same context,

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Day (2003) clarifies that reading large amounts of easy materials is vital in learning to read fluently, because:

- a. It helps move students away from word -by- word processing of text, encouraging them instead to get for the general meaning of what they read, ignoring (rather than worrying about) any details they do not fully understand.
- b. By meeting the same patterns of letters, words and combinations of words again and again, students process them more quickly and accurately and thus develop a sight vocabulary (words that are recognized automatically). Consequently, students increase their reading speed and confidence, and can give more attention to working-out the overall meaning of what they are reading.

A fluent reader has therefore the capacity to decode automatically, build-up sight vocabulary and comprehend in context (Nation, 1997). The powerful approach of extensive reading is proved by many researches to be effective in enhancing foreign language students' taste for reading and improving their literacy (Mason & Krashen, 1997; Maley 1999; Day & Bamford 2000; Brown 2001; Kern 2000). It can in addition increase students' reading speed (Masuhara *et al*, 1996; Nation, 1997; Lituanas, Jacobs & Renandya, 1999; Renandya *et al*, 1999; Bell, 2001; Kusanagi, 2004; Taguchi *et al*, 2004; Tanaka & Stapleton, 2007; Iwakori, 2008), improve their reading comprehension skills (Tan, 1988; Mason & Krashen, 1997; Harris & Sipay, 1999; Hayashi, 1999; Lituanas, Jacobs & Renandya, 1999; Bell, 2001; Leung, 2002; Maxim, 2002; Hitosugi & Day, 2004).

Extensive reading helps also students to become more independent readers, being able to read for different purposes and being able to change reading strategies for different kinds of texts (Day & Bamford, 1998). More crucially, extensive reading is intended to develop **“Good reading habits, to build up knowledge and structure, and to encourage a liking for reading”** (Richards, Platt & Platt, 1992, p.133). It in fact leads to autonomy in reading (Bell, 1998), and when students develop their autonomy through the habit of reading widely for enjoyment and

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interest, they benefit not only by increased confidence and fluency, but may also take with them the life-long habit of reading in a foreign language (Brown, 2000).

As far as speed and comprehension are concerned, Shen (2008) states that reading speed without comprehension is worthless. A problem that may impede fluency is slow reading and as Bell (2001) argues the extensive reading lesson is much more effective than the intensive reading lesson in helping slow readers improve their reading speed and comprehension. Nuttall (1982) uses *“The cycle of frustration and the cycle of growth”* (Nuttall, 1982, pp. 167-168) to describe slow or non-fluent readers (the vicious circle, i.e., those who do not read much, do not understand, read slow and do not enjoy reading) and fast-fluent readers (the virtuous circle, i.e., read more, understand better, enjoy reading and read faster). Nuttall (1982) explains that:

A slow reader is seldom able to develop much interest in what he reads, let alone enjoyment. Since he gets no pleasure from it, he reads as little as possible ... he continues to find it difficult to understand what he reads, so his reading rate does not increase. He remains a slow reader ... we must help him to get out of this cycle of frustration and enter instead the cycle of growth ... speed, enjoyment and comprehension are closely linked with one another and with the amount of practice a reader gets. Any of the factors could provide the key that will get us out of the vicious cycle and into the virtuous one.

(Ibid, p. 167).

Extensive reading can empower foreign language students to be fluent readers who do not only enjoy every line they read but who also feel the pleasure of being hooked on books during and after class time, since *“No other set of reading activities or reading practice can substitute for reading a longer text with reasonable comfort and without feeling fatigued or overwhelmed”* (Grabe, 2009,

p.311). The power of this approach is unquestionably a strong endeavour to be implemented in the EFL classroom mainly for reading and vocabulary instruction.

1.10. Role of Extensive Reading in Developing Vocabulary

One other essential outcome of extensive reading is to enrich students' vocabulary and increase their word recognition skills. Many research studies have consistently provided empirical evidence for vocabulary acquisition and development from extensive reading (Nagy & Herman, 1987; Wodinsky and Nation, 1988; Pitts *et al*, 1989; Day *et al*, 1991; Grabe, 1991; Dupuy & Krashen, 1993; Cho & Krashen, 1994; Paran, 1996; Yamazaki, 1996; Day & Bamford, 1998; Nation & Wang, 1999; Waring & Nation, 2001; Waring & Takaki, 2003; Horst, 2005) are just few examples.

Developing vocabulary is crucial in learning a foreign language in general and reading in that language in particular. Simply put, People with large vocabularies are more proficient readers than those with limited vocabularies (Lupescu & Day, 1993). Research in the field of vocabulary growth is, according to Horst (2005) divided into two stands: studies on incidental vocabulary¹⁰ acquisition and studies on acquisition through extensive reading. As far as the second stand is concerned, there are indeed many reasons why extensive reading helps to develop vocabulary, one of which is because it is considered by many researchers as a '*pedagogically efficient*' approach, as two activities-vocabulary acquisition and reading-occur at the same time.

Studies on vocabulary acquisition have demonstrated that learning vocabulary through extensive reading is not only possible, but is almost certainly the means by which native speakers acquire the majority of their vocabulary (Saragi *et al*, 1978). Exposing learners to large quantities of material provides them with the opportunity to meet words in their context of use and increases sight vocabulary

¹⁰ As opposed to accidental learning; incidental learning refers to the learning of vocabulary intentionally through direct/implicit instruction.

learning. An end that is hard to achieve with explicit teaching during the relatively short period of time that foreign language learners spend in the classroom (Thornbury, 2002).

Well grounded in theory is that vocabulary is not learned by single exposure, readers need multiple encounters with words in contexts. Although encounter with a word in context might help increase students' knowledge about that word and its meaning, students may need various encounters with the same word in multiple sources rather than just one source. Extensive reading is argued to be the only approach that can provide such opportunity and makes possible the progressive accretion of meanings to words and the deduction of meaning of unknown or difficult words. It is then true that ***“The overall influence of context on vocabulary learning is large because the volume of reading students typically do allows for a great accumulation of encounters with unknown words and, ultimately, learning of substantial numbers of words”*** (Nagy *et al*,1985, cited in Beck & Mckeown, 1991, p.801).

In particular, a large sight vocabulary is due to the ‘over-learning’ of words that learners meet repeatedly during reading to the degree that their meanings are automatically recognized in different contexts until they become familiar (Day & Bamford, 1998). As a result of multiple re-encounters and frequent appearance, the word enters the reader’s sight vocabulary; the more a person reads, the better he enlarges his sight and working vocabulary (Beck *et al*, 2002; Serafini, 2008). The unfamiliar words can then turn into familiar words that the reader will automatically recognize since ***“Familiarity leads to automaticity”***¹¹ (Richards, 1998, p.16) and automaticity of course develops fluency.

Nevertheless, extensive reading plays an important role in the recycling and the consolidation of vocabulary, in this token, Pigada & Schmitt (2006) declare that: ***“Incidental words acquisition research has verified the assumption that exposure***

¹¹ Reading without conscious effort or attention to decoding.

to reading texts can contribute to L2 and also to first language vocabulary growth, as all studies have found evidence of incidental vocabulary learning” (Pigada & Schmitt , 2006, p.03). For such learning to occur, however, EFL readers must understand approximately 95% of the running words in the text (Laufer, 1989; Parry, 1991) in order to infer meaning.

As it is apparent from L1 studies that students can easily learn vocabulary incidentally from reading (Nagy *et al*, 1985; Dupuy & Krashen, 1993), it is widely accepted that the incidental learning of words from reading in general and extensive reading in particular is also powerful in the foreign language as reported by many experiments (Krashen, 1984; Pitts, White & Krashen, 1989; Nation, 1990; Day *et al*, 1991; Mason & Krashen, 1991; Cho & Krashen, 1994; Paran, 1996; Pariabakht & Wesche, 1997; Brown, 2000; Waring & Takaki, 2003). A great deal of vocabulary can be learned through the context of the reading process; especially when reading is reinforced as it is in extensive reading during which students read massive amounts (Day & Bamford, 1998). Thus, *“Even though it is a slow and time consuming process a lot of vocabulary is learned in this way”* (Hudson, 2007, p.297).

In addition to developing sight vocabulary, there is strong evidence that readers pick-up new vocabulary, and increase vocabulary depth through extensive reading (Nation, 2001; Waring & Nation, 2001). This approach promotes the development of general vocabulary knowledge through meaningful interaction with texts (Coady, 1993) as it helps readers to gain topical and world knowledge that can build their reading fluency (Harris & Sipay, 1990). Moreover, Grabe (2009) claims that:

Readers can gain new words at about 5-15 percent which is a reasonable estimation when they read a text. This estimation includes various factors such as repeated words in a text, supported materials such as glosses, the level of the text, the genre of the text, and the familiar words in the text.

(Grabe, 2009, p.323).

It is also argued that the unconscious process of language acquisition that occurs when reading for pleasure is more successful and longer lasting than conscious learning (cited in Harmer, 1991, pp.33-34). Nonetheless, extensive reading has also been shown to be a highly successful way of reinforcing, confirming and deepening knowledge of vocabulary and of developing an implicit understanding of when and how words are used, by experiencing language in context (Coady, 1997; Nation, 1997; Mutoh *et al*, 1998).

1.11. Conclusion

The purpose of this first chapter has been to provide background knowledge about extensive reading, understand its theories and know its benefits and importance in foreign language teaching/learning. It has started with a detailed description of what extensive reading is, how it is different from intensive reading, what theories underpin extensive reading, what previous research reported about its gains, how it can be implemented in the EFL curriculum and what the different characteristics of a successful extensive reading programme are.

The chapter has also discussed the benefits of this approach on the FL language learners and its importance in developing their reading and vocabulary. It has outlined most of the theoretical aspects of extensive reading: its definition, principles, characteristics, benefits and its relation with reading and vocabulary. The chapter has therefore attempted to present a theoretical framework about extensive reading, which would serve as groundwork for the investigative study in the third chapter and ultimately a basis for suggestions in the fourth chapter.

In connection with the aspects and principles of extensive reading detailed in this chapter, the second chapter will deal with the teaching/learning situation analysis as it will also explore the status of extensive reading in the English curriculum. It will in addition describe the research methodology opted for in order to check the effectiveness of extensive reading in improving students learning in general, improving their reading and developing their vocabulary.

CHAPTER TWO

THE EDUCATIONAL CONTEXT AND RESEARCH METHODOLOGY

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CHAPTER TWO

THE EDUCATIONAL CONTEXT AND RESEARCH METHODOLOGY

2.1. Introduction

After giving a review of the literature related to extensive reading, this second chapter attempts to provide a systematic description of the educational context in Algeria with close reference to the EFL reading skill teaching/learning at the university level and with a particular emphasis on extensive reading. Extensive reading is our focus of interest in this work due to its invaluable benefits in language learning and its importance in one's life. Our choice of 1st year university level is because it is the first year at university where students have 'Reading Comprehension' as a separated module to be taught and learnt differently from secondary school. A thorough picture of the various variables and characteristics of the learning situation of the group of subjects selected for the study is presented. University teachers' profile is defined and the methodology they use is also discussed. Furthermore, EFL students' profile is emphasized and their needs are analyzed.

The status of reading in the Department of English is drawn in this chapter with explicit clarification of the stated objectives and the adopted methodology in teaching this important skill. The place of extensive reading in the English curriculum is also dealt with in an attempt to better understand the context under study. Besides, part of the chapter is devoted to a description and a presentation of the research methodology, design and instrumentation used to collect reliable data that would hopefully pave the way towards innovation and improvement in our reading classrooms.

2.2. ELT in Algeria

The English language has occupied a large space of interest in recent years. Confidently, people in many contexts speak about English in ways that stimulate curiosity and ignite enthusiasm to learn it and for various purposes. Being accepted as a lingua-franca¹, English has dominated all spheres of progress (science and technology) giving the new generation of its speakers a 'visa' for international citizenship. In this way the English language has successfully imposed its hegemony over many other languages of wider communication mainly Spanish, French and Portuguese. It is nowadays pronounced as the unique means of global and international communication among nations. This in addition to its supremacy as a *sine-qua-non* condition for excellence in education.

Algeria like many other countries is well aware of the new status of English within the world's current multicultural² perspectives. It unquestionably strives hard to provide its population in light of the globalization process enough support and serious opportunities to achieve the qualification of International Citizens. This qualification is only possible through the reinforcement of the teaching and learning of English at all levels of education.

The Algerian authorities hopefully took sincere decisions for the reconsideration of ELT in various settings including higher education. In this respect new reforms have been adopted and at a large scale: as from September 2003; English in Algeria is taught for seven years from middle school (4 years) for students aged twelve to secondary school (3 years) for students aged eighteen, instead of five years, two in middle school and three in secondary school as it was the case before 2003. Reforms include also the introduction of the Competency-

¹ According to Harmer (2001) it is "*A language adopted for communication between speakers whose languages are different from each other's and where one or both speakers are using it as a second language*" (Harmer, 2001, p.01).

² The term '**multiculturalism**' has been used in a variety of ways, both descriptive and normative (Heywood, 2000, p.227). As a descriptive term, it has been taken to refer to "*Cultural diversity ... as a normative term, multiculturalism implies a positive endorsement, even celebration, of communal diversity, typically based on either the right of different groups to respect and recognition, or to the alleged benefits to the larger society of moral and cultural diversity*" (Bloor, 2010, p.:272).

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Based Approach³; hence-forth CBA or task-based learning in order to stimulate students active engagement in their achievement by enabling them to take more responsibilities in the classroom and become ‘centred’ in their learning. The approach by competencies does not represent a complete change from the communicative approach. Such approach involves the student in a process of ‘learning how to learn’, i.e., it aids and encourages the student to use, develop and demonstrate the competencies required in the performance of his learning. It in short, provides him with opportunities to rely on himself rather than on his teacher, the student thus becomes more autonomous in his progress because the approach advocates a shift from memory-based to problem-solving situations. It also guides him to become an effective language user in real-life situations outside the classroom and to overcome obstacles and problems he encounters, through language use. In so doing the approach guides students to shift from knowledge acquisition to knowledge use.

At university level, a set of reforms were also implemented in different Faculties and Departments. We list in priority the LMD system⁴ adopted in September 2004. This system is believed to open new horizons for students and teachers to explore in the field of knowledge and research. Unlike the classical system, the LMD is supposed to provide students with ample opportunities for post-graduation (Master/Doctorate). It also equips them with the necessary criterion for their professional careers. A thorough illustration of the status of ELT in Algeria with reference to current reforms and implementations including middle, secondary and higher education is presented in the diagram below.

³ According to *At the Crossroads* (Teacher’s Book), the competency- based approach is characterized by the following:

- It is action-oriented in that it guides language learning to the acquisition of some skills and functions, allowing the learner to become an effective language user.
- It is problem-solving approach in that it engages learners' obstacles and solves problems through language use.
- It is social-constructivist in that it regards learning as occurring through social interaction with other people, and not only within the pages of the copybook or the walls of the classroom.

(Ministry of Education, 2005, p.17-18)

⁴ The LMD system (*Licence-Master-Doctorate*) is a new organizational framework for university courses which is currently being implemented in all European countries including France, Italy, Germany and Great Britain. It has been introduced in Algeria in September 2004 and it is made of:

***Licence (3 years)**: 180 credits-for 30 credits a semester (2 semesters a year).

***Master (2 years)**: 120 credits-for 30 credits a semester (2 semesters a year).

***Doctorate**: 3 years of research.

This system responds as put by Herzallah & Baddari (2007, p.21) to the necessities of the globalization of knowledge by improving higher education. It aims at:

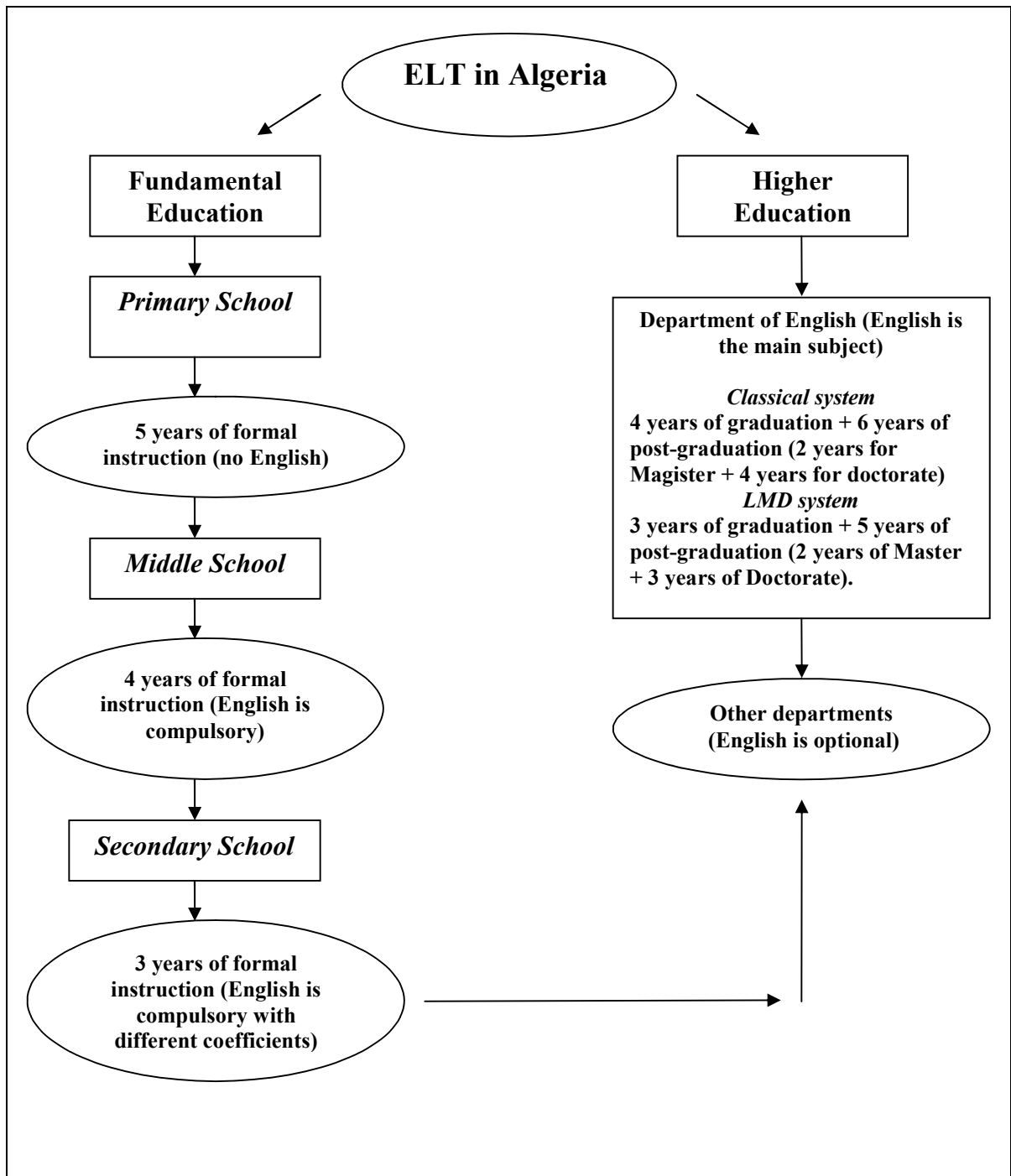


Diagram 2.1: ELT in Algeria (2012-2013).

- Organizing the training offer in the form of courses, allowing students to benefit from support and advice of an academic advisor (tutor).
- Enhancing the professionalization of higher education.
- Promoting the learning of transferable skills (mastery of foreign languages, computer skills, internet).
- Benefiting trade and recognition of diplomas at international level.

2.3. EFL Teaching/Learning at University Level

The main objectives for EFL teaching/learning at the level of Hassiba Ben-Bouali University (Chlef) are exactly the ones cited for English teaching policy in all other universities across the country. These objectives are to a great extent similar to the predominated seven classes of objectives stated for the teaching of foreign languages:

1. To develop the students' intellectual powers through the study of another language;
2. To increase the students' personal culture through the study of the great literature and philosophy to which the new language is the key;
3. To increase the students' understanding of how language functions and to bring them, through the study of another language, to greater awareness of the functioning of their own language.
4. To teach students to read another language with comprehension so that they may keep abreast of modern writing, research and information;
5. To give students the experience of expressing themselves within another framework, linguistically, kinesically and culturally;
6. To bring students to greater understanding of people across national barriers, by giving them a sympathetic insight into the ways of life and ways of thinking of the people who speak the language they are learning;
7. To provide students with the skills that will enable them to communicate orally, and to some degree in writing, in personal or career context, with speakers of another language and with people of other nationalities who have also learned this language.

(Rivers, 1981, p.8).

The Department of English at Hassiba Ben-Bouali University represents one major pedagogical pillar among others, that work hard to provide supportive conditions for the achievement of the already stated objectives. Students in the Department of English study EFL for four years (classical system) and three years

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(LMD system) recently implemented in the department (2009) to respond to the needs of the technological age.

In the classical system, the ‘Licence’⁵ includes four years of instruction based on the main skills of listening, speaking, reading and writing which take generally the form of intensive courses where the teacher is the chief actor. Language skills constitute basically the 1st year curriculum in addition to linguistics, grammar and phonetics. The three other years in students’ graduation include primarily lectures in literature (American, British and African), Civilization (American, British and African), Psychology (General Psychology/Educational Psychology), Sociolinguistics, Psycholinguistics and TEFL. Students at the fourth year level have to choose between micro-teaching (pre-service teacher training at the university under the supervision of experienced inspectors) or a dissertation (an extended essay or a memoire submitted at the end of the year).

For the new LMD promotion, things are somehow different. Students’ preparation for the licence lasts three years instead of four years during which other modules in addition to the already stated ones are studied such as: ICT (Information and Communication Technologies), ESP (English for Specific Purposes), Study Skills and Methods and the study of another language Spanish or French is also included. The Licence degree is to be fullfield in six semesters validated by 180 credits:

- 1- An Academic Licence: allows the preparation for the Master.
- 2- Professional Licence: for more acknowledged specialities in the professional life and which enables implication of the students in the active life of work.

(Herzallah and Baddari, 2007, pp. 21-22).

⁵ It is in Algeria the equivalent to the English or American ‘*Bachelor of Arts*’ or BA.

Actually, holders of the LMD licence have the opportunity to prepare their Master being professional (to join the job market) or research Master (to carry on their Doctorate). It should be noted at this level that the last promotion in the classical system in the Department of English at Hassiba Ben-Bouali University will be the one of the academic year (2013-2014). Because the teaching/learning of English at the university is challenging and rewarding, certain parameters related to the two poles namely teachers and students have to be considered at a primary concern: teachers' profile and methodology and students' profile and needs analysis.

2.3.1. Teachers' Profile and Methodology

University teachers hold either a 'Magister' Degree or a 'Doctorate' in English as a foreign language. In the Department of English at Hassiba Ben-Bouali University the majority of full-time teachers (20 teachers) hold a Magister Degree either in literature, civilization, translation or applied linguistics and TEFL, some of them are preparing their Doctorate. Those teachers have varying teaching experiences, ranging from 5 to 12 years of EFL teaching either at middle or secondary schools. Most teachers in the Department are females aged between 28 and 45 years old, a small number of them are males. Due to the deficit in the teaching staff the Department gives yearly opportunities to some part-time teachers who are in most cases Magister students or secondary school teachers to teach some modules such as listening, oral expression, reading comprehension and written expression. Certain criteria for part-time teachers are required to join the Department, mainly experience and acquaintance with the subjects to be taught.

It is constantly apparent in the Department of English that teaching is more '*teacher-centred*' despite the fact that education at the university is '*learner-centred*'. The teacher's methodology is thus crucial to define his/her responsibilities as an agent of change in the classroom and to emphasize roles of students in the learning process.

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The prevailing situation in the Department of English is that teachers are eclectic⁶ in their teaching methodology. They try to:

Absorb the best techniques of all well-known language teaching methods into their classroom procedures, using them for the purpose for which they are most appropriate ... they adapt their methods to the changing objectives of the day and to the types of students who pass through their classes.

(Rivers, 1981, p. 55).

Being eclectic in their teaching, teachers work hard to overcome some of the negative impacts of the ***“One absolutely invariable method”*** (Sweet, 1899, p.82). They do their best to be ***“imaginative, energetic, and willing to experiment. With so much to draw from, no eclecticist needs lack for ideas for keeping lessons varied and interesting”*** (Ibid). Those teachers-including myself- know that we are required to:

Use each and every method, process, exercise, drill, or device which may further us in our immediate purpose and bring us nearer to our ultimate goal; we adopt every good idea and leave the door open for all future developments; we reject nothing except useless and harmful forms of work. The multiple line of approach embodies the eclectic principle ... for it enjoins us to select judiciously and without pre-judice all that is likely to help in our work.

Palmer (1921, p.141).

⁶ According to Palmer (1964, p. 108) who labels eclecticism ‘The Multiple Line Approach’, eclecticism is ***“... A judicious and reasoned selection of all the diverse factors, the sum of which may constitute a complete and homogeneous system of presentation”***. Mackey (1965) also defines the true eclectic teacher as the one who ***“... Seeks the balanced development of all four skills at all stages, while retaining the emphasis on an oral presentation first...”*** (Mackey, 1965, pp.21-22).

If teachers' profile and methodology are primordial to decide on the status of any foreign language within a specific context, students' profile and needs analysis are merely of equal importance. The following part will spot light on 1st year- EFL students' profile and needs analysis at Hassiba Ben-Bouali University.

2.3.2. Students' Profile and Needs Analysis

Determining students' attitudes, age, interest, expectations, motivation and needs is a prerequisite in education. This is so considering the student himself as a central partner in the teaching/learning process and a major participant in his own success or failure.

Numerous researches in this respect have put major focus on the student and his role in any language classroom (second/foreign). Rivers (1976) and in NEC (1979), Reinert (1970) Jakobovits in NEC (1970) claim that we are (teachers) interested in a number of things about our students:

1. Who are they? What is their background? What are their career interests? Their scholastic preferences? Their leisure-time occupations? Their ethnic heritage? Their experiences with people from different background?
2. What are their attitudes towards learning another language? Why are they learning this language at this particular time? What are their attitudes towards people who speak other languages? Towards people who speak this language?
3. What do they want to get from the study of this particular language at this time? Are they merely fulfilling a requirement of some kind? Are they fulfilling a requirement but hoping to get something further from the effect expended? Are they most interested in being able to communicate orally with speakers of the language? In reading newspapers and magazines; novels, plays, or poetry; or specialized material of some kind? In understanding films or television and radio programmes? In being able to sing in the language? In understanding how people who speak the language feel about things and do things? In some other use of the language?

4. How do they prefer to learn another language? Orally or through written material? Through explanation or practice? On their own or with other students in small or large groups? Intensively or over a longer period? With carefully structured materials and regular correction or through attempts at immediate use with little explanation or correction? With or without technological aids (Computer programmes, slides)?

(Rivers (1976) and in NEC (1979); Reinert (1970), and Jakobovits in NEC (1970), Cited in Rivers, 1981, p.11-12).

First year EFL students at Hassiba Ben-Bouali University of Chlef are assessed to have an intermediate level in EFL. As argued by Harmer (2001): ***“The intermediate level itself is often sub-divided into lower intermediate and upper-intermediate and even mid-intermediate”*** (Harmer, 2001, p.44). For him: ***“What one school or education system calls advanced may be more like intermediate to some other teachers”*** (Ibid). This is the case in our Department where 1st year- EFL students are judged to be more mid-intermediate to upper-intermediate.

They are between 18 and 23 years old and come from different Secondary Schools, various streams (Scientific, Languages, Literary...) and have different socio-economic background. What is shared between them is that they succeeded to get the Baccalaureate examination⁷. Those students have been studying EFL for about five years but for some of them English is still viewed as a difficult subject to study due to their previous failure: ***“Failure may produce negative attitudes which may help breed further failure”*** (Littlewood, 1989, p. 56).

It is also common that 1st year- EFL students differ from other students, mainly beginners, in the way they evaluate themselves and in the way they see progress:

⁷ It is a decisive examination students pass at the end of Secondary Education before they join Higher Education (the university). Roughly equivalent to ‘O level’.

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While learners at beginner level find it easy to see progress in their abilities from one week to the next, the same is not so easy for students at higher levels, particularly at intermediate levels, where progress is more subtle, and students do not always find it easy to see where they are going.

(Harmer, 2001, p.44).

Moreover, 1st year- EFL students differ in many other aspects such as motivation (some of them are very motivated to learn EFL while others are less motivated and reluctant) and attitudes (some of them feel happy to study EFL while others study it because they have to). In this view of things, they need more support and guidance in their EFL learning. They according to the researcher need:

1. Practice of EFL which is generally restricted to the four walls of the classroom.
2. Willingness to learn EFL effectively
3. Real and continuous assessment of their efforts to learn EFL
4. Confidence in their own progress
5. To be more analytical in their learning
6. Improve their skills and strategies in listening, speaking, reading and writing the language appropriately.

Undoubtedly, learners are different and a ‘bad learner’ is just a myth, all learners are in fact willing to learn and do not like to fail (Prodromou, 1982). Some learners are fortunately very responsible of their English studies and are qualified to be ‘good learners’ because they gather the 14 characteristics of good learners put forward by Rubin (1987) and presented in **Appendix A**.

After we have highlighted our students’ profile and analyzed their needs and after we have found out their feelings towards language learning ***“we are in a much better position to decide appropriate objectives in a particular teaching situation, select a methodology, and design courses which provide what our***

students are seeking” (Rivers,1981, p.12). In this context and among the different courses that attract students and teachers attention we mention the reading course. Knowing about this interesting course means answering a set of questions such as: what is the status of reading comprehension in the Department of English? what are its objectives? what about the methodology used to teach it? All these questions represent the main concern of the subsequent section.

2.4. Reading Comprehension Module and its Status in the Department of English

Teaching EFL to 1st year University students is based on instruction in the four skills of listening, speaking, reading and writing. Reading comprehension is taught for two years in the LMD system, precisely in the first and in the second year instead of one year as it was in the classical system (in the first year only). The status of this module has indeed received a great deal of reinforcement since the implementation of the LMD system in the Department. More details about the status of reading comprehension in the Department of English at Hassiba Ben-Bouali University are presented in the table below.

	Classical System (before 2009)		LMD System (from 2009 to 2013)		
	<i>Weekly time allotment</i>	<i>Coefficient</i>	<i>Weekly time allotment</i>	<i>Coefficient</i>	<i>Credit</i>
1st Year of EFL	03 Hours	02	03 Hours	02	06
2nd Year of EFL	00 Hours	/	03 Hours	02	06
3rd Year of EFL	00 Hours	/	/	/	/
4th Year of EFL	00 Hours	/	/	/	/

Table 2.1: Status of Reading Comprehension in the Department of English at Hassiba Ben-Bouali University.

It should be noted at this level that the time allotment, the coefficient and the credit for reading in the LMD system varies from one department to another and from one university to another according to the different variables of the speciality opted for in the department and emphasized in the 'LMD Project'⁸. Briefly speaking, teaching reading comprehension to 1st year- EFL students is not done at random; teachers have a set of objectives to achieve and a methodology to follow.

2.4.1. Objectives

The teacher's objectives in teaching EFL in general and the reading skill in particular are major factors that aid him better control his students and well manage his input. In addition:

Goals and objective setting are important tasks in most educational contexts, because they provide a rational for selecting and integrating pedagogical tasks, as well providing a point of reference for the decision making process.

(Nunan & Lamb, 1996, p.27).

In the Department of English (Hassiba Ben-Bouali University) and despite divergence in opinions concerning the way of teaching reading to 1st year- EFL students and of dealing with the selected texts, reading comprehension teachers in the department - including myself - all agree that the main objectives of the reading course and which are somehow conformed to Teleba's (2001) should aim at:

- a) Developing in each learner skills in:
 - Recognizing many words at sight.

⁸ Introducing the LMD system lies particularly on a project '*offre de formation*' that teachers are supposed to elaborate. The project should be detailed in terms of the chosen speciality, the distribution of the modules within the six semesters, the coefficients, the credits and the units' divisions.

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- Gaining the meaning of unknown words or expressions quickly by using one or a combination of the following :
 - Analysis of structure.
 - Configuration of the graphic symbols.
 - Contextual analysis.
 - The dictionary
 - Comprehending and interpreting the meaning of words, phrases and sentences.
 - Reading silently at speeds appropriate to the content and purpose.
 - Skimming, scanning and guessing strategies.
 - Reading orally with fluency, suitable speed, expression, correct pronunciation, and attention to comprehension.
 - Evaluating the content of what is read.
 - Using books efficiently (locating information, using the library, etc).
 - Reading simplified and authentic versions with thorough comprehension

- b)** Equipping students with the necessary reading strategies and sub-skills needed for autonomy in reading
- c)** Developing their vocabulary stock in the EFL
- d)** Making them score good in reading examinations
- e)** Engaging students in the reading of diverse types of materials on different topics
- f)** Developing a lasting interest in reading and fostering the resourceful and creative use of reading to meet particular needs and interests.
- g)** Encouraging students' interaction by being involved in pair and group works.

(Objectives of teaching Reading Comprehension to 1st year-EFL students at Hassiba Ben-Bouali University)

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Though reading teachers strongly believe in the importance of the already stated objectives, they still continue to:

Conduct their classes as they always conducted them, unaware of the fact that objectives in language teaching may be changing around them and that their teaching may become anachronistic and irrelevant to the young people who pass through their classes. With the passing of time, new situations arise for a nation and its people, or for a district and its schools, and these establish priorities of objectives for the teachers of other languages who must be continually aware of such changes if their teaching is to be appropriate to the generation of students before them.

(Rivers, 1981, pp.07-08).

As EFL teachers we are then challenged to think deeply about our objectives in teaching the language keeping in mind the new reforms and the needs of the generation of students we actually teach. Other crucial objectives can, according to the researcher, be added to the already mentioned ones; particularly to:

- a) Encouraging students to practise reading in and out of the classroom,
- b) Making of reading both for information and pleasure an enjoyable every day activity in the lives of our students,
- c) Acquaint students with necessary knowledge for their post-graduation research and why not to prepare them for their professional careers.

These objectives can, however, only be achieved adequately if the adopted methodology is clearly determined and well implemented.

2.4.2. Methodology

Reading at the university level is different from the reading student get at Middle and Secondary education. At the University level, it is widely believed that:

Teachers have a different combination and priority of objectives in mind. They have ... widely differing techniques for achieving these objectives even when these objectives seemed to coincide ... it is the teacher's objectives that determine the way the language lesson is organized.

(Rivers, 1981, p.07).

It is therefore the teachers' mission to adjust their teaching methodology to the objectives of teaching subject A or B. In the Department of English teachers adopt different teaching methodologies. Most of them judge reading to be the easiest skill to teach. They think, teaching reading requires them to take a text (any text) they see appropriate to the students they teach, prepare some related activities and ask students to read and do the activities. Most activities are grammar, content or vocabulary based. Much priority is given to grammar and content at the expense of the reading act which is the core of any successful reading course: *"...The point of the reading course should be reading not reinforcement of oral skills, not grammatical or discourse analysis and not the acquisition of new vocabulary"* (Eskey, 1983, p.130). In short, EFL teachers focus more on grammar and content in teaching reading giving students no chance to develop the reading competence required for effective reading. Usually in such reading courses students do not read at all, they are always in a rush to finish their reading assignments. Consequently, they are left ill equipped with the necessary strategies that allow them to learn how to read and how to learn from their readings.

Moreover, the reading course is taught by some teachers who have not been well trained in teaching this fruitful skill. The great majority of them are part-time teachers who ignore the nature of the reading process and the many benefits it may

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yield if well taught. Those teachers being part-time or full-time have not to ignore the fact that: ***“As teachers we are ideally placed to provide comprehensible input since we know the students in front of us and can react appropriately to them”*** (Harmer, 2001, p.66). Nevertheless, our understanding of how students learn determines our philosophy of education, our teaching style, approach, method and classroom techniques (Brown, 1994).

The reading teacher should be made aware that his first responsibility in the reading course is to teach reading itself; to instruct students in the different reading strategies and skills they need to interact with any text because: ***“Teaching students how to read text A or text B is not teaching them how to read”*** (Nuttall, 1982, p.22). What is also obvious in most of our reading classrooms is that the teacher is an absolute authority, students’ participation in the selection of the reading materials (texts) or the specific content of the reading course is very rare. Texts’ selection, activities and content are decided by teachers who themselves:

From time to time add new techniques that they have seen demonstrated at a meeting, or of which they have read, but their approach remains fundamentally unchanged. Their students may not find the lesson particularly interesting or exiting, but if they pass the examinations set by the department, their teachers are satisfied

(Rivers, 1981, p.07).

The teachers’ authority in this way may impede learning in general and reading in particular. The reading course where students’ styles, skills, strategies and expectations are ignored is undoubtedly a failure. If students do not participate in developing their reading competence, they will not feel comfortable in practising this skill; a fact which will automatically lower their motivation and desire to read. As reading teachers we must bear in mind that: ***“A theory of teaching, in harmony with ... integrated understanding of the learner and of the subject matter to be learned, will point the way the successful procedures on a given day for given***

learners under the various constraints of the particular context of learning”
(Brown, 1994, p.08).

It is worth mentioning at this level that current changes in foreign language teaching/learning methods emphasize the participation of the student in his learning. Students are no more dependent on the teacher; they are instead required to play a central role in the reading course if their needs, preferences and interests are taken into consideration. Accordingly: *“These changes strengthen teachers’ roles making them more varied and more creative. Their status is no longer based on hierarchical authority, but on the quality and importance of their relationship with learners”* (Oxford, 1990, p.11). Teachers have indeed to be conscious of the reality that: *“The new generation of students in our schools is internationalist and interculturalist in its aspirations; it is also brutally direct in demanding the rationale of what we are doing and of what we are asking the members of that generation to do”* (Rivers,1981, p. 19).

Thus, helping students to build their autonomy in reading is increasingly becoming a priority in any reading classroom. Such autonomy, however, cannot be maintained if love for reading and reading a lot is not reinforced. The reading skill must therefore be developed and *“can only be developed, by means of extensive and continual practice. People learn to read and to read better by reading”* (Eskey, 1986, p.21). Extensive reading is one way that can aid students improve their reading and achieve the required level of proficiency in learning EFL.

If extensive reading is so important in foreign language learning in general and reading in particular what place does it occupy in the EFL curriculum at the university level?

2.5. Place of Extensive Reading in the EFL Curriculum

A well-established fact in theories about reading is that reading is the skill students retain and need most during and after they finish their studies. It is also a reality in different educational settings especially the university that as teachers “*We want students to read better ... to do this they need to read more*” (Nuttall, 1996, p.128). Yet;

The rather curious situation has arisen whereby, despite universal acceptance of the view that one becomes a good reader through reading, reading lessons where most time is actually spent on reading (as apposed to discussion, answering questions, etc.) are relatively rare.

(Moran & Willams, 1993, p.66).

Sincerely speaking, the place of extensive reading in the English curriculum is not satisfactory at all: extensive reading has a little consideration in the EFL curriculum. Such an alarming situation is the result of a set of factors among which we can mention the following:

- Teachers do not have enough time to get students to read extensively because they feel pressure by the administration to cover the predetermined materials specified in the syllabus.
- Since extensive reading is not directly assessed, teachers feel that curriculum time would be better spent on other subjects that students are tested on.
- Even in places where extensive reading has been incorporated into the second language curriculum (e.g. Singapore), full implementation of the extensive reading programmes is hampered by these practical considerations.

(Renandya & Jacobs, 2002, p.300).

In addition to these factors, Day & Bamford (1998) suggest some reasons to justify why extensive reading is no more common in second/foreign language programmes. In other words, why it has become ‘*the approach less travelled*’ in most of our EFL reading classrooms. These reasons include:

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- a.** Cost
- b.** The work required to set- up a programme
- c.** The difficulty of finding time for it in the already crowded curriculum
- d.** The different roles of the teacher
- e.** The ‘light’ nature of the reading material
- f.** The dominance of the reading skills approach, especially in ESL (EFL) academic preparation programme
- g.** The belief that reading should be delayed until students can speak and understand the foreign language
- h.** Confusion between extensive reading and class reader.

(Day & Bamford, 1998, p. 46).

Reviewing some of these problems, Davis (1995) concludes:

Ultimately, whether or not these problems are overcome is a matter of priorities. Teachers and educational planners first have to become convinced of the enormous boost such a programme can give to their pupils’ command of the language in order to feel it worthwhile committing the resources required.

(Davis, 1995, p.331).

Despite the numerous constraints that may reduce the possibility of integrating extensive reading in the EFL curriculum at different levels of education, it is worth mentioning that some Algerian teachers used extensive reading in their classes in the past especially at secondary schools (post-colonial era). Extensive reading thus still remains crucial in learning the EFL in general and reading in particular:

The foreign language reading lesson can avoid being merely an empty ritual-come to class, read the texts, do the exercises, leave class, return to real life by addressing the

two aims of students reading a great deal and enjoying reading. Teachers rightly feel satisfaction when students pass examinations and meet the requirements of the class. But their satisfaction would be ever greater if their students also left their classes reading and enjoying the process.

(Ibid, p.4)

Unfortunately, reading instruction at Hassiba Ben-Bouali University and many other universities across the country is exclusively intensive implying close study of short passages, including syntactic, semantic and lexical analyses. This type of reading can be as described by Alderson & Urquhart (1984): *“A language lesson but is actually not reading at all”* (Alderson & Urquhart, 1984, cited in Susser and Robb, 1990). It is important therefore to think of possibilities to improve our reading instruction by introducing extensive reading in the EFL curriculum.

2.6. Research Methodology, Design and Instrumentation

Many factors determine the research methodology used by a research to attain specific objectives in the study of language such as the conditions under which the research is conducted, the enquiry investigated as well as the philosophy of the researcher. The importance of the research methodology and design in carrying the different steps of a research work and the necessity of instrumentation in gathering the research data lead us to present in this section a detailed description of the research methodology, design and instrumentation used to conduct the current study.

2.6.1. Research Methodology and Design

Designing research is described as:

The process of planning and organizing the elements or components that comprise the research study. Research must be guided from the very beginning by a plan of some kind. Without a coherent plan, it is not possible to give concrete expression to hypotheses which have been

developed from general questions nor is it possible to pursue answers to general questions.

(Seliger & Shohamy, 1989, p. 86).

In educational research, especially in the field of foreign language learning, it is customary to differentiate between a number of research methodologies: *descriptive*⁹, *experimental*, *quasi - experimental*¹⁰, *qualitative*¹¹, *quantitative*¹², *multivariate and correlative research methodology*¹³. Meanwhile, deciding about the appropriate research methodology and design urged the researcher to consider the four parameters that make up research. These according to Seliger & Shohamy (1989), consist of:

- **Parameter 1:** The research approach (*synthetic or analytical*¹⁴).
- **Parameter 2:** The research objectives (*Heuristic or Deductive*¹⁵).
- **Parameter 3:** The degree of control and manipulation of the research context.
- **Parameter 4:** Data and data collection.

In the present research work and in order to investigate the contribution of extensive reading in improving students reading skills and vocabulary we used the experimental research method which proved to be very efficient in explaining cause-effect relationships (Campbell & Stanley, 1963; Shadish *et al*, 2002).

⁹ In this type of research the researcher “*might focus on the description of a specific constituent of the process, such as on the acquisition of a particular language structure or on one particular language learning behaviours to the exclusion of others*” (Seliger & Shohamy, 1989, p.117).

¹⁰ In quasi-experiemntal design the experimental research is conducted in situations which “*cannot be completely controlled or manipulated*” (Ibid, 137).

¹¹ This method attempts to present the data from the perspective of the subjects or observed groups, so that the cultural and intellectual biases of the researcher did not distort the collection, interpretation, or presentation of the data (Jacob, 1987).

¹² It is defined by Bogdam & Biklen (1998, p.597) in the following words: “*Charts and graphs illustrate the results of the research, and commentators employ words such as ‘variables’, ‘population’ and ‘result’ as part of their daily vocabulary ... research then as it comes to be known publicly, is synonym for quantitative research*”.

¹³ These two methods of research “*are concerned primarily with discovering relationships between categories of data ... correlative research looks at the interrelationship of two variables at the same time, while multivariate research can investigate the interrelationships of a large number of variables at the same time*” (Seliger & Shohamy, 1989, p.130).

¹⁴ It is an approach that identifies and investigates “*a single factor or a cluster of factors which at some level are constituents of one of the major system*” (Ibid, p.27).

¹⁵ In this approach the research aims to “*test a specific hypothesis about second (foreign) language ... in order to develop a theory about the phenomena in question*” (Seliger & Shohamy, 1989, p. 29).

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This research can be characterized as analytical-deductive. We followed the analytical approach in which the researcher selects one or several factors which make up the phenomenon for close analysis. In this respect, we focused on the constituent parts of the phenomenon (extensive reading), i.e, on reading and vocabulary and not on a synthetic (holistic) composite of factors. It is deductive (hypothesis-testing) and not heuristic (hypothesis-generating) because our purpose is to test the hypothesis that extensive reading can lead to improvement in reading and vocabulary. In sum, the present work is an experimental study held at the Department of English (Hassiba Ben-Bouali University). It aims to highlight the effect of extensive reading in developing 1st year- EFL students reading and vocabulary. At this level and because it is important to understand the major principles of experimental design a thorough description of the experimental research method and its principles is provided in this section.

Experimental research: ***“Had a long tradition in psychology and education”*** (Ross & Morrison, 2004, p.1021). This method is believed to be:

The only method of research that can truly test hypotheses concerning cause-and-effect relationships. It represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science.

(Gay, 1992, p.298).

It is also acknowledged among researchers (Moore & McCabe, 1993; and Ross & Morrison, 2004) that:

The best method - indeed the only fully compelling method of establishing causation is to carefully conduct a designed experiment in which the effect of possible lurking variables are controlled. To experiment means to actively change x and to observe the response in y.

(Moore & McCabe, 1993, p.202).

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The major components of an experimental research as summarized by Seliger & Shohamy (1989) are:

1. The type and number of groups
2. The treatment
3. Measurement or observation.

(Seliger & Shohamy, 1989, p. 136-137)

Concerning the first component, many researchers assume that “*a true experimental research*” (Campbell & Stanley, 1963) relies on random process or what is known as randomization¹⁶ where groups are constructed especially for the experiment. Sometimes, however, the researcher cannot randomly assign subjects to experimental treatment, he rather focuses on the bases of scientific experimental research design in which: “*Individuals ... are assigned to different conditions and with appropriate controls to evaluate the effects of condition of interest [and using] measures... that provide reliable and valid data*” (Reyna, 2005, p.38).

The treatment in the present work and which refers to the well-organized and controlled experience of any thing done to the groups involved in the study and measure their effects on them is the four months instruction in extensive reading. Concerning measurement of how the effects of the treatment will be evaluated or observed, we opted for different data elicitation procedures: tests, questionnaires, think-aloud protocol and an interview.

Among the several categories¹⁷ of experimental research designs: *Single group designs, control group designs, factorial group designs and quasi -*

¹⁶ Randomization is as defined by Seliger & Shohamy (1989, p.143) “*A procedure with which to reduce the amount of systematic error that might result from biases in the assignment of subjects to groups. It also provides better control of variables that could affect internal validity. By randomizing, we are claiming that any effects of extraneous variables occur by chance and that chance is equally distributed between both groups. If subjects are assigned to groups randomly, it is safe to assume that the effect of many subject variables is spread evenly throughout the two groups*”.

¹⁷ In the first category design the research might be conducted with one group only. The control group design however is the one in which one group only receives a treatment while the other, representing the same population as the experimental subjects, does not receive a treatment. Furthermore, the factorial group design allows for the investigation of a number of independent variables at the same time. The fourth category design is the one in which the experimental research is conducted in situations which cannot be completely controlled or manipulated (Seliger & Shohamy ,1989, p.137).

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experimental designs (Campbell and Stanley, 1963; Borg, Gliner & Morgan, 2000; Creswell, 2002) we selected the control group design in which we construct two groups; one of them receives treatment (extensive reading instruction) while the other does not receive any treatment. This design can also use one group only and the comparison is between its performance without and with treatment.

The first step in this design is to identify the different variables: the independent variable¹⁸ (x) representing extensive reading in this study and the dependent variable¹⁹ (y) referring to reading and vocabulary. Conducting an experiment means that at least one independent variable is manipulated and its effect measured by some dependent variables, while other factors are controlled in various ways (Gliner & Morgan, 2000). What is more;

Implicit in the use of control groups is the important assumption that the control group represents the same population as the experimental group: it is as if we are comparing the same individuals with and without treatment. For this reason, the multi-group designs are concerned with measures to standardize the groups being compared, so that claims for difference in the performance on the dependent variable have both internal and external validity.

(Seliger & Shohamy, 1989, p.141).

Once the variables have been identified and defined, a set of procedures should then be implemented. The first procedure is to design a pre-test that will be addressed to both groups (experimental and control) in order to check the degree of the dependent variable before the treatment. The experimental group then will receive special treatment while the control group will receive no treatment. A final

¹⁸ It is the variable that is manipulated in order to affect a dependent variable.

¹⁹ It is the predicted outcome.

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procedure is to address the two groups a post-test just after the treatment. Results of the post-test will help to determine the effect of (x) on (y) and to measure the degree of change between the two groups. The different steps of the data collection procedure followed in the present study are illustrated in the diagram below:

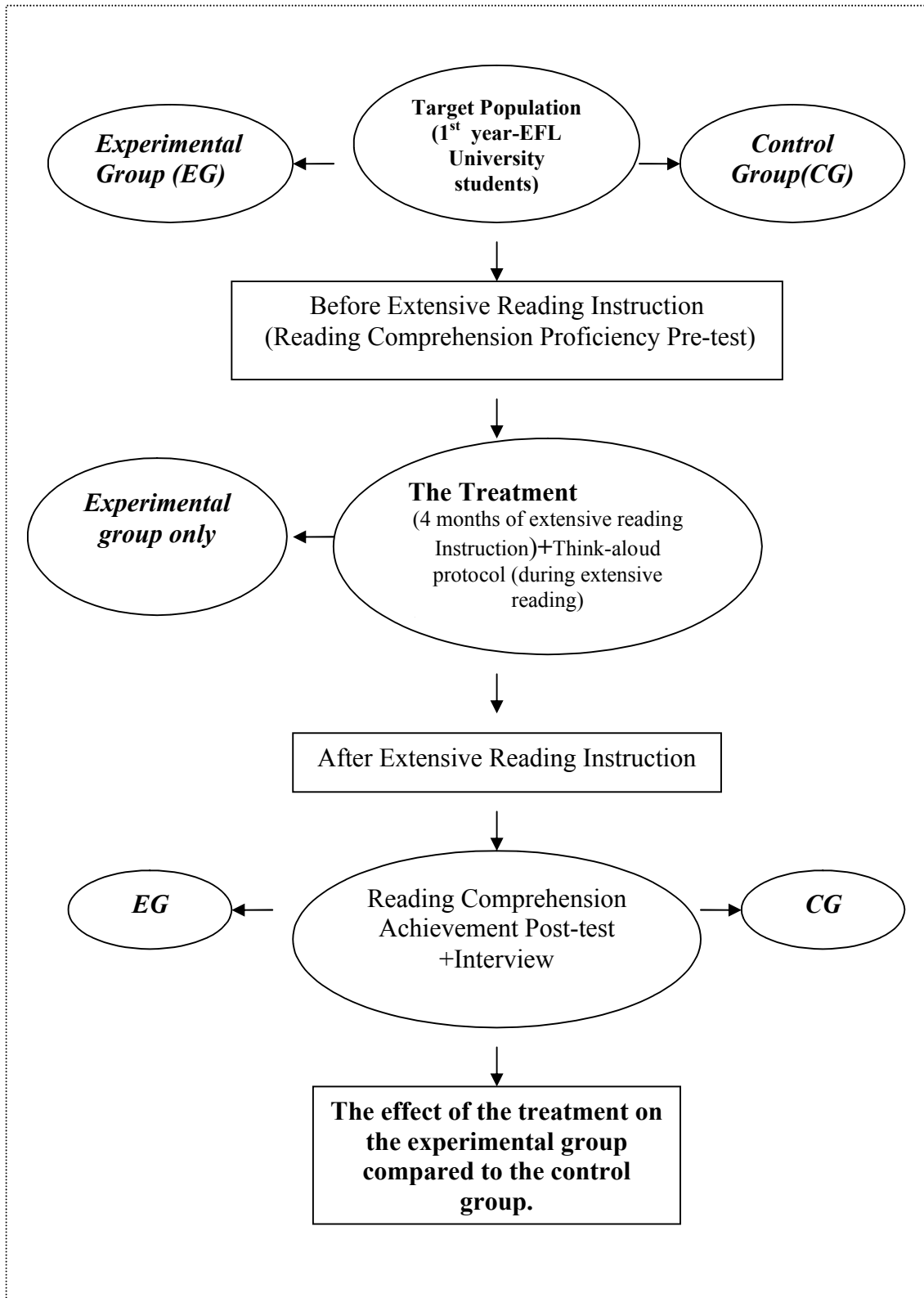


Diagram 2.2: Study Design.

2.6.2. Instrumentation

After we have selected the research method and design that fit well within the major aims of the study, i.e., the effect of extensive reading on students reading and vocabulary, a complementary step is to collect data using a variety of sources and instruments in a form of triangulation

Denzin (1978) and Mathison (1988) argue the importance of using different data collection procedures in a given study and thus obtain data from a variety of sources simultaneously. Engaging more than one procedure in collecting data is referred to as ‘triangulation’ which is *“A validity procedure where researchers search for convergence among multiple and different sources of information to form themes of categories in a study”* (Creswell & Miller, 2000, p.126). Several definitions are attributed to triangulation; Cohen & Manion (2000) for example consider it as *“an attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint”* (Cohen & Manion, 2000, p.254). Furthermore, O’Donoghue & Punch (2003) state that triangulation is *“a method of cross-checking data from multiple sources to reach for regularities in the research data”* (O’ Donoghue & Punch, 2003, p.78).

In particular, triangulation refers to the application and combination of several research methodologies in the study of the same phenomenon (Bogdam & Biklen, 2006). It is also well documented that this powerful technique *“gives a more detailed and balanced picture of the situation”* (Altrichter *et al*, 2008, p.147). It in addition strengthens the reliability and validity²⁰ of research (Stake, 1995; Tellis, 1997).

²⁰ They are defined by Joppe (2000, p. 01) as follows: *“Reliability ...the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable ... validity ... determines whether the research truly measures that which it was intended to measure or how trustful the research results are. In other words, does the research instrument allow you to hit ‘the bull’s eye’ of your research object? Researchers generally determine validity by asking a series of questions and will often look for the answers in the research of others”.*

From the basic four types of triangulation²¹ identified by Denzin (1978): ‘*Data triangulation*’, ‘*Investigator triangulation*’, ‘*Theory triangulation*’, and ‘*Methodological triangulation*’, the fourth type which involves using more than one method to gather data is selected for this research work. By using more than one research instrument or a variety of procedures, the researcher could obtain richer and comprehensive data.

From a large pool of available procedures, we used in this study a variety of sources for data collection: two questionnaires, two tests, a think-aloud protocol and an interview in order to minimize the bias of relying on one data collection instrument and also to yield extensive, rich and more valid type of data (Denzin, 1978; Jick, 1983; Mathison 1988). In what follows the definitions, advantages and disadvantages of each of the already mentioned instruments will be presented.

2.6.2.1. Questionnaires

Questionnaires are defined by Seliger & Shohamy (1989, p. 172) as “***Printed forms of data collection, which include questions or statements to which the subject is expected to respond, often anonymously***”. The questionnaire is indeed a helpful tool of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. It is a very concise, pre-planned set of questions designed to yield specific information about a pertinent topic (Key, 1997).

Simply put, a questionnaire includes a series of questions asked to individuals to obtain statistically useful information about a given topic (Webster’s Online Dictionary, 2008). The questionnaire is used in the present work for a set of reasons which represent advantages of this invaluable research tool:

- The questionnaire allows the analysis of a large number of informants in a relatively short period of time anonymously (Wallace, 1998).

²¹ The first type involves ‘*time, space and persons*’, whereas the second type involves ‘*multiple researchers in an investigation*’. The third type involves ‘*using more than one theoretical scheme in the interpretation of the phenomenon*’ (Denzin, 1978).

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- The questionnaire allows the analysis of a large number of informants in a relatively short period of time anonymously (Wallace, 1998).
- The questionnaire brings under control the dimension of 'self report' (Weir & Robert, 1994).

Moreover, questionnaires have several advantages:

a) They are self-administered and can be given to large groups of subjects at the same time. They are therefore less expensive to administer than other procedures such as interviews. b) When anonymity is assured, subjects tend to share information of a sensitive nature more easily. c) Since the same questionnaire is given to all subjects, the data are more uniform and standard. d) Since they are usually given to all subjects of the research at exactly the same time, the data are more accurate.

(Seliger & Shohamy, 1989, p.172).

Although questionnaires are widely used in the field of foreign language acquisition, they have been criticized for a number of disadvantages which are summarized as follows:

- Low response rate, which poses questions about the reasons why certain subjects respond and others do not.
- Low return rate may influence the validity of the findings.
- Questionnaires are not appropriate for subjects who cannot read and write. Thus, there is no assurance that the questions used in a questionnaire have been properly understood by the subjects and answered correctly.

(Ibid).

On the other hand, Key (1997) notes that:

- Respondents' motivation is difficult to assess in the questionnaire, affecting the validity of response.

- Unless a random sample of return is obtained, those returned completely may represent biased sample.

Questionnaires are of two types: structured and unstructured. Structured questionnaires require the subject to make responses, to check agreements or disagreements and are of high explicitness. The unstructured questionnaires on the other side are said to be of a low degree of explicitness and they require the subjects to express themselves in a descriptive way.

In this study two structured questionnaires were prepared and addressed to both 1st year- EFL students and teachers at Hassiba Ben-Bouali University (**See Appendices B and C**). A thorough description of the two questionnaires will be provided in the third chapter with reference to the content and purpose of each of them.

2.6.2.2. Reading Tests

Testing is a feature of research intervention which aims mainly to measure the ability of the subjects and/or to measure the degree of progress yielded by a particular intervention especially in experimental design as it is the case in the present work. For Brown (1994, p.253) “*Testing and teaching are interrelated*”. He defines a test as “*A method of measuring a person’s ability or knowledge in a given area*” (Ibid, p.252). According to Seliger & Shohamy (1989, p.176) a test is:

A procedure used to collect data on subjects’ ability or knowledge of certain disciplines. In second language acquisition research, tests are generally used to collect data about the subject’s ability in and knowledge of the second language in areas such as vocabulary, grammar, reading, meta-linguistic awareness and general proficiency.

Johnson and Christensen (2008) distinguish testing from assessment. For them testing is the process of measuring variables by means of devices or procedures

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designed to obtain sample behaviour while assessment is the gathering and integration of data for the purpose of making an educational evaluation, accomplished through the use of tools such as tests, interviews, case studies and measurement procedures.

Tests are of different types and various degree of explicitness. Harmer (2001) in this respect differentiates between placement tests²², proficiency tests and progress or achievement tests. Difference is also settled between low explicitness and high explicitness tests²³.

Between the high explicitness and low explicitness tests we opted in the present research work for tests of varying degree of explicitness and of different types: proficiency and achievement tests (See **Appendices D and E**). The proficiency test which aims *“to tap global competence in a language”* (Brown, 1994, p.257) and also to give *“a general picture of a student’s knowledge and ability (rather than measure progress)”* (Harmer, 2001, p. 321) was used in the pre-training phase to fulfil the following objectives:

- Determine students’ level in reading in general and vocabulary in particular.
- Know students’ attitudes toward extensive reading.
- Spot students difficulties in reading and problems with vocabulary.
- Find ways to help students cope with their reading difficulties and remedy their vocabulary problems.

In addition to the proficiency test which is not intended to be limited to any one course, curriculum, or single skill in the language (Dieterich, Freeman, and Crandall 1979), an achievement test was used in the post-training phase because these tests are:

²² These tests are *“Usually based on syllabuses and materials the students will follow and use once their level has been decided on, these test grammar and vocabulary knowledge and assess students’ productive and receptive skills”* (Harmer, 2001, p.321).

²³ High explicitness tests generally: *“Employ a variety of structured techniques to elicit language data while tests of low explicitness collect/record/gather language which is produced spontaneously, often without the subjects being aware that their language is being assessed”* (Seliger & Shohamy, 1989, p.176).

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Designed to measure learners' language and skill progress in relation to the syllabus they have been following... they reinforce the learning that has taken place, not go out of their way to expose weaknesses. They can also help us to decide on changes to future teaching programmes.

(Harmer, 2001, p.321).

This type of tests also known as attainment or progress tests ***“is related directly to classroom lessons, units, or even a total curriculum. Achievement tests are limited to particular material covered in a curriculum within a particular time frame”*** (Brown, 1994, p.259). The achievement test used in the present study post-training phase was particularly designed to:

- Measure students 'progress in reading after the extensive reading programme
- Measure students' progress and improvement in vocabulary after extensive reading instruction
- Measure students' benefits from extensive reading in general

We tried when using the two tests to take into account the three requirements of a good test: ***“practicality, reliability, and validity”*** (Brown, 1994, p.253). Because it is strongly believed that ***“If these three axiomatic criteria are carefully met, a test should then be administrable within given constraints, be dependable, and actually measure what it attends to measure”*** (Ibid).

In this section and because the goal of testing is usually to predict behaviour other than the exact behaviours required while the exam is being taken (Cohen *et al*, 2007), a small number of randomly selected subjects (exactly six students) were required to read and think aloud during the proficiency test since: ***“It is often possible to combine methods. The general principle is that one method is used to collect data that can be used to focus or facilitate application of the next method”*** (Vansomerem *et al*, 1994, pp.26-27).

A general view about the think-aloud procedure, its main advantages, disadvantages and the reasons behind the selection of this instrument for data collection represents the core focus of the following part.

2.6.2.3. Think-aloud Protocol

The use of verbal reports²⁴ (protocols) as a data collection procedure in second and foreign language acquisition research is well grounded in theory (Olshavsky, 1977; Brown, 1981; Mann, 1983; Ericsson & Simon, 1984; 1993; Faerch & Kasper, 1987; Gass & Mackey, 2000). The popularity of verbal protocols as noted by Cohen (2000) is due to its methodological merit that looks *into “the cognitive process and learner responses that otherwise would have to be investigated only indirectly”* (Cohen, 2000, Cited in Park, 2009, p.290). In other words, verbal reports are direct inferences about the cognitive processes of interest (Green, 1998) as the subjects have *“privileged access to their experiences”* (Ericsson & Simon, 1993, p.xii). There are three main techniques for eliciting verbal reports: *“thinking aloud, introspection and retrospection”* (Seliger & Shohamy, 1989, p.169).

a- Introspection refers to an observation and sometimes, a description of the contents of one’s own consciousness (Overgaard, 2008). James (1890/1981) defines introspection as a kind of ‘*active observation*’. This method is also known as ‘*the subjective observation*’ since it provides direct observation of mental processes and requires the subjects *“to observe the working of their minds when involved in a particular task, and report on them as they occur”* (Seliger & Shohamy, 1989, p.170). The leading defender of introspection; Armstrong (1968; 1981; 1999) describes it as *“A self-scanning process in the brain”* (Armstrong, 1968, p. 324). He states that introspection involves no more than *“keeping a watching brief on our own current mental contents, but without making much of a deal of it”* (Ibid, 1999,

²⁴ Verbal reports refer to a set of data collection procedures in which research subjects report orally to the researcher on the processes they are engaged in while performing a cognitive or linguistic task (Cohen & Hosenfield, 1981; Mann, 1983).

p.170). The leading defender of introspection; Armstrong (1968; 1981; 1999) describes it as *“A self-scanning process in the brain”* (Armstrong, 1968, p. 324). He states that introspection involves no more than *“keeping a watching brief on our own current mental contents, but without making much of a deal of it”* (Ibid, 1999, p.115). Many researchers (Jack and Roepstorff, 2003; 2004; Overgaard, 2006; 2008) believe that introspection is the key method to study consciousness and that it should be used in scientific experiments in a more disciplined way. Currently, Hill (2009) argues that introspection is a process that produces judgements about, rather than perceptual awareness of, the target states. Sharing the same opinion with Hill, Prinz (2004) on his turn claims that introspection must involve multiple mechanisms, depending both on the target states and the particular mode of access to those states. Moreover, Ross (1997) argues the importance of introspection stating that:

Introspection has considerable potential as a tool for investigating the psycholinguistic validity of item response patterns and can offer detailed qualitative data to supplement traditional and probabilistic approaches to test analysis, which have been limited to providing information about who should get items correct, but not why such items were correctly answered.

(Ross, 1997, p.219).

In spite of some advantages (introspection is an easy method, it can be used at any time and place, it provides direct observation of mental processes...etc), introspection method is criticized for lack of scientific validity (Nisbett & Wilson, 1977; Lyons, 1986). For instance Nisbett and Wilson (1977) claim that *“People often cannot report accurately on the effects of particular stimuli on higher order, inference-based responses...”* (Nisbett & Wilson, 1977, Cited in Brown & Rogers, 2002, p.233). Furthermore, Ross (1977, p.236) explains that: *“The subjective nature of verbal report analysis may be a potential problem with introspective verbal protocol analysis”*.

b- Retrospection is a self-observation technique which generally means to take a look back at events that have already taken place; ***“It probes the subjects for information after completion of a task. This requires the subjects to infer their own mental processes or strategies from their memory of the particular mental event under observation”*** (Seliger & Shohamy, 1989, p.170). For learning about the past, retrospective reports can be very useful since they aim to evaluate the effectiveness of an intervention after its completion. This is most of the time very stimulating for the subjects especially those who find it difficult to perform a given task and recall their thoughts simultaneously.

Despite the population of retrospective methods, there are some problems (disadvantages) that can strongly influence these methods. One of the problems associated with retrospection is the possibility of biased, unreal and sometimes fabricated answers. The informants’ fallibility to recall the past accurately also represents a major weakness in retrospective reports and can further make reports less convincing. However, ***“Retrospection reporting is a viable research methodology if the measure used to generate the reports is adequately reliable and valid. Retrospective reports should neither be rejected nor used indiscriminately”*** (Miller, Cardinal & Glick, 1997, p.189).

In order to avoid some problems with verbal reports and improve their quality, Park (2009) suggests the following:

- Maximize the regency of verbal report of cognition and response to their actual occurrence.
- Use clear instructions that can help the subject to better access the information from their short-term memory.
- Train the subject enough to the protocol instructions.

(Park, 2009, p. 292).

Since it is possible to use both introspective and retrospective methods for data collecting: ***“It is possible to collect introspective and retrospective data from students just after they have answered each item on multiple choice reading***

comprehension instrument” (Cohen, 1994, p. 127), we implemented in the present study and in addition to the think-aloud procedure an interview.

The think-aloud technique was chosen as a data elicitation instrument in this study for some advantages, among which we mention the following:

- a. Think-aloud is an invaluable procedure which: **“Is believed to yield rich data, since it elicits information which is kept in short term memory and is thereby directly accessible for further processing and verbalization²⁵”**. (Seliger & Shohamy, 1989, p.170).
- b. In think-aloud method, talking out loud does not interfere with the task performance (Ericsson & Simon, 1993).

In addition and compared with structured elicitation techniques, thinking aloud:

- a. Makes it easy for the subjects, because they are allowed to use their own language.
- c. Treats the verbal protocols that are accessible to anyone, as data thus creating an objective method.
- d. Avoids interpretation by the subject and only assumes a very simple verbalization process.
- e. Does not lead to much disturbance of the thought process. The subject solves a problem while the talking is executed almost automatically. The data so gathered are very direct, there is no delay.

(Vansomeren *et al*, 1994, p.26-30).

Since thinking-aloud can help instructors **“To make overt to the students, the strategies they use to comprehend text and in turn that will help facilitate text understanding”** (Kucan & Beck 1997 , Cited in Park , 2009, p. 302), the six

²⁵ **“Information that is active in working memory is put into words. The output of this process is the spoken protocol”** (Vansomeren, 1994, p.21).

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students from the experimental group were asked during extensive reading to read and think aloud. They were recorded and the recording analysed. The researcher explained to the subjects that when thinking aloud every individual is asked: ***“To talk aloud, keeps on talking, speaks out loud whatever thoughts come to mind, while performing the task at hand ... he first has to concentrate on the task”*** (Ibid, p.26).

In conducting the think-aloud with the students and to avoid biased data, we followed a set of steps:

1. We prepared a comfortable setting (classroom) for the students to feel at ease in performing the reading task without any disturbance because the subjects as Titchener (1910; 2007) claims should be unbiased. They should be alert free from distraction, healthy, fresh and free from fatigue and interested in the experience under study.
2. The students were asked to read and say out loud all that comes to their minds: ***“Unlike the other techniques for gathering verbal data, there are no interruptions or suggestive prompts or questions as the subject is encouraged to give a concurrent account of his thoughts and to avoid interpretation or explanation of what he is doing”*** (Kucan & Beck, 1997, Cited in Park, 2009, p. 302)
3. We interfered only when students needed help or asked questions in order to avoid any influence on the procedure in general and their thinking in particular.
4. We made it clear for them that they can stop at any time they feel anxious or uncomfortable.
5. We explained to the students that the gathered data will be confidentially used by the researcher and that it is the experiment which was tested and not the students themselves.

The think-aloud method is currently becoming very popular in second and foreign language acquisition research. However, it is necessary for researchers to be

aware of the different problems (disadvantages) associated with this method, for instance:

- a. The subjects may infer a process, not as a direct reflection of the activity recently engaged in, but rather from prior knowledge or experience of a similar activity on a previous occasion.
- b. The social or psychological factors which result from the interaction between the experimenter and the subject, the subject's willingness to cooperate and the experimental setting itself.
- c. There may be subjects who are not accustomed to carrying out 'think-aloud' tasks and who may find it difficult to perform two tasks simultaneously and thus fail to verbalize important information.
- d. In an effort to please the experimenter the subjects may over-compensate and provide information they feel the researcher is hoping to obtain but which does not really reflect their true mental states.
- e. The researcher's hope of obtaining certain data may also indirectly bias the subject's behaviour. There are doubts about the reliability and validity of the data obtained from verbal reporting procedure
- f. There is the possible effect of the task of verbalization itself; the need for additional verbal processing may interfere with the processing that is being commented on.

(Seliger & Shohamy, 1989, p. 170).

Ultimately, the procedure of think-aloud may have an effect on the general task performance (Storey, 1997; Stratman and Hamp-Lyons, 1994). The use of the think- aloud as data elicitation procedure should then be done with caution. In the present study, for example, and for the sake of minimizing some of the already stated problems, the researcher trained in advance the subjects in the use of the think aloud (Pilot study) and used also other procedures: mainly the questionnaires, the tests and the interview.

2.6.2.4. Interview

In addition to the questionnaire, another retrospection instrument; ‘the interview’ was used to collect data about students’ vocabulary and reading gains after the extensive reading instruction (**Appendix F**). As a fourth instrument, the interview also helped the investigator clarifying and understanding many points about the phenomenon under study. This is because interviews allow people to convey to others a situation from their own perspective and in their own way (Kvale, 1996).

Gray (2004) notes that there are many reasons for using the interview as a research instrument:

- a. There is a need to attain highly personalized data.
- b. There are opportunities required for probing
- c. A good return rate is important
- d. Respondents are not fluent in the native language of the country, or when they have difficulties with written language.

(Gray, 2004, p.214).

Interviews have been used extensively for data collection across the disciplines of the social sciences and in educational research (Berry, 1999). Many researchers (Kvale, 1996; Cohen *et al*, 2000; Griffiee, 2005) define interview as a qualitative method of collecting data; for example, Kvale (1983) defines the qualitative research interview as *“An interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena”* (Kvale, 1983, p.174). In addition, Kvale (1996) regards interviewing as *“... An interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social stiltedness of research data”* (Ibid, 1996, p.14).

According to Cohen *et al* (2000): *“The interview is not simply concerned with collecting data about life: it is part of life itself”* (Cohen *et al*, 2000, p. 267). Cohen *et al* (2007) further state that an interview is *“...A social encounter, not*

simply a site for information exchange” (Ibid, p.350). Kvale (1996) stresses seven stages of an interview investigation; these are:

1. **Thematising:** Formulate the purpose of the investigation and describe the concept of the topic to be investigated before the interview.
2. **Designing:** Plan the design of the study, taking into consideration all seven stages, before the interview starts.
3. **Interviewing:** Conduct the interviews based on an interview guide and with a reflective approach to the knowledge sought.
4. **Transcribing:** Prepare the interview material for analysis which commonly includes a transcription from oral speech to written text.
5. **Analyzing:** Decide, on the basis of the purpose and topic of the investigation, and on the nature of the interview material, which methods of analysis are appropriate.
6. **Verifying:** As certain the generalizability, reliability and validity of the interview findings.
7. **Reporting:** Communicate the findings of the study and the methods applied in a form that lives up to scientific criteria, takes the ethical aspects of the investigation into consideration, and that results in a readable product.

(Kvale, 1996, p.88).

In the same line of thought, Griffiee (2005) claims that several issues and decisions need to be made when conducting an interview, among these are the following:

- Decide whom to interview
- Choose when to stop a particular interview
- Select a place for the interview
- Decide a place for the interview
- Decide which questions to ask
- Consider how the data will be collected.

(Griffiee, 2005, p.36).

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In the present study the interview was used with some informants (exactly 10 students) among those who took part in the extensive reading instruction. In other words, the interview was addressed to persons (students) who as Spradley (1979) suggests are with a history of the situation, who are currently in the situation and who allow adequate time to interview them. The interview took place in a classroom (in the same Department of English) where students feel more comfortable and confident to talk freely. The interviewer (investigator) stopped when necessary; mainly when the interviewee asked for clarification and sometimes when the data are elicited.

Undoubtedly, questions are essential determiners of a good interview: ***“Central to the interview is the issue of asking questions and this is often achieved in particular research through conversation encounters”*** (Hitchcock & Hughes, 1989, p.79). In the same context, Palmer (1928) states that: ***“Proficient interviewers should be always in control of a conversation which they guide and bend to the service of their research interest”*** (Palmer, 1928, p.171). In the same view, Patton (2002) recommends to:

... Explore, probe, and ask questions that will elucidate and illuminate that particular subject... to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style but with the focus on a particular subject that has been predetermined.

(Patton, 2002, p. 343).

Any researcher therefore needs at least to have an idea about the different types of interview questions he may use in his research work, the investigator in this work carefully selected questions that fit better with the general aims of the study and that make sense to the interviewees; because in order ***“to enhance their comprehensibility to the interviewees, questions should be easy to understand, short, and devoid of jargon”*** (Kvale, 1996, p.130). In his view, Berry (1999) advises to avoid deep questions which may irritate the informants, possibly resulting in an

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interruption of the interview. Patton (1987), in addition, suggests that: ***“The researcher should ask one thing at once”*** (Patton, 1987, p.124). During the interview we tried to keep ‘*double attention*²⁶’ on the students, the interview was also recorded to avoid any misinterpretation of the data. In short, when conducting the interview we took into account Tuckman’s (1972) guidelines for interviewing procedures:

At the meeting, the interviewer should brief the respondent as to the nature or purpose of the interview (being as candid as possible without biasing responses) and attempt to make the respondent feel at ease. He should explain the manner in which he will be recording responses, and if he plans to tape record, he should get the respondents’ assents. At all times, an interviewer must remember that he is a data collection instrument and try to let his own biases, opinions, or curiosity affect his behaviour.

(Tuckman, 1972, cited in Cohen & Manion, 1994, p.286).

There are indeed many types of interviews, Hitchcock and Hughes (1989, p.79) list nine types: ***“structured interview, survey interview, counselling interview, diary interview, life history interview, ethnographic interview, informal /unstructured interview, and conversations”***. Cohen and Manion (1994), however, group interviews into four types including ***“The structured interview, the unstructured interview, the non-directive interview and the focused interview”*** (Cohen & Manion, 1994, p.273). Nunan (1992) and Weir & Robert (1994) on their part state that an interview can be ‘*structured, unstructured or semi-structured*’.

a. Structured Interview: Is an interview: ***“in which all the respondents are asked the same questions with the same wording and in the same sequence”***

²⁶ Wengraf (2001, p.194) states that ***“You [Researcher] must be both listening to the informant’s responses to understand what he or she is trying to get at and, at the same time, you must be bearing in mind your needs to ensure that all your questions are liable to get answered within the fixed time at the level of depth and detail that you need”***

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(Corbetta, 2003, p .269). The structured interview, also known as the standardized interview or a ***“frontloaded interview”*** (Cohen *et al*, 2007, p.355) is very similar to the self-complete questionnaire and more often associated with quantitative research. This type of instrument is judged to be easy to analyse because the researcher has control over the topics and format of the interview using a detailed interview guide (Kajornboon, 2011). Wenden (1982) considers the general interview guide approach useful as it ***“allows for in-depth probing while permitting the interviewer to keep the interview within the parameters traced but by the aim of the study”*** (Wenden, 1982, p.39). In short, the structured interview entails the:

... Administration of an interview schedule by an interviewer. The aim is of all interviewees to be given exactly the same context of questioning. This means that each respondent receives exactly the same interview stimulus as any other. The goal of this style of interview is to ensure that interviewees’ replies can be aggregated ... questions are usually very specific often the interviewee [answers] a fixed range of answers (this type of question is often called closed, closed-ended, pre-coded, or fixed choice).

(Bryman, 2001, p.107)

However, ***“The researcher’s verbal comments and non-verbal cues can cause bias and have an influence upon respondents’ answers”*** (David & Sutton, 2004, p.160). In addition, this kind of interviewing can introduce some rigidity to the interview (Corbetta, 2003).

b. Semi-Structured Interview: This kind of interviews also known by the non-standardized interview is explained by Corbetta (2003) as follows:

The order in which the various topics are dealt with and the wording of the questions are left to the interviewers’ discretion. Within each topic, the interviewer is free to

conduct the conversation as he thinks fit, to ask the questions he deems appropriate in the words he considers best, to give explanation and ask for clarification if the answer is not clear, to prompt the respondent to elucidate further if necessary, and to establish his own style of conversation.

(Corbetta, 2003, p. 270).

In using a semi-structured interview, the researcher generally asks open-ended questions. The order of the questions is flexible and depends on the interviewer judgement of what is best in the situation. According to Kajornboom (2005) the strength of the semi-structured interviews is that the researcher can prompt and probe deeper into the given situation. In addition, he/she can explain or rephrase the questions if respondents are unclear about the questions. However, it is sometimes biased task for interviewers not to be able to ask prompt questions.

c. Unstructured Interview: This type is frequently known as the qualitative, naturalistic, exploratory, in depth or non-directive. According to Berry (1999); in-depth or structured interviewing is a type of interviewing which researchers use to elicit information in order to achieve a holistic understanding of the interviewee's point of view or situation. It can also be used to explore interesting areas for further investigation. In using the non-directive interview questions are usually not pre-determined (Kajornboom, 2005) unlike the structured and the semi-structured interviews which are somewhat controlled by the researcher who sets the issues and questions. The interviewer's role in the unstructured interview is *"to check on unclear points and to rephrase the answer to check for accuracy and understanding"* (Gray, 2004, p.217). However, bias is inevitable since *"interviews are 'intersubjective', neither exclusively subjective nor objective, but a shared construction of knowledge"* (Cohen *et al*, 2007, p.349). Thus bias should be recognized and controlled to avoid any unexpected issue when analyzing data.

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Among its different disadvantages, the interview being structured, semi-structured or unstructured is more time consuming and most of the time the interviewees can represent a source of bias especially when they give answers only to please the interviewer and to give a good impression about themselves. Oppenheim (1992) for example states that an interview is:

... Essentially a one way process. Indeed, if it should become a two way process of communication (more like a genuine conversation) it will lose much of its value because of the biases introduced by the interviewer ... [the interviewers] must 'switch off' their own personality and attitudes ... and try to be unaffected by circumstances, by their attitude to the topic or the respondent ... The interviewers will seek to reduce their own role to an absolute minimum, to avoid leading the respondent.

(Oppenheim, 1992, pp.66-67).

Sometimes, however, the interviewee may present inappropriate and most of the time irrelevant outcomes that do not fit into the aim of the interviewer. In this work a semi-structured interview was used prior to its advantages compared to the other types of interviews.

2.7. Conclusion

This second chapter has tried to describe the teaching and learning situation at the university level with particular focus on the reading skill teaching/learning in the EFL classroom. Parameters such as teachers' profile and methodology, students' profile and needs analysis as well as the objectives behind teaching reading and the place of extensive reading in the EFL curriculum have all been emphasized as they represent important variables in the analysis and interpretation of the study results.

Learners' needs analysis has shed light on their apparent need for instruction in extensive reading, seen as an effective solution to their reading and vocabulary

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difficulties and their language weakness also. The research methodology chosen, the design opted for in this work and the data collection instruments used for testing the researcher hypotheses have all been defined and introduced. Ultimately, a thorough description of the research methodology will serve as a basis for dealing with analysis and interpretation of results in the third empirical chapter.

CHAPTER THREE

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

3.1. Introduction

3.2. Data Collection Procedures

3.2.1. Pre-training Phase

3.2.2. Training Phase

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3.3. Analysis of Results

3.3.1. Pre-training Phase Results

3.3.1.1. Questionnaires

3.3.1.1.1. Students' Questionnaire

i. Students' Suggestions

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ii. Teachers' Suggestions

3.3.1.2. Reading Comprehension Proficiency Test

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3.4. Interpretation and Discussion of Results

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CHAPTER THREE

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

3.1. Introduction

This third chapter is devoted to the empirical phase which strives to provide an answer to the inquiry: whether extensive reading instruction may lead to students' reading and vocabulary improvement or not; an enquiry which represents the question motivating the present research work.

The chapter gives a detailed account of the methodology and design opted for. It describes the different analytical instruments used to collect data: two questionnaires, two reading comprehension tests (proficiency and achievement tests), a think-aloud protocol and an interview. In addition it provides a description of the pre-training, the training and the post-training phases of the data collection. Following this, a thorough analysis of the findings obtained from each phase is carried in order to cross-check the results and validate them.

A detailed interpretation and discussion of the gathered data is also presented in this empirical part of the work. Results of this investigative study first serve as a crucial step toward diagnosis of the problem and second as groundwork for alternative remedies that will be dealt with in the concluding fourth chapter.

3.2. Data Collection Procedures

Data is collected in this chapter to test the pre-stated theory that extensive reading instruction yields to students' reading and vocabulary improvement. A triangulated approach which is based on the idea of using different methods to explore the same subjects (Davies, 2007) is employed.

The data collection tools used in the investigative study were implemented at three distinctive phases:

- a. The pre-training phase: At the beginning of the academic year, before students have been instructed in extensive reading (before the extensive reading programme).
- b. The training phase: During students direct instruction in extensive reading (during the extensive reading programme)
- c. The post-training phase: At the end of the training, i.e., after instruction was completed (after the extensive reading programme).

In what follows each of the three phases will be dealt with separately:

3.2.1. Pre-training Phase

In this phase we aim mainly to get a general idea about students' current reading and vocabulary level. We also seek to identify students' attitudes towards and viewpoints about extensive reading as the core of our research work.

Two questionnaires were used in this initial phase of instruction. The first one was designed and administered to 1st year- EFL students at Hassiba Ben-Bouali University of Chlef (**See Appendix B**) at the beginning of the 2nd semester of the academic year 2012-2013. It consists of twelve questions carefully selected to help the researcher obtain a clear picture on what concern the subjects' attitudes towards and opinions about extensive reading and their likes, preferences and difficulties in the same area. The twelve questions as shown in Appendix B and explained above are divided into four rubrics:

- **Rubric One** (Questions one, two, three and four)

Rubric one in students' questionnaire includes the four first questions which have the goal of collecting information about students' attitudes towards extensive reading and their beliefs about it. The gathered information will be taken into account when designing the extensive reading programme. This in attempt of getting students motivated as much as possible in the training phase.

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- ***Rubric Two*** (Questions five and six)

The two questions in this second rubric seek to know students' difficulties and problems in extensive reading and the different strategies they use as solutions to these problems. Both questions were designed to aid the researcher provide necessary guidance and orientation during instruction in extensive reading.

- ***Rubric Three*** (Questions seven, eight, nine and ten)

In this third rubric, the questions were intended to unveil students' expectations and preferences for extensive reading and to collect more information about the factors students attribute to the success of an extensive reading programme and their readiness to participate in similar programmes. The objective is to take the subjects' opinions into consideration when deciding on the extensive reading programme and its content.

- ***Rubric Four*** (Questions eleven and twelve)

The two questions in this rubric aim to know students' suggestions on what concern the practice of extensive reading. All the subjects' proposals and suggestions will also be considered in designing the extensive reading programme as a way to increase students' interest and enthusiasm for extensive reading.

Within the same phase, a second questionnaire was designed and administered to EFL University teachers in charge of the reading module (**See Appendix C**). Teachers' questionnaire aims chiefly to collect further information about students' reading and vocabulary level as well as their interests and preferences for extensive reading and the main difficulties they encounter when involved in this activity. In addition, teacher's personal suggestions and recommendations in the same area of extensive reading are emphasized.

The questionnaire comprises fourteen questions, all of which are related to the focus of the study: extensive reading. The first two questions intend to identify teachers' assessment of students' reading and vocabulary level. The following third and fourth questions seek to identify students' attitudes towards extensive reading

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and its practice. Questions five and six on their part try to know if students are encouraged by their teachers to practise extensive reading and if teachers have ever introduced extensive reading in their classrooms. Questions seven and eight ask teachers about their personal opinions as well as students' opinions about the benefits of extensive reading on reading and vocabulary.

Students' difficulties in extensive reading and the techniques they use to overcome some of these difficulties are the concern of questions nine and ten. Questions eleven and twelve ask teachers about students' preferences for extensive reading activities and the factors students' judge to be indispensable for the success of extensive reading.

The last two questions; thirteen and fourteen, explore teachers' viewpoints about students' motivation and readiness to participate in extensive reading programmes and their suggestions as far as the implementation and practice of extensive reading in the EFL classroom is concerned.

Immediately after the two questionnaires and as a second step in this pre-training phase a reading comprehension proficiency test (**Appendix D**) was administered to students in order to assess their reading and vocabulary level so that to help the researcher provide necessary training and effective instruction in extensive reading. The test consists of a short text adapted from L.G. Alexander. *Developing Skills (An Integrated Course for Intermediate Students)* followed by a set of reading comprehension questions and vocabulary activities students had to answer in one hour and a half. In addition to determining the subjects' reading and vocabulary background, the chosen activities are meant to identify the reading and vocabulary strategies students use when involved in the reading task.

The pre-training phase in the present study is a crucial step, for it helps the researcher gather important information about the subjects involved in the study and to compare the obtained results on students reading and vocabulary before and after instruction in extensive reading.

3.2.2. Training Phase

After having determined the subjects' reading and vocabulary level, instruction in extensive reading was our objective in the practical phase. The researcher selected randomly two reading comprehension classes to take part in the programme. This was judged to be reasonable because the use of extensive reading by other teachers is seldom in the Department English (at Hassiba Ben-Bouali University). Another reason was to ensure that ***“Nothing except the planned treatment being studied is different for the two groups”*** (Johnson, 1992, p.177), i.e., all the other conditions such as the teacher, the curriculum, the environment and the materials should be exactly the same in the two groups and that differences in the results of the study will be due to differences in the two treatments only.

The two classes were the same in size, they consisted of 80 students (68 females and 12 males) representing the participants in the present study. All the students were aged between 19 and 23, their social and cultural background were relatively homogenous and they were assessed to have intermediate level in English (they have a basic competence in speaking and writing and an ability to comprehend fairly straightforward listening and reading).

The extensive reading programme was introduced at the beginning of the second semester and it lasted four months from January to April (2012-2013). We preferred to launch the programme in the second semester instead of the first with the assumption that students had had enough time to get used to the teaching/ learning environment at the university that is totally different from that at secondary school.

The decision on the control and the experimental groups was also done at random. Students in the control group¹ represented the intensive group and those in the experimental group² were dubbed as the extensive/ interventional group. Both groups were equal in size; each of them consisted of 40 students.

¹ The group which did not receive any treatment or instruction (Seliger and Shohamy, 1989). In our case it is the intensive group.

² The group which receives particular treatment, i.e., the group under instruction (Seliger and Shohamy, 1989). In our case it is the extensive group (the group that receives instruction in extensive reading)

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In order to maximize students' involvement in the programme and motivate them to read and enjoy reading we applied the features of extensive reading programme that correspond with most of Day & Bamford's (2002) '*Top Ten Principles for Teaching Extensive Reading*'. These can be summarized as follows: the reading material should be easy and within the students' reading competence, a variety of reading materials on a wide range of topics must be available, students choose what they want to read and read as much as possible, the aim of reading should be pleasure and general understanding, that reading is usually faster rather than slower, reading is silent and individual, teacher orients and guides students in their reading by acting as role model of a reader.

Informants in the two groups, the control and the experimental, received the same reading courses for the four weeks (one month) that precede instruction in extensive reading. These courses were intensive in nature; based on the teacher selection of short texts to be read in the classroom and the completion of some tasks related to the reading texts. The majority of these tasks aim to test comprehension of the text, grammar, lexis and to prepare students for writing.

The different texts selected for intensive reading (**Appendix I**) were taken from L.G. Alexander (1967). *Developing Skills (An Integrated Course for Intermediate Students)*. The approximate length of the texts varied from 250 to 530 words graded at varying levels of English vocabulary and structures. Each text in the book was followed by a set of exercises that cover comprehension questions, writing compositions, expanding ideas to construct a plan, explaining vocabulary exercises on key structures (essential grammar) and special difficulties (usage) and multiple choice questions.

It should be mentioned in this respect that the various used activities were not the ones suggested in the book but were supplied by the instructor taking into account instructional appropriateness, aims of the course, linguistic difficulties, needs and interests of the students.

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During the first week, two texts on different themes were studied: *A Puma at Large* (Page 12) and *An Unknown Goddess* (page 16) as shown in **Appendix I**. Students' reactions showed that the texts were attractive and motivating because the chosen themes matched their expectations and interests. They were also easy and simple as we took into consideration the fact that at least 95% of the words should be known to students for the reading to be uninterrupted (Hsueh-chao & Nation, 2000; Laufer, 1992; Liu & Nation, 1985). Informants in both groups were required to read these texts and complete the accompanying exercises during class time. Extra homework and some assignments were provided from time to time to check and monitor students' reading.

As a first step in the programme, the instructor selected randomly -from the two groups who received the same intensive reading courses- one group only to take part in the extensive reading programme. This group known as the experimental group received in addition to the intensive reading course instruction in extensive reading for a period of four months (exactly 16 weeks).

Based on what has already been explained in the theoretical chapter (**See 1.6.**) and with reference to Day & Bamford (1998) who argue that there are four ways of including extensive reading in the curriculum (as a separate stand-alone course, as part of an existing reading course, as a non-credit addition to an existing course and as an extra curricular activity), the extensive reading programme in our study was implemented as part of an existing reading course, i.e., part of the intensive reading course, held twice a week for a time allotment of three hours; one hour and a half four each session. The one hour and a half (90 minutes) was equally divided between intensive reading and exploitation of the teacher's selected texts (45 minutes) and extensive reading of self selected materials (45 minutes).

The time allocated to extensive reading was also divided into 30 minutes for real non-stop reading and the last 15 minutes for resource management activities such as returning, borrowing and exchange of books and some follow-up activities. The initiative step in the treatment was that the first extensive reading session took

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the form of an open discussion between the teacher and students about extensive reading, its principles and benefits because the approach was quite new for the subjects. The teacher also explained in this session the methodology and objectives of the programme by emphasizing the what, why, when and how students should read. Students were also provided with detailed explanations, practical tips and some advice on material selection, follow-up activities, and library access system.

At the beginning of the programme, the instructor preferred to start the first session with four texts among which students were asked to select and read only two. The texts were chosen from the same book *Developing Skills: Crazy* (page 24), *The Loss of the Titanic* (page 30), *A Very Dear Cat* (page 48), *A Skeleton in the Cupboard* (page 66) (See **Appendix J**). We preferred to start with this type of texts in stead of any other materials such as short stories or novels in order to increase students' motivation to read as they had not experienced extensive reading before and to avoid any reluctance from their part. During the programme students were required to read one material per week and the number of read materials will automatically increase as the programme progress. This amount of reading is suggested by Nation & Wang (1999, p. 335) who believe that ***“Learners need to read about one graded reader per week in order to meet repetitions of the new words soon enough to reinforce the previous reading”***. One reader a week is also judged by Day & Bamford (2002) to be the main goal for successful extensive reading programme.

In order to ensure that the materials used in the programme are consistent with Day & Bamford's (2002) top ten principles, simplified graded materials were preferred instead of authentic ones since ***“They compare favourably to the much more lexically originals”*** (Horst, 2005, p.375). The different materials selected by some of the students for extensive reading is presented in **Appendix K** with reference to the type of material, the author and the number of pages read.

Students in the experimental group were asked to bring their self-selected books to be read in the classroom. They were encouraged to select books they would

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find easy to read in order to increase their confidence and motivation. Students who complained not having books at home were advised to use the library and choose books that they feel can meet their interests and language level. In addition to students own books and the library books, a private library of about 20 titles that match students' interests and abilities was established in the teacher's personal office and students were allowed to consult the office twice a week for the borrowing and exchange of books under the teacher's supervision.

As far as the post-reading activities are concerned students were required to fill a book-report sheet (**Appendix L**) and orally present their reactions to the class on a voluntary basis. The oral presentations were an occasion for students to share their feelings and impressions about their readings with their classmates and teacher. The follow-up activities were also used to reinforce students' involvement to keep up with reading. The activities helped the instructor check if the reading was really done in order to better monitor students' progress and provide necessary help and encouragement when needed.

After two sessions of extensive reading, six students from the experimental group were randomly selected for a think- aloud session. They were asked to continue reading extensively the materials they have already started reading and give their introspective descriptions of the reading process. Students' readings were recorded for analysis and a special discussion session was conducted with the same students individually in order to better clarify matters related to the present study.

Students were undeniably supposed to play a leading role in the programme by selecting their own materials, reading on their own and doing some activities. The teacher's role was also invaluable in providing help for books' selection, commenting on students' oral presentations and book-reports and creating a supportive reading environment. In this way the teacher played the role of a counsellor, a listener/questioner and also a role model for the subjects (**See 4.5.**) by reading different materials during the extensive reading session. Using extensive reading in the classroom is by nature a difficult thing to do, especially when students

are not accustomed to such an activity. This was probably the big issue we faced in the present study. Students were at different levels and it took time and efforts to make a viable programme in which not every one is necessarily reading the same material and that everyone is enjoying what he selected to read. Resistance of a minority of students at the beginning was also an obstacle that we fortunately solved by explaining the rational and benefits of extensive reading. Most difficult of all was particularly to ensure that appropriate materials are selected and that everyone is reading without any pressure in a relaxed motivating environment.

3.2.3. Post-training Phase

This final phase was conducted through two different procedures: a reading comprehension achievement test (**Appendix E**) and an interview (**Appendix F**). The test was administered to both groups (the control and the experimental) after weeks of treatment in extensive reading. The test was thought to be an appropriate measurement for the students' reading and vocabulary improvement after direct instruction in extensive reading. The post-test apart from the language covered in the pre-test (structure, reading sub-skills, grammar) the types of reading and vocabulary activities were similar to those of the pre-test (**See Appendix D**) Students' answers to the test were corrected and scored. The results of the post-test and the pre-test were compared to assess the extent to which the training had been successful, i.e., to evaluate the effects of extensive reading on students' reading and vocabulary improvement.

An interview was also used in this phase as a complementary tool to understand students' feelings and perceptions about extensive reading, obtain their feedback on the programme and their suggestions for similar programmes. The interview was conducted individually with ten students among those who took part in the programme at the end of the experiment.

The eight questions of the interview varied between yes/no and open-ended questions (**See Appendix F**) as a way to give students more space to express their opinions freely. They were short and simple requiring precise answers. The first part

of the interview aimed at obtaining students' attitudes towards the programme (questions 1 and 2) as well as the advantages they gained from participating in extensive reading (questions 3 and 4). The second part dealt with students difficulties (questions 5 and 6) and their suggestions for future programmes (questions 7 and 8). The interview was also recorded and analyzed. A thorough analysis of the results obtained in the three data collection phases will be presented in the subsequent part of the chapter.

3.3. Analysis of Results

In this section, the results undertaken from each instrument will be given and discussed. It is worth reminding at this stage that data collected during the earlier described pre-training, training and post-training phases aim to know whether direct instruction in extensive reading leads to students' reading and vocabulary development.

3.3.1. Pre-training Phase Results

This phase was conducted using two questionnaires (one for students and one for teachers) and a reading comprehension proficiency test. The results of each instrument are analyzed and illustrated in this part of the work.

3.3.1.1. Questionnaires

Many researchers have stressed the importance of using data from different resources and different people so that the data could be valid and reliable. This section is partly concerned with the treatment and analysis of data obtained from the questionnaires. Analysis of the two questionnaires has in fact yielded useful information about the subjects involved in the study.

3.3.1.1.1. Students' Questionnaire

Students' questionnaire comprised twelve questions carefully selected and simplified according to student's level. Data gathered from the questionnaire were analyzed and interpreted and each question was dealt with separately. The obtained results are summed up in what follows:

Question One

Emphasis in the first question was on students' understanding of extensive reading by asking them to define it. The results showed that the most appropriate definition for extensive reading is reading a lot for pleasure and information (**75%**) represented by **60** students, followed by reading a lot; **12** students (**15%**) then reading for pleasure **8** students, i.e., (**10%**). It can be noticed that the great majority of 1st year- EFL students know what extensive reading is, even though some of them are not sure about the appropriate definition.

Question Two

The aim of this question was to know students feelings towards extensive reading and the degree of their appreciation of it. The results indicated that **12** students (**15%**) had no idea about their real feelings towards extensive reading while **48** students (**60%**) showed like of extensive reading and **20** of them (**25%**) unfortunately disliked it. Answers to this question reflect students' positive attitudes towards extensive reading and their like of this activity. Most students, especially those who did not justify their answers to this question opted for the third choice 'no idea'. A small number of students only stated that they like extensive reading because of its importance in developing their reading and general knowledge. Among students who did not like reading, few commented stating that they prefer spending time doing something more interesting than extensive reading.

Question Three

This question was asked to examine whether students practice extensive reading in English in and outside the classroom or not. The obtained results revealed that (**20%**) of the students (**16** students) view that reading in the classroom under the teachers' supervision is not sufficient for their needs. In this respect and for the sake of improving their level they even read outside the classroom in English mainly during holidays as they reported, whereas, a great number of the respondents (**65%**), i.e., **52** students do not read outside the classroom. It seems that their interest is far from willing to read in English, claiming that they have no time to practice reading outside the classroom. (**15%**) of the subjects (**12** students) are irregular in their

readings (sometimes they read extensively topics that interest them but most of the time they do not read at all) and if they read, their English extensive reading is unfortunately very rare.

Question Four

The researcher aimed in this question at investigating the students' viewpoints about the importance of extensive reading and to know if they are aware of its benefits on their learning. Results indicated that **(10%)** of the informants (**8** students) read for pleasure and enjoyment, the majority of them **(45%)**, i.e., **36** students read because they want to be well informed and always up-dated. **16** students represented by **(20%)** view extensive reading as a tool for the practice of the language. The same number of students; **16** students **(20%)** thought that extensive reading improves their reading and general vocabulary knowledge. Only a small number of students **(5%)**; **4** students believed that extensive reading is important to develop their pronunciation as well as their phonic or spelling competencies. The subjects also mentioned the need to read extensively to better:

- Develop their knowledge about different people and different cultures.
- Learn about life in general.
- Enrich their ideas about English native speakers.
- Help themselves read high number of works.

Question Five

This question was asked to get an idea about the difficulties students encounter when they read extensively in English. Answers revealed that the majority of informants **28** students, i.e., **(35%)** have difficulties with vocabulary which seemed to be the biggest obstacle to effective reading. **24** students **(30%)** reported that they faced difficulties in understanding the general meaning of what they read. **20** students, i.e., **(25%)** found problems with sentence complexity while only **8** students **(10%)** referred to difficulties at the level of cultural knowledge. Others have expressed their difficulties:

- Overwhelming reading amount.
- Less interest in the reading material itself.

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- No willingness to read long texts.
- Problems in pronouncing long ambiguous words.

Question Six

Concerning students' practical solutions and strategies used to read and vocabulary problems they face in extensive reading, the great majority of respondents; **48 students (60%)**, mentioned that when encountering difficulties they repeat reading the same sentence or paragraph more than one time for better comprehension. This is what they referred to as 'doubled reading'. **20 students of them (25%)** consult the dictionary (a bilingual one generally) to check the meanings of difficult words. A few number of the informants, exactly **12 students, i.e., (15%)** translate the words and guess the general meaning. Noone of the informants choose 'consult the teacher or classmates' or 'stop reading at once'. In addition no other propositions were offered by students.

Question Seven

The question showed students choice of their preferable reading materials. Most of them (**36 students**), representing the great majority (**45%**) showed a significant concern in selecting short stories as their favourite reading material. (**10%**) of them (**8 students**) preferred magazines and newspapers followed by (**30%**), i.e., **24 students** for e-books. The rest (**12 students**), represented by the minority (**15%**) chose books and no student mentioned novels and texts on different themes.

Question Eight

In this question, the students did not concur on a single factor as the most influential for a successful extensive reading programme, instead each factor received different percentages. **48 students (60%)** ranked students' involvement at the top followed by **12 students (15%)** for materials selection and (**10%**) for teachers' roles (**8 students**). For the last influential factors, the results revealed scattered choices among the respondents: (**10%**), i.e., **8 students** chose classroom activities and **4 students (5%)** mentioned the setting.

Question Nine

This question tried to identify students' choice of the activities they prefer for extensive reading. The results showed that of the total number of the respondents (35%) presumed that they enjoy book-report sheet, whereas (25%) preferred oral presentation where they have more freedom to express themselves and exchange ideas question/answer activity. (18%) ranked open discussions as the most interesting activity. A small number of the informants (12%) showed preference for summary writing while only (10%) of them made reference to the teacher's interview. Students showed their preferences for book-report sheet because it was a 'safe activity' in which they felt less pressure and much security.

Question Ten

Students' answers to this question were positive; 44 students (55%) showed enthusiasm to take part in the extensive reading programme believing that they will benefit from reading a lot of materials especially in the classroom with the monitoring of the teacher. 32 students (40 %) chose not to participate and the minority who justified their choice commented stating that they know the importance of reading but if no grades are given they prefer not to waste (as it was mentioned) their time. Only 4 students (5 %) answered 'perhaps' without any comments.

Question Eleven

The question was an opportunity for students to express their ideas and opinions, by proposing suggestions to their teachers to help them and their classmates read extensively and enjoy reading. Indeed, the results showed that the subjects' answers were laconic: Most students agreed on the crucial role extensive reading has in their lives in general and in improving their reading and vocabulary in particular, but the many constraints they face prevent them from reading extensively. Some students insisted on the role of the teacher in motivating them to read not only for examinations but also in the classroom. Others proposed that teachers can help them:

- Choose materials.
- Provide them with some books or titles if possible.

- Encourage those who read more than one material in the final grades.
- Include extensive reading in the programme.

Question Twelve

In this last question, the subjects were asked to give advice to their classmates to encourage them practice and enjoy extensive reading. As for their responses, the students showed interest and proposed that students have to:

- Start extensive reading as soon as possible.
- Begin with easy materials such as short stories.
- Read each material more than one time.
- Keep a notebook for summaries.
- Exchange books with each other.
- Consult the teacher for the choice of books.
- Keep in mind that extensive reading is very important to improve their level in English and score well in examinations.

Students' suggestions and proposals will be detailed in what follows:

i. Students' Suggestions

What really attracted the researcher's attention is that students were aware of their difficulties at the linguistic level. At the same time, they were conscious that they need to learn how to make their reading more systematic and their vocabulary enriched. This ensures that students display certain awareness which is said to be an effective contributor in facilitating learning. It was noticed that most informants showed interest and expressed openly their happiness for being asked their personal opinions, though they were required to propose solutions to be implemented by their teachers and advice to be used by their classmates as far as the practice of extensive reading is concerned.

Students noted their boredom during the reading class, where they are required to read texts, listen to the teacher, do the related exercises and leave class for other sessions. They called for the necessity of change in the way they learn reading texts during their reading sessions. They further suggested the need for a

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class library just before or after the reading course where they can select and exchange books, write summaries and read what they like.

Some students mentioned their need for the teacher to provide them with efficient guidance in extensive reading taking into account their different learning capacities and familiarize them with a set of techniques, hence forward ‘motivational strategies’ to achieve the required level in reading.

What is more, students expressed their difficulties in vocabulary, what most of them referred to as ‘a great problem’. Such issue prevents them from expressing their ideas, understanding the teacher and also comprehending what they read. As a result they prefer not to read especially in the classroom fearing that they will be laughed at by peers. In this case they suggested to their teachers to instruct them in some vocabulary strategies that would help them feel more comfortable and less anxious when encountering difficult words.

In addition, they proposed to take their opinions into consideration for the text they deal with in their reading courses. They noted their preference for reading varied themes of interest especially the ones that would help them in other modules such as civilization and literature.

Many students made allusion to the teacher’s supervision in selecting materials for extensive reading and for their training in different reading strategies. Adding that the teachers’ focus should be put on the students by pushing them to play an active role in reading and feel more responsible for their progress.

They also advised their classmates to develop their reading and vocabulary by extensive reading whenever possible especially outside the classroom where they have enough time to practice this skill. In this way students believe they will be more involved in extensive reading and thus reduce their reading and vocabulary problems.

3.3.1.1.2. Teachers' Questionnaire

This questionnaire consisted of fourteen questions of different types as it is clearly explained in the second chapter (See 2.6.2.1.). It has in fact helped the researcher gather basic information concerning teachers' views about ways to help students read extensively and overcome their weaknesses in the area of reading and vocabulary. In what follows, a detailed analysis of all the answers is carried out so as to pinpoint the most relevant findings and offer reasonable interpretations.

Question One

The first question in teachers' questionnaire asked them to assess their students' level in reading. The results of teachers' answers indicated that most students have either an average (50%) or a weak level in reading (50%). No one of the four informants assessed students to be good readers.

Question Two

When teachers were asked about their students' vocabulary knowledge, here again no one of the informants' answers were inclined towards good: (75%), i.e., three teachers reported that their students were very weak and that few have average English vocabulary knowledge (25%), i.e., one teacher. The respondents agreed on the fact that students' big problem in English in general and reading in particular has to do with their lack of sound vocabulary knowledge that would help them speak and read this language effectively. The informants argued that this problem is related mainly to students' previous experience in learning the EFL especially at Secondary School where very limited space is opened for students to express themselves using the foreign language.

Question Three

Teachers' answers to this question were equally shared between 'Yes' and 'No'. The two teachers (50%) who thought their students do not like extensive reading commented stating the following:

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-Teacher one: *“It is through practice that we become better in learning the language, reading it, writing it and even speaking it. Unfortunately our students do not read!”*

-Teacher Two: *“I feel students’ motivation in the reading session, but I do not think they like reading large amount of materials”.*

The two other respondents (50%) agreed that their students like extensive reading and they commented differently as follows:

-Teacher Three: *“Students like the EFL and like reading in this language but they need a push to strengthen this like by practice”.*

-Teacher Four: *“Reluctant readers are our students but they like reading in English”.*

Question Four

This question aimed at having an idea about teachers’ opinions concerning students’ interest to read extensively. According to teachers’ responses, students’ involvement in extensive reading is to do with the type of material to be read and the reward they can get for it. It was noticed at the level of this question that all teachers were certain that students like extensive reading but they unfortunately do not read extensively outside the classroom even if they are asked to do so. The informants also showed dissatisfaction since their time allotment does not help them introduce extensive reading in the classroom.

Question Five

Through this question we tried to know if teachers’ encourage their students to read extensively. The informants’ answers were positive as the four teachers answered that they do not miss an occasion without encouraging students to read extensively materials that interest them. They also confirmed that guidance as for what students need to read is crucial in making of extensive reading an enjoyable activity. The subjects’ comments felt in the point that many students consider extensive reading a chore and that continuous encouragement and regular support for the practice of extensive reading both inside and outside the classroom can be the only way to help them enjoy extensive reading. One of the three respondents added

that one way of doing this is by sharing books with students and acting as a role model whenever possible because students imitate their 'good' teacher.

Question Six

Answers to this question were unfortunately negative as no one of the four teachers have tried extensive reading programme in the classroom before. Teacher's short comments indicated that insufficient time and lack of cooperation are the principal reasons that induce them to introduce extensive reading. One of them commented using the following words: *"No time! Teachers are always busy= No extensive reading and No practice"*.

Question Seven

At the level of this question, all the four informants answered that the majority of students, if not all of them are aware of the major role of extensive reading in developing their reading and enriching their vocabulary. The respondents argued through their comments that it is the teachers' task to reinforce students understanding of the benefits of extensive reading especially on their reading and vocabulary and to motivate them to read extensively.

Question Eight

Teachers strongly insisted on the importance of extensive reading in the daily life of all students. They noted that the main benefit of extensive reading is to aid students achieve autonomy in reading, build new vocabulary and reinforce the existing one. All their answers were positive and two teachers only commented relating extensive reading to the other language skills. One of them used the proverb *'practice makes perfect'* and the second one said: *'a good reader is automatically a good user of the language and this can be applied to extensive reading which is a two edged weapon'*.

Question Nine

This question attempted to highlight teachers' views concerning the kinds of students' extensive reading difficulties. All teachers believed that lack of interest

(motivation) and practice of this skill from the part of students (50%) and their problems in understanding the meaning of ambiguous vocabulary (50%) are the main reasons of their extensive reading difficulties. Lack of reading materials and the large amount of reading students have to do when reading extensively were not considered by the respondents who mentioned other difficulties that seemed to be of great relevance:

- Students' bad experience with L1 or L2 reading transferred to EFL reading in general and extensive reading in particular
- Lack of confidence and fear to involve in extensive reading.

Question Ten

We tried in this question to identify the solutions and strategies teachers think their students may use to solve the problems and reduce the difficulties they encounter in extensive reading. Translating was the choice of two teachers (50%), followed by the first proposition 'stop reading' represented by one teacher (25%) and then the use of a dictionary by one teacher also (25%). Teachers were convinced that students will not change the material or ask for help. One teacher only commented stating that *"Most student when facing difficulties not only in extensive reading but in any other skill or activity they unconsciously change their attitudes towards it from positive to negative and this is what we as teachers usually notice in our classrooms"*.

Question Eleven

This question explored students' choice of the post-activities they prefer in extensive reading. As it was expected, teachers like to test their students' progress and most of all like assessing students' achievement. Percentages were equally shared between open discussions (50%) and book-report sheets (50%). Those who chose open discussions believe that students feel more comfortable and self-confident to volunteer in discussing their opinions about what they read in groups and with the teacher. Only one teacher among those who opted for book-report commented stating in his words: *"Filling the book-report sheet is insurance for students that extensive reading is not a waste of time but an important activity"*.

Question Twelve

The informants choice for this question were shared between time (25%) represented by one teacher only and students' involvement (75%). The amount of reading, materials' selection and teachers' readiness were not considered by any respondent. Comments were few and short. Only two teachers commented as follows:

-Teacher One: *"If students are not motivated to read extensively, the teacher can do nothing and this is the case in most of our classrooms"*.

-Teacher Two: *"Time is very important especially for such programme"*.

Question Thirteen

Teachers' answers to this question were all positive, a fact which reflects students' appreciation of extensive reading. Few comments here again were provided. The two teachers who justified their answers shared the same opinion that students generally like to venture in new experiences, especially if they know that they will benefit from them.

Question Fourteen

The last question in the present questionnaire was an open one for the sake of giving teachers an opportunity to express themselves and suggest proposals they find of help for the students to read extensively, enjoy this activity and benefit from it. The subjects proposed some alternative suggestions concerning extensive reading practice inside and outside the classroom, extensive reading programme, materials' selection, library organization. All these points are detailed in what follows:

ii. Teachers' Suggestions

In sum, all teachers agreed on the fact that extensive reading is a fruitful skill that has to be given great consideration by teachers and students alike. They strongly urged students to develop their reading autonomy by reading and reading a lot. They believed extensive reading should be reinforced both inside the classroom as part of the reading course and outside the classroom on the students own. They had also mentioned the importance of extra-library sessions and regular library visits

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where the teacher can introduce and genuinely recommend the best of books for students and monitors their progress.

For the choice of the reading topics, teachers insisted on students' self-selection of relevant books that would foster their interest, curiosity and mainly increase their motivation for reading. Teachers also advised students to consult others- their teachers and parents- for the choice of materials they intend to read extensively when necessary.

Teachers advocated the explicit teaching of reading techniques in addition to recycling basic knowledge about vocabulary strategies to help students remedy their weaknesses and benefit from extensive reading. They insisted on their crucial role in convincing students of the value of extensive reading as one watershed way for success in reading. They also suggested for their colleagues to:

- plan for in-class extensive reading programme and foster it by an-ongoing extra out-of-class reading, of course with the collaboration of students.
- cope with the new generation requirements through the use of the new technologies such as access to extensive reading through the internet.
- include compulsory library-sessions in students' time schedule as part of the curriculum and organize library regular visits under the teacher's guidance.
- give students sufficient time to reflect on books they read extensively.
- devote more time to the reading skill and extend its teaching to second and third year with different time allotment taking into account students' needs.
- promote extensive reading as much as possible.

Last and not least, the informants added that successful extensive reading does not just happen. Help, encouragement, time, preparation and enthusiasm are all required from teachers as well as students.

3.3.1.2. Reading Proficiency Test

The proficiency test opted for in the present work was submitted to the 80 students at the pre-training stage of the study, i.e., before extensive reading instruction. The aim behind this first test was to assess the students' reading and vocabulary level with reference to the reading strategies of scanning, skimming, summarizing and the vocabulary-building techniques of using word list, analyzing word structure (morphological processes) and guessing words using context clues.

Students' answers for each strategy were corrected and scored in order to determine the number of subjects who have performed successfully on the different strategies from those who have performed poorly. The scores obtained for each strategy (**SC**: Scanning, **SK**: Skimming, **SM**: Summarizing, **WL**: Word-list, **MA**: Morphological Analysis, **GS**: Guessing) were counted then translated into percentages as it is demonstrated in the table below.

		Reading and Vocabulary Strategies												
		Reading Strategies						Vocabulary Strategies						
		SC		SK		SM		WL		MA		GS		
		CG	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG	EG	
Students' Performance before ER Instruction	Good Scores	AF	16	18	12	16	10	06	14	16	18	28	12	14
		RF	40%	45%	30%	40%	25%	15%	35%	40%	45%	70%	30%	35%
	Bad Scores	AF	24	22	28	24	30	34	26	24	22	12	28	26
		RF	60%	55%	70%	60%	75%	85%	65%	60%	55%	30%	70%	65%

Table 3.1: Students' Performance in the Pre-training Reading Comprehension Proficiency Test (CG VS EG).

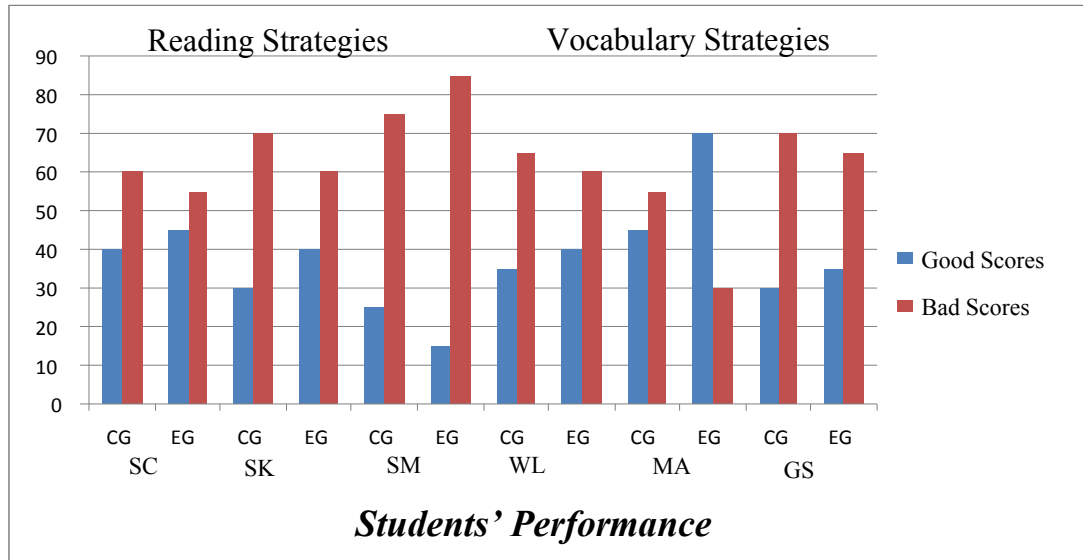
EG: Experimental Group

AF: Absolute Frequency

CG: Control Group

RF: Referential Frequency.

Results presented in the table are illustrated in the following bar-graph:



Bar-Graph 3.1: Students' Performance in the Pre-training Reading Comprehension Proficiency Test (CG VS EG).

The table and the bar-graph above show that the informants in both groups the experimental (EG) and the control group (CG) have the same level of reading and vocabulary performance. Thus the two groups are said to be homogenous. This can be justified by the fact that they have the same profile (See 2.3.2.) and that they received approximately the same reading and vocabulary instruction at Secondary School.

Results of the eighty students' scores reflect their failure in using the six reading and vocabulary strategies selected for the study. The test results of the forty students in the experimental group were analyzed to assess their achievement in each strategy; only **18** students, i.e., (**45%**) used the *scanning strategy* correctly and the rest of them (**22** students) representing (**55%**) failed to use the same strategy. For *skimming strategy* (**40%**) of the informants (16 students) scored good and (**60%**) of them (**24** students) did not use this strategy appropriately. Results of *summarizing strategy* also represented a failure for (**85%**) of the students (**34** students) and (**15%**) of them only could write acceptable summaries.

As for vocabulary strategies, it was noticed that students have real difficulties in applying the strategies of *word-list*, *morphological analysis* and *guessing from context*. The bar-graph showed that most students scored badly in using word list (24 students) representing a percentage of (60%). For the analysis of word structure (morphological processes) most students (70%) found difficulties and only a minority (12 students) was able to break words into small elements. When students had to guess words from context, a high percentage (65%) lacked systematic use of this strategy and only (35%) succeeded to guess relevant answers. On their part, students in the control group showed also weak performances in the three selected reading strategies as well as the vocabulary strategies (See table above)

It could therefore be assumed that the eighty informants were not successful in the reading proficiency test as it was clearly reflected in their bad scores in most of the reading and vocabulary strategies chosen. A minority of subjects (representing low percentages) were more or less able to demonstrate an appropriate use of some of the tested reading and vocabulary strategies.

3.3.2. Training Phase Results

This phase was conducted through introspection which is defined by Nunan (1992, p.115) as: *“The process of observing and reflecting on one’s thoughts, feelings, motives, reasoning, processes a mental state with a view to determining the ways in which these processes and states determine our behaviours”*. The introspective research instrument implemented in this phase was the think-aloud procedure used with six students from the experimental group; the informants were supposed to think aloud in front of a tape recorder as they read extensively a material of their choice. Records were then collected, transcribed and categorized with emphasis on items sought in the present study. As a follow-up activity students in the experimental group were required to fill in their book-report sheets after they finished reading their chosen material (See Appendix N).

3.3.2.1. The Think-aloud Protocol

Due to the novelty of this procedure for students, training in the think-aloud was necessary as recommended by Ericsson & Simon (1980) and McDonough (1995). The subjects were informed in advance on the different steps and objectives of this technique. The researcher also explained to students in a discussion session with demonstrations how to use the tape recorder when thinking aloud and that it is the task, not they, which will be under scrutiny. The instructor thus piloted the instrument before actually employing it for final data collection. This was done in purpose to *“help identify ambiguities, other problems in working, and inappropriate items, and provide sample data to clarify any problems in the proposed methods of analysis prior to the collection of data in the study proper”* (Weir & Robert, 1994, p.138).

After piloting the instrument and being sure the students understood how this method works, the researcher asked them to start the reading task and saying whatever they are looking at, thinking, doing and feeling as they go about accomplishing extensive reading. This enables the researcher to observe the process of task completion while reading the participants’ reflections and thoughts for further analysis without any attempt to interrupt them. It should be noted that for the effectiveness of results, the researcher provided all the necessary conditions for the students to feel relaxed and comfortable during the think-aloud session.

The table below represents a sample of some reading and vocabulary strategies used by the six participants when interacting with the selected texts. An example of students’ think-aloud reports is also presented in **Appendix M**.

	Good Readers	Poor Readers
Reading and Vocabulary Strategies Used by the Students	<ul style="list-style-type: none"> - Skip unnecessary words or phrases. - Guess from context the meaning of unknown words. - Translation of meaning - Read full sentences. - Predicting and confirming predictions - Self-assess their reading. - Individual word focus - Analyse words and identify their grammatical category. - Keep meaning of what they read in mind. - Refer to the dictionary only when necessary - Scan for detailed comprehension. - Skim for general information - Repeated reading. - Morphological analysis (analysis of word structure) - Recall previous information (background knowledge) 	<ul style="list-style-type: none"> - Rarely skip unnecessary words. - Read word-by-word. - Sub-vocalizing - Do not keep meaning of what they read. - Predicting meaning - Do not attend to grammar. - Individual word focus - Frequent translation to L1 or L2. - Refer to the dictionary frequently. - Skim for general information

Table 3.2: Good and Bad Readers Reading and Vocabulary Strategies Used during the Think-aloud.

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The qualitative analysis of students' verbal reports yielded insightful results (although it might be influenced by students' intelligence and ability of expressing themselves). It revealed that all the participants used approximately the same reading and vocabulary strategies with some differences in the frequency of use between the good (successful) and the poor (unsuccessful) readers as it is illustrated in the table above.

It was in addition noticed that lower level subjects referred to as 'Poor/ Unsuccessful Readers' relied on a limited number of reading and vocabulary strategies to solve comprehension problems in reading. They used the same strategies repeatedly; mainly the ones related to individual words and sentences (translating word/phrase in L1 or L2, guessing meaning, sub-vocalizing, word focus, individual words prediction...). The high level students or 'Good/ Successful Readers' used reading and vocabulary strategies with emphasis on some reading sub-skills. They identified various strategies of different processing models: cognitive, meta-cognitive as well as social-affective strategies. For example, the meta-cognitive strategies of monitoring and mentioning comprehension and the top-down strategies of predicting and inferring and bottom-up cognitive strategies of individual word focus and translation were used repeatedly.

What is more, reports confirmed that both good and poor readers focused mostly on strategies that allowed them to rely on the text and its vocabulary (bottom-up strategies). Although they implemented different types of strategies but there was no significant divergence in the use of these strategies between the good and poor readers. A fact which reflects their laziness in terms of using diverse skills and their poor equipment with a wide range of efficient strategies to extract meaning from what they read.

It seems on the whole that the subjects are unfortunately ill-equipped with the necessary vocabulary and reading strategies that would enable them to approach and fully understand a material of an intermediate level. Their total reliance on the text and on bottom-up strategies confirmed that they have not been well instructed to

read in English using different strategies for comprehension. This is absolutely true, since the reading instruction they received while they were at Secondary School was typically confined to the reading of some short teacher selected passages where they had no chance to enhance their strategies and extend their reading.

In short, when we resorted to introspection method for unveiling the different strategies students use while reading we concluded that strategies consist of two categories of operations: what students do when they read in a relaxed uninterrupted manner (their non-stop reading behaviours) and what they do when they come to unknown words (their interrupted reading behaviours). In addition, it was observed among the students that their involvement in the think-aloud technique increased their awareness of some strategies they were using during extensive reading and this is important in the sense that awareness may make progress accessible to the students.

3.3.3. Post-training Phase Results

After the extensive reading programme which lasted four months and the think-aloud procedure, the training phase was followed by a reading comprehension achievement post-test administered to the eighty students in the control and the experimental group in order to cross-check the effectiveness of the programme and to ensure reading and vocabulary gains after explicit extensive reading instruction. This achievement test was similar to the one of the pre-training phase (the reading comprehension proficiency test) in order to assess and compare students' progress before and after the programme. An interview was also used in this post-training phase for the objective of gathering students' opinions and reflections about the programme and their suggestions for future implementations.

3.3.3.1. Reading Comprehension Achievement Test

As it has already been explained, the subjects were submitted to a reading comprehension test comprising a short text and some vocabulary and reading tasks with special focus on the six main reading and vocabulary building strategies of scanning, skimming, summarizing, word-list, morphological analysis and guessing

from context (See Appendix E). Answers to the test were corrected, results analysed and presented in the table below:

			Reading and Vocabulary Strategies											
			Reading Strategies						Vocabulary Strategies					
			SC		SK		SM		WL		MA		GS	
			CG	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG	EG
Students' Performance after ER Instruction	Good Scores	AF	20	26	12	22	12	18	12	26	18	32	10	16
		RF	50%	65%	30%	55%	30%	45%	30%	65%	45%	80%	25%	40%
	Bad Scores	AF	20	14	28	18	28	22	28	14	22	08	30	24
		RF	50%	35%	70%	45%	70%	55%	70%	35%	55%	20%	75%	60%

Table 3.3: Students' Performance in the Post-training Reading Comprehension Achievement Test (CG VS EG).

EG: Experimental Group

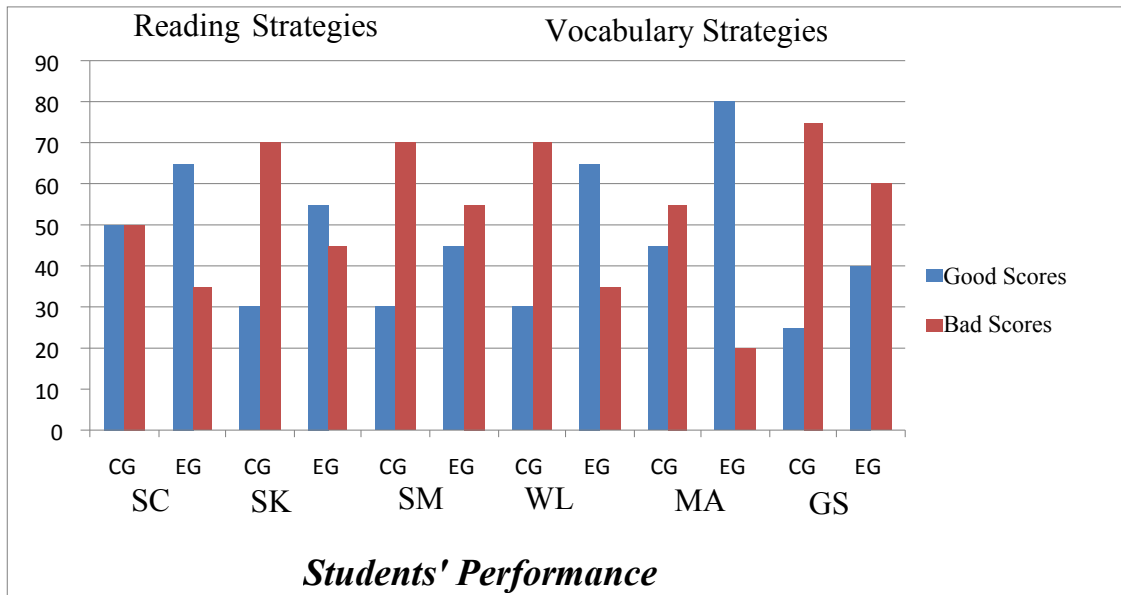
AF: Absolute Frequency

CG: Control Group

RF: Referential Frequency

In general, findings of the post-test showed clearly that students in the experimental group performed better in the post-training test with significant improvement reflected in the obtained good scores. The successful performance of the experimental group in the six strategies indicates that the students benefited strongly from direct extensive reading instruction in developing their reading and vocabulary strategies, an outcome that supports the researcher's hypotheses. Students' performance in the three reading strategies of scanning, skimming and

summarizing showed a great difference between the pre and the post-test results of the experimental group who demonstrated progress while approximately the same performance was noticed for students in the control group who obtained more or less the same scores in the pre and the post-test (See Bar- Graph below).



Bar-Graph 3.2: Students’ Performance in the Post-training Reading Comprehension Achievement Test (CG VS EG).

For the remaining vocabulary strategies of using word-list, morphological process and guessing meaning from context students’ performance here again showed significant improvement of the experimental group using these strategies, especially morphological analysis. Progress in students’ performance was reflected in the increased scores obtained in the post-test. Students in the control group showed the same performance in the post-test compared to the pre-test since no improvement or increase in scores was noticed.

The results of the achievement test, which measured students’ mastery or progress after extensive reading instruction, were compared with results obtained before instruction. The aim of comparing the two tests was to investigate if there

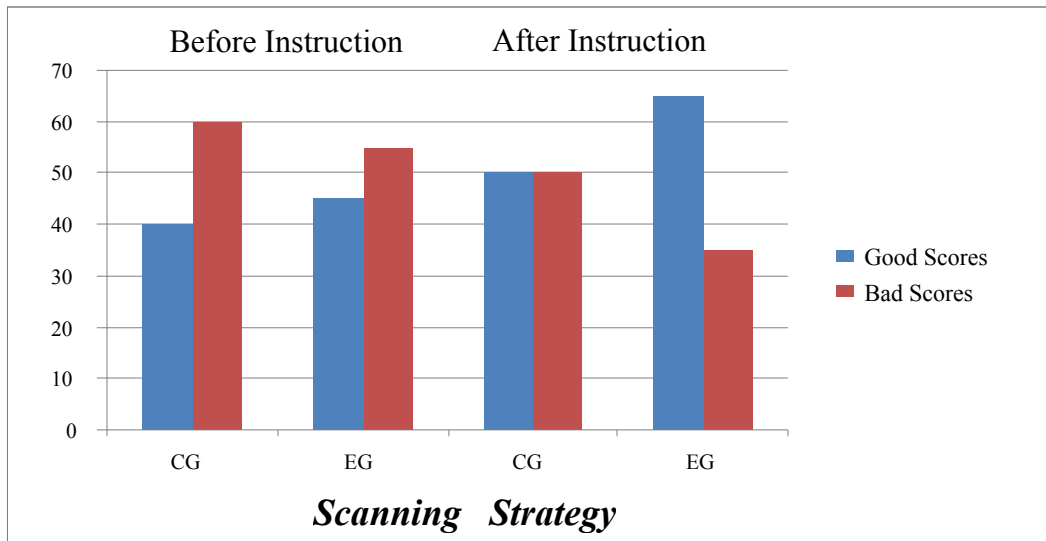
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would be any discrepancy in reading and vocabulary between the experimental and the control groups.

For the first reading strategy of *scanning*, it was noticed that the majority of students were apparently able to make correct use of the strategy after extensive reading, i.e., **(65%)** of the EG subjects answered correctly. The rest; **(35%)** however, displayed unsuccessful performance of the same strategy. Progress was indeed significant among members of the EG after extensive reading instruction. The CG improvement was not important in the use of this strategy as it is presented in the table and the bar- graph below.

		Extensive Reading Instruction				
		Before ER Instruction			After ER Instruction	
		CG		EG	CG	EG
Scanning Strategy	Good Scores	AF	16	18	20	26
		RF	40%	45%	50%	65%
	Bad Scores	AF	24	22	20	14
		RF	60%	55%	50%	35%

Table 3.4: Students’ Performance in Scanning Strategy before and after Extensive Reading Instruction.

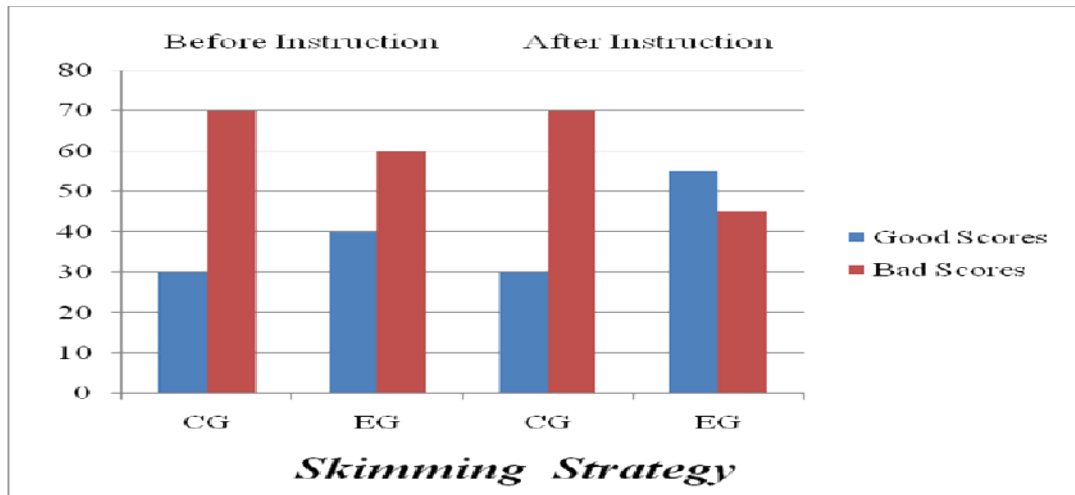


Bar-Graph 3.3: Students' Performance in Scanning Strategy before and after Extensive Reading Instruction.

Students' performance in the second strategy of *skimming* was also improved between the pre and the post-test. (55%) of students in the experimental group answered correctly to the tasks that required them to skim the text while (40%) of them succeeded to use this strategy before extensive reading instruction. The same percentages were found in the control group performance before and after instruction (30%). And this can be due to the readability of the two selected texts. Results are detailed in the table and bar- graph below.

		Extensive Reading Instruction					
		Before Instruction			After Instruction		
		CG		EG	CG		EG
<i>Skimming Strategy</i>	Good Score	AF	12	16	12	22	
		RF	30 %	40%	30%	55%	
	Bad Score	AF	28	24	28	18	
		RF	70%	60%	70%	45%	

Table 3.5: Students' Performance in Skimming Strategy before and after Extensive Reading Instruction.

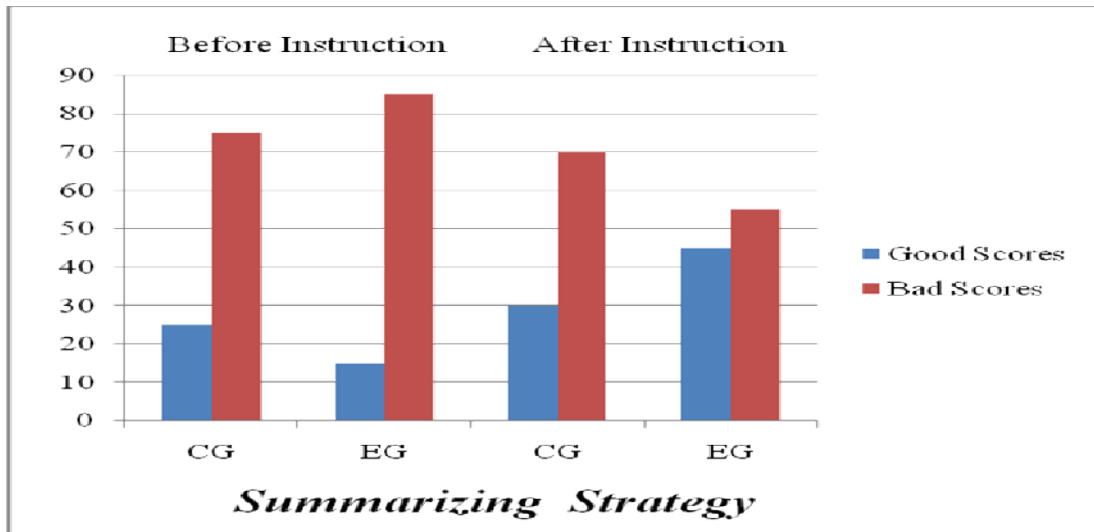


Bar-Graph 3.4: Students' Performance in Skimming Strategy before and after Extensive Reading Instruction.

For *summarizing* strategy, students were required to recall information from the text and write a coherent short composition. Here again progress was considerable from the part of the experimental group in the post test. Students' good scores increased from (15%) to (45%). The (30%) of successful performance of the control group in the post-test also showed little improvement on the part of the subjects who were less successful in writing acceptable summaries in the pre-test (25%) as presented in the table and bar- graph.

Extensive Reading Instruction						
			Before ER Instruction		After ER Instruction	
			CG	EG	CG	EG
Summarizing Strategy	Good Scores	AF	10	06	12	18
		RF	25%	15%	30%	45%
	Bad Scores	AF	30	34	28	22
		RF	75%	85%	70%	55%

Table 3.6: Students' Performance in Summarizing Strategy before and after Extensive Reading Instruction.

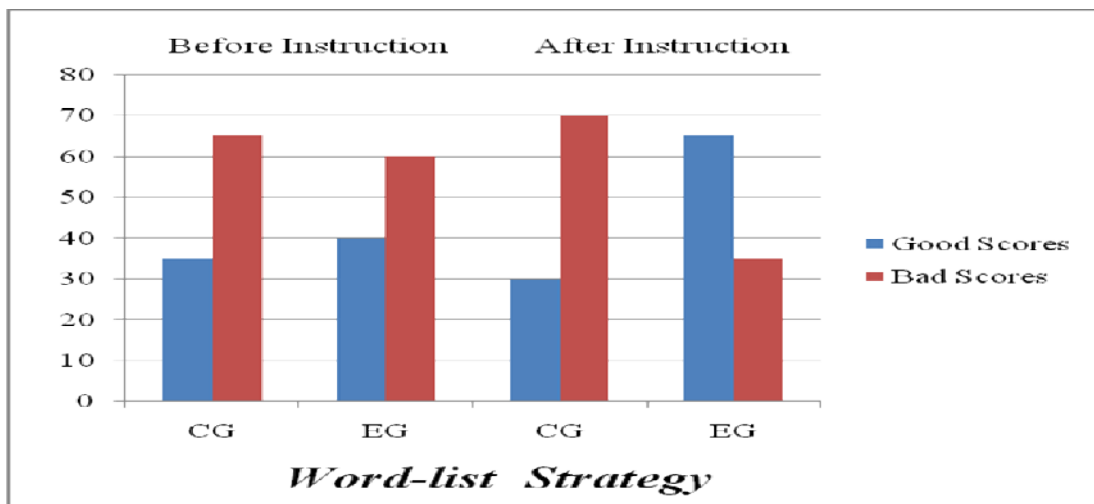


Bar-Graph 3.5: Students' Performance in Summarizing Strategy before and after Extensive Reading Instruction.

As far as the remaining vocabulary strategies are concerned, students' post-test scores in using *word-list* strategy showed significant progress for the experimental group as revealed by statistical results (the table and bar-graph below). More than the majority of students (26 students) succeeded to use this strategy effectively, i.e., (65%) and 14 students (35%) failed. The scores may be explained by the students' raised awareness of the importance of the present strategy in memorizing new words and reinforcing the already existing ones. Subjects from the control group did not show any improvement in using the same strategy. Most of them displayed unsuccessful performance in the pre-test (65%) as well as the post-test (70%) which means that they still confuse between words and their appropriate definitions.

		Extensive Reading Instruction				
		Before ER Instruction			After ER Instruction	
		CG		EG	CG	EG
<i>Word-list Strategy</i>	Good Scores	AF	14	16	12	26
		RF	35%	40%	30%	65%
	Bad Scores	AF	26	24	28	14
		RF	65%	60%	70%	35%

Table 3.7: Students' Performance in Word-list Strategy before and after Extensive Reading Instruction.



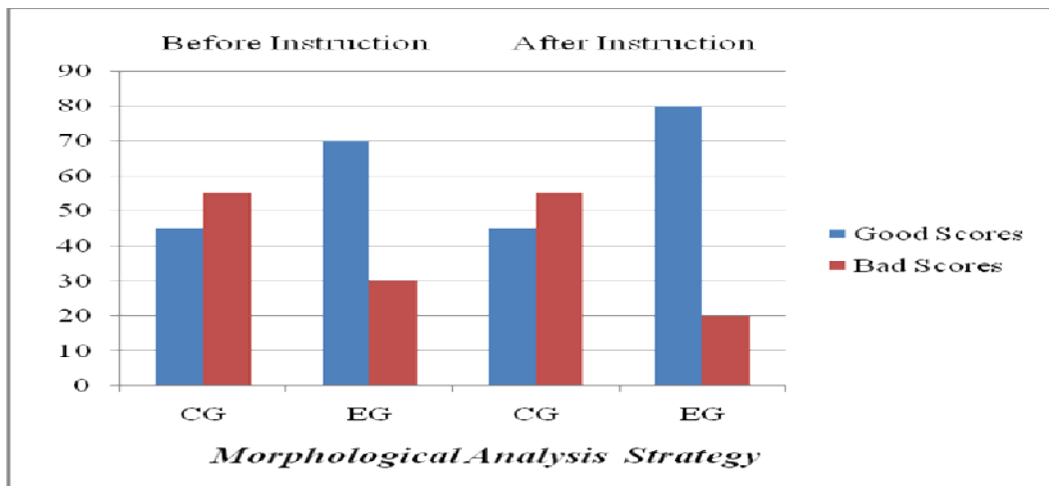
Bar-Graph 3.6: Students' Performance in Word-list Strategy before and after Extensive Reading Instruction.

A very considerable progress was noticed in students' performance for the strategy of *morphological analysis*. This represented a great achievement for the experimental group after extensive reading instruction. **(80%)** of students really improved in using the word structure analysis strategy which consists in the ability to make derivations (divide the word into prefix, suffix and stem) while **(70%)** of them used the strategy successfully before extensive reading instruction. From the part of

the control group, performance was similar in the pre-test and the post-test (45%) as reflected in students' scores (table and bar-graph below).

		Extensive Reading Instruction				
		Before ER Instruction			After ER Instruction	
		CG		EG	CG	EG
<i>Morphological Analysis Strategy</i>	Good Scores	AF	18	28	18	32
		RF	45 %	70%	45%	80%
	Bad Scores	AF	22	12	22	08
		RF	55%	30%	55%	20%

Table 3.8: Students' Performance in Morphological Analysis Strategy before and after Extensive Reading Instruction.



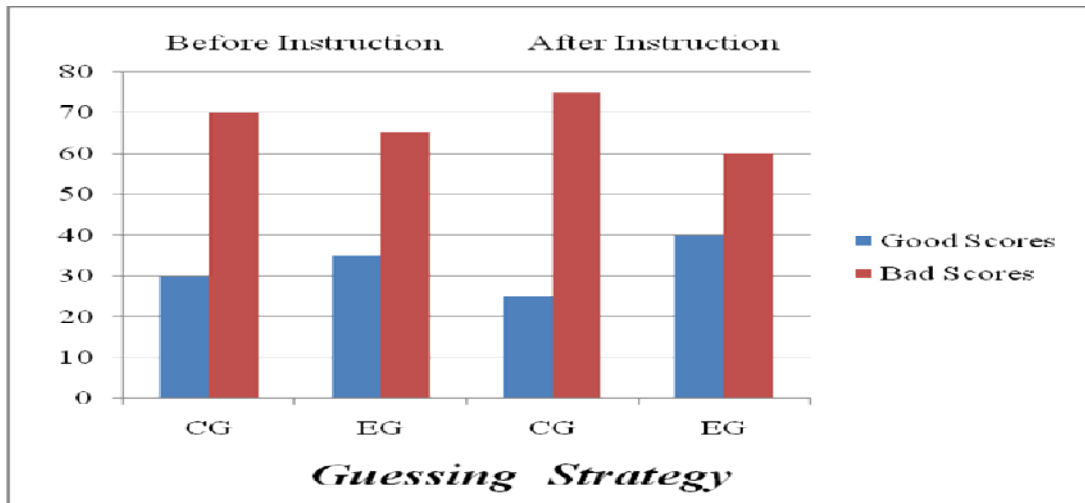
Bar-Graph 3.7: Students' Performance in Morphological Analysis Strategy before and after Extensive Reading Instruction.

Results for the last strategy of *guessing meaning from context* were not very different from results of the previous strategies. The table and the bar-graph show progress of both groups in using this strategy with more advantage for the experimental group; (35%) of correct answered in the pre-test and (40%) in the post-

test. Students who were unable to make correct guesses because they did not rely on the context present in the text and they instead gave approximate answers for many words neglecting the fact that correct guessing helps them store the maximum of words and thus enrich their vocabulary.

		Extensive Reading Instruction				
		Before ER Instruction			After ER Instruction	
			CG	EG	CG	EG
<i>Guessing Strategy</i>	Good Scores	AF	12	14	10	16
		RF	30%	35%	25%	40%
	Bad Scores	AF	28	26	30	24
		RF	70%	65%	75%	60%

Table 3.9: Students’ Performance in Guessing Strategy before and after Extensive Reading Instruction



Bar-Graph 3.8: Students’ Performance in Guessing Strategy before and after Extensive Reading Instruction

All in all and based on analysis of statistical results obtained from students’ performance in the six reading and vocabulary strategies of scanning, skimming, summarizing, word-list, morphological analysis and guessing from context, we can

conclude that much gains were achieved by students after explicit extensive reading instruction. Progress was significantly considerable in the post-test and the impact of extensive reading was apparent especially for students in the experimental group who benefited greatly from the programme not only in improving their reading and vocabulary strategies and increasing their awareness of the efficiency of these strategies in reading but also in making them feel the benefits of extensive reading and build on their confidence to venture in extensive reading of materials they choose themselves. The same outcomes were also confirmed by results of the interview.

3.3.3.2. Students' Interview

The interview was used in the post-training phase in order to collect information about students' reactions to the extensive reading programme, the experience they got, the difficulties they encountered, the progress they felt and mainly to know their suggestions for similar programmes in the EFL reading classroom.

The ten interviewed students answered approximately in the same way to the eight questions of the interview (**Appendix F**). Their comments and suggestions were also similar. The majority of students revealed positive perceptions, and yet, few students responded negatively but quite insightfully. For the first question, all the students showed positive attitudes toward extensive reading and expressed their likes for the extensive reading programme. This was deeply confirmed by their answers to the second question of the interview stating that they lived a new experience during which they felt good feelings of self-confidence and joy discovering what one of the students spontaneously expressed: *'the fabulous world of reading without any pressure'*.

Results of students' answers to the third question showed fortunately that more than the majority of the interviewed subjects; exactly the six students mentioned that material selection was the most relaxing step in the programme. One of them for example said: *'I was happy to read a book I chose myself and I took the*

responsibility to read it'. The four other students were a bit hesitant in their answers and they mentioned that they liked most of the discussions after reading. One of them stated that he liked everything in the programme: *"Everything was ok and I think that I really read in the classroom"*.

As for the fourth question which aimed to explore students' gains from the programme, they were very satisfactory. Answers of the ten students reflected the success of the programme in making them feel the benefits of extensive reading. Though expressed differently by the students, the benefits can be classified into three categories as follows:

a- Linguistic aspects (speed, comprehension, vocabulary)

- **Benefits on reading**

"I read a lot"

"I'm no more reading word- by- word"

"I read faster"

"Thanks to extensive reading activities I could finish reading two books in less than three weeks"

- **Benefits on vocabulary**

"I learned many new words"

"I all the time focused on the story itself and not on the surface meaning of each word"

"I can guess the meaning without using a dictionary"

"I'm no more afraid to read in front of my classmates and teacher"

- **Benefits on learning**

"I learn a lot about English language itself"

"I know now which books are more suitable for me"

"Extensive reading of different books helped me develop my language"

"I 'm scoring better in my exams"

b- Non-linguistic Aspects

- **Understanding different cultures**

“I learnt many things about others cultures”

- ***Emotional/Affective Gains***

“Some expressions made me very sad and angry”

“I cried when I read a love story”.

The comments above confirm much extensive reading research findings that this approach can facilitate students’ reading ability, speed and comprehension and leads them to enjoy reading. They are also compatible with results of some studies that argued the importance of extensive reading in increasing students’ interest in the foreign language by raising their language and linguistic competence. They also confirm findings of many researches that stressed the role of extensive reading in developing students’ vocabulary and helping them develop positive attitudes and increased motivation to read in the foreign language (**See 1.8.**).

Results obtained from the fifth question were expected; the difficulties students’ faced in the extensive reading programme were related chiefly to the amount of reading as one of the interviewees commented: *“I found it very hard to read a lot in the classroom, more than twenty pages, and usually I read only the short texts we study with the teacher”*. Another difficulty was the one of the lack of suitable materials especially in the Department library as reported by more than four students. The other problems mentioned by the informants were also related to materials; which if available are either expensive or not interesting or purchased by other students. One of the most striking difficulties was with words they encounter while reading; unfamiliar, long and ambiguous words especially. Other minor difficulties were related to students’ linguistic competence: poor grammar knowledge mainly.

In specifying their reading and vocabulary problems during the programme, results showed that students’ obstacles are related to the bad use of the necessary reading and vocabulary strategies that help them build their autonomy and fluency in reading. Students’ answers were very convincing, a fact that reflects their enhanced awareness of their weaknesses and their want to overcome them. In this context a

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student answered stating the following: *“I was never taught how to read in English, this is why I do not read a lot”*. Another student said: *“I have an idea about the techniques used by successful readers but I have no idea how to use them in my everyday reading and like that I face many problems when I read”*. As for the vocabulary obstacles they encountered, most of them mentioned ambiguous and new words.

Students suggestions concerning future extensive reading programme were interesting and numerous. They in general focused on the teacher’s guidance in each step of the programme. They in addition suggested cooperation between different classes to have more chance for books exchange. They also pointed to the amount of the programme suggesting longer periods for extensive reading. The subjects also invited their friends to participate in extensive reading programme they themselves organize with the help of their teachers. Some of them even pointed to the idea of having a class library in each classroom where they can exchange books and read. More importantly was that students felt the need for extensive reading and they even suggested to have it in their time table.

Results of the last question were all positive reflecting students’ want and desire to participate in future extensive reading programmes. One of the students answered stating the following: *“I will feel pleasure never miss a similar occasion”*. Students thus found the extensive reading programme as new, interesting and exciting experience as it enhanced their opinions about reading in EFL. Many of them even become more confident and interested in reading in English after this first extensive reading occasion.

In short, one may admit that students gave positive feedbacks and were eager to participate in future similar programmes. They really appreciated the extensive reading programme and this was openly reflected in their answers to the interview. Most of them identified the programme to be *‘a good experience’*. They all showed satisfaction for the progress they achieved especially in improving their reading and grammar competence, enriching their vocabulary and widening their

background knowledge. They also believed the programme raised their confidence about the reading process and promoted their pleasure and autonomy.

After having analysed results obtained from data collected in the different phases of the study, attentive interpretation and discussion of the results will be presented in the following section.

3.4. Interpretation and Discussion of Results

Outcomes of this study seem to positively answer the research questions and strongly confirm and validate the stated hypotheses. Results of the reading comprehension tests supported the hypothesis that students' scores will increase and they will perform better in the tests and have significant improvement in reading and vocabulary after extensive reading instruction. They also provided an affirmative response to the four questions in this study. Large and significant differences were indeed revealed by students' scores in both groups with higher results for the experimental group in the post-training phase.

Before direct extensive reading instruction there was in fact no discrepancy between pre-test results of students in both groups, i.e., the gap in their performance level was inconsiderable and they were judged to be homogeneous in reading. Results yielded by the post-training phase data collection scores (the post-test) showed that the experimental group demonstrated better performance in reading and vocabulary compared to the control group who did not improve. It is evident therefore to confirm that extensive reading has led to much improvement in students' reading and vocabulary than intensive text-based reading.

Moreover the expected results of the think-aloud procedure revealed that lack of effective and explicit instruction in reading and vocabulary strategies represents a major issue for students in reading. Students are unfortunately ill-equipped with reading and vocabulary strategies necessary to read fluently and with comprehension. The alarming situation at hand shows that most of our 1st year- EFL

students display ineffective use of the limited strategies they know, a fact which makes them perform poor in tests as it was proved by scores of the pre-test.

The study findings are indeed consistent with other studies in which extensive reading improved students' reading speed, reading ability and comprehension and reading enjoyment (Elley & Manghubai, 1981; Nuttall, 1982; Harris & Sipay, 1990; Elley, 1991; Richards *et al*, 1992; Lai, 1993a; Renandya *et al*, 1999; Lituana *et al*, 1999; Brown, 2000; Bell, 2001; Leung, 2002; Day, 2003; Tutwiso, 2003; Taguchi *et al*, 2004; Tanaka & Stapleton, 2007; Iwakori, 2008) as well as that resulted in students substantial vocabulary improvement from extensive reading (Saragi *et al*, 1978; Day *et al*, 1991; Nation, 2001; Thornbury, 2002; Beck *et al*, 2002; Waring & Takaki, 2003; Horst, 2005; Pigada and Schmitt, 2006; Waring, 2007; Serafini, 2008; Grabe, 2009). Results are also consistent with the studies that showed that extensive reading results in better achievement on tests of reading (Day & Bamford, 1998; Krashen, 1993b), increased interest in learning the foreign language (Elley & Manghubai, 1981; Constantino, 1994; Mason & Krashen, 1997; Day & Bamford, 1998; Bell, 2001; Yang, 2001; Mason, 2003; Cho & Kin, 2004; Gebhart, 2006; Holden, 2007; Shen, 2008) as well as in developing positive attitudes and enhanced motivation among students towards reading the foreign language (Elley, 1991; Cho & Krashen, 1994; Davis, 1995; Maxim, 2002; Takase, 2003; Hitosugi & Day, 2004; Sheu, 2004; Mason & Krashen, 2009)

Perhaps one of the major outcomes of this study pertained in change in students' attitudes towards reading in general and extensive reading in particular as supported by results of the interview and their oral feedbacks. Students who participated in the programme not only felt more confident in the classroom but they strongly believed in the vitality and necessity of extensive reading which was an enjoyable experience for them. Their involvement in reading enhanced smoothly as the programme progressed, they became eager readers who wanted to read and did read extensively in English.

Chapter Three: Analysis of Data and Interpretation of Results

Based on the obtained results and in addition to the impressive success of the extensive reading programme in improving students' reading and vocabulary, findings of this study demonstrate other significant benefits:

- Extensive reading develops students' writing skills and competence. The researcher noticed an increase in the length of students' summaries with decrease in the mis-use of some aspects related to writing mainly: grammar, spelling and punctuation marks. This is consistent with the findings of some studies such as (Elley & Mangubhai, 1983; Janopolous, 1986; Hafiz & Tudor, 1989; Robb & Susser 1989; Elley, 1991; Hedgcock & Atkinson, 1993; Lai, 1993b; Tsang, 1996; Nation, 1997; Mason, 2004).

- Extensive reading helped a lot to embolden students more in the language. This is consistent with previous studies (Hill & Holden, 1995) who concluded that learners acquire language through Free Voluntary Reading. They became better readers, better writers and have more grammatical competence. They had significantly more confidence in their reading proficiency in English and a strong interest in reading. Nonetheless, they found that the more they read, the more they learn and the better they become in reading. This fact strengthened their believes that extensive reading develop life long reading habits. This is also consistent with finding of previous studies such as the ones conducted by (Hafiz & Tudor, 1989).

- Extensive reading promoted students' desire to read various materials because they felt more comfortable in choosing materials they prefer instead of the ones selected by the teacher and this fits well into the literature of extensive reading (Gottfried, 1990, Bell & Bamford, 1997, 1998; Leung, 2002; Takase, 2003; Powell, 2005; Grabe, 2009).

Last and not least, one may conclude that the extensive reading programme was a successful experience for students who readily got into it, liked it and benefited much from it. Findings of this study do not of course demonstrate that extensive

reading is the only source of competence in reading and vocabulary, but it is doubtful that formal intensive instruction yields the same gains. Taken in isolation, results of this study are, at best suggestive as several of extensive reading conditions were not met (reading is voluntary, students read large amounts, it lasts for longer periods). One semester extensive reading proved however that the positive effect of this skill can be maintained even when some of the conditions are slightly weakened.

3.5. Conclusion

In this chapter, we have highlighted the main reading and vocabulary gains of inculcating Extensive Reading in the EFL classroom. Extensive reading has shown to be an effective way of motivating students, increasing their vocabulary, enlivening the reading process, and raising readers' self-awareness towards reading English as a foreign language. Nevertheless, the reclusiveness of the extensive reading activity facilitates the comprehension of readers own difficulties when reading in English.

Results reported in this chapter suggest that extensive reading procedure is an effective and pleasurable way for students to increase their vocabulary and learn to read in the FL. The implications for extensive reading instruction require teachers to conduct their classes differently by being less dependent on inappropriate texts, spending more time in individual conferences with students and assuming many other new responsibilities. Direct extensive reading instruction can have fruitful effect on students' reading ability because it will explicitly teach them necessary reading and vocabulary strategies and raise their awareness of the reading skill. The more students read and the more they enjoy it, the more likely it is that they will become students who both can and do read in English. Extensive reading thus remains an occasion for both teachers and students to venture in the benefits of reading the foreign language.

CHAPTER FOUR

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CHAPTER FOUR

TOWARDS INNOVATION IN THE READING CLASSROOM: PEDAGOGICAL IMPLICATIONS

4.1. Introduction

Drawing on the theoretical aspects of extensive reading reviewed in chapter one and findings of the empirical phase discussed in chapter three, this concluding chapter is concerned with the pedagogical implications related primarily to extensive reading and all its principles. Since students low achievement in reading is found to be closely related to their weak instruction in the main reading and vocabulary strategies necessary for successful reading as revealed by findings of this study, extensive reading is presented as a vital and an efficient instructional solution to improve students' reading and vocabulary.

The remedial proposals lie foremost on the necessity of introducing change in our EFL reading classrooms and a first recommended step toward this is to complement and support intensive reading by extensive reading done both in and out of the classroom. In order for teachers to introduce such innovation and convince students of the benefits of extensive reading and its importance they have primarily to understand the different principles of a successful extensive reading programme, the way it works, the materials it involves, the type of library it implies and the activities it needs. More importantly they have to be aware of the expected roles they are supposed to play in the programme as they have also to find possible ways of exploring technological devices such as online resources in the practice of extensive reading.

In addition, the chapter tries through a set of suggestions and recommendations to facilitate the task of the EFL teacher in integrating effectively and successfully extensive reading programme by providing guidelines for the major procedures to consider, the sources and resources to use, the library to prepare and

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the follow-up activities to include. Nonetheless, a closer look on the roles of teachers and their active participation in supporting extensive reading and evaluating its outcomes are also dealt with. Part of this chapter invites teachers to benefit from ICT in extensive reading by providing practical techniques on how to use online resources; e-books and some useful web sites. The invaluable advantages of combining intensive reading and extensive reading in the same classroom is also emphasized in this chapter. More suggestions and recommendations are proposed in order to boost teachers and students' interests to experience the beautiful feeling of getting pleasure from individual free reading.

4.2. Effective Extensive Reading Programme

Well grounded in theory is that the philosophy underlying extensive reading programmes lies in the word “*enjoy*” (Day & Bamford, 1998, p.05). An effective extensive reading programme must in particular stimulate students to read a lot and with enjoyment.

A wealth of research (Nuttall, 1982; Robb & Susser, 1990; Bell, 1998; Day & Bamford, 1998; Bamford & Day, 2002), however, warn that many called extensive reading curricula failed to persuade students of the benefits of this skill. Incorporating extensive reading programmes into the curriculum cannot therefore guarantee success (Yu, 1993). To ensure that students get the maximum benefits, extensive reading has to be consistent and sustained. Taking into account the duration of time, the amount of reading materials accessible for students and accountability are crucial (Ni-Lee & Mallinder, 2011). There are indeed other factors and procedures that can determine whether an extensive reading programme works effectively or not.

4.2.1. General Procedures and Main Requirements

Extensive reading is a straightforward approach although the actual implementation can be rather challenging to teachers (Ni-Lee & Mallinder, 2011). Setting-up an effective extensive reading programme requires the teacher to take

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decisions related to the programme by answering a number of questions. These as put by Mutoh *et al* (1998) include:

1. What are the goals of the programme? Improvement in reading? Writing? General FL ability? Attitude towards FL reading? Building vocabulary? Knowledge? Nurturing FL reading habit?
2. How much do we want students to read?
3. What kind of materials do we want students to read? Simplified? Authentic? In addition to books, do we allow magazine and newspaper articles, World Wide Web pages and even closed captions of English movies? Should books whose content students are familiar with (movies stories, famous folktales, literature) be excluded (to prevent cheating)? Or should they be included because reading is both knowledge of that foreign language and reading ability in it?
4. What are we going to do during class time?
5. To what extent should we, and how can we check that students have read the books and understood them? What conditions having 'read' a book? What level of comprehension is the minimal level in terms of reading skills improvement? How can comprehension be measured without turning extensive reading into intensive?
6. Book- reports: should they be minimal, used as a basis for grades, or should students be required to demonstrate knowledge of the book? Should students give an opinion about what they read? Should book-reports be in English (for English writing practice) or L2 (to emphasize that reading is a receptive skill, and because students can express themselves better in L1)? If there are several thousand book- reports to read per term, what kind of feedback is possible or desirable? Our answers to these questions determine the shape of our programme and the research question that we identify.

Other possible questions are:

- How much material should students read?
- How can teachers evaluate students?
- Should students read in class or for homework or both?

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- Should students use dictionaries while reading?

(Day & Bamford, 1998, p. 83).

It is strongly believed that in extensive reading programmes, what students read does not matter much as long as they enjoy reading and the only way to learn to read is through reading. The teacher should consider the fact that:

Lacking reading habits in their own native language at a young age, EFL students may have a harder time appreciating extensive reading in order to enhance their English reading ability. In addition, extensive reading should be carefully planned so as to best avoid the Matthew effect: when individuals are struggling readers, they practice less, which jeopardizes their general reading speed and comprehension. As a result, having trouble with comprehension will prevent them from enjoying the text and eventually further reduce their reading interest and potential literacy development.

(Williams, 1986, p. 153).

By inducing students to read more, the ultimate goal of extensive reading: to develop reading habits and to encourage a liking for reading (Yamashita, 2004)) can be achieved successfully. Unquestionably, an effective extensive reading programme needs prior organization and planning. Nuttall (1982, pp.182-190) recommends for teachers to consider some points, mainly: co-operation (planning for one reading programme), students' linguistic level (using tests), remedial reading, creating interest in reading, incentives to read, checking extensive reading, using reading cards and reading laboratories, using a class reader and key passages, overall assessment and follow-up activities. Furthermore, Ni-Lee & Millinder (2011, p.153) recommend that language teachers use some guidelines in creating a successful extensive reading programme:

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- Nurture a love of reading from an early age,
- Engage students in planning an extensive reading classroom,
- Supplement additional training on reading and vocabulary learning skills to support extensive reading; and lastly,
- Familiarize students with free Internet resources.

Crucial is also students' readiness and prior preparation for extensive reading; as Hedge (1985, p. 68) strongly claims: ***"It is vital, if extensive reading develops good reading habits, that students are well-prepared before they begin"***. The teacher has therefore to inform students at the early beginning about the objectives of the programme, types of materials to be used and assessment procedures (See 1.7.). In this way, students will be well prepared to move from ***"Teacher-guided, close study of short texts to individual reading of whole books"*** (Gail & McRae, 1991, p.06). Such an outcome cannot, however, be achieved unless appropriate materials are provided.

4.2.2. Sources and Resources

A fundamental issue in extensive reading is material selection. Supplying materials that are comprehensible, relevant, interesting and varied is a key to successful extensive reading programme (Hedge, 1985; Nuttall, 1996; Day & Bamford, 1998; Waring & Nation, 2004; Shen, 2008;). Evidence is that many extensive reading programmes ***"fail to improve students'-English because there is mismatch between the students' proficiency levels and the difficulty levels of the books. In situation like this the input is not 'comprehensible' and learning does not take place because students are reading it at frustration level"*** (Yu, 1993, p. 04).

Harris & Sipay (1990, p. 674) in this context explain that: ***"The basic principles that underlie the successful development of an interest in reading have been admirably summarized as consisting of 'a lure and a ladder'"***. The lure is in extensive reading the interesting and attractive material designed to hook the students and reel them in. The ladder is the wide range of material, from very easy to challenging, that allows the students to progress upward in small steps as their

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reading fluency develops (Day & Bamford, 1998, p. 96). Alderson & Urquhart (1984) further suggest that students might be free to choose their own reading material and even bring it from outside the classroom. In cases when the teacher makes the selection ***“Students interest should be considered almost important”*** (Davis, 1995, p.329).

A major consideration in materials’ selection is how long students can read pleurably before loosing interest. Simplicity of the material is important because ***“Reading skills will develop much better if a student reads a lot of books that are too easy rather than a few that are too difficult”*** (Nuttall, 1982, p.185). Struggling with difficult or uninteresting texts is not the way to build reading, in contrast, when students read an easy material within their vocabulary level, i.e., a lower level, they derive a sense of achievement and enjoyment when they realize they can comprehend a whole text in the foreign language (West, 1955). In order for extensive reading to do its work: build automaticity of word recognition, build vocabulary knowledge and develop positive attitudes towards reading- the reading material must be well within the students’ linguistic ability (Bamford & Day, 1997).

Indeed, the very essence of the extensive reading procedure is that students read ‘extensive’ or large amount of materials. Large quantities are essential for reading to be ‘*extensive*’, but there is no argument on how much ‘*extensive*’ is. **Appendix O** presents some examples of how much reading was suggested, and how quantity of reading was measured in an overview of extensive reading instruction by Susser & Robb (1990, pp. 165-166). Teachers have to bear in mind that quantity of reading is not an absolute number of hours and pages but depends on the teacher and the students perceptions of how extensive reading differs from other reading; this will vary according to the type of the programme, level and other variables (Susser & Robb, 1990). How much students read is essentially related to ***“their circumstances and abilities; if their goal is to become fluent readers, they should read as much is reasonably possible”*** (Day & Bamford, 1998, p. 84). A good point of departure is Hill’s (1997; 2001) rule of thumb- ‘*a book a week*’ if the books are short and simple.

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Among the vast and varied spectrum of materials that fit well within the aims of extensive reading, '*Language Learner Literature*' is widely recommended.

4.2.2.1. Language Learner Literature

The term Language Learner Literature (LLL) as put by Day & Bamford (1998) is analogous to the terms *young adult literature* and *Children's literature*-established genres in their own right. Simply put,

Language Learner Literature is the very embodiment of the lure and the ladder: varied, attractive material at different levels of difficulty. It includes books of all kinds, as well as magazines and newspapers produced especially for foreign language learners. If it is available in the language you teach, language learner literature is the obvious first choice of reading material for all but advanced learners.

(Day & Bamford, 1998, p. 105).

As we have already mentioned in the second chapter, the use of simplified (graded) materials rather than authentic materials can better communicate the aims of extensive reading in building reading fluency by providing comprehensible input (See 1.7.2.). For language learners at all levels of proficiency, particularly beginners and intermediate students, attractive and interesting language learner literature conveying various genres is strongly recommended.

Hill (1997/1998) who considers language learner literature as the most versatile resource ever developed for teaching a language recommends fiction as appropriate for extensive reading because:

- Non fiction, with the expectations of travel writing and biography, is not suitable for extensive reading as it employs expository prose, which is much harder to read than narrative intermixed with dialogues.

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- Knowledge of the world presented in fiction is shared across cultures. Everyone knows about romance, crime and adventure because they are part of the human condition.
- There is infinite variety in the settings, characters, plots and themes, so no two stories are the same.
- Reading fiction at the right level of difficulty does not require a high level of concentration; books can be read on the bus or train, in the park or in bed.
- Romance, comedies, thrillers, or ghost stories often provide a welcome change and possibly a means of escape, from a curriculum that is overburdened with non-fiction subjects. Thus the affective side of human nature is catered for.
- Fiction discusses important contemporary issues, eg. The environment, racial prejudice, moral integrity, childhood.
- Finally, the desire to discover what happens next is the perfect stimulus to read for meaning without concentrating on the text, and thus allows students to absorb the language unconsciously.

(Hill, 1998, cited in Brown, 2000).

In addition to language learner literature, intermediate students can use other sources for extensive reading such as the ones illustrated in **Appendix P**. Familiarity with various types of materials for extensive reading will not only strengthen students' vocabulary and build their confidence but it will also help them get rid of the habit of looking every word in the dictionary when reading.

4.2.2.2. Dictionary Use

Tremendously important in extensive reading is whether students are allowed to use dictionaries or not. Many extensive reading programmes discourage the over-dependence on the dictionaries in extensive reading (Nuttall, 1982; Luppescu & Day, 1993; Day & Bamford, 1998; Brown, 2000; Hu & Nation, 2000) for a number of disadvantages:

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- Fluent reading is hindered by a reader stopping to use a dictionary (Day & Bamford, 1998, p. 93).
- The use of dictionaries by EFL University students doubled the time it took to read a short story (Lupescu & Day, 1993).
- Students with access to dictionaries sometimes locate the wrong dictionary entry, leading to miscomprehension (Lupescu & Day, 1993; Tsang, 1997; Bogaards, 1998).
- The time it takes prevents students from focusing on the text as a whole (Knight, 1994).
- It takes longer to read when using a dictionary, and more proficient students benefit less, if at all, from dictionary use. Students looking up words more frequently when utilizing electronic or web-based dictionaries, rather than printed dictionaries (Koyama & Takeuchi, 2004). Looking up words may be quicker and easier when using online dictionaries, but ***“It can become so effortless that it may decrease vocabulary retention”*** (Richards, 2008, p. 31).
- If students have the option of looking up words, then inevitably conscientious students will feel that they have to look-up more and more words in order to understand the text properly (Day & Bamford, 1998).

These are strong reasons for considering a ban on dictionaries. In other words, dictionaries or rather ‘no dictionaries’ can powerfully symbolize the differences between extensive reading and other approaches to reading in the minds of the students who must break the habit of looking-up every unknown word (Day & Bamford, 1998). In Dupuy *et al* (1996, p. 02) words: ***“Students must get into the habit of reading daily and get out of the habit of looking everything up in the dictionary”***.

Considering the criterion of dictionary use in extensive reading, various variables should be examined such as the type of dictionary, when and how often students might use a dictionary. Other variables may include the time students have to read, the type of word and text and students’ motivation. Day & Bamford (1998, p

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.94) recommend a useful technique frequently used by students who read for pleasure in order to reinforce their vocabulary:

They simply mark the words that they do not know as they encounter them (in a library book, using a very light pencil, later erased) without interrupting their reading to check the meaning. At the end of a chapter, they go back and look up some of the words. For most students, three or four words per chapter is a reasonable number of words to check. Students then continue reading the next chapter in the same way. Reading is undisturbed and frustration is dealt with.

The teacher can provide special help to discourage students from making use of dictionaries (Nuttall, 1982) by raising their tolerance for a degree of ambiguity in the text: students must accept that the reading will become clear as they read on. Once they realize that all new words at each level are carefully contextualized, repeated, and sometimes glossed, they can be weaned off excessive dictionary use (Brown, 2000). A possible solution is also to familiarize students with techniques of fluent reading such as guessing the meaning of or ignoring the unknown words they encounter when reading. In addition, frequent and repeated visits to the library for reading can offer students ample opportunities to read different genres without any need of a dictionary.

4.3. Importance of the Library in Extensive Reading: Steps and Tasks

Unlike other approaches to the teaching of foreign language reading, which usually involve selecting a textbook on which the lessons are based, an extensive reading programme requires no less than a library of appropriate reading materials (Day & Bamford, 1998). The core of any extensive reading programme is therefore a library of varied, attractive books at an appropriate language level for students (Barfield, 1995). Essential is for teachers to enhance awareness among students of the benefits of the library in empowering their want and igniting their desire to read.

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A well-established library that promotes extensive reading requires many things, mainly a suitable size and type.

4.3.1. Deciding the Size and Type of the Library

Taking decisions about the size (number of books and other materials) and the type (a class or a school library) of the library has first and foremost to do with size (one or more classrooms) and nature (independent course, part of an existing course, extra-curriculum activity) of the extensive reading programme.

According to Day & Bamford (1998) and as with any first-time endeavour, it is preferable and wiser to start extensive reading programme small and it can be expanded to include additional students. The teacher can also introduce the programme using a small library of a limited number of books then make it larger in size by purchasing more materials. How small to start depends on the number of students that teacher (s) can easily manage, the amount of money available to cover the initial cost of a library of books; and the amount of time that can be devoted to making the materials ready.

It is also important in the library to provide attractive materials on different topics and suitable level. Recommended is that multiple copies of each title should be provided so that there will be always enough books to read. In addition, deciding the size of the library depends on whether the programme needs a class library or a school library.

4.3.1.1. Class Library

To create a class library, much work should be done by teachers as well as students: *“The key to the success of a class library is the involvement of both the teacher and the students in the class library management”* (Macmillan Graded Readers, 2006, p. 10). A class library is *“A collection of books available to students in the classroom”* (Ibid, p. 06). It does not need to be *“As grand as the term suggests. It can simply be a box or a trolley, or a bookshelf with a selection*

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of readers appropriate to the age and language proficiency of the class” (Hedge, 2000, p. 218).

In this type of libraries, the teacher as Pan (2009) suggests asks students to bring one or two English materials to the classroom and put them on the bookshelf, thus a small class library comes into being. Several students are in turn the librarians by taking charge of the borrowing and returning of materials. In this context, Kembo (1993) mentions some sources of books for a class library:

- The teacher can ask each pupil to contribute a storybook or magazine. These can be registered and numbered so that eventually, when each pupil has read all the books, or as many of them as his ability permits they can be returned to the original donors. The teacher needs to go through as many of the books as possible.
- Other sources include donors, publishing houses, friends of the school; or even other institutions who may be getting rid of old books.

(Kembo, 1993, p. 36).

Some effective extensive reading programmes place the materials in their classrooms due to the advantages a class library may have on students and the programme as a whole. According to Day & Bamford (1998), a class library is beneficial as:

- It allows students immediate access to the materials especially during the time when their reading class is meeting.
- Books can be freely obtained or changed during extensive reading period.
- It makes it easier for students to share reactions and recommendations, and for teachers to note any problems that students may have in selecting books.
- Books can be locked- up safely or be on open display in a library corner. If magazines, newspapers, or attractive scrap-books of light reading material are available, they are likely to be picked- up and browsed before and after class.

(Day & Bamford, 1998, pp. 113-114).

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Nevertheless, a class library can provide learners with various materials to meet their interests (Pan, 2009). This is important because ***“If we move far from our learners’ natural sphere of interest we run the risk of making extensive reading a meaningless chore”*** (Klapper, 1992, p.54).

It can also be of help for teachers as it allows them to ***“choose books that are particularly suited to the age, proficiency and interest of the students; and this in turn means that they will not waste time and get discouraged by looking through books that are inappropriate”*** (Nuttall, 1982, p.174). The importance of keeping the books in the classroom is also argued by Nuttall (1982) who explains that students prefer the books to be kept in their own rooms (especially if they have helped to buy them). Likewise, they can pick them up in space moments, easily available without making a special journey to the library. The teacher in a class library can also keep a much closer eye on the books and on who reads what. He can also work-out a system that enables students to borrow and exchange books and train them on how to use the class library.

4.4.1.2. School Library

Whatever the ability level a school library (in our case the university library) can be the ideal resource for students to read extensively. One major advantage of this type as put by Day and Bamford (1998) is that security and check-out become the responsibility of the library and planning and organization are straightforward because the collection is subject to the same rules and regulations that apply to all library materials.

In a central library, the teacher can manage with fewer copies and afford to cater for minority interests; there may be a dozen railway enthusiasts in the school (university) but only one in any one class (Nuttall, 1982). Generally, the school is not under the teacher’s control but he can at least assess the level of materials available and needed by each class (Hill, 1997). Teachers monitor library reading assiduously and encourage students to consult library books. They can also make sure materials are accessible for students and that the library is frequently open for

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students to both browse and borrow books; at least once a day at a time when students are able to go. Teachers should also ***“be there with the students frequently, so that [they] can help them to find their way round the collection, and to choose books sensibly”*** (Nuttall, 1982, p.174).

Training in library skills is also of paramount importance for students to ease their access to library materials. Students need to know how to use the extensive reading library, how to check-out and return graded readers using a clear and simple system everyone can understand. The librarian is the best person to undertake this training and the teacher can also collaborate in this task. Because students prefer to seek help from a person rather than from inanimate reference tools; catalogues, for example, the teacher presence during students' choice of books is necessary. He can suggest, describe or check that students made suitable choice about materials to read.

4.3.2. Library in Action

A library cannot of course be set-up overnight, it can however take months. Setting-up a rich library is indeed a formidable undertaking in which one has to consider the following:

- Start small
- Start preparations early
- Buy materials at all levels of difficulty, but basically a little below the students' linguistic level
- Buy one of each book, not multiple copies, so that the library is as varied as possible
- If you do not know your students would enjoy reading, ask them
- To create an environment that encourages reading, newspapers, magazines, and books should be as accessible as possible while remaining secure from loss or theft
- Mark all books by linguistic level

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- Decide whether the books will be placed in the school library (less work but less accessible) or in a classroom library (more work but more accessible).

(Day & Bamford, 1998, p. 116).

Setting-up a library requires a number of tasks mainly ***“Choosing and organizing reading materials of students’ interests, classifying and promoting the books, and designing and borrowing system”*** (Hedge, 1985, p. 83). How can materials be selected and purchased is another important task in any library.

4.3.2.1. Books’ Selection and Purchase

More motivating than any other endeavour for extensive reading is that the books chosen for this activity must be enjoyable and of course of interest for the students: ***“[Teachers] have first to ensure that attractive books are available and second to use every trick they know to persuade students to ‘get hooked on books’ ”*** (Nuttall, 1996, p. 127).

When decisions about topics and kinds of books to use in the programme are made, the next step is to select and purchase the materials: ***“The watchwords are quantity and variety, rather than quality, so that books are selected for their attractiveness and relevance to the pupils’ lives rather than for literary merit”*** (Davis, 1995, p. 329). In extensive reading, it is suggested that the bulk of the books should be a little below the level of the language the students are dealing with in class so that they may be read without the help of a teacher or a dictionary (Nuttall, 1996; Day and Bamford, 1998). In this line of thought, Nuttall (1982) suggests four basic criteria for choosing extensive reading materials:

- ***Appealing***: They must appeal to the intended readers, supplying what they really want (not just what they say they want). The appeal is greater if the book is attractive in appearance.
- ***Easy***: The language must be easier than that found in the current FL course book. We cannot expect students to read from choice, or to read

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fluently, if the language is a struggle. Reading improvement comes from reading a lot of easy material.

- ***Short:*** The length of the book must be intimidating.
- ***Varied:*** There must be a wide choice suiting the various needs of the readers in terms of content, language and intellectual maturity.

(Nuttall, 1982, pp. 171-172).

Moreover, other criteria are suggested for book selection:

- ***Readability:*** The reading materials should be short and not far beyond students' current linguistic levels (Coady, 1997). As Nuttall (1996, p.131) states, "***Improvement comes from reading a lot of easy material***".
- ***Appropriateness and authenticity:*** Because one's prior background knowledge has an essential impact on reading comprehension, the selected materials should be culturally familiar and authentic (Coady, 1997).
- ***Attraction:*** The materials need to be appealing to the students. When supplied with material, of high interest, students not only read more, they also apply more reading strategies.
- ***Variety:*** The reading materials should deal with a wide range of subject matter. While narrow reading focuses on in-depth of one topic, extensive reading instead stresses exposing students to different subjects and genres in order to construct / expand their word schemata.

(Ni-Lee & Mallinder, 2011, p. 153).

Multiple copies of the suitable books should be made available for students to borrow at any time and expansion of the extensive reading programme will, of course, require more copies of books, larger budget, good organization and a check-out system.

4.3.2.2. Organization and Check-out System

In collaboration with students, teachers can work out how best to manage and organize the library for extensive reading. This include how often books can be borrowed or/and exchanged, how materials are displayed and how they are

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categorized. Other points include responsibilities in case of lost, damaged or stolen books. Thus, books and other materials ***“must be listed in a master inventory. This allows you [the teacher] to check the collection regularly for loss or damage”*** (Day & Bamford, 1998, p. 112).

The way books are displayed is an important initial step in organization. This helps students not waste time for an unavailable or already borrowed books, as it attracts their attention to particular categories they want to read. According to Hedge (2000) some important issues arise if teachers wish to organize a library: ***“How to select readers appropriate to learners and how to organize the library; and how to support learners in their extensive reading”*** (Hedge, 2000, p. 218).

In organizing the materials, each book should be numbered and classified in the same way (Waring, 2007). In this concern, **Appendix Q** presents a chart that integrates the graded reader series published by different publishers into one overall system of EPER¹ levels. A check-out system for the borrowing and lending of books is another task in setting-up a good library. The teacher can supervise this task using a system that students follow. This does not mean, however, that he should take the role of a librarian. In this respect Yu (1993, p.88) points out that:

The way to achieve efficient administration is to set-up a system for doing these before the implementation of the programme so that students can work independently without referring to the teacher all the time. Moreover, student librarians can be appointed to help the teacher.

¹ EPER The Edinburg Project on Extensive Reading has its origins in East Africa and Malaysia. It has been involved in several large-scale programmes. Such programmes exist in Mozambique, Cameroon, Niger, Kenya, Germany, Brunei and Japan. The EPER closed in 2011 and its materials were donated to the Extensive reading Foundation. It aims in general to:

- Provide an information service for administrators, teachers and students who wish to study extensive reading or design programme of extensive reading for their own school region;
- Promote systematic extensive reading programmes as a means of learning English, and to publish materials to support such a programme;
- Carry out research into aspects of extensive reading, e.g. The influence of linguistic and non-linguistic features upon the accessibility of texts, and the effect of extensive reading on improvement in proficiency.

(Hill, 1992, p.04).

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Nuttall (1996) in the same concern attracts teachers' attention to the fact that *“Students often know who has borrowed a ‘missing’ book and can recover it more easily than you [the teacher]”* (Nuttall, 1996, p.139). Many successful extensive reading programmes use students to assist in monitoring materials and checking-out if they are properly returned on time. A recommended standard system for checking-out is:

*To paste a pocket in the inside back cover of each book.
Inside the pocket, a library card is placed on which is
written the title of the book. The card has spaces for
students to write their names, school numbers, and the date
the book was borrowed. When a book is checked-out, the
card is removed and kept in an index box.*

Day & Bamford (1998, p.115).

In addition to the real library, students can also be encouraged by their teachers to benefit from diverse technologies in consulting electronic libraries to read e-materials on different topics of interest.

4.4. Extensive Reading and ICT

Multimedia technologies mainly ICT and CALL are nowadays revolutionizing all aspects of life worldwide. In education, for example using Information and Communication Technologies such as computers and internet to teach EFL reading- particularly extensive reading is gaining wide concern among researchers (Leu & Leu, 1997; Sandholtz *et al*, 1997; Jones & Sato, 1998; Warschauer & Healey, 1998; Case & Truscott, 1999; Fischer, 1999; Pedersen & Liu, 2003; Harmer, 2007; Chen, 2008; Kyeung-Kim, 2008; Yang, 2001; Genc-Ilter, 2009).

As a result of such technological expansion, ICT are today representing signs of progress in higher education and crucial factors to pursue requirements of the digital generation of students. At the level of Algerian universities, some, not to say most of EFL reading classrooms are unfortunately still depending on traditional

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matters in teaching reading allowing students no chance to interact with the technology in the reading session. A step towards innovation in this case can be the implementation of a technology such as the internet as a way to stimulate students' involvement and interest in extensive reading.

Introducing a technology in the classroom, should, however, not be done at random. Jones & Sato (1998) suggest that in adopting any technology one has to consider the following questions: does the technology facilitate the attainment of course goals? is it cost effective? do the benefits outweigh its cost? are the teachers ready to work with the new technology? is any training required? does it help teachers make more efficient use of class time? (Jones & Sato, 1998, cited in Richards & Renandya, 2002, p.361).

Providing answers to the above questions will make both the teacher and the student benefit from the technology to a large extent. Here are some examples:

- Technology-equipped classroom encourages not only the students but the teacher also in a positive way (Jonassen, 2000).
- It helps students become active, motivated and involved in the language learning process (Ibid).
- It provides a good opportunity to develop and create different and enjoyable tasks in the EFL classroom (Genc-Ilter, 2009).
- It motivates students and increases students' interest in the classroom (Pino-Silva, 2006).

Unquestionably, the effective integration of any technology in the language classroom requires, as claimed by Al-Mekhalafi (2004) and Chen (2008), to take into account some factors such as teachers' attitudes, beliefs and willingness. Compatible with these requirements, students' attitudes as users of the technology and active participants in the learning process are also important in the success or failure of any innovation in the classroom, especially if the innovation has to do with the introduction of the internet technology in EFL extensive reading instruction.

4.4.1. Extensive Reading through the Internet

Integrating the internet technology in the foreign language reading classroom is a subject of great debate. Most research findings in the field of ICT revealed promising results about the use of internet and computers in EFL reading. Kyeung-Kim (2008, p.242) assumes in this respect that these technologies can provide **“ESL/EFL teachers and students with virtually boundless use”**.

With particular emphasis on the reading classroom, Case & Truscott (1999) stress the importance of computers and the internet as good sources of developing reading skills. They argue that internet-based reading helps increase students' interaction with texts, attention to individual needs, and increases independence through an ability to read texts they would not otherwise be able to read. It also helps them improve their sight vocabulary, fluency, and comprehension which are crucial for improvement in reading. Furthermore and compared to direct models or teacher-centred teaching, internet-based instruction is more student-centred instruction (Sandholtz *et al*, 1997; Pedersen & Liu, 2003). Using internet, therefore, involves students **“active participation ... in their learning process”** (Kyeung-Kim, 2008, p. 243).

Indeed, the invaluable role of the internet in the foreign language classroom has also made it **“possible and feasible for language teachers to make effective use of instructional materials, especially in teaching language and culture”** (Chen, 2008, pp.10-16). During the last ten years, more and more language teachers have integrated the internet into their classrooms (Fischer, 1999) for the simple reasons that:

- It offers **“A new learning environment and a wealth of pedagogical possibilities”** (Yang, 2001, p.156).
- It could serve as technological scaffolding, which complements teacher scaffolding inside and outside the classrooms (Ibid).
- It encourages students, increases autonomous learning potential as it brings enthusiasm into the classroom (Ellinger *et al*, 2001).

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- It serves as a mediating tool for technology-enhanced and student-centred instructional environments (Watson, 2006).
- It helps motivate students (Warschauer, 1999; Yang, 2001).
- It contributes to teacher professional development (Al-Mekhalafati, 2004).

In reading particularly, Leu & Leu (1997) point out that the internet (electronic books and stories) used in EFL classrooms enrich students' interest and lead them to be good readers. In addition, the internet stimulates different tasks in the EFL reading classroom, for example online reading materials such as reading online news ***“Prepares students to become life-long users of the language”*** (Leloup & Ponterio, 2004, p.6). In the same concern Pino-Silva (1992) findings show a number of potential benefits of RO, most of them confirm that extensive reading through the internet helps students: **a)** learn vocabulary, **b)** learn to read for the main ideas, **c)** acquire speed and/or fluency in reading a text, **d)** develop skills that remain over time (develop positive attitudes towards reading online and web-extensive reading). Moreover, having students to read extensively online is worthy of attention as it:

- Helps students learn vocabulary incidentally.
- Provides opportunities for students and teachers to work together.
- Students aid the teacher by:
 - Finding the materials on the web they would like to read or learn about;
 - Assisting by teaching peers how to best work with computers and by offering suggestions to improve logistics and the procedure.
- The teacher helps students:
 - Construct main ideas and build vocabulary
 - Develop positive attitudes towards reading
 - Monitor their conceptions and misconceptions of language learning, and keep constant and interactive contact with them.
- Students seem to learn permanent skills needed in the information age beyond mere language skills.

(Pino-Silva, 2006, p.93).

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In short, extensive reading through the internet is a very promising pedagogical approach that may strengthen students' learning. Extensive reading through the internet is thus worth the while, especially when internet resources as e-books are carefully selected and intelligently explored.

4.4.2. E-books

The web is constantly changing the way we learn due to the unsuspected amounts of information it provides and the limitless reading resources it offers. It with no doubt represents *“A gold mine that makes a smooth transition from learning to read to reading to learn possible”* (Pino-Silva, 2006). The internet era has indeed inspired language teachers to consider the possibility of converting their traditional teaching setting into the e-setting which students are continuously exposed to (Chu, 1995). The appearance of texts with multimedia support or e-books reinforced students' computer literacy and supports their keen interest in reading online. Reading computer books is something *“Exciting, meaningful, and mostly of all enjoyable”* (Chu, 1995.p.361).

E-book is *“A powerful tool and an assert to the teaching of reading”* (Lefever-Davis & Pearman, 2005, p.453). This type of materials has become favoured by most teachers and students for extensive reading thanks to its attractiveness compared to printed sources. Other advantages for using e-books in extensive reading include the following:

- E-books can also facilitate students' learning by reading more actively with simultaneous audio and visual input (McFall, 2005).
- The interactive and lively nature of reading e-books can evoke better reading comprehension and vocabulary acquisition than traditional printed medium (Groot, 2000; Stakhnevich, 2002; Liu *et al*, 2003; Grimshaw, 2007; Korat, 2010; Liu, Chen, & Chang, 2010; Moody, 2010; Korat & Shamir, 2012; Smeets & Bus, 2012; Rusanganwa, 2013).

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- E-books have facilitative effect for both first and second language learners on various abilities/skills such as vocabulary development and writing skill (Krashen, 1993a; Adamson, 1995; Day & Bamford, 1997; Elley, 2000)
- E-books help students read as they like, and have stronger self confidence to internalize what they had read. They also help students improve their creativity in second language skills (Safaeia & Bulca, 2013).
- ***“Reading and interaction, with a book on a computer screen has the potential to be a powerful motivating force for even the most reluctant readers”*** (Mathew, 1996, p.380).
- E-books help enhance learners’ independence in reading (Sun, 2003) and increase their reading motivation, attitudes, confidence as well as their reading ability and reading for pleasure outside class (Arnold, 2009).

Integrating e-books into extensive reading programmes proved therefore to be efficient in different contexts, but this does not in any way exclude the potential benefits of print and graded readers in equipping students with a wide range of reading and language proficiency skills. Used together as recommended by many researchers paper-based and web-based extensive reading may pave the way for new perspectives in the field of text reading.

4.4.3. Online Resources

There is a considerable body of research (Groot, 2000; Liu *et al*, 2003; Grimshaw, 2007; Moody, 2007; Korat, 2010; Liu, Chen & Chang, 2010; Day *et al*, (2011); Lee & Mallinder, 2011; Smeets & Bus, 2012) that demonstrated the remarkable progress students made by participating in well-run electronic extensive reading programmes thanks to the availability of many reliable World Wide Online Web-resources.

Among many others, the following websites provide free downloads of electronic books dealing with a variety of topics such as:

- E-book directory (<http://www.ebookdirectory.com>).
- Planet ebook (<http://www.planetebook.com>).

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- Free ebooks.net (<http://www.free-ebooks.net>).
- Free PDF ebooks archive (http://www.planetPDF.com/Free_PDF_ebooks.asp).
- Free ebooks by project Gutenberg (http://www.gutenberg.org/wiki/Main_page).

(Lee & Mallinder, 2011, p. 156).

A collection of other useful internet resources for extensive reading is the following:

- a. Extensive Reading Foundation (<http://www.erfoundation.org/>): A not-for-profit, charitable organization whose purpose is to support and promote extensive reading through various initiatives: The Language Learner Literature Award², A bibliography of Research on Extensive Reading³, The ERF Graded Reader Scale⁴, The MoodleReader Software for Tracking Student Reading⁵.
- b. Oxford Bookworms.
- c. Extensive Reading Pages.
- d. Oxford Bookworms.
- e. Reading in a Foreign Language.
- f. Email Discussion Group (extensive reading Yahoo Group)
- g. An Online Library Catalogue

² It is an annual award established in 2004 and aims to support the development of language learner literature in English, and to encourage extensive reading in language education. An international jury selects a short list of finalist books and teachers and students are encouraged to read them and to vote online for their favourite books. These votes are taken into account by the jury.

³ This contains abstracts of over 400 books, articles, research studies and dissertations related to the use of extensive reading in second/foreign language education. This is maintained by a team of archivists and is an invaluable resource.

⁴ This allows teachers to categorize their library of graded readers along a uniform scale so that different series from different publishers can be compared in terms of difficulty and placed together.

⁵ Early quizzes for nearly 500 popular graded reader titles. When dealing with large numbers of students, this is a useful method for teaching their reading progress (<http://moodlereader.org/>).

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Other Online resources include the following:

- The Extensive Reading Discussion List (Discussion Group http://groups.yahoo.com/group/Extensive_Reading/).
- Extensive Reading Moodlereader (www.moodlereader.org).
- The Japan Extensive Reading Association (www.seg.co.jp/era/).
- The Korean English Extensive Reading Association (www.Keera.or.kr).
- The Extensive Reading Bibliography (www.erfoundation.org/erf/bibliography/).
- Rob Waring's Extensive Reading website (www.robwaring.org/er/).
- SSS Reading Levels and Wordcounts (www.seg.co.jp/sss/reading_level/A/index.shtml).

There is indeed no doubt that online resources and free websites will occupy a more central role in EFL extensive reading programmes in the future. Students can build their own personal online library by collecting and categorizing lists of e-books they find interesting to read. Having such independence, will as put by Lee & Mallinder (2011, p. 157) “**Great potential for promoting a long-lasting love for reading**”. Teachers on their part have not to lose sight of their crucial role in orienting students to online resources they judge more suitable for students to engage successfully in extensive reading.

4.5. Teachers' Roles

The roles of the teacher are strongly emphasized in most extensive reading programmes (Naiman *et al*, 1978; Campbell, 1989; Mason, 1992; Yu, 1993; Henry, 1995; Nuttall, 1996; Day & Bamford, 1998, Maley, 1999; Hedge, 2000; Hsui, 2000; Pan, 2009; Gilner & Morales, 2010). Extensive reading approach changes the role of teachers who are no longer controllers (Pan, 2009), they have instead the task of helping students get the most out of extensive reading.

When discussing teachers' roles in an extensive reading programme, it is indispensable to point-out that extensive reading should be a students-centred and a student-managed activity (Stanley, 2005). This implies familiarity with a wide range

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of factors including a given student's linguistic capacity and interests. Other factors include the teachers' attitudes and own beliefs in the extensive reading approach. According to Day & Bamford (1998, p.08) teachers have first and foremost to think of answers to the following questions: what are the theoretical foundations of extensive reading? what are the benefits? is there any empirical evidence for these alleged benefits? do foreign language learners have the proper attitude towards reading to allow extensive reading? Are learners motivated to read outside the classroom? how much reading is meant by extensive? what materials are suitable for students at various ability levels in the second language? are simplified materials for lower level students inferior to authentic 'real-life' materials? on what basis might students who read extensively be evaluated and grades be given? how might the success of an extensive reading programme be evaluated?

Obvious is that teachers cannot teach what they do not know; they need to learn about extensive reading and, then, experience for themselves, what extensive reading is like. They must be convinced that it is beneficial for themselves and also for their students (Mason, 1992). They have further to explain to students what extensive reading is, why they need to do it and how they go about it. Hence, ***“The role of the teacher is ... to advise, assist, correct, widen the students' interests and encourage them to analyse their own reading experience by talking about the books they have read”*** (Hedge, 1995,p.95). A teacher's involvement in extensive reading requires him to play the role of a role model for reading, to offer needed guidance as a counsellor and to demonstrate genuine enthusiasm for reading.

4.5.1. Teacher as Role Model

Being role model means that the teacher participates in the extensive reading programme by actually reading himself different materials; he is to be a reader just as the students are. Convincing students of the value and benefits of extensive reading is not at all easy to do, for Day & Bamford (1998) teachers who tell their students how important and useful and enjoyable reading is, and yet are never seen reading may be undermining themselves. The teacher has therefore to be ***“A person who personally reads- for enjoyment and for learning”*** (Taylor, 1991, p.123). In fact,

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Students follow the example of people they respect, and above all that of their teacher. If the teacher is seen to read with concentration, to enjoy reading ... books, newspapers and so on, the students are more likely to take notice of her when she urges them to do the same.

(Nuttall, 1996, p.229).

Furthermore, effective extensive reading teachers should themselves be readers in order to transfer the attitudes of a real reader: ***“It is a general principle of management that one should not ask anybody to do anything is not prepared to do oneself. If we expect pupils to read the books in their library we have an obligation to read them ourselves”*** (Bright & McGregor, 1970, p.10). By sharing the enjoyment of reading with their students and discussing with them the content of books, teachers can serve as real readers role models to be imitated. In this connection Marusic (2006, p.102) states:

I read all the texts before offering them to the participants in order to be able to prepare and adapt them to their needs and to stimulate their interest by offering a personal example of reading for pleasure. I could thus take part in the discussions as a facilitator ... I facilitate the discussion arising from ideas organized by participants who were given a chance to express their views.

In Henry’s opinion teachers of extensive reading ***“have to commit to reading what their students do ... by reading what my students read, I become a part of the community that forms within the class”*** (Henry, 1995, pp.52-53). Teachers can also act as role models by reading-aloud to their students. Lee & Neal (1993, p. 281) claim in this concern that students ***“do not outgrow having teachers read- aloud to them daily”***. Reading-aloud to students includes all ages from beginners to adults as we all enjoy listening to other’s reading for us. EFL teachers can share their love for reading with students, by reading-aloud excerpt from

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materials they read: ***“The teacher’s own enjoyment of books ... pleasure in sharing it with pupils and daily interest are of the greatest importance. A teacher who does not read can hardly inspire others to do so”*** (Bright & McGregor, 1970, p.69).

Reading- aloud to students helps not only motivate them to read but it can also help them:

- Increase their overall language proficiency including listening comprehension (Yong & Idamban, 1997).
- Acquire a ‘feel’ for the rhythm of the target language (Pegolo, 1985, p. 323). It helps them learn how to read in chunk or meaningful sense groups.
- Read a lot because it can be an initial strategy in promoting extensive reading (Smith, 1997).
- Know different genres of reading, authors and worthwhile books that they may not be attracted to. It also allows students to appreciate more difficult prose and poetry (Day & Bamford, 1998).

Most of all, being a role model by demonstrating interest in reading and reading- aloud to students does not of course reduce any of the teacher’s other roles in extensive reading mainly the role of a counsellor.

4.5.2. Teacher as Counsellor

In an ideal extensive reading programme, teachers are expected to make students read with ease and enjoy reading, i.e., get the most of the programme. This points to the need for guidance, orientation and counselling from the part of the teacher until students truly make the principles and goals of extensive reading their own. Teachers of extensive reading are certainly required to see themselves in new ways. In Day & Bamford’s words ***“Instead of fountains of knowledge, trainers or evaluators, teachers must consider themselves more in terms of being guides, advocates, and resource persons”*** (Day & Bamford, 1998, p. 166).

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Being a counsellor for students in extensive reading means that the teacher is called-upon to ***“advise, assist, remedy, widen the student interests and encourage him to analyse his own reading experience by talking about the books he has read”*** (Hedge, 1985, p. 95). The role of teachers as counsellors is essentially a chance to provide support for extensive reading by discussing students’ problems in reading and thinking of possible remedies. Through counselling teachers can often identify students who are less engaged in extensive reading as there is always time for counselling and guidance before, during and even after the programme. The teacher can then give recommendations on reading materials based on students’ interests and can guide them in choosing appropriate levels of materials.

Counselling can be done either formally by setting aside time for the teacher to meet with students individually to check their reading records, comment on the written summaries that students do of their reading (Susser & Robb, 1989) and more importantly to discuss with them books they have read in teacher-student conferences which are very useful for counselling as they provide ***“A wonderful opportunity for the teacher to get to know each student better”*** (Yu, 1993, p.07).

Yu (1993) further suggests that if two to three periods per week are allocated to extensive reading and if the teacher holds conferences with about five students every period, then it is possible for him to have a five-minute discussion with every student of the class every month. In this case, a check-list of questions might be useful. Students’ responses can be compared at the beginning, during and at the end of the extensive reading programme as they may be used for evaluating the programme. Possible questions that teachers can ask students include the following: do you enjoy reading? what kind of books do you like? what books have you enjoyed reading? do you have any problems with or worries about reading? about how long does it usually take you to finish reading a library book? (Day & Bamford, 1998, p. 127). In addition teachers have the crucial task of boosting students’ interest in reading and appreciation of extensive reading by acting as motivators and enthusiasts.

4.5.3. Teacher as Enthusiast

Motivating students to engage actively in extensive reading is a hard job that needs an enthusiastic teacher who can challenge all constraints in order to build a community of readers. Savaş (2009, pp.11-12) summarizes the role of the teacher in extensive reading stating that:

In extensive reading approach which is a student-centred, communicative approach the teacher sets- up the course so that students can have books suited to their level and interests, plans class activities that motivate students to read, uses various techniques to check that students are in fact reading, oversees record-keeping of books they have read, advises individual students who are falling behind and gives feedback to students on book- reports and other written work. The overall aim of L2 teaching is to create autonomous learners ...

Teachers as motivators have first to convince students of the value of extensive reading and its importance in building their autonomy. Hedge (2000, p. 204) comments that *“Involving learners in programmes of extensive reading can be a highly productive step towards autonomous learning”*. However, a teacher who does not read will fail to do so:

We need to realize how much influence we have on our students. Students do not just (or even) learn the subject matter we teach them; they learn their teachers. Teacher attitude, more than technical expertise, is what they will recall when they leave us.

(Maley, 1997, p. 07).

Because teachers are *“Selling reading”* (Henry, 1995, p.52), they need to show enthusiasm and appreciation for extensive reading. Of course if some students

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perceive that extensive reading is valued and taken seriously within the institutional community, they are more likely to develop not only the habit of reading but a positive disposition towards this activity (Gilner & Morales, 2010). Nevertheless, teachers as enthusiasts must be *“Advocate who promote attitudes ... [and] ... Promoters who find time often to encourage literacy and celebrate the accomplishments of their students”* (Heathington, 1994, p. 207).

The teacher can feel the outcome of exercising his role as an enthusiast only when he ensures that every time-period set aside for extensive reading is really devoted to extensive reading and that students volunteer to read and express their enthusiasm for reading, as Constantino’s student did: *“You know, it’s like you said, I know how to read, I just have to read in English like I normally read and I will be OK”* (Constantino, 1995, p.69). Weak and reluctant students who may be behind their classmates in EFL reading fluency can also benefit a lot from an enthusiastic teacher who cares about them to join the community of readers. They indeed, *“...Need special attention and help from a teacher who is positive and encouraging , who comments on what they have got right and helps them build on it rather than simply pointing out what they have got wrong”* (Yu, 1993, pp.07-08).

Briefly stated, teachers of extensive reading should act as enthusiasts and motivators not only for students but also for each other. Cooperating together, they can introduce extensive reading in all reading classrooms for all students and benefit from a team approach to extensive reading. They can even decide on activities they judge appropriate and attractive for their students.

4.6. Follow-up Activities

Extensive reading is an activity that emphasizes on enjoyment and relaxation during reading. However, teachers generally prefer to keep track of their students’ progress using a number of activities. In considering any activity, it is crucial that monitoring does not become a burden on either the teacher or the students. The activity should support and reflect the main aim of extensive reading programme

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which is to motivate students to read and get the pleasure from reading. Furthermore, the initial activities as put by Pulverness (2007, p. 06) should be aimed at: ***“Getting learners to the point where they are ready to read ... the teacher should devote as much time as possible to such preparatory work”***. Another consideration when planning follow-up activities is why the students read what they did.

Although, it is widely accepted that in extensive reading the act of reading is its own reward (few or no post-reading work is required): ***“Students should talk less about what they have read and instead use the time for reading more”*** (Bamberger, 1991, p. 35), there are many reasons for considering follow-up activities. The main reason is to check if reading was actually done and to find out what students got out of it (evaluation). Another reason is to monitor students’ attitudes towards reading and to link extensive reading to other aspects of the curriculum. Nevertheless, these activities allow teachers to supervise and guide students and keep track of what they read and what they experience from their reading. It is also recommended that the best follow-up activities are the ones that tap into the students’ personal responses to the material as they allow them to express their opinions and feelings. It is therefore essential that teachers: ***“Encourage learners to relate what they read to their own world of knowledge and experience [thus] allowing them the same attitude of interpretation that we as practised readers permit ourselves”*** (Widdowson, 1979, pp.180-181).

There are indeed various activities that can help students read more and see extensive reading as a valuable, exciting, pleasurable, and worthwhile activity. If a particular activity seems to be receiving negative feedback it can be removed and replaced by a more appealing one. Students can answer questions, write summaries, write reaction reports or give oral reports.

4.6.1. Answering Questions

A possible task that can be adapted for extensive reading is the ‘*Standard Exercise*’; a set of open ended questions that can be designed to suit most books available to students in a course (Scott *et al*, 1984). Ideally, desirable questions are

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those that combine the check of comprehension with a probe of the students' responses to the story. Using questions that prompt thinking and reflection about texts need according to Hsui (2000, p.37) to be open-ended and applicable to most texts such as the following questions: why and how did you decide on reading this book? do any of the characters remind you of people you know? tell us more about these people, do you agree with what the writer says? why? what do you like best about the book/article?

Most questions that send the students back to the text to search either irrelevant details or important points are to be avoided. Such '*worst questions*' as described by Day & Bamford (1998, p.142) can "***Set back students' progress towards becoming independent, self-motivated readers***". Important is for teachers to keep in mind that personal judgement about the quality of responses should be supporting and encouraging. Each response has therefore to be accepted as it represents a viewpoint unique to the individual reader. The aim should be:

To help the student to understand and evaluate the events in the book, not just to check whether he can recall them. He should be made to use his powers of reasoning and imagination, and to explore his feeling about what happens in the story... [the teacher] can work out specific questions about the book to achieve this purpose.

(Nuttall, 1982, p.191).

Because reading is the most required task and activity in extensive reading, it is desirable that follow-up activities should be of sufficient length "***So that neither teacher nor pupils will fall for the temptation to talk them through in class***" (Light, 1970, p. 123). They should also be "***Easy and simple to do so that these will not put them [students] off the extensive reading programme***" (Yu, 1993, p. 05). Questions of any type should be made short and simple for students so that they can answer them in 10 to 15 minutes and spend most of the time reading and doing other activities such as presenting reports about their readings.

4.6.2. Reaction Book-reports

A basic activity that teachers frequently use as follow-up to extensive reading is to ask students to write or/and present short reports about their readings. A reaction report can serve the main purpose of checking whether the reading was done. Students reports cover questions like: what the name of the book is? what type of story it is? where and when it is set? whether it is enjoyable or well written and why?. In presenting these reports, students are generally asked about their personal experience of what they read; this includes whether they like some characters from the book or what reading made them think of. They can also be asked to say whether the reading was easy or difficult for them.

This activity can help students enhance some skills mainly oral fluency, writing and vocabulary. After all, the aim is *“To establish mental framework within which they can begin to negotiate the potential meanings in the text, which may be accomplished by exploring themes, speculating on titles, keywords, or by predicting”* (Pulverness, 2007, p. 06). Students’ presentations of their personal readings are also valuable in terms of strengthening the class as a language learning community (Hitosugi & Day, 2004). For the teacher, student’s reaction reports allow him *“To move from outside observer to active participant in his relationship with the student as a reader, the teacher may discuss ideas, answer questions, and recommend other books that the student might enjoy”* (Day & Bamford, 1998, p. 143).

Reports can be written on special pre-printed book-report forms (See **Appendix L**), in notebooks or as separate sheets of paper. In the present work students who participated in the extensive reading programme were required to use a simple report sheet; some examples of 1st year- EFL students’ book- report sheets are presented in **Appendix N**.

4.6.3. Summary Writing

A common task in which reading can be combined with a written component is to ask students to write a summary of what they have read. This

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activity helps students improve their comprehension and written ability. It also serves to extend their communication skills, because when they share their summaries: ***“Students’ involvement in the story deepens. The story becomes more meaningful, and students are more likely to retain what they have read”*** (Jamestown, 2004, p. 19).

Important, is to make it known for teachers that summaries are not always of great help for them to find out if a student read a book or not. Most of all: ***“Students know that in the real world, people who read for pleasure do not do worksheets or write summaries of what they read”*** (Dupuy, Tse & Cook, 1996, p14). Summaries may have serious drawbacks among which we mention the following:

- Summaries can subtly communicate their message that reading ***“Has no relevance to real knowledge and experience and therefore no real meaning”*** (Widdowson, 1979, p. 180).
- Summaries are not particularly interesting for the student to write and they are definitely not interesting for the teacher to read. They are of absolutely no help in developing a reading community; if a summary is all that students are required to write, a valuable opportunity for student-teacher will have been lost. There is the problem of students in language programmes copying clandestinely circulated summaries instead of writing their own (Day & Bamford, 1998, p.142).
- Writing a summary is less than natural form of response to reading: ***“In the real world, people do give their friends recommendation on books, but they do not generally do book summaries”*** (Dupuy, Tse & Cook, 1996, p.14).

Added to the regular traditional follow-up tasks of writing summaries and reaction reports, other promotional and interactive activities can be used in extensive reading as it will be demonstrated in what follows.

4.6.4. Other Promotional and Interaction Activities

These activities depend largely on the type of the extensive reading programme, involvement of the students and enthusiasm of the teacher. Many laborious and potentially more inviting activities include asking students to: **a)** design a bookmark to suit the book, **b)** role-play the story, **c)** design a poster to advertise the book, **d)** read interesting, exciting, well-written parts aloud, **e)** copy interesting words and useful expression into a notebook, **f)** write a letter to the author, **g)** share their views about the book with a small group classmate (Renandya, Rajan & Jacobs, 1999, cited in Richards & Renandya, 2002, p.295). More interesting activities include the following:

a. Mixed Summary / Reaction Report: In this most common task, students are required *“To write a summary with personal responses added afterwards”* (Day & Bamford, 1998, p. 148). Students are simply asked to give their opinion about the reading they have done and to report what happened in the story. This is what (Gardner, 1993) calls *‘linguistic intelligence’*; they are reacting to language and using language to do so.

b. Oral Report: This can be done individually or in groups. Individually, one or two students can volunteer to present orally in front of the whole-class reports about the books they have read. Short comments from the teacher and/or one or two questions can be asked by classmates. It is preferable to advise students at this phase and in advance to bring their books when presenting their reports as a way to attract the audience to borrow and exchange books they see themselves and not only hear about.

c. Wall Displays: A pleasant atmosphere can be created in the class using wall displays that are based on students own creativity. The overall idea is to help them share their experiences and achievements and to foster the reading community. Public displays on a notice board or on the class-walls are strongly recommended by Davis (1995) who explains: *“English teachers used a variety of motivational strategies to encourage the maximum of amount of reading. The most successful of these was*

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found to be the wall display ... which often showed true artistic flair, and engendered considerable class co-operation” (Davis, 1995. pp. 331-332).

d. Group and Pair-interaction: Dynamic interaction in the classroom (through pair sharing, sharing with the teacher or a whole-class sharing) is an activity that allows students to talk freely about materials they read extensively. They can express their feelings and excitement towards particular materials and share their reactions and reading experiences with their teacher/partner or the whole class.

By using appropriate follow-up activities and allowing various interactions in the extensive reading classroom, the teacher will according to Harmer (2007) help students achieve three types of competence namely: *participative competence* (The ability to respond appropriately to reading tasks), *interactional competence* (the ability to interact appropriately with peers while sharing information about what students read) and *academic competence* (the ability to acquire reading skills). At the same time teachers have to be convinced that extensive reading is often cited to be more *‘pleasant’* because there are no *‘tedious’* activities to complete.

4.7. Overall Assessment of Extensive Reading

Obvious is that the teacher by the end of extensive reading may wonder whether programme assessment is necessary or not. A reasonable response is that the only way to know how well the programme is achieving its aims is by assessing students’ progress. Waring (1997) claims in this token that it is essential in extensive reading to cultivate the view that reading is pleasurable, but this does not mean that teachers should not assess students’ reading. The assessment must be used to move the reading onward, and not just check that the work has been done.

As an initial step in evaluation which aims primarily ***“To assess the quality, effectiveness, or general value of a programme”*** (Johnson, 1992, p.192), the teacher should decide whether to use formal assessment, informal assessment or both. He should also keep in mind that assessment of extensive reading should be in compliance with the objectives set at the beginning of the programme. Some of the

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already described activities such as writing summaries or reports (See 4.6.2. and 4.6.3.) can provide an assessment tool for the teacher and can indirectly enable the students to review and recycle key ideas and vocabulary from what they read (Barfield, 1995).

Teachers may opt for informal assessment which takes the form of observation, participation and discussion. Thinking that such type of assessment fits well the goal of extensive reading; reading being its own reward. As a direct result of such ongoing assessment, modification of the programme is possible. By observing students reading in the classroom and choosing their own materials the teacher will fit more comfortable in providing necessary help:

As a teacher, you feel part of a classroom reading community, and you can see that community is going stronger as students cooperate, help each other, and are inspired by each other's and your example. You know which reading materials are popular, which are successful, and which are not. You know what materials should be added to the library. You also know to what extent the physical details of the programme- availability of reading materials, checkout, and security- are working.

(Day & Bamford, 1998, p. 156).

Sometimes, however, the teacher may feel a strong need to evaluate students more formally using tests and questionnaires. Advantageous for the teacher and the students alike is to consider assessment as a step towards continuous improvement and not a chore to be avoided. Likewise the teacher will adventure in other similar programmes and students will also welcome future similar initiatives.

4.8. Support for Extensive Reading

Building a community of readers in which all members are eager to read materials of various types is the aim of many teachers. However, progress in reading is only recognizable over a period of time if necessary support is provided. Teachers

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must most of all:

Be willing to believe in the process ... one clear indication of faith and commitment is to demand performance. Reading is a personal experience and the teacher cannot peer over the shoulder of the student. But the teacher can ... place expectations on the students. Most students rightly interpret such behaviour as commitment and involvement on the teacher's part.

(Grabe, 1986, pp. 44-45).

Essential for the teacher is *“To create the right conditions for reading to become a valued part of every student's life”* (Nuttall, 1996, p. 127) and this can only be possible by providing ongoing guidance and igniting motivation and curiosity for reading.

4.8.1. Ongoing Guidance

A widely accepted view is that successful extensive reading programmes depend largely on the teachers' guidance and encouragement (Elley & Mangubhai, 1983; Hedge, 1985, Otto, 1991; Yu, 1993; Bell, 1998; Day & Bamford, 1998). In this respect Day & Bamford (1998) explain:

The apparently relaxed atmosphere of an extensive reading programme does not mean that learners are simply left to their own devices. Without encouragement of one sort or another to read in the foreign language, students may gradually lose interest. Apparent lack of concern on the part of the teacher is a sure recipe for the demise of a programme, and for good books to go to waste unread on library shelves.

(Day & Bamford, 1998, p.126)

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For the majority of students, especially those who do not read extensively, encouragement from the teacher is necessary and the most effective way of doing this is ***“To incorporate the extensive reading programme into the curriculum and allocate adequate class time to it”*** (Yu, 1993, p. 02). Making extensive reading part of the curriculum as argued by Yu (1993) will encourage students to take reading more seriously. They will no longer think of this as an extracurricular activity that they will only engage in when they have free time. For him help and guidance can better be achieved in class where the teacher monitors students’ progress, advises them on books, gives necessary feedback and provides accurate assessment of their reading:

Without a reading programme in the curriculum, many students’ reading at these levels tends to be spasmodic, haphazard and unrewarding, with the result that they will eventually give- up reading. On the other hand, a good reading programme implemented in class will help students to gradually progress towards individualized reading and learning.

(Ibid, p. 03).

Teacher’s guidance should continue within all phases of the extensive reading programme keeping in mind that ***“To teach foreign or second language reading well, we need to know as much as possible about how the reading process works and how to integrate that knowledge effectively into our reading pedagogy”*** (Barnett, 1989, p. 01). Before or while involving students in extensive reading, direct instruction and training in some strategies is necessary; teachers should set aside time to introduce the essential reading strategies (Sheu, 2003) such as scanning, skimming, guessing, summarizing...etc. Students may also be trained in some vocabulary learning strategies (Nagy *et al*, 1985; Graves, 2006). This kind of training is very beneficial for initial guidance and it would as Ni-Lee & Mallinder (2011, pp.145-163) note it ***“Facilitate students’ reading comprehension and word acquisition, which further promotes extensive reading”***.

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During the programme guidance can be offered by ensuring that students are reading appropriate materials. If a poor student takes a book that is too difficult, he is likely to be frustrated to read less and not improve his language skills, and therefore to read even less (Nuttall, 1982). Effective extensive reading programmes thus ***“Rely heavily on the teacher to make good judgement about appropriate reading materials and rely as well on the teacher’s ability to effectively guide students in their choices”*** (Sheu, 2003, p. 22). Otto (1991) shares the same view with Sheu (2003) stating that ***“The essential point is that teachers need to give explicit, systematic, and persistent attention to helping readers mainly by setting aside sufficient time and providing guidance in selection of appropriate materials to attain fluency/automaticity”*** (Otto, 1991, p. 97).

In more general terms, teachers are well versed in the benefit to language learning that can be obtained from extensive reading and are determined to do all what they can to bring these benefits to their classes (Hill, 1997). Support for extensive reading and guidance should therefore not stop with students’ orientation to extensive reading. Motivation and curiosity should also be considered in supporting extensive reading.

4.8.2. Motivation and Curiosity for Reading

As in many learning programmes, students may be excited by the novelty of extensive reading at first but later their interest may be reduced or lost, especially if support and motivation are not adequately provided. Undoubtedly, capturing students’ interest and curiosity to read with enjoyment is part of the responsibility of the teacher who assumes new roles in extensive reading (See 4.5.). Unlike the intensive classroom, where the teacher controls everything, extensive reading is a ‘student-managed activity’ in which the teacher is more likely to be a source of motivation. One simple way of increasing students’ motivation for extensive reading is to participate in the programme as a reader:

As teachers, we are less likely to be successful in encouraging our students to read if we ourselves do not

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read. This advice is particularly important when first beginning an extensive reading programme. We can show students the books or other materials we have just read or are reading, let them see us read silently, and read aloud to them from our favourite materials. This sends a strong message that we value reading and that our students should do the same.

(Campbell, 1989, cited in Richards & Renandya, 2002, p.297).

Furthermore, it is a reality that *“Readers are made by readers”* (Nuttall, 1982, p .192) and that a teacher who never refers to books he has read cannot convince his students of the importance of reading (Yu, 1993). In this context and in order to better involve students in extensive reading , Bell (1998) recommends for teachers to: **a)** use the reader Interview, **b)** maximize learners’ involvement in extensive reading by having them participate in setting up the programme, **c)** use audio materials in the programme, **d)** read aloud to the class, **e)** use students’ presentations, **f)** avoid the use of tests, **g)** discourage the overuse of dictionaries, **h)** monitor the students’ reading, **i)** maintain the entertainment

Kembo (1993) also presents some important points to help the teacher ignite interest and curiosity for extensive reading:

1. To read interesting bits of the library books to the students. Bits that contain interesting and novel information or have humour or interesting uses of language are very good. Short questions and discussions can be encouraged about the pieces, but be sure these do not fit into lessons. Jokes, idioms, and quotations can all be used and discussed during literature or even language-structure lessons.
2. If the teacher notices students reading interesting texts, they can be asked to tell the class about what they are or have been reading. The teacher can make-up questions to ask the students about what they have been told. Thus, they will be listening for a purpose.

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3. Parts of texts, very short, can be printed up on softboards or pasted up at strategic places in the classroom for students to glance through on their own time. The title of the book or magazine and the author's name can be attached at the end of each of these short passages, so that students will be able to find the book or magazine. Newspapers, too, proved useful, because they provide springboards for lively discussion over social, political, and economic events.

(Kembo, 1993, pp. 36-37).

Nevertheless, the general environment in which reading takes place also plays a significant role in increasing or reducing students' motivation to read. A positive reading environment helps a lot in enhancing students' curiosity to explore various materials and an adverse reading environment may negatively impact students' progress in reading. Necessary is that: ***“Every one in the learning community should help create a positive EFL reading environment ... for a positive reading environment, a variety of interesting reading materials and suitable space for reading should be made available”*** (Pratontep & Chinwonno, 2008, p.119).

Best of all, is to support extensive reading by convincing ourselves as teachers as well as our students of the importance of this approach especially when used hand in hand with intensive reading.

4.9. Extensive and Intensive Reading together

One interesting way to help students get maximum benefits from their reading is to make them experience both types of reading by introducing a complementary *‘intensive-extensive reading’* approach in the EFL reading classroom. The two approaches to reading instruction seem to be quite different from each other (See 1.2. and 1.3.), yet when combined in the same classroom they serve the main goal of reading which is to enable the reader to improve various strategies and skills important for reading proficiency. Both are necessary and ***“naturally dependent”*** (Hedge, 1985, p.68); when combined they are more valuable:

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... Students need to be involved in both extensive and intensive reading. Whereas with the former a teacher encourages students to choose for themselves what they read and do so for pleasure and general language improvement, the latter is often (but not exclusively) teacher chosen and directed, and is designed to enable students to develop specific receptive skills.

(Harmer, 2001, p.210).

The two approaches should not be seen being in opposition, as both serve different but complementary purposes (Nuttall, 1982; Carrell & Carson, 1997; Waring, 1997). It is indeed the responsibility of the teacher to make students move smoothly from the reading of short and simple texts to the stage of independent reading bearing in mind that in both approaches, it is not the nature of the skills that is of interest but rather the results. A balance between the two approaches is required in the EFL classroom. Students need according to Waring (1997) plenty of intensive reading to learn new vocabulary, to look at text organization, to help them discover and develop reading extensively. For him, these skills can be practised by reading extensively. Thus, one type of reading without the other will have students unprepared to deal with more difficult texts. When put together, intensive and extensive reading will do more to instil in students love and appreciation of the reading skill.

4.10. General Suggestions and Recommendations

Based on the findings of the present study, some practical suggestions and recommendations that deal with the conditions and methodology related to the success of extensive reading are proposed in this section as follows:

a. Extensive reading could be an essential part of formal language education. It could also be used as complementary to intensive reading and in accordance with aims of the reading curriculum as it could be implemented as a supplementary extra-activity during which students can apply the skills learnt in intensive reading.

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Extensive reading could also be introduced at a more advanced stage, when students achieve sufficient and good background in reading in their intensive course, as alternative to intensive reading. After all teachers and students should be convinced of the invaluable benefits of extensive reading and venture in the experience of reading for pleasure. In this respect, Hill (1997) recommends for teachers who would like to implement extensive reading in their classrooms *'to start small'* as this does not need approval or permission. He suggests some practical tips that he calls *'the small start'* for such preparation:

- You read as much as you can about extensive reading.
- You obtain publishers' catalogues and try to borrow and read as many graded readers as you can so that you know what they are like. You draw up a classification scheme and make lists of titles that you would like to buy.
- You draw-up a detailed design, ready for the moment when you present it to the senior English teacher, the head-teacher, or the ministry advisor.

b. Students are involved during extensive reading in self-selection of materials they judge interesting, but the teacher's interference in their choice is permitted. Helpful hints on orientation for material selection as suggested by Day & Bamford (1998, p. 124) could be made by the teacher as follows:

- Reading easier material is better than reading harder material
- Reading a lot is better than reading a little
- Reading what you enjoy is better than reading what you think you ought to read
- To stop reading a book you do not like is better than plowing on.

c. Follow-up activities is not an obligation in extensive reading, but if implemented it is preferable to make them short and simple mainly because students should read for the sake of reading and not for grades or any other rewards. Ten tips in this regard are offered by Ono, Day & Harsch (2004) to students when they engage in extensive reading. The title for each tip is directly addressed to the student, whereas the rational and instructional advice are written to the teacher. The tips are

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recommended to be presented to students before they begin to read extensively and they can be revisited periodically throughout the semester. The tips are:

- Read, read, and read some more
- Read easy books
- Read interesting books
- Reread books you found particularly interesting
- Read for general understanding
- Ignore unknown or difficult words. Skip them and continue reading
- Avoid using dictionaries
- Expand your reading comfort zone
- Set reading goals and keep a reading log
- Enjoy! Enjoy! Enjoy!

d. ICT could be better explored by the teacher in extensive reading, especially in dealing with the problem of material. Easy-access web sites might support extensive reading in terms of diversity of materials as they also boost students' interest as users of the internet technology. More convenient online materials could be provided by the teacher in ways that stimulate students' enthusiasm to read them extensively in or out of the classroom. Students can also exchange attractive e-books of course under the teacher's guidance.

e. Assessment of extensive reading and students' progress should be thought of in advance in a way that makes reading fun without putting much pressure on students. It is recommended by Day & Bamford (1998, pp.158-160) that when evaluating extensive reading the teacher focuses on three points:

- To see if the programme has achieved its goals
- To see what other results a programme might have
- To identify aspects of a programme reading improvement.

For teachers who prefer tests and questionnaires in evaluating extensive reading, they have to bear in mind that:

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Tests and questionnaires cannot replace observing, sharing, talking with, questioning, listening ... it is through such interaction that the sensitive teacher can come to know what might otherwise remain unnoticed: that a student is becoming a reader. Ultimately, an extensive reading programme must be evaluated in terms of how successfully it provides the environment for this to happen.

(Ibid, 163).

f. Preparation and training could be done prior to extensive reading in order to provide students and teachers with sufficient and necessary knowledge about this important approach. This can also stimulate occasions for collaborative implementation of extensive reading in a number of classes.

We hope the above suggestions and recommendations will be of some help for teachers as well as students especially those who have not yet started extensive reading.

4.11. Conclusion

This chapter has attempted to propose alternative solutions and hopefully useful recommendations and suggestions concerning the integration of extensive reading in the EFL reading classroom. Results' findings revealed in the previous chapter have shed light on the need for innovation and change in our university reading instruction, a change which is believed to be achieved by introducing extensive reading approach as complementary to intensive reading.

Fundamental is for teachers in order to effectively implement extensive reading in their classrooms and help students improve their reading and vocabulary is to consider the crucial aspects of a successful extensive reading programme. The first part of the chapter has provided a comprehensive and simulative account of the important issues in extensive reading by emphasizing the general procedures and main requirements it involves and the sources and resources it needs. Steps and tasks in setting-up, deciding on and organizing a library in addition to the types of possible

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extensive reading follow-up activities have also been dealt with. The essential objective would be to ignite teachers' interest to start-on extensive reading and help them better monitor this beneficial approach in their classrooms. It simultaneously aims to enhance students' awareness about this pleasurable activity.

Moreover and because extensive reading is different from other instructional approaches to reading, teachers have to frame their practices according to the request of this approach. They are urged indeed to play new roles and assume many responsibilities. They have first and for most to act as role models, enthusiast and counsellors for students. This is why part of this chapter has focused on the various roles of the teacher and the main tasks he has to accomplish in supporting and guiding extensive reading till it becomes one of the students' most pleasurable and attractive activities. It has also been recommended for teachers to take advantage of the online resources and e-books to pursue expectations and interests students for materials' selection. Besides, the controversial issue of checking extensive reading has been discussed by presenting straightforward techniques and useful tips to help the teacher assess the programme as a whole and the achievement of every individual student in particular.

Focus has been put in the concluding part of this chapter on the importance of both intensive reading and extensive reading for our EFL University students. This part has suggested a reading classroom where students can experience the benefits of the two approaches together, a classroom in which students move gradually from guided to independent reading of different types of materials.

GENERAL CONCLUSION

The purpose of this study is to introduce extensive reading as a valuable instructional approach that helps improve students' reading and vocabulary. Extensive reading has in fact been growing in popularity in the last years especially with the increased interest of a wide range of research in exploring the nature, principles and benefits of this 'less travelled' approach. Nowadays and in different second/foreign language settings it is strongly argued that one key factor for success in learning a language is reading and that the reading of a large amount of self-selected materials for pleasure and information or even for the passing of time instil in the reader a love for reading that stays with him along his life.

Because we learn from reading and we become good readers by reading, students at different levels, particularly the university, are required to read a great deal. Unfortunately, this is not the case of most Algerian EFL university students. Many complaints are indeed made about students' lack of reading both in and out of the classroom and if done this reading is usually very rare. Such an alarming situation urged us to think of an effective solution that might help our students read, improve their reading skills and develop their vocabulary. Extensive reading is thought to be the most appropriate cure to the problem.

The present dissertation is motivated by the following factors: First, 1st year-EFL students at Hassiba Ben-Bouali University have low proficiency level in reading in the English language. Although they spent more than five years studying English and are supposed to have gained a linguistic background that enables them to read fluently with comprehension, most of them are not successful readers. This can be justified by the fact that students were not given real opportunities to sufficiently practise reading so that interest for this skill grows with them until it becomes one of their most preferable activities. Moreover, most of the time a reading classroom is not really devoted to the teaching of reading and its related strategies but to learning about grammar, syntax and lexis of the language. In addition, our middle and secondary schools reading syllabi do not allow students any

exposure to supplementary reading neither in nor out of the classroom and on their parts, teachers at these two levels of education do not at all volunteer to make students read extensively because of time constraints as they are always busy to finish the imposed programme and/or to deal with the full content of the textbook.

Second, EFL university teachers rely solely on a grammar-based approach in teaching reading. They teach more grammar and vocabulary instead of focusing on reading itself. Students in this reading course deal with teacher-selected texts of generally short to average length that they read word-by-word for full understanding. This reading is geared towards the accomplishment of a set of activities, i.e., students read the text carefully in order to answer comprehension exercises. They stop all the time to check meaning of ambiguous words in the dictionary, a fact which slows down their reading speed and hinders their comprehension. This behaviour may help students reinforce some of their language skills but it will never enable them to taste the flavour and feel the pleasure of reading.

Third, extensive reading has been used in teaching/learning foreign languages in different educational settings including higher education. The benefits of extensive reading are well documented: reading ability, vocabulary improvement, learning the language, listening and oral proficiency, grammar, writing, attitudes and motivation. In Algeria, however, intensive approach to the teaching/learning of reading is dominating over extensive reading which is given little consideration at university level. Consequently, this valuable skill is rarely practised by students even in their real lives.

This study confirms that 1st year-EFL university students and in addition to their lack of reading, they are ill-equipped with the reading skills and vocabulary strategies that help them read fluently with comprehension. Most of them hesitate in using one strategy or another. They feel confused about which of the limited strategies they know fits well within a particular reading task. Furthermore and because students' practice of reading is almost confined to the reading of the short texts provided by the teacher in the classroom their existing strategies are not

adequately and sufficiently explored. Having low mastery of the necessary reading and vocabulary strategies, students avoid reading on their own, a fact that makes them poor readers.

Admittedly, many contradictions are revealed by the present study in what is stated as objectives for reading and what is actually applied in terms of EFL instruction. First of all reading instruction at university level aims at helping student achieve autonomy in reading which automatically leads to language proficiency. However, the implemented teaching approach is far from achieving such a stated aim. No alternative or even supplementary approach is tried though most students' language and reading proficiency level is in constant decrease. As for the status of reading in our universities it is not sufficiently considered although students need this skill during their university studies.

Second, EFL teachers are not well prepared to teach the fruitful skill of reading, thinking that it is the easiest skill to teach as it requires them to provide students with any type of texts and ask them to read and do some activities. They neglect the fact that the main aim in any reading course should be reading and not reinforcement of grammar or the acquisition of new vocabulary. In addition, it is the teacher who decides who, when and what to read, neglecting here again that at university level, students need not only to be taught to read in order to learn, but they need also to be taught how to read and how to get pleasure from reading, i.e., how to become flexible readers who shift smoothly in using different strategies according to different purposes in reading. The students, on their part, are teacher-dependent not only in learning the language but also in reading in this language. Unfortunately, they show no interest or desire to venture in reading.

Ultimately, several important conclusions are drawn in this study. One general conclusion is that students' failure in reading is linked to failure in EFL teaching/learning. This assumption has required investigation in the effectiveness of extensive reading in improving students' reading and vocabulary. Based on the theoretical framework presented in the first chapter of the work about extensive

reading, an extensive reading programme has been implemented in the reading classroom as complementary to the already existing intensive instruction. During the programme which lasted four months students were required to read a lot self-selected materials for enjoyment.

Unquestionably, the very satisfactory results of the programme have confirmed that extensive reading is beneficial for most of our EFL university students as they strongly support our hypothesis that extensive reading improves students reading and develops their vocabulary. They also bring evidence about the success and efficiency of extensive reading in EFL teaching/learning.

The impressive outcomes of the programme are apparent in students' improvement at different levels:

- Improvement in reading performance
- Improvement in vocabulary use
- Mastery of diverse reading and vocabulary strategies needed for fluent reading
- Improvement in examinations scores
- Increased motivation and strengthened confidence to engage in free reading
- Enhanced attitudes to venture in reading
- Improvement in writing skills and competence with less mistakes especially spelling.

As a matter of fact and with reference to the outcomes already mentioned it seems that extensive reading answers positively our research questions since significant improvements are noticed in students reading and vocabulary. They become more aware of the different reading and vocabulary strategies that help them read fluently and with confidence and they even achieved good level of mastery of some of these strategies, a fact that fosters their reading performance. The programme was indeed a useful and a pleasant experience for students who readily got into it and enjoyed it. Students also displayed particular and significant gains on the affective level. The majority of them expressed a sense of achievement as they finished reading a whole book without consulting the

dictionary or answering comprehension questions. Their motivation to read increased and their desire to engage in reading self-selected materials on their own also enhanced as the programme progressed.

Four months of extensive reading thus proved to be beneficial for students even though some conditions were not maintained (reading is voluntary, students read large amounts, it lasts for longer periods). Therefore, if our students are provided similar opportunity and necessary encouragement to read they will undeniably read and like reading. Findings of this study do not present extensive reading as a one- for- all solution to students reading problems, but it is doubtful that formal intensive instruction yields the same benefits.

Last but by no means least, the study offers a set of pedagogical implications all of which are closely related to extensive reading. Above all, it claims that extensive reading is an effective pedagogical and instructional approach that helps EFL university students improve their reading and vocabulary enjoyably and successfully. It is suggested that extensive reading should be adopted in the Algerian context and adjusted to the reading course in ways that stimulate students' interest in this activity without of course adding a burden on the teacher. When employed in the classroom, it is crucial to deal seriously with extensive reading respecting its major principles by giving a chance to every individual student to build on his reading autonomy.

The present work does not pretend to be exhaustive; it certainly needs elaboration. But it is hoped to be a positive contribution to the improvement of EFL reading teaching/learning in Algeria. Undeniably, much more research need to be carried out in the field of extensive reading, especially on what concerns the efficiency of combining intensive and extensive reading in one complementary approach. It is hoped that this dissertation will stimulate teachers' interest to introduce extensive reading in real- life classroom environment and will enable students to taste the flavour of real reading. We sincerely hope that readers of this

work will feel a giddy round of pleasures and will gain as much benefit from it as we did while realizing it.

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Appendix A

CHARACTERISTICS OF GOOD LEARNERS (Rubin, 1987).

1. Find their own way, taking charge of their learning
2. Organize information about language
3. Are creative, developing a 'feel' for the language by experimenting with its grammar and words
4. Make their own opportunities for practice in using the language inside and outside the classroom.
5. Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word.
6. Use mnemonics and other memory strategies to recall what has been learned
7. Make errors work for them and not against them
8. Use linguistic knowledge, including knowledge of their first language, in learning a second language
9. Use contextual cues to help them in comprehension
10. Learn to make intelligent guesses
11. learn chunks of language as wholes and formalized routines to help them perform 'beyond their competence'
12. Learn certain tricks that help to keep conversations going
13. Learn certain production strategies to fill in gaps in their own competence
14. Learn different styles of speech and writing and learn to vary their language according to the formality of the language.

(Adopted from Brown 2000, p.114-115).

Appendix B
STUDENTS' QUESTIONNAIRE

Dear students,

You are kindly requested to complete the following questionnaire in order to help the teacher provide you with more effective reading courses in the future.

Age:

Sex:

Rubric one: Students attitudes toward and beliefs about Extensive Reading

1- How do you define ER?

- Reading a lot
- Reading for information
- Reading a lot for pleasure and information

2- Do you like reading extensively in English? Why?

Yes No No idea

.....

3-Do you read extensively in/outside the classroom in English? Why?

Yes Sometimes No

.....

4- Why do you think Extensive reading is important?

- To get information
- To practise the language
- To improve pronunciation
- To improve your reading and learn new vocabulary
- To have pleasure

Others, specify.....

Rubric Two: Difficulties in ER and the reading and vocabulary strategies used by students

5- What kind of difficulties do you usually encounter when you read extensively in English?

- Sentence complexity (Grammatical structure)
- Vocabulary (ambiguous words)
- Cultural knowledge
- Understanding the general meaning
- Selection of the appropriate material

6- What do you generally do when you face vocabulary problems when you read extensively?

- Read more than one time for further understanding
- Consult your teacher or classmates for clarifications
- Use the dictionary to check the meaning of new/difficult words
- Stop reading at once and change the material
- Translate the words and guess the general meaning simultaneously

Rubric Three: Students' expectations and preferences for ER programme

7- What do you like reading extensively?

- Books
- Short stories
- Novels
- E-books
- Newspapers and Magazines
- Texts on different topics

Others, specify

8- What are the factor(s) you think important for a successful extensive reading programme?

- Setting (Time and place)
- Materials' selection
- Teacher guidance and motivation
- Students' involvement
- Classroom activities (book-report, discussion, presentation).

9- Which of these activities do you prefer in ER programme?

- Summary writing
- Open discussions
- Book-report sheet
- Oral presentations
- Teacher's interview

10- Will you accept to participate in an ER programme if proposed by your teacher?

Why?

Yes No Perhaps

.....

Rubric Four: Students' suggestions

11- What do you suggest to your teacher to help you read extensively in order to improve your reading and vocabulary?

.....
.....
.....

12- What do you advise your classmates to do in order to encourage them read extensively and enjoy their reading?

.....
.....
.....

THANK YOU FOR YOUR HELP.

Appendix C

TEACHERS' QUESTIONNAIRE

Dear teachers,

The following questionnaire aims to know your own assessment of the teaching and learning of the reading skill at the university level (1st year EFL) with special consideration of Extensive Reading. It seeks primarily at helping students improve their vocabulary and achieve the desired level of performance in reading. You are therefore kindly requested to indicate how much you agree or disagree with the following questions by answering this questionnaire and giving your comments when necessary.

Sex:.....

Teaching experience:.....

1- How do you assess your students' reading?

Good Average Weak

2- How do you evaluate their vocabulary knowledge?

Good Average Weak

3- Do your students like ER?

Yes No No idea

4- Do they read extensively in English?

Yes Sometimes Never

5- Do you ask/encourage them to read extensively in English outside the classroom?

Why?

Yes Sometimes Never

.....

6- Have you ever tried an ER programme in your English reading classes? Why?

Yes No

.....

7- Do your students believe Extensive Reading improves their reading and vocabulary? Why?

Yes No

.....

8- Do you believe Extensive Reading helps students improve their reading and vocabulary level?

Yes No

9- What kind of difficulties do you think your students may encounter in Extensive Reading?

-Vocabulary (Long and ambiguous words)

-Lack of interest and motivation for the reading skill itself

-Large amount of the reading to be done

-Materials' Selection

Others, Specify.....

10- How do you think students react to such difficulties? They

-Stop reading

-Change the material

-Ask for your help

-Use a dictionary

-Translate

Others, Specify.....

11- Which of the following ER activities do your students prefer?

-Open discussions

-Oral presentations

- Summary writing
- Book-report sheet
- Teacher's interview

12- What are the factors you judge important for the success of an ER programme?

Why?

- Time.
- Amount of reading
- Materials' selection
- Students' involvement
- Teacher's readiness

.....

13- Do you think your students will volunteer to participate in an ER programme if you propose it? Why?

Yes No

.....
.....

14- What do you suggest to help your students read extensively in English, enjoy this skill and benefit from it mainly in improving their reading and vocabulary?

.....
.....
.....

THANK YOU VERY MUCH FOR YOUR COOPERATION.

Appendix D
THE PRE TRAINING READING COMPREHENSION
PROFICIENCY TEST

TEXT:

The Double Life of Alfred Bloggs

These days, people who do manual work often receive far more money than clerks who work in offices. People who work in offices are frequently referred to as "white collar workers" for the simple reason that they usually wear a collar and tie to go to work. Such is human nature, that a great many people are often willing to sacrifice higher pay for the privilege of becoming white collar workers. This can give rise to curious situations, as it did in the case of Alfred Bloggs who worked as a dustman for the Ellesmere Corporation.

When he got married, Alf was too embarrassed to say anything to his wife about his job. He simply told her that he worked for the Corporation. Every morning, he left home dressed in a fine black suit. He then changed into overalls and spent the next eight hours as a dustman. Before returning home at night, he took a shower and changed back into his suit. Alf did this for over two years and his fellow dustmen kept his secret. Alf's wife has never discovered that she married a dustman and she never will, for the reason that Alf has just found another job. He will be working in an office as a junior clerk. He will be earning only half as much as he used to, but he feels that his rise in status is well worth the loss of money. From now on, he will wear a suit all day and others will call him 'Mr Bloggs, not Alf'.

(In L.G.Alexander, Developing Skills, 1967, p.18).

A. Scan and skim over the text to answer the following questions:

1. Why do manual workers often receive more money than clerks at offices?
2. Who are the so-called white collar workers?
3. Who is Alfred Bloggs and what is his problem?
4. Will Alf's wife discover the reality of her husband? Why?
5. Do you agree with what Alf did?

B. Give another word or phrase to replace the following words as they are used in the text :

Receive- referred to- sacrifice- privilege- embarrassed- fine- discovered- status.

C. Give opposites of the following words:

Reason- rise- willing- loss.

D. Supply the missing words in the passage about Alf who was nearly caught by his wife.

Alf and three other..... were collecting rubbishes. Theyat Mrs Frost's house. At that time, Alf'swasMrs Frost. Alf was just getting out of the dustcart. Hehis wife leaving Mrs Frost's..... He immediately jumped in..... and hishelped him to hide..... Fortunately, the lady did not see her..... who wascaught.

E. Read the text carefully then select five verbs and complete the table

<i>Verb</i>	<i>Noun</i>	<i>Adjective</i>

F. Read carefully the sentences below and guess the most appropriate meaning:

1. *People who work in offices are frequently referred to as "white collar workers"*

- People who work in offices are frequently called ‘white collar workers’.
- People who work in offices are frequently known as ‘white collar Workers’
- People who work in offices are frequently famous to be ‘white collar Workers’

2. *Alf was too embarrassed to say anything to his wife about his work.*

- Alf was too afraid to say anything to his wife about his work.
- Alf was too confused to say anything to his wife about his work.
- Alf was too upset to say anything to his wife about his work.

3. *He will be earning only half as much as he used to.*

- He will be earning only half as much as it was before
- He will be earning only half as much as he did before
- He will be earning only half as much as before

G. Write a short *summary* of the text.

Appendix E
THE POST TRAINING READING COMPREHENSION
ACHIEVEMENT TEST

TEXT:

'It's Only Me'

After her husband had gone to work, Mrs Miller Richards sent her children to school and went upstairs to her bedroom. She was too excited to do any housework that morning, for in the evening she would be going to a fancy dress party with her husband. She intended to dress up as a ghost and as she had made her costume the night before, she was impatient to try it on. Though the costume consisted of a sheet, it was very effective. After putting it on, Mrs Richards went down-stairs. She wanted to find out whether it would be comfortable to wear.

Just as Mrs Richards was entering the dining- room, there was a knock on the front door. She knew that it must be the baker. She had told him to come straight in if ever she failed to open the door and to leave the bread on the kitchen table. Not wanting to frighten the poor man, Mrs Richards quickly hid in the small store-room under the stairs. She heard the front door open and heavy footsteps in the hall. Suddenly the door of the store-room was opened and a man entered. Mrs Richards realized that it must be the man from the Electricity Board who had come to read the meter. She tried to explain the situation, saying 'It's only me', but it was too late. The man let out a cry and jumped back several paces. When Mrs Richards walked towards him, he fled, slamming the door behind him.

(In L.G.Alexander, Developing Skills, 1967, p.36).

A. Scan and skim over the text to answer the following questions:

1. What was Mrs Richards hiding on her husband?
2. Why was she excited not to do any housework?
3. How did Mrs Richards's costume look like?
4. Why was it late for Mrs Richards to explain the situation to the man from the Electricity Board?
5. Do you think Mrs Richards will tell her husband what happened to her? Why?

B. Give another word or phrase to replace the following words as they are used in the text:

Intended- impatient- try it on- whether- failed to- fled- slamming- consisted.

C. Give opposites of the following words keeping the same roots:

Excited- impatient- effective- comfortable.

D. Supply the missing words in the passage to know the reaction of Mrs Richards' husband to what happened to his wife.

After hergot back from..... Mrs Richards was no longer.....as aSheupstairs doing some.....Hearing her husband she..... told him what..... to her inand that she wasfor the..... Man whochoked!!

E. Read the text carefully then select five verbs and complete the table

<i>Verb</i>	<i>Noun</i>	<i>Adjective</i>

F. Read carefully the sentences below and guess the most appropriate meaning:

1. *She was impatient to try it on.*

- She was excited to try it on.

- She was enthusiastic to try it on.
- She was reluctant to try it on.

2. *She wanted to find out whether it would be comfortable to wear.*

- She wanted to ensure whether it would be comfortable to wear.
- She wanted to decide whether it would be comfortable to wear.
- She wanted to know whether it would be comfortable to wear.

3. *Mrs Richards realized that it must be the man from the Electricity Board who had come to read the meter.*

- Mrs Richards knew that it must be the man from the Electricity Board who had come to read the meter
- Mrs Richards recognized that it must be the man from the Electricity Board who had come to read the meter.
- Mrs Richards thought that it must be the man from the Electricity Board who had come to read the meter.

G. Write a short *summary* of the text.

Appendix F
STUDENTS' INTERVIEW

Dear students,

The present interview aims to collect information about your participation in the ER programme and your suggestions for future programmes. Please answer briefly the following questions:

- 1- Did you like the ER programme?
- 2- How did you feel during the ER session?
- 3- What did you like most in the ER programme?
- 4- What were the benefits you feel you gained from your participation in this programme?
- 5- Did you face any difficulties during ER?
- 6- What were the main reading and vocabulary obstacles you faced?
- 7- What do you suggest for future ER programmes?
- 8- Will you accept to take part in similar programmes in the future?

THANK YOU FOR YOUR HELP.

Appendix G

***A SUMMARY OF EXTENSIVE READING RESEARCH FINDINGS
WITH REFERENCE TO RESEARCH DESIGN AND ASSESSMENT
METHODOLOGY (Waring, 2000)***

Study	Method	Findings	Notes
Laufer-Dvorkin, 1981	Compared 4 adult ESL groups on their reading development. One had extensive reading only and 2 groups had both. All groups had reading skills training. Tested using 3 skills in-house tests pre-and post.	Intensive class performed better on the post-test. The ER group said that ER was too superficial to be of benefit.	Unusual definition of ER (only 7-10 pages per class). 'ER' involved in class reading and skills. Not enough reading to make it an ER class. Outside exposure unknown. The classes were very similar in many ways. Test was mainly on strategies.
Elley & Mangubhai, 1983	A 2 year study compared 2 groups of 380 Fijian children (ESL) learning English with graded readers. Matched controls followed the normal English language programme.	After one year, substantial improvement in reading and word recognition. After 2 years this extended to all aspects of L2 abilities including oral and writing production.	Unknown how much was read. Huge number of minus scores on some tests which makes interpretation difficult as few details about the tests are given. The effect of outside exposure to English is unknown.
Janopoulos, 1986	79 adult ESL subjects were interviewed about how much 'pleasure' reading they did which was correlated with success on a written placement easy test.	Amount of L2 pleasure reading was associated (0.76) with English writing proficiency. No similar effect for heavy pleasure readers in L1. The relationship was correlational not causal.	Amount read may be only one factor in explaining better writing proficiency. Others may include higher motivation (to read or write), L1, previous experience with writing ect. None of these variables was controlled. It might also be that the ability to write well enables students to read more pleasurably and thus more is done.

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<p>Ferris, 1988</p>	<p>ESL university subjects and Animal Farm. Same M/C test pre and post. Controls only did the vocabulary test.</p>	<p>Significantly better gains were found on the test than the control subjects who did not read the book.</p>	<p>Confirmed a truism that subjects can learn vocabulary from reading. As controls did no reading we cannot say ER made the difference, only the reading did. No retention data.</p>
<p>Pitts, White and Krashen, 1989</p>	<p>35 and 16 ESL subjects read 2 chapters (6700 words) of the Clockwork Orange. Group2 also saw a video. M/C test Controls only took test</p>	<p>Group 1 gained 6.1 % (1.91/30 words; s.d.4.26). Group 2 gained 8.1 % (2.42/ 28 words; s.d.2.64)</p>	<p>Difficult text (50 % did not finish). Modest gains only. High <i>sds</i> show many students had zero scores No retention data. Controls were not exposed to the vocabulary at all.</p>
<p>Robb & Susser, 1989</p>	<p>Compared the acquisition of a group of 63 Japanese college students (av.600+ pages of graded readers at home and SRA materials is class) with a group who used a ' skills' based reading book (n=about 63). Assessed by 4 skills test and reading speed.</p>	<p>ER> Skills on most skills measures. ER> S on reading speed. Anecdotal evidence that the reading helped their writing.</p>	<p>Reading skills were also taught with the SRA cards (and they had some intensive reading instruction in another class), so we cannot say ERA reading made the difference. ER subjects read more than skills subjects, therefore unequal time exposed to English.</p>
<p>Hafiz & Tudor, 1989</p>	<p>Compared 16 Pakistani English-born children (10-11 years) read graded readers out of class with controls did little reading. (Often cited as an L2 study but the Ss were probably bilingual as most had been born and</p>	<p>On a battery of tests, the Exp. Group significantly outperformed Controls on vocabulary, reading comprehension and writing. Relaxed atmosphere promotes growth.</p>	<p>The data collected in the UK so non-ER contamination was a very high possibility! Controls did no outside extra reading, so it does not follow that ER is better than any other form of reading, but may indicate that ER helps in some way (and so could have other factors).</p>

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	educated in the UK despite speaking Punjabi at home).		
Hafiz & Tudor, 1990	Compared 25 male 15-16 year old Pakistani children with matched controls. Exp. Group had 4 hours of English plus 4 more hours of silent self-selected graded reading (90 hours total). 6 essays formed the test. Controls (n=24) only took the 6 essay tests.	Exp.group improved on almost all measures of vocabulary and writing ability. Best gains shown in fluency and in range of expression. Gains in writing accuracy are also strong.	Controls had no English input at all, so the gains in ER group are meaningless for ER. Unclear if gains are due to the English class or the ER. Writing gains measured using L1 measures. Essay topic (a description) may have been biased towards the ‘treatment’ Ss because this group had extensive exposure to descriptive discourse.
Day, Omura, Hiramatsu, 1991	92 High school and 200 college students in Japan read an edited 1032 word text and were compared with Controls who only took test and did no reading. 17 item M/C test	Gains of 8.5 % (HS) and 33 % (Uni) in vocabulary (gains as % over what the Controls knew) and significant differences for experimental vs control group.	The tested words were purposely selected to give opportunities for the subjects to learn them thus the gains are over-inflated over an unmodified text. Very small test sample so data will not be very reliable. No pre-test to determine if the groups were different. Large variations for Exp groups. Controls were not exposed to the tested vocabulary.
Elley, 1991 Experiment 1 “The Niue study”	The ‘Fiafia study’ compared the learning of the same group elementary age children from stories read by the teacher (‘shared book approach’) and an audio lingual approach. 3 tests given.	Over the year, Ss gained 32% on Reading comprehension, 98% on Word recognition and 67 % on Oral language.	The same children were used as the experimental group and control group one year apart, which invalidates between method comparisons as the comparison started with the children at a different base ability. The gains scores are thus meaningless to ascertain whether the shared-book approach made the difference.
Elley, 1991 Experiment 2 “Book Flood”	Compared 3 groups of 9-11 year-old Fijians (2 classes over 2 school years) on Silent reading, Shared book	Shared-book students outperformed control on almost all measures as did silent reading group. The effect of outside exposure is unknown.	No data on how much was read. Different tests used in different classes and years.

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	approach and a control (audio lingual approach) group. Battery of tests given		
Elley, 1991 Experiment 3 “The REAP study	3 separate studies of Singaporean 6 year old who benefited from the Shared book approach (REAP Ss) were compared with an ‘orthodox audio lingual approach’. Battery of 7 tests.	REAP Ss> non-REAP Ss in each study. Main effects for word recognition, Oral Language and Accuracy and comprehension measures. Significant differences found for vocabulary in 2/3 studies.	Some ‘contamination’ as teachers and tests crossed between groups and new materials were introduced. No apparent pre-tests to ascertain if any of the groups differed pre-treatment.
Dupuy and Krashen, 1993	Wanted to ascertain how much vocabulary is learned from exposure. 15 learners of French read a text with colloquial words it was assumed Ss would not know. They also watched a video with 8 of the tested words. 22 controls only had test.	Exp. group outperformed the 2 controls (14.9 vs 8.0 and 8.9) on the 30 item m/c test (30% did not finish reading). Experiment confirms that Ss can learn from exposure.	Test biased to the ER group as Controls did not see the vocabulary. No randomization and no pre-testing. Few data on subjects’ backgrounds. No correction for guessing. Some items on test susceptible to intelligent guessing. <i>dfs</i> is the statistics seem very odd
Lai, 1993b “ Summer reading study”	Assessed the increase in reading ability of 3 experimental groups of 11-15 year old Hong Kong Ss (n=266) who read an average of 16 graded readers in and out of class with teacher guidance over a 4 week period. A standardised reading comprehension (RC) test and a reading speed test were	It was found that in only 1 of the 3 groups the more Ss read, the more gains they made on the RC test. Gains in the tested areas were shown once the Ss had attained a certain proficiency level. The reading speed of only 2/3 groups increased significantly. Group3 (who wrote an essay) showed some gains pre- and post in easy writing (not on all measures).	“As there were interaction and output activities during class time, we cannot say that... reading was the only factor affecting language development” (p.94). Results differed between the 3 groups who all had about the same input which points to uncertainty in supporting the universality of a comprehensible input position. Unclear why comparison data with the control group was not presented or analysed in the paper.

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	used. The controls with a similar background had read graded readers and taken the same RC test in a different experiment.		
Cho & Krashen, 1994	This study assessed how much vocabulary was learned from ER. 4 adult ESL, subjects (3 Korean, 1 Spanish) were asked to read <i>Sweet Valley</i> books in their own time. Koreans tested (translation) on words they underlined as unknown. Spanish subject given 165 word test of the words the Koreans underlined.	<p>Number of words read, and their learning rate.</p> <p>Mi-ae (56,000):1/1,497</p> <p>Su-jin (126,000):1/7,200</p> <p>Jin-hee (161,000):1/19,634</p> <p>Alma (70,000):1/7,000</p> <p>Anecdotal evidence that oral ability improved after reading. Motivation and confidence in English increased.</p>	<p>Learning rate is very slow. Amount of vocabulary one can learn depends on one's starting level. Stronger readers meet unknown words less often and have to read more to gain one more word. Unclear if all unknown words were underlined. Questionable data from Alma (words from her own reading were not tested).</p>
Constantino, 1994	Case study of 3 pleasure readers and 2 non-pleasure readers to assess levels of motivation from ER. Pleasure readers (PR) were encouraged to read as much as they could.	PR subject's motivation in reading improved, as did their confidence and self-perception of general language ability. Non-PR Ss remained frustrated readers.	Anecdotal evidence of increased motivation. We do not know how much reading made a difference to motivation.
Tsang, 1996	Compared 144 11-17 year old subjects in Hong Kong English-medium school in 3 conditions over 24 weeks. All students in 3 groups had the same regular classes plus a treatment. Group1 read 8 self-selected	Significant gains in content and written language use for G1 compared to G2 and G3. Few gains in vocabulary seen.	Amount of ER in G1 was a small % of the total English input (8 books compared plus 110 hrs of class time plus outside exposure from an English- medium environment). It is unlikely such a small amount of reading would have had such a major effect over the other groups. Other studies do not show such a difference with even 3 times as much reading.

	books and did 8 book reports. Group 2 wrote 8 extra English essays. G3 had 8 extra maths assignments with no extra English. Assessment pre- and post by writing on the same essay.		
Yamazaki, 1996	2 groups of Japanese High Schoolers were compared for 2 treatment conditions in one of several concurrent English classes over 9 weeks. Each student in G1 (n=31) read the same 18 graded readers out of class and did 9 read faster exercises in class. G2 (n=43) read and translate passages from graded readers and did vocabulary memorization tasks in class, and were given 9 translation tasks out of class. Assessed with a series of tests and on vocabulary selected from the graded readers.	There was no significant difference between the two groups although both groups' vocabulary increased significantly. (26% gain in the ER group). Delayed post-test showed vocabulary loss but not to pre-test levels. There was no effect for frequency of occurrence in the text and whether they were learned or not. Positive influences on confidence in reading in English were reported for the ER subjects.	Selection of the tested vocabulary was biased to the ER group as they had been exposed to it all in their reading but the translation students had not. This may therefore mean that the vocabulary learning for the translation group is underestimated. Also the time spent doing translation tasks probably out-weighted the time spent reading graded readers, thus it is possible to conclude that the translation strategy may have been more successful. The 26% given in vocabulary also comes from the other outside exposure, not only the graded readers.
Grabe & Stoller, 1997	A case study of an adult beginning reader of Portuguese in Brazil. Studied by reading the first page of the newspaper and looking up unknown words, by watching TV	Scores on all tests increased markedly. Results show that an intensive word study programme can have dramatic effects on language development. <i>(This study was included because it is sometimes cited as an ER study when in fact it is not in</i>	'Extensive Reading' here is meant to mean 'read widely but very intensively' (i.e. with lots of discrete word study and dictionary use). Large gains are not surprising in the initial stages of learning to read (all input is new and thus is available for learning).

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	and other input. Assessed by in-house discrete translation vocabulary tests, reading comprehension (translation) test, listening tests and cloze tests.	<i>comparison to the others mentioned here)</i>	
Mason & Krashen, 1997 Experiment 1	Compared 30 reluctant Japanese college readers read an average of 30 books over a semester and wrote a diary in Japanese about their progress with Controls who had 'intensive reading'. 100 item in-house cloze test. Compared 40 University and 31 Junior college students who read graded readers and wrote English summaries of each book with 39 and 19 Controls who had regular intensive reading instruction. 100 item cloze test.	Significant difference on cloze test for controls taught regular classes. Written summaries showed a marked increase in quality from 'good' from 'average' or 'not good'. 36 of 37 said their writing had improved. 32 of 38 said their reading improved their writing.	Exp. group spent more time reading than did controls. Larger gains for weaker students are to be expected as they know less. High variation in gains in control group (possible cross-overs in ability?)
Mason & Krashen, 1997 Experiment 2	Compared 40 University and 31 Junior college students who read graded readers and wrote English summaries of each book with 39 and 19 Controls who had regular intensive reading instruction. 100 item cloze test	Significant difference on cloze test for controls taught regular classes. Written summaries showed a marked increase in quality from 'good' from 'average' or 'not good'. 36 of 37 said their writing had improved. 32 of 38 said their reading improved their writing.	Extra time ER group spent reading may have lead to more acquisition. The effect of the extra instruction in the students' concurrent English classes is unknown (6 unreported extra classes per week known at the university). Odd <i>dfs on some data (possible data analysis mix-ups?)</i>

<p>Mason & Krashen, 1997 Experiment 3</p>	<p>Compared 2 groups who read graded readers (one wrote summaries in English n=40, the other in Japanese n=36), with a comparison group n=38 who did traditional intensive reading only. 100 item cloze test, written summaries per- and post and a reading comprehension test (post only).</p>	<p>ER groups (combined data) outperformed the IR group on the cloze test (Japanese group did not outperform the control). The Japanese group outperformed the English group in writing. Both Exp. groups outperformed Controls on reading comprehension test. Reading speed increased more for the Japanese group than the English, but both much better than Controls.</p>	<p>Possible floor effect on the Japanese group's reading speed. Little is known of the background of the three classes and other factors that may have contributed to gains. Their outside exposure to English was unreported despite their being 6 other English classes per week. Odd <i>dfs</i> on some data (possible data analysis mix-ups?).</p>
<p>Renandya, Rajan & Jacobs, 1999</p>	<p>Asked how much can be learned from ER, 49 Vietnames read an average of 728pp in 6 weeks, and did book reports and talked about their books. Pre- and post in-house test. Ss completed a questionnaire on reading while in Singapore.</p>	<p>Significant but low correlations between gain scores on the test with</p> <ul style="list-style-type: none"> a) Amount read while in Singapore (0.39). b) Amount read in L1 (0.45). c) Amount of newspapers read while in Singapore (0.36). 	<p>Outside reading and language study was also done in other classes, so we cannot be sure gains on the language test were from ER only. Over 60 % of the variance unaccounted for on most tests. Data are correlational not causal.</p>
<p>Horst, Cobb & Meara, 1999.</p>	<p>The teacher read aloud <i>The Mayor of Casterbridge</i> to 34 adult Omani subjects to assess how many words would be learned from exposure to them. A 45 item M/C test and a 13 item word association test were given as pre- and post tests.</p>	<p>Gain of 22 % (5 words) of the unknown words I the M/C test. Gain of 16 % (1.8 words) on the word association test.</p> <p>When using a “gain formula”, higher learning rates were found.</p>	<p>Shows that more able students can pick up more vocabulary. However, being read to may have required less cognitive effort and may have meant less ‘learning’. Gain scores of other studies cited in this paper are under-reported. Outside exposure was likely in an intensive English programme.</p>
<p>Hayashi, 1999.</p>	<p>100 Japanese university sophomores had 90</p>	<p>A 0.48 correlation between vocabulary test score and the number of</p>	<p>The correlation data do not tell us that the high score was <i>caused</i> by the amount of reading as there are</p>

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	<p>minutes per week and read an average of 759 pages in a semester out of class. Subjects were assessed pre and post by a TOEFL test and a vocabulary test. A questionnaire on reading strategies was also given.</p>	<p>pages read and a 0.43 correlation between reading test and number of pages read. Questionnaire data showed an increase in the students' perception of improvement in their reading, and that writing book reports helped their writing. Found that reading a lot in L1 and L2 was the 'most important factor for improving reading skills rather than just teaching reading strategies'.</p>	<p>alternative explanations (E.g. having a high score may enable Ss to read more). This question was not resolved by performing statistical tests on the pre-and post TOEFL and vocabulary tests. The amount of outside exposure is not reported. We cannot say for sure whether it was ER that had an effect on language acquisition. No retention data collected.</p>
Evans, 1999	<p>29 experimental Japanese high school students read an average of 8 books over 6 months. 36 Controls had no extra English input. The two groups were matched on other English input. Ss were assessed on their gains scores on the Key English Test.</p>	<p>Both groups gained over time period, but no between group data are presented, so this confirms that the Ss can learn from ER input.</p>	<p>Experimental group had more input from their reading and could be expected to gain more.</p>
Mason & Krashen, in press. (2009)	<p>Compared 104 EFL Japanese female college English majors who had no contact with English outside the class under 3 conditions. G1 wrote reports in L1, G2 wrote reports in English without teacher feedback, G3 wrote reports and had feedback. Summary writing ability (error for clauses and volume) assessed. Average of 1500</p>	<p>100 item cloze test pre and post showed gains for all students but none significant between groups. Most gains were in writing (No holistic/ organization/ coherence or impressionistic measures taken of their writing ability).</p>	<p>The effect of the (unreported) extra instruction in the Ss' 6 other English classes unknown.</p> <p>No random selection.</p> <p>No holistic evaluation of essays.</p> <p>Unequal initial ability between groups? G2 started and finished much weaker at writing than G1 or G3 (possibly did not reach a threshold for the effect of the reading to show in writing). G3 considerably stronger starting writers.</p>

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	pages of graded reading for each of the 3 groups, 100 item cloze test.		
Lituanas, Jacobs & Renandya, in press (1999)	2 groups of 30 matched pair 'remedial' 13-14 year old Filipinos were compared. While both groups had a regular English class, one group had an ER programme (45% reading 45 % ER reading skills) while Controls had a regular reading class. Tested pre- and post with 2 reading tests.	ER> Regular reading class on both Informal Reading Inventory and the Gray Standardized Oral Reading Test	Reading tests for L1 not L2 learners. Confirms that Ss can learn from input. ER subjects exposed to outside tuition so we cannot necessarily attribute gains to ER only.

Appendix H

SCENARIOS ABOUT EXTENSIVE READING IN THE CURRICULUM (Day & Bamford, 1998, pp.43-44)

	Scenarios	Setting	ER Programme	Outcomes
Scenario 1	An Intensive Language Programme	-Full time second/foreign language course. One 50 minutes reading lesson per day.	-First 20 minutes of each reading lesson are devoted to sustained silent reading of materials they themselves select. -Students are expected to read for homework, for at least an hour per day, books of their own choosing.	-Students report that for the first time they feel they have been truly reading in the second language. -Teachers report that they are more aware of each students' strengths and weaknesses as a reader, and are thus better able to give students individual guidance.
Scenario 2	High-School Foreign Language Curriculum	-A foreign language situation in which the students are learning a language that is not used as an official language of the country (e.g., English in Japan or in Algeria). -With this foreign language curriculum no class time can be spend for anything new: there is not even enough time to cover the examination curriculum.	-The teacher replaces one of the weekly homework readings from the textbook with an ER assignment: Students must select and read book and write report on it. -Students are instructed to note at the bottom of their report how long they took to read and to write.	-Several students say that they like this homework best of all because it is fun and easy. Several students read their books and write the reports during their lunch break. Others say that they read on the train on the way home from school or while waiting for dinner at home, thus freeing up their evening for their own pursuits or other study.

<p>Scenario 3</p>	<p>Adult Education or Commercial Language School</p>	<p>-Once-weekly adult education second language class held after working hours.</p>	<p>-A small library of books on a shelf at the back of the classroom. -The teacher invites students to select and take a book home to read. From then on the teacher devotes the first 10 minutes of the 90 minutes class to short oral book reports by students, and designates the final 5 minutes of class as a time for students to select books from the library to take home. -Reading is entirely voluntary; students may choose as many books as they wish, and they can read as little or as much as they feel like.</p>	<p>- After some weeks, students tell the teacher that they are reading anywhere from 20 minutes to several hours per week. For them, the reading does not feel like homework- homework has never been a part of this class any way.</p>
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Appendix I

TEXTS USED FOR INTENSIVE READING

TEXT 1:

A Puma at Large

Pumas are large, cat-like animals which are found in America. When reports came into London Zoo that a wild Puma had been spotted forty –five miles south of London, they were not taking seriously. However, as the evidence began to accumulate, experts from the Zoo felt obliged to investigate, for the descriptions given by people who claimed to have seen the puma were extraordinarily similar.

The hunt for the Puma began in a small village where a woman picking blackberries saw ‘a large cat’ only five yards away from her. It immediately ran away when she saw it, and experts confirmed that a puma will not attack a human being unless it is cornered. The search proved difficult, for the puma was often observed at one place in the morning and another place twenty miles away in the evening. Wherever it went, it left behind it a trail of dead deer and small animals like rabbits. Paw prints were seen in a number of places and puma fur was found clinging to bushes.

Several people complained of ‘cat-like noises’ at night and a business-man on a fishing trip saw the puma up a tree. The experts were now fully convinced that the animal was a puma, but where had it come from? As no pumas had been reported missing from any zoo in the country, this one must have been in the possession of a private collector and somehow managed to escape. The hunt went on for several weeks, but the puma was not caught. It is disturbing to think that a dangerous wild animal is still at large in the quiet countryside.

(In L.G.Alexander, Developing Skills, 1967, p.12).

TEXT 2:

An Unknown Goddess

Some time ago, an interesting discovery was made by archaeologists on the Aegean island of Kea. An American team explored a temple which stands in an ancient city on the promontory of Ayia Irini. The city at one time must have been prosperous, for it enjoyed a high level of civilization. Houses –often three storeys high–were built on stone. They had large rooms with beautifully decorated walls. The city was even equipped with a drainage system, for a great many clay pipes were found beneath the narrow streets.

The temple which the archaeologists explored was used as a place of worship from the fifteenth century B.C. until Roman times. In the most sacred room of the temple, clay fragments of fifteen statues were found. Each of these represented a goddess and had, at one time, been painted. The body of one statue was found among remains dating from the fifteenth century B.C. Its missing head happened to be among remains of the fifth century B.C. This head must have been found in Classical times and carefully preserved. It was very old and precious even then. When the archaeologists reconstructed the fragments, they were amazed to find that the goddess turned out to be a very modern-looking woman. She stood three feet high and her hands rested on her hips. She was wearing a full-length skirt which swept the ground. Despite her great age, she was very graceful indeed, but, so far, the archaeologists have been unable to discover her identity.

(In L.G.Alexander, Developing Skills, 1967, p.16).

Appendix J

TEXTS USED FOR EXTENSIVE READING

TEXT 1:

Crazy

Children often have far more sense than their elders. This simple truth was demonstrated rather dramatically during a civil defence exercise in a small town in Canada. Most of the inhabitants were asked to take part in the exercise during which they had to pretend that their city had been bombed. Air-raid warnings were sounded and thousands of people went into special air-raid shelters. Doctors and nurses remained above ground while police patrolled the streets in case anyone tried to leave the shelters too soon.

The police did not have much to do because the citizens took the exercise seriously. They stayed underground for twenty minutes and waited for the siren to sound again. On leaving the air-raid shelters, they saw that doctors and nurses were busy. A great many people had volunteered to act as casualties. Theatrical make-up and artificial blood had been used to make the injuries look realistic. A lot of people were lying 'dead' in the streets. The living helped to carry the dead and wounded to special stations. A child of six was brought in by two adults. The child was supposed to be dead. With theatrical make-up on his face, he looked as if he had died of shock. Some people were so moved by the sight that they began to cry. However, the child suddenly sat up and a doctor asked him to comment on his death. The child looked around for a moment and said: "I think they're all crazy!"

(In L.G.Alexander, Developing Skills, 1967, p.24).

Text 2:

The Loss of the Titanic

The great ship, *Titanic*, sailed for New York from Southampton on April 10th, 1912. She was carrying 1316 passengers and a crew of 891. Even by modern standards, the 66.000 ton *Titanic* was a colossal ship. At that time, however, she was not only the largest ship that had even been built, but was regarded as unsinkable, for she was sixteen watertight compartments. Even if two of these were flooded, she would still be able to float. The tragic sinking of this great liner will always be remembered, for she went down on her first voyage with heavy loss of life.

Four days after setting out, while the *Titanic* was sailing across the icy waters of the North Atlantic, a huge iceberg was suddenly spotted by a look-out. After the alarm had been given, the great ship turned sharply to avoid a direct collision. The *Titanic* turned just in time, narrowly missing the immense wall of ice which rose over 100 feet out of the water beside her. Suddenly, there was a slight trembling sound from below, and the captain went down to see what had happened. The noise has been so faint that no one thought that the ship had been damaged. Below, the captain realized to his horror that the *Titanic* was sinking rapidly, for five of her sixteen watertight compartments had already been flooded. The order to abandon ship was given and hundreds of people plunged into the icy water. As there were not enough life-boats for everybody, 1500 lives were lost.

(In L.G.Alexander, Developing Skills, 1967, p.30).

TEXT 3:

A very Dear Cat

Kidnappers are rarely interested in animals, but they recently took considerable interest in Mrs Eleanor Ramsay's cat. Mrs Eleanor Ramsay, a very wealthy old lady, has shared a flat with her cat, Rastus, for a great many years. Rastus leads an orderly life. He usually takes a short walk in the evening and is always home by seven o'clock. One evening, however, he failed to arrive. Mrs Ramsay got very worried. She looked everywhere for him but could not find him.

Three days after Rastus' disappearance, Mrs Ramsay received an anonymous letter. The writer stated that Rastus was in safe hands and would be returned immediately if Mrs Ramsay paid a ransom of £1000. Mrs Ramsay was instructed to place the money in a cardboard box and to leave it outside her door. At first, she decided to go to the police, but fearing that she would never see Rastus again – the letter had made that quite clear- she changed her mind. She drew £1000 from her bank and followed the kidnapper's instructions. The next morning, the box had disappeared but Mrs Ramsay was sure that the kidnapper would keep his word. Sure enough, Rastus arrived punctually at seven o'clock that evening. He looked very well, though he was rather thirsty, for he drank half a bottle of milk. The police were astonished when Mrs Ramsay told them what she had done. She explained that Rastus was very dear to her. Considering the amount she paid, he was dear in more ways than one!

(In L.G.Alexander, Developing Skills , 1967, p.48).

TEXT 4:

A Skeleton in the Cupboard

We often read in novels how a seemingly respectable person or family has some terrible secret which has been concealed from strangers for years. The English language possesses a vivid saying to describe this sort of situation. The terrible secret is called 'a skeleton in the cupboard'. At some dramatic moment in the story, the terrible secret becomes known and a reputation is ruined. The reader's hair stands on end when he reads in the final pages of the novel that the heroine, a dear old lady who had always been so kind to everybody, had, in her youth, poisoned every one of her five husbands.

It is all very well for such thing to occur in fiction. To varying degrees, we all have secrets which we do not want even our closest friends to learn, but few of us have skeletons in the cupboard. The only person I know who has a skeleton in the cupboard is George Carlton, and he is very proud of the fact. George studied medicine in his youth. Instead of becoming a doctor, however, he became a successful writer of detective stories. I once spent an uncomfortable week-end which I shall never forget at his house. George showed me to the guest-room which, he said, was rarely used. He told me to unpack my things and then come down to dinner. After I had stacked my shirts and underclothes in two empty drawers, I decided to hang in the cupboard one of the two suits I had brought with me. I opened the cupboard door and then stood in front of it petrified. A skeleton was dangling before my eyes. The sudden movement of the door made it sway slightly and it gave me the impression that it was about to leap out at me. Dropping my suit, I dashed downstairs to tell George. This was worse than 'a terrible secret'; this was a real skeleton! But George was unsympathetic. 'Oh, that', he said with a smile as if he was talking about an old friend. 'That's Sebastien. You forget that I was a medical student once upon a time.'

(In L.G.Alexander, Developing Skills, 1967, p.66).

Appendix K
STUDENTS' SELECTED MATERIALS FOR EXTENSIVE
READING

Selected Material	Type of Material	Title	Author	Number of Pages
Students				
Student 1	E-book	The Bluest Eye	Loni Morrison	215
Student 2	E-book	Barfi	Anurag Basu	200
Student 3	E-book	Soapy choice	O.Henry	/
Student 4	Novel	Hard Times	Charles Dickens	268
Student 5	Novel	David Copperfield (The Younger of Blunderstone Rookery)	Charles Dickens	551
Student 6	Novel	Heart of Darkness	Joseph Conrad	117
Student 7	Novel	Gulliver's Travels	Jhonathan Swift	337
Student 8	Novel	I willl Marry When I Want	Nguġu Wathing'o and Ngũgi Wamĩriĩ	/
Student 9	Novel	The Miser	Molière (John Baptiste Poquelin)	203
Student 10	Short Story	The Strange Case of Dr.Jekyll and Mr.Hyde	Robert Louis Stevenson	154

Appendices

Student 11	Short Story	The Old Jest	Jennifer Johnson	/
Student 12	Short Story	The Secret	Frances Hadgson	300
Student 13	Short Story	Airport	Arthur Hailey	132
Student 14	Short Story	The Masque of the Red Death	Edgar Allan Poe	/
Student 15	Short Story	The Monster	Stephen Crane	109

Appendix L
BOOK REPORT FORMS

Form 1: (Based on Day & Bamford, 1984, p.220 and mentioned in Day & Bamford, 1998, p.147).

Book Report Sheet

Fill this out even if you only read one page of the book

Name:

Group:

Gender:

Book:

Author:

Publication:

Pages:

Summary:

.....
.....
.....
.....
.....
.....
.....
.....
.....

Self Reflection:

.....
.....

Form 2: (Based on Kembo, 1993,p.37).

Weekly Book Report

Name of student:

Form **Adm No:**

- **Author:** _____
Title of book: _____
Main character(s) _____
Other characters: _____

- **What is the story about?** _____

- **What happens in the end?** _____

- **Did you like the story? Why or why not? (This could be even a book of poems, etc.)**

- **List 10 new, interesting words you learned from the story or article**

- **List (3,4 or 5) new words in your own sentences.**

- **Copy out what struck you most in the article/story.**

Form 3: (Based on Cappellini, 2005, p.282)

Literature Response Sheet

Character Development

Name _____ **Title of Book** _____

How would you describe the main character's personality?

What happened to the character, or what one event changed the character somehow?

How did the character deal with it? What was the character's reaction?

What do you think of the character's response?

What would you have done?

How would you compare yourself to the main character?

Form 4: (Based on Cappellini, 2005, p.302)

***Fluent Guided Reading Focus Sheet-
Author's Intent***

Name:

Title of book:

Genre:.....

Author:.....

What was the purpose of the story?.....

What was the author trying to say?.....

Problem:

<p>Character What I know about the character</p> <p>What is the character like at the beginning of the story?</p>	<p>What I learned about the character</p> <p>How does the character change?</p>
<p>Character What I know about the character</p> <p>What is the character like at the beginning of the story?</p>	<p>What I learned about the character</p> <p>How does the character change?</p>

Solution:

What did I learned from the story?

What was the author trying to say?

Appendix M

A SAMPLE OF STUDENTS' THINK ALOUD REPORTS

		Types of Students' Reading and Vocabulary Difficulties	Actions Taken (Strategies Used)	Students' Recorded Comments (Translated into English)
Selected Materials	Student 1	<p><u>The Bluest Eye.</u> By Toni Morrison. p.22. "I looked with <u>loathing on new dresses that required a hateful bath in galvanized zinc, no time to play or soak, for the water chilled too fast, no time to enjoy one's.</u>"</p>	Questioning the meaning of the whole sentence.	<i>'I understood no thing! But I think it is a bad description and he was unhappy or may be he felt uncomfortable'</i>
	Student 2	<p><u>Things Fall Apart.</u> By Chinua Achebe. p.35. "Thee last match was between the leaders of the teams. <u>They were among the best wrestlers in all the nine villages.</u> The crowd wondered who would throw the other this year".</p>	Guessing meaning of individual words from context	<i>'This is a new word that I have never met before...ah, but I can understand that the two teams are the best players and on the top list of the nine teams in the village.'</i>

<p>Student 3</p>	<p><i>The Great Gatsby.</i> By Scott Fitzgerald. p.126. “I was reminded of something-an elusive rhythm, a fragment of lost words, that I had heard some where a long time ago.”</p>	<p>Repeated reading</p>	<p><i>‘I read the same sentence two times but I did not get the meaning!!!’</i></p>
<p>Student 4</p>	<p><i>Daisy Miller.</i> By Henry James. p.70. “Daisy returned to Winterbourne, beginning to smile again. He was still more perplexed, for this inconsequent smile made nothing clear, though it seemed to prove, indeed, that she had a sweetness and softness that reverted instinctively to the pardon of offences”.</p>	<p>Inferring meaning</p>	<p><i>‘I’m sure it is about her good feeling toward him and his sufferance for her’</i></p>

<p>Student 5</p>	<p><u><i>A Christmas Carol.</i></u> By Charles Dickens. P. 88. “She was very pretty: exceedingly pretty. With a dimpled, surprised looking, capital face; a ripe little mouth, that seemed made to be kissed-as no doubt it was; all kinds of good little dots about her chin, that melted into one another when she laughed; and the sunniest pair of eyes you ever saw in any little creature’s head”</p>	<p>Skipping unknown words and focusing on general understanding of the sentence</p>	<p><i>‘Many, many new words and adjectives but they all describe the beauty of the lady’.</i></p>
<p>Student 6</p>	<p><u><i>Agatha Christie.</i></u> By John Scott. p. 39. In 1971, queen Elizabeth made Agatha a <u>Drama of the British Empire- a very high honour for a woman in Britain.</u></p>	<p>Prediction</p>	<p><i>‘The writer will speak about what Agatha did in her life to be strong and famous and also mysterious.’</i></p>

N.B. From every student report (of the six who were concerned with the think-aloud procedure) we mentioned one difficulty, the strategy used to overcome it and the student reaction to it.

Appendix N

EXAMPLES OF STUDENTS' BOOK REPORT SHEETS

BOOK REPORT SHEET

1st Name: Wardia Family name: Janka
 Gender: female
 Book: Daisy Miller Pages: 88
 Author: Henry James
 House of Publication: in Penguin popular classics 1995.

Self Reflections:
 - I found this book so interesting because I learnt that the charming naivety of Daisy and the irrevocable heart of Winterbourne form the core of this much-loved masterpiece.

Summary:
 Annie "Daisy" Miller and Frederick Winterbourne 1st meet in Vevey, Switzerland in a garden of the grand hotel where Winterbourne spend his vacation from studies. They are introduced by Randolph Miller, Daisy's 9 years old brother. Daisy is delighted with the high society she wishes to enter.
 Winterbourne is confused by her beauty and her attitude, but he determines that she is nothing more than a young flirt.
 one night, Winterbourne takes a walk through the Colosseum and sees Giovannelli and Daisy sitting at its center.
 He infuriated Giovannelli and asks him how he could dare to take Daisy to a place where she runs the risks of catching "Roman Fever" she says she doesn't care and he leaves them.
 Daisy falls ill and dies a few days later.

BOOK Report sheet

Family name: Hamdani First name: Fatima Group: 06

Gender: female

Book: Agatha Christie, Woman of Mystery

Number of pages: 56

Self reflection:

I learnt from this story "A shy young man" that shy is not sure about yourself, finding it difficult to talk to the people, but you should be confident to realize what do you want.

Summary:

The story is written to inform Agatha Christie. when Agatha's father died, she stayed with her mother Clara who began to travel a lot, and often took Agatha with her. After that her mother was ill and the doctor told her to go some where sunny to get better. So, Clara decided to go Egypt and she took her daughter. They stayed in a hotel. Agatha was a shy young woman, but she loved to dance. she went to fifty dances. when she come back to England, she was soon getting tennis parties, dances. Then a young army officer called Reggie Lucy came home from Hong Kong. Agatha was a friend of his sister. And often played tennis with her, but she did not know Reggie. He was very shy young man who did not go out very much. He liked to play golf, but didn't like parties and dances. when Agatha met him, she said that she liked to play golf, but she didn't very good at it. Reggie said shyly that he could help her. He had dark hair and brown eyes. Agatha liked him. So, he and Agatha played golf nearly every day. One very warm day, Reggie loved her, but he didn't said to Agatha his feeling and he decided to come back to Hong Kong. After that she knew that he loved her, but he can't express about his feeling. Reggie stayed for two years. One day, he told his friend to tell him what he do. His friend said that he should be told her. So, he come back and they would get married.

✧ Book Report Sheet

- First name: ASMa • Family name: Henri • number of pages: 143
 - E-Book: Dubliners • Author: James Joyce • title: Eveline
 ✧ Self Reflection: • Edition: Copyright (c) 1999 - 2013 Grade Savers LLC

I like this story because it's sad, and I learn from it that anyone can not change his familiar life to other unknown life according to any person.

- grammar: store = is a building or a part of building where things are sold.

★ Summary.

Eveline was a girl has 19 years old, she lives in Ireland and always planning to leave it forever, she lives with her father and her brothers, her mother was died. She works very hard at home and in a store and she cares for her brothers, she won't miss her job in the store, she has mixed feelings about her father who threatens her with violence. She has a boy friend named "Frank" is a sailor, he always entertains her with his stories about his travels around the world. She decided to leave Ireland with him and when the boat ready to leave she remembers her mother's death when she promised her to keep the home together as long as she could.

Frank calls to her to keep the boat with the rush of people, she merely stares at him as if he is a stranger, and she returned at her home and lives with her family in happiness.

Book Report sheet

- First Family name: GUELLAOUI Nawal. - Age: 21 years. - Group: 05.
- Book: **The Great Gatsby**. - Author: F. Scott Fitzgerald.
- Gender: Female. - House of publication: Alger, Média, Flites Editions.
- Pages: 200.
- Self-reflection: I found the story very interesting and I learn many words, for example = Garnish, Scornful, and the wonderful proverb "Boats against the current borne back ceaselessly in the past."

Summary:

Nick Carraway, a young man from Minnesota, moves to New York in the summer of 1925, he rents a house in the West Egg district of Long Island, beside a mysterious man named Jay Gatsby who lives in a gothic castle and makes parties every Saturday night. Nick, drives out, one evening for dinner with his cousin Daisy Buchanan and her husband Tom. He introduces to Jordan Baker, beautiful young woman, she tells Nick that Tom has a lover Myrtle Wilson. As the summer progresses, Nick eventually has an invitation to Gatsby's party. He goes with Jordan, toward Gatsby asks to speak to Jordan alone, to tell her that he is deeply in love with Daisy, without telling her that Gatsby will be there. After a short time, Tom ^{Gatsby want Nick to arrange a reunion with Daisy} ~~mis~~ doubts of his wife, when Nick, Jordan and Tom come back, however they discover that Gatsby's car has killed Myrtle but the truth is Daisy was driving the car, but Gatsby intends to take the blame. The next day George, Myrtle's husband, for revenge, he shoots him dead, then he shoots himself. Nick ends his relationship with Jordan and reflects that the American dream is over.

BOOK REPORT

NAME: HAMADENE Mohammed.

GROUPE: 06

GENDRE: Male.

AGE: 21.

NUMBRE OF PAGES: 117 / TITLE: The old man and the sea.

PUBLICAT: TALANTI KIT. OF ZONE SI EL HOUES Béjaïa.

SELF-REFLECT: After reading this story, I discover that the courage and the success does not know age. The most important thing is the spirit of person whatever old or young.

SUMMARY:

This story is about an old man's determination and courage which he evinces throughout his fishing ordeal. His outstanding perseverance and will to go on fighting till the end may serve as a worthy example for the young people.

The old man who called "Santiago" remains a resolute and a dignified old man that will not easily be disheartened. In spite of gnawing suffering of his back and hands, he fights to the best of his ability to overcome the fish he has just captured with so much difficulty. He carries on fighting until there is no fish left to defeat! His spirit is not defeated although his body is physically broken by the ordeal he has gone through.

He still has the hope of carrying on other expeditions with "Manolin", the boy who were with him to offer physical and moral help to the old man. Despite of his isolation, the old man knows that he has to fight to the maximum of his limits to get his aim which by the end he get it and back home with a huge fish and make all the fishermen

Book report sheet

First and family name : Elaroussi djamal

Group : 05

Gender : male

Book : grace darling

Author : Tim vicary

Self reflection

In my opinion .the story is intersting and i don't find difficulties to understand it and i know how the second face of the sea is Also i get new words

Summary

British heroine, born at Bamburgh, Northumberland, on the 24th of November 1815. Her father, William Darling, was the keeper of the Longstone (Fame Islands) lighthouse. On the morning of the 7th of September 1838, the "Forfarshire", bound from Hull to Dundee, with sixty-three persons on board, struck on the Farn Islands, forty-three being drowned. The wreck was observed from the lighthouse, and Darling and his daughter determined to try and reach the survivors. They recognized that though they might be able to get to the wreck, they would be unable to return without the assistance of the shipwrecked crew, but they took this risk without hesitation. By a combination of daring, strength and skill, the father and daughter reached the wreck in their coble and brought back four men and a woman to the lighthouse. Darling and two of the rescued men then returned to the wreck and brought off the four remaining survivors. This gallant exploit made Grace Darling and her father famous. The Humane Society at once voted them its gold medal, the treasury made a grant, and a public subscription was organized. Grace Darling, who had always been delicate, died of consumption on the 20th of October 1842.

Appendix O

EXAMPLES OF READING TARGETS WITH REFERENCE TO THE AMOUNT OF READING SUGGESTED AND THE QUALITY OF READING MEASURED (Susser & Robb, 1990, pp.165-166)

- a. Thirty pages an hour (**Hill & Thomas, 1988, p.50**)
- b. Three pages an hour (**Matsumura, 1987, p.120**)
- c. An hour per evening (**Krashen, 1981, p.105**)
- d. Five hours by a specified date (**Bowen , Madsen & Hilferty, 1985, p.239**)
- e. An hour of extensive for every hour of intensive (**Williams, 1986, p.44**)
- f. One page per day and three pages per day during summer vacation (For Japanese high school students) (**Matsumura, 1987, p.179**).
- g. Thirty minutes per day for five stories, poems, or essay per week (**Dalle, 1988, p.25**)
- h. At a rate of at least 200 words per minute and up to 250 words or more (**Hill, 1986, p.16**)
- i. At least 50 pages per week (**Paulston & Bruder, 1976, p.202**)
- j. A chapter per week (**Hansen, 1985, p.161**)
- k. Two hours per week of texts 20-20 pages in length (**Newmark, 1971, p.16**)
- l. One reader per week (**Stoller, 1986, p.65; Eskey, 1973, pp.176; Brumfit, 1979, cited in Bamford, 1984c, p.260**)
- m. At least two books a week (**Carroll, 1972, p.180**)
- n. 60 hours over 3 months (**Hafiz & Tudor, 1989, p.07**)
- o. A minimum of 36 simplified readers per year (**Hill, 1983**)
- p. 60 books a year (**Bright & McGregor, 1970, p.69**)
- q. A novel (**Ferris, Kiyochi, & Kowal, 1988**).

Appendix P

***SUGGESTED EXTENSIVE READING MATERIALS FOR
FOREIGN LANGUAGE STUDENTS (Day & Bamford, 1998, pp. 98-
105)***

Sources and Resources	
Materials The Lure and the Ladder	Definition
<p>- <i>Children's Books</i></p>	<p>If a language lacks language learner literature, teachers can turn to a sure source of easy reading material that exists in almost every language: books designed to teach children to read their first language. The books, many of a quality that appeals to children and adults alike, can add variety to any extensive reading library. This valuable resource should not be overlooked. The major assets of these books are relatively easy language, attractive layout, big print, and appealing illustrations. Equally important is their length: They are usually short enough to be finished in 15 minutes or so.</p> <p>Adult do not necessarily feel insulted at being offered material for children. The appeal of these books to native students is on several different fronts. Some books are enjoyed because they offer a delightful return to the world of children. Others may be appreciated as works of art and literature and windows on culture. Some deal with themes of interest to all ages, such as prejudice, the environment, and coming to terms with the death of a loved one. Teachers can</p>

	<p>decide which books are appropriate based on their knowledge of the students.</p>
<p>- <i>Learners own stories</i></p>	<p>If you lack a published language learner literature, consider making your own, ask your students to write a series of short compositions in the foreign language for reading by other students in their own class or lower-level classes. These compositions can be about topics that are familiar to them and likely to be of interest to others, such as:</p> <ul style="list-style-type: none"> • An interesting person I know • A funny thing that happened to me • A scary experience I once had • A place I recommend visiting • My hometown (or, in a multilingual class, my country) <p>Select the most interesting of these, if possible, using one from each student in the class. Type out each composition, rewriting, editing, and correcting as necessary so that students' ideas appear in natural language. Add a title and the name of the author. Gloss any difficult language. Over a period of time, you will be able to build up a rather large collection of interesting and readable stories.</p> <p>If students find writing difficult, or if the number of students in the class is small, and if there is an available computer with word-processing ability, students can individually dictate their stories to the teacher.</p> <p>It is also an exciting experience. Lee and Neal</p>

	<p>(1992/1993,p.128) talk of how their students “glowed with pleasure at choosing words and seeing them appear on the screen”.</p> <p>Stories can be very short at first, but are likely to get longer as the student gets used to the procedure.</p>
<p>- <i>Newspapers</i></p>	<p>Cheap and widely available, newspapers can be a superb resource for intermediate and advanced students, particularly for reading outside the classroom. Newspaper articles tend to be short, which means that readers can quickly get a sense of accomplishment from finishing them. Brevity is also a benefit for less proficient foreign language readers who tire quickly of reading. In addition, because people typically read only those parts of a paper that interest them, newspapers can quickly be ‘finished’. This is motivating: second language readers can pick up a newspaper knowing they can successfully be done with it in as long or short a time as they wish. There is something to interest almost everyone in a newspaper. The content is up to date. Crucially, it may already be familiar to learners if they have read or heard about the same news or topics in their own language. Learners may also be interested in, and thus possess background knowledge in, certain areas (for example, international politics, rock music). Extensive reading ideally includes the reading of various materials for different purposes to practice appropriate choice of reading style. The</p>

	<p>variety of content in a newspaper provides some excellent reading practice of this kind, because different sections encourage reading in different ways. Browsing through a newspaper is also natural practice in skimming and scanning. Articles and captions, on the other hand, invite closer and more careful reading for as long as they hold the reader's interest.</p>
<p>- <i>Magazines</i></p>	<p>Weekly and monthly magazines are usually colorful and attractive, and their visual emphasis can help readers understand the content. Like newspapers, magazines are more appropriate for intermediate and advanced level learners. Also like newspapers, magazines are browsed rather than read from cover to cover, and so can be quickly finished. Most magazines can usefully be kept in a library for about a year, after which they start both falling apart and going out of date. Unlike newspapers, which have a variety of content, magazines usually focus on one topic, for example, teen fashion and life, cars, tennis, current events, or heavy metal music. As a result, comparatively few people may be interested in a particular magazine. This means that a variety of magazines may be necessary to appeal to the different members of a foreign language reading class.</p> <p>Students can also be encouraged to buy second language magazines in their own area of interest and later make them available to their classmates. Usually, the only necessary</p>

	<p>encouragement for this is having a period of sustained silent reading during reading class. Students commonly bring second language magazines into this reading period; other classmates invariably notice these and ask to borrow them. With such sharing and cooperation, the class begins to take on the feeling of reading community.</p>
<p>- <i>Children's Magazines</i></p>	<p>Although the preceding category, magazines, is generally suitable for those with at least an intermediate fluency in the second language, there are magazines written for children of various ages, some of which are suitable for less proficient foreign language learners. They have many illustrations that help reading comprehension learners, and are attractively put together. Children's magazines also tend to include activities and games, including language games, which can be helpful for foreign language learners.</p> <p>For adult, children's magazines may seem too childish to be of interest. Because the nature of an extensive reading approach calls for reader's choice, this is not really a problem. Those adults who are reluctant to read them do not have to.</p> <p>Magazines for older age groups have more potential to appeal to both young adults and adults. The style and layout of these magazines are more sophisticated than those for preschoolers.</p>

<p>- <i>Popular & Simple Literature</i></p>	<p>Carefully selected fiction and nonfiction books can be linguistically accessible to intermediate – and advanced – level learners if the books are short and straightforward in content and language. Again, browsing and recommendation are the best source of good titles.</p>
<p>- <i>Young & Adult Literature</i></p>	<p>There is nothing quite like young adult literature for familiarizing teenage students with another culture. As Rönnqvist and Sell point out, “<i>A teenage novel can dramatize life in unfamiliar environments as experienced by characters of the learner’s own age</i>” (1994, p.129). Fiction written for young adults can be particularly suitable for extensive reading, as the books are relatively short and have straightforward plots. Rönnqvist and Sell repeatedly make the point that “<i>teenage pupils positively like and want to understand these books, not least because they give access to the colloquial language used by native – speaker teenagers</i>” (p.125)</p> <p>Teenage and young adult literature is a genre that produces addictive series and authors. Thus, if a student gets hooked on a series, you – the teacher – may, as Eskey (1995) once said, ‘<i>retire for a martini: Your job is done</i>’.</p> <p>In sum, young adult literature can be a precious and well-loved resource in the upper reaches of an extensive reading library. It is one that may appeal to post-teen adults as well.</p>

<p>- <i>Comics</i></p>	<p>Comic books written for native speakers would seem obvious choices for foreign language reading because the stories are largely carried by illustrations. Their apparent simplicity may be deceptive, however. Comics are often drawn for readers familiar with the characters and their past adventures.</p>
<p>- <i>Translations</i></p>	<p>A final, often overlooked, but excellent source of extensive reading material is literature that has been translated from the students' first language into the foreign language. The advantages of using such translated materials are several. Students have the necessary background and cultural knowledge to understand the story. Another advantage of translated books is that the characters, the plot, and much of the vocabulary will be familiar to the students if they have read the original.</p>

Appendix Q

***CHARACTERISTICS OF THE MAJOR GRADED READER SERIES
PUBLISHED BY DIFFERENT PUBLISHERS INTO ONE
OVERALL SYSTEM OF EPER LEVELS (Hill, 1997, p.26).***

		EPER levels							
	Series	G	F	E	D	C	B	A	X
Primary	Heinemann Children's Reader	Level 1 Llevel2	Level 3 Llevel4	Level 5					
	Macmillan Carnival Readers	Level 1 Llevel2 Level 3	Level 4	Level 5					
	Oxford Classic Tales	Level 1 Llevel2	Level 3						
	Other Series	Oxford Stepping Into English Levels 1-3 Phoenix Readers Level 1	Longm an's Famous Fairy Tales Oxford Graded Junior Readers 500- 750 Word level						

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	Heinemann Graded Readers	Starter Level	Beginner Level		Elementary Level	Intermediate Level	Upper Level		
Secondary/Adult	Heinemann New Wave Readers	Level 1	Level 2 Level 3	Level 4	Level 5				
	Longman Classic				Stage 1	Stage 2 Stage 3	Stage 4		
	Longman originals		Stage 1	Stage 2		Stage 3	Stage 4		
	Longman Structural Readers		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5 Stage 6		
	Macmillan Bible Stories		Level 1	Level 2					
	Macmillan Rangers		Range 1 Range 2	Range 3	Range 4		Range 5	Range 6 Range 7 Range 8	
	Macmillan Stories to Remember							Junior Series	Senior Series
	Nelson Readers (Collins)					Level 1 Level 2	Level 3	Level 4	Level 5

Appendices

English Library)									
Oxford Bookworms Black & Green series			Stage1	Stage2	Stage3	Stage4	Stage5	Stage6	
Oxford Delta Readers		Level 1	Level 2	Level 3	Level 4				
Oxford Progressive English Readers				Grade1	Grade2	Grade3	Grade4	Grade5	
Oxford Storylines (Streamline Graded Readers)		Level 1	Level 2	Level 3 Level 4					
Penguin Readers	Easystarts	Level 1		Level 2	Level 3	Level 4	Level 5	Level 6	
Phoenix Bookshelf Series (Macmillan Bookshelf)			Level 1		Level 2	Level 3	Level 4		

Appendices

Phoenix Bookshelf 2 nd Series						Level 1	Level 2	Level 3	Level 4
Other Series	Longman Easystarts	Harcourt-Brace New Readers ; Oxford Graded Readers , Senior Level 500-700 Head words	Longman Picture Classics ; Phoenix Readers Level2	Longman Attention n Backgro Und Readers; Longman Galaxies Level1; Longman Movie world	Longman Famous lives; Longman Galaxies Level 2			Longman Fiction	Longman Bridge Series

N.b. Level **G** is easiest and level **X** is hardest.

ملخص :

يقوم هذا البحث على إبراز الأهمية البالغة للقراءة المكثفة و دورها الفعال في تنمية قدرة الإستيعاب و الفهم لدى الطالب- القارئ و كذا إثراء رصيده اللغوي. إذ إشمطت الدراسة التجريبية التي قمنا بها مع طلبة قسم اللغة الإنجليزية (السنة الأولى نظام ل.م.د) بجامعة حسيبة بن بوعلي بالشلف على عينة بحث تتكون من 80 طالبا، حيث خضع الفوج الأول منهم (تحديدا 40 طالبا) إلى برنامج للمطالعة المكثفة دام أربعة أشهر تم خلاله قراءة قدر كبير من الكتب المختلفة. أما الفوج الثاني والمتكون بدوره من 40 طالبا فقد إكتفى فقط بما يقرأه من نصوص قصيرة أثناء مقياس دراسة النص. وقد أثبتت النتائج المتحصل عليها التفوق الكبير للفوج الأول مقارنة بالفوج الثاني والذي كان بارزا من خلال تطور قدرة الطلبة على التوظيف الجيد لتقنيات القراءة السليمة و إكتسابهم لمفردات كثيرة مكنتهم من الإستعمال الصحيح للغة. كما أن البرنامج ساهم كثيرا في تشجيع الطلبة على القراءة المكثفة وتوعيتهم بضرورتها في دعم تعلمهم للغة الإنجليزية وتعزيز تحصيلهم المعلوماتي العام.

الكلمات المفتاحية: القراءة المكثفة- تقنيات القراءة- الرصيد اللغوي- اللغة الإنجليزية- الطالب الجامعي- الأستاذ الجامعي.

Résumé:

Cette recherche souligne l'importance de la lecture extensive, en montrant son rôle crucial non seulement dans le développement des capacités de compréhension chez l'étudiant-lecteur mais aussi dans l'enrichissement de son vocabulaire. Notre étude expérimentale a été menée sur un échantillon de recherche de 80 étudiants anglophones de première année universitaire (LMD), à l'université Hassiba Ben-Bouali de Chlef, dont 40 étudiants qui représentent le premier groupe ont subi un programme de lecture qui a duré quatre mois durant lequel ils ont lu plusieurs livres de leur choix. Tandis que le deuxième groupe qui comprend aussi 40 étudiants n'a lu que les extraits et les passages que l'enseignante a proposés durant la séance de lecture. Les résultats obtenus ont prouvé une amélioration supérieure et une bonne compétence du premier groupe par rapport au deuxième groupe. La différence a été évidente à travers la bonne performance des étudiants, en employant diverses techniques pour une lecture correcte, en leur permettant de faire l'acquisition de nouveau vocabulaire qui leur permettra d'utiliser la langue correctement. Le programme avait également un impact profond en encourageant les étudiants à lire extensivement et leur faire prendre conscience de la nécessité de la lecture pour soutenir leur apprentissage de la langue anglaise et consolider leurs connaissances général.

Mots Clés: Lecture Extensive- Technique de Lecture- Vocabulaire- La Langue Anglaise- L'étudiant Universitaire- L'enseignant Universitaire.

Summary:

The present research work emphasizes the invaluable importance of extensive reading and its crucial role in developing students' reading and enriching their vocabulary. The experimental study we conducted with 1st year- EFL university students (LMD) at Hssiba Ben-Bouali University of Chlef comprises a sample of 80 students from which 40 students representing the first group participated in an extensive reading programme that lasted four months during which they read different types of materials. The second group (the remaining 40 students) read only the short texts and passages provided by the teacher in the intensive reading sessions. The results obtained from the study revealed a great improvement on the part of students in the first group compared to those in the second group. This was clear in students' performance of the main reading skills and strategies needed for fluent reading. Their vocabulary also improved as they learnt many new words. The programme proved also to be very beneficial in motivating students to read extensively and in increasing their awareness of its importance not only in learning the English language but also in broadening and consolidating their general knowledge.

Key words: Extensive Reading- Reading Skills- Vocabulary- English Language- University Student- University Teacher.

**EXTENSIVE READING IN THE EFL CLASSROOM: AN
APPROACH TO READING AND VOCABULARY
INSTRUCTION**

***CASE STUDY OF 1st YEAR- EFL (LMD) STUDENTS
AT HASSIBA BEN-BOUALI UNIVERSITY OF CHLEF.***

Mrs. Assia BENETTAYEB-OUAHIANI.

Summary:

Common in the language classroom is that the ability to engage in fluent reading, and the desire to read autonomously both for information and pleasure is among the most valuable benefit students aim to gain from language study. Such an outcome, however, needs to be planned for in advance in language teaching rather than left to chance. This doctoral thesis proposes that the implementation of an extensive reading programme as an instructional approach to reading could have significant impact on students' reading and vocabulary. If well implemented, this approach is believed to have the potential to play a crucial role in developing students overall learning outcomes as it is proved to be effective in a great deal of different contexts. Although a body of research studies in the field of second/foreign language teaching point to the numerous gains and great importance of extensive reading in the language classroom, this approach is given little consideration at the level of Algerian universities where more emphasis is put on the intensive teaching of reading. The central belief guiding the present work is the trust of the countless benefits extensive reading has in language teaching/learning. This study is conducted with 1st year-EFL University students at Hassiba Ben- Bouali University of Chlef (Algeria) for a period of four months. The

teaching procedure adopted to introduce the extensive reading programme conformed to the principles put forward by Williams (1986) and updated by Day & Bamford (1998/2002). In order to assess the effectiveness of extensive reading programme in improving students' reading and developing their vocabulary, multiple measurements were used: two questionnaires, two reading comprehension tests; a proficiency and an achievement test, a think-aloud protocol and an interview. The obtained results confirmed that extensive reading is one effective solution not only to students' reading and vocabulary problems but also to their language deficiencies. Our research findings suggest a reconsideration of the status of extensive reading in the English curriculum by adopting a complementary intensive– extensive approach in the reading classroom where students feel pleasure to move smoothly and confidently from guided to independent reading.

The work is divided into four interrelated chapters: a major consideration in this first chapter is put on the theoretical aspects of extensive reading approach representing the core interest of our research work. Far from being recognized as one of the four styles or ways of reading, the other three being skimming, scanning and intensive reading, this chapter focuses on extensive reading as an approach to EFL reading instruction. Therefore a detailed definition of extensive reading as an important aspect of every foreign language classroom is provided. A definition of intensive reading is also provided being the type of reading emphasized in our EFL reading classrooms. The main theories behind extensive reading are presented namely, 'Input Hypothesis' and 'Schema Theory'. The background underlying this instructional approach is also emphasized and a collection of previous extensive reading research and studies in second and foreign language settings is explored regarding gains reported by

results of those studies in the different aspects of language, especially the ones investigated in the present work, i.e., reading and vocabulary.

The chapter further reviews extensive reading as an important component of the curriculum as well as a basic criterion of an effective programme. The main principles and characteristics of extensive reading and the materials it requires are also included in this part. Examination of the many cognitive and affective benefits of extensive reading on the language learner is also provided. The role of extensive reading in improving reading and its importance in developing vocabulary are the concluding points in this theoretical chapter which stand as a stimulus for integrating extensive reading in our EFL instruction.

In connection with the aspects and principles of extensive reading detailed in this chapter, the second chapter will deal with the teaching/learning situation analysis as it will also explore the status of extensive reading in the English curriculum. It will in addition describe the research methodology opted for in order to check the effectiveness of extensive reading in improving students learning in general, improving their reading and developing their vocabulary.

After giving a review of the literature related to extensive reading, this second chapter attempts to provide a systematic description of the educational context in Algeria with close reference to the EFL reading skill teaching/learning at the university level and with a particular emphasis on extensive reading. Extensive reading is our focus of interest in this work due to its invaluable benefits in language learning and its importance in one's life. Our choice of 1st year university level is because it is the first year at university where students have 'Reading Comprehension' as a separated module to be taught and learnt differently from secondary school. A thorough picture of the

various variables and characteristics of the learning situation of the group of subjects selected for the study is presented. University teachers' profile is defined and the methodology they use is also discussed. Furthermore, EFL students' profile is emphasized and their needs are analyzed.

The status of reading in the Department of English is drawn in this chapter with explicit clarification of the stated objectives and the adopted methodology in teaching this important skill. The place of extensive reading in the English curriculum is also dealt with in an attempt to better understand the context under study. Besides, part of the chapter is devoted to a description and a presentation of the research methodology, design and instrumentation used to collect reliable data that would hopefully pave the way towards innovation and improvement in our reading classrooms.

Ultimately, a thorough description of the research methodology will serve as a basis for dealing with analysis and interpretation of results in the third empirical chapter.

The third chapter is devoted to the empirical phase which strives to provide an answer to the inquiry: whether extensive reading instruction may lead to students' reading and vocabulary improvement or not; an enquiry which represents the question motivating the present research work.

The chapter gives a detailed account of the methodology and design opted for. It describes the different analytical instruments used to collect data: two questionnaires, two reading comprehension tests (proficiency and achievement tests), a think-aloud protocol and an interview. In addition it provides a description of the pre-training, the training and the post-training phases of the data collection. Following this, a thorough analysis of the findings obtained from each phase is carried in order to cross-check the results and validate them.

A detailed interpretation and discussion of the gathered data is also presented in this empirical part of the work. Results reported in this chapter suggest that extensive reading procedure is an effective and pleasurable way for students to increase their vocabulary and learn to read in the FL. The implications for extensive reading instruction require teachers to conduct their classes differently by being less dependent on inappropriate texts, spending more time in individual conferences with students and assuming many other new responsibilities. Direct extensive reading instruction can have fruitful effect on students' reading ability because it will explicitly teach them necessary reading and vocabulary strategies and raise their awareness of the reading skill. The more students read and the more they enjoy it, the more likely it is that they will become students who both can and do read in English. Extensive reading thus remains an occasion for both teachers and students to venture in the benefits of reading the foreign language.

In short, results of this investigative study first serve as a crucial step toward diagnosis of the problem and second as groundwork for alternative remedies that will be dealt with in the concluding fourth chapter.

Drawing on the theoretical aspects of extensive reading reviewed in chapter one and findings of the empirical phase discussed in chapter three, this concluding chapter is concerned with the pedagogical implications related primarily to extensive reading and all its principles. Since students low achievement in reading is found to be closely related to their weak instruction in the main reading and vocabulary strategies necessary for successful reading as revealed by findings of this study, extensive reading is presented as a vital and an efficient instructional solution to improve students' reading and vocabulary.

The remedial proposals lie foremost on the necessity of introducing change in our EFL reading classrooms and a first recommended step toward this is to complement and support intensive reading by extensive reading done both in and out of the classroom. In order for teachers to introduce such innovation and convince students of the benefits of extensive reading and its importance they have primarily to understand the different principles of a successful extensive reading programme, the way it works, the materials it involves, the type of library it implies and the activities it needs. More importantly they have to be aware of the expected roles they are supposed to play in the programme as they have also to find possible ways of exploring technological devices such as online resources in the practice of extensive reading.

In addition, the chapter tries through a set of suggestions and recommendations to facilitate the task of the EFL teacher in integrating effectively and successfully extensive reading programme by providing guidelines for the major procedures to consider, the sources and resources to use, the library to prepare and the follow-up activities to include. Nonetheless, a closer look on the roles of teachers and their active participation in supporting extensive reading and evaluating its outcomes are also dealt with. Part of this chapter invites teachers to benefit from ICT in extensive reading by providing practical techniques on how to use online resources; e-books and some useful web sites. The invaluable advantages of combining intensive reading and extensive reading in the same classroom is also emphasized in this chapter. More suggestions and recommendations are proposed in order to boost teachers and students' interests to experience the beautiful feeling of getting pleasure from individual free reading.

Outcomes of this study seem to positively answer the research questions and strongly confirm and validate the stated hypotheses. Results of the reading comprehension tests supported the hypothesis that students' scores will increase and they will perform better in the tests and have significant improvement in reading and vocabulary after extensive reading instruction. They also provided an affirmative response to the four questions in this study. Large and significant differences were indeed revealed by students' scores in both groups with higher results for the experimental group in the post-training phase.

Before direct extensive reading instruction there was in fact no discrepancy between pre-test results of students in both groups, i.e., the gap in their performance level was inconsiderable and they were judged to be homogeneous in reading. Results yielded by the post-training phase data collection scores (the post-test) showed that the experimental group demonstrated better performance in reading and vocabulary compared to the control group who did not improve. It is evident therefore to confirm that extensive reading has led to much improvement in students' reading and vocabulary than intensive text-based reading.

Moreover the expected results of the think-aloud procedure revealed that lack of effective and explicit instruction in reading and vocabulary strategies represents a major issue for students in reading. Students are unfortunately ill-equipped with reading and vocabulary strategies necessary to read fluently and with comprehension. The alarming situation at hand shows that most of our 1st year- EFL students display ineffective use of the limited strategies they know, a fact which makes them perform poor in tests as it was proved by scores of the pre-test.

The study findings are indeed consistent with other studies in which extensive reading improved students' reading speed, reading ability and comprehension and reading enjoyment (Elley & Manghubai, 1981; Nuttall, 1982; Harris & Sipay, 1990; Elley, 1991; Richards *et al*, 1992; Lai, 1993a; Renandya *et al*, 1999; Litanas *et al*, 1999; Brown, 2000; Bell, 2001; Leung, 2002; Day, 2003; Tutwisoot, 2003; Taguchi *et al*, 2004; Tanaka & Stapleton, 2007; Iwakori, 2008) as well as that resulted in students substantial vocabulary improvement from extensive reading (Saragi *et al*, 1978; Day *et al*, 1991; Nation, 2001; Thornbury, 2002; Beck *et al*, 2002; Waring & Takaki, 2003; Horst, 2005; Pigada and Schmitt, 2006; Waring, 2007; Serafini, 2008; Grabe, 2009). Results are also consistent with the studies that showed that extensive reading results in better achievement on tests of reading (Day & Bamford, 1998; Krashen, 1993b), increased interest in learning the foreign language (Elley & Manghubai, 1981; Constantino, 1994; Mason & Krashen, 1997; Day & Bamford, 1998; Bell, 2001; Yang, 2001; Mason, 2003; Cho & Kin, 2004; Gebhart, 2006; Holden, 2007; Shen, 2008) as well as in developing positive attitudes and enhanced motivation among students towards reading the foreign language (Elley, 1991; Cho & Krashen, 1994; Davis, 1995; Maxim, 2002; Takase, 2003; Hitosugi & Day, 2004; Sheu, 2004; Mason & Krashen, 2009).

Perhaps one of the major outcomes of this study pertained in change in students' attitudes towards reading in general and extensive reading in particular as supported by results of the interview and their oral feedbacks. Students who participated in the programme not only felt more confident in the classroom but they strongly believed in the vitality and necessity of extensive reading which was an enjoyable experience for them. Their involvement in reading enhanced smoothly as the

programme progressed, they became eager readers who wanted to read and did read extensively in English.

Based on the obtained results and in addition to the impressive success of the extensive reading programme in improving students' reading and vocabulary, findings of this study demonstrate other significant benefits:

- Extensive reading develops students' writing skills and competence. The researcher noticed an increase in the length of students' summaries with decrease in the mis-use of some aspects related to writing mainly: grammar, spelling and punctuation marks. This is consistent with the findings of some studies such as (Elley & Mangubhai, 1983; Janopolous, 1986; Hafiz & Tudor, 1989; Robb & Susser 1989; Elley, 1991; Hedgcock & Atkinson, 1993; Lai, 1993b; Tsang, 1996; Nation, 1997; Mason, 2004).
- Extensive reading helped a lot to embolden students more in the language. This is consistent with previous studies (Hill & Holden, 1995) who concluded that learners acquire language through Free Voluntary Reading. They became better readers, better writers and have more grammatical competence. They had significantly more confidence in their reading proficiency in English and a strong interest in reading. Nonetheless, they found that the more they read, the more they learn and the better they become in reading. This fact strengthened their believes that extensive reading develop life long reading habits. This is also consistent with finding of previous studies such as the ones conducted by (Hafiz & Tudor, 1989).
- Extensive reading promoted students' desire to read various materials because they felt more comfortable in choosing materials they prefer instead of the ones selected by the teacher and this fits well into the literature of extensive reading

(Gottfried, 1990, Bell & Bamford, 1997, 1998; Leung, 2002; Takase, 2003; Powell, 2005; Grabe, 2009).

Last and not least, one may conclude that the extensive reading programme was a successful experience for students who readily got into it, liked it and benefited much from it. Findings of this study do not of course demonstrate that extensive reading is the only source of competence in reading and vocabulary, but it is doubtful that formal intensive instruction yields the same gains. Taken in isolation, results of this study are, at best suggestive as several of extensive reading conditions were not met (reading is voluntary, students read large amounts, it lasts for longer periods). One semester extensive reading proved however that the positive effect of this skill can be maintained even when some of the conditions are slightly weakened.

Based on the findings of the present study, some practical suggestions and recommendations that deal with the conditions and methodology related to the success of extensive reading are proposed in this section as follows:

a. Extensive reading could be an essential part of formal language education. It could also be used as complementary to intensive reading and in accordance with aims of the reading curriculum as it could be implemented as a supplementary extra-activity during which students can apply the skills learnt in intensive reading. Extensive reading could also be introduced at a more advanced stage, when students achieve sufficient and good background in reading in their intensive course, as alternative to intensive reading. After all teachers and students should be convinced of the invaluable benefits of extensive reading and venture in the experience of reading for pleasure. In this respect, Hill (1997) recommends for teachers who would like to implement extensive reading in

their classrooms *'to start small'* as this does not need approval or permission. He suggests some practical tips that he calls *'the small start'* for such preparation:

- You read as much as you can about extensive reading.
- You obtain publishers' catalogues and try to borrow and read as many graded readers as you can so that you know what they are like. You draw up a classification scheme and make lists of titles that you would like to buy.
- You draw-up a detailed design, ready for the moment when you present it to the senior English teacher, the head-teacher, or the ministry advisor.

b. Students are involved during extensive reading in self-selection of materials they judge interesting, but the teacher's interference in their choice is permitted. Helpful hints on orientation for material selection as suggested by Day & Bamford (1998, p. 124) could be made by the teacher as follows:

- Reading easier material is better than reading harder material
- Reading a lot is better than reading a little
- Reading what you enjoy is better than reading what you think you ought to read
- To stop reading a book you do not like is better than plowing on.

c. Follow-up activities is not an obligation in extensive reading, but if implemented it is preferable to make them short and simple mainly because students should read for the sake of reading and not for grades or any other rewards. Ten tips in this regard are offered by Ono, Day & Harsch (2004) to students when they engage in extensive reading. The title for each tip is directly addressed to the student, whereas the rational and instructional advice are written to the teacher. The tips are recommended to

be presented to students before they begin to read extensively and they can be revisited periodically throughout the semester. The tips are:

- Read, read, and read some more
- Read easy books
- Read interesting books
- Reread books you found particularly interesting
- Read for general understanding
- Ignore unknown or difficult words. Skip them and continue reading
- Avoid using dictionaries
- Expand your reading comfort zone
- Set reading goals and keep a reading log
- Enjoy! Enjoy! Enjoy!

d. ICT could be better explored by the teacher in extensive reading, especially in dealing with the problem of material. Easy-access web sites might support extensive reading in terms of diversity of materials as they also boost students' interest as users of the internet technology. More convenient online materials could be provided by the teacher in ways that stimulate students' enthusiasm to read them extensively in or out of the classroom. Students can also exchange attractive e-books of course under the teacher's guidance.

e. Assessment of extensive reading and students' progress should be thought of in advance in a way that makes reading fun without putting much pressure on students. It is recommended by Day & Bamford (1998, pp.158-160) that when evaluating extensive reading the teacher focuses on three points:

- To see if the programme has achieved its goals

- To see what other results a programme might have
- To identify aspects of a programme reading improvement.

For teachers who prefer tests and questionnaires in evaluating extensive reading, they have to bear in mind that:

Tests and questionnaires cannot replace observing, sharing, talking with, questioning, listening ... it is through such interaction that the sensitive teacher can come to know what might otherwise remain unnoticed: that a student is becoming a reader. Ultimately, an extensive reading programme must be evaluated in terms of how successfully it provides the environment for this to happen.

(Ibid, 163).

f. Preparation and training could be done prior to extensive reading in order to provide students and teachers with sufficient and necessary knowledge about this important approach. This can also stimulate occasions for collaborative implementation of extensive reading in a number of classes.

We hope the above suggestions and recommendations will be of some help for teachers as well as students especially those who have not yet started extensive reading.

Revue Académique des

ISSN 1112-8712

Etudes Sociales & Humaines

N° 8 - juin 2012

*Academic Journal of Social
and Human Studies*

Revue internationale éditée par l'Université Hassiba Benbouali de Chlef
International Journal edited by Hassiba Benbouali University of Chlef



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ICT and Reading : In the Technology- Enhanced Extensive Reading Classroom.

The Case of 1st Year EFL Students at Hassiba Ben- Bouali University of Chlef (Algeria).

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ملخص

لقد فرض عصر العولمة والمعلوماتية تغيرات عديدة على مستوى العالم اجتاحت جل القطاعات الحيوية في المجتمع بما فيها قطاع التربية والتعليم، فاصبح استخدام تكنولوجيات الاعلام والاتصال السمي البصري في حياة الافراد اليومية وكذا ادراج بعض منها كالكمبيوتر والانترنت في مختلف مؤسسات التربية والتعليم - خاصة الجامعات - واحدا من بين مؤهلات الرقي والعالمية . استنادا على ماتم ذكره تهدف هذه الدراسة الميدانية الى ابراز اهمية التكنولوجيات الحديثة (الكمبيوتر والانترنت) في تعليم وتعلم اللغة الانجليزية الاجنبية بصفة عامة مع التركيز على فعاليتها في قسم القراءة المكثفة . اشتملت الدراسة التي تمت بقسم اللغة الانجليزية الاجنبية بجامعة حسيبة بن بو علي على 24 طالب و 4 اساتذة كمجموعة تجريبية . تمحورت اهم النتائج في التطور الكبير والسريع للطلبة في مادة القراءة وتجاوبهم الايجابي مع التكنولوجية كوسيلة ساعدت في تنمية بعض كفاءاتهم الاستيعابية عند القراءة ، كما ابرزت النتائج استحسان الاساتذة لدور التكنولوجية في تنشيط حصة المطالعة المكثفة وتشجيع الطلاب على المتابعة عليها و الاستفادة منها في مشوارهم الدراسي ، العملي والعلمي .

الكلمات المفتاحية: تكنولوجيات الاعلام والاتصال (الكمبيوتر/الانترنت) - المطالعة المكثفة - قسم اللغة الانجليزية الاجنبية .

Abstract :

Using Information and Communication Technologies (ICT) such as computers and internet to teach EFL reading- particularly extensive reading- is gaining wide concern among researchers and teachers in different settings. ICT are nowadays representing a sign of progress in education and a crucial factor to pursue requirements of the changing world and the digital generation of students. At the Algerian university level, some EFL reading classrooms are unfortunately still depending on traditional matters in teaching/learning reading (both intensively and extensively) allowing students no chance to interact with the technology in the reading session.

The present work is an experiment conducted at Hassiba Ben-Bouali University of Chlef, it aims primarily at investigating EFL university students' attitudes and teachers' reactions to computer/internet extensive reading classroom and seeks to shed light on the importance and benefits of introducing ICT in the EFL extensive reading classroom.

We thus address the following questions: How can the EFL teacher bridge the gap between traditional and technology-enhanced extensive reading classroom? What are the benefits of introducing ICT in the EFL extensive reading classroom? How to convince students of the important role of technologies (computers/internet) in extensive reading? What are the main constraints faced by the teacher and the students in the technology-enhanced extensive reading classroom? To what extent will students and teachers benefit from the technology in extensive reading?

To this end an overview about technology-enhanced classroom is presented followed by an illustration of the principle benefits of ICT in learning EFL in general and the advantages of computer/internet technologies in reading/extensive reading in particular. A comparison between the traditional and the technology-enhanced reading classroom is also dealt with so that to serve as a background for the study. Participants in the experiment are 24 students and 4 teachers chosen randomly. Results of this investigation have reinforced the view that ICT, especially computer/internet have major benefits on students' achievement in reading/extensive reading in the sense that these technologies motivate students to read both intensively and extensively, strengthen their reading competence and make them enjoy the reading act. Findings of this study have also reinforced the important role ICT play in aiding EFL teachers introduce novelty in the reading classroom and engage students actively in the fruitful skill of extensive reading.

Key Words : ICT (computer/internet) –Extensive Reading - EFL Classroom.

1. Technology Enhanced Classroom: An Overview

Multimedia technologies (Computers, Internet, Videos, CD ROM...) are revolutionizing all aspects of life in today's world. The impact of the technological expansion has contributed to great achievements worldwide; in education, for example, research evidence about the advantages of technologies in the learning classroom have become the core focus of many contemporary researches.

However, introducing a technology in the classroom should not be done at random. Jones and Sato (1998) suggest that in adopting any technology one should consider the following questions:

- Does the technology facilitate the attainment of course goals?
- Is it cost effective? Do the benefits outweigh its cost?
- Are the teachers ready to work with the new technology? Is any training required?
- Does it help teachers make more efficient use of class time?

(Jones and Sato 1998, mentioned in Richards and Rinandya, 2002:361).

Providing answers to the above questions will make both teachers and students benefit from the technology to large extent. Here are some examples:

- Technology equipped classroom encourages not only the students but the teacher also in a positive way (Jonassen, 2000).
- It provides a good opportunity to develop and create different and enjoyable tasks in the EFL classroom (Gent Ilter, 2009).
- It helps students become active, motivated and involved in language learning process (Opcit).
- It motivates students and engages them in the

skill of speaking, reading, listening and writing easier (Anderson and Speck, 2001).

- It increases students' interest in the classroom (Mayora, 2006).

Unquestionably, the effective integration of any technology in the language classroom requires as claimed by Al-Mekhlafi (2004), Chen (2008) and Ertmer (1999) to take into consideration some factors such as teachers' attitudes, beliefs and willingness.

Compatible with this requirement, students' attitudes as users of the technology and active participants in the learning process are also important in the success or failure of any innovation in the classroom, especially when innovation has to do with the introduction of new technologies such as computers and internet in teaching EFL reading/extensive reading.

2. Computers, Internet and EFL Reading

Integrating computers or/and the internet technology in the Foreign language classroom is a subject of great debate. Most research findings in the field of ICT reveal promising results about the use of computers and internet in EFL reading. Kyeung Kim (2008) assumes that these technologies can provide "both ESL/EFL teachers and students with virtually boundless uses" (Kyeung Kim, 2008:242).

CALL (Computer Assisted Language Learning) has nowadays become a common feature of most EFL classrooms. A wealth of research (e.g. Jonassen et al, 1999) stress the great benefits CALL has in increasing students' interaction (in the target language) in the form of exchanging, discussing and negotiating utterances and information to construct their knowledge about the target language. For Harmer (2007) computer-based instruction can also provide students with unreachable and fascinating activities which motivate them. Ybarra and Green (2003) state that computers can provide added practice when necessary. They in addition enable

students to engage with materials in authentic environments and to integrate various language skills and usage (Warschauer & Healey, 1998).

With particular emphasis on the reading classroom, Case and Truscott (1999) stress the importance of computers and the internet as good sources in developing reading skills. They argued that computer-based reading helps increase students' interaction with texts, attention to individual needs, and increases independence through an ability to read texts they would not otherwise be able to read. It also helps them improve their sight word vocabulary, fluency, and comprehension which are crucial for improvement in reading. Similarly, AlKahtani (1999) comments that previous research about the use of computers for reading instruction clearly supported the idea that computer-based instruction facilitates students' reading comprehension and increases their reading speed such as studies conducted by (Kulik et al, 1983). Moreover, Pérez Correa et al (2004) provide guidelines for successful computer-reading instruction in the classroom:

1. Computer instruction in reading should focus on meaning and stress reading comprehension.
2. Computer instruction in reading should foster active involvement and stimulate thinking.
3. Computer instruction in reading should support and extend students knowledge of text structure.
4. Computer instruction in reading should make use of content from a wide range of subject areas.
5. Computer instruction in reading should link reading and writing.

Taking into account all that has already been mentioned about the important role of computers in the reading classroom, one can assert that successful computer instruction could be more efficient if students are actively engaged in their learning and made more responsible for their reading, because computer-based instruction is student-centered instruction (Pedersen & Liu, 2003; Sandholtz et al, 1997). Moreover and compared to direct models or teacher-centered teaching, "the use of computers in a student-centered approach involves active participation of students in their learning process" (Kyeung Kim, 2008: 243). In this respect, studies of some researchers (e.g. Miller and Olson 1994 and Cuban 2001) further state is that the use of computers can sometimes transform teachers' pedagogical practices from teacher-centered to student-centered ones. Due to the invaluable role of the internet technology in the classroom it has become as put by chen (2008) "possible and

feasible for language teachers to make effective use of instructional materials, especially in teaching language and culture" (Chen, 2008:1016). During the last 10 years, more and more language teachers have integrated the internet into the classroom (Fischer, 1999) for the simple reasons that:

- It offers "a new learning environment and a wealth of pedagogic possibilities" (Yang, 2001: 156).
- It could serve as technological scaffolding, which complements teacher scaffolding inside and outside the classrooms (Ibid).
- It encourages students, increases autonomous learning potential and brings enthusiasm into the classroom (Ellinger et al, 2001).
- It serves as a mediating tool for technology-enhanced and student-centered instructional environments (Watson, 2006).
- It helps motivate students (Warschauer, 1999 and Yang, 2001).
- It contributes to teacher professional development (Al-Mekhlafi, 2004).

In reading particularly, Leu and Leu (1997), for example, point out that electronic books and stories used in EFL classrooms enrich students' interest and lead them to be a good readers. Furthermore, the internet technology can be used to stimulate different tasks in the EFL reading classroom, for example online-reading materials such as reading online-news "prepare students to become life-long users of the language" (LeLoup & Ponterio, 2004: 06).

For better understanding of the various possibilities of implementing any technological device in the EFL classroom and to ignite teachers' curiosity to use ICT in teaching EFL reading, we deem it necessary to make a comparison between the traditional and the technology-enhanced reading/extensive reading classroom.

3. Traditional Reading Classroom Vs Technology-Enhanced Reading Classroom

The teaching of reading -particularly extensive reading- to first year EFL university students is a demanding task which needs elaboration of efforts between teachers and students. The majority of EFL reading comprehension teachers, if not all of them, are still locked in traditional patterns of teaching the fruitful skill of reading and for most of them innovation in the classroom is a nightmare. Extensive reading on the other side is given very small space in the classroom and students are only asked to read extensively outside the classroom without any help from the teacher.

It was clearly observed in this study that in teaching reading both intensively and extensively, teachers give more importance to the product of reading, paying little attention to the fact that reading is both process and product. In such cases teachers leave their students ill-equipped with the necessary reading skills and strategies or any training that enable them a full involvement in the reading task and help them practice extensive reading in and out of class. Evidence of this fact can be highlighted with reference to the way EFL reading is taught in our classrooms. As described by some EFL university teachers and observed by the researcher the main steps are as follows:

1. The teacher introduces the text in a form of oral questions in order to test students' background knowledge about the topic to be dealt with.
2. The teacher opens discussion with students about their answers.
3. The teacher reads the text aloud to the class (one time) then asks students to read the text silently.
4. Some students (four to five) will have the opportunity to read aloud.
5. The teacher presents new vocabulary and clarifies ambiguities.
6. He asks students about the content of the text (question-answer).
7. After a general comprehension of the main ideas of the text, the teacher gives students different reading activities including WH questions, yes/no questions, direct/indirect questions...ect.
8. The teacher provides general feedback.

Clearly and with reference to the already mentioned steps (which are nearly the same in many universities around the country as reported by other EFL reading teachers from different universities), one may assert that this kind of reading instruction which is typically teacher-centered reduces students' progress and autonomy, it does not involve students in active reading nor does it motivate them read extensively on their own.

Such prevalent situation is in fact weakening our teaching pedagogy and making the majority of our university students passive practitioners who always wait for the teacher to spoon feed them. Part of the responsibility in this situation is put on the teacher whose primarily task is to guide students in the reading process, stimulate their curiosity for extensive reading and more importantly teach them necessary strategies to cope with their reading problems. If the EFL teacher performs well his roles and responsibilities, he will undoubtedly

make of students efficient readers capable to defeat any novelty in the reading classroom. Contrary to the traditional reading classroom where the text and the teacher are the source of students' language input and instruction, today and with the worldwide perspectives about the role of technologies in education, new opportunities are offered to the foreign language student to achieve an advanced level in reading using ICT.

The technology-enhanced reading classroom is in certain extent different from the traditional classroom; the main differences are stated in the table below and can be generalized to the extensive reading classroom

EFL Traditional Reading Classroom	EFLTechnology-enhanced Reading Classroom
<ul style="list-style-type: none"> - More teacher-centered. - Teacher authority is limitless. - The text is the only used material. - Teacher monitors every step in reading. - Text selection is most of the time the teacher's responsibility. - Teacher instruction and control 	<ul style="list-style-type: none"> - More learner-centered. - Teacher authority is restricted. - The technology is an aid for reading. - Students monitor their own reading and the teacher guidance is provided only when necessary. - It is advised to provide students freedom for text selection when possible. - Teacher-student and student-student interaction.

4. Methodology

The present study seeks to know:

* Students' attitudes and reactions to technology-enhanced extensive reading classroom (computer/internet).

* Teachers' attitudes and reactions to technology-enhanced extensive reading classroom (computer/internet).

* Students and teachers benefits from the implementation of technologies in the extensive reading classroom.

In order to achieve the already stated aims, a number of questions are asked:

1. What are 1st year EFL university students' attitudes toward the presence of the computer/internet technology in the extensive reading classroom?

2. How will they react to the technology-enhanced extensive reading classroom?

3. What are EFL university teachers' attitudes toward technology-enhanced extensive reading classroom?

4. How will they react to the technology-enhanced extensive reading classroom?

5. To what extent will teachers and students benefit from the technology (computer/internet) in the extensive reading classroom?

Answers to these questions would pave the way to a thorough diagnosis of the problem, and would serve as groundwork for alternative remedies, suggestions and recommendations.

4.1. Participants, Design and Procedures

The participants in the experiment are EFL university students and teachers (Four teachers and twenty four students). The twenty four students (16 females and 8 males), have an intermediate level in the English foreign language and are aged between 19 and 24 years old. The number of students in this study is restricted to 24 students for some reasons, among which we mention:

- The multimedia classroom in our department is equipped with 13 computers only, all of which are fortunately linked to the internet. In such conditions even the 24 students did not have the chance to individual utilization of the computer; they were put in pairs.

- Access to the multimedia room is possible once a week only for a time allotment of one hour and a half (the same multimedia room is shared between two departments; the English department and the French department).

- Each group of the reading comprehension class is made of 35 to 40 students.

Few months before we launch the study, the researcher tried to prepare his students psychologically for the technology-enhanced extensive reading classroom since using computers and the internet for reading was something new for most of them. Some of them were even very surprised hearing for the first time about technologies in the EFL reading classroom (precisely in extensive reading) a fact which was reflected in their answers to the questionnaire (see Appendix 1).

Teachers are also involved in this study since they represent an essential component in the teaching/learning process and their attitudes are important for any educational reforms. The four EFL university teachers are of varying teaching experience (from 5 to 12 years of English teaching) and aged between 26 and 45 years old as it will be described in teachers' questionnaire (see Appendix 2).

Because the multimedia classroom was not always accessible, the researcher managed to schedule three hours for extensive reading; one hour and a half each session. The researcher also consulted the multimedia room more than one time to get an idea about the type of computers and internet connection available. The investigation was conducted in a period of four months (one semester: from November 2010 to February 2011) during which students were exposed to diverse reading materials.

Each session the students were asked to skim over the internet and select what to read. At the beginning of the experiment the teacher's help was indispensable to monitor students' selection of some interesting materials and after a short period using the internet, students became more familiar with the technology in selecting their preferable material for extensive reading.

The teacher's supervision was sometimes necessary especially with reluctant students. It was noticed at this level that most students showed preference for materials about scientific and social topics dealing with animals, natural phenomena, family problems, marriage...ect. They also chose short stories and newspapers, a fact which was openly reflected in their individual choice of the extensive reading materials.

4.2. Research Instruments

The questionnaire was used as a main instrument to elicit data from the two omnipresent partners in the teaching/learning process: students and teachers for the reason that it allows the analysis of a large number of informants in a relatively short period of time anonymously (Wallace, 1998). In addition using a questionnaire is less time consuming-if compared with other instruments such as the interview. Thus two questionnaires were carefully prepared; the first one was addressed to 1st year EFL university students (Appendix 1) and the second one to EFL university teachers (Appendix 2).

Moreover and since the questionnaire serves to elicit students' attitudes towards a teaching method, their profile, learning styles and needs (Seliger & Shohamy, 1989), the first questionnaire was directed to 1st year EFL university students to determine their attitudes towards technologies in EFL learning in general and technology-enhanced reading/extensive reading classroom in particular. Simultaneously the second questionnaire was designed to EFL university teachers in order to collect data about their attitudes and reactions to the implementation of ICT (mainly computers

and the internet) in the EFL reading/extensive reading classroom. It should be noted that in both questionnaires the researcher used combined questions which are a mixture of both closed and open elements within the same question and most often used to yield satisfactory data. .

The two questionnaires were administered to the informants (teachers and students) few days before we started our experience with the technology-enhanced extensive reading classroom.

4.2.1. Results of Students' Questionnaire

The general objectives of the questionnaire were clearly explained to the 24 students (who were selected randomly without having any idea about their real competencies in using ICT) in advance so that to lower their anxiety and give them more freedom to express their opinions openly without fear of the teacher's reaction. The questionnaire comprises nine questions which were carefully selected according to students' level and age so that to elicit necessary data that would help teachers integrate technologies in the reading/extensive reading classroom in the future. Investigation into students' reactions and attitudes towards the introduction of ICT especially computers and the internet in the EFL reading/extensive reading classroom need to be valid and reliable. Hence, data gathered from the questionnaire were collected and analyzed. Each question was dealt with separately:

The first question was about students attitudes toward extensive reading in general. Students' answers revealed that of the total number of respondents, (75%) presumed that they like extensive reading (eighteen students), whereas six students, i.e., (25%) showed dislike toward this skill which they judge not always interesting. Here, all students' commented on their answers and referred their enjoyment or dislike of extensive reading to two reasons:

- The good or/and bad experiences they had with reading in general and extensive reading in particular.

- The good or/and bad (insufficient) instruction they received in extensive reading.

The researcher wanted through the second question to know more about students' interests in reading extensively in EFL. Most students (exactly twelve students) said that it is very rare when they read extensively in English representing a percentage of (50%). The minority (about four students) which means a percentage of (17%) responded positively; a fact which reflect their interest in EFL extensive reading. The remaining students: six students

(25%) stated that they sometimes read extensively in English and two students only (8%) do not read extensively at all.

At the level of this question, not all students commented on their answers. Those who did were mainly the ones who read the EFL regularly showing their love to the English language it self and their desire to learn from extensive reading. Simultaneously, students who rarely read extensively in English referred mainly to their previous bad experiences with reading in general, their fear of making mistakes, lack of interesting English reading materials and insufficient support for extensive reading.

When asked about their preferable extensive reading material (question three), the great majority of students (fourteen students) mentioned short stories as their preferable extensive reading material (58%), while only six students (25%) mentioned magazines and newspapers. The remaining four students, i.e, (17%) mentioned different texts and no one mentioned books. For this question not all students commented on their answers. Those who commented stated the same problem of lack of extensive reading materials (on the market) in general and the ones that interest them in particular. They added that materials available at the university library are not always interesting.

At the level of the fourth question students were asked about their opinions concerning ICT mainly computers and the internet. Equal percentages were noticed, (50%) for important and (50%) for indispensable represented by 12 students for each choice. As expected no one of the informants think that technologies are not interesting or boring. Approximately all of the respondents' comments supported the idea that technologies are a necessity in today's world. Some of them went further and state that they cannot imagine life in the absence of the internet and the other technologies such as cell-phones and computers.

As predicted, all the informants (100%) answered yes to the fifth question. All the respondents' commented openly on their answers. For them it is the new technological revolutions spread world wide and requirements of the century which oblige them to use the computer for different purposes.

In question six, of the total number of informants, twelve students mentioned that they use the internet for chatting (50%). A percentage of (25%), i.e, six students consider the internet as a source of entertainment. (17%) use the internet for research and a small number of students (two students

only) use it to learn and study. Unfortunately none of the students use this technology for extensive reading. Comments on this question were very few; only four students commented on their answers stating that the internet is an excellent medium for entertainment and leisure.

Answers were equal for reading interesting things only and reading everything (interesting or not) when connected to the internet, i.e, eight respondents for each choice (33%). Five of the informants (21%) preferred reading full texts while three of them only read newspapers, i.e, a percentage of (13%). In commenting on their answers, the great majority of students mentioned that when reading full texts from the screen they lose attention, they prefer reading short things that attract them such as titles, headlines, very short paragraphs and sentences.

Answers to question eight were heterogeneous. Great number of the respondents (sixteen students) representing a percentage of (67%) thought that using computers and the internet in the EFL reading/extensive reading classroom is very interesting. Six students (25%) thought that it is an interesting idea, while two informants only, exactly (8%) had no idea. As observed by the researcher, most students did not comment on their answers to this question. The minority who commented (about six students) mentioned that using technologies in the EFL reading/extensive reading classroom will be a good initiative especially if the teacher's support, help and encouragement is provided.

The majority of students (twenty students) answered yes to question nine representing a percentage of (83%), while (17%) only (four students) think that implementing the new technologies in the EFL reading/extensive reading classroom is not a welcomed idea. The respondents commented on their answers stating that the use of technologies in the EFL reading/extensive reading classroom is something challenging and that they are enthusiastic for such learning. At the same time other students wonder about the type of extensive reading materials they will use in the internet classroom.

All in all, the great majority of the informants if not all of them showed interest in answering the questionnaire, they consequently commented on all the questions as we have already illustrated. Students' comments including their opinions were treated so that to provide insight for the effective implementation of the computer/internet technologies in the EFL reading/extensive reading classroom.

4.2.1.1. Students' Comments

Students' comments on their answers to the different questions of the questionnaire were treated by the researcher so that to take their preferences, views and interests into account when implementing the computer or internet technology in the EFL extensive reading classroom. In spite of the fact that a number of students did not comment on some of their answers (especially answers to questions two, three, six and eight), comments of the majority of the informants to all the questions revealed their interest and motivation to express their personal opinions about the issue under study. Treatment of students' comments on their answers to the questionnaire yielded important conclusions:

- Previous bad experience with reading in general and extensive reading in particular still handicap students' progress in this skill. Unfortunately some students have negative attitudes towards extensive reading and others do not read extensively at all. (Question 1)

- lack of interesting extensive reading materials and vocabulary problems are among the major reasons that decrease students' motivation to read extensively in English. (Question 2)

- Students are not encouraged to read extensively in English. (Question 3)

- Students are aware of the importance of ICT especially computers and the internet in today's world. (Question 4)

- Students are able to interact with the computers (they all know how to use this technology). (Question 5)

- The majority of students miss-use the internet. Most of them ignore the great benefits the internet may offer them in improving their EFL learning and research in different topics related to their studies. (Question 6)

- Students reading through the internet is very rare and if done it is limited to some short paragraphs or sentences as mentioned in their comments. (Question 7)

- Students showed motivation and interest for technologies in the EFL reading/extensive reading classroom. They are also conscious that the implementation of ICT in the extensive reading classroom needs encouragement and instruction from the teacher. (Question 8)

- Students are enthusiastic for the idea of implementing the new technologies mainly computers and the internet in the EFL reading/extensive reading classroom. (Question 9)

In general students' comments reflect their awareness of the importance of ICT in today's world and the tremendous benefits of using computers and the internet in EFL in general and reading/extensive reading in particular. These results have indeed helped the researcher gather the necessary data required for his research work. Moreover the informants' positive attitudes and motivation for the use of technologies encouraged the researcher to introduce the internet in his EFL extensive reading classroom without fear of students' bad reactions.

4.2. 2. Results of Teachers' Questionnaire

A second questionnaire was prepared and addressed to four EFL university teachers at the English department, among whom two have already used computers in their EFL classrooms. The informants' age ranged between 26 and 46 years old. The questionnaire comprises six questions carefully selected to feat the aims of the study. In addition to the already mentioned reasons (See 4.2) the questionnaire was opted for this time because it brings under control the dimension of "self report" (Weir and Roberts, 1994) which was indispensable in this present research. It is worth reminding that teachers were involved in this study to know about their attitudes and reactions to the implementation of ICT (computers/internet) in the EFL reading/extensive reading classroom. Data collected from teachers' answers to the six questions of the questionnaire were analyzed and interpreted; each question was dealt with separately:

For this first question all the informants (the four teachers) agreed that today's new technologies mainly computers and the internet play a crucial role in all aspects of life including education. One of the informants stated that "Computers and the internet are weapons of the century and every one should know how to manipulate these weapons and not let them manipulate him". Another teacher stated some examples were such technologies proved to be successful (business, commerce, medicine...)

When asked about their computer/internet skills, all the informants showed satisfaction. They have all the necessary skills of word processing, internet search and emails. The respondents' comments reinforced their answers: the four teachers stated that they have no difficulties with word processing or emails. One of them even said: "Internet is my best friend". For internet use, only one teacher mentioned that his internet connections are very rare and that his access to the internet can be limited to one or two times every month and when necessary (especially for research).

The respondents' answers to the third question were varied and unexpected. Three teachers answered yes without specifying the number of times. Among these three teachers only two ensured that they have not only thought of implementing a technology in their classes but they used it (referring to the computer technology mainly). One teacher answered that he has never thought of implementing any technology in his classes being it the internet, computers or whatever other new technologies.

Teachers' comments on their answers fall into three parts: those who thought about the technology without implementing it in their classrooms, those who implemented the technology in their classrooms and those who have never thought about the idea as a whole. For the first part, the concerned teacher commented that thinking carefully about the use of any technology in the classroom is a very important step that can automatically according to him lead to fruitful use of the technology. The two other teachers (concerned with the second part) shared the same comments since for both of them, as they mentioned, it is useless to think about a technology without using it. One of them added in his words: "practice may change your thinking." For the third part, the respondent said that "it is more important for any EFL teacher to think of ways to improve his students' level and motivation in the normal classroom before thinking about any other ways of teaching the language especially with the new technologies."

Surprisingly answers to the fourth question were all negative. In spite of the fact that all the informants seemed to be aware of the important role of technologies in today's world (as revealed in their answers to question one) and that some of them thought of implementing ICT in the EFL classroom (as revealed in answers to question three), all the informants answers to this question were negative, i.e, they all answered no. The two teachers who have already used computers in their EFL classrooms mentioned that they introduced computers mainly in listening comprehension and oral expression but never in reading or in extensive reading. One of them was even astonished for the idea, he said: "I don't think computers will be easily used in the reading/extensive reading classroom. I doubt their effectiveness, it is really a hard task!!" Another teacher commented in the following words: "Extensive reading is an important skill, but I fear the technology, mainly computers and even the internet will make my students interested in the technology itself and not the reading task or

my teaching". Comment of the fourth teacher was in the following words: "Some times I feel very tired after my reading comprehension class, for the simple reason that I follow every step my students do. In my own opinion, using a technology in my reading or even extensive reading classes will make me very exhausted."

The two teachers who have already implemented the computer/internet technology in their EFL classrooms either for listening comprehension or oral expression stated in their answers to the fifth question that the main constraints they faced were caused either by the students or the technology. No one of the two respondents mentioned the third proposition, i.e, the teacher. Here are their comments:

Teacher a: "students' nervousness, indiscipline and reluctance were the first constraints I suffered from, in addition to their limited ability in using computers. They wait for me to do every thing for them. It is not easy at all to use a technology with reluctant students."

Teacher b: "What to tell you about the terrible problems I faced when using computers in my listening classroom? Students were very noisy and I took long time to start my lesson. It was very interesting but effort demanding."

Although the two other teachers have never used the computer and the internet technologies in their EFL classrooms, they both commented that using a technology especially the internet will make the teacher as expressed by one of them: "lose his mind because of the limitless problems he may face".

In their answers to question number six, three teachers chose the second proposition. They stated that when implementing computers or the internet in their reading/extensive reading classrooms they will monitor every step in students' reading and they added that students are not yet ready to use the technology in reading. One teacher only stated that he will try to experience the benefits of ICT in his extensive reading session.

The informants' commented similarly on their shared choice for the second proposition of the research, they all referred to the important role of the teacher as an authority in the classroom especially in the technology-enhanced extensive reading classroom. One of these teachers commented saying: "I don't know what the teacher will do if students manipulate the technology themselves!".

The teacher who chose the first proposition commented in the following words: "Giving students a chance to choose from time to time the texts they want to read using a technology is a good opportunity to encourage them build autonomy in reading and enjoy the technology- extensive reading classroom."

4.2.2.1. Teachers' Comments

Teachers' comments on their answers to the questionnaire were also gathered and analyzed. The crucial objective of the researcher behind the treatment of teachers' comments fall into two points:

- a. To collect reliable data about the *informants' attitudes and reactions to the idea of introducing technologies in the EFL reading/extensive reading classroom (computers/internet).*
- b. To take into consideration teachers' suggestions and views when instructing students in the technology-enhanced extensive reading classroom.

The treatment of teachers' comments revealed the following results:

- Teachers are well aware of the important status of technologies in today' hegemonic digital age as reflected in their answers and comments. (Question 1).
- Teachers have the necessary skills (word processing, internet search and emails) that allow them a good command of the computer and the internet if used properly in the extensive reading classroom. (Question 2).
- Although teachers' awareness about the invaluable role of technologies in all fields of life, some of them are de-motivated to think about the implementation of any technological devise in their EFL extensive reading classroom particularly for extensive reading. Most of them believe that they have first to cope with their students' shortcomings in the traditional technology free reading/extensive reading classroom before thinking about anything else. (Question 3).
- Restriction in the use of technologies to teach EFL (used only in oral and listening sessions) and absence of any initiative to use computer or internet technology in the EFL reading/extensive reading classroom. This fact is due mainly to:

- a. Teachers' fear of losing their principle role

as the unique authority in the classroom in the presence of a technology.

b. Their discomfort with the idea of using computers or internet for the teaching of reading and unwillingness to shift from the traditional EFL reading/extensive reading classroom where (for most of them) progress is guaranteed to a technology- enhanced classroom where no thing is guaranteed.

c. Their fear of the bad reaction of students and the miss-use of the technology.

• All teachers, including the ones who had no experience with technologies in their EFL classes shared the same view that the source of constraints in the technology-enhanced classroom is either the students or the technology itself and never the teacher. (Question 5)

• Teachers' frustration of the idea that a technology may replace them is the reason of their hesitation in implementing technologies in their EFL classes mainly for extensive reading. (Question 6)

After the treatment of students' and teachers' comments a general interpretation of the study findings will be presented in the subsequent section.

5. General Interpretations

Students and teachers showed positive attitudes towards Information and Communication Technologies (ICT) and are all aware of the numerous benefits of these technologies especially computers and internet. For students the presence of a technology in the classroom will make reading more enjoyable and help them practice this life long skill better than they do in the technology-free classroom where they do not have such an opportunity. In this context one of the students who participated in the technology-enhanced extensive reading experience states that: "The extensive reading lesson with the technology is more and more and more interesting than any previous reading classes where we did not have time to read at all". However, the technology classroom is not free of troubles. The major constraints faced by the students are as follows:

- Students' weak competence in reading in general.

- Students' interest in the technology itself and not in the objective of the teacher behind using this technology and which was in our case the practice of extensive reading.

- Students' frustration, anxiety and embarrassment in the technology-enhanced extensive reading classroom.

- Students' dependence on the teacher.

- Technical problems especially with the internet.

- Insufficient time for the practice of extensive reading.

Most EFL university teachers think that the use of any technology will minimize their roles in the classroom. For them, the chalk and the blackboard are better than any other new technology. In fact many constraints impede them to introduction ICT in their reading/extensive reading classrooms, such as:

- The insufficient training in the use of technologies (computers/internet).

- Lack of experience in teaching reading/extensive reading using the new technologies:

- Administration constraints (equipments, time schedule, financial support...ect).

- Students' weak command of the new technologies (computers/internet).

- Students' discipline problems in the technology-enhanced extensive reading classroom.

- Overcrowded reading groups.

- Time constraints which is a constant issue.

- Absence of collaboration between teachers, especially those who implemented technologies for reading/extensive reading and those who did not.

- Absence of a good management of the technology-enhanced reading/extensive reading classroom.

- Absence of teachers' dissemination of their successful experiences with the technology in the reading/extensive reading classroom.

- Technical problems especially with the internet.

All these constraints represent in fact a challenge for both teachers and students, especially those who want to pursue the world wide requirements of the century: the digital age teachers and learners.

6. Suggestions and Recommendations

With emphasis on results of the present study we thought it important to provide both

teachers and students with some suggestions and recommendations for the efficient use of ICT in the EFL reading classroom in general and the extensive reading session in particular.

a. Teachers: The following recommendations are addressed to teachers, especially those planning to integrate a technology (computer/internet) in the EFL reading/extensive reading classroom. The teachers should keep in mind that:

- Any novelty in his teaching is a great step toward professionalism and development.

- He has to treat all the possibilities of introducing the technology in his reading classes and/or extensive reading sessions.

- He has to take into account other teachers experience in teaching reading/extensive reading using technologies.

- He has to take into account his students' age, interest and level before he steps for any new experience of introducing a technology for extensive reading.

- The selection of reading/extensive reading materials from the internet need careful supervision.

- Technical problems such as electricity problems, the speed of the internet or connection problems are not rare in the technology classroom, what is important is to know how to deal with such obstacles when not expected.

- Pre-training in the use of any technology is necessary for the teacher and students alike.

- Pre and post discussion sessions can aid him know more about students preferences, view points and more importantly about the problems they encounter in the technology-enhanced reading/extensive reading classroom.

- Supervision in the EFL technology reading/extensive reading classroom and the good command of the technology are not sufficient parameters for a successful technology-enhanced lesson, students' enjoyment and progress are other parameters to consider.

b. Students: As principle pillars in the teaching/learning process, students are also provided with some suggestions that may be of help for them in the technology-enhanced extensive reading classroom. Students should bear in mind that:

- Learning the EFL cannot be achieved without at

least acquiring the reading skills that enable them read with comprehension.

- *Technologies, especially computers and internet* have become vital in education in general and in teaching/learning foreign languages in particular.

- They have to manipulate the technology for *their own benefits: learning the EFL in general and improving their reading proficiency* in particular.

- Relying totally on the teacher will never help them build their autonomy in learning the EFL and achieve the desired level of progress in reading.

- Training in the use of any technology is needed.

- It is never late to ask the teacher for help when needed.

- Extra collaborative work (pair and group work) in using the internet for material selection is encouraged as a way to learn from each other, for example, students can exchange materials they read via internet or comment on some of the texts they come across during their selection.

We hope these suggestions and recommendations will be of benefits for EFL university teachers and students alike, especially those who have not yet experienced the challenge of interacting with technologies in the EFL reading /extensive reading classroom.

7. Conclusions

Findings of the present study urge the need for educational reforms at the level of our universities, particularly in the implementation of Information and Communication Technologies (ICT) in teaching/learning the EFL in general and the reading/extensive reading in particular. The study shows the great benefits the technology-enhanced extensive reading classroom can offer students and teachers, particularly in helping the former introduce changes in the teaching of reading and in engaging the latter in the fruitful skill of extensive reading. It therefore becomes *cine-quantum* for practitioners in higher education to interact with technologies in the language classroom and to reinforce the status of extensive reading in the curriculum so that it becomes one of their most preferable activities. We hope the present study will help both teachers and students step toward innovation in the reading classroom and cooperate to introduce ICT in the extensive reading classroom.

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Appendix 1*Students Questionnaire*

Dear students you are kindly requested to answer the above questions. Put a cross in the right box. Add your comments when necessary.

Age:

Sex:

1- Do you like extensive reading?

Yes No

Comment.....

2- Do you read extensively in the EFL?

Yes (regularly) No (never) Sometimes Rarely

3-Comment.....

Magazines/ Newspapers Books

Short stories

Different texts

Comment.....

4-What do you think of today's Information and Communication Technologies (ICT) such as computers and the internet?

Important Not interesting Indispensable Boring and Useless

Comment.....

5- Have you ever used a computer for reading/extensive reading?

Yes (more than one time) No (never)

Comment.....

6-What do you personally use the internet for?

Research Study or learn Extensive reading Entertainment Chatting

Comment.....

7- What do you generally read on the computer screen when being connected to the internet?

Full texts Interesting things only Newspapers Everything (interesting or not)

Comment.....

8-What do you think of using Information and Communication Technologies (ICT) such as computers and the internet in the EFL reading/extensive reading classroom?

Very interesting Interesting No idea

Comment.....

9- Will you welcome the idea that your teacher implements ICT mainly (computers/internet) in the EFL reading/extensive reading classroom?

Yes No

Comment.....

thank you very much for your help.

Appendix 2
Teachers' Questionnaire

Dear colleagues, you are kindly requested to answer the following questionnaire. Your comments are necessary.

Teaching experience (number of years):.....

1- What do you think of the new Information and Communication Technologies (ICT), mainly computers and the internet?

Indispensable

Interesting

Unnecessary

Not interesting

Comment.....

2- What are your computer/internet skills?

Internet

Word processing

email

Comment.....

3- Have you ever thought of implementing Information and Communication Technologies (ICT) in your EFL classroom (computers/internet)?

Yes (more than one time)

No (never)

Comment.....

4- Have you worked with computers or/and the internet in your EFL reading/extensive reading classroom?

Yes (more than one time)

No (never)

Planning for this
in the future

Comment.....

5- What were the main constraints you faced when introducing the technology in your EFL classroom?

Students

Technology

you (teacher)

Comment.....

6- If you have the opportunity to use computers or/and the internet in your EFL reading/extensive reading classroom what will you do?

Welcome the idea and try the experience

Prefer the traditional classroom

Comment.....

Thank you very much for your cooperation.



07

الباحث

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مجلة دولية فصلية أكاديمية محكمة
تصدر عن مخبر اللغة العربية وآدابها
جامعة عمار ثليجي - ولاية الأغواط - الجزائر



مطبعة بن سالم

الأغواط - الجزائر

العدد السابع
أوت 2011

الترقيم الدولي : ISSN : 1112 - 4881

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EXTENSIVE READING IN THE EFL CLASSROOM:

STEPS AND BENEFITS.

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• ملخص :

إن إبراز الدور الفعال الذي للقراءة المكثفة وكذا المطالعة في تعلم اللغات الأجنبية وفي مقدمتها اللغة الانجليزية أصبح الشغل الشاغل للعديد من الباحثين والدارسين في مجال تنمية قدرات الاستيعاب لدى الطالب وتمكينه من اللغة بطريقة تساعده على الاسترسال العفوي فيها والقراءة السلسة لنصوصها. وبمعنى آخر : يتلخص مضمون هذه الورقة في تركيز اهتمام كل من الأستاذ والطالب على الأهمية القصوى للمطالعة والقراءة المكثفة باختلاف أنواعها على العملية التعليمية والتلقينية بصفة عامة ، وعلى الرصيد اللغوي والمعلوماتي للطالب القارئ بصفة خاصة.

في هذا الإطار سنحاول استدلالا بما توصلت إليه لدراسات الحديثة في مجال القراءة التطرق إلى مفهوم المطالعة المكثفة من جوانب عديدة أهمها الجانب البيداغوجي التعليمي. كما سنسلط الضوء على مجمل الخطوات التي يجب إتباعها من طرف الطالب والأستاذ في قسم القراءة المكثفة والمعايير التي

يفترض الاعتماد عليها للتسيير الصحيح لعملية القراءة . وفي ختام هذا البحث سنبرز مسؤولية كل من الطالب والأساتذ في استدراك الفوائد غير المحدودة للقراءة المكثفة ، والتي طالما كانت ولا تزال الممول الأساسي والفريد الذي يثري حاجتنا للارتقاء في تعلم اللغات في ظل تغيرات عصر المعلوماتية.

الكلمات الدالة: القراءة المكثفة- قسم اللغة الانجليزية - الأستاذ- الطالب.

*Abstract:

The present work is an attempt from the researcher to ignite teachers' enthusiasm and increase students' curiosity for EFL Extensive Reading (ER). In other words the main concern of the present paper is to focus teachers as well as students' attention on the importance of a skill (ER) which is most of the time-not to say all the time- given little concern in our EFL classrooms especially at the university level. To feet this aim, a definition of extensive reading is presented followed by the crucial steps and procedures the two partners teachers and students have to consider for a successful extensive reading program. Furthermore both teachers as well as students roles and responsibilities in the EFL extensive reading classroom are focused. The concluding part of the work is reserved to an illustration of some of the endless benefits and advantages of the fruitful skill of extensive reading with an emphasis on the support it may offer to the teaching/learning process as a whole.

Key Words:

Extensive Reading (ER) - EFL Classroom- Teachers- Learners.

1- Introduction

Associated with other learning skills, Reading is a key to success in foreign language learning and a serious occasion do develop knowledge about the language and its components. Reading can in addition provide immense help for foreign language learners at different levels from intermediate to advance. It is then essential to give this fruitful skill its right place in our foreign language classes starting from middle and secondary school to the university where time for reinforced, individual extensive reading becomes a major requirement.

2- Rationale and Enquiries

It is unfortunately becoming a reality in most EFL settings especially the university that students do not read neither inside nor outside the classroom. School libraries are constantly suffering from the very limited number of students who lend books for extensive reading. If they do it is generally to fulfill classroom requirements or the teacher's assignments. Lack of reading is thus an alarming situation that needs to

be given much concern by instructors and specialist in the field of foreign language teaching/learning due to the vital role reading plays in our lives and the life of our students.

With reference to what has already been mentioned, we saw it an urgency to reserve this paper to *Extensive Reading* and measure the degree to which it may become crucial in every step we perform in the learning of a foreign language (the EFL in particular). Accordingly we addressed the following research questions:

- *What do we exactly mean by Extensive Reading in an EFL environment?*
- *Is really Extensive Reading (ER) worthwhile in the EFL classroom? If yes, what are its main benefits?*
- *Is it always done outside the classroom?*
- *What are teachers and students' roles in the EFL Extensive Reading Classroom?*
- *What kind of help can the EFL teacher provide in ER?*

We hypothesized that:

- *Extensive Reading (ER) means reading and reading a lot for enjoyment and information (reading great deal, individually at ones' own pace self-selected materials without doing any assignment).*

- *Extensive Reading is worthwhile in the EFL classroom and most of the time indispensable.*
- *Extensive Reading is the type of reading which if practiced regularly can yield to satisfaction from the reader at different scales (language itself, grammar, vocabulary, fluency, background knowledge, spelling, pronunciation, comprehension...)*
- *Extensive reading is most of the time an outside class activity but it can also take place inside the classroom and with the participation of the teacher*
- *Both teachers and students have complementary roles in the EFL extensive reading classroom starting from the chosen material to the reading act.*
- *The EFL teacher has a lot to do in the EFL extensive reading classroom in coordination with students of course.*

The present work is in sum an attempt from the researcher to answer the already asked research questions and to test the effectiveness and credibility of her hypotheses. To do so a general viewpoint on the background of extensive reading and its definitions is necessary.

3- Background on Extensive Reading (ER)

Reading as a language skill is generally divided into two types: *intensive* done inside the classroom under the teacher's guidance and

extensive done freely outside the classroom without any aid from the teacher. Long ago investigations in the field of second/foreign language learning focused more on intensive reading in expense to extensive reading which was given little space of interest.

Palmer was indeed among the pioneers who established the theory and practice of extensive reading in teaching modern languages, while Day and Bamford (1997) focused on extensive reading as an approach to the teaching of second/foreign language reading. Palmer argued the importance of both types of reading being extensive (done by the students themselves) or intensive (under the teacher's supervision), because for him the main goal in both readings is to comprehend the printed pages. In Palmer's opinion intensive reading means to: ***“take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains.”***(Palmer, 1921/1964:111). On the other hand he defines extensive reading as ***“rapidly”*** (Ibid) reading ***“book after book”*** (Palmer, 1917/1968:137).

It was only at that time that reading was given a new pedagogical dimension in language teaching and extensive reading gained much concern in foreign language instruction. Such concern contributed in the birth of the new status extensive reading gets in foreign language

pedagogy since “*texts were being read for ordinary real-world purposes of pleasure and information*” (Day and Bamford, 1998: 05).

In this context we saw it essential to shed light on the different definitions of extensive reading which though numerous share the same believe that *Extensive Reading is a valuable experience* for teachers and students alike.

4- Definitions of Extensive Reading

Extensive reading is recognized in language teaching as one of the four styles of reading: skimming, scanning and intensive reading (Williams and Moran 1989, Day and Bamford ,1998). Different terms are frequently attributed to extensive reading and used exchangeably, we state here:

* “*Supplementary reading*” (West, 1926/1955:26).

* “*Free voluntary reading*” (Krashen, 1993).

* “*Pleasure reading*” Mikulecky (1990) and Palmer (1964).

For Kembo (1993) extensive reading refers to “*the less rigorously supervised reading that pupils will do both in and outside the classroom. The texts read will normally be those of their own*

choosing, even though the teacher's guidance will be crucial at the beginning.” (Kembo, 1993:36)

In general, extensive reading requires students to read great amount of materials that interest them, because *“lots of people.... get turned on to all kinds of materials that someone would not put in a pile called pleasure reading....Extensive reading is people willing to engage... (with) a lot of extended texts for a variety of reasons.”* (Grabe, 1995). Longman Dictionary of Language Teaching and Applied Linguistics states that extensive reading is: *“intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading.”* (Richards, Platt, & Platt, 1992:133)

It is in fact this kind of reading, i.e, extensive reading, that inspires students to read more on their own and practise reading as an enjoyable long life activity. Reading must then be encouraged and developed *“...and can only be developed, by means of extensive and continual practice. People learn to read, and to read better, by reading.”* (Eskey, 1986:21)

In this token and to convince students of the value of extensive reading a possible solution is to introduce this skill in the EFL classroom following certain steps and procedures.

5- Integrating Extensive Reading in an EFL Environment

There is a common belief among most foreign language teachers that extensive reading should be practised outside the classroom by the students themselves and without any help or guidance from the teacher. Those teachers ignore the fact that students with negative attitudes towards reading will never feel the desire to read extensively especially outside the classroom and on their own.

It is worth reminding in this respect that love, motivation and positive attitudes for reading start from the classroom experiences with reading where students have the chance to interact with various materials in collaboration with each other and with the teacher's cooperation. Once students feel comfortable with reading inside the classroom and their motivation and interest for this skill increase, they will gradually transfer the reading they enjoy with their teacher and classmates in the classroom to reinforced individual extensive reading outside the classroom. In this way and in **Mayne (1915)** words *“reading classes will give students a love for reading in the foreign language, a thirst for it that will stay with them throughout their lives.”*

In this part of the work we will try to argue the value of extensive reading when introduced inside the classroom and to convince EFL

teachers -especially those who are eager to help their students enjoy extensive reading and benefit from it- that there is always a possibility to make of extensive reading a priority of the majority of students. *When, How and where to start?* Are questions that will be discussed in this paper.

Based on Day and Bamford (1998) there are various ways to deal with extensive reading; it can be included in a second/foreign language curriculum in four main ways, as:

- A separate course
- Part of an existing reading course
- A noncredit addition to an existing course
- An extracurricular activity.

(Day and Bamford, 1998:41)

As an attempt from the researcher (an EFL teacher) to rationalize the extensive reading program and emphasize its main benefits, she introduced an extensive reading program in the English curriculum as part of an existing reading course. Participants in the program which lasted for 6 months (2 semesters) were a class of 30 students. All the class (including students and their teacher) was supposed to read for 30 minutes materials chosen from the university library or brought by students themselves. Because of time constraint it was impossible

usually for students to finish reading a book or a short story in one session. Thus, students were allowed to take books at home and finish their readings. Simultaneously, participants were given the total freedom to stop reading the material and change it when necessary. In the program, extensive reading started immediately after the 60 minutes of intensive guided reading. Each time a student finishes reading he was asked to exchange his material with other mates. Students were also required to prepare the book-report sheet on the material they read and to justify their choice for the chosen material. This was done purposefully to encourage students express their viewpoints on the material including what they learnt from it and also to help the teacher know more about students' preferences and interests to provide them with enjoyable books.

For better results, the teacher focused in his program on Day and Bamford's (1998) ten principles of extensive reading, i.e, the characteristics of a successful extensive reading program and which are:

- ❖ Students read as much as possible, perhaps in and definitely out of the classroom.
- ❖ A variety of reading material on a wide range of topics must be available.
- ❖ Students select what they want to read

- ❖ The purposes of reading are usually related to pleasure, information, and general understanding
- ❖ Reading is its own reward
- ❖ Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar
- ❖ Reading is individual and silent
- ❖ Reading speed is usually faster rather than slower.
- ❖ Teachers orient and guide their students.
- ❖ The teacher is a role model of a reader for students.

(Day and Bamford, 1998: 7/8)

After the first semester (3 months) of extensive reading, students were asked to continue reading during holidays and to prepare a list for the materials they read in addition to the book-report sheets. Surprisingly and just after the holidays, about 90% of the students showed enthusiasm to restart the program. Some of them even suggested their need for supplementary separate extensive reading sessions where they can have additional sufficient time to read for pleasure.

6- Major Gains and Benefits.

The benefits and effectiveness of extensive reading in second/foreign language teaching/learning in general and reading in particular have been demonstrated by a number of experiments (Nation

1997, Day and Bamford 1998, Elley and Mangubhai 1983, Tudor and Hafiz 1989, Hafiz and Tudor 1989, Elley 1991, Pilgreen and Krashen 1993, Cho and Krashen 1994, 1995, Constantino 1994).

In our experience with the extensive reading program in the classroom, we noticed big progress in students' reading examinations, language and oral skills. It is indeed a reality that “ (...) *participating in an ER program tends to be associated with improved performance on tests of reading comprehension, writing, and other integrative measures*” (Horst, 2005).

Among the advantages of the program we cite the following:

- ❖ *Students leant new vocabulary*
- ❖ *Students' participation in the reading classroom increased, some of them even communicate in English using the words they leant (development in speaking)*
- ❖ *Students developed in writing thanks to the book-report sheet and the summaries they wrote, in addition to the sight vocabulary they developed*
- ❖ *Students became more confident to read different types of materials that expose them to various registers of language*
- ❖ *Students learnt about different people from different texts (development in students' background knowledge)*

- ❖ *Students relaxation -far from the casual routine of the supervised lessons*
- ❖ *Students expressed their opinions when presenting their book-report sheets, a phase that was a chance for most of them to exchange their interests concerning books they prefer reading*
- ❖ *Students built positive attitudes towards reading in general and regular individual reading in particular*

Briefly speaking, extensive reading helped students *“enter the cycle of growth...The virtuous circle of the good reader: Reads faster; Reads more; Understands better; Enjoys reading...”* (Nuttal, 1996:127). Moreover, *“Longer concentrated periods of silent reading build vocabulary and structur awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation.”* (Grabe, 1991: 396)

Apart from its impact on language and reading ability, extensive reading can in fact be a key to unlocking the all- important taste for foreign language reading among students (Day and Bamford, 1998). Furthermore and in Paran's (1996) words *“(...) One becomes a good reader (in any sense of the word) only through reading large amounts of material. Clearly the role of extensive reading is crucial in this respect”*. EFL teachers have thus to keep in mind that: *“Any classroom will be the poorer for lack of an extensive reading program, and will*

be unable to promote its pupils' language development in all aspects as effectively as if such a program was present” (Davies, 1995: 335).

All these reasons, and others, make it imperative that language teachers seize any existing occasion and introduce extensive reading in the teaching of the English foreign language in general and reading in particular.

7- Teachers and Students' Main Duties

In the EFL extensive reading classroom the teacher and students have roles to perform and duties to exercise, if these roles and duties are respected the program will yield its successful outcomes.

According to Day and Bamford (1998), students need careful introduction to extensive reading. It is indeed essential for the EFL teacher to teach foreign language reading well, *“to know as much as possible about how the reading process works and how to integrate that knowledge effectively into our reading pedagogy”*(Barnett, 1989: 01).

The teacher as part of the reading class has to take part in the program and read materials he chooses when his students engage in extensive reading. In this way he will not only encourage students to read but also maintain their curiosity for reading as they see the teacher

himself taking part in the reading they do. Obviously a teacher who does not read in the classroom will face difficulties to convince students of the value of in-class silent voluntary reading. Moreover and in Henry's (1995) point of view teachers are *"selling reading"* (Henry, 1995:52) and this can only be done when they act as readers in the classroom. Teachers of extensive reading have then *"to commit to reading what their students do"* (Ibid) and to know that *"Reading is caught, not taught."* (Nuttal, 1996: 229).

In addition and a priority in the extensive reading classroom *"...learners reading texts not listening to the teacher, not reading comprehension questions, not writing answers to comprehension questions, not discussing the content of the text."* (Williams, 1986: 42). Furthermore, it is of paramount importance in the extensive reading classroom to prepare a supportive reading climate in which students feel comfortable to read and read a lot without being interrupted by any intruder. Thus *"Teachers must learn to be quiet: teachers interfere with and so impede their learners' reading development by being too dominant and by talking too much"* (Ibid: 44).

Because students have the freedom to choose materials for free voluntary reading, the teacher can offer special help mainly for weak and anxious students to choose easy materials that are within their

language competence. In here **Laufer (1989)** suggests that learners need to be familiar with at least 95% of the running words in a text if they want to comprehend and thus perhaps learn from the text. The teacher can also give his opinions on students' choice of the material, advice them, propose some titles he judges suitable and if possible *“Ask them what they like reading in their own language, peer over their shoulders in the library....”*(Williams, 1986: 42).

On the part of students they have as a main duty to read and read a lot during the extensive reading classroom where time, energy and efforts are all unified for the unique objective of reading and enjoying the self selected material. It is only in this way that readers develop *“very positive attitudes toward books as they raised their literacy levels in English”* (Elley, 1991:397).

One necessary thing that students have to bear in mind is what Nuttall (1996) emphasized in the following words: *“We learn to read by reading...We want students to read better...To do this they need to read more.”*(Nuttall, 1996: 128). In the same token, Mikulecky (1990) claims that *“Students must develop the habit of reading massive amounts.”* (Mikulecky, 1990:13).

Further suggestions and proposals are directed to teachers and students to aid them experience a skill which is mostly absent in most of our EFL classrooms.

8- Proposals and Suggestions

From our experience with extensive reading we suggest the following points to help the two partners students and teachers better benefit from extensive reading and taste the beauty of this fruitful skill.

As a student you have to be sure that extensive reading:

- ❖ Is for all levels and not only for those who are good readers
- ❖ Is the key for success in learning the EFL and developing your language skills
- ❖ Is the eye through which you can see the entire world
- ❖ Is a source for entertainment and learning
- ❖ Is a way to score better in examination
- ❖ Is the solution to most of your language problems

As a teacher, and if eager to introduce extensive reading in your EFL classroom you have to take into consideration some essential points:

- ❖ Extensive reading needs time and effort

- ❖ Students will not benefit from the program if forced to take part in it, the pleasure they will get from reading and reading a lot in the classroom is linked to their interest in the program
- ❖ The benefits of the program do not come in short time
- ❖ Increasing students interest and motivation for reading must be your primary concern
- ❖ You are responsible for how much students enjoy reading by acting as a role-model and a councilor in monitoring your students choices when necessary
- ❖ You have to provide a relaxing climate where students feel the joy of silent reading
- ❖ Your participation in the program as a reader is it self a stimulus for students
- ❖ Providing special support for weak, lazy and reluctant students is also one of your responsibilities
- ❖ Stop reading for your students, let them read and love what they read
- ❖ Start now, do not wait for others
- ❖ Judge the success of your program by the benefits your students will gain from it and not time spent in reading

We hope the proposed suggestions will be of some help for teachers and students especially those who have not yet experienced the power of extensive reading and its benefits.

9- Conclusion

Our intention in the present paper has been to convince teachers and students in EFL settings especially the university, of the immense help and endless benefits extensive reading can provide its practitioners. We have also aimed to motivate them (teachers/students) step a step forward and experience the beauty of a skill they generally tend to give less importance.

Based on the gains obtained in the enrolled program as well as other research on extensive reading one can hypothesize that extensive reading is the activity that kindles every progress in the classroom. It is then time to give it at least a share in and outside the EFL classroom.

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