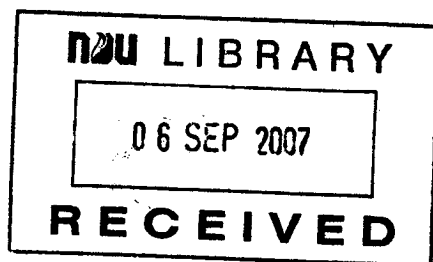# EFFECTS OF EXTENSIVE READING ON THE NUMBER OF

READING MATERIALS AND THE WRITING STYLE IN ENGLISH OF

GRADE SEVEN STUDENTS IN A FRANCOPHONE SCHOOL IN LEBANON

A Thesis
Submitted in Partial Fulfillment to the Faculty of Humanities
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By

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Louaize

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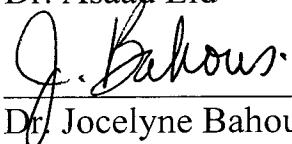
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To my loving parents, for their invaluable love, support and patience

and to my sister and brother who always add a smile to my day

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ABSTRACT

Reading is the basis of all activities students do in all school subjects and this skill has been

given more attention than any other feature in education. Knowing how to read at school is an

important accomplishment in itself for any student's language growth and is the source of

success whether in academic years or later in life (DeStefano, 1982, p.388). Since to "read" is to

decipher and understand the meaning of letters and symbols (Merriam Webster Online, p.1),

comprehension is a key element in this skill. ESL/EFL students find reading in English difficult

because they do not understand a given material. This might be due to the choice of the wrong

material either concerning the language level used in it or even the topic dealt with, which may

not necessarily be interesting to them. Extensive reading, associated with pleasure reading, is a

type of program in which students read large amounts of material that are up to their level and

deal with topics that interest them (Shelton, 2005, p.1). Students in the class are the center in this

program. They choose what they want to read and what they want to read about. The teacher

guides them in making sure that the chosen materials are suitable for their language level and

plays the role of a good reader (Bamford, Day, 2002). The fact of reading somehow easy and

interesting materials motivates learners to read more (Bell, 1998, p.2). ER also contributes to

improving the students' writing style due to their exposure to large amounts of English. Krashen

(1984) emphasizes the subconscious language acquisition process through pleasure reading. To

him, voluntary pleasure reading improves writing style for the reader focuses on the message

leading thus to the development of writing ability (pp.6, 23). Sixty EFL grade seven students in

a francophone school in Beirut, who are divided into an experimental and a control group,

participate in an experiment measuring the impact of motivation on the number of materials read

in an extensive reading program as well as its effect on writing style in English. Both groups answer a first questionnaire including issues on their attitude towards reading in general and reading in English in particular, the types of material they like to read, their number and the difficulties they encounter while reading English. The two groups read a common book and fill a book report to be used in evaluating writing style based on vocabulary, syntax and sentence structure. Then, ER is implemented in the experimental group during a month and a half, and students read material and fill reports stressing on their opinion about the material, the summary, the characters, vocabulary and the difficulties faced when reading. At the same time, the control group follows usual English language sessions. At the end of the experiment, both groups have to fill a second questionnaire where they mention the number of material they read in English during this month and a half, what type they like to read the most and the difficulties they face. Analysis of the results shows an important increase in the number of materials in English read by the experimental group during the time of the study and a difference between this number and the one of the control group. Moreover, an improvement in the writing style of participants in the experimental group is noticed. The limited time scope of the study affects these results. Consequently, installing ER for a whole academic year is recommended to give the students enough time for language acquisition and thus improvement in writing style.

CHAPTER ONE

INTRODUCTION

Rationale of the study

Students learning English as a second or foreign language think that reading English is only reading short passages and texts found in their textbooks, answering questions and studying vocabulary and grammar based on the reading material. They cannot be blamed for this since having taught English as a second foreign language in francophone schools, the researcher knows that the reading session is often taken as one for analysis of a given text through doing several activities leading to comprehending the material, explaining vocabulary and answering comprehension questions.

An important number of Lebanese students in francophone schools find reading English a difficult and somehow tiring and boring activity because of the number of words they have to search in the dictionary as well as the complicated sentences and ideas. On the other hand, due to the mixed-ability classes teachers have, the books that students belonging to the same class section have to read might not be up to all the pupils' level. Some might find these materials easy, others challenging and some learners may find them way beyond their level. Moreover, some may find the topic this reading material deals with interesting and others not. This results in having students who relate reading in English only to the English course and the teacher's demands.

Concerning the writing style, Lebanese students in francophone schools face problems in writing in English. This is due to their tendency to think in French or Arabic then translate into English. They make inferences from their first or second language and this weakens their

sentence structure in English. Weak sentence structure is also the result of the students' poor

syntax and lack of adequate vocabulary in the English language.

The selection of grade seven students for this study is because the researcher believes

students in francophone schools can write at this stage and are serious and motivated. The

chosen students for the experiment have been taught English for four years. Therefore, their

writing style can be evaluated at this level.

Hypotheses

Ho1: Extensive reading increases Lebanese grade seven students' 'motivation' towards reading

in English as measured by the increase in the amount of materials read.

Ho2: Extensive reading improves the writing style in English of grade seven students in a

francophone school.

Significance of the study

This study can assist teachers of English to find new techniques to help students acquire

the target language and thus improve their writing style while reading extensively. This study

can also create in the learners a sense of motivation and liking to reading in English. It is hoped

that with extensive reading EFL/ ESL students will overcome the reluctance they have in reading

all types of reading materials they can find in English on the one hand and the difficulties they

face when reading in this language whether concerning lack of interest in the reading materials

or lack of comprehension due to the difficulty of the materials. It is also wished that extensive

reading will be used as a means to expose students to large amounts of English materials

allowing the learners to acquire this language and develop their writing style. An understanding

of extensive reading, if implemented in classes, as well as its effects on the reading frequency and writing style in the English language is vital because of the large number of students instructors are teaching and preparing to face the world of today where reading in general is necessary and the mastery of written and spoken English is a condition in all fields.

Study

Two sections (sixty students) of grade seven in a francophone school in Beirut are chosen for this study. Almost all the chosen students have been studying English since grade four. A first questionnaire involving questions about the learners' attitude towards reading in general and reading English in particular, the number of materials read per month whether in any language or specifically in English, the types of materials students like to read if they choose to read in English, and finally the difficulties learners face when reading in English is given to the sixty learners. The students are randomly divided into two groups: an experimental group of thirty students and a control group of another thirty students. All the students in both groups are given a week to read the same book, entitled *My Fair Lady*, and fill a book report about it. During this week, the researcher examines the answers given by the experimental group in the first questionnaire to see what types of reading materials the learners are interested in. It is according to these answers that the materials of the school library are chosen and magazines are added to the ones found on the shelves. After having read *My Fair Lady* and filled the book report, the reading activity is introduced to the students of the experimental group. The experiment is implemented during six weeks in which learners in the experimental group read and exchange reading materials in English whereas the control group follows usual English sessions without being asked to read. The students of the experimental group have to fill reading material reports

at the end of every reading material they finish. At the end of the six weeks, a second questionnaire is administered to both groups.

The first and second questionnaires of the two groups are used to compare the number of materials read in English during the six weeks. The book report and the reading material reports are used to compare the writing style in the experimental group. For the control group, the book report, a paragraph written by the students of this group during the sixth week of the experiment and the second questionnaire are compared to examine the development of the writing style.

At the end of the experiment, the number of materials read and development of writing style are compared between the experimental group and that of the control group. The aim of the comparison is to draw conclusions about the effects of extensive reading on the number of materials read and the writing style.

CHAPTER TWO

READING: A NECESSARY SKILL

Many students consider that reading is the most crucial of the four skills in second language, particularly in English as a second or foreign language (Carrell, 1988, p.1). In fact, as Robb and Susser (1989, 1990) say, in many parts of the world, reading has always been considered as the most emphasized skill in FL (foreign language) and EFL (English as a foreign language) situations (p.1). Moreover, Peter Traves (1994) stresses the fact that there are very few things which excite the learners' imagination more than reading does (p.91). Reading is a crucial language skill that is becoming in more demand nowadays than in any time in our history (Browning, 2003, p.3).

Reading is almost always thought of as a text in the type of printed language (Traves, 1994, p.91). There is a tendency to relate or associate reading with academic activities. This is not entirely true. We are exposed to reading in every activity we do every day and we read automatically without thinking that we are actually doing it. Teachers agree that everyday, whether in school or at home, ESL/ EFL learners have different reading materials to deal with. Consequently, students acquire much of their knowledge and understanding of the various subject areas through reading (Shoebottom, 2003, p.1). However, learning to read is in itself "a major achievement in a student's language development" (DeStefano, 1982, p.388). Due to its importance, the place of this skill in the curriculum has been studied thoroughly and Gibson and Levin (1975, as cited in DeStefano, 1982) note that

reading has received more attention than any other aspect of education. The ability to read well is the basis for success in school and later, so there is a small wonder that instruction in the early grades is organized around learning to read (p.388).

Prior to discussing reading as a skill, it is necessary to start with some definitions of the verb 'to read'. There are a lot of explanations for this term. Some taken from the *Merriam Online Dictionary* are: "to receive or take in the sense of (as letters and symbols) especially by sight or touch", "to learn from what one has seen or found in writing or printing", "to receive and understand", "to interpret the meaning or significance of (foretell, predict)" and "to attribute a meaning to something read" (www.m-w.com). In *A New Webster's Dictionary* (1981, p.621), the verb 'to read' is defined as follows: "to go over systematically by sight or touch to take in and understand the meaning of letters or symbols", "to utter aloud the words represented by written matter", "to understand the written form of", "to interpret the meaning or significance of, foretell, predict", and "to put into something a meaning that may or may not actually be there."

Not only in English but also in French, the verb 'to read' means to be able to decipher what is written and understand it (Robert, 1973, p.997). Another definition of this verb, as cited in *dictionnaire.tv5.org*, is to recognize the letters and pronounce them aloud as well as to guess and foretell (http://dictionnaire.tv5.org). In other words, 'to read' is "to look at written words and understand what they mean" (Adam, 2001, p.1175). So, reading is a meaning seeking process activity.

Reading is a composite skill for it involves a series of other ones that can be summarized into three main categories. The first one is the capacity to identify stylized forms which are shapes on a ground, curves and lines and points related to each other. The second one involves the capability of relating the black marks on the paper with language (Broughton et al., 1980, p.

89- 90). Therefore, readers must first recognize the printed shapes then relate each one of them to the language in their heads (Traves, 1994, p.93). The third skill is the ability to connect the black marks which constitute words on the paper with what words represent (Broughton et al., 1980, p.90). John Munby (as cited in Grellet 1981, pp.4-5), adds a number of other skills involved in reading. First, he mentions deducing meaning and comprehending both explicit and implicit information and recognizing the function of sentences and utterances and the connection in the sentence and the sections of a text through lexical and grammatical tools. Finally, he cites interpreting a given text by: recognizing indicators in a certain reading material, being able to identify the main point, separating the main idea from the supporting details, extracting relevant points to summarize the text or any idea found in it, skimming which includes reading a text quickly to get a general understanding and finally scanning which is also reading quickly but to find a specific piece of information (pp.4-5).

Reading can be done for different types of materials. Francoise Grellet (1981) lists the main text- types one usually comes across They can be grouped as follows: literature (novels, short stories, poems and plays), newspapers and magazines (headlines, articles, editorials, reports and advertisements) as well as other types of reading materials such as recipes, letters, e-mails, catalogues and other materials that one encounters every day (pp.3- 4).

With the advance of technology, computers are included in reading sessions. Learners can read different sorts of materials on the computer and the internet thus exposing themselves to real-life situations. Moreover, it is believed that computers are valuable tools to increase the learners' speed in reading and offer dynamic visual support to what is read contributing in overall comprehension (Al Kahtani, 1999, pp. 2- 3).

Concerning the reasons for reading, the answer varies according to what we are reading. Some learners read for study purposes, that is, to find out about something that the learner might need to use in something else and for pleasure (Harmer, 1998, p.68; Grellet, 1981, p.4). It is believed that reading is vital and it is extremely necessary to develop reading for pleasure (Protherough et al., 1989, p.38).

There are many ways or approaches that instructors adopt to teach learners how to read. Teaching reading has evolved from part-centered to meaning-emphasis (Ediger, 2001, pp.157-162). The following are some of the approaches in chronological order:

- Phonic: it teaches the relation of the letters (graphemes) to the sounds (phonemes) they represent (What is a phonic approach to reading? http://www.sil.org). Learners are taught to match letters of the alphabet with their pronunciation. In this approach, it is believed that if students are taught individual sounds, they can combine them and then form words (Ediger, 2001, p. 157);

- Syllable: the students learn syllables as the basic building block or unit for decoding words (What is a syllable approach to reading? http://www.sil.org);

- Sight word: it uses the word as the basic unit of language (What is a sight word approach to reading? http://www.sil.org). It is also called 'look-say approach' because teachers who adopt it in their classes use flash cards to help learners identify words such as "the, of, and" (Ediger, 2001, p.158);

- Synthetic: it begins with the smallest segment of speech and builds or synthesizes the small parts into syllables and words (What is a synthetic approach to reading? http://www.sil.org);

- Analytic: it begins with words, especially nouns that can be illustrated, then breaks these words into parts (What is an analytic approach to reading? http://www.sil.org) ; and

- Global: it begins by giving learners natural, meaningful texts to listen to, look at, and memorize by sight (What is a global approach to reading? http://www.sil.org).

ESL/EFL students are aware of the importance of being able to read well and any ESL/EFL learner's goal is to become a 'skilled reader' in the second language. In other words, any ESL/EFL learner wants to become one who comprehends the meaning of a text read at a normal speed and relates it to "his or her intentional thinking as the language is processed" (Lado, 1988, p.172).

Due to the emphasis on the terms "understanding" and "comprehending" when talking about reading, the two terms will be used interchangeably for they have the same significance which is "to grasp the meaning of (*A new Webster's dictionary*, 1981, pp. 147, 843)." One should understand the meaning of what is being read. This makes reading a comprehension skill which is "the ability to use context and prior knowledge to aid reading and to make sense of what one reads and hears" (What are comprehension skills? http://www.sil.org). The comprehension of a given reading material is based on four main characteristics: first, the knowledge that reading makes sense; second, the reader's prior knowledge; third, the information presented in the text; and finally, the use of context to assist recognition of words and meaning (What are comprehension skills? http://www.sil.org). Anne Ediger (2001) says that the reader does not only utter the written words but also interprets the meaning they convey. This interpretation is influenced by the reader's previous experiences as well as one's language and cultural background along with the purpose for reading. As one is reading, meaning is recognized and got from the printed words and mental ability is used to form a notion of the topic. Moreover,

semantic and syntactic information are joined with personal experience to predict what is about to be read. As one continues reading, these predictions prove to be either correct or false. If the readers discover that the predictions are true, they continue reading. If they prove to be wrong, the reader should change the way of reading either by slowing down, rereading sections of the text, or even looking for key terms (Ediger, 2001, p.154).

A common problem is that some ESL/EFL students find themselves unable to understand or comprehend a given reading material. This is a puzzling issue because, as language teachers, we find that some learners face difficulties in reading whereas others know how to do it when they come to school, and this is basically the main reason behind calling them, according to DeStephano (1982) "the early reader group" (p.387). The answer or answers are basically related to the appropriate materials, learning strategies and some learning-specific factors such as motivation, interest, cultural background and attitudes towards reading (DeStefano, 1982, p.388). But, there are some factors that make texts difficult to understand even for 'early readers'. They are basically related to illegibility concerning poorly printed or copied and badly set-out texts, unfamiliar words, lack of background knowledge, difficult concepts, complex syntax, advanced cohesion and poor writing (Shoebottom, 2003, pp.1-2).

As pointed out earlier, literacy has become extremely essential in almost all societies. Therefore, it is the teacher's duty to show the learners the necessity of reading. This should also be part of the school strategy. In reality, the school must take into consideration the role of reading in society and promote it as an important activity. It is a whole-school responsibility to encourage reading and teach it. Therefore, each department must be aware of the necessity of teaching reading and create different ways and opportunities to give learners the chance to read in order to fulfill a variety of purposes (Traves, 1994, p.94).

'How do we teach reading?' is a question that can be asked at this point. However, before answering it, it is necessary to explain how reading was previously taught and also mention the principles behind the teaching of reading.

Teaching methodologies have evolved from focus on grammar teaching to communication. Some of the methodologies are discussed to highlight the development of the focus on the reading skill. Prior to the revolution in language teaching towards the audio-lingual approach, the key goal in studying any language is reading or, more specifically, reading as well as writing are the major focus, whereas little attention is paid to listening and speaking . For example, in the grammar-translation method, the main goal of teaching a certain language is to make the students become able to read the literature of this language (Richards, Rogers, 1986, p.3). This methodology is based on "rote learning of verbs and vocabulary, together with translation of sentences from L1 to L2 and vice versa" (Macmillan English Dictionary, www. Macmillandictionaty.com/glossaries.htm; Richards, Rogers, 1986, p.3). The audio-lingual approach, mainly focusing on listening and speaking through memorization of dialogues, came as a reaction to the grammar-translation method (Richards, Rogers, 1986, p.51). In the communicative language teaching approach, learning a language is not learning rules of grammar; it is to communicate using this language. In this approach the learning activities are chosen based on how much they can involve the learner in meaningful and authentic use of the language (Richards, Rodgers, 1986, p.72). Finally, the content-based approach is based on the choice of materials that interest the learners and match their needs to promote language acquisition. The reading skill is crucial in this approach since the "natural content for language educators is literature and language itself" (Rodgers, 2001, p.4).

Concerning the principles behind teaching reading, first of all, one should be aware of the fact that reading is not a passive skill. On the contrary, it is an 'active occupation' because, as Harmer (1991, 1998) says, the students have to interact with the reading material and their success or failure at "understanding the content depends to a large extent on their expertise" (p.183) in interacting with the text. To do so, learners should be given a number of activities or exercises to train them. Second, students must be engaged with what they are reading and encouraged to respond to the content of a reading text, not only to the language. Third, prediction is a major factor in reading for effective readers must be able to predict what they are about to read and later check how much the content fits their predictions. Finally, the teacher should match the chosen activity to the topic and exploit any reading text to the full. In other words, the educator should come up with a number of activities suitable for the chosen text (pp.183, 70, 71). One example of activities that can be given to students in a reading session is answering questions showing the sequencing of a given text such as: "What happened?", "What is the sequence of events?", and "What are the sub stages?" (Sequencing, http://www.somers.k12.ny.us/intranet/skills/organizing/sequencing/sequence.html). These principles apply to 'Intensive reading' (IR) which is basically the close study of short passages including semantic, syntactic and lexical analysis and sometimes translation into L1. Activities exploiting the text to the full contribute to this detailed analysis of the reading material. However, in 'Extensive Reading' or 'Pleasure Reading', reading is individualized with the learners choosing the books they are interested in and the reading material should not be discussed thoroughly in the classroom (Robb, Susser, 1990, p.1-2).

It is up to the teacher to decide what sorts of reading activities to implement in the language class. If the teacher wants to install IR and put the theory of teaching reading in

practice, one should know that it goes beyond assigning the learners a text and asking them a series of comprehension questions when they have finished. In modern practice, any reading lesson should be divided into three phases: the pre-reading, while-reading, and post-reading stages (Dubin, Bycina, 1991, p. 202).

Concerning the first phase, pre-reading, it is necessary to activate the students' knowledge of a certain topic and to assure any language preparation needed in order to cope with the material to be read, and motivate the students who want to read the text. A lot of audio-visual aids could be used at this point such as pictures, movies, value clarification exercises, and role-plays. Because research has not determined yet which of these is more effective, the language teacher has the freedom to try what is thought to be more suitable for the class keeping in mind the learners' goals and level (Dubin, Bycina, 1991, p. 202). A lot of pre-reading activities, two of which are discussed here, can be done in class because readers should be prepared for what they will read. One example of such activities is the "Anticipation Guide" by Herber (1978) in which the students have to respond first individually to a series of statements and questions supporting their beliefs and experiences about the topic that is going to be discussed or studied and then may be put in groups to justify and elaborate what they have responded (Anticipation guide, http://www.somers.k12.ny.us/intranet/reading/anticipation.hml; Dubin, Bycina, 1991, p.202). "Text surveying or previewing" is another type of activities that can be used not only with short passages but often with longer stretches of discourse such as a chapter from a textbook. Its purpose is to quickly determine the structure of the passage and identify the main ideas. To do so, they normally discuss the title, the subtitles as well as the summary and conclusion with the aid of pictures, charts and map. During this activity, questions are formulated in a way to motivate the students to read (Dubin, Bycina, 1991, p.203).

The while- reading phase aims at helping the students understand the specific content and perceive the rhetorical structure of the text. It requires the teacher's guidance to assure that learners are dealing with the reading material as they should. A number of while-reading activities can be provided to the students to guide them. Some examples are the following:

- the traditional outline as well as other activities based on diagrams or graphic devices to set comparison and contrast (Compare and contrast, http://www.somers.k12.ny.us/intranet/skills/organizing/compcontr/compare.html; Dubin, Bycina, 1991, p.203, 205) (See Appendix A);

- checking viewpoints of the author as well as the characters (Points of view, http://www.somers.k12.ny.us/intranet/skills/organizing/pointview/pointview.html; Dubin, Bycina, 1991, p. 203) (See Appendix B);

- solving a problem presented in the text (Problem solving, http://www.somers.k12.ny.us/intranet/skills/organizing/problem/problem.html; Dubin, Bycina, 1991, p.203) (See Appendix C);and

- analyzing causes and effects (Cause and effect, http://www.somers.k12.ny.us/intranet/skills/organizing/cause/cause.html; Dubin, Bycina, 1991, p. 203) (See Appendices D, E).

By encouraging students to complete outlines as well as graphic organizers, the teacher helps the learners to perceive how ideas are related to each other. All these activities are suitable for each and every text. It is the teacher's job to choose the one that suits a given reading material the most.

Finally, the post-reading phase, which is the last stage of a reading lesson, targets reviewing the content and focusing on grammar, vocabulary, discourse features as well as

consolidating what has been read to learners' previous knowledge, interests and opinions (Dubin, Bycina, 1991, p. 204). An example of post-reading activities is the QAR (Question-Answer Relationships) in which two categories of questions can be asked. The first group is text-based and is formed of: 'Right There' questions, which are formulated with words taken exactly from the text, and to which answers can be found in the same sentence; and 'Think and Search' questions which ask students to think about the information they have read and search through the whole passage to find information that apply. The second category of questions is knowledge-based and is formed of: 'Author and You' questions to which the answers are not found in the text but require a full understanding of it and the 'On My Own' questions that can be answered by students based on their own knowledge and they do not require reading the text (Dubin, Bycina, 1991, p.204).

The "Problematic Situation" by Vacca and Vacca (1993) is an example of activities which can be done during the three phases of reading as individual or group work. The teacher exposes the problem of the text and asks the students to brainstorm ideas, evaluate the responses and discuss the merits of every solution. After reading the texts, the teacher asks the learners to reconsider their propositions and modify them according to the new information. Finally, the students evaluate some suggested resolutions and see whether they are better than the ones presented by the author (Problematic Situation, http://www.somers.k12.ny.us/intranet/reading/problematic.html).

Another strategy that can be used throughout all the reading activity (before, during and after reading) is called "PLAN" (Predict/ Locate/ Add/ Note). In this activity, the student predicts the content and the structure of a given text, locates both known and unknown information, adds words or phrases to explain the new information or even the already known

one and notes the new information gained (PLAN- Predict/Locate/Add/Note,

http://www.somers.k12.ny.us/intranet/reading/PLAN.html).

However, reading in a language classroom does not mean that only students perform this

activity since the teacher could read to the learners from time to time. A lot of researchers have

spoken about reading aloud to the students versus silent reading. Silent reading is the most

commonly used reading type for meaning, whether for information, enjoyment, or study.

Teachers encourage such type of reading to increase the speed of their students' reading (Lado,

1988, p.185). Reading aloud is a universally used technique to develop the reading skill.

Linguists who advocate silent reading for meaning object in many cases to reading aloud for they

consider that it works on reinforcing vocalizing while reading silently is useful for slow readers

(Lado, 1988, p183). Hill and Dobbyn (1979) view this kind of reading as a way of spending

forty-five minutes or so with the least trouble possible for the educator and it does not help the

pupils (Amer, 1997, p.43). White (1982, as cited in Amer, 1997) restricts reading aloud to the

early stages of learning to read. He actually says that it might be helpful that the teacher reads

aloud to the students having their books in their hands to follow the text (p.43). Kenneth

Chastain (1971) stresses the fact that the teacher must first make sure the learners are able to

establish the connection between the sound and its written symbol or even symbols. The value of

this relation should not be underestimated and enough practice should be provided, otherwise,

the students cannot succeed in such an activity (pp.177, 178). Reading aloud by the teacher can

be equally important for the ESL/ EFL readers because these students, when reading silently,

tend to read word by word due to their limited linguistic competence. They are actually anxious

about understanding every single word they read that they have the tendency to break sentences

into chunks which have no meaning. As a result, the sentences become meaningless and they

lose their integrity. Reading aloud in this case helps the students discover units of meaning that should be read as phrases rather than word-for-word. It is necessary to mention that the proper production by the teacher of punctuation signals, stress, and intonation play a crucial role in this process to help the students understand larger units (Amer, 1997, pp.43, 44).

Aly Amer (1997) conducted an experiment to see what the effect of the teacher's reading aloud on the reading comprehension of sixth-grade EFL students reading a narrative text is. Seventy-five male students at an intermediate school in Cairo having studied EFL for six years participated in the study. They were divided into two groups: thirty-nine for the experimental class and thirty-six for the control one. The chosen story was divided into four meaningful parts. In each session, the key vocabulary in the part to be read in the classroom was presented and explained. While the teacher read aloud, the students were asked to follow and read silently in their books. Several comprehension questions were then asked. The same procedure was done with the control group, except that students were asked to read silently with no oral reading. After having administered tests focusing on comprehension to both groups, results indicated that learners had better understanding of what has been read aloud than in the silent reading situation. Amer (1997) says that the pedagogic implication behind these results is that reading aloud, if it is made a regular and integral part of the EFL teaching and learning process, can have a positive effect. Unplanned reading aloud that is occasional may not affect the learner's comprehension positively (pp.44- 46).

Reading aloud, if misused, may have negative effects. The teacher should be careful not to excessively employ this technique for it causes boredom (Chastain, 1971, p.178). One case of misuse is when students read aloud for their classmates since it is believed that students not only the teacher may also take turns in reading aloud. In this case, students might find difficulties in

reading aloud since they might start reading in chunks losing therefore the meaning regardless of the intonation and the rhythm. Second, it is misused when the learners take turns reading a sentence each in regular order. To overcome this problem, the teacher should choose students randomly (Lado, 1988, p.183).

Silent reading also presents negative points. A problem lies in this case: speed and comprehension. In other words, the fear seems to be that students might achieve speed without comprehension in silent reading, and the former without the latter is not reading (Lado, 1988, pp.185,186).

What should teachers do? Should they focus on silent reading more than reading aloud or vice versa? Learners should be exposed to all types of reading in a language classroom. Therefore, there should be a balance between silent and oral reading since studies have shown that both types of reading, if well-used, contribute to the development of comprehension.

Besides the choice of material to be read and reading aloud to the students, the teacher plays a paramount role in a reading class. The students should feel that the teacher is a source of help to them to make what they are reading understandable. This does not mean that the teacher should explain every single detail to the learners. The teacher's role is to make sure that the students understand the reason behind the reading activity and what will be done afterwards. Moreover, the teacher should ensure that the learners have the necessary background information before they are asked to read (Shoebottom, 2003, p.34). The teacher should create a pleasant atmosphere to motivate the students to read, make sure that all of them are involved in the reading activity, and keep in mind that even a single word of encouragement is sometimes enough to motivate the learners. Good relations between the instructor and the learners lead to enthusiasm (Thanasoulas, 2002, pp.1-6). The teacher is therefore a manager, planner, counselor,

supporter, motivator, stimulator, language instructor, director, monitor, co-communicator and evaluator (Wiriyachitara, 2005, pp.43- 45).

In conclusion, reading is an essential language skill that the teacher should stress due to the great importance and necessity of reading in every single activity one does. This language skill should not be neglected anymore. Teachers and school administrations should look for interesting ways to teach their students how to read, enjoy reading and profit the maximum from this skill. One way of making learners interested in reading is giving them the opportunity to read what they want or what they are interested in. The students should be partners in the choice of reading material by listing the topics of interest to enjoy the activity. On the other hand, it is the teacher's duty to choose adequate reading materials that suit the students' level keeping in mind the points of interest mentioned by the learners. Extensive reading deals with all these points and this reading approach will be explained thoroughly in the following chapter.

CHAPTER THREE

EXTENSIVE READING

Richards et al (1992) say that in teaching a language, the reading activities can be classified into two major groups: extensive and intensive (p.133). As mentioned previously, intensive reading (IR) is adopted in ESL/EFL classes. Some linguists as Aldersow and Urquhart (1984, as cited in Robb, Susser, 1990) assure that this cannot be considered as a reading lesson but a language one because reading texts become sources of language exercises (p.1). Therefore, if we consider how FL learners are taught reading, we find that intensive reading is somehow the only kind of reading that students do in a language classroom. Tse and Cook (1996, cited in Shelton, 2005) say that students in ESL classrooms usually read short excerpts and passages and have the tendency to think that it is the unique way of reading in a second or foreign language (p.1).

On the other hand, in extensive reading (ER), the word 'extensive' is related to the expression "large quantities" (Robb, Susser, 1990, p.3). Richards et al (1992) define extensive reading as follows:

> Extensive reading means reading in quantity 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. (p.133)

Another definition is given by Jacobs and Gallo (2002). They say that ER programs include students reading silently large quantities of materials. These materials are most generally suitable with the students' level to allow them a reasonable comprehension of what is being read with no outside help (p.1). Similarly, according to Shelton (2005), to read extensively means to

read broadly and in quantity. Therefore, the aim is to get a general understanding of what is being read because the reader likes the reading material and finds it interesting (p.1). In addition to this, a lot of linguists such as Bamford (1984, 1987), Brumfit (1984), Dubin and Olshtain (1977) and Krashen (1982, 1983) call ER a language learning process and add to Shelton's definition the idea of reading with the intention of obtaining pleasure from the text (Robb, Susser, 1990, p.3). Another definition is given by Brian Seaton (1982, as quoted in Shelton, 2005). To him, in an ER program, the readers read any text that suits their level without difficulty and for pleasure (Shelton, 2005, p.1).

Therefore, an ER program has three basic components: big amount of reading materials which are up to one's level, general understanding and reading for pleasure.

Now that the differences between ER and IR have been clarified, it is necessary to specify all the key terms mentioned in the definitions given to ER. The first idea mentioned in the definitions is 'reading in large quantities'. This idea is directly related to the word 'extensive', which is vague in itself. In fact, one does not know how much 'extensive' is and which quantity can be considered a large one. This issue has occupied linguists for a long period of time, and linguists have suggested several numbers (Shelton, 2005, p.3):

- 60 books a year (Bright, Mc Gregor, 1970).

- At least two books per week (Carroll, 1972).

- One hour per evening (Krashen, 1981).

- A chapter per week (Hansen, 1985).

- 5 hours by a specified date (Bowen, Madsen, Hilferty, 1985).

- One hour of extensive for every hour of intensive reading (Williams, 1986).

- 3 pages per hour (Matsumura, 1997).

- 30 pages per hour (Hill, Thomas, 1998).

Shelton concludes that the quantity of reading has nothing to do with the number of pages or the number of hours, but depends on the teacher and student perceptions, the program and the level (Shelton, 2005, p.3). However Bamford and Day (2002) try to specify a number for the large amount of reading material by saying that one of the principles of ER is that the learners should read as much as possible. They add that all teachers agree that their students are not given the chance or opportunity to read, read and read some more. They say that reading a book a week might achieve the goals of extensive reading and assure the establishment of good reading habits. This number is a realistic one for all levels of learners (p.2).

Another detail that is emphasized in the definitions of ER is 'pleasure'. Bamford and Day (2002) emphasize the importance of pleasure in reading by saying that in an ER program, students should be encouraged to read for the same purpose of first-language readers. Thus, reading is not an activity that should only be done in class but both inside and outside the class (p.4). It is indeed a very crucial one without which an ER program loses a lot of its value. This can be justified by the name that Krashen has given to such a reading program, 'pleasure reading' (Robb, Susser, 1990, p.2).

Krashen wants to emphasize the importance of enjoyment while reading. The 'pleasure reading' program is one where reading is individualized with the learners choosing the books they are interested in and the reading material should not be discussed thoroughly in the classroom (Robb, Susser, 1990, p.3). To find pleasure in what is being read, one should understand it.

General comprehension is another key element in an ER program. Because the major objective of ER is fair comprehension leading to pleasure while reading, both the teacher's

demands on the student and the student's demands on the text in order to attain the goals of

fluency and speed along comprehension are reduced. Broughton (1978) assures that ER implies

somehow a relatively low degree of understanding. This must be taken in context because it

does not mean that in ER, it is not necessary to understand what is being read, but this implies

that the student should not aim at understanding every single word and idea. What is asked from

the students is to achieve a degree of understanding or comprehension sufficient for pleasure

reading. If the learner finds a given book difficult, the ER program requires the book be

changed, and not that the student be made to study it more closely. The level or degree of

understanding a given text varies from one student to another. It depends on the learner's level

or the degree of the learner's language proficiency and the text itself. In the same class, a student

might find a given book difficult to understand while a classmate might find it easy and

enjoyable (Robb, Susser, 1990, pp.3-4).

A study was conducted on a person who wanted to learn how to read Japanese by herself

for four months and recorded her journey of extensive reading in a diary. An analysis of the

diary entries indicates that the person's attitude toward reading Japanese generally became more

positive throughout the course of her study. First, she felt frustrated and confused. Then, as she

started to pick books that were up to her level and that she really wanted to read, it motivated her

to improve her reading proficiency. It is mentioned that she was discouraged and stopped

reading when she did not choose the appropriate reading materials to read. The more she

understood what she was reading the more books she read (Yin Leung, 2002, pp.7-10). Another

study was also conducted in the University of Hawaii in Japan on foreign students who wanted to

learn Japanese for ten weeks. Because it was not easy to find books to read, the researchers

decided to have the students read books that were for children learning to read Japanese as their

first language. When asked about the reading rate at the end of the study, the increase in the section that followed ER was higher than reported by the students following Japanese language courses without ER. The average number of books read per student in the ER program was 31.6 (Ikumi Hitosugi, Day, 2004, pp.1- 11). This proves that when students understand what they read, the number of books read increases.

ER is viewed in two different ways as illustrated by Tong (2001, as cited in Jacobs, Gallo, 2002, p.1) and Day and Bamford (1997). Their points of view regarding ER are contradictory. Tong (2001) believes that ER should be seen as something to be done by learners at home after having finished their homework whereas Day and Bamford (1997) think that ER should be viewed as a combination of "teacher-led" IR with "large quantities" of ER done in school as well as out of school (p.1).

ER is an important program to be installed in a language classroom for several reasons which are exploited by Bell (1998).

First, ER offers understandable input. Krashen (1992, as cited in Bell, 1998) assures that this approach leads to language acquisition under three conditions: correct exposure to the language, use of interesting reading material and a tension-free learning environment (p.1). Language acquisition is related to the learners' personal efforts since 'to acquire' means "to learn or develop knowledge and skills by your own efforts" (Longman, 2001, p.801).

Second, ER improves learners' general language ability. In fact, both Grabe (1991) and Paran (1996) believe that ER provides learners with practice in automaticity of word recognition and decoding the symbols on the printed page which is the bottom-up approach (Bell, 1998, p.2).

Third, ER increases the students' exposure to the target language. In such a reading program students read a lot, therefore, they are exposed to the target language which increases

their potential in acquiring new forms from the input. The improvement of the writing skill due to the extensive reading program is emphasized. Krashen (1984) and Stotsky (1983) say that students who are good readers in their pre-college years become better writers when they enter college (Bell, 1998, p.2).

Fourth, ER can increase knowledge of vocabulary. It is believed that only a small percentage of the words that learners know come from direct vocabulary instruction, the remainder is built by reading. This is vocabulary acquisition through reading. It is said that to learn new vocabulary words in all educational levels, the students need to be exposed to the words several times and in different contexts. This way the learners will acquire the words from the multiple and varied contexts. This is how students build their vocabulary in a target language. Less time should be given to direct vocabulary teaching since it does not contribute in the development of one's vocabulary repertoire. Coady and Zimmerman (1997), based on several studies, say that comprehensible input can do the whole work for vocabulary and spelling (Gardner, 2004, p.2-3).

Fifth, ER can consolidate previously learned language by helping children and adults to reinforce and recombine the language learned in the classroom (Bell,1998, p.2).

Sixth, extensive reading also helps to build confidence with extended texts. It is known that most reading work in a language classroom is done on short texts presenting lexical and grammatical points or for providing students with limited practice in the reading skills and strategies. However, students in an ESL/EFL context usually need English for academic purposes and thus need to read longer texts and books or even whole books. In effect, Kembo (1993) emphasizes the importance of ER in developing the students' confidence and ability in facing these longer texts (Bell, 1998, p.3).

Seventh, such a reading program encourages the exploitation of textual redundancy. Slow, word-by-word reading, which is common in almost all language classrooms, overloads the reader's brain because it transfers an excess of visual signals to the brain for the reader does not need all these signals to successfully interpret the message. Moreover, Kalb (1986) refers to "redundancy as an important means of processing, and to ER as a means of recognizing and dealing with redundant elements in texts" (Bell, 1998, p.3).

Finally, ER facilitates the development of prediction skills. The reading process involves the exploitation of background knowledge or schema (Bell, 1998, p3). The role of background knowledge in understanding is called 'schema theory' which shows that a spoken or written text does not have meaning in itself. It is the readers who give it meaning according to their previously acquired knowledge called 'background knowledge'. Good comprehension of a text relies on the connection of its content with the learner's background knowledge (Carrell, Eisterhold, 1988, p.77). The schemas are activated when the learners start reading and they help the students to decode and interpret the message beyond the printed words. In an ER program, students are motivated to read because what they read is interesting for them. This enhances prediction and makes them foretell what will happen more easily than if they are reading a text they find difficulties in (Bell, 1998, p.3).

Since one of the purposes of this thesis is to show the effect that ER has on writing style, it is necessary to mention at this stage the relation between reading in general and, more specifically, extensive reading and writing ability. It is hypothesized that writing competence is the result of large amounts of self-motivated reading which is done for pleasure and/or interest. This is acquired subconsciously since readers do not feel or are not aware that they are learning how to write while they are reading and are not even aware that this acquisition has happened

after it has taken place. It is in fact "reading that gives the writer the 'feel' for the look and texture of reader-based prose" (Krashen, 1984, p. 20). This is explained by Krashen's 'Input Hypothesis', where Krashen emphasizes that when students are motivated by the types of material in the target language they are exposed to, this helps them acquire the language. In an ER program, the students' exposure to a suitable language level and their choice of interesting material creates, according to Krashen, a low-anxiety situation leading therefore to language acquisition and improvement in writing style (Krashen, 1984, pp.20-22).

Krashen (1984) presents two sorts of studies to show the positive effects of reading on writing ability. The first type of studies proves that voluntary pleasure reading leads to development in writing ability. The other set of studies compares the effect that increasing writing frequency has on writing style to the result of increasing reading frequency on writing ability. It is concluded that the increase in reading frequency, or making students read more than they usually do, leads to improvement in writing style more than increasing writing frequency or doing more writing activities (Krashen, 1984, pp.4- 6). Tables 1 and 2, on pages 28 and 29, display the results of these studies.

Similarly, Stotsky (1983, as cited in Eisterhold, 1990), studies the correlations between reading and writing. Moreover, there is a relation between the quality of writing and reading itself because it was found that better writers read more than poorer readers. Finally, there is a link between reading ability and complex syntax in writing. Better readers are able to produce longer sentences that are syntactically more complex than the ones written by poorer readers (p.88). Therefore, there is an undeniable relationship between reading and writing. Moreover, a study was conducted on 137 undergraduate students and it was proven that significant

differences in the writing style emerged between students who both wrote and read extensively (Tierney, O'Flahowan, Mc Ginley, 1989, p.1).

Table1: Studies showing the effects of voluntary pleasure reading on writing ability (Krashen, 1984)

Study	Subjects	Findings
Donalson (1967)	High school	Effective writers read more, own more books, report to have more magazines in their homes and read more widely and frequently.
Woodwards and Phillips (1967)	College freshmen	Good writers read the newspaper more.
Mc Neil (1976)	Age 12 to 17	Students who get "hooked on books" improve more in writing attitude (motivation for writing and writing ability).
Ryan (1977)	College freshmen	Good writers have more books at home, are able to read more and even their parents had read to them more as children and they also read themselves.
Applebee (1978)	High school	NCTE (achievement award in writing) winners do a great deal of pleasure reading.
Kimberling et al (1978)	College freshmen	Good writers report more pleasure reading when younger.

Table 2: Studies comparing the effects of reading and writing frequencies on writing ability

(Krashen, 1984)

Study	Subjects	Findings
Heys (1962)	High schools (grades 9 to 12)	Writing a theme a week was not as effective as writing a theme every third week with reading and the students received higher ratings on content, organization, mechanics, diction and rhetoric.
Christiansen (1965)	College freshmen	Writing eight themes per semester with reading was as effective as writing twenty-four themes per semester without reading.
De Vries (1970)	Grade 5	Writing two themes a week was not as effective as reading with no writing. Both groups improved in writing whereas the reading group outperformed the writing one on the post-test essay in content, mechanics, organization, grammar, wording and phrasing.

Despite all the benefits that result from adopting an ER program in a language classroom,

there could be some restrictions to such a reading program. Jacobs and Gallo (2002) mention

cases in which it is not recommended to use ER. The first instance is when there is not enough

material or insufficient preparation of the teachers for such a reading program. If the teachers

cannot provide the students with a large amount of reading materials, and if instructors are

unaware of what an ER program is and how to deal with it, such a reading program should not be

installed in class. The second situation is when instructors face stress and pressure, especially

from administrators and community members, concerning the issues of finishing the syllabus and

doing every single activity in the book and workbook. ER needs time and a stress-free

atmosphere. If the teachers are under the pressure of finishing the syllabus and doing a specific

number of exercises as in the case of official exam classes, it is preferable not to implement an

ER program. Finally, teachers should not implement ER if there are difficulties in assessing

such a program. Again in this case, the issue of teachers being aware of what ER is and how to

work on such a program is necessary otherwise students will not profit from it (p.1).

However, in spite of these limitations, Jacobs and Gallo (2002) strongly recommend ER

since it enhances and encourages cooperation between students although such a reading program

involves independent silent reading that every learner should do. Therefore, one might think that

it would be a contradiction to talk about this reading program and teamwork. But, in the case of

ER, both can be easily achieved (p.1).

Jacobs and Gallo (2002) quote an experiment that was done by Manning and Manning

(1984) on 415 fourth-grade students in the USA reading in their native English in order to test

the value and importance of the combination of ER with the interaction between peers. There

are two variables in this experiment. The first one is the attitude towards reading and the second

one is the reading achievement. Students and teachers participating in this study are randomly

assigned to one of these four conditions:

- No ER;

- ER without follow-up activities;

- ER accompanied by individual teacher-student conference about student reading; and

- ER and interaction with peers about student reading.

After having administered a pretest and a posttest to these students and after doing the study, Manning and Manning (1984) find that the students who are assigned ER with interaction with other learners about what they have read have performed much better than the other three groups in the posttest (pp.1-2).

There are five possible explanations for the benefits of implementing ER with peer collaboration. First, it is believed that the learners motivate each other for reading. Fader (1971, as mentioned in Jacobs and Gallo, 2002, p.2) affirms that weak readers profit from classes where cooperative learning is installed more than they gain from direct skills teaching. Murphey (1998, as mentioned in Jacobs and Gallo, 2002, p.2) says that learners are impressed by their classmates much more than by their teachers. Second, peer cooperation in ER allows students to suggest materials to their friends. This encourages classmates to explore new types of reading materials. Third, many linguists think that peers can be a source of reading materials to one another. They can bring books to class or even write their own materials to be read by their friends. Fourth, better students can help less proficient ones by discussing materials with each other. Both kinds of students profit from this experience. Proficient students get the chance to reinforce their knowledge which weak student profit from. Finally, with ER and peer cooperation, students are provided with an audience to share reading materials with through speaking, dramatizing, writing or even drawing what has been read (Jacobs, Gallo, 2002, pp.1-2)

Now that we know the important role ER plays in a language classroom, it is essential to become familiar with how to start an extensive reading program. In his article entitled

"Extensive Reading" why? and how?", Bell(1998) gives a number of sensible recommendations to implement an ER program in a language classroom. First, the learner's involvement should be maximized. The teacher should encourage the students to take an active role in transporting, collecting and displaying the books, documenting and maintaining updated lists of titles in the card file system. Second, regular discussion between the teacher and the student is crucial. This allows the teacher to observe individual progress effectively and encourage the student to keep on reading. Third, the process of reading aloud to the class motivates the students. They are encouraged to participate in classroom reading. Therefore, reading aloud to the class should play a full part in motivating the reader to overcome the fear of reading. Fourth, short presentations talking, for example, about the story, the characters and one's opinion about the content should be given a central part in an ER program for it is extremely significant to exchange information about the books students have read. Fifth, it is effective to have written work based on the reading. Hence, it is crucial to encourage students to respond in writing to the book they have read. Effective reading leads to the shaping of the reader's thoughts and ideas. This leads many learners to respond in writing with varying degrees of fluency. Three levels of students are distinguished in this case. Elementary students could write phrases commenting on the books or they could also write questions they would like to ask the teacher or even other students in the class. Intermediate students could fill book reports with questions, record new vocabulary or even main characters and events of the story. They could also write a summary with control on the content, grammar and vocabulary used to express it. Finally, advanced students could be asked to write a composition, an activity which is linguistically more demanding (Bell, 1998, p.3-4).

However, the teacher should not abuse these activities because according to Bamford and Day (2000) in an ER program, reading is its own reward. The reading experience should be complete in itself and backed up by some follow-up activities for various reasons: to know what the students found out from this experience, what they understood and experienced, and to monitor their attitude towards reading. Therefore, besides writing, the students might be asked to draw the character in the story or to have a presentation of the content of what they have read (p.4).

The use of audio materials in the reading program is essential because listening material provides students with a model of correct pronunciation and exposes them to various accents, speech rhythms and cadences (Bell, 1998, p.4). The use of tests should be avoided since they are sources of stress and pressure, and the over-use of dictionaries should be strongly discouraged (Bell, 1998, p.4). In fact, to consider that a book can be read fluently there should not be more than three or four unknown words per page (Shelton, 2005, p.1).

The student's reading should be monitored through a card file system to record titles as well as dates the books were borrowed and returned on. This is required to administer the resources effectively and to trace students' developing reading habits and interests (Bell, 1998, p.4).

Finally, the most important aspect of the program that needs to be emphasized is maintaining entertainment. In this case, it is the teacher's role to amuse the participants by using multimedia sources such as video tapes, CD ROM, movies and cassettes. These are useful to promote books. The instructors can also tell jokes about some titles or even take the students to see plays based on books (Bell, 1998, p.5).

Teachers are role models of a reader in an ER program. They can sit at their desk and read while their students are doing so. Therefore, the classroom can become a place to share what has been read between the teacher and the students. It can therefore become the place where both teachers and students share the pleasure of reading (Bamford, Day, 2002, p.6).

The issue of what learners should read in an ER program has occupied linguists for a long period of time. Many foreign learners have the ability to read in their first language and may have the habit of doing so. The main barrier for reading in the target language for these learners is no doubt the target language itself since they do not understand the foreign language well. However, reading in this foreign language is necessary for these learners for the sake of developing reading fluency. Many suggestions were made concerning this issue. Brian Tomlinson (1994) suggests postponing the reading skill until learners have at least an intermediate-level grasp of the foreign language. Such a method totally ignores the importance of the reading skill in the language acquisition process. Students start profiting from this skill from the first day they start learning the foreign language (Bamford, Day, 1997, p.5). As for less advanced foreign language learners, the process of reading is restricted to a slow decoding and deciphering with the use of a dictionary, and this is, of course, not reading based on the definitions of the verb 'to read' given in chapter one (Bamford, Day, 1997, p.5).

However, Bamford and Day (1997) say that this suggestion has become "heresy since the advent of communicative language teaching in the 1970s" (p.5). It is well-known that one of the greatest contributions of Communicative Language Teaching (CLT) is authentic material as opposed to "the step-by-step" and "focus-on-form" material adapted in traditional methods of language teaching and learning. In fact, CLT stresses communication made possible due to materials which are not based on drills and dialogues but on more natural states. Such materials

can be newspapers, graphics or even magazines which are based on realia. These are "from-life" materials (Richards, Rodgers, 1986, pp.79-80). So, it is suggested that foreign students should read material written by and for native speakers of the language because as it is quoted by Shelton (2005, p.2). Honeyfield (1977) says that artificial and simplified texts for language learners are good for teaching discourse analysis, but they lack features of authentic texts and are, thus, less than useful to prepare students to learn how to read in real-world situations Bamford, Day, 1997, p.5).

ER is considered a "communicative meaning-oriented" reading approach in contrast to "form-oriented, discrete skills, or translation approaches" (Bamford, Day, 1997, p.5). In other words, it is intended to expose students to the language native speakers of the language use. The main purpose of authentic material, i.e. those written by and for native speakers, is to expose the readers to cases in which there is communication between the writer and the intended audience, which is naturally language learners having attained a certain level of proficiency, and this is what makes the text authentic (Bamford, Day, 1997, p.5). Janet Swaffer (1985) says that

> for purposes of the foreign language classroom an authentic text is one whose primary intent is to communicate meaning. In other words such a text can be one which is written for native speakers of a language to be read by other native speakers or it may be a text intended for a language learner group. The relevant consideration here is not for whom it is written but that there has been an authentic communicative objective in mind. (Shelton, 2005, p.2; Bamford, Day, 1997, p.5)

It is important to know that artificiality in texts that have been simplified occurs when the writer is mainly concerned with using certain words, structures of sentences, or even tenses more than telling the story. However, there is a special type of texts called 'Adapted or Graded

readers' that are specially written for language learners. Their quality has greatly developed that they deserve to be called "Language Learner Literature" (Bamford, Day, 1997, p.6). Brown (2000) says that if this kind of literature exists in the language, it would be good to use it in an ER program with beginners and intermediate level students since learners in an ER program should read material that are up to their level (Shelton,2005, p.3). This does not mean at all that the teacher should not provide the students with books and magazines written for native speakers. On the contrary, these are of great benefit for the pupils and contribute a lot in the language learning process. However, if they are difficult, this will discourage the reader (Waring, 1997, p.4).

Many specialists who recommend ER do so assuming that the learners will read Graded Readers. These specialists justify their points of view saying that "reading becomes more enjoyable and effective when students use easy material they can understand instead of being forced to decode and translate texts beyond their abilities" (Robb, Susser, 1990, p.4).

What are Graded Readers? Hill and Thomas (1988) say that a graded reader is a book "written to grading scheme (L1 children's literature, young literature, adult literature and so on) whether it is a simplified version of a previously written work or an original work written in simple language" (Robb, Susser, 1990, p.4). Waring (1997) says that graded reading is also known as basal reading. This type of material is made easy to read. The material can be graded by the use of appropriate vocabulary that can be understood by foreign readers, simplified sentences, illustrations and so on (p.1).

As mentioned before, when linguists advise teachers to run ER programs, they assume that the students read graded readers. That is why, ER is called Graded Reading and vice versa. However, there are differences between the two. First, graded reading "uses specially prepared

material while ER does not, but need not do so" (Waring, 1997, p.1). Second, graded material can be used for both extensive and intensive reading; whereas ER requires reading fluently. Finally, graded reading has a definite goal which is readers to read a sufficient amount of material at one level to "develop sufficient fluency and other forms of linguistic knowledge to enable them to move to a higher level" (Waring, 1997, p.1). A lot of graded materials are available on the market. Teachers can create their own materials but this takes a lot of time.

Although graded readers have been widely used, some studies have pointed out some problems with them. For instance, a simplified version of a novel is expected to convey neither the richness nor the meaning of the original one. Other linguists think that if the learners are used to reading graded material, this will prevent them from ever learning to comprehend the original or complicated prose since they are used to always reading simplified versions (Susser, Robb, 1990, p.5). Lautamatti (1978) says that

> the reading process relies on a selective use of all possible levels of the text, and is based on the maximum use of minimum clues. It is only by giving the student material containing all the features naturally occurring in informative texts that we can make it possible for him to learn to take advantage of these (Robb, Susser, 1990, p.5)

> However, not all authentic materials can be understood by students as was mentioned before. There should be a balance between both types of material so that students do not lose the pleasure for reading since in ER what matters is reading in large amounts and enjoying reading because of comprehension.

In conclusion, ER exposes students to all types of reading and reading material they choose and feel they want to read. Such a reading program can encourage foreign students to read in English and thus, may remove the boundaries between foreign learners of English and

reading the language itself. In this case, the teachers' task is not an easy one because they should be guides and supervise the activity without actually interfering in the work and imposing any topic or reading material on the student.

CHAPTER FOUR

METHODOLOGY

The aim of this experiment is to test the effects of extensive reading on the number of materials read as well as on the writing style of students learning English as a second foreign language. For this purpose, the quantitative, more specifically the experimental research method is adopted. The experimental research is the unique type of research which "can test hypotheses to establish cause-and-effect relationships" (Gay, Airasian, 2003, p.355). It is directed by at least one hypothesis which presents an expected causal connection between two variables. The experiment is conducted to either 'confirm' or 'disconfirm' this connection using numerical data as part of the quantitative research. Moreover, it is based on comparison between two different methods, between a new method and an existing one, or between different amounts of the same method. The researcher plays an important and active role in an experimental research by choosing the groups, deciding what to administer to every group, control irrelevant variables, and measure or evaluate the effect of the experiment at the end of the study (Gay, Airasian, 2003, p.355, 590).

This present study compares a new approach, which is the implementation of ER in a grade seven class for the English language course, and an existing approach, which consists of the usual method adopted in this school for teaching the English language in grade 7 to support or refute that ER increases the amount of materials read in English and ameliorates the writing ability of grade 7 students in a Lebanese francophone school. Sixty grade seven students in a Lebanese francophone school in Beirut, where English is taught starting grade four, are chosen. By grade seven, students are able to understand enough oral and written English to participate in

such an experiment. They can also write using English thus allowing the researcher to evaluate their writing style, vocabulary and sentence structure. The chosen students are divided randomly into an experimental group of thirty learners and a control group of thirty other participants.

The instruments used in this study are two questionnaires, a book report, a paragraph written by students of the control group at the end of the experiment, reading material reports for the experimental group and personal cards filled by the students in the experimental group throughout the ER program.

The first questionnaire is distributed to the students of both groups at the beginning of the study. This questionnaire involves eight questions covering personal attitudes towards reading in general and reading in English in particular; preferences in types of reading materials in English; number of materials read in general and in English in specific per month; and finally, the difficulties faced when reading English (Appendix F).

The book report is filled by the students of both groups. After filling the first questionnaire, the learners in the experimental and control groups are given one week to read *My Fair Lady*, which is part of the syllabus of grade seven; at the end of this week, they are asked to fill a book report sheet (Appendix G). This book report contains eight sections including the student's name, class, date of filling the book report and title of the book. There is also a section where the student has to write a four to five-sentence-summary of the story and another part where the participant should answer four questions on the reader's attitude towards the story and its characters. The seventh section is divided in two parts: the first one is for how each student finds the level of the book and the second one is for vocabulary and difficult words, where students write the new words they encounter as well as the strategy they use to understand them. Finally, a part is left for the learners to write notes, questions and comments on the story.

A paragraph written in class by the control group at the end of the experiment is collected. The topic of the paragraph is: "Write a paragraph of 70 to 90 words describing your favorite room at home. Include the name of the room and vocabulary of furniture, colors and patterns." This paragraph is compared to the book report and the second questionnaire done by the students in the control group to study the development of their writing ability.

The reading material report is only filled by the students of the experimental group (Appendix H). Every student in this group should fill a report after having read any sort of reading material. To complete this reading material report, the students have to summarize what they read, talk about their attitude towards the material, its level, the new words they encounter and the strategy to find their meaning. Finally, they are asked to write questions and comments on the material read if they have any.

The personal cards are filled by students of the experimental group. Every student has a card with the learner's name on top. The participant should write the name of the material read on the personal card.

Finally, the second questionnaire is given at the end of the experiment to the learners in both groups (Appendix I). This questionnaire includes six sections concerning the number of materials read in English during the six weeks of the experiments and the types of reading materials in English they liked reading the most. The fourth section includes a question on whether they liked reading in English and the reason for this. The two last sections are for the title of the reading material they liked reading the most and the difficulties they faced while reading English.

The variables under investigation in this study are of two kinds: independent and dependent. An independent variable, also called experimental variable, cause or treatment is a

characteristic that makes a difference due to some behavior. In any research in education, the independent variables, which are manipulated by the researcher, are basically related to the method of teaching, the modifications of the teaching/ learning environment, the types of learning materials and the duration of the experiment (Gay, Airasian, 2003, p.355, 588). Therefore, in the present study the independent variables are the administration of ER in the experimental group, the selection of reading materials which are interesting to the learners in the experimental group and up to the students' linguistic level, and finally, the duration of the experiment. Dependent variables, also called effects, outcomes, criterion variables and posttests, are the differences in performance that occur as a result of the independent variables in a given experiment (Gay, Airasian, 2003, p.586). In the present experiment, the dependent variables are the 'motivation' to reading measured by the increase of the number of reading material in English caused by ER and the improvement of writing style.

The duration of the study is seven weeks in total: one week for the completion of the first questionnaire and the book report, and six other weeks with the implementation of ER in the experimental group. At the beginning of the experiment, the first questionnaire is administered to both groups, the experimental and the control. Before distributing the questionnaire, the students of the two groups are told they are going to be part of a study concerning reading in English and that filling this questionnaire is necessary for the study. The details of the hypotheses of the study are not mentioned to the participants not to influence them or encourage them to read more. The purpose is primarily to have the students, whether in the experimental or in the control group, interact with reading without worrying about the number of materials read or the way they write. The questionnaire is read aloud to the students following in the copies that are distributed to them. Very brief explanations are given and the learners in both groups are

given the chance to ask questions about the questionnaire before filling it. Then, the students fill the questionnaire without time restriction. In case of any questions concerning the content of the questionnaire while the students are writing, explanations are given without examples, especially about names of books, for the main goal is to have the students react spontaneously without being guided to a specific answer by any explanation given to them. The fact that this work is individual and not graded is emphasized in both groups so the students feel relaxed and free to write what they want without fearing linguistic mistakes they might commit while writing and the grades they may get because of these mistakes.

During the same session and after the students have filled the questionnaire, both groups are asked to read the storybook *My Fair Lady* for the following week. During this week, the researcher analyzes the answers given by the participants in the experimental group concerning the types of reading material in English they like to read. It is according to these results that the reading materials are chosen. After having the list of materials the students find interesting, the researcher visits the school library, where books in English are divided into Elementary, Lower Intermediate, Upper Intermediate and Secondary. The books chosen are taken from the Lower and Upper Intermediate shelves according to the interests of students and their linguistic level. Since the researcher is the teacher of the students in both groups, it is known that the participants are able to read and have a fair understanding of all Lower Intermediate books. Concerning the wide range of Upper Intermediate books, some are skimmed by the researcher and the lower upper intermediate ones are chosen. The materials are easy but not extremely simple for, based on Bamford and Day (2000), 'easy' does not mean extremely simple but within the students' linguistic competence so the students, as Chastain (1971) says, are able to read comfortably. The chosen books are basically updated graded readers for two reasons: first because according to

Brown (2000, as cited in Shelton, 2005), this type of books has evolved to such an extent that they constitute a type of literature now; second, the majority of books found in the school library are graded readers. A total of forty books are put on two shelves with the label "GRADE 7." The students of the experimental group are also provided with some authentic magazines and newspapers which are put on a shelf in the classroom. It is believed, based on Jacobs and Gallo (2002), that learners themselves can write material to be read in an ER program. This is not adapted in the case of this study for the simple reason that the majority of students do not have enough linguistic background to write a story in correct English, and the researcher does not want the students to read false or weak sentence structures. Furthermore, the limited time scope of the study does not allow students to write stories and give them to the teacher for correction.

At the end of the week given to students in both groups to read *My Fair Lady*, they are asked to fill a book report on the story. The book report should be filled in class because the students must not be helped and no correction should be done for the evaluation to be fair and consistent across all individual learners involved in the study.

The book reports are collected and ER is installed in the experimental group. Based on Bell's observations (1998), to implement an ER program, the learners should be involved in it by collecting, transporting and displaying the books as well as filling the personal cards. In the experiment, the researcher explains to the learners in the experimental group what the program is about without naming it. It is called a reading activity for a month and a half. The role of the students is highly emphasized by telling them without their contribution the activity will not be successful. They are asked to bring to class any material they would like to read and share with their classmates. Some of the students volunteer to collect the materials from their friends and

display them on the shelf in the class. Two examples of magazines brought by students are: *Teen World* and *T3*.

The students of the experimental group are taken to the school library and shown the two shelves where they can borrow books and are encouraged to do so. They are told they have to register the name of every material read on their personal card and fill a reading material report on what is read. The reading material report is read and explained to the class before students start filling it. Students are asked to put the reading material reports they fill in a box found in the class. As the experiment is taking place, the researcher discusses some of the material with the students who want to and asks reluctant learners about their readings, if they like them and if they are facing difficulties. Learners that are considered reluctant in this study are the ones who do not show motivation for reading and who are basically weak students. Positive verbal reinforcement is given whenever the students tell the teacher they have finished reading a given material. Students are given advice in the choice of material because according to Bell (1998) the teacher in an ER program should show interest in what is being read and guide the students in their choice of titles.

To motivate the students, the researcher reads aloud parts of books and articles in magazines since previous research, mentioned in chapter three, has emphasized that this process encourages participation in classroom reading due to the pronunciation the learners hear. Moreover, the teacher reads several articles and the beginning of some books or their summaries to the students to encourage them to borrow these materials (Bell, 1998).

The teacher, according to Bamford and Day (2002), is a model of a good reader. In the experiment, the researcher assigns fifteen minutes a week for silent reading in class, sits at the desk and starts reading as the students are reading. Bell (1998) also values short presentations on

material read for it helps sharing information about what is read and it also motivates other learners to read what is recommended to them from their peers. In the experiment, students are asked either to present the story, the characters or their own opinion on the book they read orally in front of the class. Those who read articles in a magazine are encouraged either to do cardboards as part of the mini-projects about what they read or oral presentations. Some participants even draw their favorite character of the story.

Bell (1998) gives great importance to having written work based on the reading and advises teachers having intermediate students to have their learners fill in book reports with questions, write a summary, and record new vocabulary and main characters and events in the story. This is the purpose of the reading material report which includes all these sections and is given to the students at the end of every material read. Students who read magazines can write about the article they like most.

Finally, the students are not tested on what they read. Davis (1995 as cited in Bell, 1998) says tests are sources of stress and pressure. Bamford and Day (2002) stress that instructors should emphasize the absence of tests on what is read; instead, they are interested in the attitude of learners towards reading. Based on Shelton (2005), the over-use of dictionaries should be discouraged since it disturbs fluent reading. In the study, the students are told to abandon a book they find difficult and try to understand new words from context. A tape telling one of the stories found in the school library entitled *The Tunnel* is used during the experiment in class to be a model of correct pronunciation based on Timothy (1998) so that the students hear native accent and get used to it. One video tape for one of the stories is used too because the most important aspect of the ER program is maintaining entertainment by using multimedia sources.

Some students might feel interested in reading the story once they have seen the movie. This correlates with the advice of Timothy (1998) to use multimedia sources in ER programs.

Meanwhile, the students of the control group follow the usual reading, grammar, listening and speaking sessions of the English language course without being asked to read any extra material that is not part of the grade seven syllabus. At the end of the experiment, the learners in the control group are asked to write a paragraph in class which is collected and kept for the analysis of the writing style. The purpose of having this writing activity done in class and not as homework is to avoid having the students helped and the paragraph corrected before its submission to the teacher.

Finally, at the end of the six weeks of ER, students of both groups are asked to fill the second questionnaire.

To check whether ER increases the number of materials read and improves writing style, data is collected from the two questionnaires, the book reports, the reading material reports and the paragraph written by the control group. Students of the experimental group are given names formed by the letter 'E' and the student number from E1 to E30. The learners' names in the control group are given names formed by the letter 'C' and a number from C1 to C30.

To compare the reading frequency with ER to the one without ER, all the students in both groups are considered. In the experimental and the control groups, the number of materials read in English mentioned by every student in the first questionnaire is compared to the number mentioned by the same student in the second questionnaire. This comparison shows whether the number of materials increases, decreases or remains stable with ER for the experimental group and without ER in the control group. The percentage of students who show increase in the reading frequency with ER is compared to the percentage of students whose number of reading

materials has augmented without ER. If with ER the percentage of increase of reading frequency is superior to the one without ER, the first hypothesis, ER increases 'motivation' towards reading as measured by the increase of the number of materials read, is proven to be true.

To study the development of writing style with ER, seven cases in the experimental group and seven other cases in the control group are analyzed. The seven cases in each group are divided as follows: three students showing the most important increase in the number of materials read during the experiment in the group, two reporting decrease in the reading frequency and two others having read the same number of books they mentioned in the first questionnaire. For the experimental group, the writing style of the chosen students' book reports, reading material reports and second questionnaire are compared. In the control group, the writing style of the selected students in the book reports and the paragraph done in class are considered. To analyze the writing style, for every student in both groups, parts of sentences containing mistakes such as wrong use of some words, spelling mistakes, errors in tenses and use of pronouns are taken. For every student in the experimental or the control group, the same sort of mistake is studied in all the instruments written by the same student to see if the mistakes are still committed or improvement in the writing style is reported. In the end, the writing style of the selected samples of the experimental group is compared to the one of the control group to study the effects of ER on the development of writing ability.

CHAPTER FIVE

RESUTS AND ANALYSIS

The experiment investigating the effect of ER on motivation and writing style has started with a questionnaire distributed to the participating students in both groups. The learners in both groups have given interesting answers in the first questionnaire. The results of this questionnaire in the experimental group are displayed in Table 3 (Appendix J). It is crucial to clarify that some columns might exceed 100%, the reason is the student's option to choose more than one item. For example in question four, the learners may circle more than one answer.

The analysis of the answers given by the learners in the experimental group shows that concerning the first question, the majority (80%) like to read. Many explanations or reasons for this positive attitude towards reading are mentioned by the students. The first one is learning new words and their meanings to use in writing and speaking. Examples of sentences that are given by the students concerning this issue are "It helps me in writing and speaking," and "I like to read because I learn a lot of new words." This confirms what Harmer (1998) and Grellet (1981) say about reading for study purposes and finding out about something that the learner might need to use in something else. The second reason why students like to read is having fun especially in the case of boredom and free-time. Based on Protherough et al (1989), Grellet (1981) and Harmer (1998), this reason is called pleasure reading and it is one of the reasons for reading. Some samples of what the students write are "It's fun to read," "I have fun when I read," "I like to read when I'm bored," and "I get bored when I don't read." The third reason is that some of the students like to read to learn about new things. One student says, "I like to read because I like to know the latest news before anyone else does." Other answers are "I profit and

get information," "I like to know the news of famous people from magazines," and "I love to read and know what's new in the world." The last reason revealing positive attitude towards reading is enriching the imagination. Many students say that reading gives them new ideas that they can use in their writings: "I like reading because it gives me new ideas," and "I like reading because I get ideas for the writing exam."

Another group of learners (16.67%) says that they do not like to read for many reasons. Some of them feel bored especially if the story is long, find the vocabulary difficult to understand and prefer watching movies to reading. Some samples of the answers are "No, because I prefer to watch TV and movies to reading," and "No, because I do not understand the new words." According to Shoebottom (2003), students might have problems in reading if there are a lot of unfamiliar words making therefore the level of the material beyond the learners' linguistic proficiency.

Two students give both affirmative and negative answers. The first student says, "I like to read magazines if I like the subject," and "I don't like to read books." The second student says, "reading amuses me so I like it," and "sometimes it is a waste of time if I read uninteresting things." Based on Harmer (1991), the importance of interest in reading is emphasized because when students are interested in the material, they are intellectually stimulated. Therefore, readers who are not interested in the material feel bored and think this activity is a waste of time.

Concerning the second question, the results show that 53.33% of the students in the experimental group read in English along with French and Arabic whereas only 3.33% read only in English. Therefore, 56.66% of the experimental group read in English. This is somehow an interesting and promising result that shows that students are interested in reading English.

In the third question, 90 % of the students in the experimental group like to read in English. Some students say they like the language: "Yes, because I like English," and "Yes, because it is the language I love the most." Some learners say they find English a simple language they understand somehow easily. A sample answer is "Yes, I do because it isn't difficult." Based on Robb and Susser (1990), to enjoy reading, one should understand what is being read both concerning the vocabulary and the concepts. Other students repeat the idea they mention in the first question saying that when they read English, they learn the language. Finally, a group of students associate English with magazines and singers. A number of learners write answers such as "There are a lot of things to read in English, but what I like the most in reading in English is that I can read magazines," "Yes because I prefer to know the news about the English and American stars in the English language," "The magazines in English are very interesting," and "Yes, because all the magazines I buy are in English." Students seem to be impressed by songs and movies in English so much that they think this is the language of music and fashion. Consequently, to be fashionable and up-to-date, they should read in English.

Questions 4 and 5 aim at knowing what the students in the experimental group like to read in order to provide them with interesting material because the researcher wants the reading activity to be beneficial. Some of them mention novels, comedy, jokes and riddles. Based on Williams (1996), the material should be interesting to the students for the reading to be successful. Moreover, Krashen (1984) says that enjoyment in reading cannot be assured if the students do not read material they find interesting.

Concerning questions 6 and 7, the majority of the students in the experimental group (70%) read between one and three reading materials in any language (Arabic, French, English) per month. 26.67% read four to five reading materials and 3.33% read ten materials per month.

The students who read one material of English per month constitute 60%. 20% of the students say they do not read English and repeat the reasons given in question 3.

Finally, in question 8 where students can choose more than one mentioned difficulty faced when reading, the majority (60%) say they are bored because of the length of the story, 43.33% mention the big amount of new words, 43.33% say the sentences are complicated and 26.67% say they do not understand the ideas. In item 5, students can write the difficulties they face and which are not mentioned in the questionnaire. 40% of the students mention that one difficulty they encounter is the lack of interest in the material thus causing boredom and stopping reading. One student says that the font of the printing is sometimes a problem. Finally, only one student does not mention any difficulty whether within the given options or the section where he/she could mention other difficulties. DeStefano (1982) and Shoebottom (2003) emphasize that the major difficulties the students encounter when reading are lack of interest, illegibility concerning poorly printed or copied and badly set-out texts, unfamiliar words, difficult concepts and complex syntax.

Concerning the control group, the results of the first questionnaire with the control group are displayed in Table 4 (Appendix K).

A comparison between Tables 3 and 4 shows that the members of the experimental group like to read more than the students of the control group whether in any language or in English in particular. However, one notices that more students (6.67%) read only in English in the control group. That may be due to one factor that cannot be controlled in such a study because of the random division of the students into experimental and control groups: the participants' attitude towards reading. However, students in both groups have given somehow identical justifications for the first and third questions. In the first question, students in the control group

like to read to learn new words and use them in writing and speaking, to have fun, and learn about new things. The participants who say they do not like to read mention boredom, lack of understanding and preference to watch movies rather than read. This similarity in the justifications is expected since both groups, constituting two sections of grade seven, are taught by the same teacher and have almost the same level because the majority have started learning English in grade four. The same explanation is valid for the resemblance of the justifications between both groups of participants concerning the attitude towards reading in English. Both groups are of the same age and have been taught English for the same number of years in the same materials and identical context.

There is also a difference in the number of materials read during the seven weeks of the experiment whether in Arabic, French or English between the experimental group and the control one. A comparison of the percentages of students giving the same number of materials in both groups shows that in the experimental group, nobody reads ten materials whereas in the control group, one student out of thirty reads ten materials. The majority of the control group (33.33%) reads one material per month whereas the majority of the experimental group (43.33%) read two materials. One student in the control group does not read at all. In reading English, the results of the control group are promising because there are three students who respectively read nine, seven and five materials in English per month whereas in the experimental group the maximum number of materials read in English per month is three. Moreover, calculations show that 39.99% of the control group read more than one material in English per month versus 19.99% for the experimental group. Concerning the students who do not read any material in English in the control group, there are two students more than the ones in the experimental group. This difference (6.67%) is minimal because it can be considered that the control group, which is

randomly chosen, might include weak students or ones who do not like to read more than the experimental group based on the number of materials read in English mentioned in both groups in the first questionnaire.

Concerning the types of reading that students in the control group like to read, some percentages are close to the ones of the experimental group such as for novels and tragedy. Learners in both groups are expected to have some common interests since they are of the same age. At the same time, it is believed that the issue of what a person likes to read about is subjective and depends on the person's needs and interests therefore, the fact that the percentages for the types of materials mentioned in the questionnaire might differ from a group to another is understandable.

Finally, a comparison of the percentages for the last question shows that the majority of the students, whether in the experimental or the control group, face the problem of boredom when the story is very long. The percentages of students in both groups mentioning the same difficulty are close because, as mentioned earlier, the level of the students is somehow the same.

In both groups, and after analyzing the answers given to the seventh question in the first and second questionnaires, it is deduced that some students have read more reading materials in English than the number mentioned in the first questionnaire; some read less and some read the same number of reading materials in English they mention in the first questionnaire. In the experimental group, 80% of the students say they have read more books than they used to. This is a promising number which shows that participants are motivated by ER and this motivation is measured by the increase of the number of materials read. Two cases or 6.67% of the students present a decrease in the number of materials read. Several explanations can be given to this situation. The students can be weaker in English than their peers and therefore are reluctant

readers, they can be students who work on scientific subjects more than on literary ones or they might need more time to get involved in new activities since ER is a new activity for the learners. Finally, four students (13.33%) report reading the same number of reading materials before and after ER. This can be justified by the limited time of the experiment. Therefore, with more time these students might read more. Since 80% of the students in the experimental group report increase in number of material read compared to 33.33% of students in the control group, credit is given to ER as motivating the students to read more in the target language. Table 5 on page 56 displays the cases in the experimental group whose number of materials read in English has increased with the implementation of the ER program for six weeks. This table includes three columns: one for the student's name, the second for the number of materials read in English before ER as mentioned in the first questionnaire, and the third column presents the number of materials read in English during the six weeks of ER based on the numbers of reading materials in English given by students themselves in the second questionnaire. Table 6 on page 57 presents the cases reporting increase in the number of materials read in English during the six weeks of the experiment in the control group.

Concerning the percentages of decrease (40%) and stability (23.33%) in the control group, they are superior to the ones of the experimental group where 6.67% of the students report a decrease in the number of materials read in English during the experiment and 13.33% show stability. One explanation can be that students in the control group might have made wrong choices of materials to read. These materials may have been difficult to understand or uninteresting for them. Therefore, the students abandoned what they were reading since comprehension of what one is reading and interest in it are two necessary conditions for the reading activity to be successful (Robb, Susser, 1990). These factors cannot be controlled in this

study in the control group since the researcher does not interfere in this group. Table 7 on page

57 displays the cases of decrease in the number of materials read in English by the control group.

Table 5: Increase of the number of materials read in English in the experimental group

Student	Number of materials read before ER	Number of materials read after ER
E1	1	2
E2	1	4
E3	0	2
E4	2	3
E5	1	3
E7	2	3
E8	0	2
E9	0	2
E11	0	2
E12	2	3
E13	1	2
E14	1	5
E16	1	2
E19	1	2
E20	1	3
E21	0	1
E22	1	3
E23	1	3
E25	2	4
E26	1	5
E27	1	3
E28	0	3
E29	1	2
E30	1	4

Table 6: Increase of the number of materials read in English in the control group

Student	Number of materials read mentioned in the 1st questionnaire	Number of materials read mentioned in the 2nd questionnaire
C5	1	2
C9	0	1
C10	0	1
C15	0	1
C16	0	2
C18	0	3
C20	2	3
C24	1	3
C28	9	11
C30	7	10

Table 7: Decrease of the number of materials read in English in the control group

Student	Number of materials read mentioned in the 1st questionnaire	Number of materials read mentioned in the 2nd questionnaire
C7	3	0
C8	2	1
C11	3	0
C12	2	0
C13	2	0
C14	1	0
C17	1	0
C21	2	0
C23	1	0
C25	5	0
C26	3	1
C27	1	0

In conclusion, this study proves the validity of the first hypothesis concerning the students' motivation towards reading in English as measured by the increase in the number of materials read since students in the experimental group read more than the control group during the experiment.

The second hypothesis aims at seeing whether ER improves writing style concerning vocabulary, sentence length and structure. Krashen (1984) says that one cannot learn how to write; this ability is acquired through extensive reading. Moreover, Stosky (1983) affirms that there is a close relation between reading and writing syntactically more complex sentences because better writers are basically better readers, and better writers read more than poor readers. For this purpose, the researcher analyses seven cases in the experimental group and seven other cases in the control group. Excerpts are taken from these students' writings to quote the differences and development in their writing style

The participants randomly chosen in the experimental groups for the three categories are the following:

- E2, E26, E28: increase in the number of material read

- E17, E24: decrease in the number of material read

- E10, E15: stability in the number of material read

In the first category, E2 shifts from present to past tenses several times when summarizing *My Fair Lady* in the book report. He says, "Professor Higgins meets Eliza Doolittle and then he realized that her strong London accent makes her...". Moreover, he commits a mistake in the past form of the verb "take" and says "taked". He commits two spelling mistakes "booring, normaly." In the first reading material report, he answers the question "What experiences or memories did it remind you of?" saying "It didn't remind me of a

thing." In the other three reports he corrects this sentence and says "anything" instead of "a thing." This proves that student (2) has improved the structure of negative sentences. This process of learning is called "incidental" (Krashen, 1989, 1993, 1994). In one of the reading material reports, this student commits the same mistake twice in the spelling of the plural form of the word "star" and writes it "star's". In the second, third and fourth reading material reports, there are no mistakes even in the tenses. The student uses the simple past only to talk about two articles and a story he read. This too shows improvement in the sentence structure. However, he repeats the same mistake of "normaly" with the word "realy."

Concerning E26, problems in the choice of words, use of tenses and spelling are faced. In the book report, she writes "he took her to his house and started taking her to parties. After the moment that he saw that Elizabeth is talking finelly. After a big while, he felt the jealousy because he knew that his student is going to marry Freddy." There is a fragment sentence "after the moment that he saw that Elizabeth is talking finelly." The word "finelly" could stand for "finally" or the participant might have formed this word from "fine" meaning "well". She uses "the jealousy" instead of "jealous". In the same report, she says "it made me think of a movie who sord of looks like this one." She commits a mistake in the choice of the relative pronoun, in the spelling of "sort" and misuses the expression "to look like someone or somebody". The same types of mistakes are committed in the first reading material report where she writes "...a little photo on her baby" instead of "of her baby" and "it didn't remind me of nothing" instead of "anything". In the second, third, fourth and fifth reading material reports, no mistakes in the tenses are done. On the contrary, in the last report, the student shifts smoothly from present to past through the use of transition words: "Gulliver is a man who is fond of books. Once he was on a trip and was caught by little monsters...". The participant still commits mistakes with

relative pronouns "...to a secret friend who she doesn't know." Spelling mistakes are also reported "identity, begining, eatch."

E28 has a very poor language level. He commits a lot of mistakes of all types: tenses, spelling, word choice and word form. In the book report, he summarizes *My Fair Lady* saying "There was a very beautifful lady called Eliza. Professeur Higgins want to teach Eliza to speak English. The story is talking about the love." In these three sentences, five mistakes divided between spelling, subject-verb agreement, tense and use of the definite article are reported. In another question, this participant writes "beautiful" wrong for the second time but in a different way from the first one ("beautifoul"). He also commits an error in the past simple form of "think" and writes "thinked". He has a serious problem in writing sentences in the past: "There was no experiences or memories did reminded me." However, an improvement in the sentence structure and spelling is signaled in the last report where he writes "Yes, I like what I read because I want see this movie" and "Yes, I like it because it is my dream to read about Eminem." To sum up, despite the improvement in the last report, E28 is still weak after the six weeks of the experiment since this learner needs more time to acquire language and improve in writing.

As it is clear, little improvement in the writing style of these three students is reported. This does not mean that ER does not have any effect on the writing style since only little changes have been made. It is believed that more time is needed to determine whether ER improves writing style since writing is a skill that based on Krashen's 'Input Hypothesis' needs time to be acquired. In this hypothesis, the notion of "Affective Filter" is stressed. According to Krashen (1984), language is acquired not learned, and students should be exposed to large amounts of the target language with a low affective filter or a relaxed atmosphere that promotes language acquisition. This subconscious process cannot be done overnight. It needs time because the little

learning of new words done at every meeting is lost if it is not reinforced by several other meetings (Gardner, 2004). Moreover, in the case of the present study, the students learn English as a third language starting grade 4 and for two or three hours a week. They are thus still considered beginners. This rejoins the idea of the need for more time to improve the writing style. Finally, it is thought that not all types of reading materials affect the writing style positively. Students in the experimental group are asked to read whatever material they like to or are interested in. Therefore, a lot of students have read comics, advertisements and horoscopes which do not necessarily allow them to acquire as much language as they do when reading novels, plays or articles from newspapers or magazines.

The two chosen students of the experimental group whose reading amount decreased are students E17 and E24. Stability in the writing style of these two students is reported throughout all the reports. For instance, E17 writes the word "very" with double "r" in three reports (the book report and the two reading material reports). She has problems with her sentence structure, especially with the use of the personal and relative pronouns, the difference between "they're" and "their", subject-verb agreement, word form and spelling. These same mistakes can be traced in all the reports:

- "There was a beautiful woman wich her name was Eliza Doolittle." (book report)

- "Yes I could guess they're meaning because…" (book report)

- "Yes I like the story because it's interested and have a good end." (book report)

- "The magazine that I read it it was about types of cellulars and laptops and they're colors." (first reading material report)

- "It was interested." (second reading material report)

The same error is committed in the second and fourth sentences (they're/ their), for the first and fourth sentences (wrong choice and use of relative pronouns) and in the second and third sentences ("interested" instead of "interesting").

Although student E24 commits fewer mistakes than E17, the same types of errors are noticed in all the reports. Those mistakes are basically in tenses, especially in the shift from past to present tenses and vice versa. For example, she writes in the book report "Eliza is a flower seller. She is not a very good-looking young woman... Mr. Higgins taught Eliza English... He loves her and she loves him... In the end, she decided to..." Similarly, she writes in the first reading material report "They talk about Star Academy 3 when first Hany dances with Haifa. Then, he tried to teach the bird to say her name..." In the second reading material report she mentions "Eminem usually needed drama... Eminem life is..." to talk about an interview with the singer about his present life. So, there is no need to use the past.

The students who were chosen to be studied since they have reported stability in the reading frequency are students E10 and E15. Student E10 does not commit a lot of mistakes except for "Who" which he writes "whoo" in the book report and the word "true" which he writes "troo". "True" and "who" are phonetically pronounced the same, and this student associates the sound to the spelling "oo". Student E15 commits the same mistake in the book and reading material reports. The mistakes are "I didn't had..." and "its more exciting..."

The students who have read the same or fewer materials than the ones mentioned in the first questionnaire did not show any improvement in the writing style. This might be due to the decrease or stability of exposure to the target language and this correlates with the studies conducted on freshmen, high school students in addition to learners who are between 12 and 17 years old proving that the increase of voluntary reading frequency ameliorates the writing style

(Krashen, 1984). This also gives credit to the present study because students E2, E26 and E28, who have reported increase in the number of materials read in the ER program, show little improvement in the writing style as it is proven earlier.

For the control group, the writing style of the seven students taken from this group is studied by comparing for each one of them the book report, one paragraph done in class during the sixth week of the experiment and the second questionnaire. The three students who have been chosen for showing an increase in the number of materials read in the six weeks of the experiment are C18, C16 and C5. Both C18 and C16 did not read any material in English before these six weeks as they mentioned in the first questionnaire; and in the second questionnaire, C18 reports reading three materials in English and C16 two materials. C5 says that she usually reads one material in English but during these six weeks, she read two materials.

C18 has a problem in the use of the tenses, especially shifting from the present to the past with no transitions. For instance, she writes in the book report "Professor Higgins met Eliza Doolittle who had a strong London accent. He decides to teach her English… Mr. Higgins falls in love with Eliza… One day Eliza heard him talking to his friend… She fights with him but they became friends again." This problem is also reported in the paragraph she writes in class describing her favorite room in the house: "My favorite room in the house is the living room….I sat on the sofa and study every afternoon… The curtains are blue…My father buys a new LCD…" In the second questionnaire, she says "Sometimes I have nothing to do and I was bored." The same type of mistakes is thus repeated in the three instruments used in this study.

Student C16 also shifts from the present to the past with no transitions, commits subject-verb agreement mistakes and has problems in the word choice (personal pronouns, prepositions and other sorts of words). In the book report she says "I didn't like the book because it make me

bored...", "Eliza was a young woman and she was very strong London accent. She meets Higgins and he help her for her language...At the end, Eliza meet a guy named Freddy." In the paragraph she writes "My bedroom is my favorite room. She is verry beautifull. She was big and nice... My sister also sleep in this room...". Finally, in the second questionnaire, she writes "Yes, because I love English and I knew new words." The same types of errors are committed in the three tools. Both C18 and C16 do not show improvement in the writing style despite the fact that the number of materials they read in English during the experiment has increased.

From what C5 has written in the book report, it is deduced that she is weak and has a poor language background. She summarizes *My Fair Lady* saying "Eliza is a fair lady, her work is to sale flowers, she hase a accent not very nice. Mr. Higgins decide to teach her another language And when she finished, she told Freddy she like him because he has a lot of money." The mistakes are numerous and of various types: punctuation, spelling, choice of wrong word, use of articles, subject-verb agreement, fragments and the use of tenses. This weakness is reported in the paragraph and the second questionnaire. She says in the paragraph "My favorite room is my badroom...I like, everything in her... I sleeped in my badroom and my sister also..." Finally, in the second questionnaire, she writes "In month, I reed a book."

No improvement is seen in the writing style of the sample of students taken from the control group and who have reported increase in the number of materials read. If these participants are compared to students E2, E26 and E28, it is believed that with ER an improvement has been signaled, whereas with the usual teaching methodology followed in the control group, six weeks are not enough to start seeing a positive change, even a minor one, in the students' writing style. It is true that the chosen students from the control group report increase of reading frequency but the increase is not as important as in the experimental group.

One possible explanation for this could be that the books the three chosen students in the control group might have read are not suitable with their linguistic level or are not interesting for them. In this case, the participants do not profit from reading and do not consequently acquire language whereas the books read by the selected three students in the experimental group suit their level and interests since ER is implemented in this class. These factors might justify the slight improvement of writing style in the sample taken from the experimental group and the stability in the writing ability for the selected learners in the control group.

In the control group, C28 and C30 mention in the first questionnaire that they read respectively 9 and 7 reading materials in English per month such as magazines, newspapers, stories and articles on sports. The numbers are impressive, and if the students' writing style is examined, it is noticed that they have good language background. The book reports of these two students show that their sentences are coherent and well-structured compared to the level of their classmates and the one they are expected to have attained in grade 7. Minor spelling mistakes are found. For example, C28 writes "specilly" instead of "specially". This mistake could be a tip of a pen since it is only committed once. C30 writes "gagned" instead of "gained" and "professeur" instead of "professor." These sorts of mistakes are expected with francophone students in grade 7 for they associate French words with English ones. In the book report, C28 says "Eliza Doolittle was a young woman from London…She became a beautiful woman and left Higgins who became in love with her." C30 writes in the book report "Professeur Higgins took Eliza to teach her how to speak without her strong London accent. After a while, Mr. Pickering took her to a horse race…But in the end, she didn't only lose her London accent but also gagned the love of the Professeur." C30 and C28 write complex sentence structures which

brings us back to Krashen (1984) who affirms that voluntary pleasure reading affects writing style positively.

The chosen students who have mentioned a decrease in the number of materials read in English in the control group are C26 and C25. Stability is noticed in the writing style of these students throughout the book report, the paragraph and the second questionnaire. The same types of mistakes are reported: spelling, subject-verb agreement, verb tenses and wrong word choice. C26 says in the book report "Professor Higgins and Pickering meet Eliza and found out that her accent was terrible." In the paragraph, he says "My favorite room is my bedroom... I like it verry mutch...My mum buy a new blanket who I see in the shop last week...". C25 too reports the same types of mistakes of C26: "Eliza has a very strange accent, because she comes from mountains. Then, she met Professor Higgins who will help her to speak like everyone. She was verry happy... When he takes her at his house to teatch her they becomes very close to eatch other and she becomes a real lady." The same sorts of mistakes are seen in C25 paragraph and second questionnaire. For instance, she writes "I like my room verry mutch", "Yes, it's easy so I like." The fact that the students commit the same types of mistakes is because the learners almost have the same level belonging to the same class and being taught by the same teacher.

Finally, chosen students from the control group who read as much as they say they do in the first questionnaire are C3 and C19. In this case too, the same types of errors of the students chosen previously are reported. C3 writes "they teached her the English language", "It give the room a beautifull color," and "I bought a vase for my room and then give them to my mother...". C11 says "There was a woman who called Eliza Doolittle, who meet Higgins... she's always in streets...", "I love the dining room verry much and I usually ate dinner in it." In this case too, it is expected that students commit the same sorts of errors for the reasons mentioned above.

In the control group, where no ER is implemented, we see that there is stability in the writing style in the three categories of chosen students. Even with those whose reading frequency increases, improvement is not noticed because they might not have chosen appropriate titles and thus did not enjoy what they read. Besides the choice of materials, other factors might have limited language acquisition through reading. One factor is that the teacher did not read aloud except for the texts taken from the textbook, whereas in the experimental group the researcher read articles and parts of books aloud to the class to motivate the students to read. In the experimental group, the students are surrounded by materials and they are motivated to read. In the control group, students are left with no help in the choice of reading materials and without any additional motivation to read. Peer feedback is also absent in the control group because the students are not encouraged to discuss the reading materials with each other as they do in the experimental group. This also leads to less motivation for reading in the control group. All these factors lead to less reading in the control group or reading inadequate materials which prevents language acquisition and improvement in writing style.

The fact that students in the experimental and control groups commit the same types of mistakes such as use of tenses, words, pronouns and spelling mistakes of the same kind is expected. One reason could be that the majority of the students started learning English at the same age, so in grade seven they might have somehow very close levels. Second, the same instructor teaches both sections in the same books doing thus the same activities. Therefore, students are expected to have common mistakes. If the results of the experimental group are compared with the ones of the control group, it is noticed that ER can have positive effects on the writing style if given enough time for language acquisition to take place.

Finally, having the same level, both the experimental and the control group need to work on the writing style. If the teacher chooses ER as a means for improving writing style, enough time should be given so that even the weakest students can profit. This asserts what Krashen (1984) says about writing, which is for him, acquired subconsciously. Learners learn how to write without being aware that they are doing so.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

Some of the results of this study are in harmony with the review of literature. The promising results are those related to the percentage (80%) of students in the experimental group whose reading frequency increased during the six weeks of the experiment whereas 33.33% of the control group read more than they mentioned in the first questionnaire. The important increase in the number of material read was expected because in the sources consulted for the review of literature, pleasure reading and comprehension are emphasized as being the key to students' motivation for reading.

At the same time, in the experimental group, some students (6.67%) report decrease in the number of materials read and 13.33% show stability during the experiment. One reason for this could be that having ER implemented for the first time in the middle of the year, not at the beginning so that the students get used to it and take it as part of their courses, might have created an unusual setting for these learners. In fact, it is the first time that an ER program is installed in the school the study is conducted in. These students might have needed more than six weeks to interact with this program, with the idea of being asked what they would like to read about and with the fact of being surrounded by books and other types of reading materials in order to respond to this activity by increasing their reading frequency. This is related to individuals and their personalities; some people need more time to respond to new things than others do. It is believed that the limited time of the study has affected these students; with more time, the reading frequency of these students might have increased. Another possible explanation for the decrease and stability of the number of material read is the amount of

scholastic duties. These students might have had more homework than usual and thus could not read as much as or more than they usually do. It is true that all students of the experimental group belong to the same section and therefore have the same amount of homework, however, this case is also related to individuals; some students can organize their work in a way to read for pleasure while others only focus on graded and/or obligatory work thus leaving reading for their free time if no other activity they find more interesting interferes. It is also possible that not all students like literary activities. Some of them might prefer working on scientific subjects rather than reading. On the other hand, some answers in the first questionnaires are very significant such as preference to watch movies. It should be admitted that these are limitations to the success of ER. It is believed that if such a reading program is given more time, it is probable that reluctant students for any of the reasons mentioned above respond to the activity after getting used to it. However, it cannot be denied that some students might have given exaggerated numbers on the materials they read before ER, but honest responses cannot be controlled.

The factor of limited time is also a handicap in the improvement of writing style. In fact, better results in writing and more improvement were hoped for since many linguists such as Krashen (1984), Yin Leung (2002), and Manning and Manning (1984) prove that voluntary pleasure reading, which is reading interesting topics with comprehensible input, leads to the improvement in the reader's writing style. The results show minor changes in the case of students in the experimental group who have reported increase in the number of reading material and consistency in the mistakes is noted for learners who read less than or as much as they mention before the implementation of ER. In the case of students whose number of reading material increases, the changes, though minor, prove that ER affects writing positively, especially that students of the control group have not reported any change in the writing style.

This gives credit to the hypothesis claiming that ER improves writing style, but this cannot be over generalized due to the modest findings in the experimental group. Writing is a skill that needs time to be acquired and the limited time of the experiment is not enough. It is recommended that ER should be implemented for a longer period of time to enhance language acquisition and give the students the chance to be exposed to larger amounts of material especially that these students are beginners since it is only their fourth year of learning English as a third language. This is also a limitation to the study, and the students might have needed more time and exposure to English to acquire the language.

The fact that the majority of the reading materials in this study are found in the library is a limitation to the results. Students in the experimental group might be more encouraged and motivated to read if the books were in class. The learners would find it easier to borrow a book from the class rather than going to the library. In the present study, it was impossible to bring the reading materials to class because the librarian found it safer to keep them in the library. Second, these materials were shared with instructors teaching other grade seven sections; and finally, there was no room for displaying the materials in class.

For ER to be implemented in schools, it is recommended to train teachers to become able to run such a reading program in their classes. For example, if teachers who decide to install ER in their classes do not have enough information about it and somehow oblige the students to go to the library to read, a negative attitude might be created and students might refuse reading considering it an obligation. The idea of pleasure reading is in this case banished and ER becomes similar to any scholastic duty. Therefore, there is no room for motivation and enjoyment in reading anymore. Teachers should first be convinced of the benefits of ER in particular and reading in general to be models of good readers for their students. Instructors

should learn how to be discrete contributors in this activity. In other words, they should know how and when to interfere and help the students, what the criteria to select suitable material for their pupils is and how to talk about the reading material to motivate learners to read without obliging them. To be well-informed about ER, teachers should read and do research on this topic. Moreover, seminars and conferences on the subject matter should be held in schools that English teachers attend and learn how to deal with all the aspects of this program.

Learners should be given the opportunity to be exposed to the target language in all types of reading materials. The computer should be included as a source for reading in English. Students can use the computer to read as a part of the extensive reading program not as the only type of materials to read in the target language.

The school administrations also have an important role to play for ER to be successful. They should be aware of the necessity of reading in all school subjects. Since the school library is the best place to find a variety of books for all levels and interests, it is crucial to provide enough funds to equip the library with books of all sorts. School administrators should also give the learners the chance to choose the books they want to have in the library. It is necessary to provide the school libraries with the materials the students would like to read. This could be done by distributing questionnaires to students at all levels asking them what topics they are interested in and teachers and/or school administrations choose the titles accordingly.

ER should be integrated in the curriculum and syllabi of English courses. It is thus the duty of educators and designers of syllabi and curriculum to associate reading with fun and pleasure. Implementing ER in classes as part of the English language courses is one of the solutions. To give more time to pleasure reading, it is necessary to give teachers the freedom to choose the exercises to do after the lessons and not oblige them to finish the entire book with all

the activities in it. Concerning classes with official exams, in Francophone schools, students do not present official exams in English. Therefore, if the teachers are given time and freedom, they can implement ER as a way of learning English so that the learners could feel relaxed and free from the stress they face during these critical years. If this program becomes the one followed to study English, great value is given to reading. It is thought that in Anglophone schools, where English is included in official exams, installing ER becomes more difficult since both the teachers and the students in the English course are under the stress of finishing the syllabus and learning the techniques to answer the questions of the official exams. In this case, it is up to the teacher to decide if it is possible to run such a program.

This study presents modest but optimistic results concerning the increase of number of materials read and improvement in writing style with ER. Until the present moment and as far as the researcher is aware of, not enough research and studies on extensive reading have been done. Further studies can be done on the effects of ER implemented over a whole academic year on writing style. It is interesting to check to what extent the students' writing style in English in Lebanese francophone schools improves if ER is implemented for a longer period than the one of the present study. Another recommendation for further research is the study of the effects of ER on oral performance of ESL/EFL students. It is important to see if extensive reading improves speaking in English. Observations can be made on fluency and accuracy of ESL/EFL students in speaking in English in an ER program and others without ER.

Appendix A

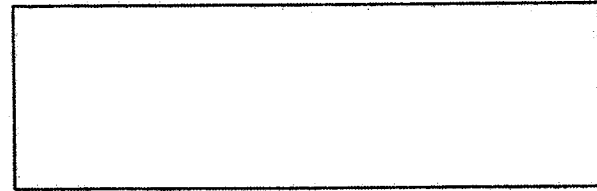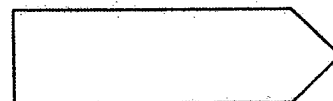Compare and Contrast

_____   _____

with regard to

Indicate which items are similar and which are different.

Retrieved February 18, 2006, from
http://www.somers.k12.ny.us/intranet/skills/organizing/compcontr/compare.html

Appendix B

Points of View

Viewpoints of: **Beliefs**   **Actions**
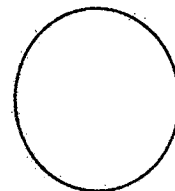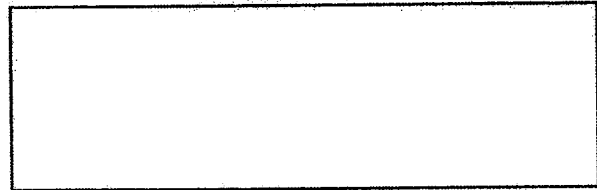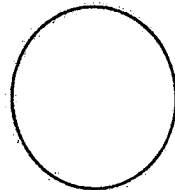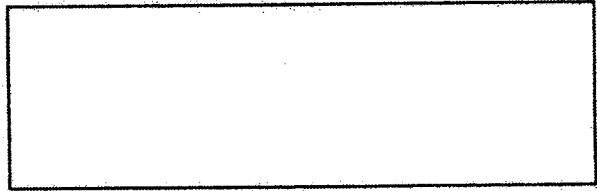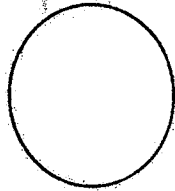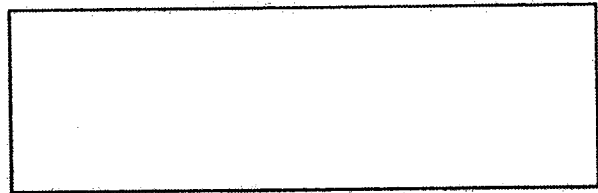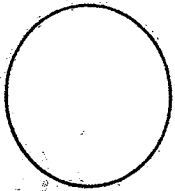
Appendix C

Problem Solving

The Problem:

Possible Solutions	Consequences What will happen if I adopt this solution?	Pro or Con?	Value How important is the consequence? Why?

The Best Solution:

Appendix D

Multiple Causes Map

Causes
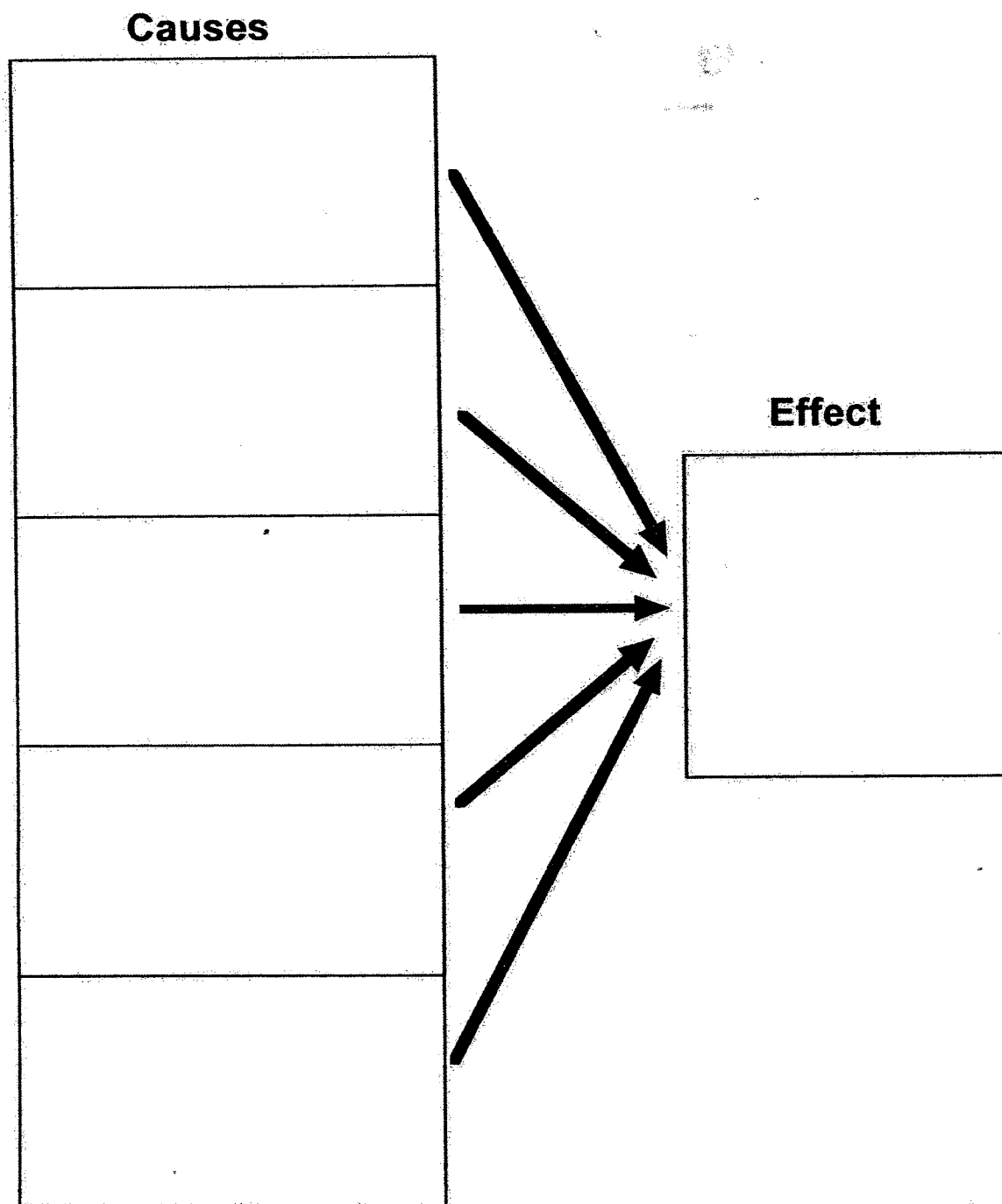
Effect

Appendix E

Multiple Effects Map

Effects

Cause
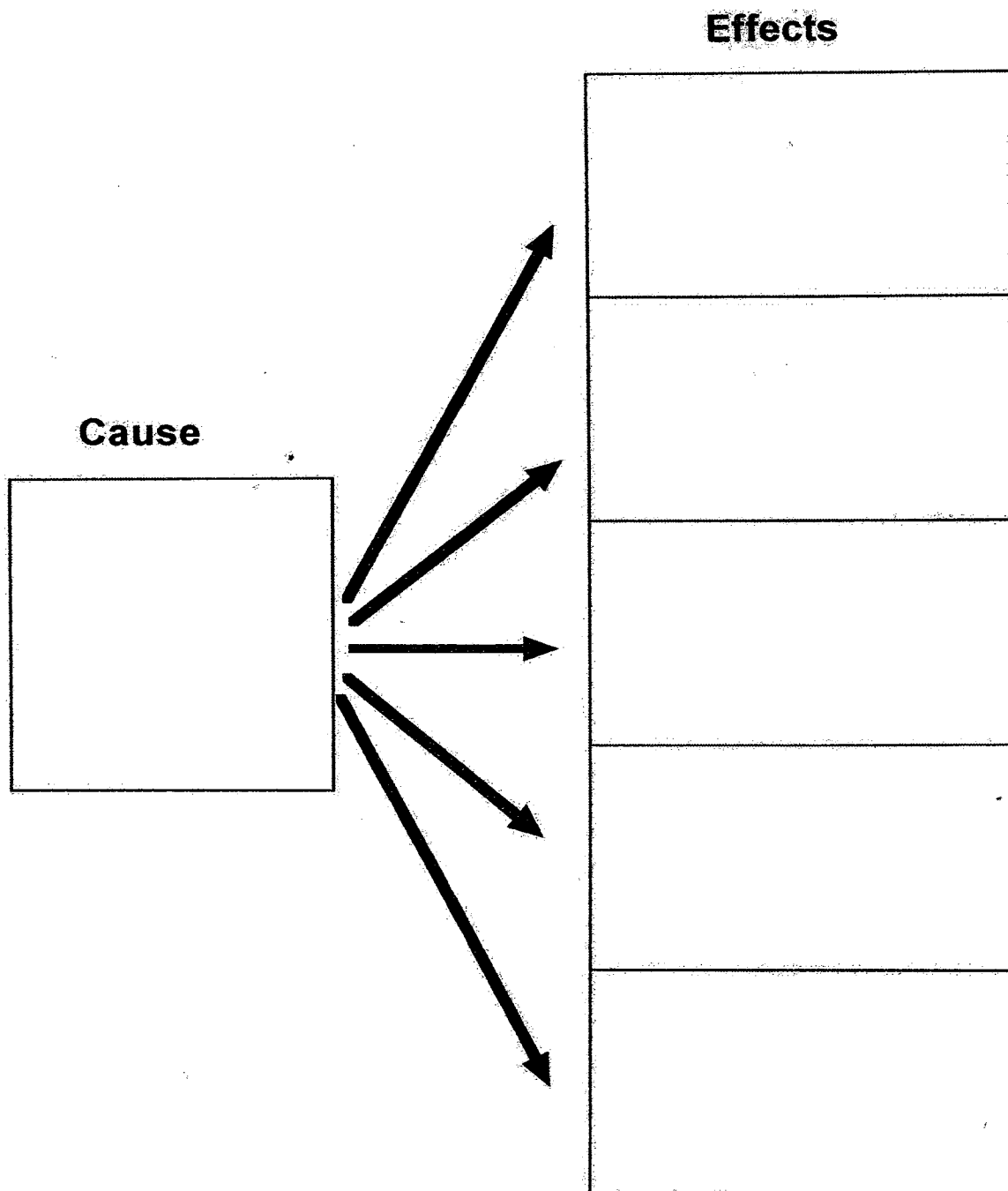
Appendix F

Questionnaire (1)

Q1- Do you like to read in general? (any material, any language)

1. Yes/ Why?

_____

2. No/ Why?

_____

When you choose to read,

Q2- Which language do you mostly read in? (You may circle more than one answer)

1. Arabic

2. French

3. English

Q3- Do you like to read in English?

1. Yes/ Why?

_____

2. No/ Why?

_____

Q4- What do you like to read? (You may choose more than one alternative.)

1. novels

2. plays

3. poetry

4. short stories

5. jokes

6. riddles

7. others. List.

_____

Q5- Which types of reading material would you like to read? (You may choose more than one).

1. comedy

2. tragedy

3. love stories

4. science fiction

5. science/technology

6. history

7. articles on sports

8. others. List.

_____

Q6- How many reading materials do you read per month? (e.g. articles in magazines, books, poems...)

_____

Q7- How many reading materials in English do you read per month?

_____

Q8- What are the main difficulties you face when you read English? (You may circle more than one alternative.)

1. I have to use the dictionary a lot to search for the meaning of new words.

2. The story is too long so I get bored.

3. The sentences are complicated.

4. I don't understand the ideas.

5. Others. List.

_____

_____

_____

Appendix G

Book Report

Student's name:_____

Class:_____

Date: _____

Title of the book: _____

Summarize the story in 4 or 5 sentences including what it is about and the main events.

_____

_____

_____

_____

_____

Respond to the book in 4 to 5 sentences using the following ideas:

1. Did you like the book and why?

2. What did it make you think about?

3. What experiences or memories did it remind you of?

4. What comments concerning the plot and the characters do you have?

_____

_____

_____

_____

_____

Circle the best answer to the following three questions.

     A. Book rating: 1. Good

                              2. Fair

                              3. Poor

    B. The book was: 1. too easy for me.

                              2. at an appropriate level for me.

                              3. too difficult for me.

    C. Were there any unfamiliar words?   1. very few

                                                2. some

                                                3. a lot

    Could you guess their meaning? Why and how?

_____

_____

Are there any more notes, questions, or comments you would like to share about what you read?

_____

_____

_____

Appendix H

Reading Material Report

Student's name:_____

Class:_____

Date: _____

Title of the material: _____

Type: _____

Summarize the story in 4 or 5 sentences including what it is about and the main events.

_____

_____

_____

_____

_____

Respond to the material in 4 to 5 sentences using the following ideas:

1. Did you like what you read and why?

2. What did it make you think about?

3. What experiences or memories did it remind you of?

_____

_____

_____

_____

_____

Circle the best answer to the following three questions.

     a. Book rating: 1. Good

                              2. Fair

                              3. Poor

    B. The book was: 1. too easy for me.

                              2. at an appropriate for me.

                              3. too difficult for me.

    C. Were there any unfamiliar words?   1. very few

                                                  2. some

                                                  3. a lot

Could you guess their meaning? Why and how?

_____

_____

Are there any more notes, questions, or comments you would like to share about what you read?

_____

_____

_____

Appendix I

Questionnaire (2)

Q1- How many reading materials in English did you read during this month? (articles, books, stories…)

_____

Q2- What did you enjoy reading the most? (You may choose more than one alternative.)

1. novels

2. plays

3. poetry

4. short stories

5. jokes

6. riddles

7. others. List.

_____

Q3- What types of reading material did you enjoy reading the most? (You may choose more than one).

1. comedy

2. tragedy

3. love stories

4. science fiction

5. science/technology

6. history

7. articles on sports

8. others. List.

_____

Q4- Did you enjoy reading in English?

1. Yes/ Why? _____

2. No/ Why? _____

Q5- What is the title of the reading material you liked the most?

_____

Q6- What are the main difficulties you faced when reading?

_____

_____

_____

_____

_____

Appendix J

Table 3: Results of the first questionnaire for the experimental group (For full reference of the questions, see Appendix F.)

Question / % of students per answer	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
	Yes: 80	1,2,3: 20	Yes: 90	Novels: 40	1: 90	10 materials: 3.33	3 materials: 6.66	1: 43.33
	No: 16.67	1,2: 23.33	No: 10	Plays: 50	2: 26.67	5 materials: 20	2 materials: 13.33	2: 60
	Yes/No: 6.67	1,3/2,3: 33.33		Poetry: 43.33	3: 73.33	4 materials: 6.67	1 material: 60	3: 43.33
		1 / 2: 23.33		Short stories: 63.33	4: 10	3 materials: 10	0 material: 20	4: 26.67
		3: 3.33		Jokes: 66.67	5: 40	2 materials: 43.33		
				Riddles: 66.67	6: 50	1 material: 16.67		
					7: 36.67			

Appendix K

Table 4: Results of the first questionnaire for the control group (For full reference of the
questions, see Appendix F)

Question ／ % of students per answer	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
	Yes: 56.67	1,2,3: 10	Yes: 70	Novels: 40	1: 83.33	7 materials: 3.33	9 materials: 3.33	1: 50
	No: 43.33	1,2: 6.67	No: 30	Plays: 33.33	2: 30	5 materials: 13.33	7 materials: 3.33	2: 70
	Yes/No: 00	1,3/2,3: 20		Poetry: 26.67	3: 60	3 materials: 30	5 materials: 3.33	3: 40
		1 / 2: 56.67		Short stories: 53.33	4: 26.67	2 materials: 16.67	3 materials: 10	4: 26.67
		3: 6.67		Jokes: 76.67	5: 36.67	1 materials: 33.33	2 materials: 20	
				Riddles: 86.67	6: 33.33	0 material: 3.33	1 material: 33.33	
					7: 46.67		0 material: 26.67	

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