

THE EFFECT OF EXTENSIVE READING  
ON THE DEVELOPMENT OF READING AND  
WRITING SKILLS OF ENGLISH  
PREPARATORY CLASS STUDENTS

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THE EFFECT OF EXTENSIVE READING ON THE DEVELOPMENT OF  
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STUDENTS

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**ABSTRACT****THE EFFECT OF EXTENSIVE READING ON THE DEVELOPMENT OF  
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Language is considered to be learnt effectively in its native environment. However, another useful way is suggested to be reading extensively in that language. Extensive reading has been regarded as a good way of obtaining language proficiency as a supportive activity of language learning process as well.

Recent studies (e.g. Davis, 1995; Mason & Krashen, 1997; Bell, 2001; Krashen, 2004; Eskey, 2005; Horst, 2005; Pigada and Schmitt, 2006) have shown that extensive reading is very useful in developing language proficiency and is an effective way of compensation for target language environment in foreign language context. Therefore, extensive reading can be used as an extracurricular activity to meet the need for authentic language input in foreign language teaching.

English is taught as a foreign language in Turkey and extensive reading can be a useful way of practicing and developing foreign language skills in Turkey.

The main aims of this study were to find the effect of extensive reading on the development of reading and writing skills, to reveal attitudes and perceptions of English preparatory class students and to uncover attitudes of preparatory class main course teachers about an extensive reading project carried out in a high school. Participants of the study were 141 preparatory class students and 6 English main course teachers. Reading logs and Preliminary English Test (PET) scores of the students were compared to find out the effects of extensive reading on reading and writing skills; two questionnaires were applied to the students and interviews were conducted with students and teachers to find out their attitudes and perceptions about extensive reading. The results of the study showed that there was a moderate positive relationship between extensive reading and the development of reading and writing skills of the students. It was revealed that the total number of pages read by the students did not have any significant effect on their reading or writing proficiency. However, there was significant positive relationship between extensive reading and test scores of the students when the results of the top level and lowest level students in PET exams were compared in overall language proficiency. It was also seen that students and teachers believed that extensive reading was beneficial to improve language proficiency, it was motivating and encouraging for students to learn English and improve their language proficiency and extensive reading was an effective way to compensate for the lack of target language environment.

## ÖZET

### KAPSAMLI OKUMANIN İNGİLİZCE HAZIRLIK SINIFI ÖĞRENCİLERİNİN OKUMA ve YAZMA BECERİLERİNE ETKİSİ

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Bir dilin etkili şekilde kendi ana bağlamında öğrenildiği, ikinci yararlı yöntem olarak ise o dilde kapsamlı okumanın dil becerilerini geliştirdiği düşünülmektedir. Kapsamlı okuma bir dili öğrenme sürecini destekleyici bir aktivite olarak da dilde uzmanlaşmanın iyi bir yolu olarak görülmüştür. Son zamanlardaki çalışmalar (e.g. Davis, 1995; Mason & Krashen, 1997; Bell, 2001; Krashen, 2004; Eskey, 2005; Horst, 2005; Pigada and Schmitt, 2006) kapsamlı okumanın bir dilde uzmanlığı geliştirmede yararlı olduğunu ve yabancı dil bağlamında anadil ortamını telafi etmenin de iyi bir yolu olduğunu göstermektedir. İngilizce Türkiye’de yabancı dil olarak öğretilmektedir ve bu bağlamda kapsamlı okuma ülkemizde yabancı dilin pratiğini yapmanın ve geliştirmenin iyi bir yolu olabilir.

Bu çalışmanın amaçları kapsamlı okumanın İngilizce hazırlık sınıfı öğrencilerinin okuma ve yazma becerilerine olan etkisini incelemek ve bir devlet lisesinde yürütülen kapsamlı okuma projesi hakkında öğrenci ve öğretmenlerin tutum ve algılarını ortaya çıkarmaktır. Çalışmanın katılımcıları 141 hazırlık sınıfı öğrencisi ve altı

İngilizce ana ders öğretmenidir. Kapsamlı okumanın okuma ve yazma becerileri üzerindeki etkilerini bulmak için öğrencilerin okuma oranları ve PET (Preliminary English Test) test sonuçları kıyaslanmıştır; kapsamlı okuma hakkındaki tutum ve algılarını ortaya çıkarmak amacıyla da öğrencilere birer anket uygulanmıştır ve öğretmen ve öğrencilerle görüşmeler yapılmıştır. Araştırmanın sonuçları, öğrencilerin okuma ve yazma notları ile okuma oranları arasında orta derecede pozitif ilişki olduğunu göstermiştir. Öğrencilerin okuma oranlarının okuma ve yazma becerileri üzerinde herhangi bir etkisinin olmadığı ortaya çıkmıştır. Buna karşın, PET test notları yüksek ve düşük olan öğrencilerin okuma oranları kıyaslandığında, notları yüksek olan öğrencilerin okuma oranlarının da yüksek olduğu görülmüştür. Aynı zamanda; öğretmen ve öğrencilerin kapsamlı okumanın dil uzmanlığını geliştirmek için yararlı, bu konuda öğrenciler için motive ve teşvik edici olduğunu ve kapsamlı okumanın anadil bağlamını telafi etmede etkili olduğunu düşündükleri ortaya çıkmıştır.

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To my beloved wife and parents...

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Introduction

It has become so obvious that reading abilities are important for academic learning and for life itself in today's modern world (Grabe, 2009). Reading is the basic satisfying concept of human's intellectual world and it has gained more importance since the last two decades. People enjoy themselves by reading a magazine, a novel or a brochure; they read a course book to pass classes and to be able to survive in their daily lives (Wallace, 2011). In this way, reading provides knowledge, enjoyment and survival for human beings whether it is done in the first language or foreign language.

Wallace (2011) emphasizes that the crucial element that a reader has is consciousness of the language that is used and there are two key factors that is widely known for reading: the first one is that reading is done for a purpose and secondly, it is comprehended only if it is a part of a context. Carrell and Grabe (2002) point out that reading is the main path for foreign language learners to learn by themselves outside classes; however, it is a complex skill and a challenging process for learners to develop reading ability.

Extensive reading (ER) has been studied immensely and findings have revealed that ER is one of the effective ways to develop language proficiency for language learners both in first language and second language (e.g. Elley & Mangubhai, 1983; Elley, 1991; Hafiz and Tudor, 1990; Krashen, 1997; Mason & Krashen, 1997; Nation, 1997; Bell, 2001; Krashen, 2004; Eskey, 2005; Horst, 2005; Pigada and Schmitt, 2006). Extensive reading is described as reading materials in abundance to obtain a general understanding of what is read, to improve vocabulary knowledge and linguistic structure by facing high amounts of language input and to develop a taste for reading more in the target language enjoyably (Day et al, 2011). One of the main theories behind extensive reading comes from the Input Hypothesis of Krashen (2004) who points out that language learners need an abundance of comprehensible input to be able to make progress in the target language. Extensive reading provides this need of comprehensible input with understandable and enjoyable written materials.



With the concept of extensive reading being at the center, this study primarily aimed to find out the effects of extensive reading on the development of reading and writing skills of preparatory class students in a boarding high school. Secondly, attitudes and perceptions of students about extensive reading were investigated via interviews and two questionnaires were conducted in order to gather in depth data relating to the extensive reading project carried out at the research context. Lastly, six main course teachers were interviewed to find out their attitudes towards extensive reading.

Participants of the study were 141 preparatory class students. These participants provided the data for correlation analysis between reading logs and Preliminary English Test scores; and for extensive reading questionnaires. In order to achieve data triangulation, 6 English main course teachers and 12 students were also interviewed by use of semi-structured interviews. Learners in the study were provided with graded readers ranging from easy starts to level 5-6 of various publishing houses such as Oxford, Heinle, and Cambridge for the purpose of the study.

## 1.2 Background to the Study

It is of crucial importance to gain linguistic and pragmatic knowledge of a foreign language to become competent in that language. Linguistic knowledge includes the sounds, grammatical structures, writing system, semantics, discourse and vocabulary of language and pragmatics includes speech acts, language functions and discourse. Learning or teaching a language involves these factors and foreign language teaching environment should provide the suitable setting to develop these skills.

Reading is important to develop the skills above and it is one of the main parts of foreign language teaching process. However, reading in classroom environment is not enough to develop these skills due to lack of time and the necessity of focusing on other language areas. At this stage, extensive reading is usually used as a supportive extracurricular activity in foreign language teaching.

Extensive reading opens the way to language teaching process in which learners read large amounts of understandable material in the target language. Learners choose their own reading material from a wide range of available resources. The taste that

learners get in extensive reading is important as it is the crucial drive that makes learners to continue to the process of extensive reading (Day et al, 2011).

Extensive reading meets a number of needs that are related to foreign language classroom. First, it helps to broaden the relationship with English outside the classroom environment. Secondly, students read the books that they want whenever and wherever they want to read. In this way, students establish a personal connection with language and develop autonomy in language learning. Thirdly, writing is stated to be a skill that cannot develop without models and students need to read extensively to be able to face various models of texts. This benefit is especially useful for this study as one of the research questions is related to the development of writing skills.

The second research question aims to find out the effect of extensive reading on writing skill. Lastly, reading extensively can be enjoyable and something that brings together language learning with pleasure is regarded to be of great value (Day et al, 2011).

Grabe and Stoller (2002) state that reading for comprehension is difficult and reading fluency is not easy to reach. Therefore, learners of a language need effective and motivating ways to develop these skills. In extensive reading, the reader needs and develops vocabulary and grammar ability. Moreover, the reader assembles what he/she already knows and adds to this language knowledge. When this cycle of putting together and developing linguistic and pragmatic aspects of language start to rotate, then the competence that is aimed can be possibly reached without having a second language environment. The reader, here, compensates for lack of target language environment that people communicate in that language as learner is exposed to language input (Krashen, 2009).

Nuttall (1982) also points out the fact that language is best learned among its speakers. However, as most of the learners of a language do not have this chance, Nuttall broadens his assertion by stating that the other best way of learning a language is reading extensively in that language as it provides the necessary atmosphere to learners to gain and develop language proficiency.

Day and Bamford (1998) explain that it was Harold Palmer who first used the term “extensive reading” in language education in his 1917 books “The Scientific Study and Teaching of Languages (SSTL)” and “The Principles of Language-Study (PLS)”

and what he meant by extensive reading was quickly reading book after book which was usually compared with intensive reading which meant studying a text line by line. They assert that extensive reading provides both knowledge and pleasure for the reader. In extensive reading, students deal with larger amounts of readings which are usually books. Bamford and Day (1998) signify that extensive reading is understood as reading large amounts of native written material in order to get an overall comprehension of what is read. During this type of reading, learners read for knowledge, enjoyment, curiosity etc. a wide range of different written texts. The main idea for extensive reading can be summarized as to read without ever losing any enjoyment and drive for reading.

Extensive reading has also been defined by Richards and Schmidt (2010, pp. 212) as “reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading.”

Research on extensive reading (Mason & Krashen, 1997; Bell, 2001; Krashen, 2004; Pigada and Schmitt, 2006) makes it clear that it is an effective way of improving vocabulary level and language structure which are important components in foreign language learning process, it helps to develop positive attitudes towards reading in the target language, it is a good way of compensation for authentic language environment and an effective way to develop overall language proficiency.

### **1.3 Statement of the Problem**

The setting in which we teach language is a foreign language environment. Learners try to learn the target language away from the place where that language is spoken, written and used in everyday life. As a result, most of what we teach to our learners seems to be destined to be imprisoned in classroom environment where learners fall into misconception that learning a language is just one of the subjects taught at school and all they have to and can do is to get a good mark in that lesson to pass the classes. In this way, language which is the main tool for communication is seen just as a school subject and it does not get the attention that it should get by learners. Sometimes even teachers and policy makers unwillingly and unconsciously may add to this misconception for various reasons.

To address this misconception that language is just one of the subjects taught at school and where it should stay, teachers as practitioners had better search ways to make amendments for second language environment; the environment where learners can have the chance of hearing and using the target language in their daily life. On the way to achieve this, as the second effective way to learn a foreign language is suggested as reading extensively in it, extensive reading should be promoted to improve knowledge and competence of foreign language learners and to fill the lack of authentic language usage environment.

Krashen (2009) points out that we usually encounter with the claim that it is indispensable to live in the target language country to reach any tangible proficiency in that language and authentic language environment is superior to foreign language environment. He also states that foreign language classroom is preferable if it is the main source of “comprehensible input” because learners will have the chance of experiencing how it is to be in the target language community by being provided with meaningful language input. Here, extensive reading becomes a major source of meaningful input as it can be broadened also to outside class hours when learners can fulfill their lives with the usage of target language by reading written materials such as books, magazines and brochures in target language.

English is thought as a foreign language in Turkey and learners of this language try to learn English in language classrooms. Therefore, they usually do not have the opportunity to practice and improve their language proficiency as in native English contexts. This lack of authentic language input effects learners negatively and causes problems in language learning process. Learners cannot get the necessary language input and they do not have the chance of turning language knowledge that they get in language classes to actual language performance in their daily lives. This lack of authentic language input can be overcome by strategies like extensive reading. As in its definition, extensive reading is exposing learners of the language to authentic language input by reading texts, magazines, novels and any kind of written material (Day et al, 2011; Krashen, 2004). Owing to this exposure, learners develop overall language proficiency and find themselves absorbed in reading materials that are interesting to them.

Davis (1995) remarks that the benefits of extensive reading do not come about as quick as to be seen in test results and Krashen (1993) accepts that short term extensive reading projects may not show the expected results. Grabe and Stoller (2002) warn that it is not easy to see the benefits of extensive reading in short term reading programs and they point out that extensive reading programs are often aborted before their real benefits are observed. Here, extensive reading should not be regarded as the sole teaching practice. It should be seen as a helpful tool to develop necessary language skills and as a way to develop a sense of language in the learners. That is, extensive reading should become a life-long language learning experience.

Taking into account the views of the practitioners and researchers above into consideration, this study was meant to last about at least 9 months (a full academic year) as Krashen (1993, p. 73) is also in favor of at least full one school year. English language learners in Turkey have a foreign language environment and native like proficiency can be achieved by providing ‘comprehensible input’ through extensive reading to these learners. Here, it is important to establish a suitable atmosphere, environment and provide the necessary tools in order to promote extensive reading so that learners will be able to develop skills needed to be proficient in the foreign language.

Although extensive reading has been proved to be effective in other studies, this study will shed some light upon how well the implementation of the extensive reading programme at the research context is and what kinds of further precautions should be taken to make it more effective.

#### **1.4 Research Questions**

This study aimed to find the effects of extensive reading on the development of reading and writing skills. Attitudes and perceptions of the students were investigated by questionnaires and interviews as extensive reading is thought to develop positive attitudes in learners towards reading in foreign language. Six main course teachers of these students were also interviewed so that more feedback could be received about extensive reading and the implementation of the extensive reading project. The research questions of this study were as follows:

1. Do students who read extensively more have a better reading test score in the proficiency tests?
2. Do students who read extensively more have a better writing test score in the proficiency tests?
3. What are the attitudes of teachers about the extensive reading project?
4. What are the attitudes and perceptions of the students about the extensive reading project?

### **1.5 Significance of the Study**

This study aims to add tangible results to the claim that extensive reading is an efficient way of attaining foreign language proficiency. It tries to find the effect of extensive reading on the development of reading and writing skills by means of questionnaires and interviews. Most of the studies carried out in Turkish context focus on the effect of extensive reading on the development of reading skill, vocabulary knowledge, and the effectiveness of extensive reading. They are mostly short term studies (at most 3-5 months) that generally focus on one aspect of extensive reading such as vocabulary level, attitudes of learners etc.

This study focuses on the relationship between extensive reading and writing skill as well as focusing on the development of reading skill. Writing is a productive skill that develops in time. Therefore, it is necessary to see various models of writing for the improvement of writing skill and extensive reading provides these necessary models of writing to the learners (Krashen, 2004). The goal for including writing is to find if extensive reading affects writing skills of the learners positively.

Extensive reading aims to provide learners with authentic language input in an enjoyable way. Interests, enjoyment and attitudes of learners are important in extensive reading as this leads to the maintenance of an extensive reading habit in learners. In this way, learners continue to read extensively and only then real benefits of extensive reading start to occur. This study also focuses on the attitudes of participants towards extensive reading and their perception of extensive reading so that detailed feedback can be obtained about the implementation of the extensive reading project.

The study was a longitudinal one that took about nine months. In this way, it was possible to observe the participants for a long term and detect any differences in results

about the effect of extensive reading, attitudes and perceptions of the students throughout the year. Moreover, the study includes a large sample of participants so that the results would be more reliable and generalizable. Standardized tests (Preliminary English Tests) are used to examine reading and writing scores of the learners. The standardized tests are good to obtain more reliable data for the study.

The study also seeks the effectiveness of the extensive reading project in the research context. Extensive reading is seen as an effective way of attaining proficiency at the school where the present study is conducted and classrooms are provided with different kinds of story books and students are encouraged to read these books; however, a comprehensive study has not been carried out yet to find out if extensive reading project is really effective in this particular environment.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This study aimed to find out the effects of extensive reading on the development of reading and writing skills. Attitudes and perceptions of students about extensive reading were investigated via questionnaires and interviews. Six main course teachers were also interviewed to find their attitudes towards extensive reading. The study took about nine months and the data for the study was obtained from reading logs and test scores of the participants, questionnaires and interviews.

In this chapter; the concepts of reading, extensive reading, extensive reading and writing are discussed. A sample of empirical studies carried on extensive reading is presented as well.

#### 2.2 Reading Ability

Reading has been defined simply as the processes of understanding a written material. By a wide range of researchers (e.g. Nuttall, 1996; Grabe, 2009); the key words that describe reading can be put into a sentence like this: Reading is the job of decoding written signals, turning them into comprehensible units and understanding the message that has been embedded in the signals (Grabe, 2009).

Our modern world has made reading skill a very important one. Although being able to read does not mean that a person will be successful, to be successful reading has become an indispensable skill. Since modern world has made people focus on individualized life style, it is important for us to develop basic skills to be able to sustain our “day-to-day survival” (Mackay, 1979:5).

Grabe (2009) emphasizes that reading is in fact a comprehension process, and that is what we mean most of the time by reading. When a person says he/she wants to read one of the number one bestseller novels, it is understood that the person wants to read the novel, comprehend it and satisfy the motive for his or her reading. Grabe (2009, p. 14) also defines reading by a series of concepts called “functional components of reading”; he says that reading is a “rapid and efficient”, a “comprehending”, an



“interactive”, a “strategic”, a “flexible”, a “purposeful”, an “evaluative, a “learning” and a “linguistic” process and it is after with the understanding of these concepts that a definition of reading becomes apparent.

As for reading comprehension, Koda (2005, p. 4) gives the following definition: “Comprehension occurs when reader extracts and integrates various information from the text and combines it with what is already known.” It is clear that Koda points out the existence of background knowledge in his definition and points out the importance of combining background knowledge with obtained information. Therefore, it is important that reading materials are interesting for learners and they have background knowledge on the materials they are going to read.

Burns (2003) brings forward that reading necessitates upper-level thinking skills and social awareness. When readers read they face with new concepts and ideas. Then, they activate their background knowledge and experiences they have had so far to derive meaning out of the texts and make sure that they reach the goal of reading. Graves, Juel and Graves (2000, p. 24) state this fact with these words: “It requires attaining a deep understanding of what is read, remembering important information, linking newly learned information to existing schemata, knowing when and where to use that information, using it appropriately in varied contexts in and out of school, and communicating effectively with others”. What is more; if learners read more, they will become more competent learners and they will get more pleasure out of it and with enjoying reading, learners will read more and will become more competent in the language (Gee, 1999).

### **2.3 Definition of Extensive Reading**

Reading is a complex skill and extensive reading is a way of developing reading abilities both in first language and foreign language. Grabe (2009, p. 13) introduces “readers purpose concept” and states that different reading purposes and reading texts may necessitate readers to alter their attitude and make them use different strategies and a different atmosphere to reading. He concludes this discussion by asserting that there are several distinct skills that we refer to as ‘reading’ when we think of different purposes and skills that readers use. Therefore, the concept of reading becomes like a tree all roots of which cannot be traced although there may seem many. For the stated

reason, it is pointed out most of the time that reading is developed, not taught. Extensive reading is also a different reading situation in which readers get into that particular reading form.

Readers read the suitable material for their level in extensive reading and there are usually not many unknown words in the text. It is on the behalf of the readers not to look a lot of unknown words in the material up so as not to lose the taste of reading which will result in reading less and less. For this reason, extensive reading is named as reading for pleasure most of the time. Day (Day et al; 2011, p. 10) clearly states that extensive reading is an “approach to teaching reading” the aim of which is to get learners read in English and have pleasure in it.

In the language education literature, there are three other terms related to extensive reading which are Sustained Silent Reading (SSR), Free Voluntary Reading (FVR) and Narrow Reading. In various studies and resources, SSR (sometimes used as USSR which stands for Uninterrupted Sustained Silent Reading) and FVR are used as similar terms and sometimes interchangeably. Sustained silent reading is defined as a kind of classroom activity during which students enjoy silent reading in their classroom by reading the materials of their own choice. The students are not interrupted at these times so that they will get pleasure from reading. Free voluntary reading means “reading because you want to”; it is not part of the assessment procedure and not followed by questions or reports (Krashen, 2003). In FVR, if a student does not like the book, he does not have to finish it. As it seems, SSR is a classroom activity while FVR can be in or outside the classroom. And these are two useful tools to encourage extensive reading which will lead to developed vocabulary knowledge and a comprehension skill. Narrow Reading is focusing your attention to the reading texts that are interesting for your taste (Krashen, 2004). Readers narrow the materials they want to read to their own taste and they get immersed into reading in this way. Narrow reading leads to continuance of the reading process and that is why it is helpful in extensive reading.

#### **2.4 Theory behind Extensive Reading**

The concept of extensive reading is based on the “Input Hypothesis” (Krashen, 2004) that brings forward the idea of being exposed to large amounts of comprehensible

input. In the comprehensible input hypothesis, it is pointed out that acquisition only happens when learners understand meaningful bits of messages. In extensive reading, a general understanding of the text is aimed. The reader does not focus on every grammatical, thematic, and discourse element in text which is the case in intensive reading. Thanks to extensive reading, readers are able to have pleasure and joy in reading as well as obtaining a general idea on the text, develop strategies for multi-reading purposes, learn new vocabulary and improve language proficiency. Long and Richards (1987) describe extensive reading as reading large amounts of interesting material, most of the time outside the classroom, focusing on a general understanding of the text and skipping the unknown words.

Another explanation for extensive reading is that we acquire vocabulary and spelling which are essential for mastery of a language by reading. In his ‘Input Hypothesis’, Krashen (2004) points out that comprehensible and meaningful input is the key to develop a mass knowledge of vocabulary and for a sophisticated cognition; and for a wide amount of comprehensible input, it is believed that extensive reading should be encouraged and it should be based on a system to provide learners with a prolific cycle of reading. Ellis (2005), as Krashen (2004), approves the importance of large amounts of input for language acquisition and finds extensive reading useful in this sense.

Elle and Mangubhai (1983, p. 3) state that they brought forward a practical instructional strategy which assumes that “repeated exposure to high-interest illustrated story books in the target language will produce rapid L2 learning”. This definition complies with the definition of extensive reading as well. The researchers continue that there are some differences between L1 and L2 learning environments and situations.

First, a child has strong intrinsic motivation to understand and convey messages; for this reason he/she depends on her/his ability to communicate. However, an L2 learner already has a language to communicate; so, an L2 learner relies mostly on extrinsic motivation factors which causes short term durations in motivation.

Secondly, an L1 learner focuses on getting and conveying messages and uses language as a communication tool. However, an L2 learner is made to focus on the form and usage as well and that spoils the nature of communication.

Thirdly, the amount of exposure to L2 is different from L1. An L1 learner is exposed to language many more times than an L2 learner. Krashen (2004) also states that the finding that extensive reading does good is mainly seen in long term studies as it takes some time for learners to reach the taste to read material of interest.

Fourthly, the type of language exposure is different between L1 and L2 learner. Whereas the exposure that an L1 learner has is a natural, unlimited and versatile one, an L2 learner usually has to go through unnatural, artificial, limited communication situations that make it hard to understand and convey messages. Natural learning situations promote learning as they enable learners to comprehend the messages better. Donaldson (1978) also emphasizes that the ability of the learner is important for understanding the messages and reaching at knowledge of language.

Fifthly, an L1 learner gets into communication with native speakers, whereas L2 learners usually have non-native teachers who are bound to make mistakes and not to be a perfect model for the learners.

As a conclusion, Elle and Mangubhai (1983) point out that a language teacher should keep the effects of these negative factors to minimum and create an L1-like learning environment and atmosphere. They assert that extensive reading will close the gaps between L1 and L2 from these perspectives.

Natural Approach gives importance to the comprehension of messages and asserts that acquisition is the natural way of learning a language (Richards and Rodgers, 2002). Extensive reading complies with “Natural Approach” in the sense that it helps the learner develop language skills consciously and subconsciously. Since exposure to spoken language is scarce and not enough for the development of the language, reading becomes the only source of input that provides acquisition (which is the unconscious learning) of the language. Krashen (1993) even claims that when extensive reading - reading for pleasure- takes place, learners can go on their way of improving their second language without classes, teachers, studying and even without a person to talk the language to.

## **2.5 Characteristics of Extensive Reading**

Extensive reading has become a useful strategy in learning and it has been grounded on a safe methodology by some supporting theories and studies. Some

principles that are the basics of extensive reading have been defined in the literature. These are the characteristics of extensive reading and important factors that support extensive reading. Day and Bamford (1998:7–8) describe a list of these characteristics:

The reading material is easy to comprehend. This is the basic idea behind extensive reading. For learners to be able to understand the text on their own, the material should comply with their language proficiency level. The materials should be easy enough for students to understand. More than one or two unknown words per page might make it too difficult for overall understanding (Day and Bamford, 2002). We may have difficulty to evaluate a hardship of a reading material. Hu and Nation (2000) carried out a study to see what percentage coverage of text was needed for unassisted reading for pleasure, where learners were able to read without the interruption of looking up words and found that most learners would need around 98% coverage to gain adequate unassisted comprehension of the text. Therefore, students should read the texts that reflect their language ability -- texts they find easy and enjoyable-- to be motivated to read more and study more.

A variety of reading material on a wide range of topics must be available. Reading for pleasure requires a large selection of books to be available for students to choose from at their level. The texts should be as varied as the students who read them and the purposes for which they want to read. These basic principles are important to make students read and enjoy the texts. In this way, the continuance of reading will be guaranteed.

Learners choose what they want to read. This principle means that students select texts, books, reading materials which they like and expect to understand. It is also related to learner autonomy which enables students to take the responsibility of their own learning. Students have the option to choose what to read.

Learners read as much as possible. The amount of the time spent reading is an important issue. Teachers should give students the opportunity or incentive to read more and more as its name suggests it is “extensive” reading. It is also important for their language knowledge and competence as the more the students read, the more comprehensible input they will get by exposure to language.

The purpose of reading is usually related to pleasure, information and general understanding. Extensive reading is not like intensive reading, so there are different incentives behind a learner's aim to read a particular text. A reader's interaction with a text derives from the purpose for reading. In extensive reading, the learner's goal is sufficient understanding to fulfill a particular reading purpose, for example, the obtaining of information, the enjoyment of a story, or the passing of time.

Reading is its own reward. The experience in extensive reading is similar to L1 reading in everyday life. So it is not usually followed by questions and follow-up activities. However, there may be some activities to find out what the students understood or what their attitudes towards the texts or reading are, but these are not part of assessment procedure.

Reading speed is usually faster rather than slower. If students understand and like what they read, it affects reading fluency in a positive way. Besides, discouraging students to use dictionaries while reading gives them a chance to keep reading, and thus to practice such strategies as guessing or ignoring unknown words or passages, going for the general meaning, and being comfortable with a certain level of ambiguity.

Reading is individual and silent. It allows students to discover that reading is a personal interaction with the text, and an experience that they have responsibility for. Thus, together with freedom to choose reading material, individual silent reading can be instrumental in students discovering how foreign language reading fits into their lives.

Teachers orient and guide their students. The idea and methodology of extensive reading can be introduced, beginning with choice: students' choosing what to read is an essential part of the approach. Teachers can reassure students that a general understanding of what they read is appropriate for most reading purposes. It can be emphasized that there will be no test after reading. Instead, teachers are interested in the student's own personal experience of what was read – for example, was it enjoyable or interesting, and why? Guidance throughout the extensive reading experience is also needed. Teachers can keep track of what and how much each student reads, and their students' reactions to what was read. Based on this information, teachers can encourage students to read as widely as possible and, as their language ability, reading ability and confidence increase, to read at progressively higher levels of difficulty.

The teacher is a role model of a reader. To make students eager to read, first the teacher himself/herself should be eager to read. If a teacher wants to have eager readers in his class, he needs to be one himself. So reading together with students also encourages them to read.

## 2.6 Benefits of Extensive Reading

Research on extensive reading has proved a number of benefits; for example, reading speed and comprehension (Bell, 2001), vocabulary (Grabe and Stoller, 1997; Horst, 2005; Pigada and Schmitt, 2006), grammar (Yang, 2001), reading and writing (Hafiz and Tudor, 1989) and writing (Tsang, 1996). Studies shows that extensive reading helps language learners in a range of ways; it mainly develops critical literacy competence which in turn makes up prolific readers who improve their reading ability, reading habits, reading fluency, vocabulary, spelling and writing (Nation 1997).

Most studies about extensive reading focus on the correlation between vocabulary level development and extensive reading. Pigada and Schmitt (2006) carried out a study and they found out that extensive reading improves knowledge of spelling, grammatical structures and vocabulary. Also, Bell (2001) points out that ER improves reading pace and reading comprehension.

The way that vocabulary is learned in extensive reading is named as “incidental”; this is because the learner learns new vocabulary although he/she is not paying attention consciously (Gass, 1999). Nation (1997) states that to remember a word, a learner has to keep meeting the word by doing reading in large amounts and/or engage in language-focused activity, such as keeping vocabulary notes. While reading, it is essential to decipher words automatically for fluency and words that a reader can distinguish swiftly, correctly and automatically are known as sight vocabulary (Iwahori, 2008). Sight vocabulary process happen if the reader encounters with the same word several times (Day & Bamford, 1998; Ehri, 1995; Grabe, 1988; LaBerge & Samuels, 1974). Having a vast amount of sight vocabulary is indispensable for a sophisticated reading fluency since reader can decipher more words thanks to sight vocabulary. Thus; by a number of researchers (Renandya & Jacobs, 2002; Samuels, 2006), extensive reading is recommended to increase the amount of sight vocabulary. Samuels (1994) also concludes that “automatic word-decoding skills and prior knowledge of a text’s

content may interact and strongly affect success in comprehension” (p. 831). Due to the fact that learners read a number of different kinds of texts such as story books, novels, brochures, magazines etc. in ER programs, it can be an effective approach to increase the learners’ variety of topical knowledge (Renandya & Jacobs, 2002). That knowledge can facilitate learners’ reading comprehension (Harris & Sipay, 1985; Bernhardt, 1991; Taylor, 2006).

After carrying out some studies on extensive reading, Elley (1991, p. 375) reaches to the conclusion that “in contrast to students learning by means of structured audio-lingual programs, those children who are exposed to an extensive range of high-interest illustrated story books, and encouraged to read and share them are consistently found to learn the target language more quickly.” Guthrie, Schafer and Huang (1991) state that they found in their study that the amount of reading that learners were engaged in determined the success on the National Assessment of Educational Progress (NAEP) and learners who spent more time on reading had relatively higher achievement. Robb and Susser (1989) and Mason and Krashen (1997) investigated the effects of reading books chosen on free-will on comprehension. In the both of the studies, it was concluded that extensive reading activities resulted in better achievements to foreign reading instruction than traditional methods.

Davis (1995) carried out an Extensive Reading Project (ERP) in Singapore which aimed to encourage students to read at least 50 books during a year. At the end of the study, apart from high test results for the participants, some positive developments were observed in students. It was observed that the general comprehension skills of the learners improved and the participants became more positive about reading different subjects and reading types. Students’ active and passive vocabulary size developed and they were better at realizing different structures. Moreover, improvements in writing and speaking were observed. Students improved their general studying skills and became more mature as a person. Test results of the students improved.

Extensive reading has been in the literature for quite a while. However, it has been neglected and has not gotten the attention that it deserves for several reasons. By looking its implementation in schools, we may argue that for our country that it is an activity that has been left to the hands of individuals.



Materials used in extensive reading are of various kinds. They can be graded readers of fiction or non-fiction books. Graded readers are organized into levels by means of grammatical structures, vocabulary level, level of comprehension etc. There are also authentic materials such as brochures, magazines, handouts, newspapers, letters, mail etc. Materials have to be of various kinds as the interests of the readers are not the same. Yamashita (2008) emphasizes that there is not a set criterion about how much reading can be regarded as extensive reading and although there is not a certain limit, a book once a week is thought to be necessary to reach expected extensive reading aims (Nation and Wang, 1999 for vocabulary growth; Day and Bamford, 2002 for language acquisition gains).

Eskey (2005) also draws attention to the importance of reading by emphasizing that the best way to obtain a large amount of vocabulary is reading in large amounts in that language and to read extensively in a language one has to have a well amount of vocabulary size which brings us to a “classic chicken and egg situation (p. 567)”.

Hafiz and Tudor (1989) designed a three-month extensive reading programme for second language learners of English by using graded readers in UK. They had one experimental group and two control groups of Pakistani students aged between 10-11. Before they started the experiment, they gave National Foundation for Educational Research Tests of Proficiency in English to the participants. The extensive reading programme lasted for twelve weeks, experimental group gathered after school for one hour, five days a week over the twelve-week period. Subjects were provided with a selection of graded readers and dictionaries and they were not asked of any formal tasks. The researchers found statistically significant improvement in writing skill for the experimental group at the end of the study.

Bell (1998) also lists ten reasons why we should promote extensive reading in language learning:

- Extensive reading can provide 'comprehensible input'.
- Extensive reading can enhance learners' general language competence.
- Extensive reading increases the students' exposure to the language.
- Extensive reading can increase knowledge of vocabulary.
- Extensive reading can lead to improvement in writing.

- Extensive reading can motivate learners to read.
- Extensive reading can consolidate previously learned language.
- Extensive reading helps to build confidence with extended texts.
- Extensive reading encourages the exploitation of textual redundancy.
- Extensive reading facilitates the development of prediction skills.

Undoubtedly, part of the reason extensive reading has a positive effect on language learning is that it provides increased exposure to language. The important role of comprehensible input in foreign language learning has been well documented by Krashen (2004).

Stanovich et al (1996) have a claim that being exposed to something written is very effective and there is no importance of the comprehension level and cognitive skills of the students. They point out that even learners who have comprehension abilities to some extent will benefit from these kinds of reading activities in respect to vocabulary and comprehension. All in all, extensive reading give ways to improve reading comprehension, writing, vocabulary level and it develops positive attitudes toward reading as Asraf and Ahmad (2003) affirm.

On considering the importance that is given upon extensive reading, it can be driven out that there is not a systematic approach to it among teachers, administrators, school curriculums, national education systems etc. Why do we not put emphasis on Extensive Reading as an educational tool and put it into practice at an immense degree? Grabe (2003) states several reasons for this being so and enumerates these reasons;

- There are exams to be prepared.
- A different perspective by educators to Extensive reading is viewed, it is thought that focusing on vocabulary, grammar and intensive reading will result in development of comprehension.
- The notion of “teachers do and should teach” in the minds of administrators and teachers.
- Curriculums to be fulfilled etc.

For these reasons; although it is believed that reading is good, it is advised to read or reading is given as homework. However, students give importance most of the time to

the things that are given importance to in the lessons and what is more, if something will be graded is only when they tend to pay attention to it.

As it is believed that students learn different structures and vocabulary from the reading texts that they read, extensive reading also helps them to develop their writing skill. Therefore, this study also focuses on the development of writing skill along with reading.

## **2.7 Studies Carried on Extensive Reading in Turkish Context**

This part focuses on the studies that were carried out in Turkish context in extensive reading. The studies are generally about the effect of extensive reading on vocabulary improvement (Tüm, 1995; Dürer, 2012), reading ability (Kara, 2006), writing ability (Çamlıbel, 2007; Sarı (2013), attitudes of learners and teachers towards extensive reading (Güler, 2007; Türker 2010) and effectiveness of extensive reading projects carried out in certain contexts (Tezdiker, 2007; Demir 2010).

Researchers generally have used graded readers as extensive reading materials and audiobooks of graded readers (Türker, 2010). As methods of data collection; achievement tests have been used in some studies to observe the effect of extensive reading on language skills. Interviews and questionnaires have been instruments in most of the studies to gather data from learners and teachers.

Tüm (1995) studied the correlation between extensive reading and vocabulary improvement by means of graded readers. It was hypothesized at the beginning of the study that reading extensively outside the classroom individually helps to increase vocabulary level. There were two groups of participants: control group and experimental group. Participants were 100 students in level 4 at the Center of Foreign Languages in Çukurova University. Data was collected by the use of several sources: Book report sheets, vocabulary list, feedback from the teachers and achievement tests. Results of the study showed that vocabulary range of experimental group increased by the use of an extracurricular extensive reading activity. It was also found that experimental group got higher scores in reading and writing tests as well.

Kara (2006) investigated the effect of extensive reading on the development of reading ability. As in this study, Kara studied the effect of reading graded readers extensively on the reading ability development of 30 elementary level EFL university

students studying at the School of Foreign Languages at Selçuk University (SOFL). Participants were divided into control and experimental groups of 15 at the beginning of study. Both of the groups participated in traditional language classes; however, as an extra-curricular activity, experimental group also attended an extensive reading programme. The study was carried out in the second semester of the academic year. Reading development of the two groups was measured by the reading comprehension tests that were part of the third and fourth mid-term exams set by SOFL. The data obtained in the study revealed that groups participating in the extensive reading programme got significantly higher scores than those in the control group. All in all, the study showed that reading development was affected by extensive reading positively.

Güler (2007) investigated beliefs of EFL teachers about the instruction of reading skill. There were 95 EFL teachers working at Anadolu University School of Foreign Languages, Department of Basic Languages. The researcher designed a questionnaire as an instrument. The results of the study showed that teachers had some various beliefs about reading loudly, reading fluency, L1 use and grammar in the reading class, and extensive reading. At the end of the study, it was concluded that experience in teaching did not have any significant effect on the beliefs about teaching reading.

Tezdiker (2007) studied on the efficiency of an Extensive Reading Project (ERP) that was carried out at Anadolu University School of Foreign Languages. She investigated perceptions of students and teachers about the strengths and weaknesses of the project by implementing a questionnaire and interviews. The study showed that getting in touch with different types of texts was the strong side of the ERP whereas students thought that developing reading comprehension and vocabulary level were strong sides of the project. Tezdiker concludes that although it seems that the project might not fulfill all of its motives, students and teachers agree on the issue that ERP develops reading comprehension and vocabulary.

Türker (2010) studied the efficiency of audio books on reading comprehension and attitudes of participants towards audio books. The study was administered at Anadolu University School of Foreign Languages with the participation of 82 students at elementary and intermediate levels. The participants were divided into two groups as

control and experimental group. The control group and experimental group were asked to read three graded readers, one every week. Experimental group was also assigned to listen the audio CDs of these books as an outside class activity. Reading comprehension tests were prepared to detect the effectiveness of audio books. At the end of the each week, the reading comprehension test about that particular book was administered to both control and experimental group. After the comprehension test, experimental group also got an attitude test about audio books. The results of the study revealed that it was effective to use audio books to enhance comprehension and the participants of the study had positive attitudes towards audio books.

Atacan (2010) carried out a study to detect second language reading problems of 11<sup>th</sup> grade EFL students studying at Pendik Anatolian Imam Hatip High School in the 2008-2009 academic year. Specifically, the aim of the study was to reveal what kinds of reading strategies were used by the students and how they felt about an extensive reading activity. The purpose of this study was to find out students' current use of reading strategies and their attitudes towards an extensive reading activity. Participants of the study were 120 students. The data for the study collected by Reading Strategies Questionnaire and two reader tests. The data revealed that participants of the study used reading strategies at varying levels, that students had positive attitudes towards extensive reading as they believed that extensive reading really helped to develop overall proficiency and vocabulary level. However, it was also found out that there was low significant correlation between achievement and overall strategy use.

Demir (2010) conducted a study to find out beliefs of teachers and students about the strengths and weaknesses of an Extensive Reading Project implemented at Language Teaching and Research Centre (Dil-Mer) at Abant Izzet Baysal University (AIBU). Participants of the study were 61 students and ten instructors. Data for study was collected via a questionnaire and interviews. Results of the study showed that ERP was useful at all levels and the students were happy about ERP. However, they criticized that there should be an assessment in ERP and more different genres in the class library as well. The study also revealed that ERP enhanced positive feelings of learners towards reading in English.

Varol (2010) conducted a study to compare EFL teachers' beliefs about reading strategies and how they instructed these strategies with the actual classroom practices of teachers in the classroom environment and to detect beliefs of teachers about the use of extensive reading at Yıldız Technical University in 2008-2009 academic year. After a questionnaire was administrated, three teachers were chosen so as to be observed to check whether the beliefs of teachers complied with their actual practices or not. Also, semi-structured interviews were made with 5 teachers for a deeper understanding of the beliefs and practices. At the end of the study, it was revealed that pre-reading and post-reading strategies were used in equal importance while post-reading strategies were not given the attention that they were given. Also, it was found out that, the teachers really appreciated extensive reading activities as they helped to internalize reading strategies and in this way developed successful reading strategies.

Dürer (2012) investigated the relationship between extensive reading and language vocabulary development. Specifically, she focused on the development of vocabulary size, vocabulary depth, word recognition speed and accuracy by extensive reading. Participants of the study were 30 control group students and 30 experimental group students attending Düzce University. All of the participants attended traditional language classes; however, experimental group was also assigned an extensive reading activity. Each participant of the experimental group was asked to read one graded story book every week for ten weeks. The study took place in the second term of 2010-2011 academic year. Three tests were carried out to find out vocabulary size, vocabulary depth, word recognition speed and accuracy. The analyses of the data revealed that experimental group got a significantly higher score than control group. The gathered data showed that learners reading extensively developed vocabulary size (57%), word recognition speed (54%) and vocabulary depth knowledge (46%). All in all, the study showed that extensive reading has a positive effect on the development of language learners.

As for the studies about extensive reading and writing, Çamlıbel (2007) studied the correlation between reading and its effect on the writing skill. The participants of the study were 20 students studying at Muş Anatolian Teacher's High School. The participants were divided into control and experimental groups of ten. The control group got only traditional language class activities but experimental group also participated in

a six-week program of reading texts of various types. A questionnaire and a writing test were used as the instruments of the study. The gathered data showed that the experimental group was significantly better than control group in their writing scores.

Sarı (2013) carried out a study with experimental and control group of 20 students in a high school to find out the role and importance of reading and listening on speaking and writing skills. The effects of certain listening comprehension activities and voluntary free reading on the writing and speaking performances of the learners were compared by tests. The results of the study revealed that a comprehension-based program of instruction supported by form-focused instruction improved speaking abilities of the participants better than a basically form-focused program of instruction. It was also revealed that a meaning-based program of instruction that emphasized free voluntary reading in and outside the classroom without any writing instruction enabled students to write as well as and even better than the ones that went through a form-focused program that supported writing activities inside and outside the classes.

Extensive reading has been used as a way to develop foreign language proficiency and to make up for the lack of target language environment by use of extensive reading projects. The results of the studies in Turkish context have shown that extensive reading is effective in developing vocabulary level (Tüm, 1995; Dürer 2012), reading ability (Tüm, 1995, Kara, 2006), comprehension (Kara, 2006; Tezdiker, 2007), reading strategies (Varol, 2010), reading fluency (Dürer, 2012), writing (Tüm, 1995, Çamlıbel, 2007; Sarı (2013) and overall language proficiency (Atacan, 2010). The studies have also revealed that extensive reading promotes positive attitudes towards reading both in teachers and students (Güler, 2007; Tezdiker, 2007; Türker, 2010; Atacan, 2010; Demir, 2010).

Table 1: Summary of the Studies and Findings

	<b>Study</b>	<b>Participants and Setting</b>	<b>Aim</b>	<b>Findings</b>
<b>1</b>	Tüm (1995)	100 university students	The effect of extracurricular extensive reading	Vocabulary development Increase in reading and writing test scores
<b>2</b>	Kara (2006)	30 elementary level university students	The effect of ER on reading	Reading ability developed

			ability	
3	Güler (2007)	95 EFL teachers	Beliefs of teachers about instruction of reading skill	ER is thought to be effective by teachers
4	Tezdiker (2007)	University teachers and students	The efficiency of ERP	Belief in reading comprehension and vocabulary level development
	Çamlıbel (2007)	20 high school students	The effect of ER on writing skill	Significant development in writing skill
5	Türker (2010)	82 elementary and intermediate university students	The efficiency of audio books on reading comprehension	Improvement in reading comprehension
6	Atacan (2010)	120 11 <sup>th</sup> grade high school EFL students	Reading problems of participants	Belief that ER development reading comprehension and vocabulary level
7	Demir (2010)	61 university students and ten instructors	Beliefs about ERP	ER developed positive attitudes toward reading
8	Varol (2010)	5 EFL teachers	Beliefs about reading strategies	ER helped to internalize reading strategies
9	Dürer (2012)	60 university students	The effect of ER on vocabulary	ER developed vocabulary size, recognition speed and vocabulary depth
10	Sarı (2013)	40 high school students	The effect of extensive reading and listening activities	Development in writing skill at significant level

Extensive reading has proved to be useful in Turkish context to improve English language proficiency and to develop positives attitudes in learners towards reading extensively. For this reason, an extensive reading project was designed for English



preparatory class students as an extracurricular activity at the research setting of this study. The researcher investigated the effectiveness of this extensive reading project and studied the attitudes of students and teachers towards extensive reading.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

The aim of this study was to find out the effect of extensive reading on the development of reading and writing skills and attitudes and perceptions of the English learners in an EFL context about extensive reading. For the purpose of the study, reading and writing test scores of the participants were compared with their reading logs, questionnaires were applied to students to find out their attitudes and perceptions about extensive reading and interviews were carried out with teachers and students to gather further data for the study. The study was carried out in the 2012-2013 academic year and it took about 9 months (from September to June).

This chapter includes the setting, participants, instruments, procedure and data analysis sections of the study.

#### 3.2 Setting and Extensive Reading Project

This study was carried out in a boarding school in Bursa in the 2012-2013 academic year with preparatory class students. The school accepts students after an election process and students study for five years at this school.

Before the beginning of the first term, students enrolled in the preparatory class are given a placement test and students who score the necessary level in the test are exempted from preparatory class. Students come from secondary public schools and there are usually 3-5 students out of 150 that can get the necessary score to start studying in 9<sup>th</sup> grade without going through preparatory class every year. Later, students are grouped into mixed preparatory classes and there is not a distinction between the classes in terms of language abilities of the students.

The students in the preparatory class get 12 hours of main course, 4 hours of reading, 6 hours of audio-visual (listening-video), 3 hours of grammar and 1 hour of pronunciation lesson in a week and there are totally 26 hours of English in a week. Each course is given by a different teacher except for main course and reading lessons. A main course teacher also carries out reading lessons. There are 6 prep classes and each consists of approximately 25 students which makes about 100 students in total.

Longman Total English book series are used in main course lessons. At the preparatory grade, Total English Starter, Elementary and Pre-Intermediate (three different books) are used until the end of the academic year. In reading lessons, ‘Facts and Figures’ and ‘Thoughts and Notions’ from “Thomson Reading and Vocabulary Development” series are used. Also, “Easy True Stories” series from Pearson Education are used as supplemental reading materials. As for audio-visual lessons; Oxford Tune in 1 and 2 and Worldlink (Intro, 1 and 2) video lesson coursebooks, in grammar lessons Cambridge ‘Essential Grammar in Use’ are used as course materials.

Students have three main English exams in a term and a main course quiz in almost every 15 days. Moreover, PET (Preliminary English Test of Cambridge ESOL Exams) exams are applied to students at the end of every term to have a clear view of the development of the students.

Wallace (2001) expresses that graded readers provide a context while reading and it is important for reading to make sense. That is one of the reasons why graded readers are useful in extensive reading. School administration provides a class library for each of the preparatory classes and there is a school library as well. The class library consists of graded readers of various kinds and of various publishing houses and there are more graded readers, novels and magazines in English at the school library. Students are encouraged to read in English by usage of various motivating strategies such as reading achievement certificates, role play activities etc. Throughout the 2012-2013 academic year, this study focused on the effectiveness of the extensive reading and extensive reading project for the present study carried out at this school.

As the school is a boarding school, the researcher has the advantage of observing students and their learning environment. Students have self-study hours in a day. They have one in the morning before the lessons start, and two in the evenings after dinner.

Learners in the study are provided with graded readers ranging from easy starts to level 5-6 of various publishing houses. Since the learners are preparatory class students, they are beginners in English. Therefore, graded readers are suitable as extensive reading tools for the purpose of the study. Related to the usage of graded readers, Elley and Mangubhai (1983, p. 54) specify that;

- “high interest story books” are so good at creating a basis for learning language that it nearly closes the gap between L1 and L2 learning,
- they ensure a strong intrinsic motivation,
- story books help learners to focus on meaning rather than form,
- exposure to language can be increased by reading more and more,
- activities in the book can provide natural learning situations.

The benefits of graded readers are of great value to provide a natural learning setting for the learners. Krashen’s Input Hypothesis (2004) brings forward a consistent idea with the use of graded readers by stating that a language learner can continue learning from a stage (learners’ current competence level) to another (I + 1 – the stage above current competence level) that is a little bit above his/her level. Graded readers provide the learners with a high variety of natural input in this sense. Graded readers are used as research materials in this study as well. The readers used in the study are of different publishing houses and there are almost 60 different story books in every class.

Day (Day et al; 2011, p. 10) is in view that teachers’ final goal in teaching learners to read is have them read authentic materials aimed for native readers. However, he emphasizes that teachers should not start with that kinds of materials while it is possible to start with materials that have been designed for intermediate or beginning readers as the learners at these levels will not be able to comprehend these authentic materials. Participants of this study were preparatory class students and for this reason, graded readers designed specifically for learners at different levels were more appropriate for the aim of the study.

It will be useful, for an understanding of extensive reading, to state at this point that students were encouraged to read by teachers and they were not asked any kinds of formal compelling tasks about their readings. However, to ensure that students were reading story books, some strategies had been developed. They are explained below.

There were three main course exams every term and several quizzes. Teachers decided to include some story book based questions in these exams. It was concluded that it would be better if the students chose the books that were to be in the tests. There were just a few questions about a story book in each exam. Students chose a story book and teachers prepared open-ended questions relating to it for every exam. In this way,

students were encouraged to read more. Below is the table for story books that were used in the quizzes and exams during the academic term.

Table 2: Table of Story Books used in Exams and Quizzes

Table Of Story Books Used In Exams And Quizzes		
	Exams	Quizzes
<b>First Term</b>		
<b>September</b>		
<b>October</b>	Island for Sale (1st Exam)	
<b>November</b>	Adventures of Tom Sawyer (2nd Exam)	Round The World in 80 Days
<b>December</b>	The Nightmare Before Christmas(3rd Exam)	The Call of the Wild
<b>January</b>		
<b>Second Term</b>		
<b>February</b>		
<b>March</b>	Anne of Green Gables	The Incredible Journey
<b>April</b>	The Last Mohican	The Pearl
<b>May</b>	The Monkey's Paw	

Students were tried to be put in a friendly competitive environment by several strategies. For example, the class that read most was chosen every month by comparing the total reading scores of the students. After the best reading class was chosen, a poster was prepared and hanged in every class so that classes could observe their own development. Some motivating posters were also prepared by teachers to encourage students to read extensively. Here are examples of reading posters that were prepared and hanged in every section every month. The term 'section' refer to classes in the poster.

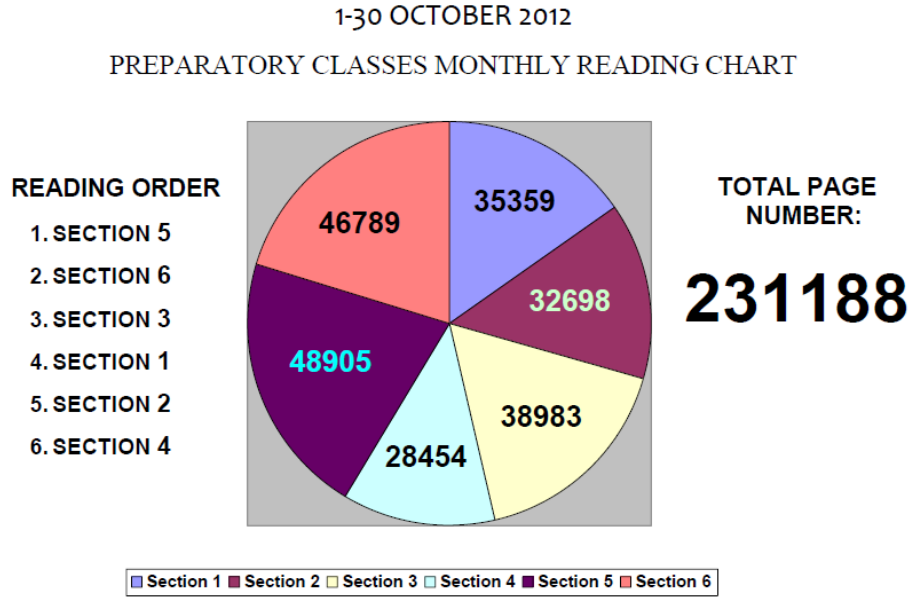


Figure 1: Sample of Preparatory Classes Monthly Reading Chart

From October 1<sup>st</sup> to October 30<sup>th</sup>,  
Prep. Class students have read

# '231188'

pages, and this number is growing every second...

Pace up your reading!!!

Figure 2: Sample of Monthly Reading Poster

In addition to these activities, each class prepared a role play of a story book each month one by one. The role play included a chapter of the book. This role play was acted out in front of the all preparatory class students during break times. The motive

for this activity was to make learners visualize the events in the books and have enjoyment in reading. After or before these activities, some vocabulary or language structure to be used in the role play would be presented by students to their peers. In this way, these activities enabled also teaching of vocabulary and language structure during break times. It was observed that these “act out” activities were really effective to develop acting abilities, pronunciation, reading, vocabulary knowledge and social development of the students.

As for individual encouragement, the students who read most in each class were chosen once a month by main course teachers and rewarded with a certificate of reading in front of the all class. This was also a motivating activity for students to read extensively in English.



Figure 3: Sample of Reading Achievement Certificate

It is clear that encouraging students read extensively is not easy; however, as it was pointed out before, the school was a boarding school and teachers were able to use some strategies to get students read story books. For example, the students had compulsory self-study hours in the early mornings and in the evenings. In addition to

the activities above, teachers of the classes sometimes attended these self-study hours and read a story book with the students. As Day and Bamford (1998, p. 8) point out in their list of principles, teacher is a role model. A teacher reading with his/her students will undoubtedly encourage the students a lot to read more and more.

All of these activities made it easier to invoke and maintain a continuing feeling of reading in the students. Therefore, most of students internalized extensive reading as part of their lives by the end of the first term.

### **3.2 Participants**

Participants of the study were 141 preparatory class students. They were high school students aged between 14 and 16. The school was an all-boys school and all of the participants were males. They had English lessons at secondary school but there was not an extraordinary difference in students in terms of language proficiency.

Reading logs of these 141 students were compared with their reading and writing test scores in the PET tests. Two questionnaires about attitudes and perceptions of the students about extensive reading were applied also to the participants.

The participants of the interviews were 6 teachers, 12 students. The students for the interviews were chosen among the students who had the highest and lowest scores in PET tests. Semi-structured interview were made with these participants.

### **3.3 Instruments**

The data sources for the study were tried to be expanded as much as possible so that extensive reading project at the school could be examined from different perspectives. The data for the study was obtained from several resources (See below for Table 3). Each instrument used in the study is shown next to the related research question.



Table 3: Research Questions and Instruments

	<b>Research Questions</b>	<b>Instruments</b>	
<b>1</b>	Do students who read extensively more have a better reading test score in the proficiency tests?	a) Students' reading logs b) Students' scores in the PET (Preliminary English Test)	Reading logs are students' reports about what and how much they read
<b>2</b>	Do students who read extensively more have a better writing test score in the proficiency tests?		PET exams are designed by Cambridge University Press and used as proficiency tests.
<b>3</b>	What are the attitudes and perceptions of the students about the extensive reading project?	a) Questionnaires about students' attitudes about and perceptions of extensive reading b) Interviews	Questionnaires were designed and used by Tezdiker (2007) to find out the effectiveness of the Extensive Reading Project implemented at Anadolu University School of Foreign Languages. (Permission was asked.) Semi-structured interviews
<b>4</b>	What are the attitudes of teachers about the extensive reading project?	Interviews	Semi-structured interviews

Teachers collected reading logs of the students in the study weekly and learners had a PET exam every two months. These tests consisted of reading, listening and writing parts. Staged story books were used as extensive reading materials in the study. For this purpose, each prep classroom was equipped with a library which had staged story books of different publishing houses.

It should be clear that the students read story books extensively in this study. In total, a student had the chance of reading more than 200 different story books all through the year as there were graded readers in the school library as well. Cambridge

Preliminary English Test was used in the study in order to observe the development in students. Here are the details about the PET exam.

### **3.3.1 Preliminary English Test (PET)**

This is a test designed to prepare students to Cambridge ESOL exams. It is designed by Cambridge University and used as proficiency tests (See Appendix H for an example of PET exam). There are four parts in the test. These are reading, writing, listening and speaking. There is more information about these parts below.

#### **3.3.1 Reading and Writing Sections**

These two parts are arranged in an order. There are five subdivisions in the reading part. At the first part, students should usually match a message, label, note or advert with its explanation or students should find the requested information. At the second part, students are asked to find the most suitable holidays, courses, books, movies for five different people. At the third part, students read a text and mark the asked statements as TRUE or FALSE. At the fourth part, students read a text and answer the multiple choice questions according to the text. The last part contains a reading text with missing vocabulary or a grammatical structure; students choose the correct option for each missing part.

As for the writing part, there are three subparts here. First, students are asked to complete missing parts in the sentences. The paraphrases of the sentences have already been given and students are asked to complete the other sentences by giving the same meaning with its paraphrase. Secondly, students are asked to give an answer to a note, e-mail or a letter. Lastly, students choose between writing or completing a story and writing an e-mail or a letter.

Reading and writing parts take about one hour and 30 minutes and makes up almost half of the test.

#### **3.3.2 Listening Part**

There are four parts here. At the first part students listen and choose the suitable picture for each statement. At the second part, students listen to a recorded message or a programme and choose the best option. At the third part, students listen and complete

some missing information in a brochure or advert. At the last part, students listen and mark statements as ‘True or False’. Listening part takes about 35 minutes.

### 3.3.3 Speaking Part

Speaking part includes task about participating in conversation, asking/answering questions, and talking freely. The speaking part of the test is not applied to these students.

All in all, the test takes about 125 minutes. The learners are required to write the answer on an answer sheet. Below is an overview of the test.

Table 4: PET Exam Overview

PET EXAM OVERVIEW		What is in the exam?	
Paper	Content	Marks	Purpose
<b>Reading and Writing (1 hour 30 minutes)</b>	Reading: 5 parts / 35 questions  Writing: 3 parts/7 questions	50%	Shows you can read and understand the main points from signs, journals, newspapers and magazines, and can use vocabulary and structure correctly.
<b>Listening (35 minutes)</b>	4 parts/25 questions	25%	Requires you to be able to understand a range of spoken materials including announcements and discussions about everyday life.
<b>Speaking (10-12 minutes per pair of candidates)</b>	4 parts	25%	Shows your spoken English while you participate in conversation, asking/answering questions, and talking

			<p>freely; For example, about your likes and dislikes. Your Speaking test will be conducted face to face with one or two other candidates. This makes your test more realistic and more reliable.</p>
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For the purpose of the study, reading and writing sections of the test were taken into consideration.

### 3.3.2 Questionnaires

Two questionnaires were applied to the students to gather in depth data about the attitudes of students toward extensive reading and students' perception of extensive reading. Moreover, questionnaires enabled to gather data in an effective and practical way from 141 students. The questionnaires were developed and used in a study carried out by Tezdiker (2007). She investigated the effectiveness of the Extensive Reading Project implemented at Anadolu University School of Foreign Languages. Tezdiker (2007) developed both English and Turkish versions of the questionnaires and both of the questionnaires were piloted before they were applied to the participants in her study. After piloting the questionnaires, the researcher entered responses into the Statistical Package for the Social Sciences (SPSS) 13.0. The reliability coefficient for the questionnaire was assessed to be .869. After that, necessary changes were made and the final version of the questionnaires came about. Permission was taken from Tezdiker (2007) to use the questionnaires in this study via email (See Appendix A). Turkish version of the questionnaires were applied to the students in this study in order not to face with any kind of language barrier.

The first questionnaire was named "Students' Attitudes toward Reading in English". This questionnaire was designed to find out the attitudes of students toward reading in English (See Appendix B). The questionnaire consisted of three parts. First part was about personal background information of the participants. Second part included items about attitudes of students toward reading in English. There were 30

items at this part. It was a 5 Likert scale questionnaire and the choices were ‘Strongly Disagree’ (SD), ‘Disagree’ (D), ‘Uncertain’ (U), ‘Agree’ (A) and ‘Strongly Agree’ (SA). The third part of the questionnaire had just on item about reading in English in general. However, this part was not used in this study. The English and Turkish versions of this questionnaire can be found in Appendices B and C, respectively.

The second questionnaire was called “Students’ Perceptions of the Extensive Reading Program” and it was designed to reveal the opinions of the students about the implementation of extensive reading at the school. Some open ended questions were added to the end of this questionnaire by taking the studies in the literature into consideration and with the guidance of an expert in the field. The first part of the questionnaire included 22 Likert scale items and the second part included some open ended questions. The alternatives were ‘Strongly Disagree’ (SD), ‘Disagree’ (D), ‘Uncertain’ (U), ‘Agree’ (A) and ‘Strongly Agree’ (SA) as in the first questionnaire. The English and Turkish versions of the students’ perceptions of the extensive reading program can be examined in Appendices D and E, respectively.

### 3.3.1 Interviews

Semi-structured interviews were carried out with 12 students and 6 teachers (Refer to Appendices F and G for interview questions) because interviews are useful for gathering data that is not observable directly and they enable to collect detailed personal information about the participants (Creswell, 2012). Teachers were interviewed in English and students were interviewed in Turkish.

The aims of the interviews were to obtain in depth data about the attitudes of teachers and students towards extensive reading. Students for the interviews were chosen by the PET test results. Students who had lowest and highest scores were determined to be suitable for the interviews by the researcher and an expert in the field. Interviews were carried out in June, 2013. In the analysis of the interviews, content analysis was adopted as it enables to analyze the interviews in detail by use of qualitative data analysis program Nvivo 10.

NVivo is a qualitative data analysis computer software package. It has been designed for qualitative researchers working with very rich text-based and/or multimedia information, where deep levels of analysis on small or large volumes of data

are required. NVivo is aimed to help users organize and analyze non-numerical or unstructured data. The software allows users to classify, sort and arrange information, examine relationships in the data and combine analysis with linking, shaping, searching and modeling.

### 3.4 Data Collection Procedure

Mixed-method design is adopted in the study. First, the data for this study was obtained from the students reading logs to answer the research questions number 1 and 2. Each main course teacher collected reading reports of the students weekly. For the first one month of the study, students were asked to report their reading logs daily to avoid any misunderstanding and to make sure that students were reading.

Students had a PET exam at the beginning and at the end of the first term and at the end of the second term. These tests consisted of reading, listening, writing and speaking parts. However, as for the hardships in implementation of speaking part, this part was removed from the tests and the score of this part was allotted to reading, writing and listening parts considering the degree of their total scores in the test. Multiple regression analysis was used to analyze the data obtained from the reported amount of reading pages and PET exams. SPSS (Statistical Package for Social Sciences) was used to analyze test scores.

Secondly, questionnaires were applied to the students at the end of the second term in May. The results of the questionnaire items were analyzed by SPSS 20. For the open-ended part of the “Students’ Perceptions of the Extensive Reading Program”, Nvivo 10 was used to analyze answers of the students. A colleague who was experienced working with qualitative data also made analysis of the data. Later, the researcher and the colleague studied together to derive out themes out of the responses of the students.

Thirdly, interviews were carried out with the students and teachers. At the beginning of the interviews, participants were informed of the purpose of the study and asked for permission so that the researcher could use the gathered data in the study. In the analysis of the interviews; interviews were transcribed. The transcriptions were checked by another English teacher, necessary corrections were made if there was difference between the audio records and transcription. The researcher used qualitative

data analysis program Nvivo 10 for the study. After the transcription, interviews of the students were loaded onto Nvivo 10. The interviews of the teachers went also through the same process of transcribing and checking.

At first, the interviews of the students were analyzed. Students were interviewed in Turkish so that they could explain their ideas clearly. The audio recordings of the interviews took about 175 minutes and 23 pages of transcription. In the analysis of all of the interviews, content analysis was adopted as it enabled in depth analysis of data. First, nodes were created by the analysis of the interviews with the students. 37 nodes were identified at the analysis. For further analysis, these 37 nodes were examined by an expert in the field. After the editing process, the nodes increased. The total number was 40. After both the researcher and expert in the field agreed on the nodes, themes were taken out of the gathered nodes. After a long process of analysis, these 40 nodes were gathered under 5 themes and 14 sub themes. The themes were examined again by the expert in the field and analysis was concluded to be in that way so that themes would be more meaningful and logical. After the analysis, themes were translated into English and back translation was made by a colleague for the reliability issues.

The interviews were carried out in English with six teachers to have different perspectives about the implementation of the project. The interviews took for 115 minutes and 18 pages. Interviews were transcribed and the transcriptions were checked by the researcher and by a colleague.

Later, the transcriptions were imported into Nvivo 10. At the first analysis, 49 nodes derived out and these nodes were examined by an expert in the field. The nodes were edited and checked again. After all the analyzing process, there concluded to be six themes for the interviews of the teachers.

The data collection process took about nine months. Here is a tabled format of the data collection procedure to make the process clearer:

Table 5: Data Collection Procedure Chart

DATA COLLECTION PROCEDURE	
September	<ul style="list-style-type: none"> <li>➤ The study started.</li> <li>➤ Students had a PET exam as a placement test.</li> <li>➤ Students started to read basic reading texts and easy starter story books.</li> <li>➤ Students were given a notebook as a reading log.</li> <li>➤ Teacher started to collect reading logs of the students every week from now on.</li> </ul>
October	<ul style="list-style-type: none"> <li>➤ Teacher collected reported reading logs every week.</li> <li>➤ Students were encouraged to read and write their reports and ideas about books in the reading logs.</li> </ul>
November	<ul style="list-style-type: none"> <li>➤ Teachers collected reading logs.</li> <li>➤ Students started to prepare role play activities about a book.</li> </ul>
December	<ul style="list-style-type: none"> <li>➤ Students had a PET exam for the end of the first term.</li> </ul>
January	<ul style="list-style-type: none"> <li>➤ Teachers collected reading logs.</li> </ul>
February	<ul style="list-style-type: none"> <li>➤ Teachers collected reading logs.</li> </ul>
March	<ul style="list-style-type: none"> <li>➤ Teachers collected reading logs.</li> </ul>
April	<ul style="list-style-type: none"> <li>➤ Students had a PET exam for the end of the second term.</li> </ul>
May	<ul style="list-style-type: none"> <li>➤ “Students’ Attitudes toward Reading in English” was applied to the students.</li> <li>➤ “Students’ Perceptions of the Extensive Reading Program” was applied to the students.</li> <li>➤ Teachers collected reading logs of the students.</li> </ul>
June	<ul style="list-style-type: none"> <li>➤ Students were interviewed.</li> <li>➤ Teachers were interviewed.</li> <li>➤ Data collection procedure ended.</li> <li>➤ Data analysis process started.</li> </ul>



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This study was carried out to find out the effect of an extensive reading project on reading and writing skills. Reading and writing test scores of the students were compared with their reading logs, an attitude and a perception questionnaire was applied to the students and interviews were made with students and teachers. The results of the study were used to investigate the relationship between extensive reading and language skills and to find out attitudes and perceptions of students and attitudes of teachers about an extensive reading project. This study took about 9 months; starting from second half of September, 2012 to June, 2013.

The results of the gathered data is presented in this section.

#### 4.2 Findings and Discussion

The students were given a pre-test in September, 2012 and post-tests were made at the end of the first and second school terms. These tests were made to compare the scores with reading logs of the students to answer the first and second research questions. Below is the chart showing the mean scores of pre-test and post-tests of PET exams that the students had throughout the year (See Figure 4). The mean for pre-test is 33,30; midterm post-test is 55,57 and at the end of the term post-test is 70,57. It is clear that, the students have made progress in English proficiency during their preparatory class year.

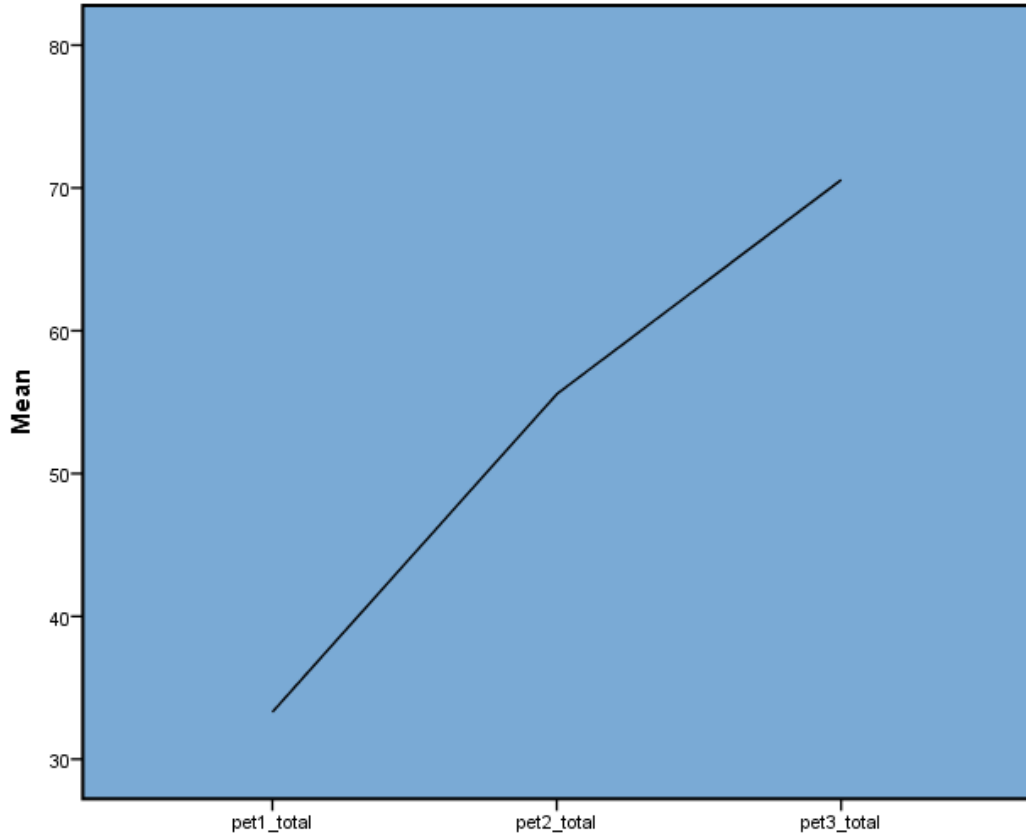


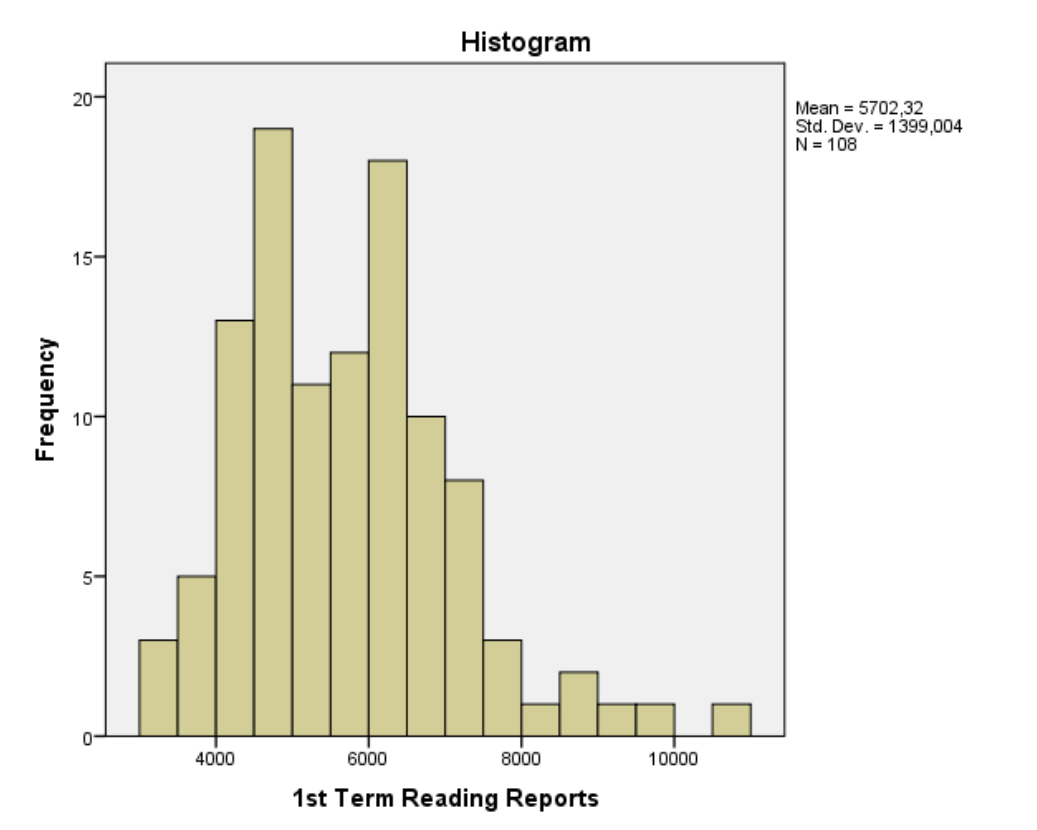
Figure 4: PET Exam Results

The chart shows the development process of the students throughout the academic year. The proficiency levels of the students have developed at the end of the school year.

#### 4.2.1 Research Questions 1 and 2

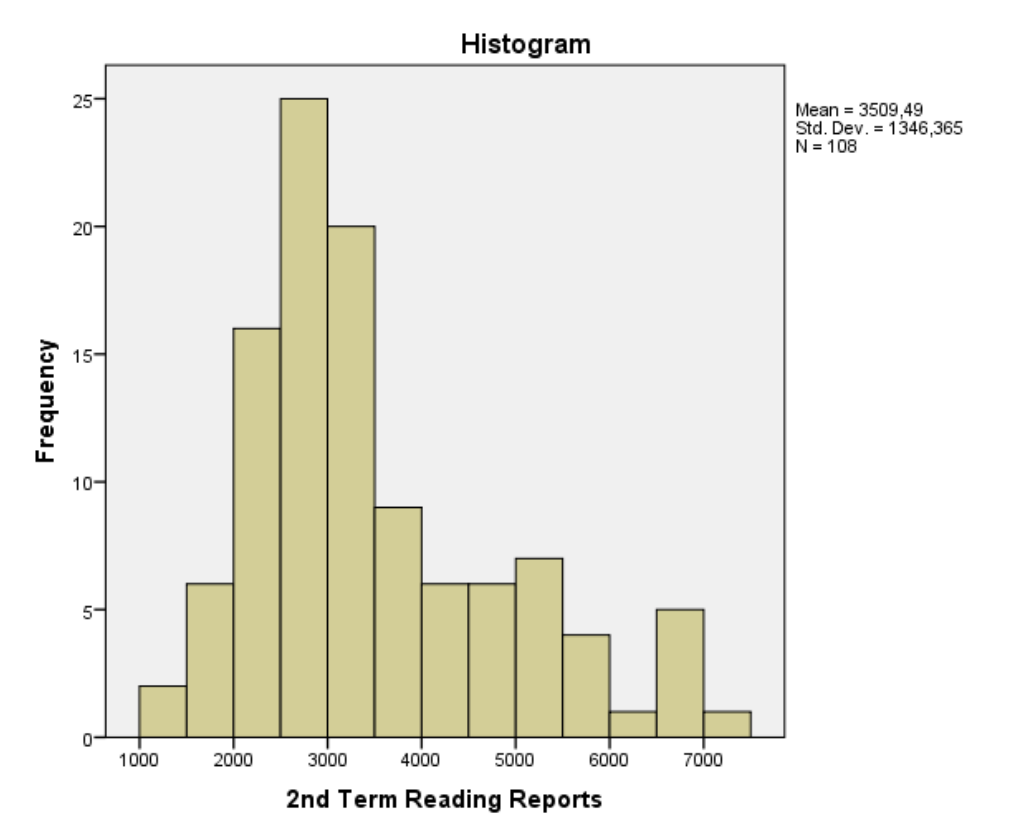
The first research question investigated whether students who read extensively more had a better reading test score in the exams and the second research question investigated whether students who read extensively more had a better writing test score in the exams. Table 6 and table 7 are two charts showing the reading logs of the students at the first and second school terms. By using SPSS, outliers were eliminated among the students. The data for the reading amounts is based on the reading logs of the students.

Table 6: First Term Reading Reports



Reading reports of the students show that the average reading amount read by the students at the first term is 5702 pages. The students were aimed to read 5000 pages from the beginning of the academic year. Most of the students were able to reach their aim. Students have read averagely 3509 pages in during the second term (See Table 7).

Table 7: Second Term Reading Reports



To find out the correlation between these variables, multiple regression analyses were carried out using SPSS 20 (Statistical Package for Social Sciences). As for the relationship between reading test scores and reading amount of the participants, it was seen that there was moderate positive correlation both at the first ( $r=0,894$ ) and second term ( $r=0,610$ ) PET results. This means that there was positive moderate correlation between reading test scores and reading amounts of the participants; however this relationship was not significant.

The second research question investigated the relationship between reading amounts and writing test scores. The writing skill is a productive skill and in this way different from reading skill. At this point, the aim of the study was also to find out the role of a receptive skill in developing a productive skill. As for the relationship between writing test scores and reading amount of the participants, it was seen that there was also moderate positive correlation at the first ( $r=0,733$ ) and almost no relationship at the second term ( $r=0,064$ ) PET results. This means that there was positive moderate

correlation between writing test scores and reading amounts of the participants for the first term; however this relationship was not significant.

The multiple regression analyses of the reading and writing test scores and reading logs revealed that there was moderate positive correlation between test scores and reading amounts.

A number of regression analyses were conducted to determine whether the amount of reading had any effect on the students' reading and writing proficiency scores in the PET exams conducted in the mid-term and at the end of the school year. As for the mid-term PET exam, Table 8 below shows the result of the regression analysis.

**Table 8: Regression Analysis (Dependent Variable: Mid-term PET Reading Proficiency Scores)**

Model	R	R Square	Adjusted R Square	Standard Error	F Model	R Square Change	F Change
Reading pages till mid-term	.0013	.000	-.009	5.724	.018	.000	.018

As seen in Table 8, the amount of reading the students had till mid-term did not explain any of the variation in their PET reading proficiency scores,  $F(1,105)=.018$ ,  $p>.05$ ,  $R^2=.00$ . This means that the total number of pages the students read did not have any significant effect on their PET reading proficiency scores. Table 9 presents the same regression analysis for the PET writing proficiency scores.

**Table 9: Regression Analysis (Dependent Variable: Mid-term PET Writing Proficiency Scores)**

Model	R	R Square	Adjusted R Square	Standard Error	F Model	R Square Change	F Change
Reading pages till mid-term	.0033	.001	-.008	2.173	.117	.001	.117

As shown in Table 9, similar to the reading proficiency scores, the reading pages till mid-term did not explain any of the variation in the students' PET writing proficiency scores,  $F(1,105)=.117$ ,  $p>.05$ ,  $R^2=.00$ . The total number of pages the students read till

midterm did not have any significant effect on their PET writing proficiency scores, either. As for the PET exam administered at the end of the term, Table 9 shows the results of the regression analysis for the reading scores in the final PET exam and the reading pages for the whole school year.

**Table 10: Regression Analysis (Dependent Variable: Final PET Reading Proficiency Scores)**

Model	R	R Square	Adjusted R Square	Standard Error	F Model	R Square Change	F Change
Total reading pages	.045	.002	-.006	6.023	.261	.002	.261

As can be seen in Table 10, the amount of reading the students had did not explain any of the variation in their final PET reading proficiency scores,  $F(1,127)=.261$ ,  $p>.05$ ,  $R^2=.00$ . Thus, even considering the whole school year, the total number of pages read by the students did not have any significant effect on their reading proficiency. With respect to the final PET writing proficiency scores, the results of the regression analysis are presented in Table 11.

**Table 11: Regression Analysis (Dependent Variable: Final PET Writing Proficiency Scores)**

Model	R	R Square	Adjusted R Square	Standard Error	F Model	R Square Change	F Change
Total reading pages	.163	.027	.019	1.891	3.486	.027	3.486

As presented in Table 10, 2.7% of the variation in the students' final PET writing proficiency scores can be explained by the amount of reading they had, and this finding was not significant,  $F(1,127)=2.486$ ,  $p=.064$ ,  $R^2=.02$ . Considering that the amount of reading did not explain such variation, although minor, in the mid-term PET writing proficiency scores, it can be argued that extensive reading might have a slight and non-significant effect in students' writing proficiency in the long term

For further analysis, Table 12 was prepared to examine reading amounts and test scores of a group of students. The table includes 6 reading logs of students: 3 students with high PET exam results and 3 students with low PET exam results.

Table 12: Comparison of Reading Logs and Test Scores

	Student	Students with High Scores			Students with Low Scores		
		A	B	C	D	E	F
Monthly Reading Logs of the Students	September	380	339	420	375	687	645
	October	1850	1846	2190	1200	1351	1551
	November	1720	1122	1500	902	1190	1192
	December	1690	1382	1211	756	720	286
	January	1456	1558	1472	460	560	537
	February	1515	1296	835	710	750	472
	March	1740	1732	980	650	530	308
	April	1814	1703	1280	410	389	199
	May	700	842	435	380	320	463
	Total	12865	11820	10323	5843	6497	5652,5
PET Exam Results	Pet I* September	38	31	36	28	35	42
	Pet II* December	77	47	70	40	36	52
	Pet III* May(Final)	82	86	90	61	58	66

\* PET exams consist of listening, reading and writing sections.

It is clear that students A (12865), B (11820) and C (10323) have read more than 10 thousand pages staged books throughout the academic year. The aim of each student in the prep class was to read more than five thousand pages during each term. It is clear that these students have reached their goals. The mean score of their PET exam results is 86. For these three students, it can be said that extensive reading may have affected their scores positively.

Students D (5843), E (6497) and F (5652) have not read as much as students A, B or C. Their mean score of final PET exam is 62. The first PET Exam results of the students D, E and F is not that much different from the students A, B and C. However, students who have read more than ten thousand pages have done significantly better than in the final PET exams.

#### **4.2.2 The Results of “Students’ Attitudes toward Reading in English Questionnaire”**

An attitude questionnaire was applied to the students to find out their attitude towards extensive reading (See Table 12). The questionnaire consisted of 30 5-point Likert scale items. The students were asked to tick the choice that best corresponded to their opinion. The choices were ‘Strongly Agree’ (SA): 5, ‘Agree’ (A): 4, ‘Undecided’ (UD): 3, ‘Disagree’ (D): 2, and ‘Strongly Disagree’ (SD):1. Mean scores and standard deviation of the results have been given next to each item in Table 13.

Table 13: Descriptive Statistics of Students’ Attitudes toward Reading in English Questionnaire



<b>Students' Attitudes toward Reading in English</b>		<b>Mean</b>	<b>Std. Deviation</b>
<b>1</b>	I only read when I have to.	1,97	1,051
<b>2</b>	Reading in English is easy for me.	3,64	,919
<b>3</b>	I think I have something more important to do than read in English.	2,85	,914
<b>4</b>	I check out books to read in English from the library.	3,76	1,31
<b>5</b>	I think reading in English is enjoyable.	4,00	1,00
<b>6</b>	I read in English as much as I can.	3,92	,93
<b>7</b>	I think I am a good student in reading in English.	3,39	,98
<b>8</b>	Reading in English is an enjoyable pastime for me.	3,49	1,01
<b>9</b>	I read magazines and newspapers in English to improve my English.	3,41	1,27
<b>10</b>	I feel confident that I understand what I read.	3,85	1,15
<b>11</b>	I read on the Internet to improve my English.	3,00	1,25
<b>12</b>	I learn a lot when I read in English.	3,66	1,06
<b>13</b>	I have to translate a text into Turkish in order to understand it completely.	2,08	1,19
<b>14</b>	Reading in the class is enjoyable.	3,52	1,22
<b>15</b>	In an EFL context, I do not have to be a fluent reader in English.	2,08	1,44
<b>16</b>	Reading in English helps improve my English.	4,25	,97

17	I like studying reading.	3,58	1,16
18	I need the teacher's help in order to understand the text.	2,31	1,15
19	I read aloud what I write in English to improve my English.	2,64	1,19
20	I like reading in English.	3,85	1,06
21	I would like to have more hours for the Reading Course.	3,72	1,21
22	I am a good reader in English.	3,58	,98
23	I try to read something in English when I have free time.	3,70	1,09
24	I read English subtitles of the films when I watch a film	4,06	1,14
25	I read lyrics of songs in English when I listen to a song.	3,85	1,35
26	Reading in English improves my vocabulary.	4,37	,996
27	I feel confident when I read in English.	3,95	1,06
28	I feel comfortable that I understand most of what I read in English.	3,87	1,07
29	I believe that good readers in English also get higher scores in the other courses.	2,80	1,31
30	Reading in English becomes enjoyable after a short while because I understand most of what I read.	3,82	1,02

Students state that they are not reading as they have to read (Item 1; M=1,9787) but they actually find reading enjoyable (Item 5; 8 and 14; M=4,0000; M=3,4965; 3,5248; respectively). They agree that they read in English as much as they can (Item 6; M=3,9220) and they find themselves good at reading in English (Item 7; M=3,3901).

Also, students feel that they don't need the teacher's help in order to understand the text that they are reading (Item 18; M=2,3191). These results show that students have developed an enjoyment for extensive reading, they have been developing a feeling of autonomy and their self-confidence has boosted thanks to reading extensively.

As for the actions students take for extensive reading, they agree that they check out books to read in English from the library (Item 4; M= 3,7660), they read magazines and newspapers in English to improve their English (Item 9; M=3,5248) they read on the internet to improve their English (Item 11; M=3,0071), they read English subtitles of the films when they watch a film (Item 24; M=4,0638) and they read lyrics of songs in English when they listen to a song (Item 25; M=3,8582). Students were encouraged to all of these activities by some strategies from the beginning of the academic year. For example, the students were asked to have an mp3 player at the beginning of the term and they were encouraged to listen to songs and audio books in English. When they were tired of reading, they could just relax and listen to the audio form of the books.

As for the benefits of extensive reading, students agree that reading in English improves their vocabulary (Item 26; M=4,3759), they feel confident when they read in English (Item 27; M=3,9574 ), they feel comfortable that they understand most of what they read in English (Item 28; M=3,8723) and reading in English helps to improve their English (Item 16; M=4,2553).

The results of the questionnaire show that students' attitudes toward reading in English is positive and they find extensive reading useful for their language development as it is clear from the questionnaire results. Reading extensively seems to have developed a sense of autonomy and self-confidence in students as they were encouraged to read the things that they like and express their opinions and ideas about the reading materials.

#### **4.2.3 The Results of “Students' Perceptions of Extensive Reading Project Questionnaire”**

This questionnaire was applied to the students to find out their perception of extensive reading project. The questionnaire in Table 14 consisted of two parts: 22 5-point Likert scale items and an open-ended part.

#### 4.2.3.1 The Results of the First Part of the Questionnaire

There are 22 items in the questionnaire and the students were asked to tick the choice that best corresponds to their opinion. The choices were ‘Strongly Agree’ (SA): 5, ‘Agree’ (A): 4, ‘Undecided’ (UD): 3, ‘Disagree’ (D): 2, and ‘Strongly Disagree’ (SD):1. The mean scores and standard deviations have been given next to each item.

Table 14: Descriptive Statistics of Students’ Perceptions of Extensive Reading Project

<b>Students’ Perceptions of Extensive Reading</b>		<b>Mean</b>	<b>Std. Deviation</b>
<b>1</b>	Reading extensively helps students improve their reading comprehension ability.	4,21	,956
<b>2</b>	The reading text for extensive reading should include vocabulary that is appropriate to the students' level.	4,26	,917
<b>3</b>	Reading extensively supports the students to use the reading strategies they are taught in the class.	4,09	,965
<b>4</b>	The assessment questions related to the text type should focus on every detail in the reading text in assessing extensive reading.	2,97	1,40
<b>5</b>	Students should decide the topics they want to read about out of the class.	4,33	,99
<b>6</b>	The teachers should guide students find different texts about different topics to read extensively.	3,34	1,25
<b>7</b>	Extensive reading material should be chosen by the teacher at lower levels.	3,02	1,27
<b>8</b>	The teacher should make it clear to the students that the purpose of reading a text extensively is to understand the general gist of the text.	3,58	1,18

9	The reading teacher should do a post reading activity to relate what the students read with their real life.	3,80	1,15
10	Extensive reading material should be below the students' language proficiency level.	2,24	1,20
11	In order to be a fluent reader, a student should read extensively.	4,26	1,04
12	The students themselves should decide on the type of the text to read extensively.	4,26	1,03
13	Extensive reading is helpful in learning a foreign language.	4,40	,97
14	Extensive reading makes students more confident in reading in English in class.	4,09	1,07
15	Students' work in extensive reading should be evaluated by the teacher.	3,39	1,28
16	Extensive reading should be guided by the teacher.	2,85	1,30
17	Extensive reading is more helpful for students than intensive reading (reading in class) is.	3,41	1,02
18	Extensive reading helps students improve their vocabulary.	4,26	1,05
19	Students should be given a purpose to read while reading a text extensively.	3,50	1,22
20	The aim of extensive reading is to make students like reading, not a detailed reading.	4,14	1,07
21	Students should be encouraged to use their dictionaries (bilingual or monolingual) while reading a text extensively.	4,22	1,11
22	Assessing session of extensive reading is not very important part of extensive reading if the students understood the text.	3,69	1,28

The results of the questionnaire revealed that students find extensive reading useful for their language development as they think that reading extensively helps them

improve their reading comprehension ability (Item 1, M=4,2199), it supports them to use the reading strategies they are taught in the class (Item 3, M= 4,0993), it helps them improve their vocabulary (Item 18, M=4,2624), it makes students more confident in reading in English in class (Item 14, M=4,0993), it is more helpful for students than intensive reading (reading in class) (Item 17, M=3,4184), it is helpful in learning a foreign language (Item 13, M=4,4043) and a student should read extensively in order to be a fluent reader (Item 11, M=4,2624).

As for the implementation of the project, students agree that the reading text for extensive reading should include vocabulary that is appropriate to their level (Item 2, M= 4,2695), they themselves should decide the topics and the type of the text they want to read about (Item 5, M=4,3333; Item 12, M=4,2624). Students think that the aim of extensive reading is to make students like reading, not a detailed reading (Item 20, M=4,1418), they should be encouraged to use their dictionaries (bilingual or monolingual) while reading a text extensively (Item 22, M=4,2270). They disagree that extensive reading material should be below the students' language proficiency level (Item 10, M=2,2411) and they agree that they should be given a purpose to read while reading a text extensively (Item 19, M=3,5035).

The teacher's role is a kind of being a role model to students in extensive reading. Most of the students think that the teachers should guide them find different texts about different topics to read extensively (Item 6, M=3,3475), extensive reading material should be chosen by the teacher at lower levels (Item 7, M=3,0284), the teacher should make it clear to them that the purpose of reading a text extensively is to understand the general gist of the text (Item 8, M=3,5887), extensive reading should be guided by the teacher (Item 16, M=2,8511) and students' work in extensive reading should be evaluated by the teacher (Item 15, M=3,3972). These results show that students want the guidance of their teacher in extensive reading in a detailed way. In accordance with these items, some of the students stated in the interviews that they have too much freedom about choosing what they want to read and their teacher should guide them more. These mean that some of the students feel uncertain about what to read and how to read in extensive reading.

All in all, students find extensive reading beneficial for their language development and most of them have internalized a habit of extensive reading. Students

also think that the role of teacher in extensive reading is important as he/she guides students.

#### 4.2.3.2 The Results of the Open-ended Part of the Questionnaire Items

The perception questionnaire consisted of two parts: 22 likert-scale items and 6 open-ended questions. The analyses of likert-scale items are above. The analyses of the open-ended responses were made by the researcher and an English teacher separately. Responses to open-ended questions were gathered under three headings after the analyses of researcher and a colleague because the answer given were concluded to be about these three basic divisions which are things that participants like about the project, things that participants don't like or complain about the project and things that participants suggest about the project.

##### 4.2.3.2.1 Things that Participants like About the Project

The statements in Table 15 are the general statements that are extracted by the responses of the students to the open-ended questions.

Table 15: Things that Participants like about the Project

1	My reading level has gone up.
2	I can read freely and comfortably thanks to this project.
3	I can read whatever I want in English, I myself choose what I want to read.
4	I can understand more information about a book easily as I can read slowly and carefully.
5	My English proficiency has improved and it is still improving.
6	I can read silently at a silent place.
7	I can read voluntarily and reading is not compulsory.
8	Reading is enjoyable in this way.
9	This project is very important and good for us and it should continue.
10	I can read whenever I want to read.
11	My reading speed has improved.
12	My vocabulary knowledge has developed.
13	I can read at my own speed.

14	I can read English books about any topic, there are lots of books.
15	I want to read more as reading is free.
16	My teacher helps me when I have difficulty in understanding.
17	I feel like a hero when I read books in English.
18	I have learnt how to study English by myself.
19	It encourages a good classroom atmosphere as everybody is reading.
20	It is good that we have no exams about the books; if we had we would read just for exams not for learning.
21	Everybody reads books every day and it is a good thing.
22	I am sometimes dived into reading.
23	I can read wherever I want to read.
24	I face with the same vocabulary or structure that I read in English books.
25	My grammar ability has improved.
26	My speaking ability has improved.
27	When I read books, I feel like one of the characters in the books.
28	While I am reading the books, I can image the events in the book.
29	I feel happy when I understand the writer's point of view.
30	It improves my writing ability.
31	My exam scores are increasing.
32	My reading ability has developed.
33	People admire you when you read and I like this feeling.
34	Reading itself helps us to improve our practicality.

The open-ended part of the questionnaire enabled to get more ideas from students about extensive reading. The students came up with lots of positive feelings and ideas about extensive reading. They expressed that extensive reading was useful to develop their English language proficiency as founded in other studies. They stated that their reading level, reading speed, vocabulary knowledge, speaking ability, grammar knowledge, writing and reading ability improved thanks to reading extensively.

Students also emphasized that they could read freely and comfortably either by themselves or with their friends wherever and whenever they want. This feeling of freedom and belonging to a group developed positive attitudes in students towards



reading in English. Some students pointed that they sometimes found themselves dived into reading and they enjoyed reading a lot.

#### 4.2.3.2.2 Things that Participants don't like about the Project

It may be said that these are the statements that include the complaints and confessions of the participants about the Extensive Reading Project. Generally, students complain about the lack of various reading materials as graded readers were provided to the students only. However, books from different series such as “National Geographic Footprint Reading Library” and some magazines in English were also provided to students.

Table 16: Things that Participants don't like about the Project

1	The library should have more books. (Higher levels and contemporary novels of various topics)
2	We sometimes neglected the importance of reading and didn't read much.
3	I am sometimes bored when I read boring books.
4	When there are questions about the books in the exam, reading becomes not enjoyable for me.
5	I don't like reading books that I haven't chosen myself.
6	Stories are for children not for us.
7	We are too free about choosing what to read and when to read.
8	My friends do some noise in the classroom.
9	Stories can be hard to understand.
10	I am not reading just for the project.

Also, some students complain about having too much freedom about the project. As the students were at the first year of their high school year, some of them may not have developed a feeling of self-control and autonomy yet. That may be the reason behind their request for more guidance and control from their teachers. To conclude, it is good that students do not have many complaints about the implementation of the project.

#### 4.2.3.2.3 Things that Participants suggest About the Project

This part consists of suggestions of the students about the project. Students suggest different kinds of activities (videos, tasks etc.) about the project and ask for more teacher interference. Teacher guided a lot during the implementation of study; however, the students were provided extensive reading project atmosphere and encouraged to read. Not any kind of compulsory task was used in this process. Nevertheless, it seems some students want more guidance as seen in Table 17.

Table 17: Things that Participants suggest about the Project

1	There should be books with videotapes. it is good to watch the video of the book as well.
2	Watching films is a good activity like reading.
1	I think our teachers can give us some homework about books.
3	Reading should happen as often as possible.
4	We can read at the outside (at garden) when the weather is sunny.
5	I think teachers should control which books and how many pages should students read.
6	There should be questions about the books in the exams and quizzes.

All in all, responses given to open-ended questions reveal that most of the participants are happy about the implementation of the project and nobody disagrees that reading extensively is useful, helpful and enjoyable ( See Table 12). However, the gathered data reveals that some improvements could be made about the project such as variety of books and providing students with visual materials such as movies of the books as well.

#### 4.2.4 The Results of the Interviews

##### 4.2.4.1 The Results of the Interviews with the Students

Interviews were carried out with students to collect detailed data for the study. Interviews were analyzed through content analysis. Content analysis is identified as the process of classifying qualitative data into groups of similar entities or categories to

describe consistent similarities and relationships between main subjects and variables (Given, 2008). In content analysis, text is broken down into groups and the existence of categories is often measured. Nodes and themes driven out from the interviews were reexamined by an expert in the field. After the analysis, there concluded to be five themes that nodes could be gathered under as seen in Figure 6. These were: Extensive Reading and Other Language Skills, Reading Skill, Extensive Reading and Tasks, Problems about the Project and Suggestions about the Project.

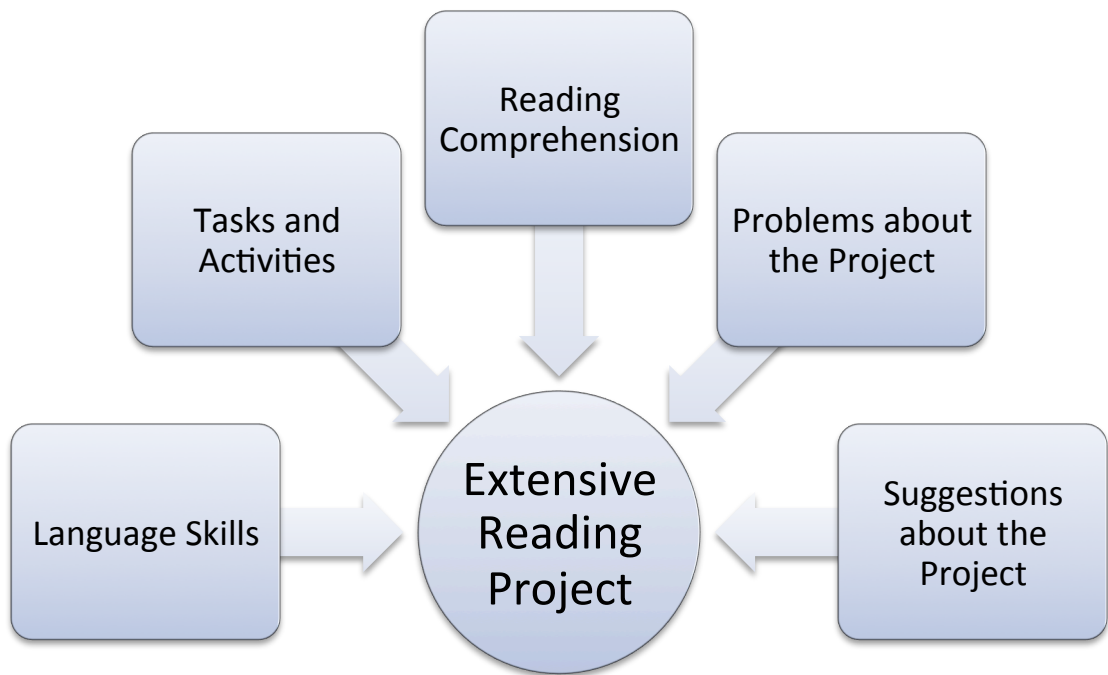


Figure 5: The Results of the Interviews with the Students

#### 4.2.4.1.1 Extensive Reading and Other Language Skills

In the analysis of the interviews, it was revealed that students believed that extensive reading helped to the development of other language skills as well. Students generally focused on the development of reading comprehension, speaking and writing. Reading comprehension is analyzed under “Reading Skill”. Here, speaking and writing is focused on.

Students believed that extensive reading developed writing skill as well as their speaking ability and for the development of the speaking ability, they focused on two

factors that improved their speaking skill. These were: dialogues in the books and phrases that they encountered while they read. Wallace (2001, p. 4) states that reading is the act of attempting to understand some “communicative intent” that the writer tries to convey to readers. That is, reading may be seen as a kind of communication. The students explained that they focused on the conversations and dialogues in the books and they imagined the situation and conversation going on. Students also stated that they learnt some structures and phrases in the books when they read and they could use these phrases and structures when they themselves talk. Here are some statements from the students about this issue.

Student A: “While I am reading a book and face with conversation in the book, I myself learn how to talk in the same situation or social interaction.”

Student F: “I can use phrases and structures I have learnt in the books when I talk to my teachers and my friend in English.”

Discourse is described as the meaning that readers build up in their minds during the process of reading and they are mostly about social elements of language: families, schools, ceremonies, quests etc (Wallace, 2011). When students read and face with different types of discourses, the students comprehend and store in their mind as much of these discourses as they can. That way, they develop a sense of speaking and writing. It is obvious that students are aware that they learn phrases and structures from the books and they can imitate the dialogues when they converse as well.

#### **4.2.4.1.2 Tasks and Activities about Extensive Reading**

An important issue about extensive reading is whether activities and tasks should be carried out so that learners can be observed by these ways to evaluate at what rate they are reading. These tasks and activities may encourage extensive reading and enable to check whether students are really reading or not. In this project, although students were left to be free as much as possible, some tasks were also asked of students. One of these was asking some questions about a particular story book in a part of the exams as a way to encourage them to read more.

There were controversial ideas about the issue of asking comprehension questions about a book in the exams. Four students stated that they could read more books instead of getting prepared for an exam reading a particular story book. They

pointed out that when they focused on a story book too much, they tended to neglect continuing reading.

Six of the students expressed that when they prepared for an exam by reading a particular story book, they could read the book more and understand it thoroughly. They believed that they comprehended better when they read the book more than once and focused on the details.

Moreover, some students suggested some kinds of extensive reading activities to develop and enjoy extensive reading. For example, some of them suggested reading a story book together and doing some kinds of reading circle activities. As a conclusion, although it is thought that students may not like tasks and activities, they may like some activities and tasks even if they may require passing an exam.

#### **4.2.4.1.3 Extensive Reading and Reading Comprehension**

The real benefits of extensive reading are expected to emerge in the reading skill as it is related to reading. In the analysis of the interviews of the students, it was revealed that there were four subthemes related to reading skill. The diagram for these subthemes can be seen in Figure 7. These subthemes were affective dimension of extensive reading, reading habit, reading comprehension and benefits of extensive reading.

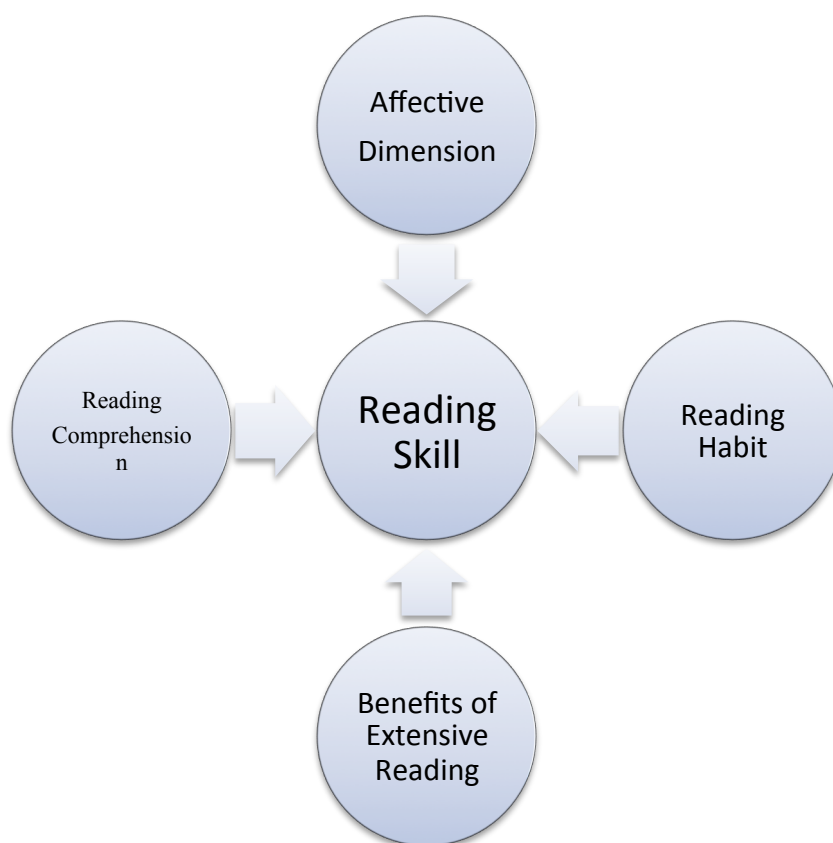


Figure 6: Extensive Reading and Reading Comprehension Figure

As motivation has become an important component of learning, feelings and affections that learners hold for learning give clues for success. As the participants of the study were teenagers, their affections and feelings were especially important for learning the target language.

The students expressed in the interviews that reading extensively helped them to like English and studying English. They pointed out that reading in English helped them develop a closer connection and positive attitude with the English language. What students expressed really showed that many of them enjoyed reading extensively in English. Here are some example statements of the students:

Student K: “There were two things that made me like English language. One of them was watching movies in English and the other one was reading extensively in English.”

Student C: “Reading story books become as a hobby for me. It made me like English language. That is why I wanted to study English a lot.”

It is good to hear these statements from the students as it means some of them really internalized reading extensively in English. Some of them added that reading extensively in English was good to learn English language as they thought English language was important to have a good job in the future. Most of the students stated that the extensive reading project enabled them to read enjoyably as they really liked some of the stories they read. For example, Student F pointed out that: “There are sometimes real stories among the books. When I read them, it is good to learn new things. I also enjoy reading mysterious stories like Sherlock Holmes a lot.”

Students found the ERP especially useful as they could read together with their friends in the class. It was motivating and encouraging as everybody was reading silently and each learner felt the need to read extensively.

Hitosugi and Day (2004) emphasize that one hundred percent comprehension is not aimed in extensive reading and what is important is that students read for an overall understanding and enjoyment. Most of the students also reported that they enjoyed reading books as a way to develop their English language in this project. However, some of the students complained that it was boring to read story books at the beginning but they enjoyed reading as they began to understand and skipped to next language level in graded readers. Some of the students said that it was thanks to their teachers’ guidance that they read English story books. Therefore, the guidance of the teacher was an important aspect of this project as well.

Students explained that this project helped them to develop a consistent extensive reading habit. They thought that as their teachers kept a track of their reading process weekly and monthly, the students themselves could also review their extensive reading process. This cycle of reviewing and focusing on extensive reading made students aware of their own development. They reported that their extensive reading habit developed in this way. Asraf and Ahmad (2003) found also in their study that extensive reading promoted reading habit and foreign language development.

Some students stated that it was hard for them to read story books at the beginning of the term as it was hard for them to comprehend even the beginning pages of the stories. However, they started to understand almost all of the story books gradually and it was that crucial point that helped them develop a reading habit. They

believed that it was thanks to this project that they could read a lot of story books. The students were also asked if they would continue reading extensively in English. To this question, they said that they would and they stated that if they did not continue reading, they would forget most of what they had learnt and lose their current language proficiency. Therefore, it can be said that students adopted extensive reading as a way of using their language skills to be able keep what they have learnt so far.

As for reading comprehension, students believed that reading extensively developed their comprehension of English and they switched their mind to English when they read. Reading extensively in English helped them to learn grammatical structures and language components. They realized that their language proficiency developed and in this way they understood better. It has also been emphasized in the literature that reading extensively developed reading comprehension (Krashen, 2004).

In the interviews, most of the students pointed out that they learnt lots of vocabulary and phrases in the books that they read. In time, they internalized these language components and could use these in their reading, speaking and writing. In this way, one of the main obstacles of learning a new language, the problem of shortage of vocabulary, was solved to some extent. They stated that it was fantastic to learn new vocabulary from the books that they read. They also explained that learning new vocabulary, understanding the books they read and enjoying the books really developed a closer and positive connection with the English language. The students found spending their free time by reading English books quite advantageous and effective.

#### **4.2.4.1.4 Benefits of Extensive Reading**

The concept of learning English by reading story books was really liked by the students and most of them expressed that reading extensively improved their English proficiency although they couldn't put their finger on the exact term about what parts of their language competence extensive reading improved. Reading extensively made the revision of what have been learnt possible for the students and gave the opportunity of brushing up their English language knowledge. Students also expressed happily that it was so wonderful to be able to read and understand books that are even in level 5-6.

The extensive reading also focused on their reading rate and language success. Most of the students believed that there was a connection between their reading rate and



success in the English exams and some students even stated that they had neglected reading and that was why their English test results were not as good as they had expected. Some other students thought that reading extensively in English improved their language proficiency and they read a lot although they did not have good exam results. As for the relationship between extensive reading and reading comprehension benefits, students expressed that reading extensively improves their language knowledge in some way even if they might not be that much successful in English exams.

#### **4.2.4.1.5 Problems about Extensive Reading Project**

This was a study carried on an Extensive Reading Project (ERP). It is important that practitioners should get feedbacks from the students about the implementation of the project so that ERP can be carried out as it should be. This part is about the problems that students expressed about the implementation of the project and includes important aspects that should be taken into consideration.

Some students expressed that graded story books were written in simple language and were not appropriate to read for this reason. However, story books are good to establish a foundation for learning a language and they are effective to close the gap between L1 and L2 learning (Elley and Mangubhai,1983)

Most of the solid criticisms were about the variety and number of the books. Although students were provided between 50-60 graded readers in their class library and many more in the school library, they expressed that the number and variety of the books were not enough for them. As each learner is a special person and each character has its own taste, learners must be handled in that way and should be supported with the guidance of this concept. Therefore, no matter how many books there are, students should be provided a variety of books that appeal to their taste. So, students are right in their claim about the shortage of variety of books.

Actually, those were all of the problems that students expressed about the implementation of the study. It was good to hear that they did not have a crucial problem about the project and things like variety of books also depends on some outer factors such as school budget.

#### 4.2.4.1.6 Suggestions about the Project

This part includes suggestions of the students about the project. Related to the variety of the books, some students suggested that a survey about the popular books could be done and students could be given these books. This suggestion also brought us the concept of student autonomy and it seemed important. They pointed out that there were not any novels in the class libraries and this was a lack of programme. However, this was what students could suggest at the end of the second term when their English knowledge was good enough to read novels. Therefore, the provided graded readers were thought to be enough till the end of the second term except that the problem of variety should still have been taken into consideration. Some other students suggested there should be some tasks and activities about the story books they read and they thought that it would help them to read more and carefully. These statements were uttered by the students whose PET exams results were at the top level. In contrast to this view, students whose PET results were at the medium or low level (according to the PET exam results) didn't want much activity and task about the books they read. All in all, there are some important ideas in the suggestions of the students and these can be taken into consideration to reshape the ERP.

#### 4.2.4.2 The Results of the Interviews with Teachers

Interviews were carried out with teachers to have a look at the extensive reading project from a different point of view as the teachers are the real practitioners of the project. The interviews of the teachers were analyzed by using Nvivo 10. Content analysis was adopted as it enabled a detailed look to the data.

Themes were taken out of the interview data and these themes were also examined by an expert in the field. At the end of the analysis, it was seen that there were five main themes in the data (Refer to Figure 10). These were: Affective Dimension, Cognitive Dimension, Social Dimension, Language Proficiency and Language Skills and Implementation of Extensive Reading Project.

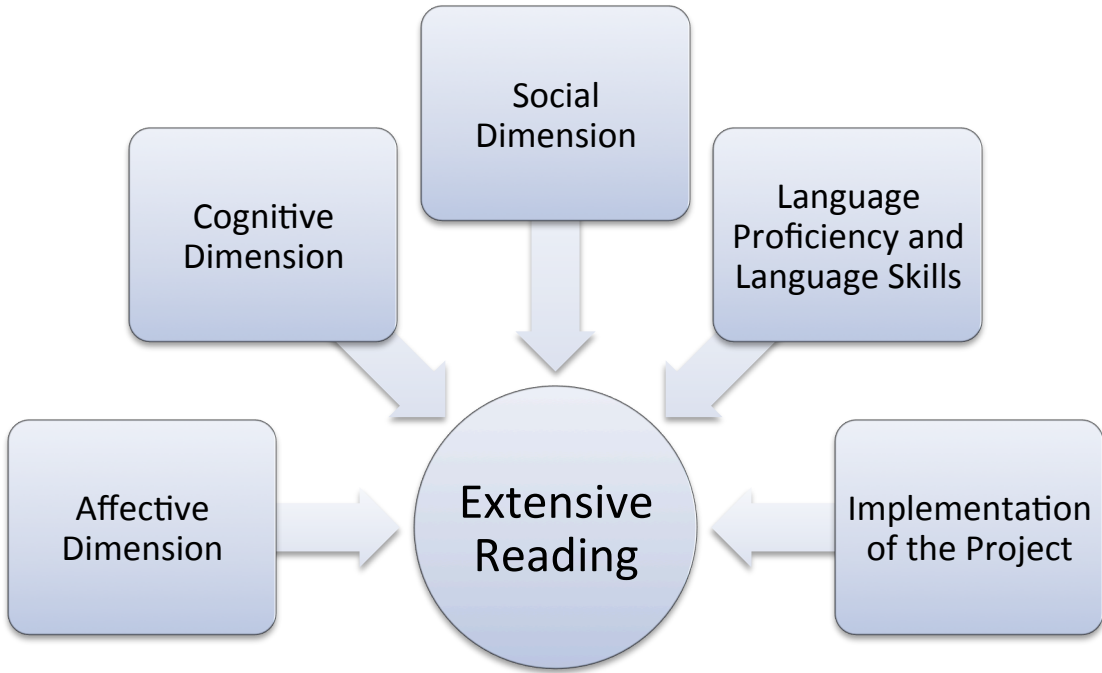


Figure 7: The Results of the Interviews with Teachers

#### 4.2.4.2.1 Affective Dimension of Extensive Reading Project

In the analysis of the interviews, affective sides of the project began to surface as it was the case in the analysis of the student interviews. Teachers were especially interested in the affective side of the project as they thought that the attitudes of the students were important for the maintenance of the project.

First of all, teachers said that students should take pleasure from reading and in this way, they internalize the events and characters in the book. Some of the teachers referred to the term “learner autonomy” and insisted that students should choose their own books so that they would internalize and adopt extensive reading. Some of them explained that the role of teachers was guidance and in extensive reading project, teachers should just provide suitable books for the students, encourage them to read and may determine the levels of the book that each student could read.

The teachers believed that for learning to happen, the reading material should be just a little bit beyond the current level of the students as in the comprehensible input hypothesis of Krashen (2004, p. 37). They believed that in this way, students would

continue reading and only in this way the benefits of extensive reading would come about.

Teachers mentioned some strategies they had developed to make students read more. For example, a teacher would give a star who read most and who even wrote a report about the book he read. He told his students that if they could collect 10 stars, they would get a good score at the end of the term as well. The teacher expressed that although this strategy didn't work with some of the students, it had worked with most of the students.

Nearly all of the teachers focused on an idea of "Prolific Learning Cycle". They stated that students had some problems with understanding what they read at the beginning of the academic year. However, students started to understand what they read and what they heard as the time passed and this feeling aroused a sense of success in them. As students felt the taste of understanding the book they read, they started to read more and teachers stated that this cycle of reading made a "Productive Learning Cycle". It was also revealed that students who read more than the others were more willing and eager to learn and participate more in activities during the classes. Affective dimension of the project is really important as pointed out above by teacher views.

#### 4.2.4.2.2 Cognitive Dimension of Extensive Reading

Teachers mentioned some cognitive concepts in their interviews and made a connection between them and extensive reading. Teachers pointed out that students learn language structures and vocabulary while reading and all of these happen implicitly. Instead of learning, they pointed out that students acquired the language implicitly and they thought that this kind of learning was more enduring as students discovered learning on their own most of the time. This idea is the notion behind the idea of constructive learning as well. Most of the teachers believed that reading was one of the fundamental sources for perceiving or acquiring a language and learners developed their comprehension, grammar, vocabulary, listening, speaking and reading abilities by reading.

One of the teachers explained that when students read more, the connection between the language parts in their brain got stronger and it became easier for students to retrieve the knowledge about language. This led to developed and sophisticated comprehension, speaking and writing ability. Another topic teachers focused on was

thinking critically and the development of imagination. They stated that when students read story books and visualized the events in the books, their imagination developed and this also led to the improvement of their critical thinking ability.

#### **4.2.4.2.3 Social Dimension of Extensive Reading**

One of the teachers pointed out the importance of the culture as well in the interviews. He added that language also comes with a culture and reading books is a good way of gaining cultural knowledge of the target language as well.

Extensive reading was encouraged by some activities such as role playing or reading silently in the class with all of the students. Teachers realized that these activities encouraged students positively and socialized the students towards using and learning the language. They pointed out that when all of the students read silently in the classes, they also encouraged one another and created a wonderful learning environment.

For example Teacher B states that: “As for the reading activities, I sometimes organize role play activities about the books students have read because students naturally learn from each other.”

Students also learn a lot from their peers as the teacher guided and encouraged them. For example a teacher explains this fact.

Teacher A: “Of course, teacher is very effective here because teacher doesn’t tell directly extensive reading is useful, not like that. But somehow, teachers make students internalize that reading helps them a lot.” All of these social learning experiences complies with “assisted learning” and “zone of proximal development” theories of Vygotsky (Woolfolk, Winnie and Perry; 2003, p.47).

#### **4.2.4.2.4 Language Proficiency and Language Skills**

Reading is seen as the main source of input in language acquisition by most of researchers. Teachers mentioned the effect of extensive reading on the development of English proficiency or a specific language skill. As one teacher pointed out “all the skills are interconnected. If a language skill of a person is improving this means that other skills are also improving. “

As students had mentioned in the interviews about the development of vocabulary level and language structures, teachers also told that students learnt

vocabulary and some language structures from the books they read and as they read a lot they made a good progress with retrieving the knowledge they had learnt while reading, listening, speaking and writing. One teacher describes this improvement by stating that “Another thing that I notice is that their vocabulary range is broader than those who read less”.

Reading a lot improves also students’ speaking and pronunciation ability as one teacher stated “when students start to speak, they realize that they express their feelings very well and they can build up long and complex sentences. They don’t realize that this happens thanks to extensive reading.” Moreover, another teacher adds that “When students speak they can also speak fluently and when they hear in English they can understand very well. Extensive reading helps them to think in languages, maybe not just English but they learn how to think languages. If you are speaking Spanish, you have to think in Spanish. It is in this way. It helps them a lot as well.” Some teacher also believe that extensive reading improved also listening ability as when students hear in English they can understand very well as they are familiar with the language, vocabulary, language structure and pronunciation.

The main concept teachers focused on however was the reading comprehension. Teachers explained that when students understand and their comprehension improves they want to read more because they understand it. A teacher explains this cycle in these terms: “At the beginning of the academic year, if the students understood something in English, they also enjoyed it. As they continued reading, they began to comprehend most of the things they read. Their comprehension develops, this is the best thing. Also, connected to this, when they understand and their comprehension improves they want to read more because they understand it.” Another teacher says that “There is a great difference between the students who read more and who read less. The students who read a lot have the ability to understand better. Comprehension level of the students rises and they can understand what the teacher is talking about”.

#### **4.2.4.2.5 Implementation of Extensive Reading Project**

One of the first things that teachers focused on about the project was benefits of the project. As stated earlier, teachers gave importance to extensive reading as it provided comprehensible input for the students. A teacher explains that he finds extensive

reading project quite useful because the input is quite important for the students to be able to improve themselves in English. He continues that:

“To express our feelings and to write about something, we first need some ingredients just like when we make a meal. When we get enough ingredients, we can make good meals. Reading is also one of the good ways for the students to be able to get ingredients to make a good meal. That is what I always tell my students in the classroom.”

A teacher states that teachers sometimes limit their students and there should be some developing elements to cover these limitations. That is, things that teachers teach are limited to the knowledge of teachers; however, learning from books is unlimited. He explains that:

“This a really good habit because when we teach the language in our language classes, this education is shaped by teacher. However, when they read something, they can learn anything. We cannot limit this education.”

Extensive reading projects need a developed control system to check readings of students. This matter is important as one teacher complained that “Also, some students just skimmed and scanned through the books. However when I asked what they had understood from the book, they couldn’t say much.”

As for extensive reading tasks and especially for asking book-based question in the exams, teachers stated that these kinds of activities or tests affect students negatively and some teachers have some controversial ideas about this activity. Below are some ideas from the teachers:

“Yes, we ask some questions about the book throughout the year because somehow we want to understand how they comprehend the books. I think we have to ask these questions. In fact, we also make them feel depressed by asking

questions about the books in the exam. We also ask some pop-up questions about the book. Maybe we try to lower their anxiety by asking these kinds of questions. However, when we ask these questions in the exam students feel depressed. I think, we should not ask these questions in the exams.”

“To be honest with you, I don’t think that it helps a lot. That strategy just helps students read the book. When they read the book, I know that many students are not reading for the purpose of enjoying it.”

Instead of checking students’ comprehension by asking test questions some teachers developed some other activities. A teacher describes what he does to make sure that his students are reading in this way.

“I sometimes organize role play activities about the books students have read because students naturally learn from each other. Somehow you try to create an environment that every student could take part in the classroom environment. Therefore; role play activities and using visual materials all affect the classroom environment. Thanks to role play activities, you notice introverted students and hidden abilities in the students as well.”

Connected with the topic of making sure that students are definitely reading, unfortunately, the project couldn’t come up with a sophisticated control system. About the attempts done for this purpose a teacher explains that:

“Extensive reading shouldn’t be made in a computational atmosphere. We set some goals. But we have some problem. Some of our students may manipulate their reading reports. We need a more detailed student observation system.”

A teacher suggested that they can just give the book to students and they can talk about the characters in the book. If the students understand the characters, he can talk about the characters. Then we can understand if the students have really read the book or not. Considering every aspect, a teacher concluded that extensive reading at this



school was really helpful for them. It helped the teacher in many ways as students learn new things on their own. Students get a new hobby and this hobby can last for all over their life.

The interviews with the teachers and students revealed that the extensive reading project at the research environment was a useful extracurricular activity in many ways. The project helped learners to develop a systematic habit of reading story books, magazines and novels in English which improved many areas of language skills in foreign language. The project developed a positive attitude in reading in English and it affected students socially, cognitively and affectively positively via reading extensively, role play activities as in other studies (Mason & Krashen, 1997; Asraf and Ahmad, 2005). Teachers supported the implementation of the project and they described extensive reading as an important component of preparatory class to develop language proficiency of students.

## CHAPTER FIVE

### CONCLUSION

#### 5.1 Summary of the Results

The primary aim of the study was to find the effect of extensive reading on the development of reading and writing skills of preparatory class students. Secondly, attitudes and perceptions of students about extensive reading were investigated by questionnaires and interviews. Lastly, attitudes of teachers toward extensive reading were examined by interviews.

There were three sources that provided data for the study. First one was reading logs and PET test results of the students. Data from these sources were used to answer research questions 1 and 2. Regression analysis done by SPSS 20 showed that there was moderate positive correlation both at the first ( $r=0,894$ ) and second term ( $r=0,610$ ) PET results for the relationship between reading test scores and reading amounts of the participants. This meant that there was a positive moderate correlation between reading test scores and reading amounts of the participants; however this relationship was not at significant level. As for the relationship between writing test scores and reading amounts of the participants, it was seen that there was also a moderate positive correlation at the first ( $r=0,733$ ) and almost no relationship at the second term ( $r=0,064$ ) PET results. This meant that there was a positive moderate correlation between writing test scores and reading amounts of the participants for the first term of the academic year; however this relationship was not significant. Multiple regression analyses revealed that reading amounts did not have any significant effect both in the first and second term PET reading and writing proficiency scores.

The literature shows that extensive reading helps to develop comprehension (Bell, 2001), vocabulary level, knowledge of spelling, grammatical properties (Pigada and Schmitt 2006), writing skill (Robb and Susser, 1989; Tudor and Hafiz, 1989), reading and even listening comprehension (Elley, 1991). Therefore, further analysis was made with test results to detect any kind of improvement in test results of the students. For this reason, reading logs and test results of interviewed students were analyzed. Three of the students that had high scores and three of the students that had low scores

in the PET exams were chosen. When the reading logs of these students were examined, it was seen that the students who had high scores in the tests had read more than ten thousand pages and the students who had low scores in the tests had read about six thousand till the end of the second term. The mean score of the three students who had high scores in the PET exams was 86 in overall test results. The mean score of the students who had low scores was 61,66. The successful students had read more than the other students and were more successful than the other students. It was also revealed in the interviews that they had developed a positive attitude toward reading extensively and all of them stated that extensive reading had contributed to their English language proficiency.

Although the results show that the relationship between reading logs and reading and writing test scores of the students is not at the significant level, reports of the students and teachers point out the extensive reading develops reading and writing skills. However, there may be some reasons for the results to be in this way.

Firstly, the main aim of the study was to make students enjoy extensive reading and students were not exposed to a strict control system that made sure the reports of the students about the books that they read was absolutely true. Teachers gathered reports of the students on a weekly basis. Some students may have boosted their real reports not to lose the care that they got from their teachers.

Secondly, the distinction between the levels of the students sometimes was not able to be kept properly during the academic year. Therefore, it was sometimes hard to make the distinction between the students who read high level books but may have read less and students who read low-level books and may have read more. Although, there was a set system of checking these issues, it was hard for teachers to control all these issues during the academic year.

Thirdly, as students made progress and their language proficiency developed, the distinction between who read more and who read less started to become ambiguous. As most of the students started to be at the pre-intermediate level, most of the language proficiency level of the students was good towards the end of the academic year.

Lastly and may be the most important of all, the system at the school had developed some precautions for students who were not as successful as their peers. For example, students who had low test scores from the main course exams had to go

through additional language classes and they were able to have a tutoring system from their teachers to be able to keep up with their friends. Therefore, no student was tried to be left behind of the teaching process and they were encouraged and supported to be as successful as they could. If a student was not successful in the exams, he would be supported by his main course teacher by extra language classes. This system was very useful for unsuccessful students to pass the exams and to develop their language proficiency. Therefore, it was hard to differ students who read more and who were successful in tests fro those who read less and who were less successful.

As stated above, there may have been some many negative variables that might have affected the results. The literature shows that extensive reading develops skills such as reading comprehension, vocabulary, writing and reading speed (Bell, 2001; Horst 2005; Krashen, 2004; Pigada and Schmitt 2006). However, implementation of an extensive reading project requires a lot of care and attention. The main concerns about implementing an extensive reading project are matters like planning a developed control over the cycle of reading books; cost and lack of time, an effective monitoring system that enables to encourage the students to read and stimulate reading; a sophisticated mechanism to check and make sure students are reading and they are enjoying reading (Bell,1998).

The results of the attitude questionnaire with the students revealed that they were enjoying reading extensively, they tried to read as much as they can and they found themselves competent in reading in English. They stated that they did not need the help of teachers to comprehend reading texts. They pointed out that thanks to understanding texts and feeling confident, they found extensive reading quite enjoyable and useful to maintain learning on their own. It was seen that most of the students had internalized reading extensively as they searched for various reading sources such as magazines, novels, texts on the internet. Some of the students reported they read lyrics of their favorite English songs and focused on the subtitles of English movies as they were also reading texts.

The results of the perception questionnaire revealed that students thought that extensive reading developed their overall language proficiency, vocabulary knowledge, conversational skills, grammar knowledge, reading comprehension, speaking and writing abilities. For the implementation of the project, students agreed that they

themselves should decide on the topics and the type of the text they want to read about. Students felt an important need for their teachers in the implementation of the project. Most of the students thought that teachers should guide them find different texts about different topics, extensive reading material should be chosen by the teacher, the teacher should make it clear to them that the purpose of reading a text extensively is to get an overall understanding of the text and students' work in extensive reading should be evaluated by the teacher.

The results of the interviews with student revealed that there were five themes in the interviews: Extensive Reading and Other Language Skills, Reading Skill, Extensive Reading and Tasks, Problems about the Project and Suggestions about the Project. Students reported that extensive reading developed their reading, vocabulary level, writing and speaking skill. Students explained that they learnt phrases and language structures from conversations and situational dialogues in the story books and they could use the language components in their own talking.

Students emphasized that it was exciting and enjoyable to be able to develop their English proficiency by reading English story books and understanding stories in English developed their self-confidence as well. Most of the students enjoyed the ERP; thought and believed that extensive reading developed their language proficiency and language skills which is the case in most of the studies carried about extensive reading.

The students found role play activities and reading with their friends very socializing activities that enabled them to develop friendly relationships with their friends and to lower their anxiety level in social situations which helped them to use their English. Students stated that they would sometimes find themselves using the conversation phrases and words that they had learnt from the books. All of these developed feeling of autonomy in students, this affected motivation of the students positively and they read more and more (Day & Bamford, 1998).

There were some differences between the students who read more and who were successful and who read less and were less successful. Students who read more wanted more freedom in reading extensively and more demanding tasks and activities about extensive reading. However, the students who read less did not want any tasks about extensive reading except for social activities such as "act out" role plays and they did

not like having questions related to some of the books in the exams. These students also complained that they had too much freedom about what to read and how to read in extensive reading project.

The results of the interviews with the teachers brought about five themes. These were: Affective Dimension, Cognitive Dimension, Social Dimension, Language Proficiency and Language Skills and Implementation of Extensive Reading Project. Teachers found extensive reading useful and they mentioned several different perspectives and domains that extensive reading developed. It was revealed in the interviews that some of the teachers really adopted ERP and have developed additional activities to engage students in reading pleurably.

Teachers focused on the affective, cognitive and social dimensions of extensive reading project. They emphasized that the main aim of the project was to make students like reading in English and the feelings of freedom and interest were important to realize this aim. They talked about the strategies they did in the classroom to support extensive reading and told what kinds of phases a student went under when he read extensively. Some of them stated that when students started to read extensively, they began to realize that they could understand what they read. After some time, the students would enjoy reading in English and understanding it and it would develop a sense of prolific cycle of reading in English. In this way, students would continue to read extensively throughout the year.

Some teachers focused on the cognitive and imaginary development in students who read more. Teachers observed that the students who read more could understand better in classroom environment and could come up with distinctive ideas. Teacher also stated that role play activities and reading silently with peers inside and outside the classes socialized students in using English with their friends. This enabled the students to learn also from their friends and take the responsibility of their own learning.

All in all, teachers found extensive reading useful to develop skills of students in many ways and they supported the implementation of the project at the school. Extensive Reading Project has helped students to develop their autonomy, have a better sense of language learning and improve many areas of language skills as Day (2011) explains. ERP was an effective additional and supportive activity for these preparatory class students.

## 5.2 Implications and Suggestions

Considering that language learning is an individual achievement in its core, extensive reading does a lot to a learner who realizes the importance and enjoyment of reading. However, to promote extensive reading some certain principles should be taken into consideration. First of all, there should be a high motivational drive in students to read extensively. It may be said that, for this, capturing the attention of the learners is the key. If there are a variety of reading materials which are suitable to the levels of the learners, a feeling of arousal will awaken in students towards reading. The texts should not be too difficult so students do not experience the frustration of not being able to understand the books.

Extensive Reading should be seen as an indispensable component of teaching and learning by the administrators and teachers so that they will take the necessary actions to prepare a suitable environment in which extensive reading is encouraged with every principle of it being considered. Williams (1986:44) criticizes one aspect of our way of teaching in this way: *“Teachers must learn to be quiet: all too often, teachers interfere with and so impede their learners' reading development by being too dominant and by talking too much.”* Students should be introduced with the idea of “Extensive Reading” by a variety of methods and activities. For example, reading circles may be a good way of getting students to read stories. In these circles, every student has a joyful task to complete. To illustrate, one of the students becomes a “Cultural connector” and finds the similar elements in the stories with his/her own culture. This may be a good way of making students get pleasure from the reading texts to ensure the continuity of reading.

Moreover, setting up a class library is good way to provide students with the suitable level and enjoyable book variations. It will be also good for students to have the reading materials that they want to read immediately in their classroom environment. What is more, thanks to this, the teacher will be able to check, observe, control how extensive reading is going among students. He or she may ask some questions, prepare enjoyable tasks to ensure that the students are reading without making a tense observation atmosphere. As the idea behind extensive reading is to get pleasure from reading, students shouldn't be bored with demanding tasks. Otherwise, we may make

them hate something that in fact would be very delightful for them; and this hatred of them for reading materials may form a block throughout their lives. Some mini-presentations, act-outs may be carried out to make the atmosphere of the classroom better.

With an interested staff and teachers, the learners may be encouraged to read by a variety of ways. All of the teachers who give courses may ask students about the materials that they are reading; he or she may talk about the things he/she is reading.

Moreover, teachers may set a Sustained Silent Reading hour with students, read with them and even invite other teachers, staff to read with them in the classroom at this particular hour. Once in a while, the teachers may encourage students to prepare a sketch from a part of a book and act it out in front of the class. This will leave a good taste of using English in them. That is to show the students that they are not learning something unrelated to their life, actually everything that they are learning will be very helpful in their lives.



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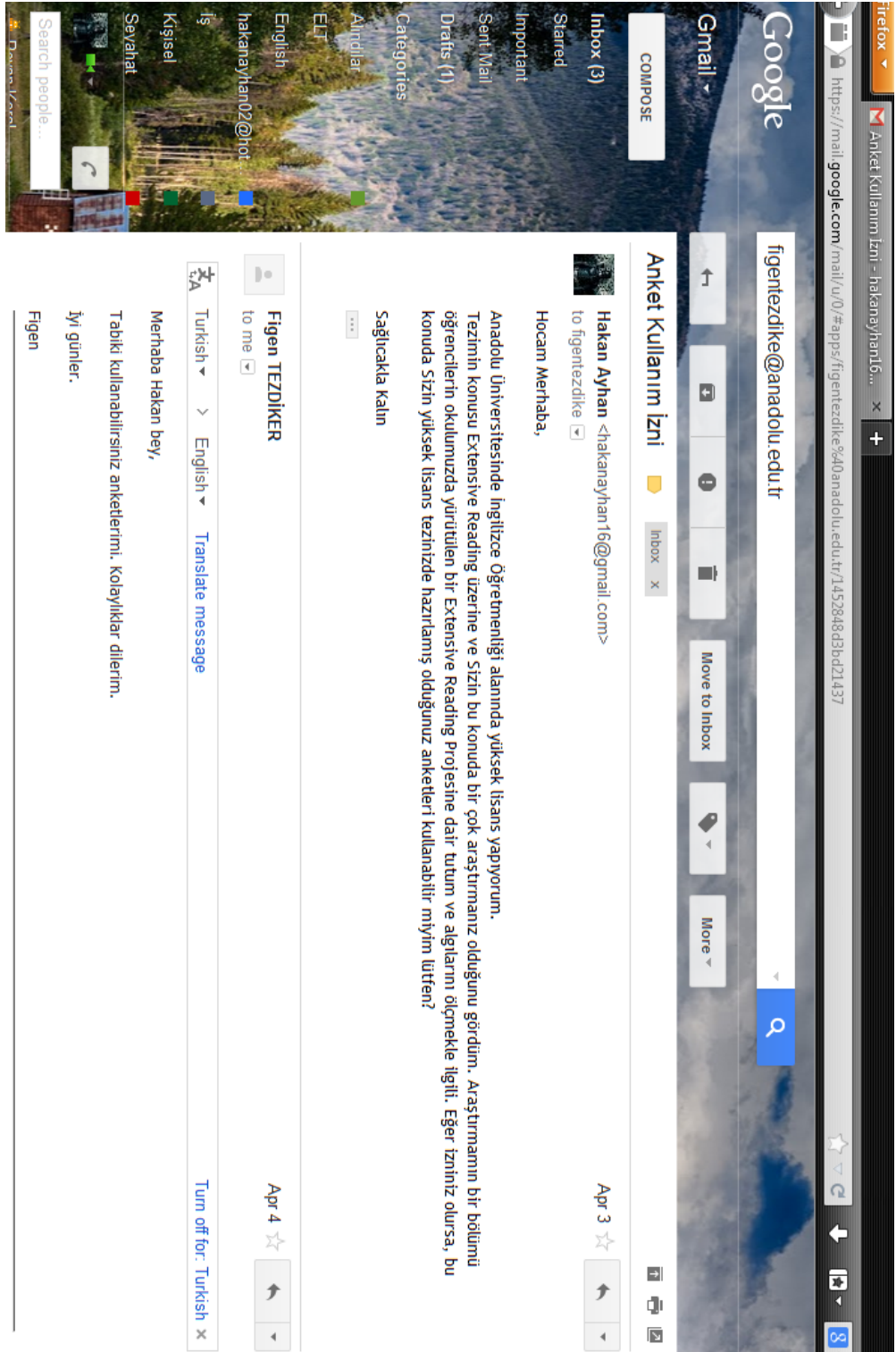
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## APPENDICES

## APPENDIX A

## CONSENT EMAIL FOR QUESTIONNAIRES





## APPENDIX B

### STUDENTS' ATTITUDES TOWARD READING IN ENGLISH QUESTIONNAIRE (ENGLISH VERSION)

Dear Students,

This questionnaire was prepared to collect data for a thesis study conducted at Anadolu University, MA TEFL Program. The study aims at gathering data about attitudes toward reading in the foreign language. A number of statements about reading in English are presented below. There are no correct or incorrect answers. Your ideas are of vital importance because the results will give valuable information for students' attitudes toward reading.

All responses will be treated as confidential, and your individual privacy will be maintained in all presented and published data resulting from the study. If you agree to participate in the study, please sign in this form. Filling in this questionnaire will ensure that you agree to participate in this study.

Hakan AYHAN

Please put a tick in the box that corresponds to your answer.

		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
		5	4	3	2	1
1	I only read when I have to.					
2	Reading in English is easy for me.					
3	I think I have something more important to do than read in English.					
4	I check out books to read in English from the library.					

5	I think reading in English is enjoyable.					
6	I read in English as much as I can.					
7	I think I am a good student in reading in English.					
8	Reading in English is an enjoyable pastime for me.					
9	I read magazines and newspapers in English to improve my English.					
10	I feel confident that I understand what I read.					
11	I read on the Internet to improve my English.					
12	I learn a lot when I read in English.					
13	I have to translate a text into Turkish in order to understand it completely.					
14	Reading in the class is enjoyable.					
15	In an EFL context, I do not have to be a fluent reader in English.					
16	Reading in English helps improve my English.					
17	I like studying reading.					
18	I need the teacher's help in order to understand the text.					
19	I read aloud what I write in English to improve my English.					
20	I like reading in English.					
21	I would like to have more hours for the Reading Course.					
22	I am a good reader in English.					
23	I try to read something in English when I have free time.					
24	I read English subtitles of the films when I watch a film					
25	I read lyrics of songs in English when I listen to a song.					

26	Reading in English improves my vocabulary.					
27	I feel confident when I read in English.					
28	I feel comfortable that I understand most of what I read in English.					
29	I believe that good readers in English also get higher scores in the other courses.					
30	Reading in English becomes enjoyable after a short while because I understand most of what I read.					

Thank you for your participation! ☺

## APPENDIX C

**STUDENTS' ATTITUDES TOWARD READING IN ENGLISH  
QUESTIONNAIRE (TURKISH VERSION)**

Sevgili Öğrenciler,

Bu anket Anadolu Üniversitesi, MA TEFL Programı'nda yürütülen tez çalışmasına bilgi toplamak için hazırlanmıştır. Bu çalışma öğrencilerin İngilizcede okumaya karşı tutumları hakkında bilgi toplamayı amaçlamaktadır. Aşağıda İngilizce okumayla ilgili bazı ifadeler verilmiştir. Amaç sizin ifadelerle ilgili gerçek tutumlarınız hakkında bilgi toplamaktır. Sizin düşünceleriniz büyük önem taşımaktadır çünkü sonuçlar öğrencilerin İngilizcede okumaya karşı tutumları için değerli bilgi verecektir.

Ankette doğru ya da yanlış cevap bulunmamaktadır. Bütün cevaplar gizli kalacaktır ve kişisel gizliliğiniz çalışmadan çıkacak tüm sunulan ve yayınlanan verilerde korunacaktır.

Hakan AYHAN

Lütfen cevabınıza uygun olan kutuyu işaretleyiniz.

		Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
		5	4	3	2	1
1	İngilizce metin sadece zorunda olduğum zaman okurum.					
2	İngilizce metin okumak benim için kolaydır.					
3	İngilizce metin okumak yerine başka şeyler yapmayı tercih ederim.					
4	Okumak için kütüphaneden İngilizce kitap alırım.					
5	İngilizce metin okumaktan zevk alıyorum.					
6	Elimden geldiğince İngilizce metin okumaya çalışırım.					
7	İngilizce metin okumada iyi bir öğrenci olduğumu					

	düşünüyorum.					
8	İngilizce metin okumak benim için eğlenceli bir bos zaman aktivitesidir.					
9	İngilizcemi geliştirmek için İngilizce magazin ve/veya gazete okuyorum.					
10	İngilizcede okuduğum metni anladığım için kendime güveniyorum.					
11	İngilizcemi geliştirmek için İnternet ortamında İngilizce metin okuyorum.					
12	İngilizce metin okuduğumda çok şey öğreniyorum.					
13	İngilizce bir metni tamamen anlamak için Türkçeye çevirmem gerekiyor.					
14	Sınıfta İngilizce metin okumak eğlencelidir.					
15	İngilizcede iyi bir okuyucu olmam gerektiğini düşünmüyorum.					
16	İngilizce metin okumak İngilizcemi geliştirmemde yardımcı oluyor.					
17	İngilizce metin okuma çalışmaları yapmayı seviyorum.					
18	İngilizce bir metni anlamak için öğretmenin yardımına ihtiyacım oluyor.					
19	İngilizcemi geliştirmek için kendi yazdığım metni okurum.					
20	İngilizce metin okumaktan hoşlanıyorum.					
21	Okuma dersinin daha fazla saat olmasını isterdim.					
22	İngilizce metin okumada iyi olduğumu düşünüyorum.					
23	Boş zamanım olduğunda İngilizce bir şeyler okumaya çalışırım.					
24	İngilizcemi geliştirmek için film izlerken					

	altyazılarını İngilizce okurum.					
25	İngilizcemi geliştirmek için sevdiğim şarkıların İngilizce sözlerini okurum					
26	İngilizce okumak kelime hazinemi geliştiriyor.					
27	İngilizce metin okuduğumda kendime güvenirim.					
28	İngilizce okuduğum şeyin çoğunu anladığım için İngilizce okurken kendimi çok rahat hissedirim.					
29	İngilizce metin okumada başarılı olanların diğer derslerde de daha başarılı olduklarını düşünüyorum.					
30	İngilizce okuduğum metnin çoğunu anladığım için İngilizce okumayı eğlenceli buluyorum.					

Katılımınız için teşekkürler! 😊

## APPENDIX D

### STUDENTS' PERCEPTIONS OF EXTENSIVE READING PROJECT (ENGLISH VERSION)

Dear Students,

This questionnaire is prepared to collect data for a thesis study conducted at Anadolu University, MA TEFL Program. The study aims at gathering data about EFL students' beliefs about the effect of Extensive Reading Project (ER). The first part of the questionnaire include beliefs about the effect of ER in learning a foreign language. The second part includes some questions about the ER Project.

All responses will be treated as confidential, and your individual privacy will be maintained in all presented and published data resulting from the study. Filling in this questionnaire will ensure that you agree to participate in this study.

Hakan AYHAN

		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
		5	4	3	2	1
1	Reading extensively helps students improve their reading comprehension ability.					
2	The reading text for extensive reading should include vocabulary that is appropriate to the students' level.					
3	Reading extensively supports the students to use the reading strategies they teach in the class.					
4	The assessment questions related to the text type should focus on every detail in the reading text in assessing extensive reading.					
5	Students should decide the topics they want to					

	read about out of the class.					
6	The teachers should guide students find different texts about different topics to read extensively.					
7	Extensive reading material should be chosen by the teacher at lower levels.					
8	The teacher should make it clear to the students that the purpose of reading a text extensively is to understand the general gist of the text.					
9	The reading teacher should do a post reading activity to relate what the students read with their real life.					
10	Extensive reading material should be below the students' language proficiency level.					
11	In order to be a fluent reader, a student should read extensively.					
12	The students themselves should decide on the type of the text to read extensively.					
13	Extensive reading is helpful in learning a foreign language.					
14	Extensive reading makes students more confident in reading in English in class.					
15	Students' work in extensive reading should be evaluated by the teacher.					
16	Extensive reading should be guided by the teacher.					
17	Extensive reading is more helpful for students than intensive reading (reading in class) is.					
18	Extensive reading helps students improve their vocabulary.					
19	Students should be given a purpose to read while reading a text extensively.					
20	The aim of extensive reading is to make students					



	like reading, not a detailed reading.					
21	Students should be encouraged to use their dictionaries (bilingual or monolingual) while reading a text extensively.					
22	Assessing session of extensive reading is not very important part of extensive reading if the students understood the text.					

**II. Part. Please answer the question below.**

23. How many English story books have you read this year? What were the levels of the books in general? \_\_\_\_\_

\_\_\_\_\_

24. Has your reading level gone up? How has it changed? From which level to which level? (e.g. 1-3 5) \_\_\_\_\_

\_\_\_\_\_

25. Do you feel “Silent Reading” is a good use of class time? What percentage of class time should be given to “Silent Reading”?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

26. Has your attitude to reading changed after reading extensively?

\_\_\_\_\_

\_\_\_\_\_

27. What are the three things that you **like** most about “Free Voluntary Reading Project”?

A) \_\_\_\_\_

\_\_\_\_\_

B) \_\_\_\_\_

---

C) \_\_\_\_\_

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28. What are the three things that you **dislike** most about “Free Voluntary Reading Project”?

A) \_\_\_\_\_

---

B) \_\_\_\_\_

---

C) \_\_\_\_\_

---

29. Any other ideas?

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Thank you for your participation! ☺

## APPENDIX E

### STUDENTS' PERCEPTIONS OF EXTENSIVE READING PROJECT (TURKISH VERSION)

Sevgili Öğrenciler,

Bu anket, Anadolu Üniversitesi MA TEFL Programında yapılmakta olan tez için bilgi toplamak amacıyla hazırlanmıştır. Bu çalışma, okulumuzda uygulanan yabancı dilde ders dışı okuma projesine karşı öğrenci tutumlarıyla ilgili bilgi toplamayı amaçlamaktadır. Aşağıda ders dışı okumayla ilgili birçok ifade verilmiştir. Doğru ya da yanlış cevap yoktur. Sonuçlar sizin ders dışı okumayla ilgili tutumları hakkında bilgi vereceği için düşünceleriniz çok önemlidir.

Anketin ilk bölümü yabancı dilde ders dışı okumayla ilgili tutumlar içermektedir. İkinci bölüm ders dışı okuma projesiyle ilgili sorular içermektedir. Bütün cevaplar gizli kalacaktır ve kişisel gizliliğiniz çalışmadan çıkacak tüm sunulan ve yayınlanan verilerde korunacaktır.

**Hakan AYHAN**

		Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
		5	4	3	2	1
1	Ders dışı okuma öğrencinin okuma becerilerini geliştirmesinde yardımcı olur.					
2	Ders dışı okunan metindeki kelimeler öğrencinin seviyesine uygun olmalıdır.					
3	Ders dışı okuma öğrencilerin okuma dersinde öğrendikleri stratejileri kullanmasında etkili olur.					
4	Ders dışı okuma projesindeki metin çeşidine göre					

	sorulan değerlendirme soruları metin içindeki her detayla ilgili olmalıdır.					
5	Öğrenciler ders dışında okuyacakları metinlerin konusunu kendileri seçmelidirler.					
6	Öğretmen öğrencilerin ders dışında okuyacakları metinleri seçmelerinde yardımcı olmalıdır.					
7	Düşük seviyelerde ders dışı okuma materyali öğretmen tarafından seçilmelidir.					
8	Öğretmen ders dışı okumanın amacının metnin ana fikrini anlamak olduğunu öğrencilere anlatmalıdır.					
9	Okuma dersi öğretmeni öğrencilerin ders dışında okudukları metinle gerçek hayatlarını ilişkilendirecek bir aktivite yapmalıdır.					
10	Ders dışı okuma metni öğrencilerin seviyesinin altında olmalıdır.					
11	Etkili bir okuyucu olmak için öğrenciler ders dışında da okumalıdır.					
12	Ders dışı okuyacakları metnin çeşidini öğrencilerin kendisi seçmelidir.					
13	Ders dışı okuma yabancı dil öğrenimine yardımcı olur.					
14	Ders dışı okuma öğrencilerin sınıfta İngilizce okumada kendilerine daha fazla güvenmelerine yardım eder.					
15	Öğrencilerin ders dışı okumada yaptıkları çalışma öğretmen tarafından değerlendirilmelidir.					
16	Ders dışı okuma öğretmen tarafından yönlendirilmelidir.					
17	Ders dışında okuma dersi için yapılan alıştırmalar okuma dersi için yapılan alıştırmalardan daha yararlıdır.					

18	Ders dışı okuma öğrencilerin kelime dağarcıklarını geliştirmelerinde yardımcı olur.					
19	Öğrencilere ders dışında okurken bir amaç verilmelidir.					
20	Ders dışı okumanın amacı öğrencilere okumayı sevdirmektir, detaylı bir okuma yaptırmak değildir.					
21	Öğrencilere ders dışında okurlarken sözlüklerini kullanmalarına izin verilmelidir.					
22	Ders dışı okumada öğrenciler okuduklarını anladıklarını gösterdikleri sürece değerlendirme(ölçme) önemli değildir.					

## II. Bölüm. Lütfen aşağıdaki soruları cevaplayınız..

23. Bu sene kaç tane hikaye kitabı okudunuz? Genel olarak kitapların seviyesi neydi?

---



---

24. Okuma seviyeniz değişti mi? Hangi seviyeden hangi seviyeye doğru? (Örneğin: 1-3 5) \_\_\_\_\_

---

25. Sessiz okuma faaliyetlerini yararlı buluyor musunuz? Derslerin yüzde kaçını sizce ders içi sessiz okumaya ayırmalı?

---



---



---

26. Kapsamlı okuma faaliyetlerinden sonar okumaya karşı tutumunuz değişti mi?

---



---

27. Okuma projesi ile ilgili en çok sevdiğiniz üç şeyi sayar mısınız?

A) \_\_\_\_\_

\_\_\_\_\_

B) \_\_\_\_\_

\_\_\_\_\_

C) \_\_\_\_\_

\_\_\_\_\_

28. Okuma projesi ile ilgili en çok sevmediğiniz üç şeyi sayar mısınız?

A) \_\_\_\_\_

\_\_\_\_\_

B) \_\_\_\_\_

\_\_\_\_\_

C) \_\_\_\_\_

\_\_\_\_\_

29. Okuma projesi ile ilgili başka fikir veya önerileriniz var mı?

\_\_\_\_\_

Katılmamız için teşekkür ederim! 😊

**APPENDIX F****INTERVIEW QUESTIONS FOR TEACHERS**

1. Please introduce yourself? (How long have you been teaching?)
2. What do you think about the Extensive Reading Project at our school?
3. How do you think the ER project affects the attitudes of students toward learning English?
4. What are the most significant three strengths of the implementation of ER project at our school?
5. What are the most significant three weaknesses of the implementation of ER project at our school?
6. Do you notice any differences in the performance of the students in your classroom who read more and who read less? How?
7. Should activities and tests be made about the readings of the students?
8. Do you have additional ideas about the current Extensive Project at our school?

## APPENDIX G

### Student Interview Questions

#### Introduction

1. Please introduce yourself.

(The Extensive Reading Project in the school is reminded to the participant and following questions were asked.)

2. What do you think about the Extensive Reading Project at this school?

3. Did the project affected your attitude towards learning English?

4. What do you think about being asked questions about graded readers in the exams?

5. Will you continue reading in English in the future?

6. Is there a connection between your success and the amounts of the books you have read?

7. What are the three things that you like most about extensive reading project?

8. What are the three things that you don't like most about extensive reading project

9. Does reading books help to improve your English?

- a. Reading
- b. Listening
- c. Writing
- d. Speaking

10. Do you have any suggestions about the project?



## APPENDIX H

## SAMPLE PET EXAM

## PET

## PAPER 1 READING AND WRITING (1 hour 30 minutes)

## READING

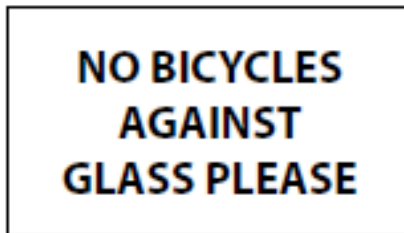
## Part 1

## Questions 1–5

- Look at the text in each question.
- What does it say?
- Mark the letter next to the correct explanation – **A, B or C** – on your answer sheet.

## Example:

0

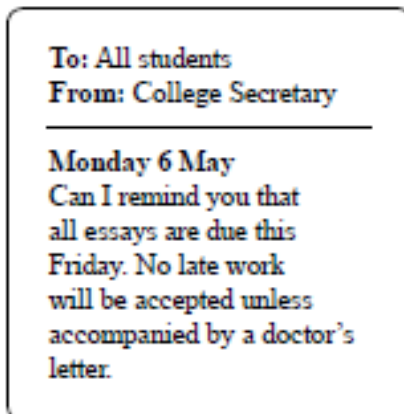


- A** Do not leave your bicycle touching the window.  
**B** Do not ride your bicycle in this area.  
**C** Broken glass may damage your bicycle tyres.

Example answer:

Part 1		
0	<input checked="" type="checkbox"/> <b>A</b>	<input type="checkbox"/> <b>B</b>
	<input type="checkbox"/> <b>C</b>	

1

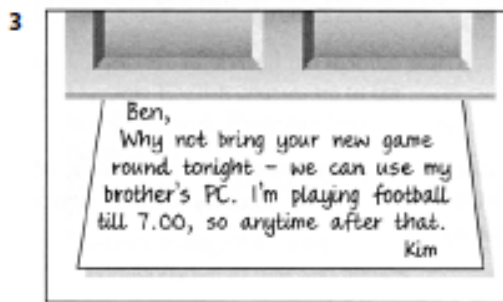


- A** The college secretary will post students their essays on Friday.  
**B** Students may hand in their essays after Friday if they can prove illness.  
**C** Unless your essay is due by Friday, you do not need to reply.





- A** Take the tablets regularly until the bottle is empty.
- B** Take one tablet every day until they are finished.
- C** Take three tablets after meals until you feel better.



**Kim suggests**

- A** meeting at the football match.
- B** going to Ben's house later.
- C** playing on his brother's computer.



- A** John can deliver the sofa if the time is convenient.
- B** Anyone wanting this sofa must pick it up this week.
- C** Call John with advice on how he can transport his sofa.



**The hire charge covers all the costs**

- A** including fuel and insurance.
- B** except insurance.
- C** apart from fuel

## PART 2

### Questions 6–10

- The people below all want to come to Britain to study English.
- On the opposite page there are descriptions of eight colleges.
- Decide which college (**letters A–H**) would be the most suitable for each person (**numbers 6–10**).
- For each of these numbers mark the correct letter **on your answer sheet**.

6



Marta wants a course in Business Studies and English, starting in September. She would prefer to be in a city, but wants a college which will organise visits, so she can see something of Britain.

7



Jean wants to attend classes for a few hours a week in July, so that he has plenty of free time to visit the countryside. He wants to stay in a city, with a family.

8



Laura is looking for a full-time beginners' course and can come to Britain at any time. She is keen on sport and wants to stay with a family.

9



Marek likes big cities. He hopes to find work during the day, so he is looking for an evening class. He wants to live in a flat or house.

10



Birgit is going to spend August in Britain. She knows some English already and wants a full-time course. She wants to meet people through the college and live with a family.

**A Lowton College**

Situated in a pleasant area of the city close to the river. Convenient for North Wales and the English Lake District.

- Courses in English run all year.
- Part-time courses available in the evenings/days.
- We will arrange accommodation with an English family.

**B Bristow College**

The college is in the centre of Bristow.

- Full-time courses at all levels, beginners to advanced, from September to June.
- Visits arranged to places of interest.
- Excellent range of sports offered.
- Students arrange their own accommodation in flats and houses.

**C Shepton College**

Shepton College is in the centre of London close to underground and buses.

- Classes are offered all through the year.
- Daytime English courses up to ten hours per week. Evening classes of four hours per week.
- Extra classes offered in English for Business.
- Students arrange their own accommodation in flats and houses.

**D Frampton College**

Situated in West London close to bus and underground.

- Courses run from September to July (daytime only).
- Special courses available, e.g. English for Business.
- Summer school in July and August.
- Accommodation arranged in student hostels.

**E Daunston College**

Daunston is a small town in the Midlands near pleasant countryside.

- Part-time and full-time classes available from September to June.
- Full-time summer school in August.
- Complete beginners part-time only.
- Trips and other social events arranged regularly.
- Accommodation in the college or with families.

**F Exford College**

Exford is beside the sea and surrounded by beautiful countryside.

- Courses at all levels, September to June (full-time).
- Summer schools (mornings only) during August.
- Full social programme including sports and hobby clubs provided by the college.
- Students live in college rooms or with families.

**G Chesford College**

Situated in the centre of Chesford, a quiet market town.

- English courses offered from September to June, daytime and evenings.
- Trips organised to Cambridge, Oxford and London.
- Accommodation is with local families.

**H Howe College**

The college is in the city centre, but near the North Yorkshire countryside and the sea.

- Classes run from September to June.
- Part-time and full-time courses from beginners to advanced (daytime only).
- Full-time courses in English with Business Studies.
- Trips arranged to places of interest.
- Help given in finding a flat or room in the area.

### PART 3

#### Questions 11–20

- Look at the sentences below about an English city.
- Read the text on the opposite page to decide if each sentence is correct or incorrect.
- If it is correct, mark **A on your answer sheet**.
- If it is not correct, mark **B on your answer sheet**.

11 The River Wensum flows through East Anglia.

12 People have lived by the River Wensum for at least 2000 years.

13 In the 11<sup>th</sup> century, Norwich was a small village.

14 Norwich has been a city since its first cathedral was built.

15 Norwich has always been one of the smallest English cities.

16 There are more than 50 churches in Norwich.

17 The number of students in Norwich is increasing.

18 The Norwich City football team is called 'The Canaries' because of the colours the players wear.

19 'The Castle Mall' took more than two years to build.

20 Norwich people still like using the old market as well as shopping in 'The Castle Mall'.

# Norwich

Norwich, the capital of the part of Britain known as East Anglia, has existed as a place to live for more than two thousand years. It began as a small village beside the River Wensum. At the time of the Norman invasion in 1066 it had grown to become one of the largest towns in England.

With two cathedrals and a mosque, Norwich has long been a popular centre for various religions. The first cathedral was built in 1095 and has recently celebrated its 900<sup>th</sup> anniversary, while Norwich itself had a year of celebration in 1994 to mark the 800<sup>th</sup> anniversary of the city receiving a Royal Charter. This allowed it to be called a city and to govern itself independently.

Today, in comparison with places like London or Manchester, Norwich is quite small, with a population of around 150,000, but in the 16<sup>th</sup> century Norwich was the second city of England. It continued to grow for the next 300 years and got richer and richer, becoming famous for having as many churches as there are weeks in the year and as many pubs as there are days in the year.

Nowadays, there are far fewer churches and pubs, but in 1964 the University of East Anglia was built in Norwich. With its fast-growing student population and its success as a modern commercial centre (Norwich is the biggest centre for insurance services outside London), the city now has a wide choice of entertainment: theatres, cinemas, nightclubs, busy cafés, excellent restaurants, and a number of arts and leisure centres. There is also a football team, whose colours are green and yellow. The team is known as 'The Canaries', though nobody can be sure why.

Now the city's attractions include another important development, a modern shopping centre called 'The Castle Mall'. The people of Norwich lived with a very large hole in the middle of their city for over two years, as builders dug up the main car park. Lorries moved nearly a million tons of earth so that the roof of the Mall could become a city centre park, with attractive water pools and hundreds of trees. But the local people are really pleased that the old open market remains, right in the heart of the city and next to the new development. Both areas continue to do good business, proving that Norwich has managed to mix the best of the old and the new.



*The Castle Mall shopping centre, seen from outside and inside.*



## PART 4

### Questions 21–25

- Read the text and questions below.
- For each question, mark the letter next to the correct answer – **A, B, C or D** – on your answer sheet.

When I opened the first 'Body Shop' in 1976 my only object was to earn enough to feed my children. Today 'The Body Shop' is an international company rapidly growing all around the world. In the years since we began I have learned a lot. Much of what I have learned will be found in this book, for I believe that we, as a company, have something worth saying about how to run a successful business without giving up what we really believe in.

It's not a normal business book, nor is it just about my life. The message is that to succeed in business you have to be different. Business can be fun, a business can be run with love and it can do good. In business, as in life, I need to enjoy myself, to have a feeling of family and to feel excited by the unexpected. I have always wanted the people who work for 'The Body Shop' to feel the same way.

Now this book sends these ideas of mine out into the world, makes them public. I'd like to think there are no limits to our 'family', no limits to what can be done. I find that an exciting thought. I hope you do, too.

- 21 What is the writer's main purpose in writing this text?
- A to tell the reader her life story
  - B to introduce her ideas to the reader
  - C to explain how international companies operate
  - D to tell the reader how she brought up a family
- 22 What would someone learn from this text?
- A how to make a lot of money
  - B how to write a book about business
  - C what the writer's family is like
  - D what the writer's book is about

- 23 How does the writer feel about the business she runs?
- A She doesn't care about success if her children are fed.
  - B She just runs it for her own entertainment.
  - C It is not like any other company.
  - D It is likely to become even more successful.
- 24 What kind of workers does the writer like to employ?
- A workers who can explain her ideas
  - B workers who get on well with the public
  - C workers who have the same attitudes as she does
  - D workers who have their own families
- 25 What kind of person does the writer seem to be?
- A She seems to be someone with strong opinions.
  - B She doesn't seem to be very confident.
  - C She is mainly interested in making money.
  - D She sees running a business as just a job.



## PART 5

## Questions 26–35

- Read the text below and choose the correct word for each space.
- For each question, mark the letter next to the correct word – **A, B, C or D** – on your answer sheet.

Example answer (0):

Part 5			
0	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C

## THE ROCKIES

The Rocky Mountains run almost the length (0) ..... North America. They start in the North-west, but lie only a (26) ..... hundred miles from the centre in more southern areas. Although the Rockies are smaller (27) ..... the Alps, they are no less wonderful.

There are many roads across the Rockies, (28) ..... the best way to see them is to (29) ..... by train. You start from Vancouver, (30) ..... most attractive of Canada's big cities. Standing with its feet in the water and its head in the mountains, this city (31) ..... its residents to ski on slopes just 15 minutes by car from the city (32) .....

Thirty passenger trains a day used to (33) ..... off from Vancouver on the cross-continent railway. Now there are just three a week, but the ride is still a great adventure. You sleep on board, (34) ..... is fun, but travel through some of the best (35) ..... at night.

- |    |           |           |          |           |
|----|-----------|-----------|----------|-----------|
| 0  | A of      | B down    | C in     | D through |
| 26 | A many    | B lot     | C few    | D couple  |
| 27 | A from    | B to      | C as     | D than    |
| 28 | A but     | B because | C unless | D since   |
| 29 | A drive   | B travel  | C ride   | D pass    |
| 30 | A a       | B one     | C the    | D its     |
| 31 | A lets    | B allows  | C offers | D gives   |
| 32 | A centre  | B circle  | C middle | D heart   |
| 33 | A leave   | B get     | C take   | D set     |
| 34 | A when    | B which   | C who    | D where   |
| 35 | A scenery | B view    | C site   | D beauty  |

## WRITING

### PART 1

#### Questions 1–5

- Here are some sentences about going to the cinema.
- For each question complete the second sentence so that it means the same as the first, **using no more than three words**.
- **Write only the missing words on your answer sheet.**

**Example:** Dave and Jane have been to the cinema together.

**Dave ... has been ... to the cinema with Jane.**

- 1 Nearly every seat was taken in the cinema.  
**There weren't ..... in the cinema.**
  
- 2 Jane had a worse seat than Dave.  
**Dave had ..... than Jane.**
  
- 3 Jane couldn't see the screen very well.  
**Jane found ..... to see the screen.**
  
- 4 Dave said that he had seen the film before.  
**Dave said: 'I ..... this film before.'**
  
- 5 They spent two hours watching the film.  
**The film ..... for two hours.**

**PART 2****Question 6**

You have recently moved to a town and have bought this postcard of the town to send to your penfriend.



**In your postcard to your penfriend, you should**

- explain why you have moved
- tell your friend what facilities the town has
- say what you dislike about living there.

**Write 35–45 words on your answer sheet.**

### PART 3

Answer **one** of the following questions (7 or 8).

#### Question 7

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:

*It was a fantastic party.*

Write your **story** in about 100 words **on your answer sheet**.

#### Question 8

- This is part of a letter you receive from an English friend.

*I want to find out about music in your country. Are there many live concerts? What music do you like listening to?*

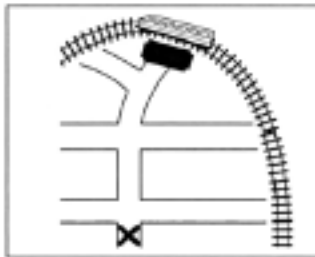
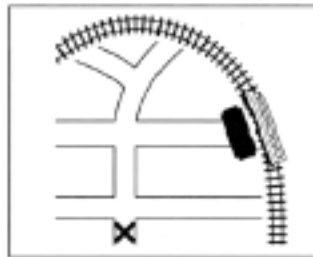
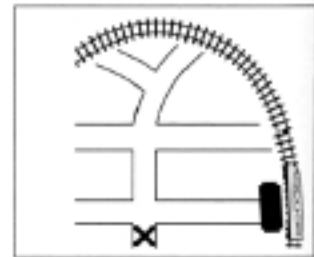
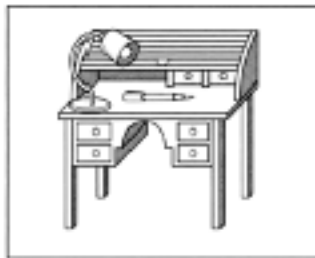
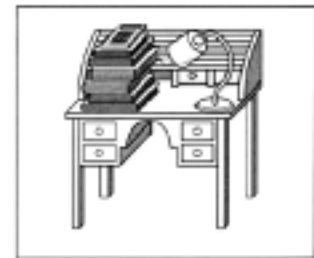
- Now write a letter, answering your friend's questions.
- Write your **letter** in about 100 words **on your answer sheet**.

**PAPER 2 LISTENING**

about 35 minutes (including 6 minutes transfer time)

**PART 1****Questions 1-7**

- There are seven questions in this part.
- For each question there are three pictures and a short recording.
- Choose the correct picture and put a tick (✓) in the box below it.

**Example:** What's the time?A B C **1** Where is the station?A B C **2** Where did the woman put the calculator?A B C

3 Where is Helen?



A



B



C

4 Which building was hit by lightning?



A



B



C

5 What does the woman want to buy?



A



B



C

6 Which picture does the woman decide to send?



A

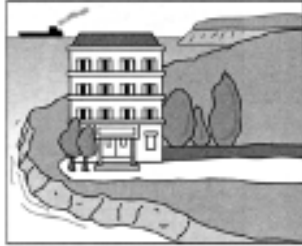


B



C

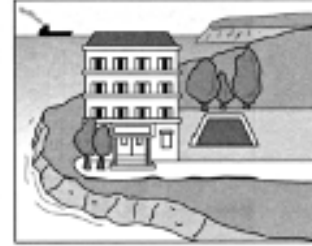
7 Which hotel has the man chosen?



A



B



C

## PART 2

### Questions 8–13

- You will hear a radio interview with a man who works on an international camp.
- For each question, put a tick (✓) in the correct box.

- 8 If you want to apply for the Camp you must
- A  be a student.  
 B  be at least twenty-four years old.  
 C  speak more than one language.
- 9 In a Camp tent you can expect to
- A  mix with other nationalities.  
 B  share with five other people.  
 C  know the other people.
- 10 The Camp want people who are
- A  good at cooking.  
 B  good organisers.  
 C  able to mix well.
- 11 What do you have to take to the Camp?
- A  a tent  
 B  a map  
 C  pictures
- 12 As a Camp member you should
- A  be a good singer.  
 B  join in performances.  
 C  be good at acting.
- 13 The Camp fees must be paid
- A  in dollars.  
 B  by cheque.  
 C  before the Camp starts.



**PART 3****Questions 14–19**

- You will hear a young woman who has applied for an office job talking about her jobs abroad.
- For each question, fill in the missing information in the numbered space.

<b>INTERVIEW FORM</b>	
Name:	<i>Vicky Brownlow</i>
Age:	<i>22 years</i>
Position applied for:	<i>Office Manager</i>
Two years' experience abroad	
First job – worked for (14) .....	
– length of time stayed (15) .....	
Second job – worked as (16) .....	in a hotel
Third job – worked for (17) .....	
– got up at (18) .....	
Bank International:	
– worked in (19) .....	

## PART 4

### Questions 20–25

- Look at the six sentences for this part.
- You will hear a conversation between a father and his daughter, Sonia.
- Decide if each sentence is correct or incorrect.
- If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

	<b>A</b>	<b>B</b>
	<b>YES</b>	<b>NO</b>
<b>20</b> Sonia would like a car for her birthday.	<input type="checkbox"/>	<input type="checkbox"/>
<b>21</b> Sonia's friend Maria has her own car.	<input type="checkbox"/>	<input type="checkbox"/>
<b>22</b> Sonia has talked to Maria about learning to drive.	<input type="checkbox"/>	<input type="checkbox"/>
<b>23</b> Sonia offers to get a job at weekends.	<input type="checkbox"/>	<input type="checkbox"/>
<b>24</b> Sonia's father understands how his daughter feels.	<input type="checkbox"/>	<input type="checkbox"/>
<b>25</b> Sonia suggests cooking a meal on her birthday.	<input type="checkbox"/>	<input type="checkbox"/>



## Exam Specifics Table for Bridge Magazine

### Cambridge English: Preliminary (PET) (B1 Level)

Paper	Timing/Length	Types of Questions	Skills
<b>Reading &amp; Writing</b>	1 hour 30 min Reading: 5 parts Writing: 3 parts	<ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Matching</li> <li>- True/False</li> <li>- 4 Option Multiple Cloze</li> <li>- Sentence transformations</li> <li>- Writing a short message</li> <li>- Writing a letter or a short story</li> </ul>	<ul style="list-style-type: none"> <li>- Read signs, instructions, emails, etc.</li> <li>- Read both short &amp; long texts and understand general and specific points.</li> <li>- Understand different writers' opinions and attitudes.</li> <li>- Choose the best grammatical or vocabulary option in a sentence.</li> </ul>
<b>Listening</b>	About 30 min 4 parts	<ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Gap fill</li> <li>- True/False</li> </ul>	<ul style="list-style-type: none"> <li>- Identify specific &amp; key information from short and longer listening samples.</li> </ul>
<b>Speaking</b>	10-12 min 4 parts	<ul style="list-style-type: none"> <li>- Interaction</li> <li>- Description of photograph</li> <li>- General conversation</li> </ul>	<ul style="list-style-type: none"> <li>- Give both personal and general information.</li> <li>- Make &amp; respond to suggestions, discuss alternatives, etc.</li> <li>- Give opinions, preferences, etc.</li> </ul>

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\* Exam Specifics for Cambridge ESOL: PET and FCE Exams and an introductory text **Why take a Cambridge English Exam?** by Angela Princ, University of Cambridge ESOL Examinations, are available at [www.bridge-online.cz](http://www.bridge-online.cz) in the section "Studenti - Testy PET, FCE a TOEFL".



## APPENDIX I

## LIST OF THE BOOKS IN THE LIBRARY

	<b>Name of the Book</b>	<b>Publisher</b>	<b>Level</b>
1	The Leopard and the Lighthouse	Penguin Readers	200 Words
2	A New Zealand Adventure	Penguin Readers	200 Words
3	Between Two Worlds	Penguin Readers	200 Words
4	Billy and the Queen	Penguin Readers	200 Words
5	Dino's Day in London	Penguin Readers	200 Words
6	Hannah and the Hurricane	Penguin Readers	200 Words
7	Lucky Break	Penguin Readers	200 Words
8	Maisie and the Dolphin	Penguin Readers	200 Words
9	Marcel and the Mona Lisa	Penguin Readers	200 Words
10	Marcel and the White Star	Penguin Readers	200 Words
11	Newspaper Chase	Penguin Readers	200 Words
12	Pete and the Pirates	Penguin Readers	200 Words
13	PLARES:Meet the Martians	Penguin Readers	200 Words
14	San Francisco Story	Penguin Readers	200 Words
15	Simon and the Spy	Penguin Readers	200 Words
16	Slave Boy of Pompeii	Penguin Readers	200 Words
17	The Big Bag Mistake	Penguin Readers	200 Words
18	The Cup in the Forest	Penguin Readers	200 Words
19	The Fireboy	Penguin Readers	200 Words
20	The Hat	Penguin Readers	200 Words
21	The Last Photo	Penguin Readers	200 Words
22	The Long Road	Penguin Readers	200 Words
23	The Pearl Girl	Penguin Readers	200 Words
24	The Troy Stone	Penguin Readers	200 Words
25	The White Oryx	Penguin Readers	200 Words
26	Tinker's Farm	Penguin Readers	200 Words
27	Tinker's Island	Penguin Readers	200 Words
28	Tom Cruise	Penguin Readers	200 Words

29	Who Wants to be a Star?	Penguin Readers	200 Words
30	Oxford Bookworms Library Stage 1 A Ghost in Love and Other Plays	OXFORD	400 Words
31	Oxford Bookworms Library Stage 1 Aladdin and the Enchanted Lamp	OXFORD	400 Words
32	Oxford Bookworms Library Stage 1 Animals in Danger Audio CD Pack	OXFORD	400 Words
33	Oxford Bookworms Library Stage 1 Christmas in Prague	OXFORD	400 Words
34	Oxford Bookworms Library Stage 1 Deserts Audio CD Pack	OXFORD	400 Words
35	Oxford Bookworms Library Stage 1 England Audio CD Pack	OXFORD	400 Words
36	Oxford Bookworms Library Stage 1 Five Short Plays Audio CD Pack	OXFORD	400 Words
37	Oxford Bookworms Library Stage 1 Goodbye, Mr Hollywood	OXFORD	400 Words
38	Oxford Bookworms Library Stage 1 Little Lord Fauntleroy	OXFORD	400 Words
39	Oxford Bookworms Library Stage 1 London	OXFORD	400 Words
40	Oxford Bookworms Library Stage 1 Love or Money? Audio CD Pack	OXFORD	400 Words
41	Oxford Bookworms Library Stage 1 Mary, Queen of Scots	OXFORD	400 Words
42	Oxford Bookworms Library Stage 1 Ned Kelly: A True Story	OXFORD	400 Words
43	Oxford Bookworms Library Stage 1 New York Audio CD Pack	OXFORD	400 Words
44	Oxford Bookworms Library Stage 1 One-Way Ticket Audio CD Pack	OXFORD	400 Words
45	Oxford Bookworms Library Stage 1	OXFORD	400 Words

	Remember Miranda		
46	Stage 1 San Francisco	OXFORD	400 Words
47	Oxford Bookworms Library Stage 1 Scotland Audio CD Pack	OXFORD	400 Words
48	Oxford Bookworms Library Stage 1 Sherlock Holmes and the Duke's Son Audio CD Pack	OXFORD	400 Words
49	Oxford Bookworms Library Stage 1 Sherlock Holmes and the Sport of Kings Audio CD Pack	OXFORD	400 Words
50	Oxford Bookworms Library Stage 1 Sherlock Holmes: Two Plays	OXFORD	400 Words
51	Oxford Bookworms Library Stage 1 Shirley Homes and the Cyber Thief	OXFORD	400 Words
52	Oxford Bookworms Library Stage 1 Shirley Homes and the Lithuanian Case Audio CD Pack	OXFORD	400 Words
53	Oxford Bookworms Library Stage 1 The Adventures of Tom Sawyer Audio CD Pack	OXFORD	400 Words
54	Oxford Bookworms Library Stage 1 The Bridge and Other Love Stories Audio CD Pack	OXFORD	400 Words
55	Oxford Bookworms Library Stage 1 The Butler Did It and Other Plays Audio CD Pack	OXFORD	400 Words
56	Oxford Bookworms Library Stage 1 The Coldest Place on Earth	OXFORD	400 Words
57	Oxford Bookworms Library Stage 1 The Elephant Man Audio CD Pack	OXFORD	400 Words
58	Oxford Bookworms Library Stage 1 The Lottery Winner Audio CD Pack	OXFORD	400 Words

59	Oxford Bookworms Library Stage 1 The Meaning of Gifts: Stories from Turkey Audio CD Pack	OXFORD	400 Words
60	Oxford Bookworms Library Stage 1 The Monkey's Paw Audio CD Pac	OXFORD	400 Words
61	Oxford Bookworms Library Stage 1 The Omega Files Audio CD Pack	OXFORD	400 Words
62	Oxford Bookworms Library Stage 1 The Piano Man Pack	OXFORD	400 Words
63	Oxford Bookworms Library Stage 1 The President's Murderer	OXFORD	400 Words
64	Oxford Bookworms Library Stage 1 The Witches of Pendle	OXFORD	400 Words
65	Oxford Bookworms Library Stage 1 The Withered Arm Audio CD Pack	OXFORD	400 Words
66	Oxford Bookworms Library Stage 1 The Wizard of Oz Audio CD Pack	OXFORD	400 Words
67	Oxford Bookworms Library Stage 1 Titanic Audio CD Pack	OXFORD	400 Words
68	Oxford Bookworms Library Stage 1 Under the Moon Audio CD Pack	OXFORD	400 Words
69	Oxford Bookworms Library Stage 1 White Death Audio CD Pack	OXFORD	400 Words
70	Oxford Bookworms Library Stage 1 William & Kate Pack	OXFORD	400 Words
71	BATHSHEBA THE WITCH	BLACK CAT	A1 STR
72	FIVE CHILDREN AND IT+CD	BLACK CAT	A1 STR
73	GHOST SHIP OF BODEGA BAY	BLACK CAT	A1 STR
74	HALLOWEEN HORROR+CDROM	BLACK CAT	A1 STR
75	JUNGLE BOOK+CDROM	BLACK CAT	A1 STR
76	JUST SO STORIES+CDROM	BLACK CAT	A1 STR

77	NUTCRACKER+CDROM	BLACK CAT	A1 STR
78	SANDOKAN+CD	BLACK CAT	A1 STR
79	SECRET GARDEN+CDROM	BLACK CAT	A1 STR
80	SECRET OF THE STONES	BLACK CAT	A1 STR
81	TEMPEST+CD	BLACK CAT	A1 STR
82	WIND IN THE WILLOWS+CDROM	BLACK CAT	A1 STR
83	Alissa	Macmillan	Beginner
84	Blue Fins	Macmillan	Beginner
85	In The Frame	Macmillan	Beginner
86	L. A. Detective	Macmillan	Beginner
87	Photo Finish	Macmillan	Beginner
88	Sara Says No!	Macmillan	Beginner
89	Shooting Stars	Macmillan	Beginner
90	The Lost Ship	Macmillan	Beginner
91	The Magic Barber	Macmillan	Beginner
92	The Well	Macmillan	Beginner
93	Umbrella, The	Macmillan	Beginner
94	CASTLES AND KNIGHTS	BLACK CAT	Easyreads
95	LIFE AND TIMES OF CAPTAIN COOK	BLACK CAT	Easyreads
96	LIFE AND TIMES OF SHAKESPEARE	BLACK CAT	Easyreads
97	STORY OF BIG CITIES	BLACK CAT	Easyreads
98	STORY OF CHOCOLATE	BLACK CAT	Easyreads
99	STORY OF COFFEE	BLACK CAT	Easyreads
100	STORY OF FOOTBALL	BLACK CAT	Easyreads
101	STORY OF MOVING PICTURES	BLACK CAT	Easyreads
102	STORY OF POPULAR MUSIC	BLACK CAT	Easyreads
103	STORY OF TEA	BLACK CAT	Easyreads
104	STORY OF THE OLYMPIC GAMES	BLACK CAT	Easyreads
105	VIKINGS	BLACK CAT	Easyreads



106	WOLVES	BLACK CAT	Easyreads
107	A New Home for Socks	HELBLING	Level 1
108	David and the Great Detective	HELBLING	Level 1
109	Fireball's Heart + Audio CD Herbert Puchta Level 1	HELBLING	Level 1
110	Holly's New Friend + Audio CD by Martyn Hobbs Level 1	HELBLING	Level 1
111	Jack's Endless Summer + Audio CD Martyn Hobbs Level 1	HELBLING	Level 1
112	Next Door + CD by Robert Campbell Level 1	HELBLING	Level 1
113	Peter Pan + Audio CD by J. M. Barrie Level 1	HELBLING	Level 1
114	The Fisherman and his Soul + Audio CD by. Oscar Wilde Level 1	HELBLING	Level 1
115	The Hound of the Baskervilles + Audio CD rthur Conan Level 1	HELBLING	Level 1
116	The Surprise + CD by Günter Gerngross Level 1	HELBLING	Level 1
117	The Wonderful Wizard of Oz + Audio CD L.Frank Baum Level 1	HELBLING	Level 1
118	Zadie's Big Day + Audio CD Martyn Hobbs Level 1	HELBLING	Level 1
119	A Disappearing World	National Geographic Footprint Reading	A2
120	A Special Kind of Neighborhood	National Geographic	A2
121	Arctic Whale Danger!	National Geographic	A2
122	Cheese-Rolling Races	National	A2

		Geographic	
123	Columbus and the New World	National Geographic	A2
124	Dinosaur Search	National Geographic	A2
125	Don't Believe Your Eyes!	National Geographic	A2
126	Farley the Red Panda	National Geographic	A2
127	Happy Elephants	National Geographic	A2
128	Monkey Party	National Geographic	A2
129	Snow Magic!	National Geographic	A2
130	Taiko Master	National Geographic	A2
131	The Giant's Causeway	National Geographic	A2
132	The Knife Markets of Sanaa	National Geographic	A2
133	The Last of the Cheju Divers	National Geographic	A2
134	The Lost City of Machu Picchu	National Geographic	A2
135	The Memory Man	National Geographic	A2
136	Volcano Trek	National Geographic	A2
137	Water Sports Adventure	National Geographic	A2
138	Wild Animal Trackers	National	A2

		Geographic	
139	Agatha Christie, Woman of Mystery Audio CD Pack	OXFORD	STAGE 2-700 Words
140	Alice's Adventures in Wonderland Audio CD Pack	OXFORD	STAGE 2-700 Words
141	Changing their Skies: Stories from Africa Audio CD Pack	OXFORD	STAGE 2-700 Words
142	Chocolate Audio CD Pack	OXFORD	STAGE 2-700 Words
143	Climate Change Audio CD Pack	OXFORD	STAGE 2-700 Words
144	Cries from the Heart: Stories from Around the World Audio CD Pack	OXFORD	STAGE 2-700 Words
145	Dead Man's Island Audio CD Pack	OXFORD	STAGE 2-700 Words
146	Death in the Freezer Audio CD	OXFORD	STAGE 2-700 Words
147	Ear-rings from Frankfurt Audio CD Pack	OXFORD	STAGE 2-700 Words
148	Grace Darling Audio CD Pac	OXFORD	STAGE 2-700 Words
149	Hamlet Audio CD Pack	OXFORD	STAGE 2-700 Words
150	Henry VIII and his Six Wives Audio CD Pack	OXFORD	STAGE 2-700 Words
151	Huckleberry Finn Audio CD Pack	OXFORD	STAGE 2-700 Words
152	Ireland Audio CD Pack	OXFORD	STAGE 2-700 Words
153	Leonardo Da Vinci Pack	OXFORD	STAGE 2-700 Words
154	Marco Polo and the Silk Road Audio	OXFORD	STAGE 2-

	CD Pack		700 Words
155	New Yorkers - Short Stories	OXFORD	STAGE 2- 700 Words
156	One Thousand Dollars and Other Plays Audio CD Pack	OXFORD	STAGE 2- 700 Words
157	Rainforests Audio CD Pack	OXFORD	STAGE 2- 700 Words
158	Red Dog Audio CD Pac	OXFORD	STAGE 2- 700 Words
159	Return to Earth Audio CD Pack	OXFORD	STAGE 2- 700 Words
160	Seasons and Celebrations Audio CD Pack	OXFORD	STAGE 2- 700 Words
161	Sherlock Holmes and the Sport of Kings Audio CD Pack	OXFORD	STAGE 2- 700 Words
162	Sherlock Holmes Short Stories Audio CD Pack	OXFORD	STAGE 2- 700 Words
163	Songs from the Soul: Stories from Around the World Audio CD Pack	OXFORD	STAGE 2- 700 Words
164	Stories from the Five Towns Audio CD Pack	OXFORD	STAGE 2- 700 Words
165	Tales from Longpuddle Audio CD Pack	OXFORD	STAGE 2- 700 Words
166	The Beautiful Game Audio CD Pack	OXFORD	STAGE 2- 700 Words
167	The Butler Did It and Other Plays Audio CD Pack	OXFORD	STAGE 2- 700 Words
168	The Canterville Ghost Audio CD Pa	OXFORD	STAGE 2- 700 Words
169	The Children of the New Forest Audio CD Pack	OXFORD	STAGE 2- 700 Words
170	Call of the Wild* Pre-intermediate	MACMILLIAN	1100 Words

171	Casino Royale* Pre-intermediate	MACMILLIAN	1100 Words
172	D.H. Lawrence, Selected Short Stories by* Pre-intermediate	MACMILLIAN	1100 Words
173	Daisy Miller* Pre-intermediate	MACMILLIAN	1100 Words
174	Diamonds are Forever* Pre-intermediate	MACMILLIAN	1100 Words
175	Far from the Madding Crowd* Pre-intermediate	MACMILLIAN	1100 Words
176	Gandhi* Pre-intermediate	MACMILLIAN	1100 Words
177	Heidi* Pre-intermediate	MACMILLIAN	1100 Words
178	I, Robot* Pre-intermediate	MACMILLIAN	1100 Words
179	Kick-off! The Story of Football Pre-intermediate	MACMILLIAN	1100 Words
180	Macmillan Cultural Readers: England* NEW Pre-intermediate	MACMILLIAN	1100 Words
181	Macmillan Cultural Readers: United States of America, The* NEW Pre-intermediate	MACMILLIAN	1100 Words
182	Michael Jackson: King of Pop Pre-intermediate	MACMILLIAN	1100 Words
183	Nelson Mandela* Pre-intermediate	MACMILLIAN	1100 Words
184	Owl Creek Bridge and Other Stories* Pre-intermediate	MACMILLIAN	1100 Words
185	Owl Hall* Pre-intermediate	MACMILLIAN	1100 Words
186	Persuasion* Pre-intermediate	MACMILLIAN	1100 Words
187	Robin Hood* Pre-intermediate	MACMILLIAN	1100 Words
188	Robinson Crusoe* Pre-intermediate	MACMILLIAN	1100 Words
189	Secret Garden, The* Pre-intermediate	MACMILLIAN	1100 Words
190	Shake Hands Forever* Pre-intermediate	MACMILLIAN	1100 Words

191	Story of the Olympics: An Unofficial History, The* Pre-intermediate	MACMILLIAN	1100 Words
192	Tenant of Wildfell Hall, The* Pre-intermediate	MACMILLIAN	1100 Words
193	Treasure of Monte Cristo, The* Pre-intermediate	MACMILLIAN	1100 Words
194	Wizard of Oz, The* Pre-intermediate	MACMILLIAN	1100 Words
195	EXCALIBUR	MM PUBLICATION	A2.2
196	Birds in Paradise	National Geographic Footprint Reading	B1
197	Blue Cows	National Geographic	B1
198	Cambodia Animal Rescue	National Geographic	B1
199	Capoeira: The Fighting Dance	National Geographic	B1
200	Dangerous Dining	National Geographic	B1
201	Gliding across the Gobi	National Geographic	B1
202	Night Hunt	National Geographic	B1
203	Orangutan Language	National Geographic	B1
202	Solar Cooking	National Geographic	B1
203	The Adventure Capital of the world	National	B1

		Geographic	
204	The Lost Temples of the Maya	National Geographic	B1
205	The Missing Snows of Klimanjar	National Geographic	B1
206	The Three Rivers of Zambia	National Geographic	B1
207	ALICE'S ADVENTURES IN WONDERCDNE	BLACK CAT	B1.1
208	ANIMAL TALES+CD	BLACK CAT	B1.1
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211	DREAM COME TRUE+CD	BLACK CAT	B1.1
212	FISHERMAN AND HIS SOUL+CDROM	BLACK CAT	B1.1
213	JOURNEY TO THE CENTRE OF EAR+CD	BLACK CAT	B1.1
214	JUMPING FROG+CD	BLACK CAT	B1.1
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216	LOST WORLD+CDROM	BLACK CAT	B1.1
217	MAGICAL TALES FROM THE SOU SE+CD	BLACK CAT	B1.1
218	MURDER AT COYOTE CANYON+CDROM	BLACK CAT	B1.1
219	MUTINY ON THE BOUNTY+CD	BLACK CAT	B1.1
220	RAJAH'S DIAMOND+CD	BLACK CAT	B1.1
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222	ROB ROY+CD	BLACK CAT	B1.1