Effectiveness of Extensive Reading in Second Language Learning: A Study on the Development of Linguistic Skills in Reference to Reading

SHAHINA AKTER SHELLY

ID: 11103008

Department of English and Humanities

December 2015

BRAC University, Dhaka, Bangladesh

Effectiveness of Extensive Reading in Second Language Learning: A Study on the Development of Linguistic Skills in Reference to Reading

A Thesis Submitted to the

Department of English and Humanities

Of

BRAC University

By

SHAHINA AKTER SHELLY

ID: 11103008

A partial fulfillment of the requirement of the degree

of

Bachelors of Arts in Linguistics and ELT

December 2015

Acknowledgement

Foremost, I would like to thank Almighty Allah for his grace to empower me to complete this research paper on time. I would like to thank my supervisor Ms. Shenin Ziauddin for her guidance and assistance through my research. Also, I would like to thank her for believing in me to write this paper and to answering all my quires with patience and a smiling face. I would also like to thank the teachers and students involved in the survey for their cooperation. Without their cooperation this research would not have been possible to complete. I am really grateful to Ruhia Akter, Niladri Chakma, Sadia Khatun and other friends for constantly supporting me through the entire process. I am also thankful to the entire English and Humanities department of BRAC University for giving me the privilege of writing this research paper regarding Extensive Reading.

Last but not the least I would like to give special thanks to my little sister Sadia Afrose for taking care of me while I was ill during the research and constantly supporting me to do my best.

Abstract

Over the past few decade extensive reading has been gaining support and recognition in second language learning pedagogy. There are numerous articles that show the benefits of extensive reading in English for both foreign and second language learners. Although extensive reading has gain recognition in many countries and is being practiced, in Bangladesh it is still mostly unknown. There are few studies regarding extensive reading have been done in Bangladesh but the educational institutions are still following the traditional method in classrooms. As a result, the learners get little opportunities to improve their English. This paper aims to show the benefits of extensive reading and how effective it can be in improving the learner's second language proficiency. The paper will discuss what extensive reading is and how does it differ from intensive reading. Various studies will be discussed to show that extensive reading is not only effective in developing learner's reading ability but also improves other skills. This paper mainly focuses on the improvement of reading ability and other related skills like- vocabulary, grammar, motivation. Both qualitative and quantitative methods have been used to conduct this research. This paper was concluded with some suggestion to implement extensive reading in Bangladeshi university and schools to help the learners improve their second language learning. It is suggested in the paper that a combination of initiatives such as raising awareness, teacher training and changing the existing format of teaching can promote the practice extensive reading among the learners.

Table of Content

Chapter 1: Introduction

1.1 Introduction:

Over the past decade there has been seen a great deal of interest in extensive reading (ER) as an effective approach for improving learners first and second language learning. Extensive reading is generally associated with reading a large amount of materials for the purpose of getting an overall understanding. In extensive reading the readers are more anxious about the meaning of the text rather than the meaning of individual words and sentences (Bamford & Day, 1997). There are numerous reports that show the benefits of ER in student's foreign language and second language learning. Although some of the educational institution in Bangladesh might be seen using ER approach for teaching but it is still unknown to most of them. As most of the language classrooms in Bangladesh follow the intensive reading (taught by careful reading of shorter and more difficult foreign language texts) for teaching English. English is a required language in our country as it is considered our second language. Though there are many educational institutions that teach English but most of the institution fails to make the students acquire the language. Extensive reading is considered to be successful program that can help students learn foreign language. As Nuttall (1982) claimed that "the best way to improve your knowledge of a foreign language is to go and live among its speakers and the next best way is to read extensively in it" (as cited in Hafiz & Tudor, 1989, p. 5). Many experts have claimed that extensive reading can improve learner's reading ability, vocabulary acquisition, grammar, and other skills as well. Therefore, this paper aims to show how effective extensive reading is and how it can be beneficial as a language learning approach. The paper mainly discusses learner's

development of reading skill and improvement in few other aspects: vocabulary, grammar, motivation and spelling as well.

1.2 Research question:

1. What are the benefits of extensive reading in second language learning?
2. To what extend it is effective to improve learner's reading proficiency in second language?
3. Why extensive reading should be implemented in EFL classrooms?

1.3 Purpose of the study:

The purpose of the study is to determine the benefits of extensive reading in second language learning. Moreover, it aims to find out whether extensive reading is effective for improving learner's reading ability and other linguistic aspects in the second language. This paper can also be used by administrators for further studies of extensive reading to improve the way of teaching foreign language.

1.4 Objective of the study:

The goal of this study is to investigate whether extensive reading is beneficial for second language learning. Moreover, to find out evidence that separates extensive reading from the traditional approach and why it should be implemented in the EFL classes?

1.5 Scope of the study:

This study involves first hand data so the question of authenticity is not present in this sector. The questionnaire for the study is designed in a way that questions the opinion of students and

teacher on the effectiveness of extensive reading in second language learning. Although this study requires a lot of time and research but time limit is a major concern here. The paper is composed within six months which is not enough time for investigating a topic like this. Apart from time limit, collecting opinions of the teachers is another concern as there was not enough opportunity in this sector.

1.6 Research Methodology:

Mixed methods have been used to conduct the research having both qualitative and quantitative method. A survey and open-ended question were conducted. The questionnaires emphasized on the effectiveness of extensive reading in second language learning and why it should be implemented in EFL classrooms in Bangladesh.

1.7 Limitations of the study:

This paper is completed within six months which is inadequate for research on such vast topic. So this paper is not free from limitations. It is not possible to conduct a research on a good number of universities of Dhaka city because of the time constrain. So this study had to cover only four universities of Dhaka city for the survey. This type of research needs to conduct by observing the subjects for a certain period of time and find out their reactions. As this study did not get such opportunity because of time limit the researcher had to use questionnaire method to accomplish the study. Apart from time constrain, some present political situations also hampered the research. Furthermore, it was difficult to find teachers who were specialize in linguistic. Many teachers declined to do the survey as they were not clear about this topic.

Chapter 2: Literature Review

This chapter contains different perceptions of different authors that gave a deeper insight about the topic. The given elements are related to the benefits of extensive reading and how it is effective in second language learning. These helped to have a deeper understanding of the impact of extensive reading on second language learning. Moreover, it also facilitated in completing the research systematically. The input hypothesis by Krashen and other theories helped to understand the language development of extensive readers better. So, this chapter plays a very important role as it represents all the insights of the research topic.

2.1 Definition of extensive reading:

There is a great deal of evidence found that extensive reading has a powerful impact on language learning. The definition of extensive reading has been presented in many ways over the past years. According to one definition, "Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language" (Day & Bamford, 2004, p. 1). They also stated that the students can choose their own reading materials based on their interest which will give them individual reading pleasure. This also means that they can stop reading any materials which is not appealing to their interest. According to Day and Bamford (2004) in an extensive reading environment the students are encouraged to read for a general and overall meaning of the text. Furthermore, they read for information and their satisfaction. Slowly, students build up the habit to read which will help them to have confidence in language learning (Day & Bamford, 2004, p. 1). Scrivener (2011) in his book said that "the more someone reads, the more they pick up items of vocabulary and grammar from the texts, often without realizing it,

and this widening language knowledge seems to increase their overall linguistic confidence, which then influences and improves their skills in other language areas, too" (Scrivener,2011, p. 268). Day and Bamford (1997) quoted that the term "Extensive reading" was originally created by Plamer to make a distinction from "Intensive reading" which means careful reading of complex and short texts for detailed understanding (as cited in Powell, 2008, p. 1). Afterwards, it has gained many other names. Day and Bamford (1997) mentioned Mikulecky (1990) who called "Extensive reading" as "Pleasure reading", Grabe (1991) and others called it as "Sustained silent reading", while Krashen and Mason used the simple term "Free reading" (2008, p. 1). On the other hand, Elley and Mangubhi (1981) identified their book-based program as "Book-flood", where students were exposed to a wide range of reading materials (as cited in Burgh-Hirabe, 2011, p. 9). Plamer (1969) used the term extensive reading as "rapidly read book after book" for foreign language pedagogy (as cited in Dao, 2014, p. 72). This means that students will only focus on the content of the text while reading extensively rather than focusing on the language forms. Similarly, Michael west used a term called "supplementary reading" where the goal was, "the development to the point of enjoyment and the ability to read the foreign language" (2014, p. 72). Dao (2014) also mentioned Grabe and Stoller (2002) statement that says extensive reading is an approach to reading for teaching and learning, in which the learners tend to read a lot of books that are within their linguistic competence (2014, p. 72).

Nation (2009) says that extensive reading is an approach where learners focus on the meaning of the text they read and will try to develop their fluency through materials (as cited in Dao, 2014, p. 72). Bamford defines extensive reading as "a language teaching procedure where learners are supposed to read large quantities of materials or long texts for global understanding, the principal

goal being obtaining pleasure from the text" (as cited in kredatusova, n.d., p. 9). The students can

choose any book they prefer according to their interest without their teachers guidance.

Moreover, they are not required to do any task after reading the text and they can stop reading if

they do not feel interested in reading the book or if it is too difficult. Bamford mentioned that

extensive reading can be used in any kind of EFL class no matter what the content, intensity, age

of the students or their language level. The main condition is that the students have the basic

knowledge of the target language (as cited in Kredatusova, n.d., p. 9).

Nuttall (1996) suggested that, "the best way to improve your knowledge of a foreign language is

to go and live among its speakers. The next best way is to read extensively in it" (as cited in

Lien, 2010, p. 194). Lien (2010) also mentioned that many scholars have discussed about the

benefits of implementing extensive reading in second language learning. According to Day &

Bamford (1998) by reading extensively students increased their reading ability, build up positive

attitudes toward reading, improved their motivation to read, and enhanced various aspects of

proficiency in the target language including vocabulary gain and writing (p. 194). Lien (2010)

also discussed that some of the researchers stated that extensive reading is necessary in

developing learner's fluency in the target language as it leads to vocabulary acquisition that

automatically increases their reading speed (p. 194).

2.1.1 Characteristics of extensive reading:

In order to have a better understanding of extensive reading approach it is essential to have a

clear view of the characteristics of ER. Hitosugi and Day (2004) stated, ER is an approach where

students read a large quantity of books and other materials within their linguistic levels. The

students are free to choose any material that suits their interest for reading and they can read it in

their own speed (Hitosugi & Day, 2004). They mentioned that "student's self-selection gives this approach a great deal of flexibility, which caters to the different needs and interests of individual students and allow them to develop their foreign language competence at their own pace (Hitosugi & Day, 2004).

Day and Bamford (2002) mentioned that apart from ER impact on language and reading ability it can be a key to unlock all the important taste for foreign language reading among students (Day & Bamford, 2002, p. 136). Day and Bamford (2002) offered ten principles of extensive reading in regard for teaching extensive reading as a tool for professional development of students L2 learning (p. 136). They believe that these principles are the basic ingredients of extensive reading and have encouraged teachers to use them as a way to examine their beliefs about reading in general and extensive reading in particular (Day & Bamford, 2002, p. 136). Shaffer (n.d.) mentions that these ten principles was first provided by Day and Bamford (2002), was complemented by Prowse (2002), and was revised by Bamford and Day (2004) that describes the important characteristics of an successful extensive reading program (Shaffer, n.d. p. 1).

The following are the top ten principles provided by Day and Bamford (2002) for successful extensive reading program:

1. Reading material is easy.

The reading materials are within the learner's language level that contains few or no unfamiliar items of vocabulary and grammar. This method is differs extensive reading from other foreign language teaching approaches. Day and Bamfoed (2002) states "for extensive reading to be possible and for it to have the desired results, texts must be well within the learner's reading competence in the foreign language". They further added that the materials should not contain

more than one or two unknown vocabulary items per page for beginners and not more than four to five for intermediate learners (Day & Bamford, 2002, p. 137). If the students have to struggle with difficult materials then they would not be able to succeed in reading extensively. Hitosugi and Day (2004) mentioned that text becomes easier to read when the learners do not find more than one or two unfamiliar words on a page. These kinds of materials are well within the learners reading comfort zone (Hitosugi & Day, 2004). Moreover, reading easy materials helps the learner's affective dimension of learning to read. Learners realize that they are able to read foreign language materials. So when they read more books they can notice themselves as becoming a reader in the target language (Hitosugi & Day, 2004).

There is still some invasive view about using easy material for teaching reading. Day and Bamford (2002) mentioned that some believe that to make students familiar with real-world reading, real-world text should be used for extensive reading but this will not bring out the progress that needs to be achieved. On the contrary, to motivate students to read more and study more, and for them to improve their foreign language and reading skills they ought to read texts that reflects their language ability. The texts that learners find easy and enjoyable at every step of the way are suitable for developing their reading (Day & Bamford, 2002, p. 137).

    2.   A variety of reading material on a wide range of topics must be available.

Having a variety in materials allows students to find their desired material that they want to read. Hitosugi and Day (2004) suggested that "different kinds of reading material also encourage a flexible approach to reading. Students learn to read in different ways (e.g., skimming, scanning, more careful reading) and for different reasons (e.g., entertainment, information, passing the time)" (Hitosugi & Day, 2004).

A successful extensive reading highly depends on attracting students to read. Day and Bamford (2002) suggested that "to awaken or to encourage a desire to read, the text made available should ideally be as varied as the learner who read them and the purposes for which they want to read" (Day & Bamford, 2002, p. 137). To put it another way, there should be some diversity in materials available in the library so that students can choose what they want to read. The range of materials should contain books, magazines, newspapers, fiction, non-fiction, text that inform, text that entertain, general, specialized, light, serious (Day & Bamford, 2002, p. 137). Moreover, they also suggested that to find out what students are interested in reading one should follow Ray Williams' advice: "Ask them what they like reading in their own language, peer over their shoulders in the library, ask the school librarian…" (as cited in Day & Bamford, 2002, p. 137).

3. Learners choose what they want to read.

Self-selection of reading material is the key to extensive reading. In other words, this principle is considered the basis of extensive reading (Tomkova, 2008, p. 20). Moreover, self-selection gives students to be in a different role from that in a traditional classroom where reading materials are chosen by the teachers. The students find this method of extensive reading really enjoyable as it gives them the opportunity to choose their own material (p. 20). Day and Bamford (2002) stated that having freedom to choose means the students can pick texts they expect to understand, learn and to enjoy from. They further added that learners are free or more likely are encouraged to stop reading any material which they find difficult or is not suitable to their taste (Day & Bamford, 2002, p. 137).

Day and Bamford agreed with Henry's saying that "my students needed to read for themselves, not for me" (p. 137). Reading for any particular purposes or for pleasure depends entirely on the

students. They are responsible for their own learning. Samuels claims that "unless we phase out the teacher and phase in the learner, many of our students will fail to become independent because throughout their education they were always placed in a dependent role -- dependent on the teacher" (as cited in Day & Bamford, 2002, p. 138).

4. Learners read as much as possible.

The benefit of extensive reading in language learning comes from the quantity of reading. The more one reads, the greater the benefits become (Hitosugi & Day, 2004). Day and Bamford (2002) claimed that the most significant element in learning to read is the amount of time spent on reading. Although in some case the students are not given the opportunity to read as much as they can (Day & Bamford, 2002, p. 138). A book per week for reading is appropriate for extensive reading benefits to take effect and to establish a reading habit (Kredatusova, p. 10). So this is a realistic target for learners of all proficiency levels as books written for beginning language learners are very short (Day & Bamford,2002, p. 138).

5. The purpose for reading is usually related to pleasure, information and general understanding.

In an extensive reading approach students are encouraged to read for the same kind of purpose as the general population of first language readers. In this approach learner read for variety of reasons from entertainment to gathering specific information (Hitosugi & Day, 2004). Moreover, 100% comprehension is not needed for this approach rather only sufficient understanding is needed to achieve one's purpose is required (Hitosugi & day, 2004). According to Day and Bamford (2002) in terms of an extensive reading approach the reading outcomes focus shifts away from comprehension achieved or knowledge gained to reader's personal experience (Day

& Bamford, 2002, p. 138). They also stated that a learner's goal in extensive reading is to have sufficient understanding to fulfill reading purpose like gathering information, enjoyment of a story or passing of time (p. 138). This separates extensive reading from traditional classroom purposes.

6. Reading is its own reward.

Extensive reading encourages learners to read for pleasure and information unlike intensive reading that requires detailed understanding. The purpose of extensive reading is not achieving a hundred percent comprehension but to meet the sufficient understanding (Kredatusova, n.d., p. 11). Hitosugi & day (2004) mentioned that the goal for learner is to experience reading they are not required to demonstrate their understanding by answering comprehension questions. However, "the teacher might need to ask the students to complete follow-up activities after reading for several of reasons. The reasons are: 1) to find out students understanding and experience from reading; 2) to keep track of what students read; 3) to monitor the student's attitude towards reading; and 4) to link reading with other aspects of the curriculum" (Hitosugi & Day, 2004). Day and Bamfor (2002) added that for these mentioned reasons students might asked to write about their favorite characters, best or worst book they have read, or to do a dramatic reading of an exciting part of the novel. This kind of activities extends students reading experience in interesting and useful ways (Day & Bamford, 2002, p. 138).

7. Reading speed is usually faster than slower.

In extensive reading learners read material that they can easily understand, as a result they begin to read faster. As time passes learners become fluent readers from word-by-word decoding. Hitosugi and Day (2004) suggested that students should not use dictionaries as it interrupts the

reading process. It makes fluent reading impossible to achieve (Hitosugi & Day, 2004). Day and Bamford (2002) also mentioned that "when learners are reading materials that is well within their linguistic ability, for personal interest, and for general rather than academic purposes, it is an incentive to reading fluency" (Day & Bamford, 2002, p. 138). They further mentioned about Nuttall's saying that speed, enjoyment and comprehension are closely related to each other. Nuttall described the circle of weak reader: "read slowly; doesn't enjoy reading; doesn't read much; doesn't understand; read slowly…" and suggested that extensive reading can help slow readers become faster in reading, to understand better and to enjoy reading (as cited in Day & Bamford, 2002, p. 138).

Since extensive reading discourages learners from using dictionaries when they come across any unknown words, it gives the students opportunity to practice strategies as guessing or ignoring unknown words or passages and to go for understanding general meaning. This also makes students getting comfortable with a certain level of ambiguity (Day & Bamford, 2002, p. 139).

8.   Reading is individual and silent.

Reading individually and silently makes extensive reading different from the traditional approaches. Day and Bamford (2002) stated that "this process allows students to discover that reading is a personal interaction with the text, and an experience that they have responsibility for" (Day & Bamford, 2002, p. 139). Extensive reading means learners read at their own speed. The students can do it in their own pace when and where they choose or it can be done inside the classroom when part or all of a class period is set aside for silent and self-selected reading. This allows the students to read silently (Day & Bamford, 2002, p. 139).

9.   Teachers orient and guide their students.

It is more likely that students may not be accustomed to having the freedom to make their own choice in the school. For this reason, they need to be introduced to the idea of ER (Hitosugi & Day, 2004). As Day and Bamford (2002) mentioned "no reading pain, no reading gain" but many serious-minded students do not understand how easy and interesting material can help them become good readers (Day & Bamford, 2002, p. 139). Thus, the student needs to be carefully instructed about extensive reading and its benefits. Teachers can explain the students that reading extensively not only leads to gain in reading proficiency but it also brings overall gains in language learning (p. 139). The students will gain vocabulary knowledge, reading, writing, and oral fluency (Hitosugi & Day, 2004).

Students' choosing what to read is an important part of extensive reading method. Hitosugi & Day (2002) suggested that teachers can discuss the choice of easy material, self-selection and reading for overall understanding with the students. They can further point out that there is no need for comprehension question answering in this approach. Day and Bamford (2002) discussed that in order to guide the students during this course and to ensure that they experience the ER properly teachers need to keep track of what the students are reading, their reaction towards the reading , how much they are reading (Day & Bamford, 2002, p. 139). Teachers also have to encourage the students to expand their reading comfort zones and as they continue reading they will be able to read books that they found difficult to read before (Hitosugi & Day, 2004).

   10. The teacher is a role model of a reader.

Nuttall's famous saying "reading is caught, not taught" (as cited in Day & Bamford, 2002, p. 139). A teacher is a powerful role model for students. In support to this Malay explained that teachers need to realize how much influence they have on their students. Their students do not

just learn the subject that they are teaching them they learn their teachers. "Teachers attitude,

more than technical expertise, is what they will recall they leave us" (as cited in Day & Bamford,

2002, p. 140). To summarize, effective extensive reading teachers are themselves role model to

be a reader by guiding the students through their attitudes and behaviors of a reader (p. 140).

Hitosugi and Day (2004) suggested that if the teacher reads the same materials as their students

and talks to them about it then it will make them a model of a reader. It will also make teachers

to recommend reading materials to individual students. Due to this, the teacher and students will

form a informal reading community and together experience the value and pleasure to be found

in the written word (Hitosugi & Day, 2004).

Base on the above characteristics, it is clear that extensive reading can be an effective approach

to encourage the students to learn the target language.

2.1.2 The role of extensive reading in language learning:

According to Bell (1998) extensive reading plays various roles in language learning process.

- It can provide 'comprehensible input'

- It can enhance learner's general language competence

- It increases the students exposure to the language

- It can increase knowledge of vocabulary

- It can lead to improvement in writing

- It can motivate learners to read

- It can consolidate previously learned language

- It helps to build confidence with extended texts

- It encourages the exploitation of textual redundancy

- It facilitates the development of prediction skills (Bell, 1998).

2.1.3 Extensive reading vs. Intensive reading:

Extensive reading and intensive reading are two main reading styles that are used in learning L2. Although both of these are valid forms of reading but they have different aims. There is a difference between 'learning to read' and 'reading to learn' (Extensive reading foundation, 2011, p. 2). Intensive reading is referred as 'learning to read' which means the students are reading a text to learn something about the language itself – like a new word, grammar and so on. This can be called 'study reading (2011, p. 2). This is the classic reading that are done by the students in traditional classes. In this type of reading atmosphere the materials are usually short and most of the time there are a lot of words that are unknown to the students. It has pre and post-reading activities and also comprehension questions (2011, p. 2).

Miller (2011) stated that intensive reading as a methodology is a teacher centered approach. It means that most of the things that happen in the class are directly instructed by the teacher which includes what to read, when to read and what grammar, vocabulary, text organization or comprehension points will be discussed (Miller, 2011, p. 70). Cahya (n.d.) mentioned that "intensive reading provides a basis for explaining difficulties in of structure and extending knowledge of vocabulary and idioms (as cited in cahya, n.d., p. 5). It involves learners to detail reading with specific learning aims and tasks (p. 5). On the other hand, extensive reading refers to 'learning to read' which means practicing the skill of reading by reading. For example, reading a story book with the aim of enjoying without having the knowledge that they are learning (Extensive reading foundation, 2011, p. 2). The purpose of this approach is to build

reading fluency, to deepen their knowledge on language items that they are already familiar with and to get a better idea about how it fits communicatively (2011, p. 2).

Tomkova (2008) stated that this process allows the learners to process language faster and to enjoy reading including improvement of comprehension. Extensive reading aims to build reading fluency and reading confidence of students. It suggests learner to read a large amount of easy materials for information and enjoyment with the goal of achieving a general and overall understanding of the reading material (as cited in Tomkova, 2008, p. 11). On the contrary, intensive reading refers to 'careful reading' of shorter and more difficult text in the target language with the aim of completing a detailed understanding. In extensive reading learners are more focused on the meaning of the text rather than on the individual words and sentences. Tomkova (2008) also mentioned Hedge's argument that extensive reading gives learners the opportunity to manage strategies like prediction or guessing word meaning learned in intensive reading (p. 11). Hence, experts have suggested that extensive reading in or out of the class will balance intensive reading activities in class (as cited in Tomkova, 2008, p. 11).

These two forms of reading are not considered as opposition, as both serves different but complementary purposes. While intensive reading introduces to new language items to the learners, extensive reading helps the learners to practice and to have more clear knowledge of them (Extensive reading foundation, 2011, p. 2).

2.2 Theoretical perspective:

In favor of extensive reading, Krashen (1982) argued that "extensive reading will lead to language acquisition, provided that certain preconditions are met" (as cited in Shaffer, n.d. p. 4). The preconditions for this process include adequate exposure to the language, interesting

material and a relaxed and tension free learning environment (n.d. p. 4). Extensive reading

provides these conditions as it involves reading a large amount of books at home with little or no

follow-up activities (Rashidi et al., 2011, p. 472).

2.2.1 Krashen's Input Hypothesis:

krashen's (1982) theory of second language acquisition depends on his Input hypothesis. In this

hypothesis, he suggested what he thinks the most direct method of helping language learners to

acquire a second language (as cited in Morano, 2004, p. 229). Krashen named this method as

'Natural Approach' for teaching English to learners. According to this method the teacher has to

make sure that the students are provided with enough input that is comprehensible to them (2004,

p. 229). Krashen (1982, 1985) stated that the input for this purpose should be comprehensible,

interesting, not grammatically sequenced and have to be in sufficient quantity. He used the

fomula "I + 1" to describe the goal of language acquisition. In the formula "i" means the learners

current competence and "1" means the learner next level. So, to shift from "i" to "1" the acquirer

must receive input that is comprehensible to him or her (as cited in Morano, 2004, p. 229).

Krashen (1982) argued that unconscious process of acquiring a language while reading for

pleasure is more effective than longer lasting conscious learning (as cited in Rashidi & Piran,

2011, p. 472). Krashen emphasized on the importance of reading for language acquisition and

stated that learners who read more performs higher on comprehension in a second language than

those who read less (as cited in Morano, 2004, p. 230). Materials that contain vocabulary and

structure only a little bit beyond the learner's current level of competence are suitable for

learner's second language acquisition. If the material is too far below or well beyond their

linguistic competence then it will not be useful enough for their acquisition. Moreover, the

learners will feel discourage to learn the language (2004, p. 230). For these facts Krashen

especially supported extensive reading. Morano (2004) mentioned that the value of extensive

reading can be reviewed as follows: "1. Several studies suggest that more reading leads to greater

literacy development; 2. Students who participated in free reading programs outperformed

children who were taught by traditional methods; 3. People who reported more free reading can

read and write better than those who reported less free reading; 4. Language is too vast and

complex to teach and learn one rule or item at a time, thus traditional instruction cannot account

for literacy development; 5. Literacy development is quite possible without conscious learning or

output" (Morano, 2004, p. 231). According to Krashen's input hypothesis learners are repeatedly

exposed to new words, expressions, structures, and aspects of discourse which makes the

learners form ideas of the meaning and usage of new features. They extend their understanding

of more familiar word just as they acquired their first language (savas, 2009).

2.3 Reading ability development:

Extensive reading has been said to have a great impact on developing learners reading

proficiency. There are numerous studies found that shows that ER has improved learners reading

speed, fluency and comprehension.

2.3.1 Reading speed:

In numerous studies on extensive reading there have been found that it develops learner reading

speed. Robb and Susser (1989) claimed that in their study the extensive reading group read

significantly faster than the control group (as cited in Al-Homoud & Schmitt, 2009, p. 385).

Although they did not mentioned how they measured the improvement. Similarly, Mason and

Krashen (1997) also found significant gains in their extensive groups showing reading speed

over the comparison group. Bell (2001) on the other hand provides much strong evidence. He

measured his Yemen EFL participants reading speed by using two different texts. He asked them

to read each text for three minutes and then marked the final word they reached. Bell used these

texts before and after the treatment and concluded that extensive reading has significant impact

on improving the learners reading speed (as cited in Al-Homoud & Schmitt, 2009, p. 385).

Fry claimed that "good readers achieve a speed of 350 words per minute, fair readers 250 words,

and slow readers reach 150 words per minute"(as cited in Bell, 2001). Comparatively, De Leeuw

claimed that 230-250 words per minute as an average initial speed for the general public (Bell,

2001). De Leuw and De Leeuw in their study showed that his advanced students can achieve an

average increase in their reading speed of 57% over three year period. His students from the

'slow' group move to 'medium fast' category and some of his subjects reached speeds of 600

words per minute or better. This led him to claim that "students and other who read extensively

for professional purpose should aim to cover routine material at speeds between 300 and 600

words per minute" (as cited in Bell, 2001).

2.3.2 Reading comprehension:

Numerous studies have demonstrated gains in reading comprehension through extensive reading.

Vocabulary experts agreed that "adequate reading comprehension depends in a person already

knowing between 90 to 95 percent of the words in a text (Loh, 2009, p. 98). Sims (1996)

conducted a study on two groups of Taiwanese university freshmen. In his study, one group was

exposed to extensive reading while the other one was exposed to skill-based reading. After his

study he stated that extensive group scored better on writing recall protocols and on reading

comprehension tests (as cited in Al-Homoud & Schmitt, 2009, p. 384). Similarly, Hitosugi and

Day (2004) have found improvements in their participants reading ability. In their study they observed two classes, one with extensive reading and another is a regular class. After they finished conducting their study they stated that the extensive reading group outperformed the traditional group on a reading ability test (2009, p. 384).

Pilgreen and Krashen (1993) did an experimental study where they involve 125 high school students of English as a second language. In their study these students showed remarkable gains in reading comprehension (as cited in Loh, 2009, p. 98). Lastly, Wu and Samuels (2004) reported that poor readers showed greater gains in reading comprehension due to extensive reading (2009, p. 98).

2.3.3 Reading fluency:

Nearly every expert including Sir Edmond Huey (1908) and Laberge and Samuels (1974) have agreed that reading fluency consists of component sub-skills, such as decoding, word recognition, phonological representation, and syntactic and semantic chunking that gradually fuse. So that the, reader can focus on the higher level processes of comprehension, analysis and interpretation (as cited in Huffman, 2014, p. 19).

Paran (1996) claimed that if L1 readers posses attributes in reading that L2 readers do not then it is the language teacher's responsibility to develop methods to encourage the development of these attributes. He also stated that automatic word recognition is a significant attribute of L1 reading and a way of developing automaticity in L2 should be found (as cited in Iwahori, 2008, p. 72). Nathan and Stanovich (1991) demonstrated that "when process of word recognition take little capacity (are fluent), most of the readers cognitive capacity can be focused on

comprehending the text, criticizing it elaborating on it, and reflecting on it—in short, doing all the things we know good readers do" (as cited in Huffman, 2014, p. 19).

2.4 Grammar development:

Mason (2003, 2004) investigated the effectiveness of extensive reading. He wanted to find out whether adding supplementary writing to extensive reading program will increase the learner's grammatical accuracy (as cited in Al-Hammad, 2009, p.32). He did a study on 104 Japanese female college students who were studying English under an extensive reading program. He took three test and the students showed significant improvement in their performance due to extensive reading without any statistical differences. After, his investigation Mason concluded that adding supplementary writing does not lead to greater accuracy and that it was not useful (Al-Hammad, 2009, p. 33).

Krashen (1989) studied the power of reading on language acquisition on the basis that reading becomes comprehensible input for learners (as cited in Alqadi & Alqadi, 2013, p. 107). Moreover, it should be both interesting and understandable to the learners so that it grabs their attention. His research on reading exposure not only supports that extensive reading increases reading comprehension but it also improves grammatical development and writing style (2013, p. 107). Rodrigo et al.'s (2004) found significant effect of reading on L2 grammar development when it was combined with discussions and also suggested a possible accelerative effect of interactive activities on grammar acquisition through reading (as cited in U, 2009, p. 163). Isik (2000) and Furukawa (2008) found convincing evidence of extensive reading having a very strong effect on grammar development along with explicit instruction (as cited in Shaffer, n.d., p. 3).

Isik studied on two groups that were given 1000 hours of instructions. Group A was given 25% grammar instruction and 75% of extensive reading and listening. On the other hand, group B was given 80% explicit grammar instruction and 20% speaking. In the result, group A outperformed group B not only in reading, writing and speaking but also in grammar. In Furukawa's study, eight-graders in an extensive reading program reached English proficiency level comparable to their two years senior students (as cited in Shaffer, n.d., p.3). Moreover, in another study by Tudor and Hafiz (1989) found more suitable use of syntax in the second language through a three-month extensive reading program by studying on the primary level students on Pakistan (n.d., p. 3). Shaffer (n.d.) also mentioned about other studies which have found increase in grammatical competence through extensive reading like –Mason (2003, 2004, 2006), Sheu (2003), Stokes, Krashen, and Kartchner (1998), Lee, Krashen, and Gribbons (1996), Elley (1991), and Grabe (1991) (as cited in Shaffer, n.d., p. 4).

2.5 Vocabulary acquisition:

Several studies have indicated that extensive reading can improve learner's vocabulary acquisition in second language learning. Shaffer (n.d.) stated that learner can deepen their understanding of vocabulary by encountering lexical items that they have already acquired through their reading (Shaffer, n.d., p. 3). White and Krashen (1989) and Cho and Krashen (1994) have found considerable increase in incidental vocabulary acquisition with adult learners in US. In addition, Horst (2005) found similar results in ESL adult vocabulary acquisition in Canada. Elley and Mangubhai (1981) demonstrated that "learners surpass a vocabulary threshold, which then allows them to receptive vocabulary they can produce" (as cited in Shaffer, n.d., p. 3). Anderson (n.d.) mentioned that "when learners are engaged in reading high-interest

texts at a level at which they can read comfortably, they see words in context and are able to build on their own contextual knowledge (Anderson, n.d.).

Warning (2009) reviewed research that shows that learners need to encounter a large amount of language to learn not only single words but also their collections (as cited in Shaffer, n.d. p. 3). In a study of French learners, Pigada and Schmitt (2006) suggested that extensive reading significantly contributes to learner's vocabulary acquisition (Shaffer, n.d., p. 3). Shaffer further mentioned about Yamamoto's (2011) study that shows that extensive reading practice can help students confirm the meaning and function of the words that are already in their memory systems. It makes the connection stronger that leads to development of productive vocabulary knowledge (as cited I Shaffer, n.d., p 3). Horst, Cobb and Meara (1998) also claimed that extensive reading learners can enrich their knowledge of the words they already know and increase their lexical speeds, build network between words and a few words will be acquired (as cited in Rashidi et al., 2011, p. 473).

2.6 Motivation:

It has been discussed that extensive reading can motivate the learners to read in second language. Mori (2002) conducted a study into motivation to read in foreign language (as cited in Rahmany et al., 2013, p. 1239). His findings indicated that when students do not have enough exposure with the target language they do not get the necessary desire to read anything in that language. On the contrary, he also revealed that the more the learners are in contact with the target language, the more they become motivated to read in that language (2013, p. 1239). Reading materials chosen for extensive reading should concentrate on student's needs, tastes and interest to motivate and energize them to read more (Shaffer, n.d., p. 4). Janopoulos (1986) have found

an increase in motivation to learn English in US university students and Nishino (2007) and Takase (2003) in Japanese secondary students also found similar results (n.d., p. 4).

Reading is one type of study that can be enjoyable to students while doing it with implanting positive impact on the learners will to learn the language. Guthrie and Cox (2001) claimed strong relationship between motivation and the amount of reading (as cited in Shaffer, n.d., p. 4). Asraf and Ahmad (2003) noted improvement in learner's attitude towards English in Malaysian middle school students. Furthermore, Lightbown, Halter, White and Horst (2002) also reported positive attitudes towards a long-term reading and listening program (as cited in Shaffer, n.d., p. 4). In reference to increase in motivation, Cho and Krashen (1994), and Elley and Mangubhai (1981) also reported improvement in motivation and attitude in students learning second language through extensive reading (n.d. p. 4).

2.7 Improvement in spelling:

Extensive reading can also be effective in correcting learners spelling mistakes. It is exceedingly difficult to measure the improvement of spelling proficiency in student's second language learning in relation to ER. However, Polak and Krashen (1988) investigated on the reading habits of ESL students at a community college in the United States and he found a correlation between reading and spelling proficiency (as cited in Al-Hammad, 2009, p. 34). They discovered that "the more students read, the better their spelling was" (2009, p. 34).

Al-Hammad (2009) further mentioned about Day and Swan (1998) investigation which was on the effect of extensive reading on spelling. Day and Swan (1998) researched on the Japanese university EFL students and their results of post-test showed that subjects who read a story that

contained the target words showed significant improvement over the control group. They spelled

correctly more words than the control group (as cited in Al-Hammad, 2009, p. 34).

Chapter 3: Research Methodology

In this chapter the researcher explains the procedure of the survey conducted for obtaining answers of the research questions. This chapter will illustrate the method used for conducting the survey along with describing the respondents of the survey. Apart from this, it also includes the instrumentation, setting and time frame of the survey.

3.1 Research Method:

To measure the effectiveness of extensive reading in second language learning mixed method was used in this research. The mixed method is a method that includes both Qualitative method (data are subjective and cannot be coded numerically) and Quantitative method (data which are objective and can be numerically coded). One open-ended question (qualitative data) of the teachers was categorized based on the answers that the participants put in and was analyzed and summarized all together. Five level likert items was used to measure the general agreement and disagreement level. Ratings of the likert item are converted into percentage and Microsoft Excel's bar chart, column chart and pie chart are used to illustrate the data's graphically. Since using only quantitative method will not generate reliable data, so mixed method was used to gather more dependable data to find out whether extensive reading is considered beneficial and should be implemented in EFL classes.

3.2 Respondents:

The survey was conducted on 65 undergraduate students and 4 teachers from 4 different private universities in Dhaka. The respondents of the study include both male and female. Most of the respondents were from English department and some of them were from Business department who were currently taking foundation English course or are done with it. The teachers who

participated were particularly specialized in linguistic sector. The ratio of the teachers taking the

survey was less since they were busy taking mid-terms and make-up classes.

3.3 Instrumentation of research:

The following questionnaires were used as instruments (Appendix A and Appendix B) for the

purpose of the study.

    i.   Questionnaire for students:

Student's questionnaire contained 17 questions designed to measure the effectiveness of

extensive reading in second language learning. All the questions included in the questionnaire

had to be rated in likert scale containing five points such as strongly agree, agree, somewhat

agree, disagree, strongly disagree. The students had to fill the questionnaire by simply ticking the

appropriate answer according to them.

    ii.   Questionnaire for teachers:

The questionnaire for teachers has 2 sections. Section 1 consisted of 16 items. All the

questionnaire are designed to rate in likert scale containing five points such as strongly agree,

agree, somewhat agree, disagree, strongly disagree. The respondents had to mark the suitable

point according to their preference.

Section 2 consists of 1 open-ended question. In the open-ended question respondents were free to

write their opinion.

3.4 Time frame:

It was not possible for the researcher to cover a good number of universities of Dhaka city

because of the time constraint. Therefore, the researcher had to cover only four universities for

the survey. The survey was conducted within three weeks. Some of the universities were not

keen in giving permission for the survey but later on gave appointment. Moreover, as the

teachers were very busy it took more time to get their appointment. So, the initial time allocated

for the survey had to be extended in three weeks. The researcher could only find few teachers

who understood the research topic as many of them did not had much clear idea of the topic. As

a result, to make the study more reliable the researcher only collected survey of teachers who are

specialized in this area.

3.5 Setting:

Both of the survey was completed in informal settings. Questionnaire was conducted in informal

settings like for students it was taken in the university cafeteria and their department's common

room and for teachers the survey questions were handed to them in their cabins. So the setting

was relaxed for both students and teachers. They felt free to give their opinion regarding the

questions. The researcher provided necessary help to the respondents when needed.

Chapter 4: Finding and Analysis

This chapter is shaped to analyze the responses collected from the survey on students and

teachers along with discussion from different private universities.

4.1 Analysis of the student's responses:

1. Students can make their vocabulary richer when they read a lot of books in the target

language.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	33	50.8% Approx.
Agree	28	43.1% Approx.
Somewhat Agree	4	6.2% Approx.
Disagree	0	0%
Strongly Disagree	0	0%

Majority of the respondent approved the statement with 50.8% strongly agreed that students can

make their vocabulary richer by reading a lot of books in the target language followed by 43.1%

agreeing with it. Thus, the above result proves the point that extensive reading in the target

language can develop vocabulary acquisition. 6.2% of the respondent remained neutral with the

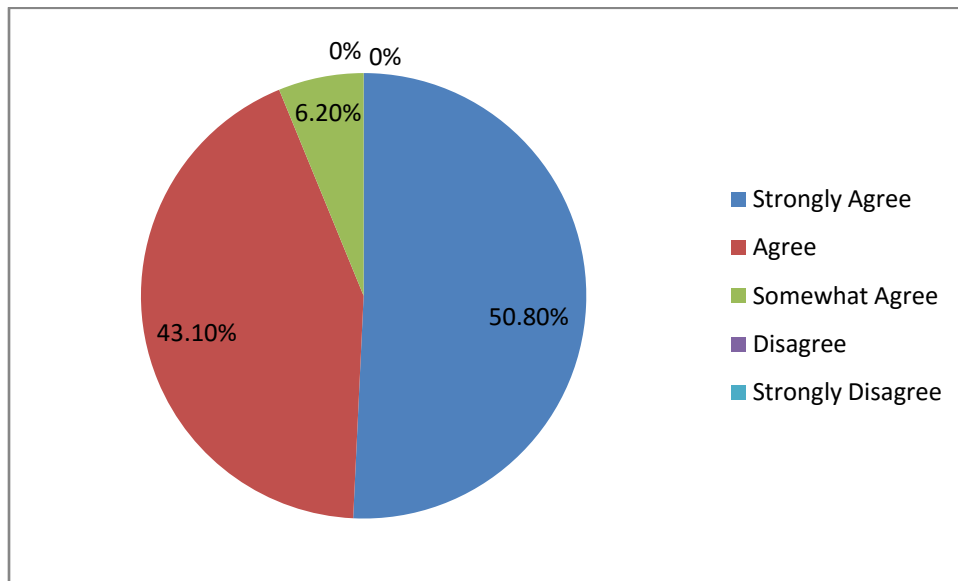statement. The response of the students to this question is demonstrated in the pie chart below:

Figure 1: Students can make their vocabulary richer when they read a lot of books in the target

language.

2. Students feel uneasy when they have to struggle with difficult texts.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	20	30.8% Approx.
Agree	28	41.5% Approx.
Somewhat Agree	17	26.2% Approx.
Disagree	1	1.5% Approx.
Strongly Disagree	0	0%

Approximately 41.5% respondents agreed with the fact that they feel uneasy when they have to

struggle with difficult texts while 30.8% of them strongly agreed with the statement. 26.2%

respondent remained neutral to this statement and only 1.5% of them had contradictory opinion

on the statement. Since, most of the respondent showed positive results to this statement, it

proves that students get nervous while facing difficult words in reading texts. A column chart is

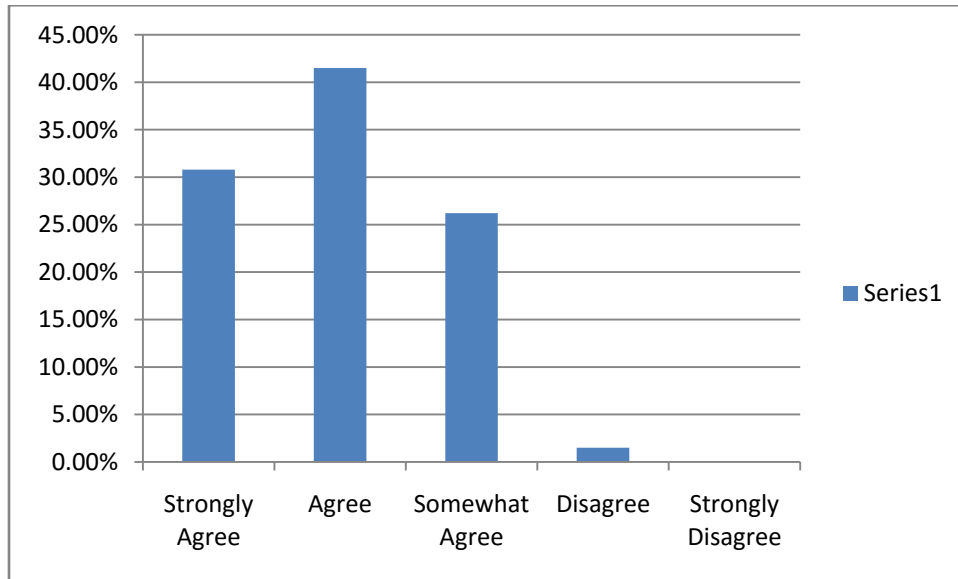given below to highlight the result.

Figure 2: Students feel uneasy when they have to struggle with difficult texts.

3. Students can read a text faster when the text is within their reading ability level.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	45	69.2% Approx.
Agree	19	29.2% Approx.
Somewhat Agree	0	0%
Disagree	0	0%
Strongly Disagree	1	1.5% Approx.

69.2% of the respondents strongly agreed with the statement that students can read a text faster when it is within their reading ability level whereas approximately 29.2% of them simply agreed with it. Only 1.5% had contradictory view towards the statement. As majority of the respondents agreed with the statement it can be said that the statement is acceptable for improving reading speed by reading text within their reading ability level. The response of the students to this question is demonstrated in the pie chart below:
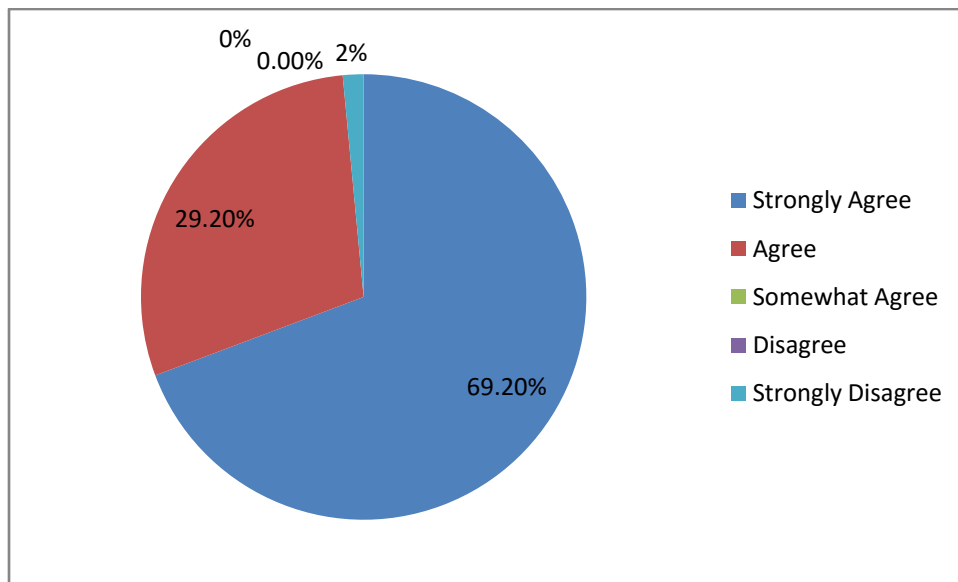
Figure 3: Students can read a text faster when the text is within their reading ability level.

4. Students feel more confident when they do not have to read a text word by word and can focus on the overall meaning.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	19	29.7% Approx.
Agree	29	45.3% Approx.
Somewhat Agree	14	21.9% Approx.

Disagree	2	3.1% Approx.
Strongly Disagree	0	0%

About 45.3% of the respondents agreed with the statement that students feel more confident

when they do not have to read a text word by word and can focus on the overall meaning while

29.7% of them strongly agreed with it. 21.9% respondents were neutral to this statement. On the

contrary, 3.1% of them denied the fact. From the above response of the students it proves the

statement that students feel more confident to read when they do not have to read word by word

and can focus on the meaning of the text. The results are demonstrated in the bar chart below.
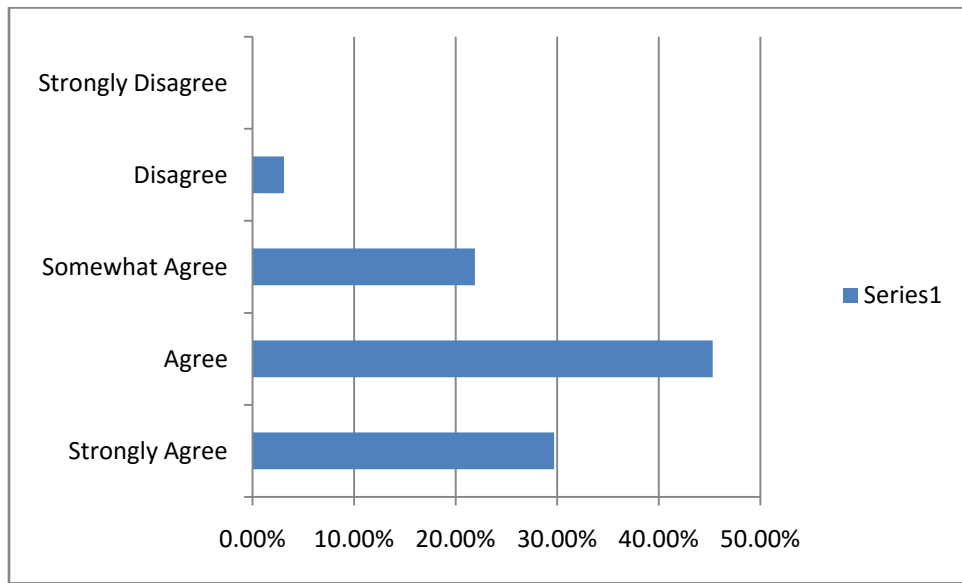

Figure 4: Students feel more confident when they do not have to read a text word by word and

can focus on the overall meaning.

5. Students can recognize vocabulary more easily when they are repeatedly exposed to those

words while reading.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	31	47.7% Approx.
Agree	29	44.6% Approx.
Somewhat Agree	4	6.2% Approx.
Disagree	1	1.5% Approx.
Strongly Disagree	0	0%

Approximately 47.7% respondents strongly agreed with the fact that students can recognize

vocabulary more easily when they are repeatedly exposed to it. About 44.6% students agreed and

6.2% of them remained neutral to the statement. However, 1.5% of them disagreed with it. As

majority of the respondents agrees with the above statement, it proves that the statement has

positive reinforcement in learners reading. A column chart is given below to show the results.
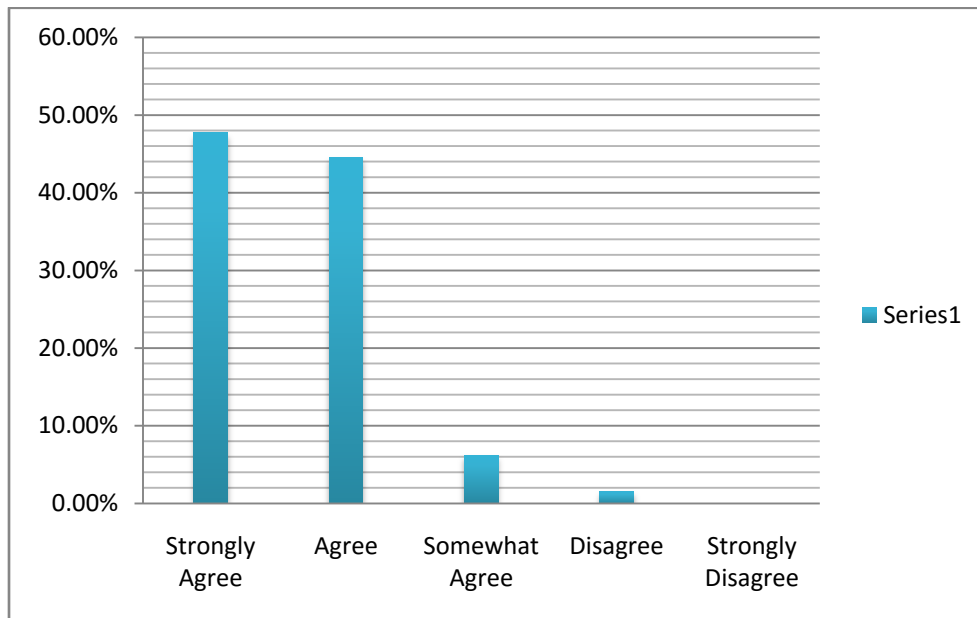
Figure 5: Students can recognize vocabulary more easily when they are repeatedly exposed to those words while reading.

6. Students get motivated to learn more about the language when they can understand word meaning and grammar without any hesitation.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	29	44.6% Approx.
Agree	26	40%
Somewhat Agree	9	13.8% Approx.
Disagree	1	1.5% Approx.
Strongly Disagree	0	0%

44.6% of the respondents strongly agreed that students are motivated to learn the target language

when they can understand the grammar and word meaning of the text whereas 40% of them

simply agreed with the statement. About 13.8% of the respondents remained neutral to the

statement and 1.5% of them showed contradictory view. Thus, the results proves that

understanding the reading texts word and grammar motivates the learners to read more. The

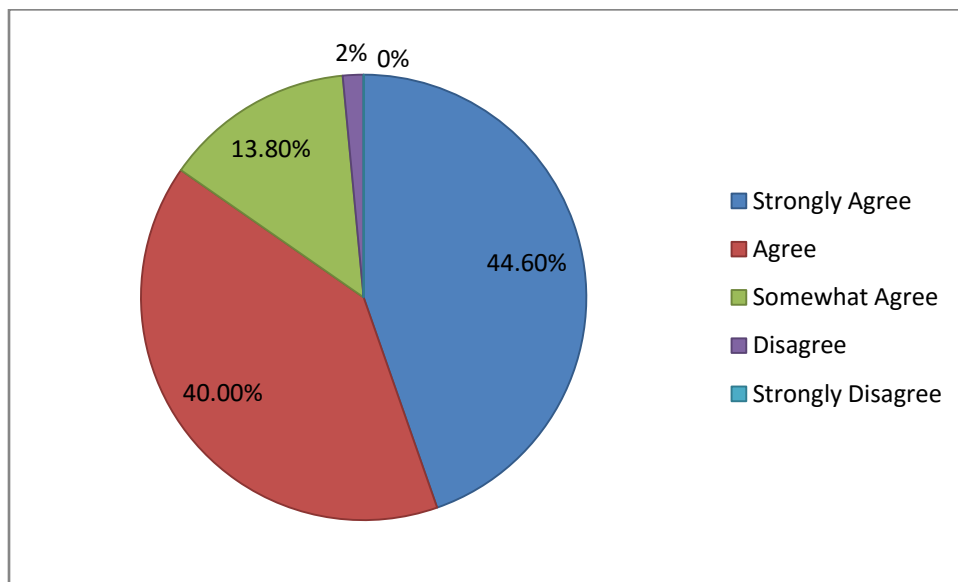above results are showed in the pie chart below.

Figure 6: Students get motivated to learn more about the language when they can understand

word meaning and grammar without any hesitation.

7. Students should be provided with simplified text within their linguistic levels rather than

critical text in their second language learning class.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	28	43.1% Approx.
Agree	22	33.8% Approx.

Somewhat Agree	11	16.9% Approx.
Disagree	3	4.6% Approx.
Strongly Disagree	1	1.5% Approx.

Here majority (43.1%) of the students strongly agreed that students should be provided with

simplified texts within their linguistic level and 33.8% of them agreed with the statement.

Approximately 16.9% of the students remained neutral to the statement. However, 4.6% of them

disagreed with the statement while 1.5% strongly disagreed with it. From the above result it can

be point out that simplified text within learner's linguistic level is beneficial for student's second

language learning. A pie chart is given below to illustrate the results.
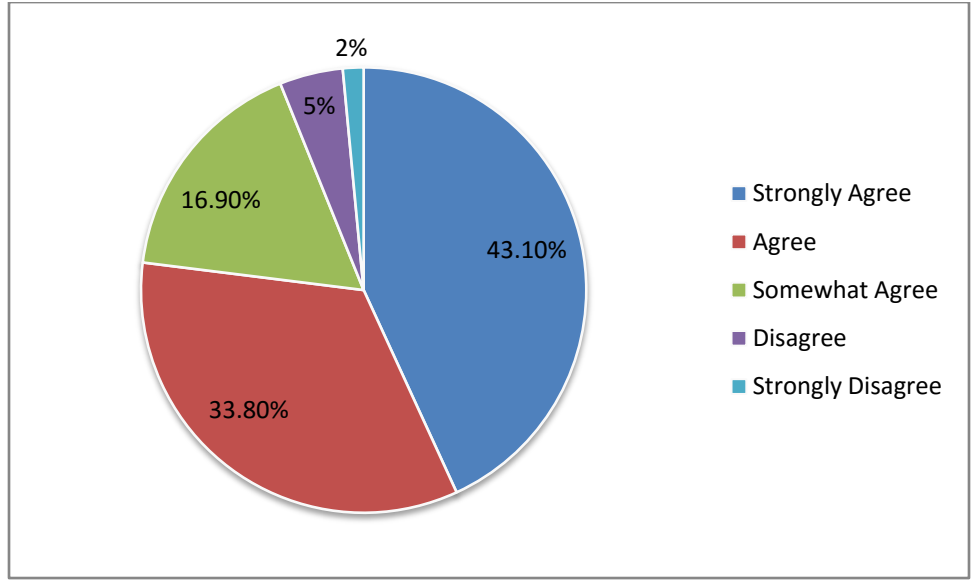

Figure 7: Students should be provided with simplified text within their linguistic levels rather

than critical text in their second language learning class.

8. Students can acquire a language more quickly when they read in a free environment rather

than in a structural classroom situation.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	30	46.9% Approx.
Agree	14	21.9% Approx.
Somewhat Agree	16	25%
Disagree	4	6.3% Approx.
Strongly Disagree	0	0%

46.9% respondents strongly agreed that students can acquire a language more quickly when they

read in a free environment and 21.9% of them agreed with the statement. About 25% of the

respondent somewhat agreed with the statement whereas 6.3% of them disagreed with it. As

majority of the responses favors the statement, it proves that reading in a free environment has

positive impact on the learner's language acquisition. The above results are illustrated in a
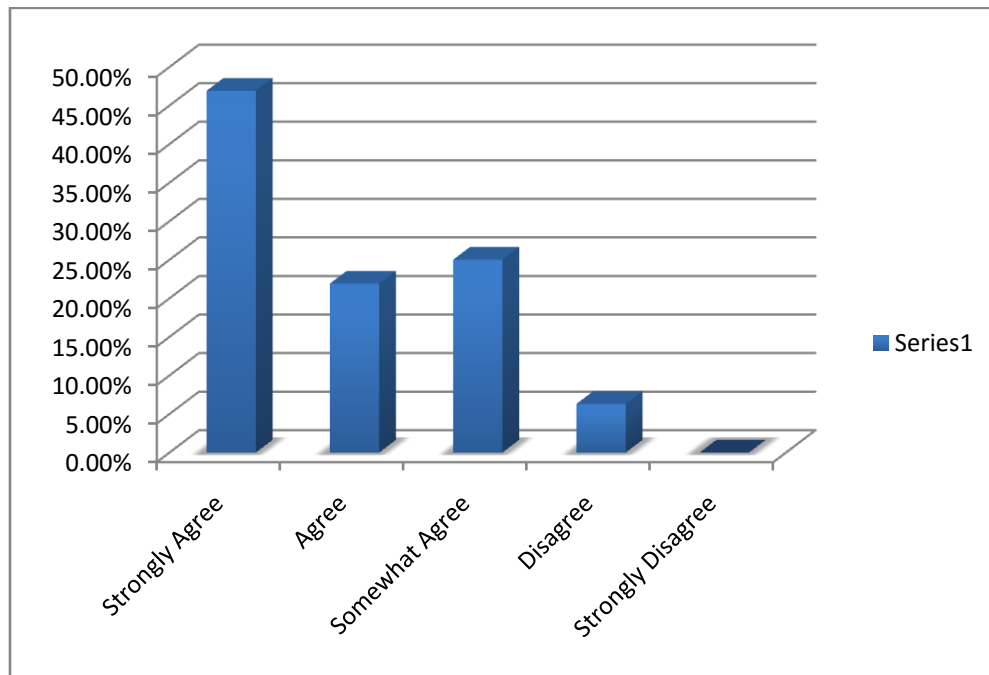
column chart given below.

Figure 8: Students can acquire a language more quickly when they read in a free environment

rather than in a structural classroom situation.

9. Students feel more interested to read a book in the target language when it is related to their

own interest.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	41	63.1% Approx.
Agree	21	32.3% Approx.
Somewhat Agree	3	4.6% Approx.
Disagree	0	0%
Strongly Disagree	0	0%

Approximately 63.1% of the students strongly agreed that they feel interested to read a book in

the target language when it is related to their interest. 32.3% of the students simply agreed the

statement and 4.6% of them somewhat agreed with it. Since, the above result is mostly positive,

it proves that reading books in the target language related to student's interests has positive

impact on their reading motivation. A column chart is given below to demonstrate the above
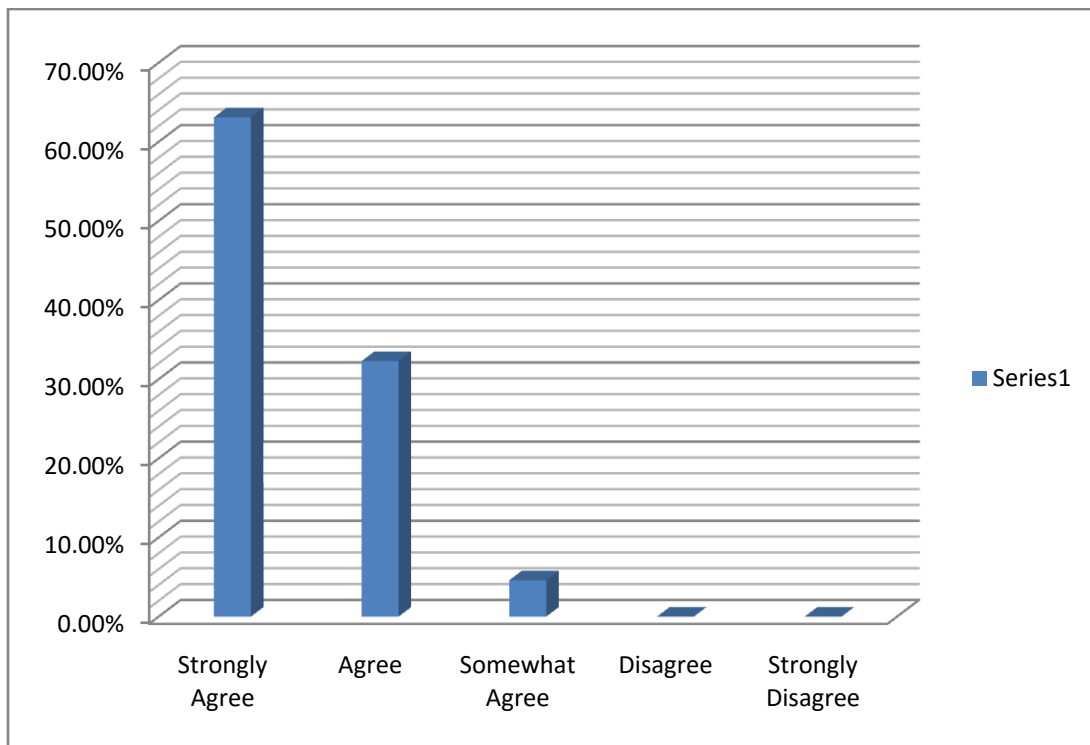
result.

Figure 9: Students feel more interested to read a book in the target language when it is related to

their own interest.

10. Students can improve their background knowledge by reading a lot of books in the target

language which later ease other text reading.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	18	27.7% Approx.
Agree	31	47.7% Approx.
Somewhat Agree	13	20%
Disagree	2	3.1% Approx.
Strongly Disagree	1	1.5% Approx.

Here 47.7% respondents agreed with the statement that students can improve their background

knowledge by reading a lot of books in the target language which will later help them in other

text reading. About 27.7% of the respondents strongly agreed while 20% of them remained

natural. However, 3.1% of the respondents disagreed with the statement and 1.5% of them

strongly disagreed with it. Majority of the above result favors the statement so it can be said to

have positive influence on the students reading ability in the target language. The response of the

students to this question is demonstrated in the pie chart below:
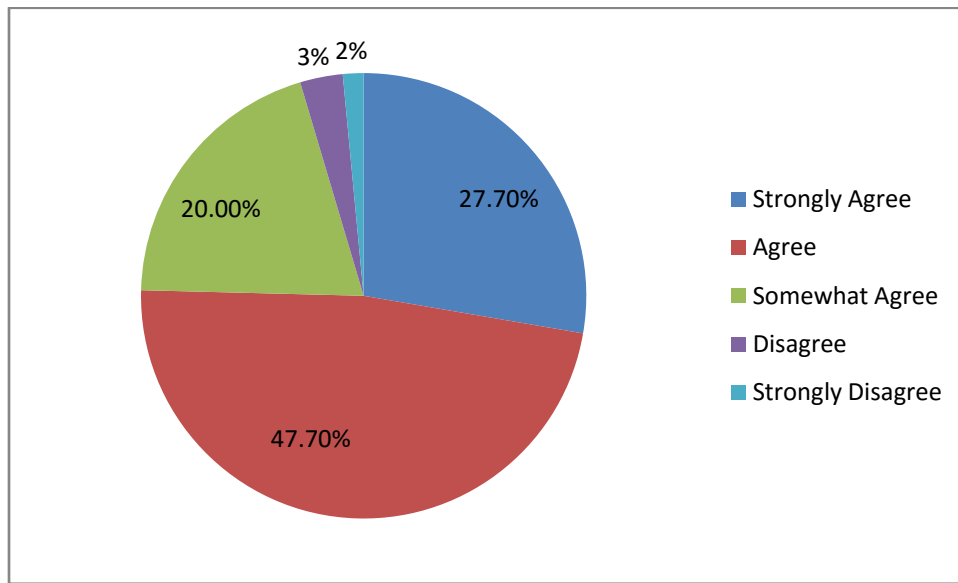
Figure 10: Students can improve their background knowledge by reading a lot of books in the

target language which later ease other text reading.

11. Using a dictionary repeatedly for difficult words in a single text makes students frustrated

and demoralizes their interest for learning.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	25	38.5% Approx.
Agree	22	33.8% Approx.
Somewhat Agree	13	20%
Disagree	5	7.7% Approx.
Strongly Disagree	0	0%

Majority of the respondents approved the statement with 38.5% strongly agreed that repeatedly

using a dictionary for difficult words while reading is frustrating for the students and demoralizes

their interest to read. 33.8% of them also agreed with the statement and 20% somewhat agreed

with it. However, 7.7% of the respondents showed contradictory view. The results are
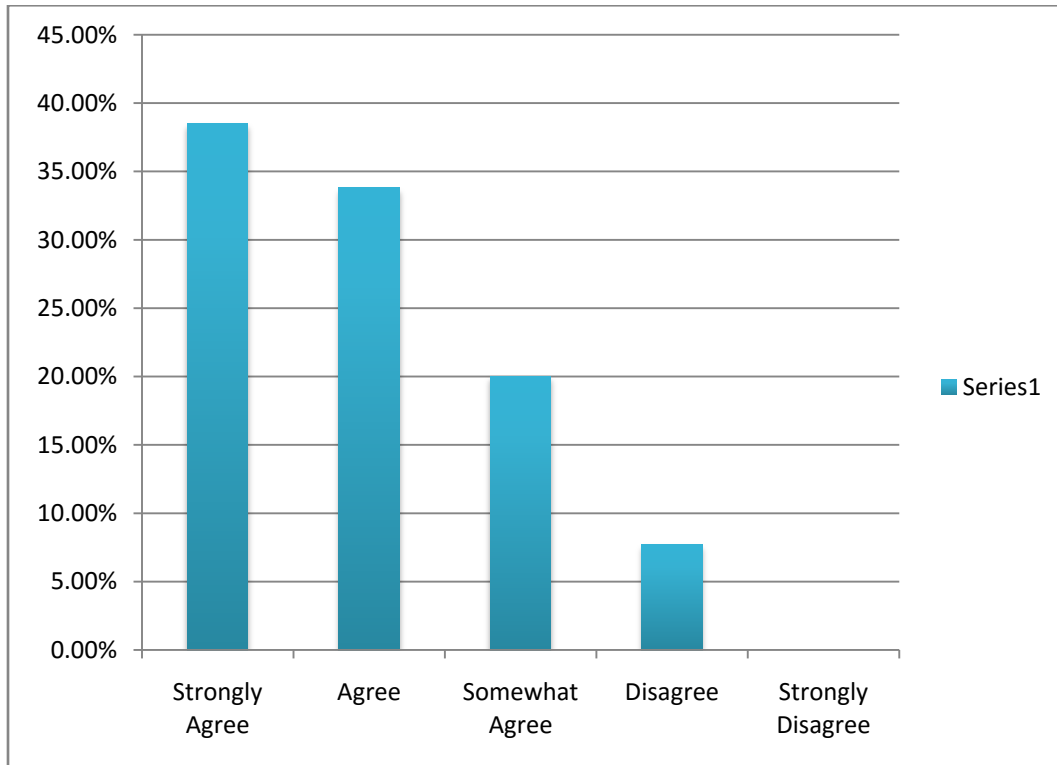
demonstrated in the column chart below.

Figure 11: Using a dictionary repeatedly for difficult words in a single text makes students

frustrated and demoralizes their interest for learning.

12. Reading a lot of books can improve students spelling mistakes as they are continuously

exposed to many familiar words.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	22	33.8% Approx.
Agree	28	43.1% Approx.

Somewhat Agree	10	15.4% Approx.
Disagree	5	7.7% Approx.
Strongly Disagree	0	0%

43.1% of the students agreed that reading a lot of book can improve their spelling mistakes while

33.8% strongly agreed with the statement. About 15.4% students remained neutral to the

statement and 7.7% of them showed contradictory view to this. Here majority of the respondents

showed positive results. A pie chart is given below to demonstrate the result.
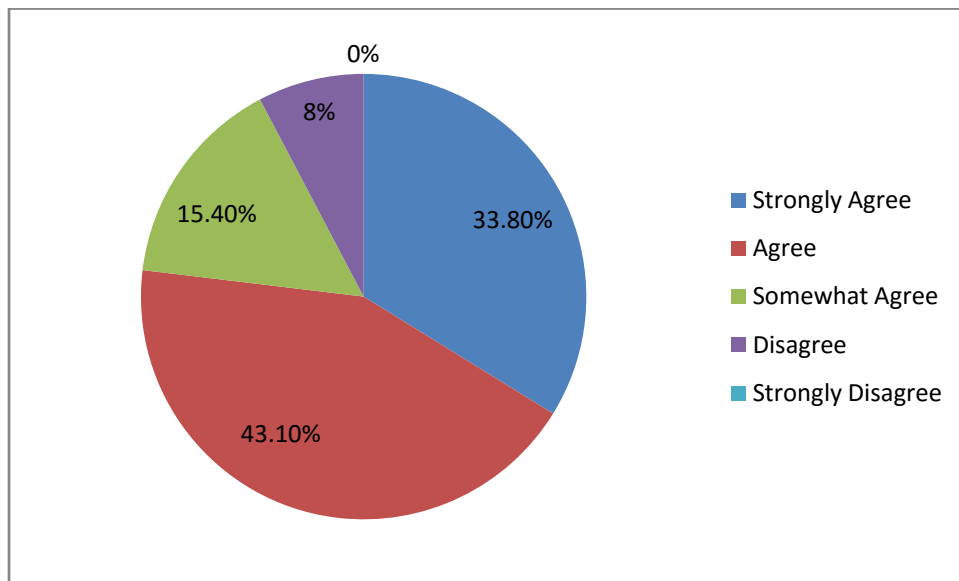

Figure 12: Reading a lot of books can improve students spelling mistakes as they are

continuously exposed to many familiar words.

13. Extensive reading (reading a lot of books in a free environment) should be implemented in

second language learning classes.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	10	15.6% Approx.
Agree	33	51.6% Approx.
Somewhat Agree	17	26.6% Approx.
Disagree	4	6.3% Approx.
Strongly Disagree	0	0%

51.6% of the students agreed that extensive reading should be implemented in the EFL classes

and 15.6% strongly agreed to the statement. Approximately 26.6% of the students somewhat

agreed to the statement however 6.3% of them disagreed with it. As majority of the respondents

showed positive results it proves that extensive reading should be implemented for learner's

language learning benefit. The response of the students to this question is demonstrated in the pie
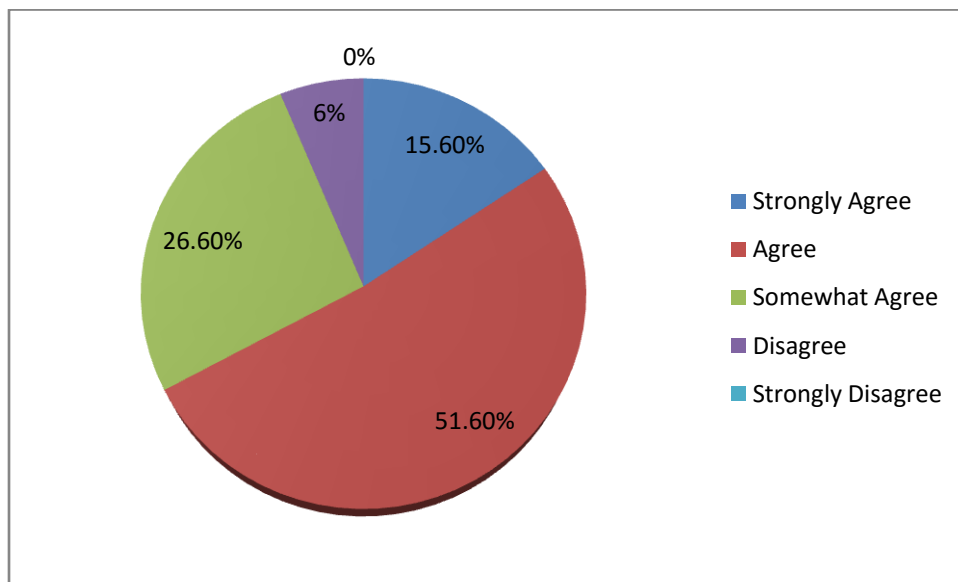
chart below:

Figure 13: Extensive reading (reading a lot of books in a free environment) should be

implemented in second language learning classes.

14. Students does not show much interest in learning in classes where they only have to read and

do task instructed by the teacher.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	20	30.8% Approx.
Agree	31	47.7% Approx.
Somewhat Agree	5	7.7% Approx.
Disagree	9	13.8% Approx.
Strongly Disagree	0	0%

Here 47.7% of the students agreed that they do not feel interested to learn in traditional classes

where they have to read and do tasks instructed by the teacher whereas 30.8% strongly agreed

with the statement. Approximately 7.7% of the students somewhat agreed with the statement and

in contradictory 13.8% of the students disagreed with it. As majority shows positive result, it

proves the statement that in traditional class's students does not get the chance to be interested in

reading in target language. The response of this question is demonstrated in the column chart
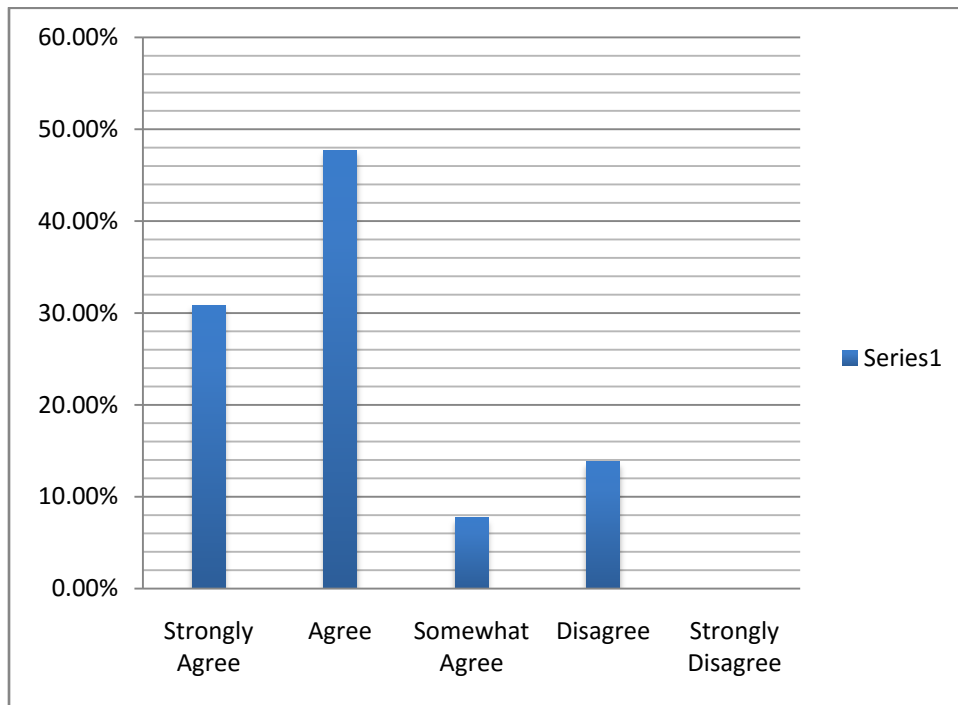
below:

Figure 14: Students does not show much interest in learning in classes where they only have to

read and do task instructed by the teacher.

15. Students can have very little opportunities to learn language patterns in structural classroom

as it offers a small amount of texts.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	24	36.9% Approx.
Agree	32	49.5% Approx.
Somewhat Agree	9	13.8% Approx.
Disagree	0	0%
Strongly Disagree	0	0%

49.5% students agreed that students do not get much opportunity to learn language patterns in

structural classroom as it offers a small amount of texts. 36.9% of the students strongly agreed

with the statement and 13.8% of them somewhat agreed with it. Here majority of the result is

positive towards the statement. To demonstrated the responses to this question a pie chart below:
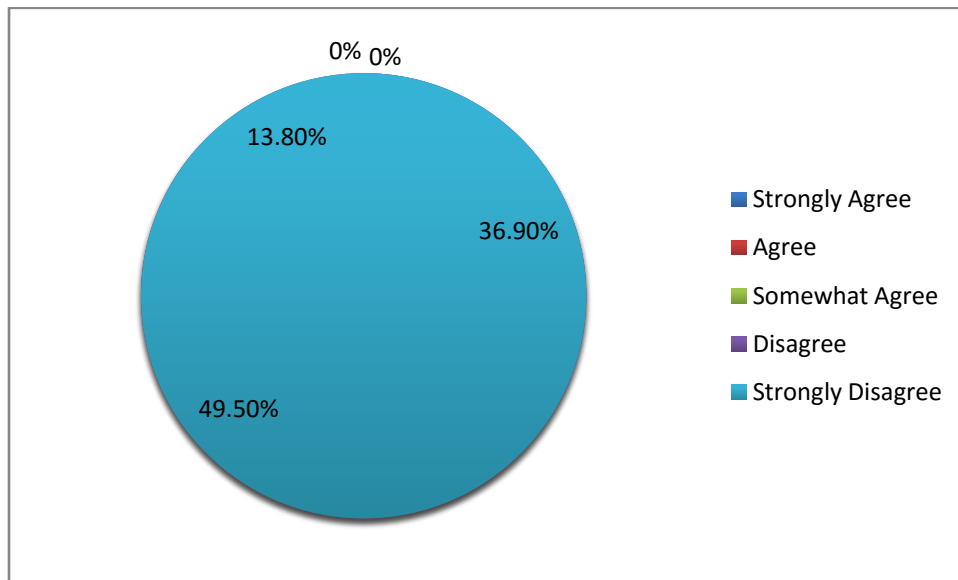

Figure 15: Students can have very little opportunities to learn language patterns in structural

classroom as it offers a small amount of texts.

16. Students cannot practice their reading in a structured classroom as they get few of materials.

Five level likert item	Number of students	Percentage (%)
Strongly Agree	42	64.6% Approx.
Agree	21	32.3% Approx.
Somewhat Agree	2	3.1% Approx.
Disagree	0	0%

Strongly Disagree	0	0%

Majority of the respondents approved the statement with 64.6% strongly agreeing with it

whereas 32.3% of them agreed the statement. About 3.1% of the students somewhat agreed with

the statement. Here all the results showed positive views towards the statement. The response of

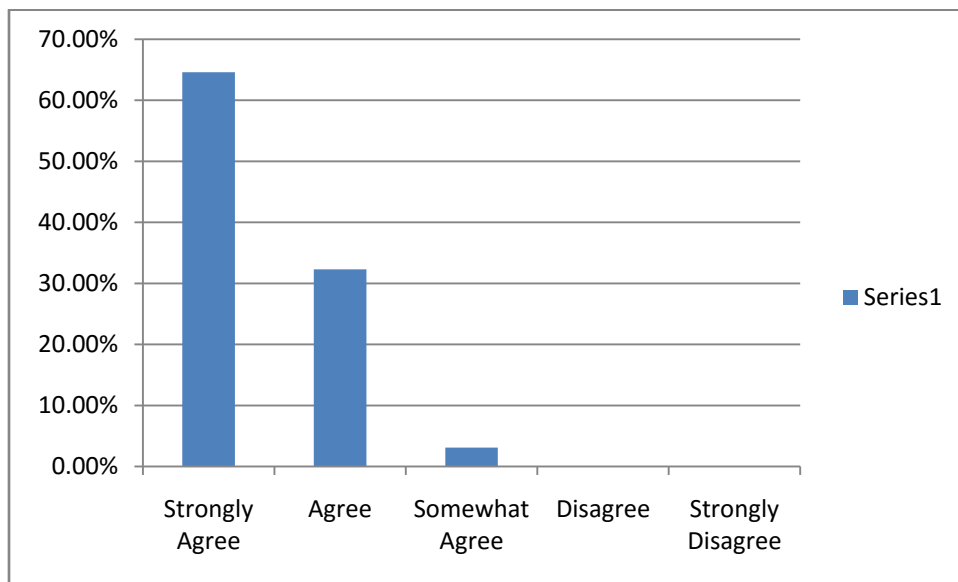the students is demonstrated in the column chart below:

Figure 16: Students cannot practice their reading in a structured classroom as they get few of

materials.

17. Reading a lot of books in a free environment to improve language leaning is time consuming.

Five level likert item	**Number of students**	**Percentage (%)**
Strongly Agree	28	43.1% Approx.
Agree	34	52.3% Approx.

Somewhat Agree	0	0%
Disagree	3	4.6% Approx.
Strongly Disagree	0	0%

52.3% of the students agreed with the statement that reading a lot of books in free environment to improve language learning is time consuming and 43.1% strongly agreed with it. However, 4.6% of them disagreed with the statement. As majority of the results showed positive view, it proves the statement that reading a lot of books to improve language learning is time consuming. A pie chart is given below to illustrate the results.
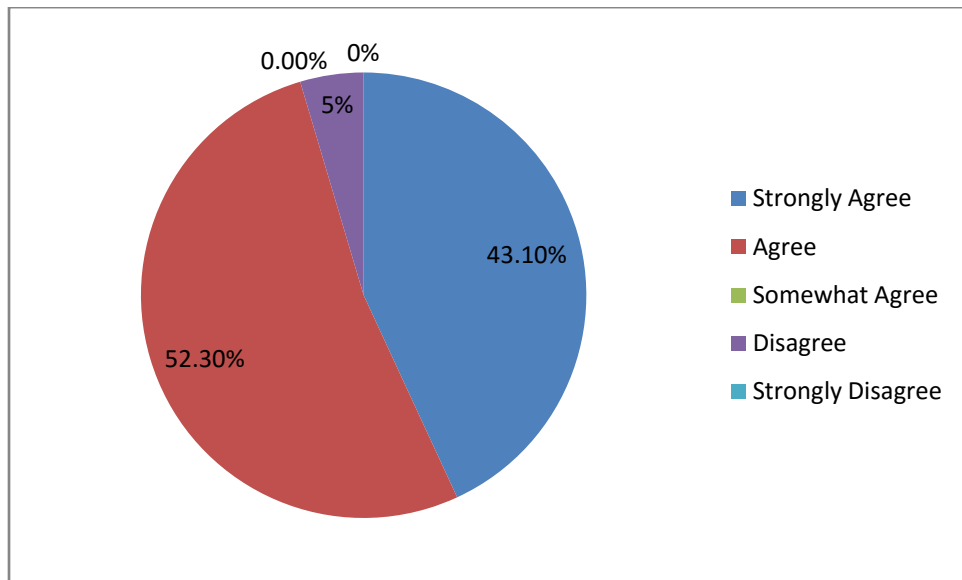

Figure 17: Reading a lot of books in a free environment to improve language leaning is time consuming.

4.2 Analysis of the teacher's responses:

1. Students can make their vocabulary richer when they read a lot of books in the target

language.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	3	75%
Agree	1	25%
Somewhat Agree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Here 75% of the teachers strongly agreed that students can make their vocabulary richer by

reading a lot of books in the target language followed by 25% agreeing with it. So, the above

result proves the statement. A pie chart is given below to illustrate the results.
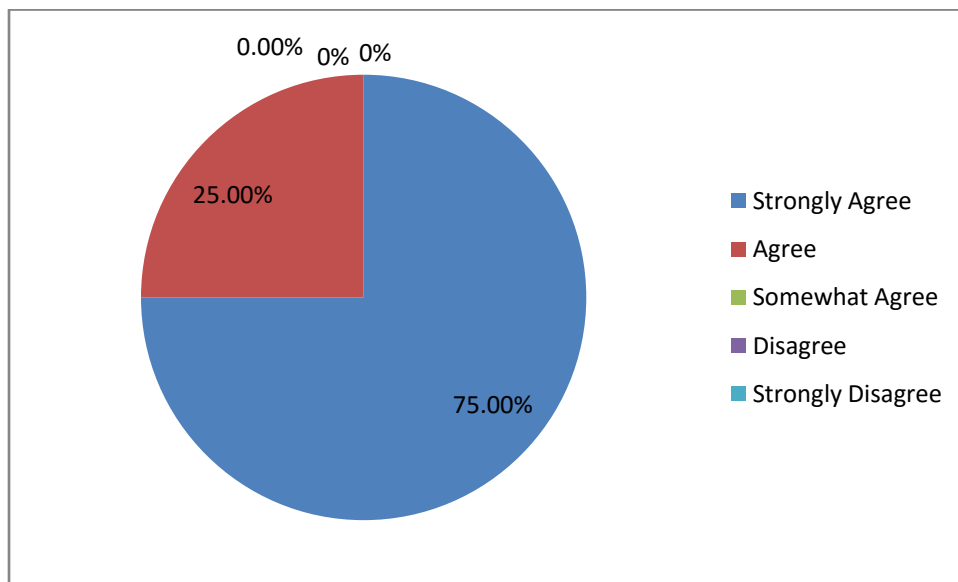
Figure 1: Students can make their vocabulary richer when they read a lot of books in the target

language.

2. Students feel uneasy when they have to struggle with difficult texts.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	2	50%
Agree	2	50%
Somewhat Agree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

50% of the respondents here strongly agreed that students feel uneasy when they have to struggle

with difficult texts along with 50% agreed with the statement. As majority of the responses

showed positive results it approves the above statement. The response of the teachers to this

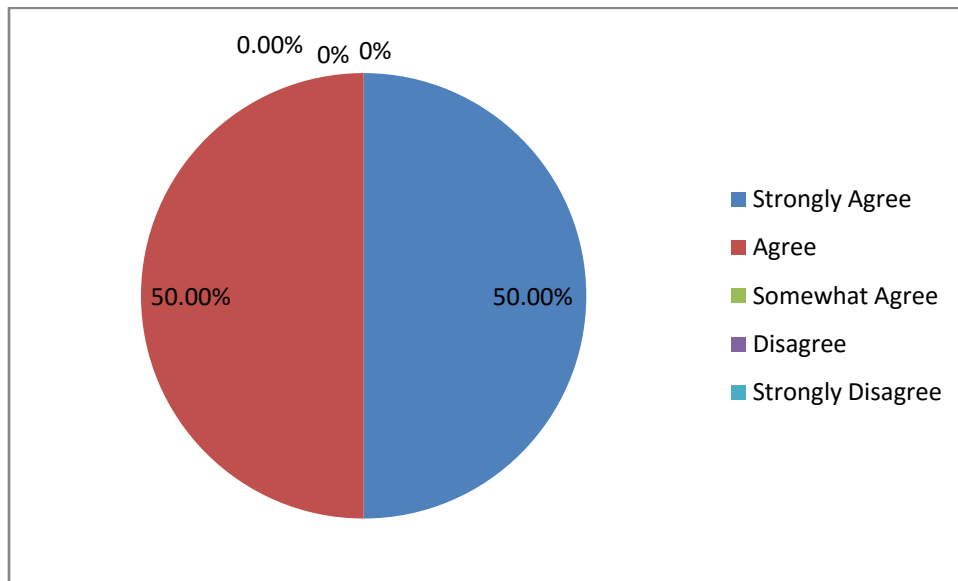question is demonstrated in the pie chart below:

Figure 2: Students feel uneasy when they have to struggle with difficult texts.

3. Students can read a text faster when the text is within their reading ability level.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	2	50%
Agree	2	50%
Somewhat Agree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Here 50% of the respondents strongly agreed that Students can read a text faster when the text is

within their reading ability level and 50% agreed with the statement. So, all the responses

showed positive result towards the above statement. The column chart is given below to

demonstrate the responses.

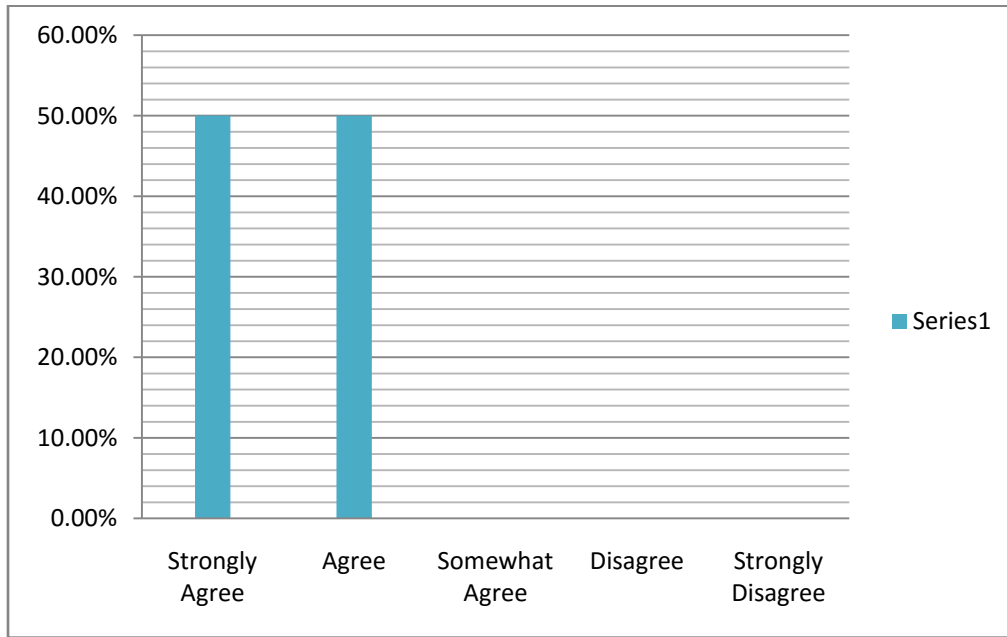Figure 3: Students can read a text faster when the text is within their reading ability level.

4. Students feel more confident when they do not have to read a text word by word and can focus

on the overall meaning.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	1	25%
Agree	2	50%
Somewhat Agree	1	25%
Disagree	0	0%
Strongly Disagree	0	0%

25% of the teachers strongly agreed that Students feel more confident when they do not have to

read a text word by word and can focus on the overall meaning while 50% of them agreed with

the statement. 25% of them remained natural to the statement. As, majority of the result showed

positive view, it proves the value of the above statement. The response of the teachers to this

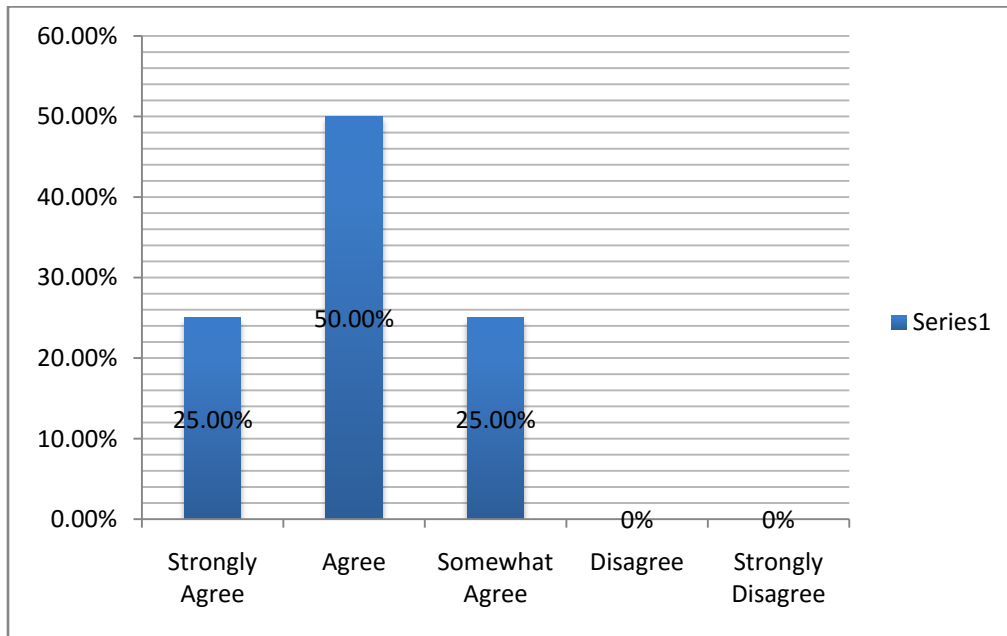question is demonstrated in the column chart below:

Figure 4: Students feel more confident when they do not have to read a text word by word and

can focus on the overall meaning.

5. Students can recognize vocabulary more easily when they are repeatedly exposed to those

words while reading.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	2	50%

Agree	1	25%
Somewhat Agree	1	25%
Disagree	0	0%
Strongly Disagree	0	0%

50% respondents strongly agreed with the fact that students can recognize vocabulary more easily when they are repeatedly exposed to it and 25% teachers agreed and 25% of them remained neutral to the statement. As majority of the respondents agrees with the above statement, it proves that the statement has positive reinforcement in learners reading. A pie chart is given below to show the results.
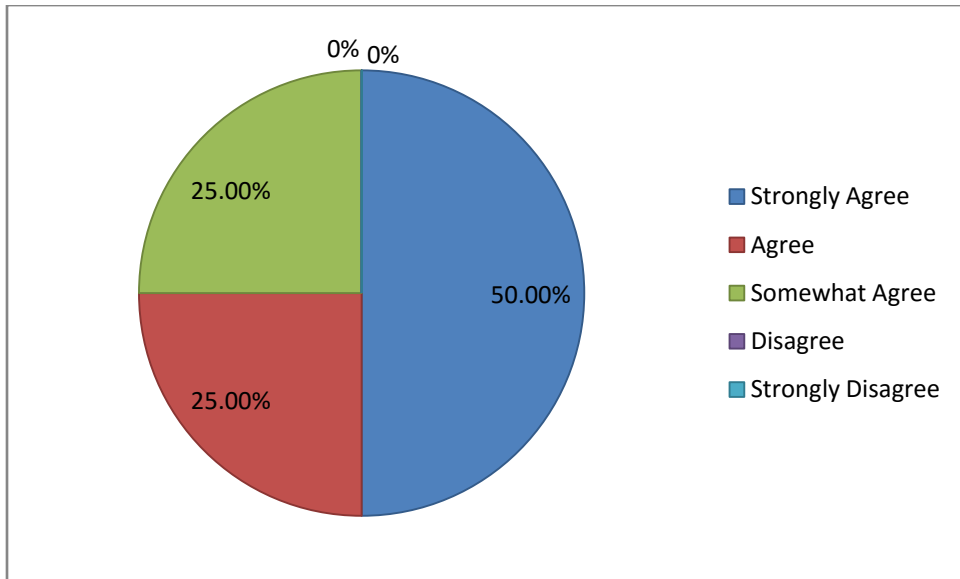

Figure 5: Students can recognize vocabulary more easily when they are repeatedly exposed to those words while reading.

6. Students get motivated to learn more about the language when they can understand word

meaning and grammar without any hesitation.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	0	0%
Agree	3	75%
Somewhat Agree	1	25%
Disagree	0	0%
Strongly Disagree	0	0%

The respondents here 75% agreed that Students get motivated to learn more about the language

when they can understand word meaning and grammar without any hesitation and 25%

somewhat agreed with the statement. As most of the respondents agreed with the statement it can

be considered to have a positive impact on learners reading motivation. The results are

demonstrated in a bar chart below.
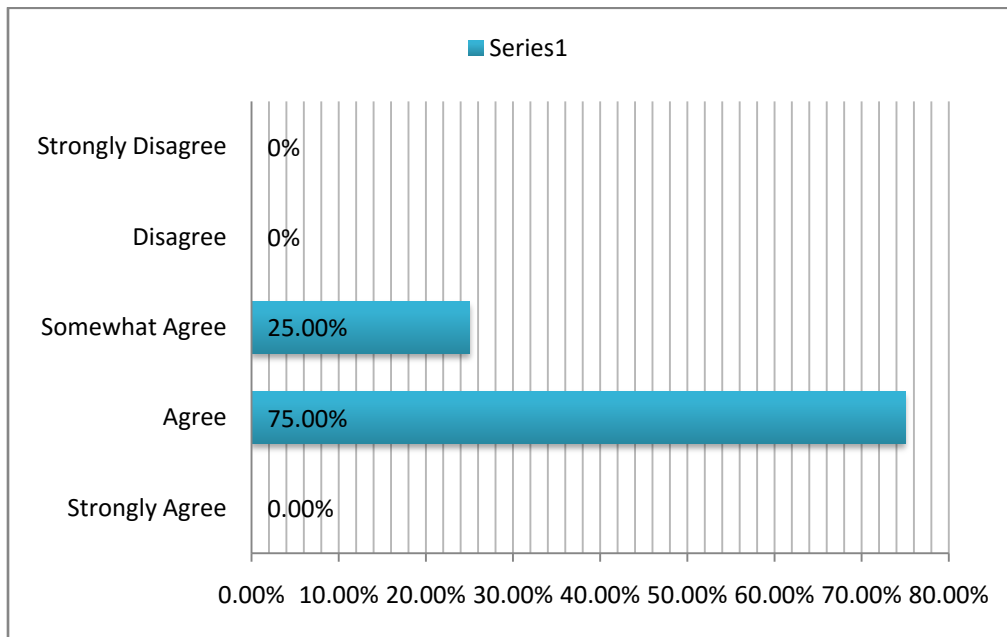
Figure 6: Students get motivated to learn more about the language when they can understand

word meaning and grammar without any hesitation.

7. Students should be provided with simplified text within their linguistic levels rather than

critical text in their second language learning class.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	0	0%
Agree	0	0%
Somewhat Agree	1	25%
Disagree	3	75%
Strongly Disagree	0	0%

Here 75% of the teachers disagreed with the statement that students should be provided with

simplified text within their linguistic levels rather than critical text in their second language

learning class. However, 25% of them somewhat agreed with the statement. As majority of the

teachers showed negative response it contradicts the above statement. A pie chart is shown to

demonstrate the results.

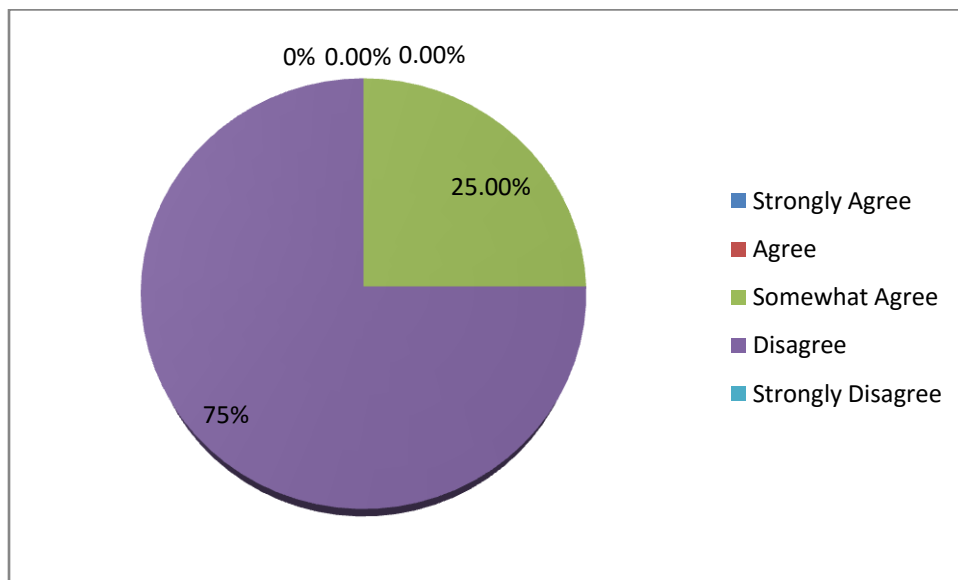Figure 7: Students should be provided with simplified text within their linguistic levels rather

than critical text in their second language learning class.

8. Students can acquire a language more quickly when they read in a free environment rather

than in a structural classroom situation.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	0	0%

Agree	0	0%
Somewhat Agree	4	100%
Disagree	0	0%
Strongly Disagree	0	0%

All the respondents here showed neutral response with 100% somewhat agreed which indicates

that most of the teachers were not sure if students can acquire a language more quickly when

they read in a free environment rather than in a structural classroom situation.The response of the

teachers to this question is demonstrated in the column chart below:

Figure 8: Students can acquire a language more quickly when they read in a free environment

rather than in a structural classroom situation.

9. Students feel more interested to read a book in the target language when it is related to their

own interest.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	1	25%
Agree	3	75%
Somewhat Agree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

75% of the teachers agreed that students feel more interested to read a book in the target

language when it is related to their own interest while 255 of them strongly agreed with the fact.

This proves that students feel more interested to read when it is related to their interest. A pie

chart is shown to illustrate the response of the teachers.

Figure 9: Students feel more interested to read a book in the target language when it is related to

their own interest.

10. Students can improve their background knowledge by reading a lot of books in the target

language which later ease other text reading.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	1	25%
Agree	3	75%
Somewhat Agree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Here 75% of the teachers agreed that students can improve their background knowledge by

reading a lot of books in the target language which later ease other text reading and 25% strongly

agreed with the statement. So, the responses prove positive impact of the statement in learner's

reading in second language. The column chart below is given to demonstrate the teacher's

responses.
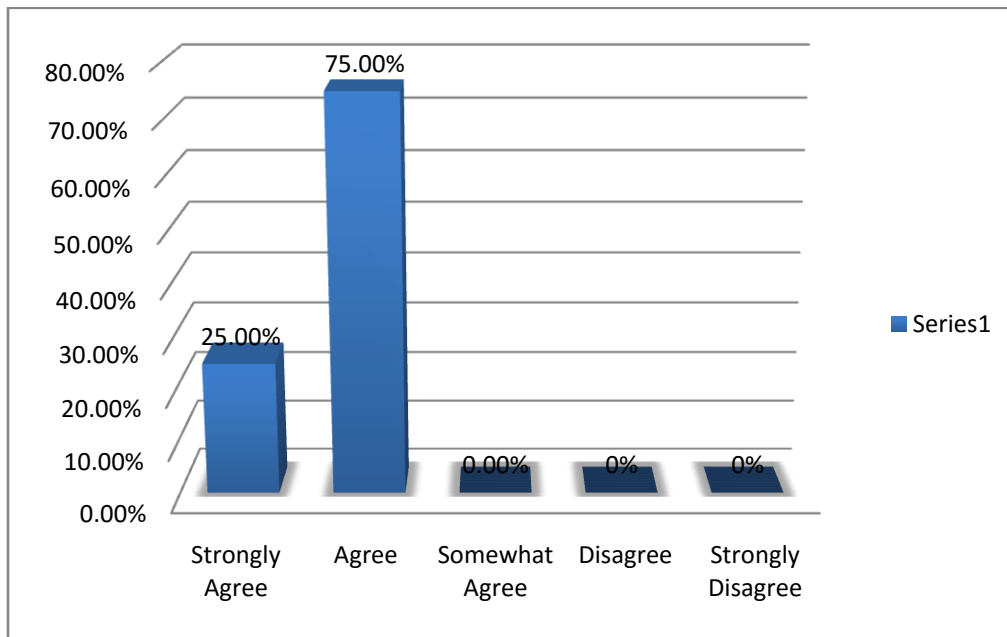
Figure 10: Students can improve their background knowledge by reading a lot of books in the

target language which later ease other text reading.

11. Using a dictionary repeatedly for difficult words in a single text makes students frustrated

and demoralizes their interest for learning.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	3	75%
Agree	0	0%
Somewhat Agree	1	25%
Disagree	0	0%
Strongly Disagree	0	0%

Majority of the teachers approved the above statement with 75% strongly agreeing with it while

25% remained neutral to the statement. The results prove the positive impact of the statement.

The response of the teachers to this question is demonstrated in the column chart below:

Figure 11: Using a dictionary repeatedly for difficult words in a single text makes students

frustrated and demoralizes their interest for learning.

12. Reading a lot of books can improve students spelling mistakes as they are continuously

exposed to many familiar words.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	2	50%
Agree	2	50%
Somewhat Agree	0	0%
Disagree	0	0%

Strongly Disagree	0	0%

50% of the teachers strongly agreed with the statement that reading a lot of books can improve

students spelling mistakes as they are continuously exposed to many familiar words and 50%

agreed with it. Here majority of the responses showed positive results. The response of the
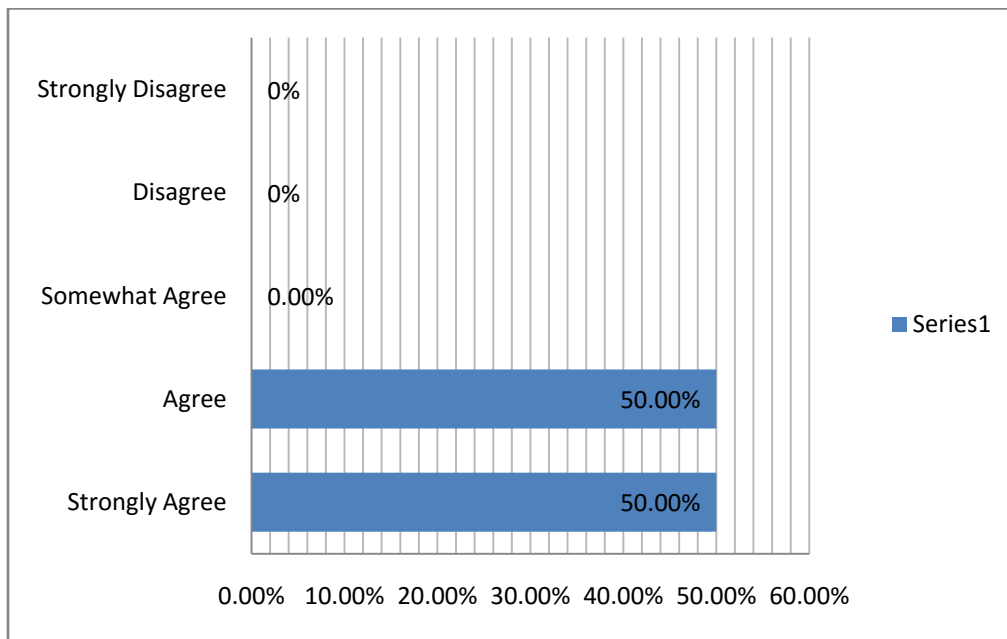
teachers to this question is demonstrated in the bar chart below:

Figure 12: Reading a lot of books can improve students spelling mistakes as they are

continuously exposed to many familiar words.

13. Students does not show much interest in learning in classes where they only have to read and

do task instructed by the teacher.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	0	0%
Agree	1	25%

Somewhat Agree	3	75%
Disagree	0	0%
Strongly Disagree	0	0%

About 75% of the teachers somewhat agreed with the statement that students does not show

much interest in learning in classes where they only have to read and do task instructed by the

teacher and 25% of them agreed with it. The result shows that the teachers also agree more or

less with the statement. A pie chart is given below to demonstrate the responses.
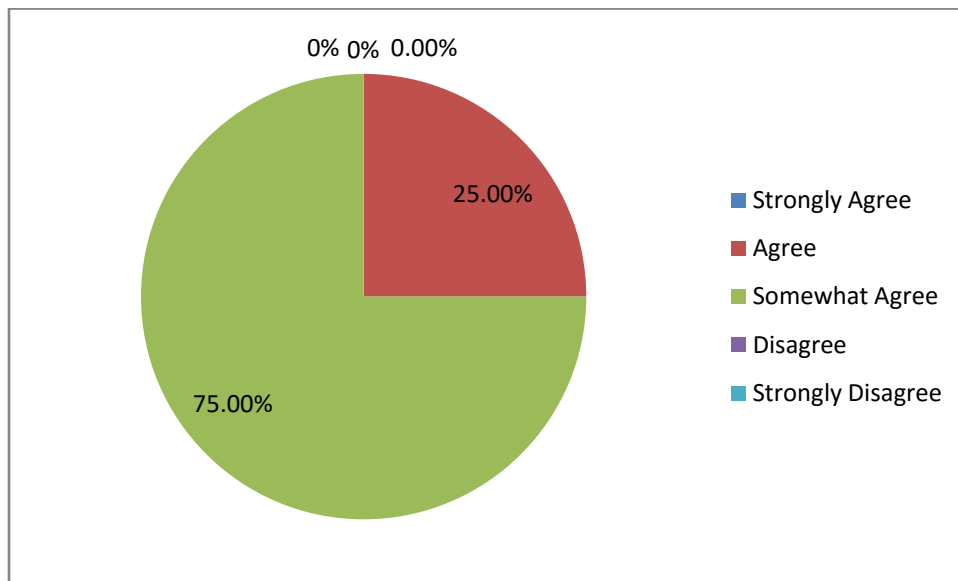
Figure 13: Students does not show much interest in learning in classes where they only have to

read and do task instructed by the teacher.

14. Students can have very little opportunities to learn language patterns in structural classroom

as it offers a small amount of texts.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	0	0%
Agree	3	75%
Somewhat Agree	1	25%
Disagree	0	0%
Strongly Disagree	0	0%

Here 75% of the teachers agreed with the statement that students can have very little

opportunities to learn language patterns in structural classroom as it offers a small amount of

texts while 25% of them remained natural to the statement. As most of the teachers agreed with

the statement it proves its positive impact. The response of the teachers to this question is

demonstrated in the column chart below:
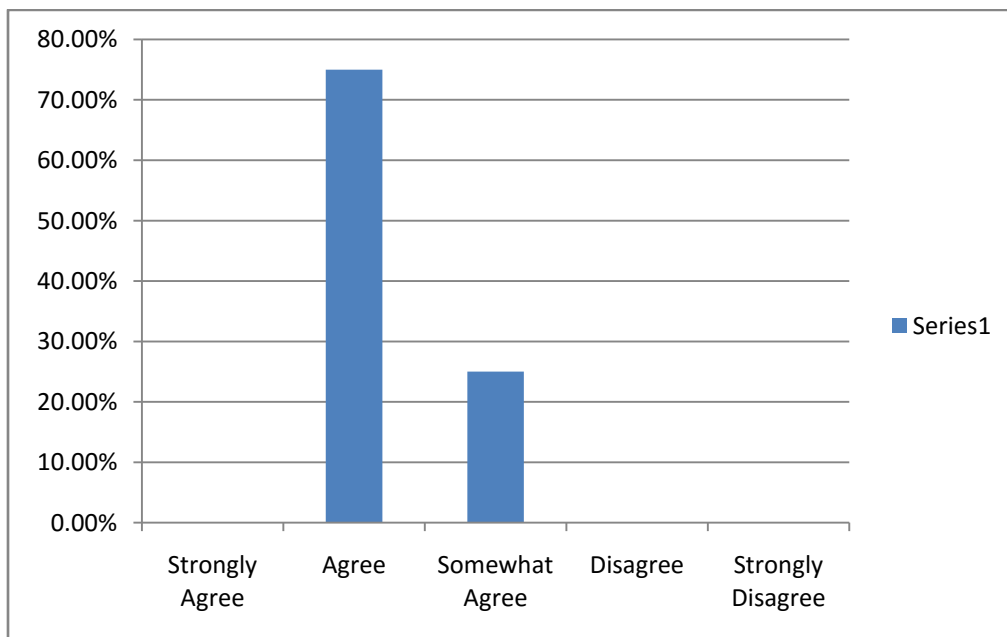
Figure 14: Students can have very little opportunities to learn language patterns in structural classroom as it offers a small amount of texts.

15. Students cannot practice their reading in a structured classroom as they get little amount of materials.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	1	25%
Agree	2	50%
Somewhat Agree	1	25%
Disagree	0	0%
Strongly Disagree	0	0%

50% of the respondents agreed with the fact that students cannot practice their reading in a structured classroom as they get little amount of materials and 25% strongly agreed with it. 25% of them remained natural to the statement. All of the results prove the statements positive side here. A pie chart is given to demonstrate the responses.
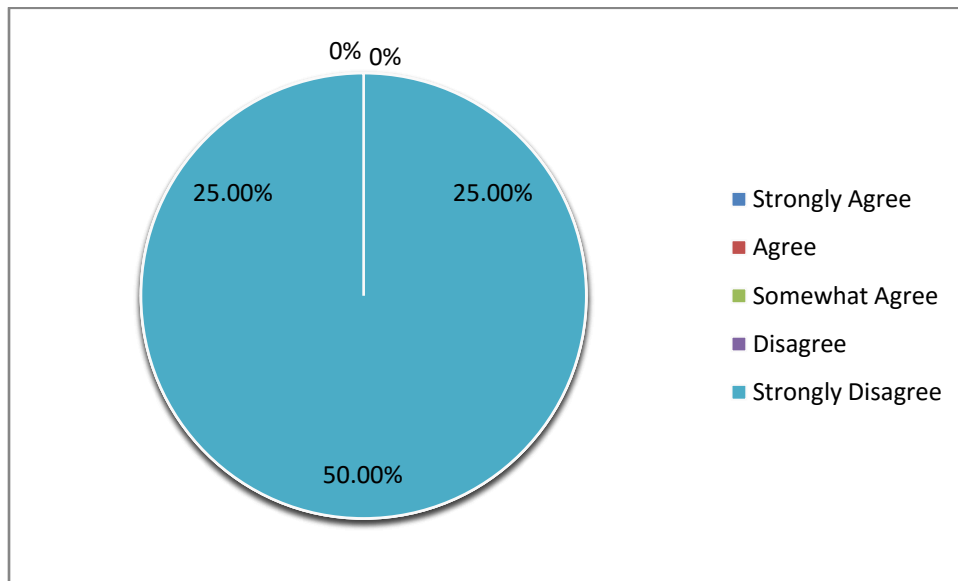
Figure 15: Students cannot practice their reading in a structured classroom as they get little

amount of materials.

16. Reading a lot of books in a free environment to improve language leaning is time consuming.

Five level likert item	Number of teachers	Percentage (%)
Strongly Agree	0	0%
Agree	1	25%
Somewhat Agree	1	25%
Disagree	1	25%
Strongly Disagree	1	25%

In this statement 25% of the teachers agreed that reading a lot of books in a free environment to

improve language leaning is time consuming while 25% of them somewhat agreed with it.

However, 25% teachers strongly disagreed with the fact along with 25% disagreeing with. The

responses in this statement show that most of the teachers do not agree with the statement. The

response of the teachers to this question is demonstrated in the pie chart below:
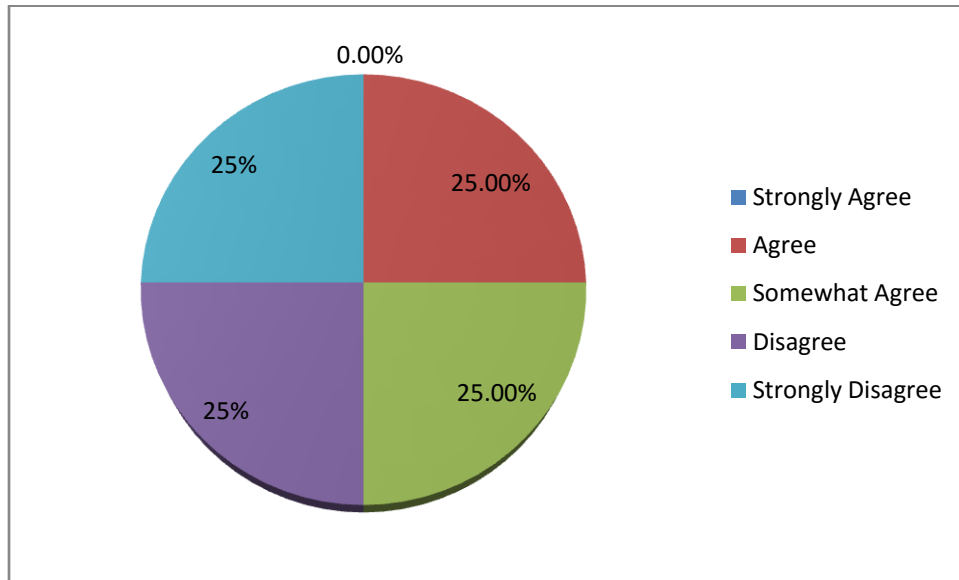
Figure 16: Reading a lot of books in a free environment to improve language leaning is time

consuming.

4.2.1   Analysis of the open-ended question from teacher's questionnaire:

As a teacher do you think that extensive reading program should be implemented in EFL classes

to improve a learner's language learning? Why or why not? Please give some reasons?

From the survey, most of the teachers agreed that extensive reading has a good influence on the

student's second language learning. So, they recommended that extensive reading should be

implemented in the EFL classrooms for improving learner's language proficiency. Some of the

teachers suggested that reading a variety of books expands the horizon of the students. They also

shared that it is not always possible to measure the benefits of extensive reading specifically but

reading extensively helps the readers to develop an informed worldview. Having said that some

of them also suggested that extensive reading can improve the students writing ability in time and may also develop their speaking skill as well. It was also found in the survey that extensive reading will motivate the learner as they can read in their own pace.

Chapter 5: Discussion

This chapter is developed to discuss the significant results found from the students and teachers responses. On the likert scale both the teachers and students agreed that reading a lot of books has a huge impact on learner vocabulary acquisition. According to warning (2009) learners need to encounter a large amount of language to learn not only single words but also their collections (as cited in Shaffer, n.d. p. 3). In addition to this, Horst, Cobb and Meara (1998) also claimed that extensive reading learners can enrich their knowledge of the words they already know and increase their lexical speeds, build network between words and a few words will be acquired (as cited in Rashidi et al., 2011, p. 473). In the current study, the teachers and students also agree with Warning's and Horst, Cobb, and Meara's statements.

It has also been found that students feel uneasy struggling with difficult text and using dictionary repeatedly is frustrating for the students. As Hitosugi and Day (2004) suggested that students should not use dictionaries as it interrupts the reading process. It makes fluent reading impossible to achieve (Hitosugi & Day, 2004). The teachers and students both agreed with Hitosugi and Day's suggestion in the current study. On the other hand, teachers and students highly agreed that students can read faster when the text is within their reading ability. Moreover, if the text is within their interest then they can read it more comfortably. In this regard, Bamford (2002) mentioned that "when learners are reading materials that is well within their linguistic ability, for personal interest, and for general rather than academic purposes, it is an incentive to reading fluency" (Day & Bamford, 2002, p. 138). In addition to this, Krashen (1989) studied the power of reading on language acquisition on the basis that reading becomes comprehensible input for learners (as cited in Alqadi, 2013, p. 107). According to Krashen reading material should be both

interesting and understandable to the learners so that it grabs their attention. In reference to this, both teachers and students agreed with Krashen and Bamfords claim in the current study. From the survey it was also found that students get motivated to learn when they can understand the grammar of the text without any hesitation. As Krashen (1989) suggested in his research that reading exposure not only supports that extensive reading increases reading comprehension but it also improves grammatical development and writing style (as cited in Alqadi & Alqadi, 2013, p. 107). In the current study the researcher found positive agreement towards extensive reading improving learner's grammar from both teachers and students. Moreover, in the open-ended section of the teachers question some of the teachers also mentioned that extensive reading is beneficial for developing learner's writing style in time. In addition to Krashen's suggestion Morano (2004) also mentioned that People who reported more free reading can read and write better than those who reported less free reading (Morano, 2004, p. 231). So, the teacher from the current study agrees with Morano and Krashen's suggestion.

According to Krashen, Materials that contain vocabulary and structure only a little bit beyond the learner's current level of competence are suitable for learner's second language acquisition. If the material is too far below or well beyond their linguistic competence then it will not be useful enough for their acquisition. Moreover, the learners will feel discourage to learn the language (2004, p. 230). In the current study though the students highly agreed that students should be provided with simplified text within their linguistic levels rather than critical text, the teachers disagreed with the statement. So, here the teachers showed contradictory opinion from Krashen. Bamford mentioned that extensive reading can be used in any kind of EFL class no matter what the content, intensity, age of the students or their language level. The main condition is that the

students have the basic knowledge of the target language (as cited in Kredatusova, n.d., p. 9). In

regard to this, in the current study both the students and teachers agreed that extensive reading

should be implemented in EFL classrooms for learner's better performance. Here, the teachers

and students have agreed with Bamford's statement.

Chapter 6: Conclusion

6.1 Conclusion:

Extensive reading can be preferred as a better teaching approach for English as a second language. Sadly, there are only few institutions who know about this process and many of them do not have much clear idea of this method nor do they get the opportunity. Extensive reading is effective to practice on not only for the university level students but also for the secondary and primary level students. From the current study, it can be concluded that extensive reading can improve learners reading ability, vocabulary acquisition, and grammar and motivates them to read more in the second language. It is able to build a good reading habit and makes the students a better reader in the target language. Even if the current study does not fully show the development of extensive reading it shows that the students and teachers are well aware of the problems they are having in teaching and learning second language. If they get the opportunity they will surely use it to improve their situation. So, in Bangladesh the administrators can create the opportunity to implement extensive reading for learner's better learning. Moreover, combining extensive reading with intensive reading program in the EFL classrooms might be able to gain more benefits to improve the learner learning.

6.2 Recommendation:

- ❖ Universities and other educational institutions should support instructors and students with materials to apply extensive reading program.
- ❖ The teachers should guide the students to read more in the target language.
- ❖ Extensive reading should be implemented from the beginning level of learner's second language learning.

- ❖ A 'book club' can be made to create environment for the learners that encourages them to choose what book they should purchase, talking about their favorite books and share them with each other, writing recommendations etc.

- ❖ Teachers should train the learner's how to choose suitable reading material and how to read it.

- ❖ A library should be provided that contains varieties of materials like- magazines, newspaper, books, short stories etc. The library does not need to large.

- ❖ Teachers should be trained to implement extensive reading program in EFL classrooms.

- ❖ The authorities should change the existing format of teaching to promote the practice of extensive reading for the learners.

- ❖ A study of extensive reading over a longer period of time should be conducted to find the results that are more convincing.

- ❖ Other studies can be done to find out the benefit of extensive reading on learners writing, speaking skills.

6.3 Future Prospect:

Further studies can be done covering the private and public universities or it can also focus on the schools. The researcher can do the research covering inside and outside of Dhaka city. In order to do a better research on extensive reading, the researcher can observe a class for a certain period of time providing extensive reading and see the results of the student's reactions towards the program. The researcher can incorporate interview and background information of the students such as previous learning environment of the participants and so on.

References

Alqadi, K. R. & Alqadi, H. M. (2013). The Effect of Extensive Reading on Developing the

Grammatical Accuracy of the EFL Freshmen at Al Al-Bayt University. *Journal of

Education and Practice*, 4(6), 106-113. Retrieved from

http://pakacademicsearch.com/pdf-files/edu/413/106-

113%20Vol%204,%20No%206%20%282013%29.pdf

Anderson, R. A. (n.d.). *The Importance of Extensive Reading*. Demand Media. Retrieved from

http://education.seattlepi.com/importance-extensive-reading-2251.html

Al-Homoud, F. & Schmitt, N. (2009). Extensive reading in a challenging environment: a

comparison of extensive and intensive reading approaches in Saudi Arabia. *Language

Teaching Research*, 13(4), 383-401. Retrieved from

http://www.norbertschmitt.co.uk/uploads/al-homoud-f-and-schmitt-n-%282009%29-

extensive-reading-in-a-challenging-environment-a-comparison-of-extensive-and-

intensive-reading-approaches-in-saudi-arabia-language-teaching-research-13-383-

401.pdf

Al-Hammad, N. M. (2009). *The Role of Extensive Reading in L2 Vocabulary Acquisition: An

Empirical Study on Saudi Female Students of the Department of English, King Saudi

University* (Dissertation). Retrieved from

http://repository.ksu.edu.sa/jspui/bitstream/123456789/19332/1/Thesis.pdf

Aliponga, J. (2013). Reading Journal: Its Benefits for Extensive Reading. *International Journal of Humanities and Social Science*, 3(12), 73-80, Retrieved from http://www.ijhssnet.com/journals/Vol_3_No_12_Special_Issue_June_2013/8.pdf

Bamford, J. & Day, R. R. (2004). *Extensive Reading Activities for Teaching Language*. New York, USA: Cambridge University Press.

Burgh-Hirabe, R. (2011). *Extensive Reading and L2 Motivation in Japanese as a Foreign Language: A Case Study of New Zealand High School Students* (Doctoral Dissertation). Retrieved from https://ourarchive.otago.ac.nz/bitstream/handle/10523/1711/DeBurgh-HirabeRyoko2011PhD.pdf

Bamford, J. & Day, R. R. (1997, May). Extensive Reading: What Is It? Why Bother? *The Language Teacher*. Retrieved from http://jalt-publications.org/old_tlt/files/97/may/extensive.html

Bell, T. (2001). Extensive Reading: Speed and Comprehension. *The Reading Matrix*, 1(1). Retrieved from http://www.readingmatrix.com/articles/bell/

Bell, T. (1998). Extensive Reading: Why? And How? *The Internet TESL Journal*, 4(12). Retrieved from http://iteslj.org/Articles/Bell-Reading.html

Cahya, P. (n.d.). *Improving the EFL Proficiency of University Students by Integrating Extensive Reading and Intensive Reading Program*. Retrieved from http://www.academia.edu/6732482/integrating_intensive_and_extensive_reading_program

Dao, T. N. (2014). Using Internet Resource for Extensive Reading in an EFL Context. Working

      Paper Series, 12, 72-95. Retrieved from

      http://www.hpu.edu/CHSS/LangLing/TESOL/ProfessionalDevelopment/2014_TWP12/T

      ESOL_WPS2014_TrungDaoCALL.pdf

Day, R., & Bamford, J. (2002). Top Ten Principles for teaching Extensive Reading. *Reading in a*

      Foreign Language, 14(2), 136-141. Retrieved from

      http://nflrc.hawaii.edu/rfl/October2002/day/day.pdf

Hitosugi, I. C., & Day, R. R. (2004). Extensive reading in Japanese. *Reading in a Foreign*

      Language, 16(1). Retrieved from

      http://nflrc.hawaii.edu/rfl/April2004/hitosugi/hitosugi.html

Huffman, J. (2014). Reading rate gains during a one-semester extensive reading course. *Reading*

      in a Foreign Language, 26(2), 17-33. Retrieved from

      http://nflrc.hawaii.edu/rfl/October2014/articles/huffman.pdf

Hafiz, F. M. & Tudor, L. (1989). Extensive reading and the development of language skills.

      English Language Teaching Journal, 43(1), 4-13. Retrieved from

      http://eltj.oxfordjournals.org/content/43/1/4.short

Iwahori, Y. (2008). Developing Reading Fluency: A Study of Extensive Reading in EFL.

      Reading in a Foreign Language, 20(1), 70-91. Retrieved from

      http://files.eric.ed.gov/fulltext/EJ791535.pdf

Kredatusova, M. (n.d.). *The benefits of Extensive Reading in EFL.* Retrieved from

      https://is.muni.cz/th/152953/pedf_b/bakalarska_prace.pdf

Lien, H. (2010). EFL College Learners' Perceptions of Self-Selected Materials for Extensive

      Reading. *The English Teacher*, XXXIX, 194-204. Retrieved from

      http://www.melta.org.my/ET/2010/article%2010.pdf

Loh, J. K. K. (2009). Teacher modeling: Its impact on an extensive reading program. *Reading in*

      a Foreign Language, 21(2), 93-118. Retrieved from

      http://nflrc.hawaii.edu/rfl/October2009/articles/loh.pdf

Miller, K. (2011). *Intensive reading, Extensive Reading and the English Reader Marathon at*

      Tsurumi University. Retrieved from http://library.tsurumi-

      u.ac.jp/metadb/up/admin/50_2_03_Miller.pdf

Morano, R. (2004). Simplified Readers as Comprehensible Input in the EFL Classroom. 225-

      250. Retrieved from http://daa.knjc.edu.tw/ezfiles/6/1006/img/217/11.pdf

Pazhakh, A. & Soltani, R. (2010). The Effect of Extensive Reading on Vocabulary development

      in EFL Learners in Dehdasht Language Institute. *Practice and Theory in Systems of*

      Education, 5(4), 387-398, Retrieved from

      http://www.eduscience.hu/1411PazhakhSoltani-COPY.pdf

Rahmany, R., Zarei, A. A., & Gilak, S. (2013). The Effect of Extensive Reading on Iranian EFL

      Learners' Motivation for Speaking. Journal of Language Teaching and Research, 4(6),

      1238-1246. Doi:10.4304/jltr.4.6.1238-1246

Rashidi, N. & Piran, M. (2011). The Effect of Extensive and Intensive Reading on Iranian EFL

      Learners' Vocabulary Size and Depth. *Journal of Language Teaching and Research*,

      2(2), 471-482. doi:10.4304/jltr.2.2.471-482

Shaffer, D. E., (n.d.). *In Defense of Extensive Reading for Language learning*. Retrieved from

http://www.academia.edu/2454421/In_Defense_of_Extensive_Reading_for_Language_L

earning

Savas, B. (2009). *An application of extensive reading to English for academic purposes*

programs at tertiary level for functional academic literacy: A Turkish case-study.

Retrieved from http://asp.revues.org/254

Scrivener, J. (2011). *Learning Teaching* (3rd ed.). Oxford, UK: Macmillan Publishers Limited.

Sheu, S. P-H. (2004). The Effects of Extensive Reading on Learners' Reading Ability

Development. *Journal of National Taipei Teachers College*, 17(2), 213-228, Retrieved

from http://academic.ntue.edu.tw/ezfiles/7/1007/img/41/17-2-9.pdf

Tanaka, H. (2007). Increasing Reading Input in Japanese High School EFL Classroom: An

Empirical Study Exploring the Efficacy of Extensive Reading. *The Reading Matrix*, 7(1),

115-131, Retrieved from

http://www.readingmatrix.com/articles/tanaka_stapleton/article.pdf

The Extensive Reading Foundation's. (2011). *Guide to Extensive Reading*. Retrieved from

http://erfoundation.org/ERF_Guide.pdf

Tomkova, Z. (2008). *Using Literature in ELT in the Secondary School: Extensive Reading*

(Diploma Thesis). Retrieved from

https://is.muni.cz/th/104366/pedf_m/DIPLOMA_THESIS_2008_-_text.pdf

U, C. K. (2009). Reading and Second Language Acquisition. *HKBU Papers in Applied*

  Language Studies, 13, 153-174. Retrieved from

  http://lc.hkbu.edu.hk/book/pdf/v13_07.pdf

Appendices

Appendix I

Questions for the students

This questionnaire is designed for a study on "Effectiveness of extensive reading (reading a lot

of books in a free environment) in Second Language learning" for an undergrad thesis in

English. Your answer will not be revealed and will be used for the sole purpose of the research.

Thank you for your co-operation.

Instructions

Each of the items has 5 points scale where 1= strongly agree, 2= agree, 3= somewhat agree, 4=

disagree and 5= strongly disagree. *Please put a tick mark in the boxes for your opinion about*

each statement.

Items	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
1. Students can make their vocabulary richer when they read a lot of books in the target language.	1	2	3	4	5
2. Students feel uneasy when they have to struggle with difficult texts.	1	2	3	4	5
3. Students can read a text faster when the text is within their reading ability level.	1	2	3	4	5
4. Students feel more confident when they do not have to read a text word by word and can focus on the overall meaning.	1	2	3	4	5

5. Students can recognize vocabulary more easily when they are repeatedly exposed to those words while reading.	1	2	3	4	5
6. Students get motivated to learn more about the language when they can understand word meaning and grammar without any hesitation.	1	2	3	4	5
7. Students should be provided with simplified text within their linguistic levels rather than critical text in their second language learning class.	1	2	3	4	5
8. Students can acquire a language more quickly when they read in a free environment rather than in a structural classroom situation.	1	2	3	4	5
9. Students feel more interested to read a book in the target language when it is related to their own interest.	1	2	3	4	5
10. Students can improve their background knowledge by reading a lot of books in the target language which later ease other text reading.	1	2	3	4	5
11. Using a dictionary repeatedly for difficult words in a single text makes students frustrated and	1	2	3	4	5

demoralizes their interest for learning.					
12. Reading a lot of books can improve students spelling mistakes as they are continuously exposed to many familiar words.	1	2	3	4	5
13 Extensive reading (reading a lot of books in a free environment) should be implemented in second language learning classes.	1	2	3	4	5
14. Students does not show much interest in learning in classes where they only have to read and do task instructed by the teacher.	1	2	3	4	5
15. Students can have very little opportunities to learn language patterns in structural classroom as it offers a small amount of texts.	1	2	3	4	5
16. Students cannot practice their reading in a structured classroom as they get few materials.	1	2	3	4	5
17. Reading a lot of books in a free environment to improve language leaning is time consuming.	1	2	3	4	5

Thank you

Appendix II

Questions for the Teachers

This questionnaire is designed for a study on "Effectiveness of extensive reading (reading a lot

of books in a free environment) in Second Language learning" for an undergrad thesis in

English. Your answer will not be revealed and will be used for the sole purpose of the research.

Thank you for your co-operation.

Section 1

Instructions

Each of the items has 5 points scale where 1= strongly agree, 2= agree, 3= somewhat agree, 4=

disagree and 5= strongly disagree. ***Please put a tick mark in the boxes for your opinion about***

each statement.

Items	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
1. Students can make their vocabulary richer when they read a lot of books in the target language.	1	2	3	4	5
2. Students feel uneasy when they have to struggle with difficult texts.	1	2	3	4	5
3. Students can read a text faster when the text is within their reading ability level.	1	2	3	4	5
4. Students feel more confident when they do not have to read a text word by word and can focus on the overall meaning.	1	2	3	4	5
5. Students can recognize vocabulary more easily when they are repeatedly exposed to those words while reading.	1	2	3	4	5

6. Students get motivated to learn more about the language when they can understand word meaning and grammar without any hesitation.	1	2	3	4	5
7. Students should be provided with simplified text within their linguistic levels rather than critical text in their second language learning class.	1	2	3	4	5
8. Students can acquire a language more quickly when they read in a free environment rather than in a structural classroom situation.	1	2	3	4	5
9. Students feel more interested to read a book in the target language when it is related to their own interest.	1	2	3	4	5
10. Students can improve their background knowledge by reading a lot of books in the target language which later ease other text reading.	1	2	3	4	5
11. Using a dictionary repeatedly for difficult words in a single text makes students frustrated and demoralizes their interest for learning.	1	2	3	4	5
12. Reading a lot of books can improve students spelling mistakes as they are continuously exposed to many familiar words.	1	2	3	4	5
13. Students does not show much interest in learning in classes where they only have to read and do task instructed by the teacher.	1	2	3	4	5
14. Students can have very little opportunities to learn language patterns in structural classroom as it offers a small amount of texts.	1	2	3	4	5

15. Students cannot practice their reading in a structured classroom as they get little amount of materials.	1	2	3	4	5
16. Reading a lot of books in a free environment to improve language leaning is time consuming.	1	2	3	4	5

Section 2

17. As a teacher do you think that extensive reading program should be implemented in EFL

classes to improve learner's language learning? Why or why not? Please give some reasons?

_____