

Hebron University
Faculty of Graduate Studies
English Department



**Investigating the Impact of Extensive Reading on Reading
Comprehension of Sixth Graders at Hafssa Elementary School
in Hebron**

Prepared by:

Noura M.A Tomize

Supervisor: Dr. Hazem Bader

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This thesis was successfully defended on November 11, 2013 and approved by:

Committee members :

Signature:

1. Dr. Hazem Bader

Supervisor

Hazem E. Bader

2. Professor .Ahmad Atawneh

Internal Examiner

Ahmad Atawneh

3. Omar Abu Al-Homous

External Examiner

Omar Abu Al-Homous

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Dedication

I would like to dedicate this study to:

- § To my mother whose support was the source of my strength to continue and to dream of being a better person.
- § To the love of my life, my husband, whose patience and love motivated me to challenge myself and to work harder.
- § To my father for believing in me and in my decisions.
- § To my daughter Braa'h and to my sons Nasseem and Adam.
- § To my brother and sisters.
- § To anyone who ever helped me in my personal or academic life.

Abstract

This study examines the impact of integrating extensive reading activities within EFL context on learners' attitudes towards reading. The researcher assumed that when EFL learners read large amounts of L2 materials and do related follow-up activities after each reading, their attitudes towards reading and comprehension will improve. This study was conducted on (94) sixth grade students who before the study had negative attitudes towards L2 reading and had low reading comprehension level. Two experimental groups read short stories and simple passages related to their intensive reading topics. They were asked then to do follow-up activities such as retelling a story, acting out, writing summaries, presenting a radio play, and answering worksheets. The control group had the same number of reading periods, but in these periods only their textbook activities and reading passages were discussed. The researcher used a reading questionnaire that was conducted before and after the study to identify the influence of the intervention techniques – extensive reading activities- on subjects' attitudes. A reading comprehension test was also used before and after the study to measure the impact of these extensive reading activities on learners' reading comprehension level. After one year of intervention (two academic semesters) both the survey and the test results showed that there were significant differences between the control and the two experimental groups in reading comprehension level and attitudes towards reading. Actually, the two experimental groups' reading attitudes and reading comprehension levels have greatly improved.

ملخص الدراسة

هذه الدراسة تهدف إلى معرفة أثر القراءة الإضافية و أنشطة القراءة على اتجاهات ومستويات الطلاب الذين يدرسون الإنجليزية كلغة ثانية . افترض الباحث أن الطلاب عندما يقرؤون كميات كبيرة من النصوص الإضافية باللغة الإنجليزية ويقومون بأنشطة تتعلق بهذه النصوص ويقومون بعدها بتنفيذ أنشطة تقويمية تتعلق بهذه النصوص فإن مستوى فهمهم واستيعابهم لما يقرؤون سوف يتحسن بالإضافة إلى تحسن اتجاهاتهم نحو القراءة باللغة الإنجليزية، تم إجراء هذه الدراسة على (94) طالبة حيث تم تقسيمهن إلى ثلاث مجموعات حسب شعب صفوفهن مجموعتين تجريبيتين (ب, ج) ومجموعة ضابطة (أ) , استخدم الباحث اختبار قبلي من أجل الحصول على بيانات كمية حول مستويات الطالبات في مهارة القراءة واستبانة من أجل التعرف إلى اتجاهات الطالبات نحو القراءة باللغة الإنجليزية، وقد أظهر الاختبار القبلي ضعف مستوى الطالبات في القراءة الاستيعابية أما الاستبانة فقد أظهرت أن للطالبات اتجاهات سلبية تجاه القراءة، وقد استخدم الباحث مجموعة من أنشطة القراءة الإضافية الى المنهاج المقرر مثل قراءة قصص مشهورة و نصوص مشابهة لتلك التي في منهاج اللغة الإنجليزية ومشاهدة العروض التقديمية لتلك القصص على الحاسوب والعديد من الأنشطة المشابهة، وبعد عام أكاديمي واحد تم إعادة كلاً من الاختبار والاستبانة وأظهرت النتائج تحسن واضح في مستوى المجموعتين التجريبيتين في كل من مهارة القراءة الاستيعابية واتجاهاتهن نحو القراءة باللغة الإنجليزية بينما لم يظهر أي تغير ملحوظ على مستويات واتجاهات المجموعة الضابطة وهذا أكد على أهمية أنشطة القراءة الإضافية من أجل تحسين مهارة القراءة والاستيعاب لدى الطلاب.

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Chapter One

Introduction

Chapter One: Introduction

1:1 Background

English has become the most dominant language today and most of modern human activities involve using English. It has also become the lingua franca in different fields such as technology, medical science, computer science, business, and tourism (Crystal, 1997). According to Hutchinson and Waters (1987), the powerful position of English speaking countries (USA and UK) reinforced its status as the most accepted international language for the different aspects of human life especially those which require communicating ideas and sharing information.

The importance of English motivates learners to learn it as they realize its importance for their future. This type of motivation is called "extrinsic or instrumental motivation" because it is related to external factors, as those students who learn English to get a better job or to have a higher salary. Actually, unlike adults, young learners do not have strong instrumental motivation towards English learning as they are not mature enough to understand the importance of English for their future life. This leads to poor attitudes and weak motivation towards English in general and towards traditional reading activities in particular (Martine, 2000; Komiyama, 2009). In EFL context, reading is a major form of learners' exposure to the target language but it is the least attractive skill for young learners. Unlike the other three skills (i.e. speaking, listening and writing) reading depends on learners' reception of written symbols and transforming these symbols into meaningful words. Such precise process is not attractive for young learners because they are active and full of energy and they like to move all the time (British Council, 2011). EFL learners' language problems could be overcome easily only if

students become more motivated to read (Komiya, 2009). In other words, young students cannot be motivated to read in English because it is important for their future life, but they will be motivated much more when they find internal motivation factors to do so. In fact, EFL students will read more when they read for fun; reading in such situations becomes an interesting, routine-free, and optional activity. Children do not like anything obligatory even if that thing is good or important for them. Consequently, a good teacher is one who can assist learners to achieve the learning objectives and tasks without making them feel that they have to do this or that. Additionally, young learners learn more when they feel safe but this is not the case in most of the in-class reading activities in which they must complete reading in a limited time without choice. Teachers' understanding the reading process nature as a cognitive and communicative activity will help them provide appealing atmosphere for learners to read and to enjoy in the same time.

Reading is a major skill which allows learners to understand the written materials. This skill also enables them to interpret visual symbols by retrieving the related background knowledge linked to the words they read. In addition, reading is a complicated skill that demands more than one mental process and it is an interactive activity through which a reader performs two parallel mental processes. The first is bottom-up processing in which a reader starts from processing the smallest units of language to the largest ones. This process involves word automatic decoding and accessing to the mental lexicon. In other words, in the bottom-up process readers start from identifying or discriminating the letters to recognize the connection between letters and sounds and so on till they get the general idea (Rtutezel and Cooter, 2013). The other

process is top-down processing in which readers bring their prior knowledge and experiences to comprehend the written symbols and to extract the intended meaning or message (Farrell, 2009). Consequently, when a teacher understands reading process mechanisms and strategies he/she will be able to provide comprehensible inputs for learners to develop their reading sub-skills (Krashen, 1985).

In EFL contexts, as in Palestine, the time of exposure to English is limited to their English classes at school. This is not sufficient to develop their L2 skills as it is required. As a result, students here have serious problems regarding English language skills in general and reading comprehension in particular. The current study will highlight the influence of exposing learners to large amounts of appropriate reading materials on their reading comprehension level. It will be based on the assumption that learners can learn reading mainly by going through reading texts that are suitable to their levels and interests (Krashen, 1988). In fact, many researches and reviews of previous studies reflected the positive influence of using extensive reading on the various aspects of language learning as on learners' attitude, motivation, writing competency, reading comprehension, and word recognition speed (Robb and Susser, 1989 ; Mori, 1999; Gunn, Smolkowski, Biglan and Black, 2002; Grabe and Stoller, 1997; Hayashi, 1999; Santa and Hoiem, 1999; Yamashita, 2004; Loh, 2009).

1:2 Statement of the Problem:

In Palestine, students have negative attitudes toward reading and this influences their language learning. Learners in this context do not like to read and they only read to pass examinations and grades. The culture of EFL reading for enjoyment or for expanding general knowledge is nearly absent. In fact, the Palestinian syllabus contains

reading passages which are imposed on learners without choice and this increase the problem.

Each year, The Palestinian Ministry of Education conducts an English final exam for the fifth grade at the end of the first semester. The results of students for the last four years showed that they have serious problems regarding English language skills and in reading comprehension sub-skills in particular. In 2012 less than 55% of the students in South of Hebron schools were able to pass the Ministry of Education Final Exam for the fifth grade. As for the subjects of this study they got similar average scores and results as the rest of other students in other public schools. Their results indicated that less than 50% of the population (94 girls) was able to pass the reading comprehension section in that exam. The subjects have also another problem which is the negative attitude towards English language learning and especially towards reading activities and tasks. To improve learners' reading comprehension and attitudes, simple short stories along with short passages were integrated into subjects' English syllabus. The learners had the choice to select which story to read each week. Another objective of this study is to support learner-centered learning by giving subjects the freedom to select what and when to read. In addition, the researcher hopes that this study will result in improving subjects' attitude towards reading which will reflect positively on their English learning. To sum up, this study aims at investigating the impact of extensive reading activities on sixth grade girls' reading attitudes and reading comprehension levels.

1:3 The Purpose of the Study:

This study aimed at improving beginners' reading comprehension level and attitudes towards reading by helping learners to see reading activities as a source of fun.

The stories from which the learners will select what to read are familiar, interesting, simple and full of pictures. This study is also expected to provide better understanding if students in this study have such a negative attitude toward reading and how it could be changed into a positive one. These findings could be generalized to other students in similar conditions.

The researcher also hopes that this study will contribute towards developments in the teaching and learning of the reading skill in particular and the English language teaching methodologies in general in similar situations. In addition, extensive reading activities may reinforce the use of Communicative Language Teaching (CLT) since most of the selected activities were based on cooperative learning and communicative language teaching principles. The selected activities involved reading different types of materials as fairy tales and famous short stories which have great influence on learners' especially on female students. Consequently, it is predicted that such attractive materials and activities will encourage learners to develop a reading habit.

In fact, sixth grade learners at Hafssa School (the school from which the subjects were selected) got very low grades on the Reading Comprehension Section in the Ministry of Education exam in comparison with their grades in other sections in the same exam. Consequently, this study will investigate the influence of using extensive reading activities as start with Simple Story Technique "SSS", story talk activities and group discussions on improving subjects' reading comprehension. This study also aimed at providing better understanding regarding the way by which we can help learners in EFL contexts to become better readers.

1:4 Significance of the Study

It is true that there are many studies related to the influence of using extensive reading on learning English as a second or foreign language (e.g. Groscuch, 2009; Maata, 1999; McKenna and Ellsworth, 1995; Holy and Michael, 2007; Hafiz and Tudor, 1990; Hayashi, 1999; Santa and Hoiem, 1999; Loh,2009; Foorman, Francis, Winikates, Mehta, Schatschneider and Fletcher, 1997). Nevertheless, this study is one of a few in the Arab World that investigates the effect of using extensive reading activities on young learners' reading comprehension and on their reading attitudes. In addition, the extensive reading program used in this study focuses on the learner as the center of any learning activity because learners in these activities will do most of the work and the teacher will be a facilitator. Learners will select, present, act out, and discuss the stories or passages they have selected. In fact, this study is not only based on using short stories but it aimed at changing the way learners perceive reading as a boring and compulsory activity. Additionally, this study adopted different techniques from various recourses for integrating extensive reading within EFL teaching and the selected set of techniques were not used together in any previous study (see methodology section). This study will hopefully contribute to improving subjects' reading skills and attitudes towards it.

1:5 Research Questions:

This study aims at finding answers for following two major questions:

- A- What is the influence of using extensive reading activities on sixth grade girls' attitudes toward reading at Hafssa Basic School?

B- What is the influence of using extensive reading activities on sixth grade girls' reading comprehension level at Hafssa Basic School?

The above two questions will be answered through investigating the following sub-questions:

A- What is the influence of using extensive reading activities on sixth grade girls' attitudes toward reading at Hafssa Basic School?

- a. What is the influence of using extensive reading on sixth grade students' attitudes toward reading in general?
- b. What is the influence of using extensive reading on sixth grade students' attitudes toward extensive reading?
- c. What is the influence of using extensive reading on sixth grade students' attitudes toward intensive reading?

B- What is the influence of using extensive reading on sixth grade students' reading comprehension level at Hafssa Basic School?

- a. What are the differences between the experimental groups' performance in the reading comprehension test before and after the study?
- b. What are the differences between the experimental groups and the control group performance in the reading comprehension test after the study?

1:6 Hypotheses:

A. There will be no significant differences between sixth grade students' attitudes towards reading before and after the study at the level $\alpha= 0.05$.

1. There will be no significant differences between sixth grade students' attitudes towards reading in general before and after the study at the level $\alpha= 0.05$.

2. There will be no significant differences between sixth grade students' attitudes towards extensive reading before and after the study at the level $\alpha= 0.05$.

3. There will be no significant differences between sixth grade students' attitudes towards intensive reading before and after the study at the level $\alpha= 0.05$.

B. There will be no significant differences between sixth grade students' reading comprehension level after the study at the level $\alpha= 0.05$.

1. There will be no significant differences between sixth grade students' reading comprehension performance before and after the study in the reading test at the level $\alpha= 0.05$.

2. There will be no significant differences between the experimental and the control groups' reading comprehension performance in the reading test after the study at the level $\alpha= 0.05$.

1:7 Limitations of the Study

The researcher acknowledges that this study has the following limitations:-

1. Limited population: the results of this study could be generalized only to a similar population.
2. Gender and age limitations: this study was conducted on sixth grade girls. In addition; the used extensive readings were designed to suit beginning EFL learners.
3. Limited area: this study is conducted in the south of Hebron in Palestine so generalization is limited to contexts similar to this one.

1:8 Definition of Key Words

1- Reading: is one of the four basic skills which can be defined as the ability to acquire information by identifying visual symbols. This ability involves conscious reproduction and identification of written or printed symbols, letters, words, word group and sentences to figure out their intended meaning (Ngwoke, 2006). A literate person can obtain knowledge from graphic symbols through reading which enable him\her to see the world far above the physical reach (Opara, 2007).

2- Extensive reading: Extensive reading is reading extra or additional materials for general understanding. In such activities there is no need for knowing the meaning of each word (Joseph and Michael, 2007). Day and Bamford (1998) defined extensive reading programs as encouraging learners to read large amount of printed materials in the second language. Extensive reading helps readers to

develop the various linguistic skills as reading comprehension, writing, listening comprehension (Loh, 2009; Casper and others, 1993).

3- Intensive reading (academic reading): this type of reading occurs when a learner wants to learn or to know more about a particular topic. This type of reading usually refers to reading school textbooks and it requires a number of reading sub-skills. Intensive reading differs from extensive reading in many ways. In intensive reading learners read particular amounts of texts with teacher's guidance in classroom. It is used to get detailed information from a text and to develop reading sub-skills (Nuttal, 1996; Alderson and Urquhart, 1984).

4- Reading comprehension: it is the process of extracting and making sense of what is being read; this process consists of three elements: the reader, the text and the reading activity (Snow and Sweet, 2003). Reading comprehension depends on learners' linguistic knowledge and cognitive abilities, and on their cultural familiarity with the reading topic.

Chapter Two
Review of Literature

Chapter Two:

Literature Review

This chapter will present theoretical background related to the study. The reading process will be defined in details along with discussing the different views and perspectives of reading. Reading comprehension models and the factors which influence them will be investigated in the next section. The third section will discuss the definition of extensive reading, related previous studies, and reviews of extensive reading studies. In addition, this chapter will investigate methodologies of using extensive reading within EFL teaching as they were presented in previous studies.

2.1 Definition of Reading

Reading is one of the four basic skills which can be defined as the ability to acquire information by identifying visual symbols. This ability involves conscious reproduction and identification of written or printed symbols, letters, words, word group and sentences to figure out their intended meaning (Ngwoke, 2006; Bader, 2008; Grellet, 1981). A literate person can obtain knowledge from graphic or visual symbols through reading which enable a reader to see things through others points of view. In fact, what gives reading its influential role in the learning process is its function as a medium of getting linguistic data and comprehensible inputs, particularly in EFL contexts (Bader, 2002). That powerful role of reading requires special emphases on developing learners' reading skill. Moreover, the academic success is highly influenced by adopting reading as

a habit; this habit can be developed only by doing meaningful reading activities (Opara, 2007; Krashen, 1985).

According to Bader (2008) reading is both a linguistic skill and a cognitive process. He explained that “Reading as a process is multidimensional skill which draw upon several knowledge resources” (p.9). These resources include readers’ linguistic knowledge and their background knowledge about the topic and about the world. Reading is not the same in all cases and for all purposes. The purpose of reading defines the appropriate strategy to be used and the learners' practicing of these reading strategies is crucial for developing their reading competency (Rtutezel and Cooter, 2013). Actually, flexibility is one important feature of good readers since it allows them to shift from one reading strategy to another to suite the various reading purposes (Cartwright, 2009). Fitzpatrick and Ruscica (1997) define reading as a communicative process in which a reader “participates in the communication process” (p.45). In this process, a readers will not be isolated from their social and cultural backgrounds as each reader will comprehend and respond to texts according to these backgrounds. In other words, the same passage can be understood differently in relation to the unique experiences of each reader with respect to the reading topic.

Daiek and Anter (2004) also define reading as an active process which “depends on both authors ability to convey meaning using words and on the readers' ability to create meaning from them” (p.5). Urquhart and Weir (1998) indicated that the reading process depends on different factors each of which presents a different view and definition of reading. For example, reading can be seen simply as a cognitive process in which learners try to recognize written symbols and to connect them to their meanings

(Nuttall, 2000). This cognitive view of reading perceives the reading process as an individual activity in which learners depend on their linguistic knowledge for making sense of what they read. However, this view of reading is limited because the reading process is influenced by other elements other than the cognitive aspects of word recognition and identification. There is no doubt that learners' knowledge about word meanings and structures are very important for reading comprehension, but these linguistic elements alone will not lead to complete comprehension. Learners must have adequate background knowledge about the topic and about both the social and cultural components of a text. Urquhart and Weir (1998) argued that the social and the cultural knowledge cannot help a learner to understand a text without having sufficient linguistic knowledge, and they indicated that "Reading without cognitive activity is simply impossibility" (p.9).

A wider view of reading was presented by Daiek and Anter (2004) who used the term "critical reading" to describe the reading activity. Reading in this view is an active process which has the following characteristics:

- 1- A form of communicative process.
- 2- This communicative process goes in two directions (authors' ideas and readers' comprehension).
- 3- Readers try to comprehend the written symbols while reading using their linguistic knowledge, then they use background knowledge about the topic to understand authors' intended message.
- 4- Readers in such activity use different strategies for getting the meaning. The more strategies used, the more information they will retrieve later.

2.2 Reading Comprehension

It was mentioned before that reading comprehension does not only depend on learners' knowledge about language, but it also depends on many other factors. In this section these factors will be discussed in details along with reading comprehension models and processes.

Snow and Sweet (2003) defined reading comprehension as “the process of simultaneously extracting and contracting meaning” (p.1) and they indicated that comprehension consists of three elements:

- a. The reader who is processing the written symbols to comprehend the intended meaning
- b. The text or the passage to be understood
- c. The reading activity in which comprehension took place

Bamford, Stein and Shelton (1984) also indicated that reading comprehension depends on both learners' knowledge of the context and on their mental or cognitive processing of these written symbols. In addition, they explained that there are many approaches to reading comprehension and each describes the comprehension process from a different point of view. For example, the cognitive approach focuses on the mental processing of information activities, and on how these process help learners to decode understand and remember the information in a text. There is no doubt that these processes are the foundation of any reading comprehension activity, but in many cases there are readers who understand the direct meaning of words and still cannot understand the real intended message. The reason may refer to learners' lack of related background knowledge about the social, cultural and contextual elements in a text. In fact, when a

learner reads in L2, they may face many texts about other cultures, and this will make the reading comprehension mission more difficult.

Alderson (1984) argued that when readers read in a foreign language, their comprehension will be limited even if they read with a define purpose, and even if they had the needed background knowledge but depending on unsuitable strategies. A foreign learner depends on the same set of strategies he used to use in his\her L1 reading for reading texts in another language L2. In fact, Alderson believes that every language requires particular use of particular strategies. Alderson (1984) stated in his article “*Reading in a Foreign Language: a reading problem or a language problem?*” that “Poor reading in a foreign language is due to poor reading ability in the first language” (p.4) and that poor L1 readers are expected to have poor reading skills in L2. He also recommended that readers develop their strategy use to match the special features and structures of L2.

Urquhart and Weir, 1998; Scammacca and others 2007; Nuttall 2000; Seffesen and Dev (1984); Bader 2008; Anderson and Pearson, 1984 and Joseph, 2013 presented the following suggestions for improving reading comprehension:

1. Developing learners' sub-reading skills as:
 - a. Developing learners' decoding and word recognition skills
 - b. Raising their phonological awareness
 - c. Developing their contextual knowledge
2. Adopting the SQ3R reading technique: This method is based on a systematic reading process of five steps: Survey (S), Question (Q), Read (R), Recite (R) and

Review (R). In fact, this technique was proved to be effective in second language teaching.

3. Developing learners' autonomy by purposeful and active involvement in reading activities.
4. Reading in both languages L1 and L2; good L1 readers have stronger motivation and better attitude towards reading. This will eventually turns to a reading habit that will have a positive effect on L2 reading.
5. Reading extensively by selecting enjoyable books.
6. Practicing various reading strategies.
7. Expanding learner's background knowledge using: pictures, films, literature, internet...

2.2.1. Reading comprehension models

There are three major models of reading comprehension:

1- Bottom- up: Thornbury (2006) defines it as the process in which readers "decode the letters words and grammatical forms of individual sentences" (p.190). Retuzel and Cooter (2005) assumed that this process is more frequently used by beginners in the first stages of language learning, since they start reading from the smallest parts (letters, words) of a text till they understand it all. They compared the bottom up model to a jig-zaw puzzle. In both the reader/ player starts from each piece of a puzzle/text then puts these pieces together to get the whole picture. Retuzel and Cooter (2005) also indicated that there are two models of bottom- up processing:

- 1- *One second reading model*: This model was developed by Gough (1972) and it describes reading as a “serial mental process” (Retuzel and Cooter, 2005. p.6). In this model readers starts from “translating the parts of written language into speech sounds, then piece the sounds together to form individual words, then piece the words together to arrive at an understanding of authors’ written message” (Ibid. p.6).
- 2- *Theory of automatic information processing*: This model was developed by LaBerge and Samuds (1974) and it assumes that the “Human mind functions much like a computer and that the visual input sequentially entered into the mind of the reader” (Retuzel and Cooter, 2005, p.6). In other words, this model assumed that the human mind has the ability to do more than one task at the same time. This is known as “multi-tasking” but when there is a task which demands much attention, readers' ability of multitasking will be limited. According to this model, the human mind has limited ability to shift from decoding and identifying visual symbols to the comprehension process especially if the reading texts were unfamiliar or difficult (Ibid, 2005).

2) Top-down model: It is a process of reading comprehension in which readers depend on their schematic and background knowledge to comprehend a text. This process is based on learners’ contextual knowledge which helps readers to understand the organization of ideas within a text to get the intended message. Learners’ ability to draw on these strategies and to retrieve what they have already stored in their long-term memories is called schematic knowledge (Thornbury, 2006). Additionally, an effective

reader “would be elaborating the text in his/her mind incorporating the meaning that was being extracted” (Maraco and Erler, 2008, p.93). Actually, Maraco and Erler also indicated that the comprehended meaning will be influenced by three factors:

- a. Learners’ view of the world
- b. Learners’ knowledge structure
- c. Learners’ schemata

The Top- down Model helps the learners to get the meaning without knowing every word in a text. It also enables them to make reasonable guessing whenever they face a new word depending on their own schemata- based inference.

3) Interactive model: Carrell defined this model as a combination of both the top-down and bottom-up models (cited in Maraco and Erler, 2008). The difference here is in the degree of depending on one more than on the other. In this model, many processes takes place while reading (Day and Bamford, 1998) including:

1. Automatic word recognition
2. Activating background knowledge
3. Activating learners’ linguistic knowledge

According to Day and Bamford (1998) the interactive model of reading is the most accepted one as any effective reading process cannot depend exclusively on one model alone.

2:2:2 Reading Purposes

This section will present a brief view of different reading purposes:

A) Scanning vs. skimming

Scanning is a reading technique by which a reader looks for a piece of information, and then he/she tries to absorb all the information to get the particular answer he/she wanted (www.usingenglish.com). Camer (1998) also defines scanning as a reading strategy which is used to find answers to specific questions. Skimming, on the other hand, is reading for getting the main idea. Learners skim when they need to cover materials or books in a hurry (Atkinson and Longman, 1999). In such situations, a learner will neglect parts of what they read in relation to their importance. Actually, skimming is skipping while evaluating the importance of each part in a passage. According to Atkinson and Longman (1999) skilled readers can read more than 800 to 900 words per minute while skimming.

B) Reading for rejection and for enjoyment

Filtzpatrick and Ruscica (1997) indicated that there are two reasons for reading: the first is for rejection and the other is for entertainment. The first refers to reading for evaluating the usefulness of some materials as when a learner wants to evaluate the irrelevant materials to a research topic, or when a learner searches in a library to find a certain piece of information. Reading for enjoyment or for pleasure, on the other hand, takes place anywhere, and it is mostly an independent reading activity. Another important feature of this type is its positive influence on learners' attitudes towards reading because it increases learners' knowledge about various social and cultural topics and themes (Lockwood, 2008).

C) Intensive Reading (Academic Reading):

This type of reading occurs when a learner wants to learn or to know more about a particular topic. This type of reading usually refers to reading textbooks and it requires a number of reading sub-skills. Intensive reading differs from extensive reading in many ways. In intensive reading learners read a particular amount of texts with a teacher's guidance in the classroom. It is used to get detailed information from a text and to develop reading sub-skills. In addition, intensive reading is very important for expanding learners' vocabulary and deepens their grammatical knowledge. As for the level of intensive reading materials, they are slightly above learners' level (i.e. I+1) (Nuttal, 1996; Alderson and Urquhart, 1984; Krashen, 1985). In addition, while reading intensively, readers read with well defined purposes, and they interact with the text on the bases of these purposes. Concentration is also another important factor for successful intensive reading like when a learner reads a textbook without active thinking of what is being read, he\she will understand nothing and will remember nothing (Nuttal, 1996). Extensive reading on the other hand, depends on reading large amounts of materials which are slightly under the learners' level. The purpose of such reading is to read for pleasure and for getting a general idea of what is being read (Richards and Schmidt, 2002).

2:2:3 Word Recognition and Reading Comprehension

Word recognition is “the ability of a reader to recognize written words correctly and virtually effortlessly” [<http://lincs.ed.gov>]. These words that can be identified automatically are called “sight words” because a reader can recognize them just when

seeing them. According to Day and Bamford (1998) these words are very important for developing reading fluency. In fact, fluent readers have large amounts of words which are among their “sight words.” However, when a reader faces new words, he\she has to read them slowly to acquire these new items. According to Scarborough (2009) most struggling readers have problems for the reason that they "stumble in measuring the word recognition standards.” Reading disabilities mostly resulted from (Scarborough, 2009):

- 1) Weak phonemic awareness
- 2) Decoding defect
- 3) Slow word recognition

O’Connor (2007) agreed that phonemic awareness is a key stone for effective word recognition, and he suggests that teachers can raise learners’ phonemic awareness by “Integrating phonemic awareness with the letters' sounds children has learned" and that "children quickly grasp the alphabetic principle” (O’Connor, 2007, p.26) In addition, practicing word spelling is very important for reading because young learners in the first stages think of words in relation to their visual pictures or sounds, so they must practice spelling and reading words aloud (Ibid).

Cognitive abilities underlying word recognition skill:

The following factors have great impact on word recognition. (Scarborough, 2009; Snow and Sweet, 2003; Adams, 1994; O’Connor, 2007):

- 1- Syntactic and semantic relationships among words
- 2- Phonemic awareness of words in their spoken form
- 3- Inferential Skills

- 4- Background knowledge
- 5- Orthographic awareness
- 6- Vocabulary repertoire
- 7- Cognitive abilities

Word recognition is the base of any reading comprehension process. According to O'Connor (2007) and Adams (1994) word recognition helps learners to:

- 1- Obtain information functionally
- 2- Enjoy reading and motivate reading for pleasure
- 3- Extract the message and the intended meaning while reading silently
- 4- Identify words automatically

When learners acquire new words, they will store them in their long-term memory. There are many types of memory, an example of which is visual memory. In this memory people store and retrieve images of printed words (Sweet and Snow, 2003). In addition, Risko and others (2005) indicated that visual word recognition is obligatory, and they explained that when a reader sees a word, it will stimulate his/her visual memory without the learner's conscious intention to recognize it. In other words, visual word recognition is an automatic and an unconscious process. Risko and others (2005) pointed out that visual word recognition can be influenced by these factors:

1. Learners' special attention
2. Response demands
3. Attention load

These factors influence the speed of word retrieval from the long-term memory. These theories regarding word recognition provide explanations of learners' problems in

reading comprehension and they all suggest that the best thing to improve learners' word recognition is by practicing reading as much as possible.

2:2:4 Background Knowledge and Reading Comprehension

This section will discuss the relationship between background knowledge and reading comprehension.

Background knowledge is critical for reading comprehension because reading is not only about understanding words and sentences, but it also involves making sense of the social and cultural context in which these linguistic units were used. In fact, background knowledge refers to learner's knowledge or familiarity with the topic or the theme of a text. Background knowledge helps learners build a schema about a text which is important for making reasonable guessing (Thornbury, 2006; Krashen, 2011; Risko, 2005; Anderson and Pearson, 1984). The relationship between reading comprehension and background knowledge is a cyclic one as good reading comprehension requires good background knowledge about the topic. At the same time, the best way for developing background knowledge is by reading large amounts of materials. According to Mazano (2007) learners' motivation to develop their knowledge is influenced by the following factors:

- 1- The instructional skills of a teacher
- 2- The complexity of new contents
- 3- Students' ability to process and store new knowledge

4- Students' socio-economic status

Alderson (2000) indicated that previous studies of reading comprehension proved that learners' background knowledge has a great impact on reading comprehension. Research also showed that learners' lack of cultural familiarity and background knowledge has negative influence on their reading comprehension. In fact, even if a learner knew the meaning of each word, their understanding of the message will be incomplete if they do not have sufficient and appropriate background knowledge about the topic (Macaro and Erler, 2003). In addition, Fisher and Frey (2003) indicated that "Background knowledge is not something that merely sits dormant until it is needed. It mediates the extent to which other reading comprehension behaviors are utilized" (Fisher and Frey, 2013, p.1).

Marzano (2004) discussed more than seven studies about the relationship between background knowledge and academic achievement. The results of these studies indicated that there was strong correlation between these two factors. In fact, 66% of what a person learn about new topics is related to his/her background knowledge. In addition, Sitcht and Hafstter reported that academic background knowledge does not only affect learning, but it also has great influence on learners' future occupation status and over all income (cited in Marzono, 2004). When learners have already the needed background knowledge without using it actively, teachers should help them to activate it. There are many types of activities that can expand background knowledge and they should be integrated into the reading lessons (Fisher and Frey, 2010).

According to Marzano (2004) there are two ways by which background knowledge can be developed and activated:

A- Direct experience: Teachers can develop their students' experiences by visiting new places, meeting, and talking to native speakers. In other words, when a learner visits or tries new things related to their reading topics, their background knowledge will be expanded. However, there are many problems regarding this such as cost, time and effort needed for such activities. Nevertheless, a good teacher can provide such experiences without wasting time or money by using the Internet, videos, DVDs, and other resources.

B- Indirect experience: This type of experience helps in developing learners' background knowledge with limited effort and time. Extensive reading is a very good tool for activating and expanding learners' indirect experiences (Marzano, 2004). In addition, Fisher and Ferry (2009) suggested other techniques that can be used by teachers to develop learners' background knowledge:

- 1- To teach conceptually: a teacher should not focus on isolated facts or meanings; he/she should rather encourage learners to analyze information and to extract the relationships between these meanings and facts. Problem solving and thought provoking questions are good ways for developing critical reading.
- 2- To teach for transformation: learners must be encouraged to transform theoretical ideas in their actual life. The active transformation of knowledge will activate learner's minds to store this information, and then use it in similar situations.
- 3- To evaluate learners' background knowledge constantly. In this way teachers can provide the suitable feedback to learners to improve their knowledge.

2:2:6 Schemata and Background Knowledge

Sotott (2001) defines schemata as the process by which a reader activates and uses his/her previously stored knowledge to understand a text. According to Thornbury, schema is “the way that knowledge about a topic or a concept is represented and organized in the mind” (Thornbury, 2009, p.202). As a matter of fact, learners’ schemata are unique because each one has different schemata about the same topic. A learner uses the stored schemata to identify the genre, structure, topic and the message of a text (Sotott, 2001).

Alderson (2000) refers to schema theory to explain how background knowledge influences reading comprehension. This theory suggests that what readers knew before in relation to a reading topic affects their understanding of a text. He explained also that “when readers process text, they integrate the new information from the text into their pre-existing schemata... their schemata influences how they recognize information as well as how they store it” (Ibid, p.33). The previous definitions have common aspects as explaining the relationship between learners’ schemata and comprehension. Learners' schemata are the foundation of any top-down processing of texts since they depend on them to identify the topic and the messages of a text. Thornbury (2006) explained that we depend on our schemata “to refer to the temporary mental picture that a reader constructs when processing a text” (p.202).

However, and after examining previous studies related to the applications of the schema-theory Stott (2001) found that these applications do not always result in developing learners’ comprehension. Such results may occur when a learner depends on

background knowledge while neglecting the linguistic knowledge needed for understanding a text.

To conclude, schemata theory provides many applications which can result in improving learners' reading comprehension, but learners must also develop their linguistic competence. Otherwise, schematic knowledge will not be useful. Balance is the key issue at this point because active readers know when to depend on bottom-up knowledge (i.e. detailed knowledge) and on top- down knowledge (i.e. schematic knowledge).

2:3 Extensive Reading Approach

Extensive reading is reading extra or additional materials for general understanding. In such activities there is no need for knowing the meaning of each word (Joseph and Michael, 2007). Day and Bamford (1998) defined extensive reading as encouraging learners to read large amounts of printed materials in the second language. These materials must be varied in terms of their topics and genera. Extensive reading can also be seen as an approach of developing reading habit and linguistic competence by reading long texts mostly for pleasure and outside the regular reading classes (Thornbury, 2006). Day and Bamford (1998) on the other hand, indicated that extensive reading can be done both inside and outside the class. They explained that extensive reading can be done inside the class by setting at least 15 minutes for sustained silent reading to give the learners the opportunity to read individually texts they like. Many scholars believe that learners can learn to read by reading, and that for developing learners' reading sub-skills, teachers should encourage them to develop a reading habit (Smith 1997; Krashen, 1982,

Day and Bamford, 1998). In addition, many studies reported the positive influence of using extensive reading on various aspects of language learning such as on learners' motivation, vocabulary repertoire, listening comprehension, reading comprehension, writing skill, and attitudes towards L2 (Mori, 1999; Gunn, Smolkowski, Biglan and Black, 2002; Grabe and Stoller, 1997; Hafiz and Tudor, 1990; Hayashi, 1999; Santa and Hoiem, 1999; Cho and Krashen, 1994; Loh,2009; Foorman, Francis, Winikates, Mehta, Schatschneider and Fletcher, 1997).

Joseph and Michel (2007); Cartwright, (2009) and Casper et al. (1993) presented many justifications for using extensive reading in language teaching including: a) it can develop the sub-skills of reading; b) it can develop other important aspects of reading comprehension; c) it also can develop fluency; d) extensive reading develops the ability to form a schema of a text which is significant for reading comprehension. Advanced readers "can build on their bases of schemas and create mental models throughout reading" (Casper et al., 1993); e) extensive reading can be also presented for developing reading strategies, by practicing, and selecting strategies that suite the various purposes of reading such as for reading for pleasure, for getting the general idea, or even for doing in-class activities and discussions.

Krashen (2011) made a review of extensive reading studies. In light of their results, he stated that "Extensive reading adolescent and young adults studying English as a foreign language revealed a strong and consistent positive for both tests of reading comprehension... and cloze tests" (p. 33). These results reveal how important it is to employ an extensive reading approach in foreign language teaching. In addition, Mason and Krashen (1997) demonstrated that "extensive reading proved to be superior to

traditional approaches in measuring reading comprehension, as well as on measuring writing and reading speed" (p.105). This statement is based on the results of three quasi-studies conducted in Japanese universities (see the next section) the results of which showed the positive influence of extensive reading on the various sub-skills of English language learning such as reading comprehension, writing speed and word recognition rate.

As for extensive reading materials selection, Walter (2004) believes that they should be just below the readers' level so that they can read texts without difficulty. Also, teachers have to take into account the cultural background knowledge needed for understanding texts while selecting them for extensive reading activities along with the level of difficulty of the various types of passages. The next section will cover these major issues related to extensive reading theories and applications:

- i. Benefits of extensive reading
- ii. Methodologies of using extensive reading in EFL curriculum
- iii. Material selection
- iv. Extensive reading teacher
- v. Why do not teachers use extensive reading?

2:3: 1 Benefits of Extensive Reading

Many researchers proved that using extensive reading in EFL curricula enhances language learning in both the general language and reading comprehension skills (e.g. Day and Bamford, 1998; Scammacca, et al., 2007; Maata, 1999; Holy and Michael, 2007; Hayashi, 1999; Santa and Hoiem, 1999; Yamashita, 2004...). Day (2012) in an article

discussed twenty recent studies in which extensive reading was used in EFL or ESL classes to develop L2 competency presented a summary of each regarding its population and results. All of these twenty studies proved that extensive reading helped learners to improve their L2 levels. Some of the studies were concerned with a particular aspect of L2 learning while others were interested in general language proficiency. For example, some of these studies proved that extensive reading increased learners' reading rate (Iwahori (2008); Kusanagi (2004); Bell (2001)). Others proved that extensive reading increased learners' motivation and attitudes towards L2 learning such as Takase (2003). Krashen (2011) in his review of extensive reading studies also concluded that extensive reading is a good means of introducing learners to different genres, books, authors, etc.

Walter (2004) suggested that extensive reading helps learners to learn about text characteristics which will help them be better readers. Though such strategies can help learners to understand better, there are still many cases where learners can read words, and they are good with reading strategies without being able to extract the meaning of these words together. This indicates that using reading strategies without acquiring a certain amount of vocabulary will not be useful. Such problems can be solved according to Krashen (1988) only by developing learner's lexicon (i.e. the amount of vocabulary that learners can recognize and use) through reading extensively. The following section will discuss each advantage of extensive reading in details supported by the results of previous studies.

A- Developing automaticity and word recognition:

One of the most important features of fluent readers is automatic word recognition because it allows them to use their cognitive abilities to comprehend L2 texts faster than other learners (Taguchi, Takayasu-Maass and Gorsuch, 2004). In addition, skillful readers can identify words without much cognitive effort (Day and Bamford, 1998). Maley (2009) also stated that the speed of that automatic recognition and lexical retrieval from the mental lexicon influence reading comprehension directly. Thus, high level readers have a noticeable fast ability to retrieve vocabulary items while reading much more than low-competency readers. It was proved that extensive reading develops automaticity of word recognition and lexical access by many researchers such as Huckin and Coady (1999), and Scammacca et al. (2007). Taguchi, Takayasu-Maass and Gorsuch (2004) explained that extensive reading develops learners' autonomy and fluency since it can be done anytime and anywhere. Also, the learners in extensive reading have full control over their readings in terms of time management, material selection and many other aspects of the reading process. Additionally, learners can "visualize" and "interpret" what they read in their own way. Taguchi, Takayasu-Maass and Gorsuch (2004) proved that extensive reading enhanced learners' fluency in general and reading fluency in particular. They clarified that extensive reading increases learners' ability to "automatically recognize an increasing number of words and phrases" (p.71).

Cobb (2008) argued that the normal time frame of instructed L2 cannot build "an adequate functional L2 lexicon" while extensive reading helps learners develop their linguistic competency outside regular EFL classes" (p.109). To sum up, reading fluency is an important aspect of reading comprehension which can be developed through

extensive reading activities such as timed reading, read-aloud, guessing games, book talk, group reading, and word recognition activities which can be carried out in and outside classrooms.

B- Developing learners' knowledge and experiences: Background knowledge has critical role in reading comprehension since all readers even the good ones cannot understand texts with strange topics as fast as they understand other texts with familiar ones .The reason is that the previous knowledge is "codified into our mental schemata" (Walter, 2004). Maley (2009) pointed that extensive reading develops learners' world knowledge and experiences because extensive reading provides variety of materials and topics which open the reader's mind on new worlds and cultures. In addition, extensive reading helps learners to see the world through others eyes and from different points of view and this makes them more opened toward learning other languages. In other words, this is a complementary and cyclic process as reading develops learners' knowledge and their decoded background knowledge develops their reading.

C- Developing learners' lexicon: Any text can be classified as difficult or easy according to the level of vocabulary it contains. The level of word difficulty depends on word frequency. There are many long and apparently difficult words which are classified under the basic vocabulary while there are other shorter words which are classified under the advanced level. It is clear that word frequency is the major criterion of words classification and not their length. Therefore, reading words over and over again in a meaningful context helps learners learn these words (Day, 2012). Extensive reading is the suitable tool for developing vocabulary items systematically and gradually (Walter, 2004). Coady and Huckin stated that "second language vocabulary leaning

occurs incidentally when a learner is engaged in extensive reading" (Coady and Huckin, 1999, p.181). Additionally, extensive reading provides comprehensible input especially in those EFL contexts where there is no direct contact or exposure to the target language. Maley (2009) also confirmed that extensive reading assists vocabulary growth which develops learners' lexicon by expanding their vocabulary repertoire. However, for extensive reading to be efficient in such contexts, it must meet many criteria such as selecting materials that are varied and suitable for learners (see material selection section).

D- Improving learners' attitudes and motivation: Day (2012) in his analysis of twenty extensive reading studies concluded that many of them showed that extensive reading can change learners' attitudes towards L2 reading. This is due to the fact that extensive reading increases learners' L2 literacy level which encourages them to be eager readers. For example, in their studies, Lai (1993) and Mangubhai (1981) confirmed that extensive reading increased learners' attitudes and motivation towards language learning in general, and reading comprehension in particular.

Maley also confirmed that extensive reading motivates learners to read additional materials unlike regular reading classes as these classes are imposed on learners regardless of their needs or interests. Extensive reading materials, on the other hand, are selected by learners and the materials are easier than those texts in regular curricula (Maley, 2009). In fact, the suitability of texts in extensive reading makes learners believe that they are good readers and that they can understand L2 texts, which encourages them to read more.

2:3:2 Methodologies of using extensive reading in EFL curriculum:

In their paper "*Extensive Reading In English as a Foreign Language*" Mason and Krashen (1997) discussed three experiments of implementing extensive reading in EFL contexts which were conducted in Japanese Universities. The first was conducted on 30 students who spent the first class as usual without extra reading and in the second semester they read about 100 rated books in class and as homework. They were also asked to write short summaries and to keep a diary in Japanese recording their feelings and opinions. The comparison group outperformed the experimental group in the pre-test, but the post-test scores showed that the experimental group got nearly similar scores as the comparison group. In the second experiment, 128 students in the first semester were also taught regularly without interference, but in the second semester, students start reading suitable books, and gradually, they were asked to write short summaries and keep a diary in Japanese recording their feelings and opinions. As for the third experiment, the subjects were divided into three groups: English response group, Japanese response group, and comparison group. The first two groups did extensive reading, and they were asked to write summaries in their first language. Extensive reading became a main part of the course. Then after finishing each book, students were asked to write a summary of that book in English. The results showed that extensive readers outperformed the comparison group who were taught traditionally without extensive reading. The results of the cloze test showed that the two first groups outperformed the third one (i.e. comparison class) which practiced time cloze exercises intensively. To sum up, the three experiments proved the importance of using extensive reading in EFL classes.

Santa and Hoiem (1999) also investigated the influence of providing extensive reading activities such as rereading familiar books and stories, sentence writing, and reading simple new book and stories on struggling readers' achievement. The achievement of the experimental group in this study was significantly higher than the control group in spelling, text reading, sentence writing and word recognition.

2:3:3 Cooperative learning and extensive reading

Extensive reading activities are more effective when they are conducted in groups. This assumption is based on cooperative learning principles where learners are instructed to work in groups. The learners within a group have to participate which will develop their linguistic and communicative competence. In addition, group work helps in improving language learning in general and reading comprehension in particular. Baxter (2009) has stated that cooperative learning: (a) increases students' self-esteem and confidence; (b) promotes positive attitudes toward learning; (c) encourages critical thinking and (d) develops learners' sense of responsibility. Actually, there are more advantages of cooperative learning, but there is no enough room here to discuss them all. Nevertheless, group work management is very important to achieve the designed objectives. The teacher in such cooperative learning activities has to take into consideration many factors which can affect cooperative extensive reading activities success such as the size of groups, the availability of resources, and the level of learners in each groups (Akio, 2006).

Day and Bamford (2004) indicated that using a reading partner can motivate learners to read more than when reading alone. They also suggested the following model of cooperative reading:

- a. Paring of students
- b. Clarifying that each pair must read cooperatively
- c. Each pair should select materials and read them in the same time but individually
- d. After individual reading, pairs should discuss what they read together.
- e. Presenting what they have read in front of the class
- f. Each week pairs should agree on the number of pages, and on the type of materials to be read
- g. The teacher is an assistant and a facilitator of the reading activities
- h. The teacher should provide feedback and guidelines to help students achieve the anticipated objectives

In addition, Jacobs and Farrell (2012) provided the following suggestions for teachers to increase the influence of peers as motivator:

- Encouraging learners to use Internet social networks to discuss what they have read and to negotiate any difficulty they face
- Asking good learners who like to read extensively to talk about their reading experiences
- Asking learners to bring their favorite books or stories and to talk about them in reading classes

2:3:4 Extensive reading follow-up activities:

It is true that extensive reading is a voluntary activity and that it is based on learners' selection of what to read and when to read it. Nevertheless, after reading the selected materials, evaluation mechanisms must be used to make sure that learners really read what they had selected. Ferris and Hedgcok (2009) emphasized the importance of

providing accurate feedback for extensive readers. They explained that EFL learners have limited experiences in L2 reading; they suggest that a good teacher must provide his/her students with information about:

1. Reading purposes
2. Reading strategies
3. Students' responses

Ferris and Hedgcok (2009) also indicated that any successful extensive reading program must include follow-up activities. These activities have one main goal which is to ensure that learners read the selected text. The selected activities must be suitable, interesting, easy and appealing to learners. These activities can be done individually or cooperatively, and inside or outside the class. The following paragraphs will discuss the most important and common types of extensive reading follow-up activities (Alderson, 2000; Ferris and Hedgcok, 2009):

a) **Worksheets:** after reading a book or a story, the teachers can give learners a worksheet which can be done individually or cooperatively. According to Alderson (2000) such worksheets must be easy and interesting, and they can include the following types of questions:

1. Multiple-choice
2. Sentence completion
3. Note and summary completion
4. Classification of items

b) **Retelling assessment:** teachers can ask learners to retell the stories in their own words.

- c) **Writing a reaction letter:** this can be used with adults more than with beginners, and in this activity, learners should write their own personal opinions about what they read. In such an activity, learners reflect their own personal experiences during the reading process as well as their own analysis of the text.
- d) **Make a move or acting out a story:** since many learners learn by doing, a good teacher can help students act out what they read. In fact, this activity has great impact on learners' motivation, and it would encourage them to read more.
- e) **Make a book cover:** learners could also be encouraged to design and make a cover page for their favorite book or story.
- f) **Making a radio play:** this is good for shy students who feel anxious when standing in front of the others. In such an activity, learners may act out a story without being seen by others, and they can also record it to be presented later.

Another important technique of assessing learners' extensive reading is self assessment. According to Alderson (2000) self-assessment is a supportive instrument to teacher's assessment. It provides more information about students' abilities and their reading strategies. In fact, self assessment can measure some aspects of language learning that cannot be measured by any other traditional assessment instruments. For example, self assessment can be used to investigate the validity of a test by comparing what is meant by the teacher from the various questions, and how the learner understands them. In fact, self assessment can clarify the "relationship between test taker characteristics and test-taker performance" (Alderson, 2000, p. 342).

2:3:5 Material Selection for Extensive Reading Activities

Krashen (1998) stated that we learn to read by reading, but "What are the criteria of selecting materials to achieve that?" In materials selection for extensive reading activities teachers have to take into account the levels of difficulty, and the various types of passages and cultural background knowledge needed for understanding a text (Casper and others, 1993). Krashen (1998) emphasized that a learner must start with easy books or the "home run books" which refers to the first books that a reader starts with. These books are easy to be understood and below learners' levels. In fact, the aim of starting with such books is to encourage learners to read without being frustrated and to help them trust their abilities. Nevertheless, many teachers claim that there are not easy L2 books to be read (Akio, 2006). The following paragraphs will discuss some methods and bases of selecting materials that will help teachers change this unrealistic claim. In Fact, all of these methods were tested for effectiveness.

In their book "*Extensive Reading In The Second Language Classroom*" Day and Bamford (1998) consider that the following standards must be fulfilled by teachers while selecting extensive reading materials:

- They must know how to choose the suitable reading materials for learners' interests, abilities, and levels.
- They also have to encourage learners to read at an "appropriate rate for their purpose in reading" (Day and Bamford, 1998, p.46).
- These materials must be from various sources and genres, and they may include: news-papers, magazines, books, stories, e-mails, diaries, etc.

Nonetheless, most of authentic materials are difficult for EFL learners especially for beginners since they have limited linguistic competency and background knowledge. Consequently, some teachers use simplified materials because they are easier for EFL learners. However, many argued that such materials do not reflect the actual use of language. Day and Bamford (1998) presented an applicable solution which has the best of simplified and authentic materials and avoids their problems. They have explained that "simplified and authentic are not mutually exclusive opposites. Rather, a simplified text can be judged in terms of whether it has the natural qualities of authenticity" (Day and Bamford, 1998, p.59). Therefore, we may have materials that are simplified and suitable, and at the same time we don't lose the major characteristics of authenticity. For example, the teacher can choose appropriate materials to meet learners' level of competency, and containing at the same time real life expressions such as those used by native speakers in their everyday life. In this way, we will encourage learners to read and at the same time be exposed to actual communication language.

Rodrigo et al. (2007) conducted an extensive reading study aimed at developing learners' reading skill. The selected materials have one of two reading purposes:

- 1- Reading for enjoyment
- 2- Reading for information

They encouraged learners to read what they like without interference from teachers. In addition, they adopted three main types of reading:

1. Sustained silent reading "SSR" .
2. Book talk.
3. Reading aloud.

Actually, each type has a particular objective to achieve. For example, reading aloud was adopted to improve learners' pronunciation, while sustained silent reading aimed at developing learners' comprehension. As for material types, they were classified according to their levels and genres. The following shows extensive reading library presented by genre and level (Rodrigo, et al., 2007, p.112):

- | | | | |
|---------------------|-----------------------|---------------------|-----------------|
| 1- General fiction | 2-Personal reflection | 3-Biography | 4-Crime mystery |
| 5-American fiction | 6-Poetry | 7-Business and work | 8-Sci-fi horror |
| 9-Folktales Romance | 10 Sports | | |

In addition, these materials were rated according to their levels of difficulty from 1-8. Learners were also encouraged to look at the title of the book and the back of the book and pictures before selecting a book. This variety of genres is good for adults but some genres are not suitable for beginners.

2: 3: 6 The Role of the Teacher in Extensive Reading

Rodrigo and et al. (2007) stated that teachers in extensive reading have different roles from that in regular classes. Teachers have to clarify the principles of an extensive reading activity, and the purpose of doing it. Secondly, they should illustrate the suitable methodologies and goals for the program. Thirdly, they should be role model readers for learners. A teacher also has to create the appropriate environment for reading, and to help the learners select the suitable books for them.

Day and Bamford (1998) explained that a successful extensive reading program must be managed by a good teacher who can provide a model for students to follow, and who can prepare post and pre-reading activities to enhance students' understanding. In fact, teachers in extensive reading are assistants not a directors, which may make many

teachers feel they will lose control over their classes. This limited control of the teacher and the great effort a teacher should spend prevent many teachers from using extensive reading. The International Reading Association (2000) stated that every learner has the right of having an excellent reading teacher as the teacher has great impact on learners' achievement and motivation. This association indicated that an excellent teacher must have the following qualities:

- Understanding learners' reading and writing progress.
- Evaluating a learner's individual progress.
- Relating reading instruction to a learner's previous knowledge.
- Using different reading teaching methodologies to suite the various teaching situations.
- Using a variety of reading materials and texts.
- Taking the individual differences of each learner into a count.
- Helping struggling readers.

From the previous list, to be an excellent teacher is not an easy matter. However, when the teacher likes what he\she is doing, and when they see the success of their students, they will do everything to improve themselves to meet the standards. Actually, an excellent teacher is not that person who do everything, but who provides the suitable opportunities and situations for learners to do most of the work themselves. In addition, the Children Reading Foundation (2013) indicated that 85% of the language curriculum was presented to learners using blackboards, textbooks and computers, but only one out of four students was able to understand about 50% of that curriculum. The International Reading Association (2000) also indicated that even good educated and well trained

teachers must consider themselves as lifelong learners, and must develop their knowledge continuously. This suggests that a good teacher must be flexible and must change his\her techniques and styles according to the different variables in each teaching situation. According to Farrell (2009) extensive reading situations need different teaching techniques from those used in the intensive ones simply because in any extensive reading situation the learners must do most of the work themselves unlike in intensive reading activities which depend much more on the teacher. The teacher in extensive reading is a facilitator and a promoter of learners' reading. Farrell (2009) believes that the teacher has the following roles in extensive reading activities:

1. Putting time limits for both reading at home and in class activities.
2. Supporting learners' individual reading.
3. Providing a role model reader for students.
4. Providing feedback for learners.
5. Designing follow-up activities.

2: 3:7 Why do not Teachers Use Extensive Reading more frequently?

Day and Bamford (1998) maintained that teachers have many reasons which prevent them from using extensive reading as it is needed such as cost, work required to set up a program, the difficulty of finding time, and the different roles of teachers in such activities. Day and Bamford (1998) agreed that some of these reasons are realistic since an extensive reading program demands huge effort for organizing and preparing the activities. However, they also believed that these reasons should not prevent our students from its benefits. In fact, the positive results of using extensive reading justify all of that effort and time.

Maley (2009) conducted an inquiry among teachers worldwide to know why they do not use extensive reading more often. The answers came in this order (the first is the highest frequent reason and the last is the least frequent one):

- a. Limited time.
- b. The high cost.
- c. Suitable reading materials are not available.
- d. Extensive reading is not linked to the syllabus and the examination.
- e. Lack of understanding of ER and its benefits.
- f. Resistance from teachers, who find it impossible to stop teaching and to allow learning to take place. (Maley, 2009)

Actually, we teach English in poor contexts where there is nearly no direct contact with it, and as it is obvious, the reasons of not using extensive reading are similar to those presented by Maley, but none of them can excuse teachers who do not use it in their classes. A successful teacher can order priorities to do what is in his\her students' best interests not what is convenient.

Chapter Three

Methodology

Chapter Three: Methodology

3.1 The Experimental Design of the Study

This study was designed to offer empirical information to answer the research questions and to provide more information related to what are the effects of using extensive reading within the Palestinian English Syllabus studied by the subjects on their:

1. Reading comprehension level.
2. Attitudes towards both extensive and intensive reading.

For making statistically-based judgments about the influence of extensive reading, the following instruments were used:

1. A post and pre-test for finding out the relationship between the subjects' reading comprehension performance before and after the study.
2. A post and pre-reading attitude survey designed by McKenna and Kear (1990).

The survey was slightly modified to suite the aims of this study. These two instruments were conducted before and after the study on both the experimental and control groups.

3.2 Subjects of the Study

The population of this study is all sixth grade females who are studying the Palestinian English syllabus in public schools. This study was executed at Hafssa School in the south of Hebron where there were three sixth grade classes. This study was conducted on 94 sixth grade girls in classes that have almost the same number and levels

of students. The first class "A" was considered as a control group and the other two classes "B "and "C " were considered as experimental groups. The following Table (1.a) shows the distribution of subjects under the three groups.

The name of the class	Control or experimental	N
Class "A"	Control group	31
Class "B"	The first experimental group	31
Class "C"	The second experimental group	32

Table (1.a) The three groups of the study.

The three groups are learning English as a foreign language, and they are taking the Palestinian curriculum. They have four periods of English a week, and about 64 periods each semester. The reading passages in the Palestinian textbooks are pre-determined in terms of topics, linguistic functions and levels. Students' scores at the end of the first semester of the fifth grade and in the Ministry of Education Exam showed that these students have serious problems concerning reading comprehension. Their previous grades in the pre-test showed that the three classes "A", and "C" and "B" have similar levels in reading comprehension. Table (1.b) and Table (1.c) show that the three groups got nearly similar average scores in the pre-test.

	Mean	N	Std. Deviation	Df	T	Sig.
A	7.3550	32	3.55373	31	0.858	0.787
B	7.5625	32	4.07935			

Table (1.b) Results of classes "A" and "B" in the pre-test.

	Mean	N	Std. Deviation	Df	T	Sig.
A	7.3550	32	3.55373	31	0.179	0.859
C	7.0625	32	4.20397			

Table (1-c) Results of classes "A" and "C" in the pre-test.

These two tables indicate that there are no significant differences between the three groups in their reading comprehension levels before the study at the level of $\alpha = 0.05$. To clarify, the data in the previous two tables show that in the pre-test the three groups were similar in their reading levels. This suggests that their results after the study can be used as evidence for identifying the influence of introducing extensive reading on their levels.

3.3 Instruments of Collecting Data

For answering the research questions, the following three instruments were used:

3.3.1 The Palestinian Ministry of Education Final Exam

This exam was conducted at the end of the first semester, December 2012. This test was considered as the pre-test for this study. To be more specific, only the reading comprehension section of the test was used as a measure of the learners' level in reading comprehension. After introducing instructions, the sub-section of the reading comprehension test was organized as the following:

1. The test starts with a reading passage of two paragraphs suitable to the subjects' grade level.

2. Wh-questions: aimed at identifying learners' general understanding of the main ideas in the text.
3. Completion questions: designed to identify subjects' ability to get particular information.
4. Objective questions:
 - a) Multiple-choice questions: these aimed at evaluating learners' ability to get specific pieces of information and to know if they can guess the meaning of difficult words from the context.
 - b) True false questions: the aim of these questions is to assess learners' ability to read, compare and then evaluate what they read.

Most of the questions in this test were from the learners' intensive reading passages. However, the researcher adopted it because the study was based on presenting many reading passages similar to the topics and structures of the students' intensive reading ones.

3.3.2 The Post-Test

The post-test was given at the beginning of March 2013, and the same pre-test was used as post-test. In fact, there was more than one year between the pre and the post-test which is relatively a long period, which ensures that learners were not influenced by the pre-test. This will also ensure that the results are objective and that learners' experiences will not influence them. The data from these tests was used to compare the results of the

two tests to identify the change in the learners' level regarding reading comprehension. This comparison provided answers for the second research question.

3.3.2.1 Validity of the test

As the rest of the English tests designed by the Palestinian Ministry of Education, this test has been developed and edited by a committee. This committee consists of experts in education, in assessment and evaluation and in English language teaching (i.e. English supervisors). In other words, the validity of the test was assessed by many experts having different views and perspectives. In addition, this test was evaluated by four university professors to determine whether it is suitable for the current study or not. Their suggestions and comments were taken into account.

3.3.2.2 Test reliability

As every test designed by the Palestinian Ministry of Education, the pos- test was marked by a committee of English teachers and each paper was reviewed many times. The correct answers were provided for the teachers to refer to, so there were no subjective judgments or views in defining the correct answers. As for the post-test, the researcher and an assistant marked it, and whenever a problem occurred in any test paper or differences between the two markings, the researcher rechecked it several times. To avoid bias, subjects' names were covered as it is the policy of all Ministry of Education tests in both the pre and the post tests.

3.3.3.3 Statistical analysis of the tests

Subjects' results in the pre and post-test were analyzed using the statistical package (SPSS). The marks of the three groups were computed to calculate the average scores of the sum, the mean, the value and the standard deviation for each group. These results were analyzed using Paired Samples Test to provide statistical information about the differences between the experimental, and control groups in the post and in the pre-tests.

3.3.4 The Reading Attitudes Questionnaire:

The researcher adopted Professor Garfield foundation's elementary reading attitude survey which is designed by McKenna and Kear [www.prpoessorgarield.org] as a questionnaire. It was used for measuring subjects' attitudes towards both extensive and intensive reading. This survey consists of twenty items. These twenty questions were asked to the experimental and control groups in Arabic. They were asked to circle the face which reflects their attitude toward each reading situation. At the end of the extensive reading study one year later the subjects were asked to answer the questions again to identify whether there were statistical differences between their attitudes towards reading before and after the study or not.

According to McKenna and Kear (1990) this survey has many points of strength as:

- It provides quantitative results about students' attitudes towards both extensive reading and intensive reading.
- Its results can be used for planning instructions.

- It can be used to make assumptions about the attitudes of particular groups of learners.
- Its results can be used for monitoring and improving the "attitudinal impact of the instructional impact."
- This survey was tested on a large sample of students and it was justified according to the feedback they got after testing it.

A jury of professors determined the suitability of this survey for the current study (see appendix E). On the bases of their comments and recommendations, the survey was modified. For example, the original survey used a four-degree scale, but in this study Likert scales were used. In addition, this survey was translated into Arabic because it was to be answered by Arab young learners. These are the five answers from which learners were asked to select what suit their attitudes towards each item, and these responses were also represented by faces to suit children (see appendixes B and C).

- Very happy face → I like it so much → (5) strongly agree
- Slightly smiling face → I like it → (4) I agree.
- Normal face without a smile → (3) I don't care it doesn't matter.
- Mildly upset face → I don't like it → (2) I don't agree.
- Very upset face → I don't like it at all → (1) strongly disagree.

The general aim of the questionnaire is to identify the learners' attitudes towards reading. The questionnaire was used to provide answers for the following two sub-questions and for figuring out whether the related null hypotheses are correct or not:

- A) What are the differences between sixth grade students' attitudes towards intensive academic reading before and after the study?

Hypothesis: There are no significant differences between sixth grade students' attitudes towards intensive academic reading before and after the study at the level $\alpha = 0.05$.

B) What are the differences between sixth grade students' attitudes towards extensive reading the before and after the study?

Hypothesis: There are no significant differences between sixth grade students' attitudes towards extensive reading before and after the study at the level $\alpha = 0.05$.

3.3.4.1. Validity of the questionnaire

Validity refers to "the extent to which any measuring instrument measures what is intended to measure" (Cramines and Zeller, 1979, p. 1). To ensure the validity of the questionnaire, the researcher asked five university professors, and two English supervisors from the Ministry of Education to evaluate its suitability. They read and evaluated the questionnaire according to its formatting, wording, level of suitability, and relevancy of items. Their comments, instructions and directions were taken into account, and it was modified on the bases of these suggestions (see Appendix E for the names of the professors and supervisors).

3.3.4.2 Reliability of the questionnaire:

Reliability refers to the stability and constancy of an instrument by providing similar results if it was reused in similar conditions (Cramines and Zeller, 1979). For investigating the reliability of the questionnaire, the Cronbach Alpha factor was

measured to ensure the internal reliability. The value of reliability was found (0.84). This value proved that the questionnaire is highly consistent and reliable.

3.4. The Extensive Reading Program

This section will discuss in details the intervention techniques that were used in this study. It will also discuss the resources of providing reading materials for the program, material selection criteria, cooperative learning techniques, and the process of designing reading and follow-up activities.

First of all, the techniques of integrating extensive reading activities were based on many sources and on different types of teaching methodologies. The researcher selected what was working with the subjects and what was based on communicative language teaching principles. The following are the major sources of the techniques that were adopted in this study:

- Akio (2006) "*SSS Extensive Reading Method Proves to be an Effective Way to Learn English SEG*".
- Farrell and Jacobs' (2010) book "*Essentials for Successful Language Teaching*".
- Krashen's (2011) book "*Free Voluntary Reading*".
- Bell (1998) "*Extensive Reading: Why? and How?*".
- Richards and Rogers' book (1986), "*Approaches and Methods in Language Teaching: A description and Analysis*".
- Grabe's book (2009), "*Reading in a Second language: Moving From Theory to Practice*".

- Cooter and Retuzel's book (2005,) *The Essential of Teaching Children to Read: What every Teacher Need to Know.*

The extensive reading techniques and activities drawn from the above-mentioned sources will be discussed shortly.

3.4.1 Providing books for the program

For providing the needed reading materials the researcher depended on the following recourses:

- A) **The parents:** the researcher encouraged parents and learners to buy simple stories for themselves. The teacher helped the parents by giving them the names of the suitable stories, good bookstores, and nearby libraries. These stories were simple in language and full of pictures. In addition, all the stories were affordable and most students could buy them. However, the researcher did not consider this as a major resource for providing reading materials but this was meant for encouraging parents to support their children to get actively involved in the extensive reading program.
- B) **The school:** the school also provided more than 70 new English stories and simple books for the learner other than those which were previously available in the school library.
- C) **Local community support:** this was the greatest source for providing money and reading materials for the program.
- D) **Electronic resources:** the researcher depended on the Internet and DVDs for providing reading materials, she also used Power Point to present stories and

texts of low-cost. Actually, the school provided LCD for presenting these stories (for samples of the reading materials see appendix "F").

3.4.2. Material selection

This study adopted the "SSS" method (i.e. Start with Simple Stories). The materials were selected to be suitable to learners' levels and interests.

The materials were divided into the following three categories:

1. *Fairy tale stories*; these stories are well known and girls liked them. They were also familiar to the subjects such as Cinderella, The Beauty and the Beast, The Little Mermaid and Aladdin along with other stories from the Ladybird series and other famous series.
2. *Funny stories*; these stories are about a funny character called Nasreddin. The learners had to read the entire story to understand the humorous aspects in it. Examples included Nasreddin and the Pot, Nasreddin, and the Beggar. In fact, Nasreddin has a comic character similar to Juha. Most of these stories were taken from University of Victoria's English Language Centre web site [<http://www.uvcs.uvic.ca/elc>]
3. *Reading passages*; these were selected to support the intensive reading passages and activities in the textbook (for reading materials see F).

Day and Bamford's (1998) criteria of material selection for extensive reading were taken into account while selecting materials for the extensive reading program including:

- 1- To be suitable for learners ' interests, abilities, and levels.
- 2- To encourage learners to read as much as they can.
- 3- To be understandable and to be under learners' linguistic level.
- 4- To be varied and from different resources.

In the previous grades, the subjects followed the regular curriculum, which included reading selections, comprehension questions, and vocabulary and grammar exercises. In this study the following activities were included in addition to their regular reading: story reading, follow up activities, story presentation and story talk. The next section will introduce the cooperative learning techniques that were used in the study.

3.4.2 Cooperative learning techniques

Depending on cooperative learning theories and models which were clarified in the review of literature in chapter two, it demonstrated the importance of cooperative reading for supporting any extensive reading program to be successful. The extensive reading activities were mostly conducted cooperatively. Students in the two experimental groups were divided, according to their results in the pre-test, into three categories:

- a) High-competency students.
- b) Medium-competency students.
- c) Low-competency students.

Depending on the previous categories, the subjects were divided into five groups in each class. Each group included five students: at least one of high competency, two medium students and three or two students of low-competency. The aim of dividing

students in this way was to ensure that there were at least one or two students in each group who had the required knowledge to encourage other learners to read, and to suggest answers and negotiate responses. As for managing group work, Day and Bamford's (2004) model of cooperative learning and group management was adopted. Though learners' were divided into groups, they were also encouraged to have a reading partner to read with her the same stories or texts and at same time.

3.4.3 Extensive reading activities:

Extensive reading activities used in the study included:

- A. Story reading
- B. Post reading activities
- C. Power-point presentations
- D. Group discussions

The following is a detailed discussion of the above activities:

A- Story reading: This activity was based on the SSR (i.e. Start with Simple Stories) method. This method was developed to be used in Japanese schools. After it was proved as an effective way of implementing extensive reading in English language syllabus, it was used in many other countries where English is taught as a foreign language (Akio, 2006). The following are the techniques and principles of conducting this activity.

- Starting with picture stories which contain a very limited number of words. (e.g. Three little Kittens lost their Mittens, Me and My Dad, The Chaps.
- Using different types of stories such as authentic simple stories, adapted stories and graded materials.
- Each week, the teacher provided a list of stories that were available in the school library or in the extensive reading library provided by the researcher. These stories

were selected according to their suitability to learners' current level, but learners have the freedom to select the one which suits their needs and interests. They were asked to read them at home.

- Increasing the difficulty and the level of the suggested stories for learners to select from each week.
- As this activity was based on the principles of "SSR" the three golden rules of this method were followed seriously by both the teacher and the subjects:
 1. Do not continue reading when it is boring or difficult.
 2. Skip over difficult or unfamiliar words.
 3. Do not use dictionaries (Akio, 2006).

Actually, these rules helped learners to read more because they did not feel that reading is an obligatory activity. They also read for fun not for knowing the meaning of each word as it was mentioned that skipping was a rule. In other words, these rules aimed at making a reader pressured-free when reading extensively and voluntarily.

- In the first readings, the learners were asked to get the general idea and not to pay attention for everything in a story.
- Learners were assisted to complete reading one story every week though some of the low competency students were not able to do that.
- At the end of the study, in average, each learner read around 20 stories and twenty passages related to their intensive reading topics.
- The following techniques were used to encourage subjects to read as much as they could:

1. Providing a printed list of the most difficult words for most of the stories and passages that were used as extensive reading materials. It is true that the selected stories were easy but some learners have very low competency and they needed this list to read and to encourage them to read more.
2. The selected stories were colorful, attractive, and appealing to young learners.
3. Once a month the teacher read a story aloud for the whole class. In this session, learners were sitting around the teacher on the floor. The teacher changed her voice and used gestures while reading to catch the learners' attention.
4. Providing prizes for the most active readers.
5. Encouraging learners to get involved in the reading activities by making them responsible for the reading materials and for organizing group work. Actually, each member in each group had something to do; one of them was the spokes-person of the group, another one was responsible for recording the names of the stories read by other members, and the other was responsible for collecting the follow-up assignments, summaries, and worksheets.
6. Asking learners to bring their favorite books or stories and to talk about them in the reading classes.
7. Learners were also asked to put a star next to each story they read. These stars were counted to make a monthly- best-read -list of the students' most popular books.

B- Post-reading activities: learners were individually asked to answer the discussion questions after each story; then they were asked to do a summary. At the beginning, learners were asked to provide summaries in L1 (i.e. Arabic) then they were encouraged to provide a short English summary in a form of an outline of the story. In fact, some students depended more than others on their L1, but the teacher was tolerant with this issue because the aim here was to encourage students to develop their reading comprehension rather than to improve their accuracy. The teacher then provided feedback to them in relation to their responses. After getting feedback from the teacher, the high-level learners were asked to help other learners in getting the general ideas and in doing other reading tasks. Post-reading activities included:

1- **Story talk activities:** for one period every week learners in groups discussed some of the stories they have read and what they like in each. Then one from each group was asked to talk about the story they had discussed in front of the class. In the first periods, learners were asked to name the objects or to describe anything they can recognize in the pictures in the story they read. Then they were asked to give a summary of the story. There were also group presentations of stories in which all members were asked to participate. These presentations were short and students' mistakes were neglected; these presentations had many forms:

a. **Radio play from a story:** this was good for shy students who feel anxious when standing in front of others or who fear from making mistakes. In this activity, learners acted out a story without being seen by other students, and they were encouraged to record it to be presented later. These plays were

carried out while students (actors) were hiding behind a whiteboard and other learners were listening to them.

- b. **Acting out a story:** this was encouraged in later stages when learners, especially the low-competency, gained more confidence in their ability to speak and to act in English. Members of each group were asked to act out a story they like the most in front of the class. Each group had to design a play once a month and to act it out in front of the class. The best play was selected to be acted out in front of the whole school.
- 2- **Teacher regular interviews with learners:** the aim of these interviews was to provide face-to-face feedback and assistance to each individual. The teacher interviewed each student once a month. In such interviews, some learners were asked to move to another group or to have a particular story while others were asked to help in particular reading problems they may face. The teacher interviewed two or three students each day for about fifteen minutes for each. The interviews were organized according to the alphabetical order of students' names.
- 3- **Competitions:** to encourage learners to participate, in each session there was a competition to select the best group whose members could give appropriate outline for the story they read. Therefore, each group had a score that was calculated at the end to see which group is the best. The winner "best group" got extra marks and stories as rewards.
- 4- **Worksheets:** as it was mentioned earlier, a number of simple questions were given to learners after each story or text. These were used to ensure that they read what

they were supposed to read. Different question types were used such as naming and listing, multiple-choice questions, making a summary, and completing sentences.

C- Power-point presentations:

Each month there was a session or two in which a story was presented using Power point. In the beginning of such activity, good learners were asked to read the story or a text aloud while other learners were asked to write down the major characters and the difficult words in each story. Then other learners were asked to reread them again. The teacher's correction was limited because she did not want the learners to feel embarrassed or that they are not good enough to read. After each presentation, there were few questions about the text and learners were asked to answer them cooperatively in groups. This activity took place at the end of regular reading lessons, or in extra periods in the morning. It was mentioned that the school provided LCD for presenting these stories in front of the class. The major aims of these activities were;

- 1- to improve learners' attitudes towards reading by providing stories with some animation and sound effects
- 2- to encourage them to read the same story or texts in their printed form.
- 3- to improve their pronunciation.
- 4- to encourage cooperative learning by giving learners opportunities to negotiate ideas and to assist each other.

D- Group discussions:

The learners were divided into groups. Each group consisted of five learners from different English competency levels. They were divided in this way to provide assistance

to weak learners when it is needed. Group discussions took place in and out of the classroom. In free time and in the morning, learners were working on their post-reading assignments. To encourage them to work as much as they can there were prizes for the most effective groups. The evaluation of these groups was based on how much they have read, and how good their responses to the post-reading assignments were. Moreover, it depended on the degree of the improvement in members' reading level in each group. The degree of development was identified drawing on learners' story presentations, reading aloud, and story acting.

3.5 Time frame

This study was conducted through four stages including:

1. Pre-testing stage: this stage was conducted at the end of the first semester of the academic year 2011\2012. The results of the pre-test and the reading attitudes questionnaire were recorded and saved for later analysis.
2. Execution stage: this stage started at the end of January, 2012, and finished at the beginning of March, 2013. In this stage, the extensive reading activities were presented in two extra in-class periods each week, and learners were also asked to read the stories at home before each period.
3. Post-study stage: the post-test and the reading attitudes questionnaire were given again to subjects at the end of April 2013.
4. Analysis stage: this stage started immediately after giving the post-test, and after repeating the reading attitudes questionnaire at the beginning of May 2013.

Chapter Four

Data Analysis and Discussion of Results

Chapter Four: Data Analysis and Discussion

of Results

4.1. Introduction

This chapter will present results and findings of both the attitudes to reading and the reading tests relevant to the following research questions:

1. What is the influence of using extensive reading on sixth grade students' attitudes toward reading in general?
 - i. What is the influence of using extensive reading on sixth grade students' attitudes toward reading extensively?
 - ii. What is the influence of using extensive reading on sixth grade students' attitudes toward intensive reading?
2. What is the influence of using extensive reading on the sixth grade girls' reading comprehension?

This question will be answered by:

- Comparing the results of the subjects' performance in the pre-test and post-tests.
- Comparing the results of each experimental group with the control group in the post-test.

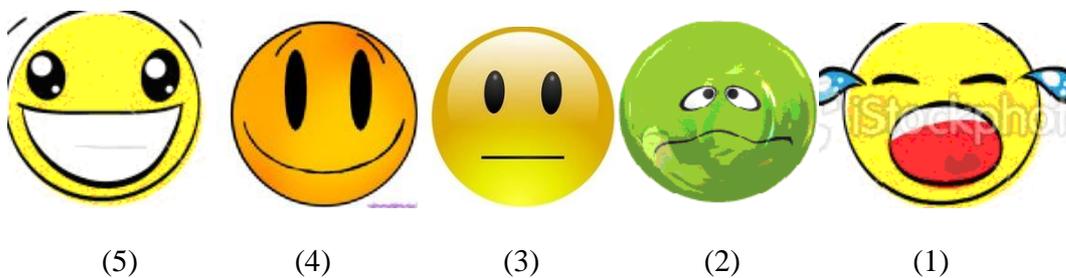
4.2. Interpretation of data:

In this section the term "significant differences" will be mentioned several times for the purpose of describing the change in the results of both the questionnaire and the test. This

term is used when there are differences or changes in the data before and after the study and when the value of " α " is less than or equals **.05** (i.e. $\alpha \leq .05$). When the data is described as being statically different, that could not indicate whether these differences are positive or negative. It only suggests that there are differences between the results before and after the study. However, when the value of " α " is more than **.05** (i.e. $\alpha > .05$) this will suggest that there is no change in the data before and after the study and the researcher will describe this as not having "significant differences." This will indicate that the producers which were used in the study did not have any either a positive or a negative influence on the subjects. In addition, when there are significant differences, the term "Mean" (M) is used to indicate whether these differences are negative or positive because it shows (M) the change in the average score of each group results before and after the study.

4.3. Questionnaire Results:

The questionnaire consisted of twenty items each followed by five faces. The faces were used instead of words to motivate learners to respond to each item. Faces are more suitable and attractive for young learners. The scale consisted of the following categories:



- Very happy face → I like it so much → strongly agree (5).

- Slightly smiling face → I like it → I agree (4).
- Normal face without a smile → I do not care it does not matter (3).
- Mildly upset face → I do not like it → I do not agree (2).
- Very upset face → I do not like it at all → I strongly disagree (1).

The questionnaire consisted of two major parts. The first is about the learners' attitudes towards various extensive reading situations, and the second is about learners' attitudes towards intensive or in-class reading situations. A Paired Sample Test was used to analyze the questionnaire results. The results were analyzed to find out the influence of integrating extensive reading activities on learners' attitudes towards reading.

The following section will provide these results in relation to their relation to each hypothesis in the study.

4.3.1. Comparison between each group's attitudes before and after the study

Hypothesis one: There are no significant differences between students' attitudes toward reading before and after the study at the level of $\alpha = 0.05$.

This section will discuss the results of this questionnaire for each group:

1. Group A: This is the control group.
2. Group B: This is the first experimental group.
3. Group C: This is the second experimental group.

Each group results will be discussed in relation to subjects' attitudes towards:

1. Reading in general.
2. Extensive reading.
3. Intensive reading.

Then the researcher will compare the results of each experimental group against those of the control group.

1- The results of the control group

Table (2.a) below shows Paired Samples Test results of the differences between classes' (A) attitudes towards reading before and after the study at the level of $\alpha= 0.05$.

Attitude towards		Mean	N	Std. Deviation	Df	t	Sig.
Reading in general	Before	62.7	31	12.42	30	1.142	0.262
	After	60.2	31	13.67			
Extensive Reading	Before	31.0	31	6.11	30	0.427	0.672
	After	31.6	31	7.52			
Intensive reading	Before	31.6	31	7.52	30	2.243	0.032
	After	28.5	31	7.33			

Table (2.a) Class's "A" questionnaire results before and after the study.

Results showed that at the level $\alpha =0.05$ there are significant differences between the attitudes of the control group towards reading skill in general before ($M = 62$) and after ($M = 60$) the study. From the results above, those differences in learners' attitudes were limited (less than 2 points) and they were negative ones. As for the extensive reading attitudes, this table also shows that there are no significant differences between class' (A) attitudes towards extensive reading before and after the study, whereas, learners' attitudes towards intensive reading changed negatively as their average score before the study was ($M= 31.6$) but after the study it became ($M= 28.5$). The next two tables will clarify in details in which reading situations learners' attitudes changed negatively or positively.

The following Table (2.b) presents Paired Samples Test results of the differences between classes' (A) attitudes towards each extensive reading situation before and after the study at the level of $\alpha= 0.05$.

Item	Before\ After	Mean	N	Std. Deviation	Df	t	Sig.
1.How do you feel when you read a book on a rainy day?	B_1	3.0	31	1.12546	30	1.139	0.264
	A_1	3.2	31	1.16027			
2. How do you feel when you read a book in school during free time?	b_2	3.2	31	1.44207	30	0.588	0.561
	a_2	3.4	31	1.15097			
3. How do you feel about reading for fun at home?	B_3	3.8	31	1.16674	30	2.071	0.047
	A-3	4.3	31	.79108			
4. How do you feel about getting a book for a present?	b_4	3.4	31	1.28515	30	-1.041-	.306
	a_4	3.7	31	1.37097			
5. How do you feel about spending free time reading?	b_5	2.7	31	1.25724	30	1.134	.266
	a_5	2.4	31	1.45543			
6. How do you feel about starting a new book?	b_6	3.1	31	1.35043	30	-1.820-	.079
	a_6	3.5	31	1.36074			
7. How do you feel about reading during summer vacation?	b_7	2.3	31	1.34644	30	.406	.687
	a_7	2.2	31	1.40046			
8. How do you feel about reading instead of playing?	b_8	2.7	31	1.00643	30	-.379-	.708
	a_8	2.0	31	1.37801			
9. How do you feel about going to a bookstore?	b_9	3.2	31	1.22255	30	2.456	.020
	a_9	3.3	31	1.18866			

Item	Before\ After	Mean	N	Std. Deviation	Df	t	Sig.
1.How do you feel when you read a book	B_1	3.0	31	1.12546	30	1.139	0.264
10. How do you feel about reading different kinds of books?	b_10	3.5	31	1.26151	30	.692	.495
	a_10	3.3	31	1.35122			

Table 2 (b) the control group results in the extensive reading section in the reading attitude questionnaire

Even though the control's group attitudes towards extensive reading did not improve, but in most of the items they have good attitudes towards extensive reading situations since the mean in most items was close to ($M=3$) which is a good score. In fact, this indicates that they have good attitudes towards reading extensively in suitable conditions and situations. Actually, in a few reading situations their score were less than ($M=3$) as in the eighth item "How do you feel about reading instead of playing?" which is the typical response of any child who prefers playing over anything else.

The following table (2.c) presents Paired Samples Test results of the differences between classes' (A) attitudes towards reading before and after the study at the level of ($\alpha= 0.05$) in the various intensive reading situations.

Item	Before\ after	Mean	N	Std. Deviation	Df	t	Sig.
11. How do you feel when the teacher asks you questions about what you read?	B11	2.90	31	1.42255	30	1.235	.226
	A11	2.51	31	1.33843			
12. How do you feel about doing reading workbook pages and worksheets?	B12	2.83	31	1.50769	30	1.569	.127
	A12	2.29	31	1.32145			

13 How do you feel about reading in school?	B13	3.35	31	1.47306	30	1.970	.058
	A13	2.61	31	1.20215			
14. How do you feel about reading your school books?	B14	3.06	31	1.41269	30	.000	1.000
	A14	3.06	31	1.28933			
15. How do you feel about learning from a book?	B15	3.0	31	1.52753	30	1.575	.126
	A15	2.51	31	1.28766			
16. How do you feel when it's time for reading class?	B16	2.96	31	1.11007	30	-.891-	.380
	A16	3.22	31	1.25724			
17. How do you feel about the stories you read in reading class?	B17	3.35	31	1.47306	30	-1.000-	.325
	A17	3.67	31	1.16582			
18. How do you feel when you read out loud in class?	B18	3.51	31	1.50269	30	2.425	.022
	A18	2.70	31	1.59569			
19. How do you feel about using a dictionary?	B19	3.93	30	1.31131	30	2.589	.015
	A19	3.06	30	1.31131			
20. How do you feel about taking a reading test?	B20	2.87	31	1.62772	30	.000	1.000
	A20	2.87	31	1.28431			

Table (2.c) The control group in the intensive reading section

the reading questionnaire

Unlike extensive reading, learners have poor attitudes towards academic or intensive reading both before and after the study. There are negative significant differences between learners attitudes towards intensive reading in most situations except in two items: the first which asked about learning from a book "How do you feel when it's time for reading class?" In this situation the control group average score was (M= 2.96) but after the study it became (M= 3.22). The other reading situation is reading

stories in class, and in this item the score was (M= 3.4) but after the study it becomes (M= 3.6). However, in the rest of the items there were no positive significant differences between learners' attitudes before and after the study.

2- The Experimental Groups:

The first experimental group or Class' (B) Results: class "B" as it was mentioned before is the first experimental group in this study. The following table shows Paired Samples Test results of the differences between classes' "B" attitudes towards reading before and after the study at the level $\alpha= 0.05$.

Attitude towards	Before\after	Mean	N	Std. Deviation	Df	T	Sig.
Reading	Before	61.96	31	11.05587	30	4.340	0000
	After	74.58	31	12.77178			
Extensive R	Before	31.12	31	5.92589	30	4.066	0000
	After	36.90	31	6.23621			
Intensive R	Before	31.13	31	5.92589	30	3.75	0.001
	After	36.90	31	6.23621			

Table (3.a) The first experimental group's results (Class "B") in the reading attitude questionnaire.

Table (3.a) shows that at the level $\alpha=0.05$ there are significant differences between class "B" attitudes towards reading in general before and after the study. Before the study their average score was (M= 61.96) then after the study, it became (M= 74.58). The average score of learners' attitudes increased more than 13 points, which signifies that there is a strong positive change in that attitude. Results also showed that there were positive differences between class' (B) attitudes towards extensive reading before and

after the study (before M=31.1, after M=36.90). In addition, it is clear from the table that subjects' attitudes towards intensive reading has improved as their average score was (M= 31.12) then after the study it became (M = 36.90). To sum up, these results in the three aspects of the questionnaire indicated that the learners' attitudes have changed positively after the study.

The following Table (3.b) reflects Paired Samples Test results of the differences between classes' "B" attitudes towards reading before and after the study at the level ($\alpha= 0.05$) in the various extensive reading situations.

Item		Mean	N	Std. Deviation	Df	t	Sig.
1.How do you feel when you read a book on a rainy day?	B_1	2.48	31	1.02862	30	-5.827-	.000
	A_1	4.03	31	1.13970			
2. How do you feel when you read a book in school during free time?	b_2	3.35	31	1.30508	30	-.195-	.847
	a_2	3.41	31	1.20483			
3. How do you feel about reading for fun at home?	B_3	4.06	31	.96386	30	.373	.712
	A-3	3.96	31	1.13970			
4. How do you feel about getting a book for a present?	b_4	3.29	31	1.16027	30	-1.740-	.092
	a_4	3.87	31	1.35995			
5. How do you feel about spending free time reading?	b_5	2.67	31	.87129	30	-3.463-	.002
	a_5	3.61	31	1.25638			
6. How do you feel about starting a new book?	b_6	3.61	31	1.30837	30	-1.507-	.142
	a_6	4.00	31	1.00000			

Item		Mean	N	Std. Deviation	Df	t	Sig.
1.How do you feel when you read a	B_1	2.48	31	1.02862	30	-5.827-	.000
7. How do you feel about reading during summer vacation?	b_7	2.70	31	1.18866	30	-2.544-	.016
	a_7	3.41	31	1.20483			
8. How do you feel about reading instead of playing?	b_8	2.22	31	1.05545	30	-.530-	.600
	a_8	2.38	31	1.52047			
9. How do you feel about going to a bookstore?	b_9	3.29	31	1.39508	30	-3.020-	.005
	after	4.29	31	1.07062			
10. How do you feel about reading different kinds of books?	b_10	3.41	31	1.38502	30	-1.632-	.113
	a_10	3.90	31	1.07563			

Table (3.b) The first experimental group's results (Class "B") in the extensive reading section in the reading attitude questionnaire.

Results reveal strong improvement in subjects' attitudes towards most of the previous reading situations. The following are the situations towards which the improvements were the most (more than 0 .6 points):

- Reading a book on a rainy day (before M= 2.4; after M= 4.0).
- Spending free time reading (before M= 2.6; after M= 3.6).
- Going to a bookstore (before M= 3.2, after M= 4.3).
- Reading during summer vacation (before M= 2.7, after M= 3.4).
- Getting a book for a present (before M= 3.3, after M= 3.9).

However, there were only three situations in which there were no significant differences before and after the study, and in two of these situations (the third and fourth ones) the learners already had positive attitude ($M > 3$) towards them. Nevertheless, the subjects' attitudes towards learning instead of playing were low

before the study, and it did not improve even after the study. The subjects' average score before the study was (M= 2.2) and after the study it became (M= 2.4) with no significant change. Actually, this is related to the childish nature of the subjects (they were around 10 years old) as no child would prefer anything over playing.

The following Table (3.c) reflects Paired Samples Test results of the differences between classes' "B" (the first experimental group) attitudes towards reading before and after the study at the level ($\alpha= 0.05$) in the various intensive reading activities:

Item	Before\	Mean	N	Std. Deviation	Df	t	Sig.
	After						
11. How do you feel when the teacher asks you questions about what you read?	B11	2.67	31	1.32633	30	-2.552-	.016
	A11	3.48	31	1.36311			
12. How do you feel about doing reading workbook pages and worksheets?	B12	2.74	31	1.21017	30	-3.999-	.000
	A12	3.93	31	1.23654			
13How do you feel about reading in school?	B13	2.96	31	1.35361	30	-2.936-	.006
	A13	4.00	31	1.21106			
14. How do you feel about reading your school books?	B14	2.83	31	1.24088	30	-3.145-	.004
	A14	3.83	31	.93441			
15. How do you feel about learning from a book?	B15	2.83	31	1.46280	30	-2.167-	.038
	A15	3.64	31	1.42708			
16. How do you feel when it's time for reading class?	B16	3.16	31	1.36862	30	-1.384-	.177
	A16	3.64	31	1.11201			
17. How do you feel about the stories you	B17	3.64	31	.98483	30	-1.848-	.074

Item	Before\	Mean	N	Std. Deviation	Df	t	Sig.
	After						
11. How do you feel when the teacher read in reading class?	B11	2.67	31	1.32633	30	-2.552-	.016
	A17	4.12	31	1.02443			
18. How do you feel when you read out loud in class?	B18	3.74	31	1.54850	30	.232	.818
	A18	3.67	31	1.22167			
19. How do you feel about using a dictionary?	B19	3.81	31	1.32714	30	.859	.397
	A19	3.54	31	1.31247			
20. How do you feel about taking a reading test?	B20	2.42	31	1.45543	30	-4.479-	.000
	A20	3.77	31	1.30919			

Table (3.c) The first experimental group's results (Class "B") in the intensive reading section in the reading attitude questionnaire.

The previous results show high improvements in learners' attitudes towards intensive reading after the study. The following are the four situations in which learners' attitudes improved the most (more than 1.0 point differences):

- Reading workbook pages and worksheets (before M= 2.7, after M= 4).
- Reading school books (before M= 2.8, after M= 3.8).
- Reading workbook pages and worksheets (before M= 2.7, after M= 4).
- Learning from a book (before M= 2.7, after M= 3.6).

The only two situations with no significant differences between subjects' attitudes were towards reading aloud in class (before M= 3.7, after M= 3.6). This can be explained by the influence of other factors as learners' high anxiety when reading aloud which cause tense and nervous feeling to many EFL learners. The other situation with no positive improvement in the subjects' attitudes towards it was using a dictionary (before M= 3.7,

after $M= 3.5$). This may refer to the fixed nature of dictionaries as even after doing many enjoyable reading dictionary, it will still have the same structure and using them will not change. Nevertheless, it would be fair enough to admit that even in the previous two situations learners, before the study, have already good attitudes ($M > 3$) towards them and they maintain that positive attitude after the study.

The second experimental group (class C) results at the questionnaire

Table (4.a) presents Paired Samples Test of the differences between class' (C) attitude towards reading before and after the study at the level of $\alpha= 0.05$.

Attitude towards	Before\ after	Mean	N	Std. Deviation	Df	T	Sig.
Reading	Before	54.37	32	11.16663	31	9.380	.0000
	After	71.71	32	11.20839			
Extensive R	Before	28.12	32	5.77397	31	7.028	.0000
	After	35.81	32	6.18238			
Intensive R	Before	26.25	32	6.39052	31	9.66	.0000
	After	35.91	32	6.16106			

Table (4.a) classes "C" questionnaire results before and after the study.

Results show that at the level ($\alpha = 0.05$) there are positive significant differences between learners' attitudes towards reading before and after the study. In fact, learners' average score was ($M=54$) then after the study it increased to ($M= 72$). Their attitudes increased more than 19 points, which is a high improvement that indicates the effectiveness of the extensive reading activities which were used in this study. As for their attitudes towards extensive reading, it has also improved because the mean was ($M= 28.1$) before the study, but after the study it became ($M= 35.8$). Results also show that learners' attitudes toward intensive reading has also enhanced (before: $M= 26.25$; after:

M= 35.9062). To sum up, results reflects positive differences in subjects' attitudes towards the two types of reading. And on the bases of these results the first hypotheses is denied.

Table (4.b) presents Paired Samples Test results of the differences between classes' "C" attitudes towards reading before and after the study at the level ($\alpha= 0.05$) in the various extensive reading situations.

Item	Before\ After	Mean	N	Std. Deviation	Df	t	Sig.
1.How do you feel when you read a book on a rainy day?	B_1	2.8438	32	1.05063	31	-3.634-	.001
	A_1	3.7188	32	1.08462			
2. How do you feel when you read a book in school during free time?	b_2	2.5938	32	.94560	31	-6.997-	.000
	a_2	4.0312	32	.73985			
3. How do you feel about reading for fun at home?	B_3	3.5000	32	1.01600	31	-.304-	.763
	A-3	3.5625	32	.75935			
4. How do you feel about getting a book for a present?	b_4	3.0000	32	1.01600	31	-4.980-	.000
	a_4	4.0000	32	.98374			
5. How do you feel about spending free time reading?	b_5	3.1250	32	1.21150	31	-1.578-	.125
	a_5	3.5312	32	.91526			
6. How do you feel about starting a new book?	b_6	3.5625	32	1.16224	31	-1.072-	.292
	a_6	3.8125	32	1.09065			
7. How do you feel about reading during summer vacation?	b_7	2.0938	32	1.08834	31	-4.066-	.000
	a_7	3.0938	32	1.20106			
8. How do you feel about reading	b_8	2.0000	32	.87988	31	-3.053-	.005

Item	Before\	Mean	N	Std. Deviation	Df	t	Sig.
	After						
1.How do you feel when you read a instead of playing?	B_1	2.8438	32	1.05063	31	-3.634-	.001
	a_8	2.8750	32	1.40850			
9. How do you feel about going to a bookstore?	b_9	2.7500	32	1.01600	31	-3.750-	.001
	a_9	3.5938	32	1.07341			
10. How do you feel about reading different kinds of books?	b_10	2.6562	32	1.00352	31	-3.186-	.003
	a_10	3.5938	32	1.18755			

Table (4.b)

Table (4.b) shows the strong improvement in the learners' attitudes towards the different extensive reading situations after reading extensively during the study. In fact, that improvement was different from one situation to another. Subjects' attitudes toward the following three situations were the most influenced after reading extensively during the study:

- Reading a book in school during free time (before M= 2.5, after M=4.0).
- Getting a book for a present (before M= 3.0, after M= 4.0).
- Reading during summer vacation (before M= 2.0, after M= 3.0).

On the other hand, the next two situations were the least influenced after reading extensively during the study:

- Reading instead of playing (before M= 2.0, after M= 2.8).
- Reading for fun at home (before M= 3.5, after M= 3.6).

In these two situations there were no significant differences between learners' attitudes towards reading extensively before and after the study. Nevertheless, in the first

situation the reason is, as it was mentioned previously, that every child would prefer playing over anything else in the world. In the next situation, the reason was that the subjects' already have good attitudes toward reading for fun ($M > 3$).

The following Table (4.c) presents Paired Samples Test results of the differences between classes' "C" attitudes towards reading before and after the study at the level ($\alpha = 0.05$) in the various intensive reading situations.

Item	Before\ after	Mean	N	Std. Deviation	Df	t	Sig.
11. How do you feel when the teacher asks you questions about what you read?	B11	2.75	32	.76200	31	-.924-	.363
	A11	2.93	32	.98169			
12. How do you feel about doing reading workbook pages and worksheets?	B12	2.62	32	1.07012	31	-4.421-	.000
	A12	3.71	32	1.02342			
13. How do you feel about reading in school?	B13	2.56	32	.87759	31	-5.846-	.000
	A13	3.65	32	.82733			
14. How do you feel about reading your school books?	B14	2.62	32	.87067	31	-3.937-	.000
	A14	3.37	32	1.09985			
15. How do you feel about learning from a book?	B15	2.65	32	1.12478	31	-4.040-	.000
	A15	3.75	32	1.07763			
16. How do you feel when it's time for reading class?	B16	2.65	32	.86544	31	-3.410-	.002
	A16	3.40	32	1.26642			
17. How do you feel about the stories you read in reading class?	B17	2.78	32	.97499	31	-5.299-	.000
	A17	3.84	32	.80760			
18. How do you feel when you read out	B18	2.43	32	1.13415	31	-6.857-	.000

Item	Before\ after	Mean	N	Std. Deviation	Df	t	Sig.
11. How do you feel when the teacher asks loud in class?	B11	2.75	32	.76200	31	-.924-	.363
	A18	3.84	32	.88388			
19. How do you feel about using a dictionary?	B19	2.87	32	1.23784	31	-3.764-	.001
	A19	3.87	32	1.03954			
20. How do you feel about taking a reading test?	B20	2.28	32	1.17045	31	-5.351-	.000
	A20	3.50	32	1.31982			

Table (4.c) The second experimental group's results (Class "C") in the intensive reading section in the reading attitude questionnaire.

As it is clear from the table, most of the subjects before the study had poor attitudes towards intensive reading as the mean in most situations was ($M < 2.5$). However, after the study there were significant positive differences in their attitudes towards most of intensive reading situations. In fact, in nine situations after the study the average scores were more than ($M > 3$) except in the first situation that investigated learners' attitudes towards being asked by the teacher about what they have read. Actually, this is due to learners' anxiety and tension, which can be caused by such situations or to the learners' relationship with their teacher.

4.2.2. Comparison between groups' attitudes towards reading:

Hypothesis Two: There will be no significant differences between the attitudes of the control group and the experimental group towards reading after the study at the level $\alpha = 0.05$.

1- Comparison between the control group (A) and the first experimental group (B):

The following table (5) presents Paired Samples Test results of the differences between classes (A) and (B) attitudes towards reading after the study at the level $\alpha=0.05$.

	Mean	N	Std. Deviation	Df	T	Sig.
Class "A" After	60.22	31	13.67896	30	4.698	.0000
Class "B" After	74.58	31	12.77178			
Extensive "A"	31.64	31	7.71383	30	2.903	.007
Extensive "B"	36.90	31	6.23621			
Intensive "A"	28.58	31	7.33382	30	5.231	.0000
Intensive "B"	37.67	31	8.07625			

Table (5) classes' "A" and "B" results in the questionnaire.

Results show that at the level $\alpha=0.05$ there are significant differences between class (A) and class (B) attitudes toward reading after the study. The average scores of class (A) is 60.22 while class (B) average score is 74.5. This reflects the great impact of extensive reading activities on the first experimental group (B) attitudes. As for the influence of these activities on learners' attitudes towards extensive reading, results show that group (B) has better attitudes towards reading as the average score of the control group is (M=31.6) which is much less than class (B) average score (M= 37). In addition, learners of the experimental group (B) have better attitudes towards intensive reading than group (B). This table indicates that there are significant differences between the reading attitudes of the control group and the first experimental group after the study.

2- Comparison between the second experimental group (C) and the control group

(A): The following Table (6) presents Paired Samples Test results of the differences

between class (A) and class (C) attitudes towards reading after the study at the level $\alpha=0.05$.

	Mean	N	Std. Deviation	Df	T	Sig.
Class A (control)	60.22	31	13.67896	30	3.435	0.002
Class C (experimental 2)	71.19	31	10.98611			
Class "A " Extensive	31.64	31	7.71383	30	2.158	.039
Class "C" Extensive	35.64	31	6.21047			
Class "A" Intensive	28.58	31	7.33382	30	4.116	0000
Class "C" Intensive	35.54	31	5.91517			

Table (6) class "A" and "C" results in the questionnaire.

The previous table shows that at the level $\alpha=0.05$ there are significant differences between the two groups' attitudes towards reading. It illustrates that group (C) after the study has higher attitudes towards reading in general ($M=71.19$) than the control group (A) ($M=60.22$). As for the learners' attitudes towards extensive reading, the results of the questionnaire show that class (C) has higher average scores ($M=35.6$) than class (A) ($M=31.6$). Additionally, the average score of class (C) in the intensive reading questions was ($M=35.5$) while in class (A) it was ($M=28.58$). This suggests that the second experimental group after the study has better attitudes towards intensive reading than the experimental one.

Conclusions

In light of the questionnaire results, the extensive reading activities, which were introduced to the experimental groups, made strong positive impact on subjects' attitudes towards both extensive and intensive reading. Results prove that there are significance differences between the control and the experimental groups' attitudes after the study. Results also indicate that there is strong improvement in the attitudes of the two experimental groups. Therefore, the first and the second hypothesis are denied.

4.4. Test Results

4.3.1. Comparison between each group's results in the pre and the post-tests

Hypothesis Three: There are no significant differences between each group's results in the pre and post-tests at the level $\alpha= 0.05$.

To investigate the third hypothesis the results of each group in the pre-test and in the post-test were compared using Paired Samples Test to examine the differences between learners' level in reading comprehension before and after the study.

1) Control group (A) results: The following table (7) presents Paired Samples Test results of the differences between classes (A) performance in pre and post-test at the level $\alpha= 0.05$.

	Mean	N	Std. Deviation	Df	T	Sig.
Post-test	8.62	32	3.97	31	2.089	0.65
Pre-test	7.35	32	3.55			

Table (7) Class "A" results

Results show that the value of α is more than 0.05 which indicates that there are no significant differences between the control group performance in the pre and in the pos-test.

2- Test results of the first experimental group "B":

The following Table (8) shows Paired Samples Test results of the differences between classes (B) performance in pre and post-test at the level $\alpha= 0.05$.

	Mean	N	Std. Deviation	Df	T	Sig.
Post-test	10.2188	32	3.44294	31	4.954	0.000
Pre-test	7.5625	32	4.07935			

Table (8) Class "B" results in the tests

Results suggest that there are significant differences between group's (B) results before and after the study in reading comprehension test as value of α is less than 0.05. The average score of this group was (M= 7.56) in the pre test and after the study it became (M= 10.21). In other words, learners' levels in reading comprehension have improved

2- Test results of the second experimental group "C":

Table (9) shows Paired Samples Test results of the differences between class (C) performance in pre and post-test at the level $\alpha= 0.05$.

	Mean	N	Std. Deviation	Df	T	Sig.
Post-test	9.2812	32	3.54450	31	3.400	0.002
Pre-test	7.0625	32	4.20397			

Table (9) the second experimental group's results (Class "C") in the reading comprehension test before and after the study.

Table (9) shows that there are significant differences between the subjects of group (C) levels before and after the study in reading comprehension. Learners' average score in the pre-test was (M= 7.06) but after the study it became (M= 9.28.). This illustrates that the extensive reading activities have positive influence on subjects' reading comprehension level. On the bases of the results presented in tables (8) and (9) the third hypothesis is denied and there are significant differences between the experimental groups' performance in the pre and the post-tests.

4.4.1. Comparison between the experimental group and the control group's performance in the reading comprehension in the post-test

Hypothesis Four: there are no significant differences between the experimental group and the control group's performance in the reading comprehension in the post-test.

To examine the fourth hypothesis, the results of each experimental group were compared to the control's group results in the post test using Paired Samples Test.

1) The first experimental group (B) and the control (A):

Table (10) presents Paired Samples Test results of the differences between classes (A) and class (B) performance in the reading post-test.

Group		Mean	N	Std. Deviation	Df	T	Sig.
Control "A"	After	8.6250	32	3.97370	31	2.067	0.047
Experimental "B"	After	10.2188	32	3.44294			

Table (10) the control (Class "A") and the first experimental group's

(Class "B") results in the post reading comprehension test.

Results show that there are significant differences between the two groups' performance in the post reading comprehension test. In fact, the control group average score was (M= 8.62) while the experimental group (B) got higher average score (M= 10.21). This indicates that the experimental group improved after doing the extensive reading activities.

2- Results of the control group and the second experimental group "C".

Table (11) presents Paired Samples Test results of the differences between class (A) and class' (B) results in the reading post-test.

Test	Mean	N	Std. Deviation	Df	T	Sig.
After the study A	8.62	32	3.97370	31	4.99	0.001
After the study C	9.28	32	3.54450			

Table (11) the control (Class "A") and the second experimental group's (Class "C")

results in the post reading comprehension test.

Results in table (11) show that the value of α is less than 0.05 and this indicates that there are significant differences between the two groups performance in the pos-test at the level ($\alpha=0.05$). The control group average score was (M=8.62) while the second experimental group's average score was (M=10.2). Therefore, there are significance differences between the two group results after the study.

In the light of the results presented in the last two tables (10) and (11) the fourth hypothesis is denied as it was found that there are significant differences between the experimental group and the control group's reading comprehension level after the study. Results also indicated that the two experimental groups outperformed the control group in

the post-test. Consequently, these results in the previous tables indicated that the extensive reading activities which were introduced in this study helped the experimental groups to improve their reading comprehension levels.

Chapter Five

Conclusions and Recommendations

Chapter Five

Conclusions and Recommendations

5.1 Conclusions

This study was designed to find out the impact of integrating extensive reading within the regular syllabus on the subjects' attitudes towards reading. This study tries to examine the influence of extensive reading activities on learners' reading comprehension level. The Ministry of Education English Final Exams results confirmed that most of learners have serious problems regarding reading comprehension. The researcher selected a sample of 94 students from Haffsa Basic School for girls. The subjects from this school were selected because they had similar average scores as most of the Palestinian public schools. Additionally, the subjects of this study, as most of the students in the Ministry of Education Public Schools, have limited exposure to English language. To investigate the research questions, the researcher used two instruments: a pre and a post-test and a questionnaire. The first was used to measure the differences between the subjects' level before and after the study. The second was used to find out the impact of using extensive reading on the subjects' attitudes. The following are the conclusions of this study based on the findings of these two instruments.

- **Conclusion about the reading situations examined in the reading attitudes questionnaire:**

On the bases of the questionnaire results, the extensive reading activities, which were introduced to the experimental groups, have strong positive impact on the subjects' attitudes towards both extensive and intensive reading. Results proved that there are

significance differences between the control and the experimental groups' attitudes after the study. Results also indicated that there was noticeable improvement in the attitudes of the two experimental groups. Therefore, the first and the second hypothesis were denied. Consequently, integrating extensive reading activities within other reading activities are strongly recommended.

- **Conclusions related to the reading comprehension test:**

On the bases of the results presented in the last two tables (10) and (11) the fourth hypothesis is denied as it was found that there are significant differences between the control group and the experimental groups' reading comprehension level after the study. Results also indicated that the two experimental groups outperformed the control group in the post-test.

5.2 Recommendations

In light of the findings of the current study, this section will present some suggestions and recommendations. These recommendations will be organized according to their relations to the different elements of the English language teaching and learning processes as the following:

1) Ministry of Education and syllabus designers: This section starts with providing recommendations for the Ministry of Education because it takes all decisions on the policies of English language teaching process and because everyone follows its regulations and directions. It is fair enough to admit that the Palestinian Ministry of Education continuously develops its syllabai and approaches to meet the modern developments in this world. In fact, communicative language teaching (CLT) has been adopted by the Ministry of Education for more than ten years now , but the problem is not

in the theories and principles adopted as it is in applying them in the actual teaching process. The reading materials in the Palestinian textbooks are selected according to its linguistic functions much more than according to their suitability to learners' needs and interests. Accordingly, the researcher suggests the following:

- To take into account the learners' needs and interests when selecting and designing reading materials by conducting a reading survey as the one which was used in this study.
- To offer some elective intensive reading materials in the regular syllabus as the current one does not contain any elective reading texts.
- To provide elective stories along with the intensive reading materials. These stories must be selected carefully to persuade learners to read them.
- To provide an English library in each school; this library can be used to present new extensive and intensive reading activities.
- To organize high level reading competitions between good readers to encourage other students to read more.
- To encourage and support those English teachers who integrate extensive reading in their teaching.
- To include a variety of extensive reading activities annually within the plan of the syllabus.

2) Recommendations for teachers

The results of this study revealed how important it is to employ extensive reading in foreign language teaching. Consequently, teachers have to employ extensive reading into

language teaching, and the following are some suggestions that can be taken into account while employing the extensive reading techniques:

- Encouraging learners to use Internet social networks to discuss what they have read and to interact any difficulty they faced.
- Asking good learners who like to read extensively to talk about their reading experiences.
- Asking learners to bring their favorite books or stories and to talk about them in reading classes.
- Creating a best-read-list of the students' most popular books.
- Choosing the suitable reading materials for the learners' interests, abilities and levels.
- Selecting comprehensible materials which are slightly below their current linguistic level.
- Selecting varied reading materials such as Internet blogs, newspapers, picture books, stories, e-mails, diaries, etc...
- Taking the individual differences of learners into account by helping struggling readers and motivating the good ones to be better.
- Putting time limits for both reading at home and in class activities.
- Providing feedback to learners.
- Designing appropriate follow-up activities.
- Teaching for transformation by encouraging students to transform their linguistics knowledge into actual use of language.

- Developing learners' autonomy by purposeful and active involvement in reading activities by encouraging them to practice different reading strategies.
- Expanding and activating learner's background knowledge.

3) Recommendations for school principles

- § To provide a library for English stories in the school in cooperation with the local community and Ministry of Education.
- § To encourage English teachers to integrate extensive reading in their teaching.
- § To support those English teachers who adopt creative techniques and who are presenting English in an attractive and appealing manner.
- § To make reading competitions between classes especially those who are taught by different teachers. In this way teachers will compete to assist their students' reading as much as they can.
- § To encourage English teacher to provoke reading English club.

4) Recommendations for parents:

- § To support their children by buying stories and books they like.
- § To provide the suitable atmosphere for reading and to provide a small library in the house.
- § To ask their children about what they are reading and about their opinion in what they read; they could also encourage them to act out their favorite stories in front of family members.
- § To reinforce their children's achievement and progress in the English language learning in general and in voluntarily reading in particular.

§ To help their children develop a reading habit by reading regularly even if they start with a few pages or even with short paragraphs.

5) Recommendations for the local community

§ To provide financial support for neighborhood schools to establish an English library.

§ To promote the culture of reading.

6) Recommendations for learners

- To develop a reading habit by:

- § Having a reading partner.

- § Selecting stories they like and start reading them.

- § Reading regularly anything they find interesting.

- § Trying different types and strategies of reading till they find what works for them.

- § Putting some time limits for finishing each story along with their partners

- § Talking about what they read in front of others.

- § Reading different types of materials from different sources such as the Internet, comic magazines, books, newspapers, and cards.

5.3 Suggestions for Further Research

This study proved that integrating extensive reading activities with other academic or intensive reading activities can result in positive improvements of learners' attitudes and reading comprehension levels. Consequently, the researcher recommends that other researchers conduct further research in this area. In other words, other studies especially

those which will be conducted in Palestine may investigate other benefits of extensive reading on EFL learning such as on expanding students' vocabulary repertoire, improving their speaking performance, and developing reading comprehension. In fact, there are many studies in the world related to the influence of extensive reading on ESL or EFL learning, but in Arab countries there are only a few. The researcher recommends the following for further research:

- To select a larger sample from different areas.
- To select a balanced sample that includes both females and males.
- To use longer tests for investigating the subjects' reading comprehension development.

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Appendix (A)

The Reading Comprehension Test

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



وزارة التربية والتعليم العالي

الاختبار الموحد في اللغة الإنجليزية

للمصنف الخامس الأساسي / الفصل الدراسي الأول

2012 - 2011

اسم الطالب: الثاني
الدرجة: ذكر أنثى
التعليق: ()

يرجى قراءة تعليمات الاختبار الآتية قبل البدء بالإجابة

* تكون الاختبار من (3) أجزاء هي (1) صفحات، مقسمة إلى النحو الآتي:

1- الجزء الأول: الاستيعاب: يتكون من (8) أسئلة.

2- الجزء الثاني: المحادثة (القسم الثاني): يتكون من (5) أسئلة.

3- الجزء الثالث: الكتابة: يتكون من (5) أسئلة.

* مطلوب منك:

1- حل جميع الأسئلة على ورقة الاختبار.

2- قراءة كل سؤال بعين، وإجابة عليه بخط واضح وسريع.

3- التأكد من صفحات الاختبار قبل الإجابة.

4- إذا واجهت سؤالاً صعباً، انتقل إلى سؤال آخر، وبعد إنهائك للاختبار حاول

العودة إلى الأسئلة الصعبة، وأجب عنها.

إدراك (90) دقيقة للإجابة على أسئلة هذا الاختبار

اسم المصحح	
اسم المدقق	
اسم مدخل العلامات	

Reading Comprehension

15 points

Read the text, then answer the questions below.

Mr. Green is English. He is Ben and Amy's father. He travels a lot. He has been to many places. He has visited Syria, Saudi Arabia and Iraq. He has lived in Jordan.

His favourite country is Egypt. He has visited Cairo and Aswan. He has sailed in a boat on the River Nile. He has seen the pyramids. He has climbed to the top of the pyramids.

Now he lives and works in Palestine. His favourite place in Palestine is Gaza City. He likes the sea. He has never been to China. He wants to go there. He wants to see the Great Wall of China.

1. Where is Mr. Green from?

.....

2. What country has he never been to?

.....

3. What cities has he visited in Egypt?

.....

4. Where does Mr. Green work now?

.....

5. Complete the sentences.

a. Mr. Green has sailed on the

b. Mr. Green's favourite place in Palestine is

6. Circle the correct answer

1. Mr. Green has lived in

- a. Egypt b. Jordan c. Saudi Arabia d. Iraq

2. He has climbed to the top of the pyramids. The word top means

- a. the oldest part b. the lowest part
c. the highest part d. the best part

7. Are the sentences true (T) or false (F)?

- a. Mr. Green has seen the Great Wall of China. T F
b. Mr. Green likes Egypt very much. T F

8. The text is about

- a. Mr. Green's visit to Egypt
b. Gaza city
c. Mr. Green's travels
d. the Pyramids

11

Speaking :

13 points

1. Choose the correct word:

- a. We to Nablus yesterday. (go \ went)
b. Amy in London now. (is \ was)
c. Mr. Hassan in Hebron. (live \ lives)
d. Nadia never sailed. (have \ has)

2. Complete the following sentences:

- a. Ben is the in our class. (tall)
b. Rami is than Ali. (old)
c. Table tennis is than volleyball. (exciting)
d. Jerusalem is the city. (beautiful)

3. Circle the word that rhymes.

door: (do , floor , word , flower)

4. Circle the silent \ r \.

red sister Rania green

Appendix (B)

Reading Attitude Questionnaire

ELEMENTARY READING ATTITUDE QUESTIONNAIRE

1. How do you feel when you read a book on a rainy day?



Love it!

Like it.

Ho Hum...

Don't
like it!

I strongly
don't like it

2. How do you feel when you read a book in school during free time?



Love it!

Like it.

Ho Hum...

Don't
like it!

I strongly
don't like it

3. How do you feel about reading for fun at home?



Love it!

Like it.

Ho Hum...

Don't
like it!

I strongly
don't like
it

4. How do you feel about getting a book for a present?



Love it!

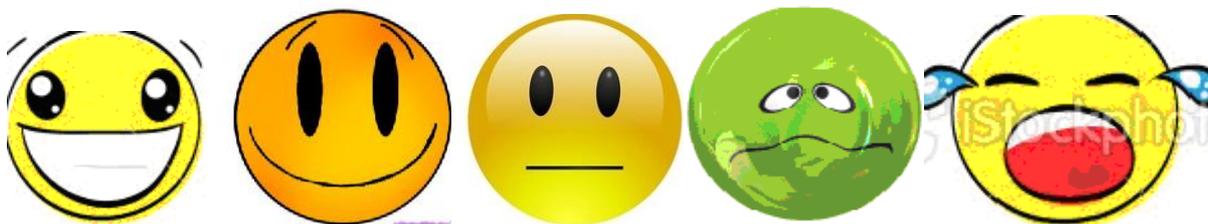
Like it.

Ho Hum...

Don't like
it!

I strongly
don't like
it

5. How do you feel about spending free time reading?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

6. How do you feel about starting a new book?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

7. How do you feel about reading during summer vacation?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

8. How do you feel about reading instead of playing?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

9. How do you feel about going to a bookstore?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

10. How do you feel about reading different kinds of books?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

11. How do you feel when the teacher asks you questions about what you read?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

12. How do you feel about doing reading workbook pages and worksheets?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

13. How do you feel about reading in school?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

14. How do you feel about reading your school books?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

15. How do you feel about learning from a book?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

16. How do you feel when it's time for reading class?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

17. How do you feel about the stories you read in reading class?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

18. How do you feel when you read out loud in class?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

19. How do you feel about using a dictionary?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

20. How do you feel about taking a reading test?



Love it!	Like it.	Ho Hum...	Don't like it!	I strongly don't like it
----------	----------	-----------	----------------	--------------------------

Appendix (C)

The Translated Questionnaire

ELEMENTARY READING ATTITUDE QUESTIONNAIRY

Scoring Sheet

Survey Administrator name:.....

Student name:

Grade Level Date of Administration Scoring Guide	
5 points	Happiest face
4 points	Slightly smiling face
3 points	Normal face
2 points	Mildly upset face
1 point	Very upset face

Extensive Reading		Intensive Reading	
Item Number	Number of Points	Item Number	Number of Points
	1.		11.
	2.		12.
	3.		13.
	4.		14.
	5.		15.
	6.		16.
	7.		17.
	8.		18.
	9.		19.
	10.		20.
Score		Score	
Total:			

إستبانة توجهات الطلاب حول القراءة باللغة الانجليزية

1. ما هو شعورك عندما تقرأ كتابا في يوم ماطر؟



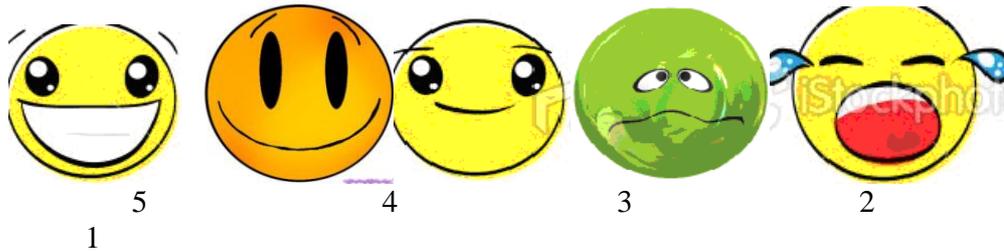
2. ما هو شعورك عند قراءة كتاب في المدرسة أثناء وقت الفراغ؟



3. ما هو شعورك حول القراءة للمتعة "قصص" في المنزل؟



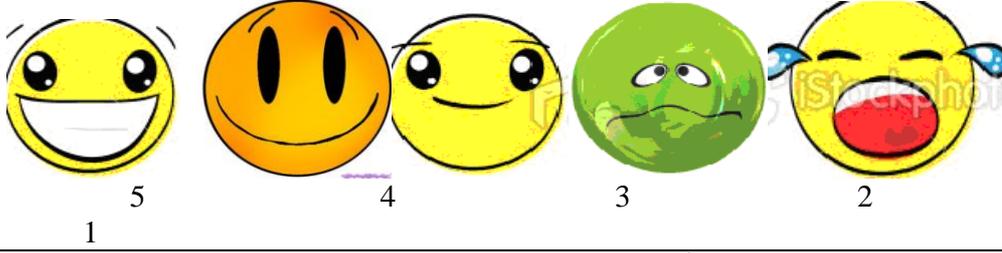
4. ما هو شعورك حول الحصول على كتاب كهدية؟



5. ما هو شعورك حول تضييع بعض أوقات الفراغ في القراءة؟



6. ما هو شعورك عند بداية قراءة كتاب جديد؟



7. ما هو شعورك حول القراءة أثناء العطلة الصيفية؟



8. ما هو شعورك حول القراءة بدلا من اللعب؟



9. ما هو شعورك حول الذهاب إلى متجر بيع الكتب؟



10. ما هو شعورك حول قراءة مختلف أنواع الكتب؟



11. ما هو شعورك عندما تسألك المعلمة عن ما قرأت؟



12. ما هو شعورك عندما يتوجب عليك حل ورقة عمل أو تمارين القراءة في الكتاب؟



13. ما هو شعورك حول القراءة في المدرسة؟



14. ما هو شعورك حول قراءة الكتب المدرسية؟



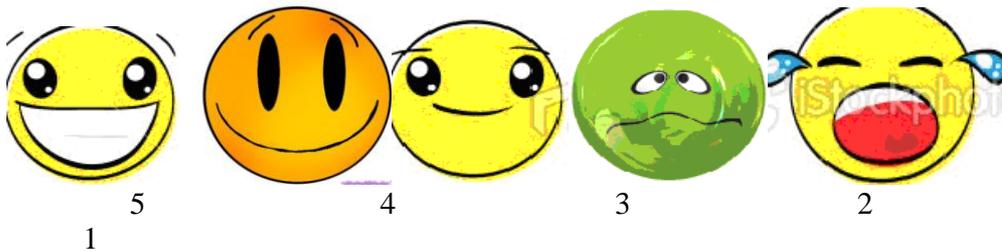
15. ما هو شعورك حول التعلم من الكتاب؟



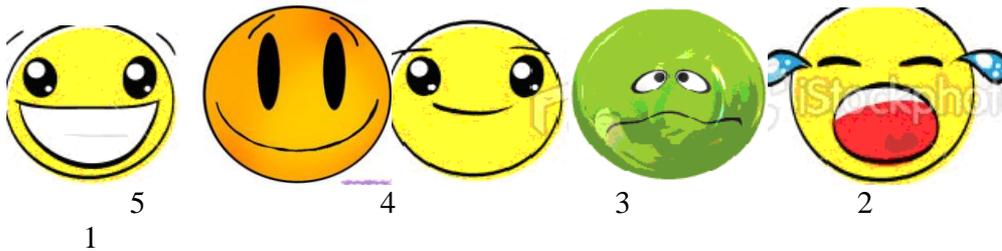
16. ما هو شعورك عندما يحين وقت حصص القراءة؟



17. ما هو شعورك حول القصص التي تقرأها في حصص القراءة؟



18. ما هو شعورك عندما تقرأ قراءة جهرية في الحصة؟



19. ما هو شعورك عندما تستعمل المعجم لاستخراج المعاني الصعبة؟



Appendix (D)
Study Permission

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

State of Palestine
Ministry of Education
Directorate of Education
Southern Hebron



دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم
جنوب الخليل

التاريخ: ٢٢/٠٤/٢٠١٣ م

الرقم: ج خ / ٤٨ / ٤ / ١٤١٢

حضرة مديرة مدرسة بنات حفصة الأساسية المحترمة

المبحث: الدراسة الميدانية

بعد التحية،،،

لا مانع لدي من تطبيق اختبار وتوزيع إستبانة الباحثة " نورة موسى اطميزة " وتعبئتها من قبل طلاب

الصف السادس في مدرستكم، والإستبانة بعنوان:-

" ELEMENTARY READING ATTITUDE SURVEY "

،،،، مع الاحترام،،،،

مدير التربية والتعليم
أ. فوزي أبو هنبل



مراجع: ١١٨ / ٢٢٨٢٣٦٦ ٠

قسم التعليم العام

Ref.

ش.ب. ٤٠ / الخليل - فلسطين

الرقم: ٤٣ / ١٥٧ / ٢٠١٣

Date

التاريخ: ٢٢ / ٤ / ٢٠١٣

السيد/ مدير مكتب التربية والتعليم -جنوب الخليل المحترم

فوزي ابليل

الموضوع: تسهيل مهمة

تحية طيبة وبعد،

فأحيطكم علماً بأن الطالبة " نورة موسى اطميزة" ورقمها الجامعي

(٢٠١٩٠٦٢) طالبة منتظمة في كلية الدراسات العليا/ في جامعة الخليل وتستعد لاستكمال رسالة الماجستير في قسم اللغة الانجليزية وترجو من حضرتكم تسهيل مهمتها في تطبيق اختبار وتوزيع استبانة وذلك لأغراض البحث العلمي.

مع فائق الاحترام والتقدير،،،

عميد كلية الآداب

د. صلاح الشروف

Appendix (E)

Names of the Jury

Names of the Jury

1. Dr. Hazem Bader	The supervisor of this study. Assistant Professor at the English Department, Faculty of Art, Hebron University, Hebron, Palestine.
2. Professor. Ahmad Atawneh	Professor at Hebron University
3. Dr. Muhammed Farrah	Assistant Professor Hebron University
4. Dr. Read Zahedah	Assistant Professor Hebron University
5. Dr. Bassem Al-Saheb	Assistant Professor Hebron University
6. Dr. Mahmmod Tomize	English supervisor at the Palestinian Ministry of Education.
7. Abed Al-Rahman Abu-Zahrah	English supervisor at the Palestinian Ministry of Education.

Appendix (F)

Extensive Reading Materials Samples

The Little Mermaid



Exposition

Set the scene

- Meet Ariel and her friends
- She's a mermaid? Wow that's cool!
- She's the daughter of King Trident? Right on- but she's kind of a rebel!



Complication

Part of your world

- Ariel isn't happy with her life under the sea... she wants to go to the world of the human
- She also has fallen in love with young Prince Eric.
- But her father refuses to listen :(



Rising Action

- She trades her voice so she can be a human
- *But she has to make Eric fall in love with her
- * The problem? She can't speak!



Rising Action

- Ursula doesn't want her to get her voice back
- So she transforms herself into a beautiful woman and tricks Eric into marrying her



Rising Action

- Ariel has to save Eric!
- So she ruins the wedding
- Ursula is VERY MAD!



Climax

- Ursula transforms into Her terrible self and threatens To kill everybody!
- A battle follows and Ursula plummets to the Bottom of the ocean dead.
* YAY!



Falling Action

- Ariel gets her voice back
- But she is a mermaid again :(
- But her father turns her back into a human
YAYZZZ!



Denouement



- Prince Eric and Ariel Get married



- And they live happily ever after!

For Hannah



Press the space bar to make pictures appear and also to move the slides!!

Once upon a time there lived a poor family. All they wanted was a child to call their own.



1 year later a new child was born. They named her Rapunzel. Her parents were scared because the witch next door wanted their child. They did not tell the witch that a girl had been born.





Rapunzel grew older. She turned into a beautiful, young lady.

One day Rapunzel saw some bright apples in their neighbours garden. The garden belonged to a witch.

Click here to see what [Rapunzel saw!!](#)



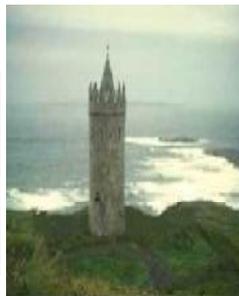
She saw lovely, ripe, red, green and juicy apples.

Click on a red apple to continue...

She wanted them so bad that she climbed over the wall. Suddenly the witch turned up out of nowhere!



"Who are you?" Asked the witch. "I am Rapunzel next door's child." replied Rapunzel. "Are you now." said the witch.



"Come with me I have a present for you!!! Go up there you will never come down." shouted the witch

Many years had past. Rapunzel got older and grew very lonely. Her hair got longer and longer!!



One day a prince heard about a beautiful, young girl was trapped in a tower.



The prince couldn't believe his ears. " I must go and rescue this young lady!!"



The prince reached rapunzel's tower suddenly he heard someone coming! He hid behind a big rose bush. The witch called out "Rapunzel, Rapunzel let down your hair!" down fell a long string of braided hair.



As soon as the witch had left the prince thought to him self I will try it. "Rapunzel, Rapunzel let down your hair!"



At first Rapunzel was frightened but after a while she started to like the prince.

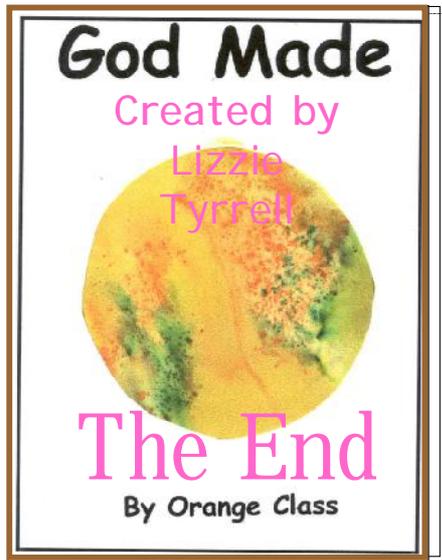


The prince visited her every night. They fell in love. But suddenly they heard a voice Rapunzel, Rapunzel let down your hair!" it was the witch!



"I told you not to see anybody" shouted the witch. "I love her and I want to spend the rest of my life with her!!" said the prince. "will you marry me" asked the prince. Rapunzel froze for a few seconds " YES!!!" replied Rapunzel. They jumped out of the window and ran off into the wood.







Allie's Basketball Dream

What is the genre of the story Allie's
Basketball Dream?

- A. Fantasy
-  B. Realistic Fiction
- C. Mystery
- D. Biography



The story begins after...



A. Allie's father brings her a basketball.

B. Allie goes to the basketball court.

C. Allie sees Domino.

D. None of the above



What is Allie's main problem?

A. She doesn't spend time on the court.

B. Domino is in the way.

C. Her friends keep laughing at her.



D. She can't make a shot and no one will play with her.



Which word best describes how Allie felt about practicing basketball for the first time near the older kids?

A. depressed

B. joyful

 nervous

D. thrilled



What made Allie decide to become a professional basketball player?

 seeing a basketball game at Madison Square Garden

B. her father

C. playing basketball in school

D. watching the older kids on the basketball court



Allie remembered all of the following about her time at the Madison Square Garden game EXCEPT:

A. the noise of the crowd



the hot dogs and popcorn

C. the slam dunks the players made

D. the bright lights on the court



You can tell that Buddy doesn't think the basketball is worth much because he offers Allie:

A. a miniature sports car

B. two quarters and some grape bubble gum

C. his volleyball



all of the above



All of the following would describe Allie
EXCEPT:

- A. loves basketball
-  B. disrespects her friends
- C. has goals
- D. determined



What lesson can the reader learn from
Allie?

- A. listen to your father
- B. always stick with your buddy
-  C. practice and never give up
- D. basketball is a girl's sport



Which word correctly completes the following sentence:

Michael Jordan was a _____ basketball player.

- A. pretended
- B. captain
- C. aimed
-  professional



Which word correctly completes the following sentence:

The woman in the picture looks _____,
but I can't remember her name.

- A. pretended
-  familiar
- C. aimed
- D. captain



Which word correctly completes the following sentence:

My cousin Josh wants to be the team _____, but no one wants to follow his lead.

A. monitor

 captain

C. aimed

D. professional



Which word correctly completes the following sentence:

The teacher had to _____ the students on the playground to make sure no one got hurt.

A. captain

B. pretended

C. aimed

 monitor



The End



Acknowledgements:

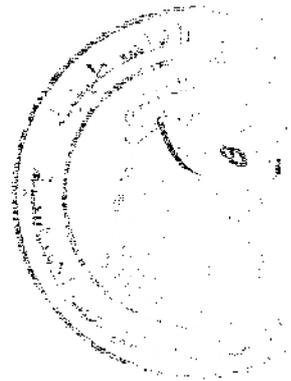
Sound effects: www.wavsource.com

Animations: www.clipartpoint.com

LADYBIRD CLASSICS

PETER PAN

by Sir J M Barrie



Retold by Joan Collins
Illustrated by George Buchanan
Woodcuts by Jonathan Mercer

CLASSIC FABLES
AND LEGENDS

ALADDIN
—
ALI BABA



Retold by Molly Perham
Illustrated by Francesca Pelizzoli

LADYBIRD CLASSICS

THE
RAILWAY
CHILDREN

by Edith Nesbit



Retold by Joan Collins
Illustrated by George Buchanan
Woodcuts by Jonathan Mercer

LADYBIRD CLASSICS

THE SECRET GARDEN

by Frances Hodgson Burnett



*Retold by Joyce Faraday
Illustrated by Gilly Marklew
Woodcuts by Jonathan Mercer*

LADYBIRD CLASSICS

VS

THE WIND
IN THE
WILLOWS

ally

by Kenneth Grahame



Retold by Joan Collins
Illustrated by Cliff Wright
Woodcuts by Jonathan Mercer

Aladdin

17/19



Beauty and the beast

Van Gool's most famous classic fairy tales
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Beauty and the beast

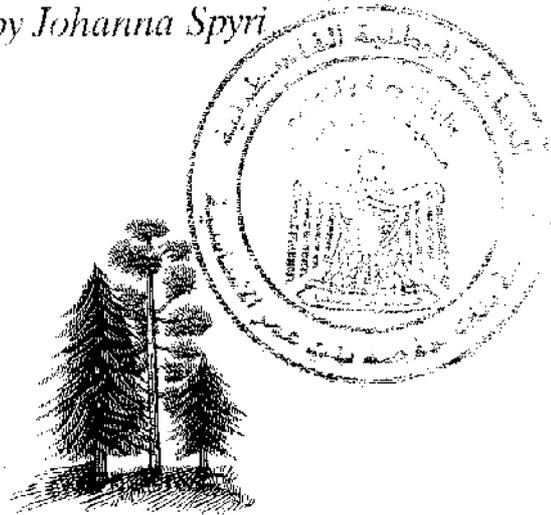


LADYBIRD CLASSICS

18

HEIDI

by Johanna Spyri



Retold by Alison Ainsworth

Illustrated by John Dillow

FAVOURITE TALES
The Princess
and the Frog

illustrated
by
SUE KING



based on a traditional folk tale

Stories from around the World

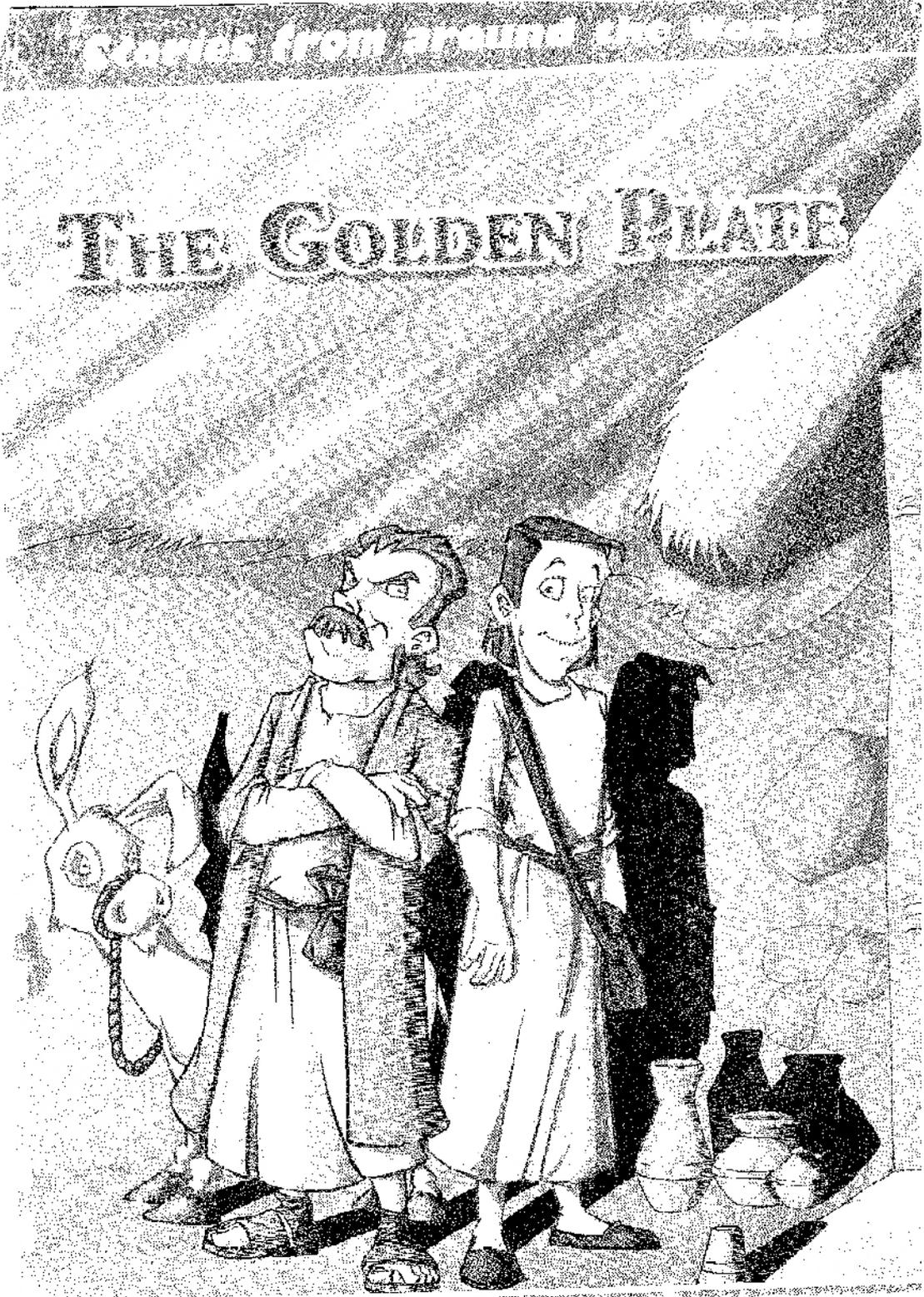
2000

THE HAWKS & THEIR FRIENDS



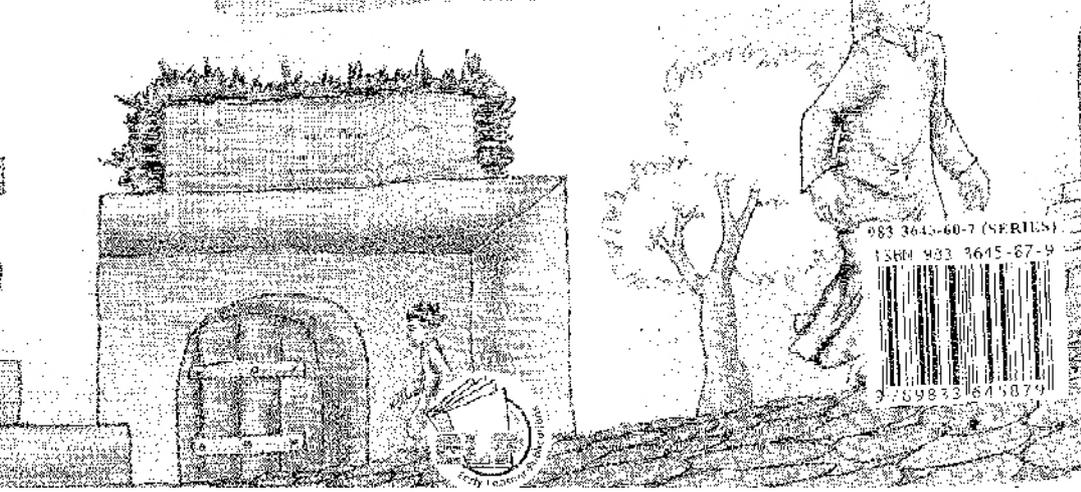
Stories from around the World

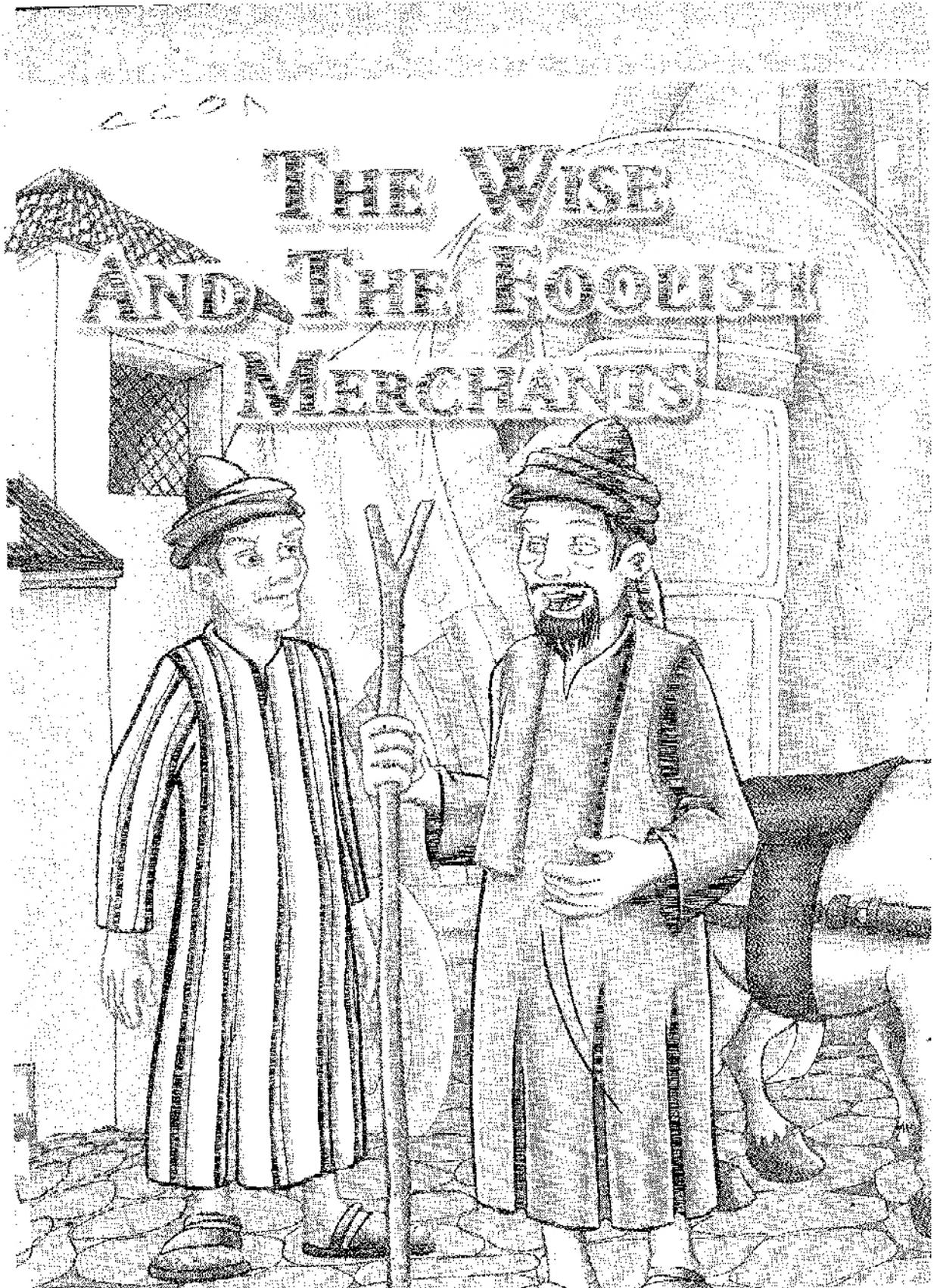
THE GOLDEN PLATE



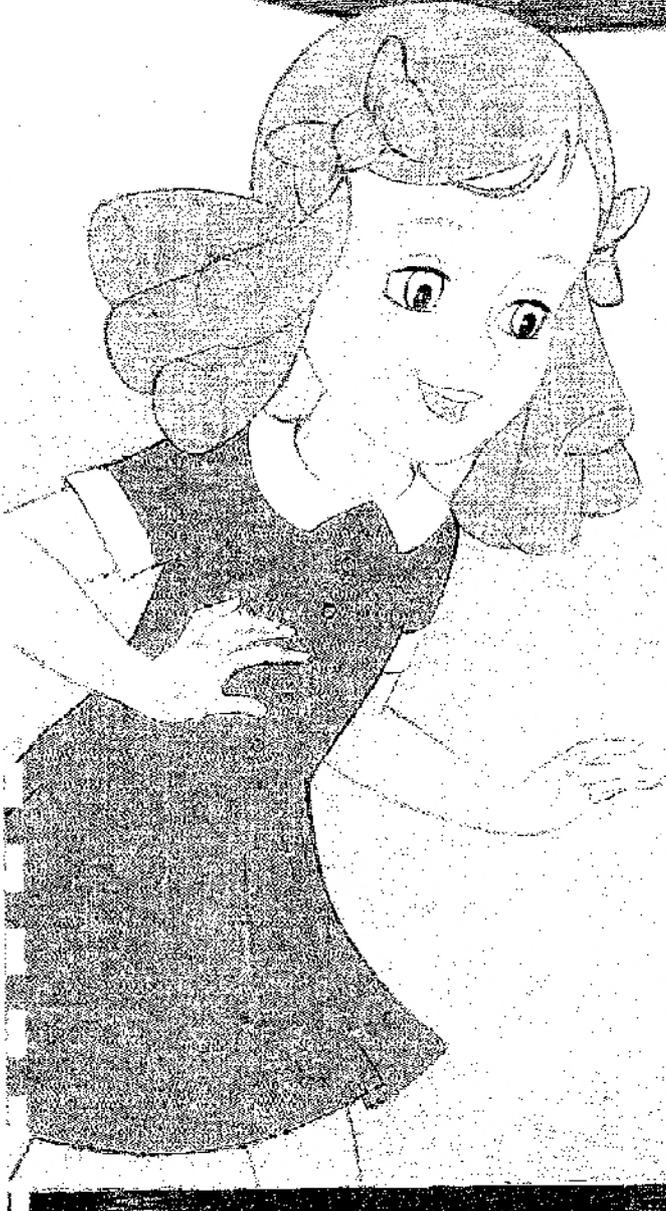
THE WISE AND THE FOOLISH MERCHANTS

STORIES IN THIS SERIES



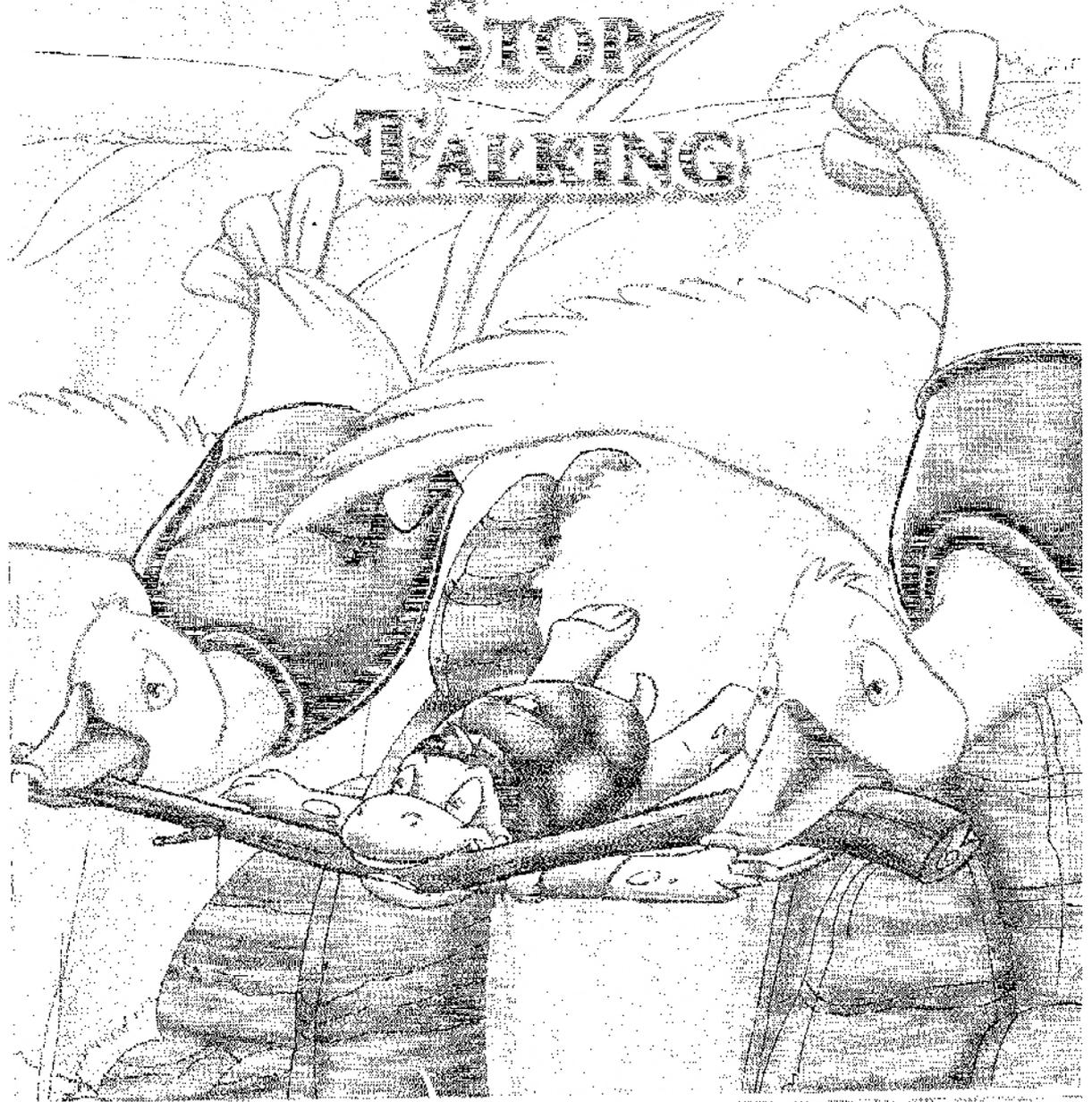


Goldilocks and the Three Bears



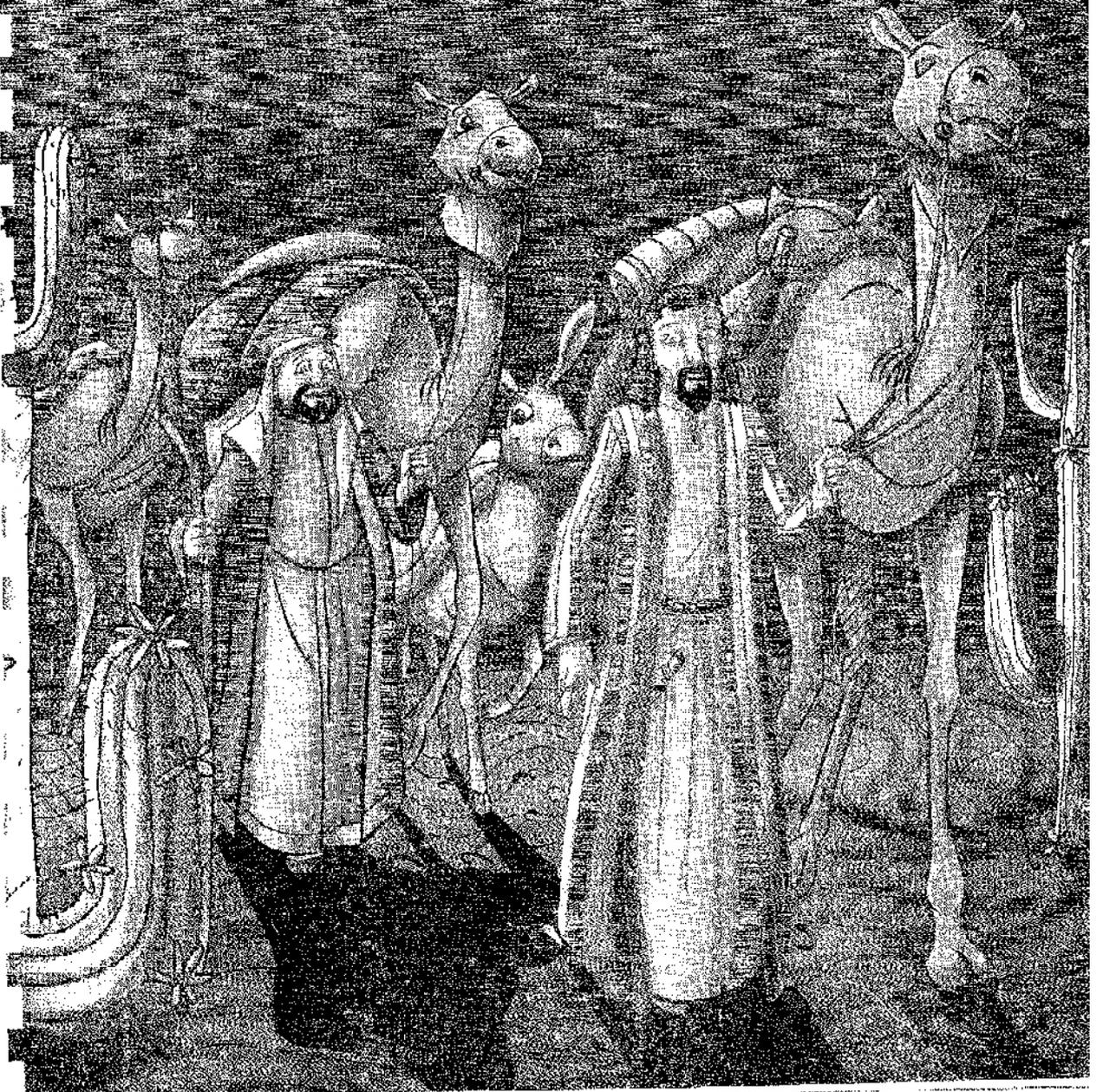
220

THE TURTLE WHO COULDN'T STOP TALKING



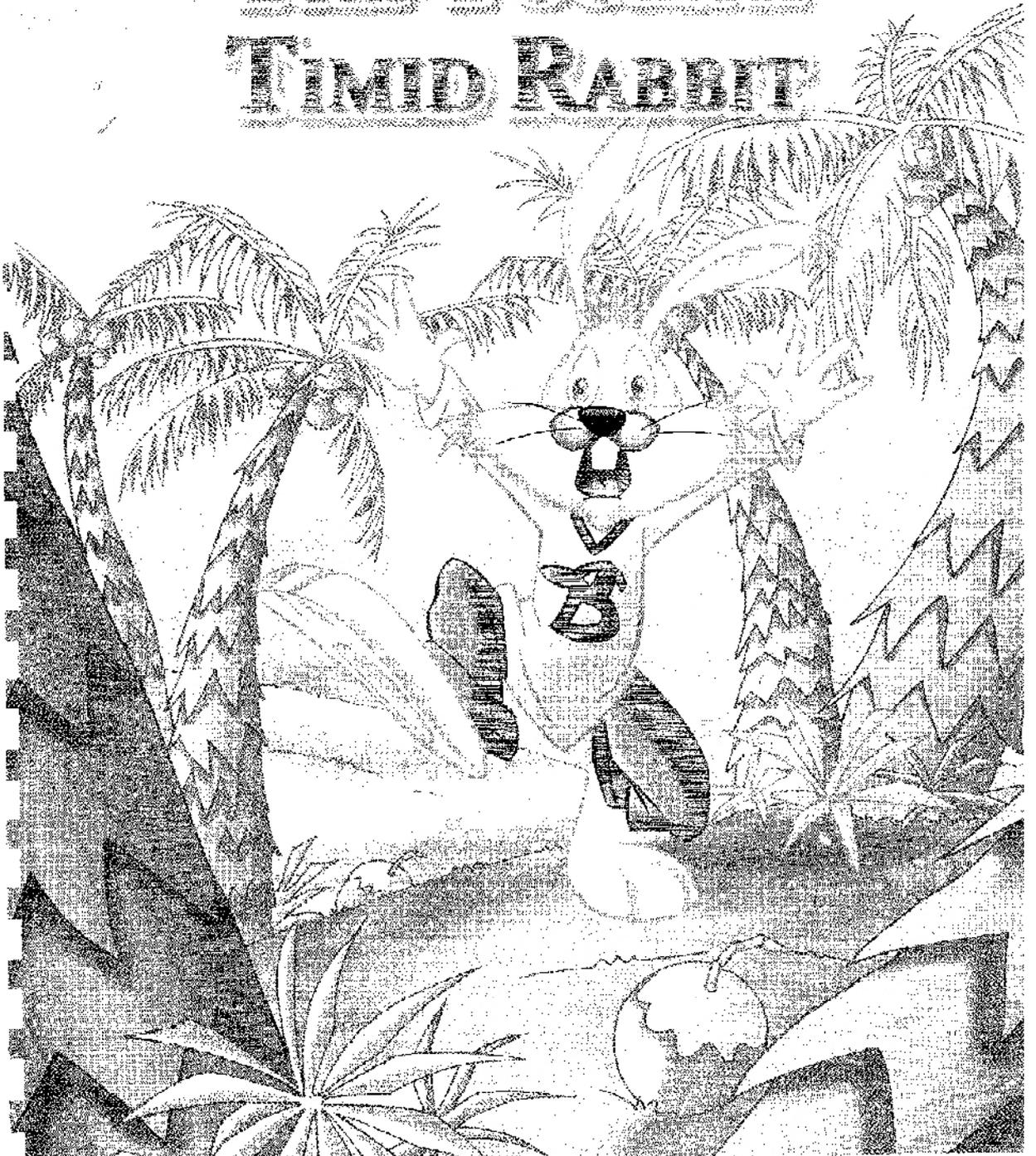
Stories from around the World

THE SANDY ROAD



Stories from around the World

THE FOOLISH TIMID RABBIT



Stories from around the World

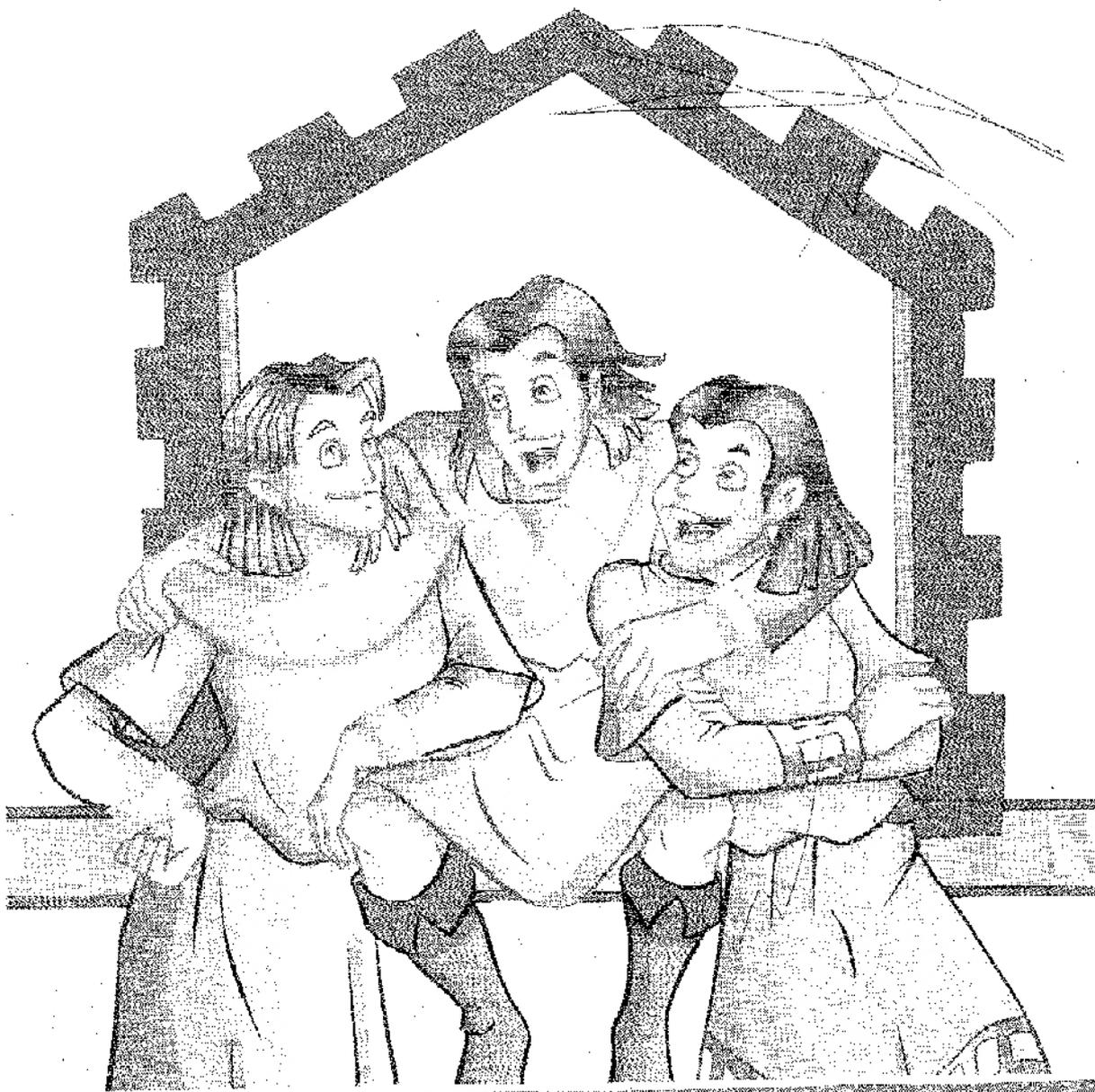
BEST FRIENDS



Stories from around the World

car

THE PRINCES & THE WATER SPRITE



OUR WORLD OF COLOR AND SOUND

39¢

ROCK BOTTOM INC

29¢

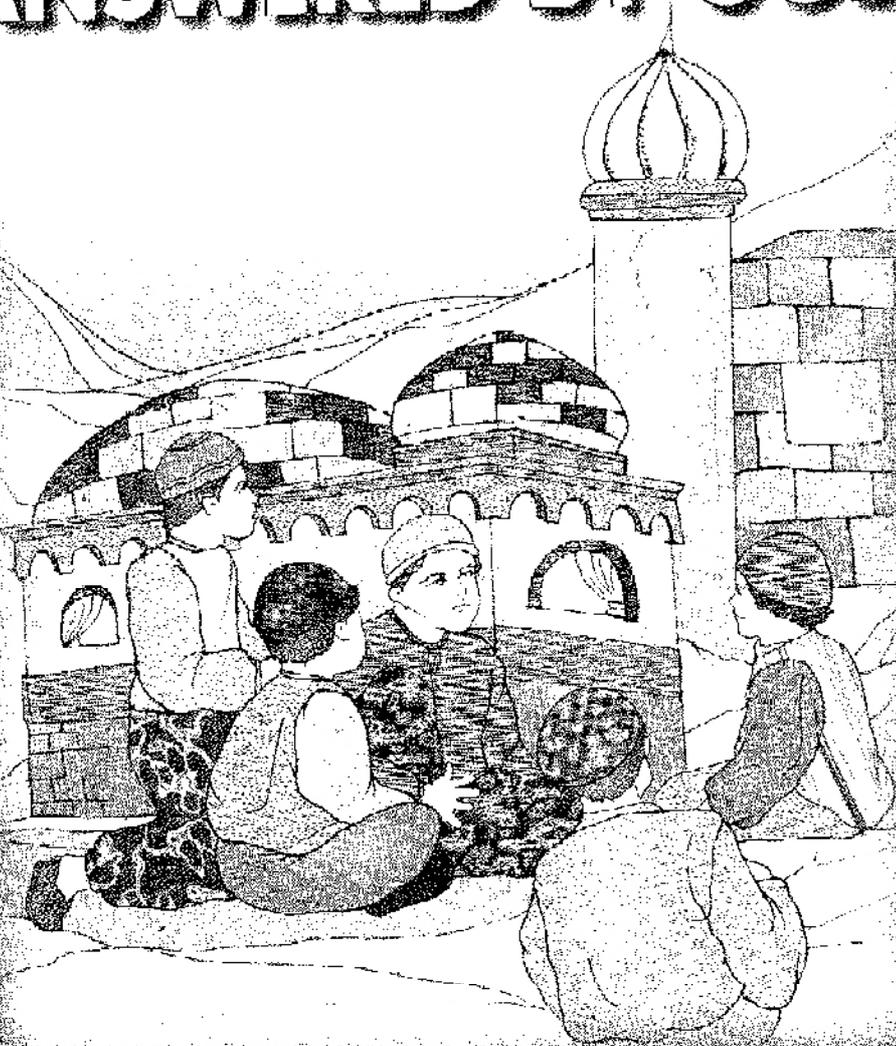


AND McNALLY PUBLISHER

THE STORY SERIES

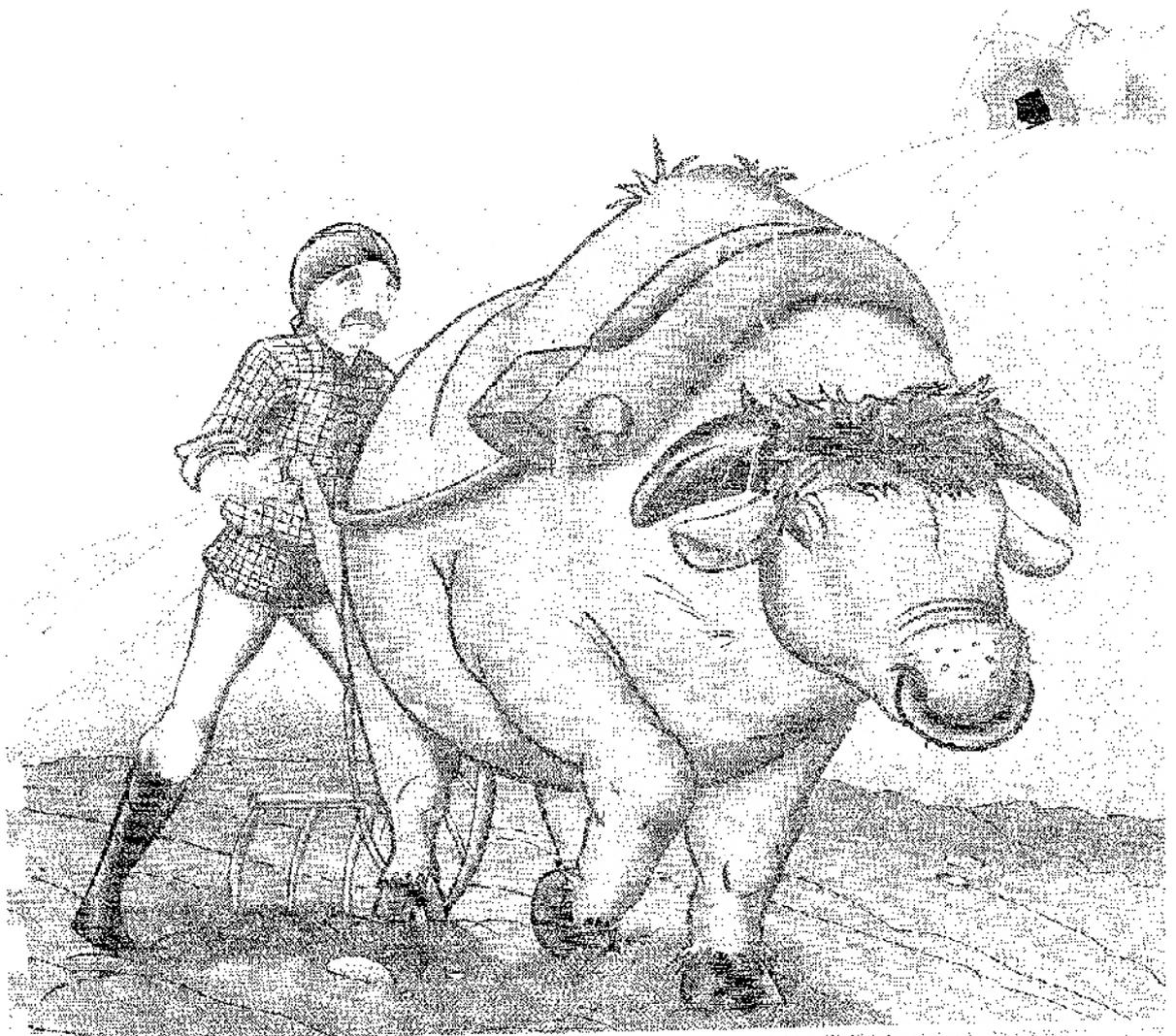


The Story of Prophet
**ZACHARIAH'S PRAYERS
ANSWERED BY GOD**



By Ummi As Syiqah

THE STOLEN PLOUGH

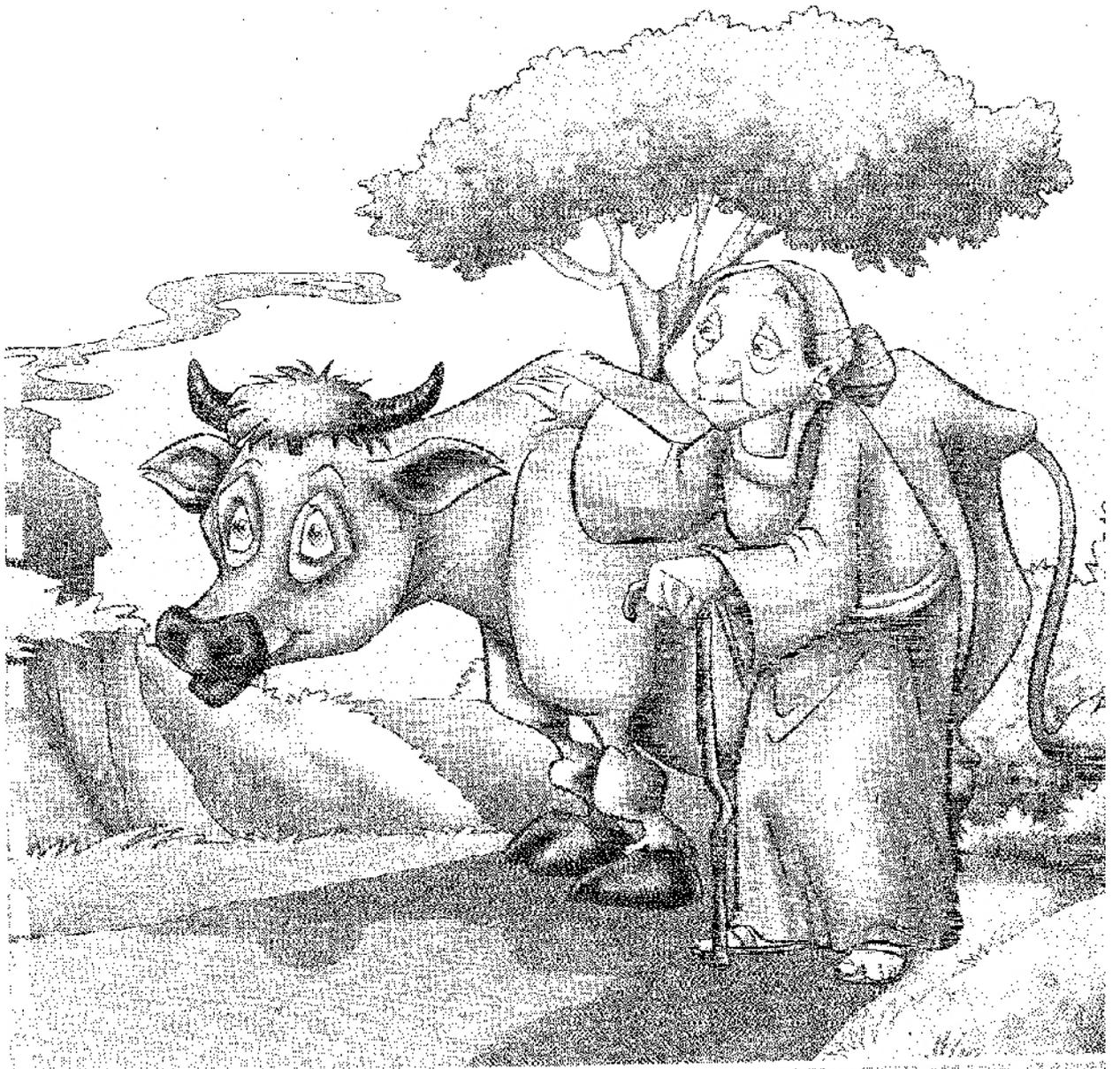


Stories from around the World

THE FEMALE MONKEY & THE STRING OF BEADS



GRANDMA'S BLACKIE





Nasreddin and the Pot

One day Nasreddin borrowed (استعار) a pot from his neighbour Ali. The next day he brought it back with another little pot inside. "That's not mine," said Ali. "Yes, it is," said Nasreddin. "While your pot was staying with me, it had a baby."

Some time later Nasreddin asked Ali to lend him a pot again. Ali agreed, hoping that he would once again receive two pots in return. However, days passed and Nasreddin had still not returned the pot. Finally Ali lost patience (فقد صبره) and went to demand (يطلب) his pot. "I am sorry," said Nasreddin. "I can't give you back your pot, since it has died." "Died!" screamed (صرخ) Ali, "how can a pot die?" "Well," said Nasreddin, "you believed me when I told you that your pot had had a baby."



Nasreddin Goes Shopping

One day Nasreddin went to town to buy new clothes (شراء ملابس جديدة). First he tried on a pair of trousers (بنطال). He didn't like the trousers, so he gave them back to the shopkeeper (البائع). Then he tried a robe which had the same price (نفس السعر) as the trousers. Nasreddin was happy with the robe, and he left the shop. Before he climbed on his donkey to ride home, the shopkeeper and the shop-assistant ran out.



"You didn't pay (تدفع المال) for the robe!" said the shopkeeper.

"But I gave you the trousers in exchange (اعطيتك البنطال بدلا عنه) for the robe, didn't I?" replied Nasreddin.

"Yes, but you didn't pay for the trousers, either!" said the shopkeeper.

"But I didn't buy the trousers," replied Nasreddin. "I am not so stupid (لست غبيا) as to pay for something which I never bought."

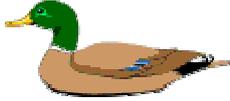
Teacher : nor atomize.How did Nasreddin get to the shop?

2. Nasreddin's Visitors: Reading Comprehension

3. Read the story and answer the questions.

4. Nasreddin's Visitors

5. Teacher : Nora Tomize



6. Duck

7.

8. One day a visitor (زائر) came to Nasreddin's house. "I am your cousin from Jordan," he said, "and I have brought (احضرت) you a duck to celebrate the visit." Nasreddin was happy. He asked his wife to cook the duck, and served the visitor a fine dinner (عشاء).

The next day another visitor arrived. "I am the friend of the man who brought you the duck," he said. Nasreddin invited (دعاه) him in and gave him a good meal. The next day another visitor arrived, and said he was the friend of the friend of the man who had brought the duck. Again Nasreddin invited him in for a meal. However, he was getting annoyed (انزعج).

. Visitors seemed to be using his house as a restaurant.

Then another visitor came, and said he was the friend of the friend of the friend of the man who had brought the duck. Nasreddin invited him to eat dinner with him. His wife brought some soup to the table and the visitor tasted it. "What kind of soup is this?" asked the visitor. "It tastes just like warm water." "Ah!" said Nasreddin, "That is the soup of the soup of the soup of the duck."

9. -----

10.



Good Sandwich

Gordon was hungry. He opened the refrigerator. There must be something in here to eat, he thought. There was—a single hot dog.

He took it out of its package and put a small frying pan onto the stove's gas burner. He turned on the heat. Then he poured a little bit of vegetable oil into the pan. He sliced the hot dog in half lengthwise. When the oil got hot, he put the two halves in the pan. About a minute later, he flipped each half over. After another minute, he took the hot dog out of the pan.

Gordon put two slices of bread into the toaster. This was tasty and healthy bread. The first ingredient listed was organic sprouted wheat. The first ingredient in ordinary bread is usually unbleached flour.

When the toast popped up, he put mustard, mayonnaise, and ketchup on one slice. Then he added two slices of onion. On top of the onions, he placed the hot dog. On top of the hot dog, he put a couple of slices of apple. Then he added some bits of hot green chile, and then put the top piece of toast onto the chile bits.

Ahh, what a sandwich, he thought, as he sat down to eat



Nasreddin and the Smell of Soup: Reading Comprehension

Read the story and answer the questions..

Nasreddin and the Smell of Soup



One day, a poor man (رجل فقير), who had only one piece of bread to eat, was walking past a restaurant. There was a large pot of soup on the table. The poor man held his bread over the soup (امسك الخبز فوق القدر), so the steam (البخار) from the soup went into the bread, and gave it a good smell. Then he ate the bread.

The restaurant owner (مالك المطعم) was very angry at this, and he asked the man for money, in exchange for the steam from the soup. The poor man had no money, so the restaurant owner took him to Nasreddin, who was a judge (قاضي) at that time. Nasreddin thought about the case (القضية) for a little while.

Then he took some money from his pocket. He held the coins (العملات) next to the restaurant owner's ear, and shook (هزها) them, so that they made a jingling noise.

"What was that?" asked the restaurant owner.

"That was payment for you," answered Nasreddin.

"What do you mean? That was just the sound of coins! " protested (احتج) the restaurant owner.

"The sound of the coins is payment for the smell of the soup," answered Nasreddin. "Now go back to your restaurant."

Answer these questions:

1. What food did the poor man have?
 - A. ? soup
 - B. ? bread
 - C. ? nothing
2. What kind of food did he see in the restaurant?
 - A. ? bread
 - B. ? meat
 - C. ? soup
3. Why did he hold the bread over the soup?
 - A. ? So the steam from the soup would go into the bread.
 - B. ? So he could warm his hand.
 - C. ? So the restaurant owner would get angry.
4. Why did the restaurant owner take the poor man to Nasreddin?
 - A. ? Because Nasreddin was a judge.
 - B. ? So that Nasreddin could pay for the soup.
 - C. ? Because Nasreddin was the man's relative.
5. What did Nasreddin do with the coins?
 - A. ? He gave them to the restaurant owner.

- B. ? He made a noise with them.
- C. ? He gave them to the poor man.

6. What was the payment for the smell of the soup?

- A. ? the sound of money
- B. ? a few coins
- C. ? there was no payment

Nasreddin and the Smell of Soup: Summarizing the Story



This is a summary of the story. Complete the summary by typing the correct words into the gaps.

When you have finished, click on "Check". If you need help, you can click on "Hint" to get a free letter.

One day, a man was passing a . He saw a pot of hot on the table, so he held his piece of over the pot to catch the from the soup. The restaurant wanted him to for the steam, but the poor man had no . Nasreddin was asked to the case.

Nasreddin shook some next to the of the restaurant owner. He said that the of the was for the of the soup.

English is so hard

Johnny asked Dotty how her first day in her Duarte ESL class was. It was terrible, she told him. She understood little of what the Level 4 teacher said. He spoke too fast for her. She had struggled through a Level 3 class at a Monrovia school.

When the teacher asked if there were any questions, she told him that she didn't understand most of what he had said. He told her not to worry; she could take the class again if she failed it the first time. She didn't want to fail it the first time, however, or any time.

He gave them homework the first day, of course. They were supposed to write a 300-word essay supporting gun control. Of course, Dotty said, she could write that essay in her native language. But there was no way she could write it in English. She showed Johnny the textbook. The print was so tiny that trying to read just a few pages gave her a headache. On top of that was all the new vocabulary on each page. "I'm going to drop the class," she said. She wanted to cry. When was she ever going to learn this language?

The Neighbor

Barbara couldn't take it any more. Her upstairs neighbor was blasting his stereo again. She had asked him twice already to turn the volume down. The first time she asked, he was surprised. He said he didn't know that she could hear his stereo.

"Yes," she said, "it's just like your stereo was in my living room. I can hear every note!"

He said he would keep it down. She hoped that he was telling the truth. Of course, he wasn't. The very next day, he blasted his stereo. She marched upstairs to remind him of his promise. He said the volume was so low that he could barely hear it. She asked him to turn it lower. He said he would try. Barbara could swear that when she reentered her apartment, the music was louder than when she had walked upstairs.

So, this was the third time. She took her baseball bat upstairs with her. She knocked very loudly on his door. When he opened the door, she screamed at him like a crazy person. She told him she would kill him if he didn't turn the music down and keep it down. His eyes got big.

She went back downstairs. She couldn't hear a note.

I can't believe I said that, she told herself.

Nasreddin and the Beggar: Reading Comprehension

Read the story and answer the questions.

Click on the box beside the correct answer.

Nasreddin and the Beggar



One day, Nasreddin was up on the roof of his house, mending a hole in it (بصلح فجوه). He had nearly finished, and he was happy with his work. Suddenly, he heard a voice (صوت) below call "Hello!" When he looked down, Nasreddin saw an old man in dirty clothes standing below.



"What do you want?" (ماذا تريد؟) asked Nasreddin.

"Come down and I'll tell you," called the man.

Nasreddin was annoyed (انزعج), but he was a polite (مهذب) man, so he put down his tools. Carefully, he climbed all the way down to the ground.

"What do you want?" he asked, when he reached the ground.

"Could you spare a little money (اريد بعض المال) for an old beggar?" asked the old man. Nasreddin thought for a minute (دقيقة).

Then he said, "Come with me." He began climbing the ladder again. The old man followed him (لحق به) all the way to the top (للأعلى). When they were both sitting on the roof, Nasreddin turned to the beggar. "No," he said.



Study Zone

The Carpet Fitter: Comprehension Questions

Read the story and answer the questions.

10:29

Click on the box beside the correct answer.

The Carpet Fitter

Eddie was a carpet fitter, and he hated it. For ten years he had spent his days sitting, squatting, kneeling or crawling on floors, in houses, offices, shops, factories and restaurants. Ten years of his life, cutting and fitting carpets for other people to walk on, without even seeing them. When his work was done, no-one ever appreciated it. No-one ever said "Oh, that's a beautiful job, the carpet fits so neatly." They just walked all over it. Eddie was sick of it.

He was especially sick of it on this hot, humid day in August, as he worked to put the finishing touches to today's job. He was just cutting and fixing the last edge on a huge red carpet which he had fitted in the living room of Mrs. Vanbrugh's house. Rich Mrs. Vanbrugh, who changed her carpets every year, and always bought the best. Rich Mrs. Vanbrugh, who had never even given him a cup of tea all day, and who made him go outside when he wanted to smoke. Ah well, it was four o'clock and he had nearly finished. At least he would be able to get home early today. He began to day-dream about the weekend, about the Saturday football game he always played for the local team, where he was known as "Ed the Head" for his skill in heading goals from corner kicks.

Eddie sat back and sighed. The job was done, and it was time for a last cigarette. He began tapping the pockets of his overalls, looking for the new packet of Marlboro he had bought that morning. They were not there.

It was as he swung around to look in his toolbox for the cigarettes that Eddie

saw the lump. Right in the middle of the brand new bright red carpet, there was a lump. A very visible lump. A lump the size of -- the size of a packet of cigarettes.

"Blast!" said Eddie angrily. "I've done it again! I've left the cigarettes under the blasted carpet!"

He had done this once before, and taking up and refitting the carpet had taken him two hours. Eddie was determined that he was not going to spend another two hours in this house. He decided to get rid of the lump another way. It would mean wasting a good packet of cigarettes, nearly full, but anything was better than taking up the whole carpet and fitting it again. He turned to his toolbox for a large hammer.

Holding the hammer, Eddie approached the lump in the carpet. He didn't want to damage the carpet itself, so he took a block of wood and placed it on top of the lump. Then he began to beat the block of wood as hard as he could. He kept beating, hoping Mrs. Vanbrugh wouldn't hear the noise and come to see what he was doing. It would be difficult to explain why he was hammering the middle of her beautiful new carpet.

After three or four minutes, the lump was beginning to flatten out. Eddie imagined the cigarette box breaking up, and the crushed cigarettes spreading out under the carpet. Soon, he judged that the lump was almost invisible. Clearing up his tools, he began to move the furniture back into the living room, and he was careful to place one of the coffee tables over the place where the lump had been, just to make sure that no-one would see the spot where his cigarettes had been lost. Finally, the job was finished, and he called Mrs. Vanbrugh from the dining room to inspect his work.

"Yes, dear, very nice," said the lady, peering around the room briefly. "You'll be sending me a bill, then?"

"Yes madam, as soon as I report to the office tomorrow that the job is done." Eddie picked up his tools, and began to walk out to the van. Mrs. Vanbrugh accompanied him. She seemed a little worried about something.

"Young man," she began, as he climbed into the cab of his van, laying his toolbox on the passenger seat beside him, "while you were working today, you didn't by any chance see any sign of Armand, did you? Armand is my parakeet. A beautiful bird, just beautiful, such colors in his feathers... I let him out of his cage, you see, this morning, and he's disappeared. He likes to walk around the house, and he's so good, he usually just comes back to his cage after an hour or so and gets right in. Only today he didn't come back. He's never done such a thing before, it's most peculiar..."

"No, madam, I haven't seen him anywhere," said Eddie, as he reached to start the van.

And saw his packet of Marlboro cigarettes on the dashboard, where he had left it at lunchtime....

And remembered the lump in the carpet....

And realised what the lump was....

And remembered the hammering....

And began to feel rather sick....

MDH 1994 -- from a common urban legend

Show one at a time

1. Why did Eddie hate being a carpet-fitter?
 - A. ? The pay was too low.
 - B. ? He didn't like working alone.
 - C. ? No-one appreciated his work.
 - D. ? He couldn't smoke on the job.
2. What did Eddie think of Mrs. Vanbrugh?
 - A. ? She was a kind, thoughtful lady.
 - B. ? She was rich and selfish.
 - C. ? She was always losing things.
 - D. ? She had good taste in furniture.
3. Why was Eddie called "Ed the Head" by his friends?
 - A. ? Because he was such an intelligent carpet-fitter.
 - B. ? Because he had a large head.
 - C. ? Because he was very proud and self-important.
 - D. ? Because of his footballing skills.
4. What did Eddie want to do when he had finished fitting the carpet?
 - A. ? have a cigarette

- B. ? hammer the carpet flat
 - C. ? look for Mrs. Vanbrugh's lost bird
 - D. ? start work in the dining room
5. Why didn't Eddie remove the carpet to take out the thing that was causing the lump?
- A. ? He couldn't take the carpet up once he had fitted it.
 - B. ? He didn't need the cigarettes because he had some more in the van.
 - C. ? It would take too long to remove the carpet and re-fit it.
 - D. ? He intended to come back and remove the lump the next day.
6. What did Eddie do with the hammer?
- A. ? hammered nails into the lump
 - B. ? fixed the coffee table
 - C. ? left it under the carpet
 - D. ? flattened the carpet
7. What was Mrs. Vanbrugh worried about?
- A. ? Her bird was missing.
 - B. ? She thought the carpet was going to be too expensive.
 - C. ? She thought Eddie had been smoking in the house.
 - D. ? She couldn't find her husband, Armand.
8. What was really under the carpet?
- A. ? the cigarettes
 - B. ? Eddie's toolbox
 - C. ? nothing

D. ? the missing bird

9. "Eddie was determined...." means that he:

A. ? had no idea

B. ? decided for sure

C. ? felt very angry

D. ? couldn't decide

10. "Peculiar" in the sentence "He's never done such a thing before, it's most peculiar..." means:

A. ? normal

B. ? like a bird

C. ? difficult

D. ? strange

Appendix (G)

Post- Reading Activities

Nasreddin and the Smell of Soup: Reading Comprehension

Read the story and answer the questions..

Nasreddin and the Smell of Soup

Answer these questions:

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Nasreddin shook some next to the of the restaurant owner. He said that the of the was for the of the soup.

Nasreddin Goes Shopping: Reading Comprehension

Read the story and answer the questions.

1. How did Nasreddin get to the shop?
 - A. ? on foot
 - B. ? by camel
 - C. ? by donkey
 - D. ? the story doesn't say

2. What did Nasreddin do first in the shop?
 - A. ? He tried on some trousers.
 - B. ? He tried on a robe.
 - C. ? He tried on a hat.
 - D. ? He greeted the shopkeeper.

3. What did Nasreddin try on next?
 - A. ? a robe
 - B. ? a pair of trousers
 - C. ? a hat

4. Which item did Nasreddin like best?
 - A. ? the robe
 - B. ? the hat
 - C. ? the trousers

5. How many people were working in the shop?
 - A. ? four
 - B. ? three

C. ? two

6. Why was the shopkeeper angry when Nasreddin left?

A. ? He didn't take the trousers.

B. ? He didn't pay for the robe.

C. ? He didn't say goodbye.

7. What did Nasreddin actually pay for?

A. ? nothing

B. ? the robe

C. ? the trousers

D. ? the hat



Nasreddin Goes Shopping: Summarizing the Story

This is a summary of the story. Complete the summary by typing the correct words into the gaps.

When you have finished, click on "Check". If you need help, you can click on "Hint" to get a free letter.

Nasreddin tried on a of trousers and a in a shop. He didn't like the

, so he gave them back to the . He walked out with the robe. The

shopkeeper complained that Nasreddin didn't for the robe. Nasreddin said

he for the robe by giving him the trousers. When the shopkeeper said that

he didn't pay for the trousers either, Nasreddin replied that he didn't the

trousers.

بسم الله الرحمن الرحيم



جامعة الخليل

كلية الدراسات العليا

برنامج اللغويات التطبيقية

رسالة ماجستير بعنوان:

تحري أثر أنشطة القراءة الإضافية على مستوى طالبات الصف
السادس في مهارة القراءة الاستيعابية في مدرسة حفصة في الخليل

إعداد:

نورا موسى طميمة

إشراف:

د. حازم بدر

تم إعداد هذه الرسالة استكمالاً لمتطلبات درجة الماجستير في اللغويات التطبيقية بكلية الدراسات
العليا في جامعة الخليل.

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