



# **SUDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY**

College of Graduate Studies

## **The Impact of Extensive Reading on the development of EFL Learners' Language Abilities**

أثر القراءة الواسعة على تنمية القدرات اللغوية لدى دارسي اللغة الإنجليزية لغة أجنبية

**A thesis Submitted to Department of English, College of Languages, in Partial  
Fulfillment of the Requirements for the Degree of M.A in English Language  
(Applied Linguistics)**

***Submitted By:***

Abdelfattah Abdallah Marhoum

***Supervised By:***

Dr. Abass Mukhtar Mohamed

**2017**

***Dedication:***

*To the memory of the soul of my beloved father, the candle of my  
life.*

*To the memory of the soul of my beloved mother, the pupil of my  
eyes.*

## **Acknowledgements**

First of all, I thank Allah, the All Mighty, for His help and assistance to accomplish this work despite the fluctuations and vicissitudes of life.

Secondly, I would like to express my deep gratitude to my supervisor, Dr. Abass Mukhtar for his patience and invaluable comments on every draft I have written concerning this thesis. Also, my thanks are extended to Dr. Nagla Taha Bashary and Ustaz Sufian Ahmed Altyeb for their advice, guidance, and invaluable, helpful comments.

Thirdly, my special thanks are extended to all my colleagues, the secondary school teachers without their help, encouragement; I wouldn't have finished this work.

Last but not least, my special thanks are also extended to those who helped me

## **Abstract**

This research is purposely designed to explore the impact of extensive reading on EFL learners' Language Abilities. The participants of this study includes a number of secondary schools teachers about " 30" who specialized in English language and work at different schools in Omdurman Karari locality . The sample is randomly selected to answer the questionnaire statements. The study concludes that Extensive reading can promote Learners' reading speed and reading comprehension. And extensive reading can improve Learners' vocabulary. In addition to that extensive reading can improve Learners' Listening and speaking skills.

The study recommends that teachers should be aware of the power of extensive reading in general and vocabulary in particular and they should provide their students either EFL or ESL with different books titles and Authors of the most interesting books and they should from time to time devote lectures for reading stories, articles, and journals in the classroom to enable students to exchange opinions, and offer their judgments, suggestions that help students to know how to deal with different texts and questions. As for the students, the researcher recommends that they should know that improving English level goes hand in hand with knowing its vocabulary and extensive reading encourages independence and develops reading habit. Moreover, reading different materials such as graded readers improves language proficiency in writing, reading and speaking as well.

## المستخلص

هدفت هذه الدراسة لمعرفة مدى أثر القراءة الموسعة على قدرات دارسي اللغة الإنجليزية لغة أجنبية. استخدمت الدراسة المنهج الوصفي التحليلي. العينة المستهدفة لهذه الدراسة عدد من معلمي المدارس الثانوية تخصص لغة إنجليزية يبلغ عددهم 30 معلماً يعملون بمختلف المدارس الثانوية في أمدمان بمحلية كرري و الذين اختيروا عشوائياً للإجابة على أسئلة الاستبيان. و بعد تحليل البيانات إحصائياً فقد توصل الباحث إلى أن القراءة المكثفة تمكن الطلاب من روعة القراءة و الإدراك. و أن القراءة المكثفة تمكن الطلاب من زيادة خبرتهم اللغوية. أوصلت الدراسة أنه يجب على المعلمين الإلمام بجدوى القراءة بصفة عامة في اكتساب اللغات و تزويد طلابهم بمختلف عناوين الكتب الممتعة و الجذابة و مؤلفيها للحصول عليها. كما يجب عليهم تخصيص محاضرات لقراءة القصص و مطالعة مختلف المجالات في حجرة الدراسة ليتمكن الطلاب من تبادل آرائهم حول مضمونها و من ثم يستطيع المعلمون مساعدة الطلاب حول كيفية التعامل مع مختلف النصوص و المشكلات التي قد تواجههم. فيما يتعلق بالطلاب ينبغي عليهم معرفة أن تحسين مستوى اللغة الانجليزية لديهم مرهون بمعرفة مفرداتها كما أن القراءة تشجع على الاعتماد على الذات و تنمية عادة القراءة لدى الطلاب، علاوة على ما ذكر أعلاه فإن التنوع في القراءة يعمل على تنمية الكفاءة اللغوية كتابةً و قراءةً و تحدثاً.

## Table of Contents

	<b>Dedication</b>	I
	<b>Acknowledgments</b>	II
	<b>abstract</b>	III
	<b>المستخلص</b>	IV
<b>CHAPTER: ONE INTRODUCTION</b>		
<b>1.0.</b>	<b>Introduction</b>	<b>1</b>
<b>1.1.</b>	<b>Statement of the problem</b>	<b>4</b>
<b>1.2.</b>	<b>Research questions</b>	<b>5</b>
<b>1.3.</b>	<b>Research hypothesis</b>	<b>5</b>
<b>1.4.</b>	<b>Significance of the study</b>	<b>6</b>
<b>1.5.</b>	<b>Objective of the study</b>	<b>6</b>
<b>1.6.</b>	<b>Methodology of the study</b>	<b>7</b>
<b>1.7.</b>	<b>Limits of the study</b>	<b>7</b>
<b>CHAPTER TWO: LITERATURE REVIEW AND PREVIOUS STUDIES</b>		
<b>2.0.</b>	<b>Introduction</b>	<b>8</b>
<b>2.1.</b>	<b>Extensive reading</b>	<b>8</b>
<b>2.2.</b>	<b>Definition of extensive reading</b>	<b>13</b>
<b>2.3.</b>	<b>Characteristics of extensive reading</b>	<b>14</b>
<b>2.4.</b>	<b>Benefits of extensive reading</b>	<b>16</b>
<b>2.5.</b>	<b>Previous studies</b>	<b>18</b>
<b>CHAPTER THREE: METHODOLOGY</b>		
<b>3.0.</b>	<b>Introduction</b>	<b>21</b>

<b>3.1.</b>	<b>Participants</b>	<b>21</b>
<b>3.2.</b>	<b>Instruments</b>	<b>21</b>
<b>3.3.</b>	<b>Questionnaire</b>	<b>22</b>
<b>3.4.</b>	<b>Procedure</b>	<b>22</b>
<b>3.5.</b>	<b>Summary</b>	<b>23</b>
<b>CHAPTER FOUR: ANALYSIS OF THE DATA</b>		
<b>4.1.</b>	<b>Introduction</b>	<b>24</b>
<b>4.2.</b>	<b>The Respondents of the Questionnaire</b>	<b>24</b>
<b>4.3.</b>	<b>Analysis of the Questionnaire</b>	<b>24</b>
<b>CHAPTER FIVE: Conclusion</b>		
<b>5.0.</b>	<b>Introduction</b>	<b>33</b>
<b>5.1.</b>	<b>Conclusion</b>	<b>33</b>
<b>5.2.</b>	<b>Recommendation</b>	<b>34</b>
<b>5.3.</b>	<b>Suggestions</b>	<b>35</b>
<b>REFERENCES</b>		<b>36</b>
<b>APPENDIX</b>		<b>39</b>

# **CHAPTER ONE**

## **INTRODUCTION**



# CHAPTER ONE

## INTRODUCTION

### 1.0. Introduction

Extensive reading is an approach through which ESL learners improve their stock of vocabulary. English language learners read high-interest, accessible texts that enable them to gain fluency, improve comprehension, and build vocabulary. The benefits of extensive reading are far-reaching (having a lot of influence).

Independent readers become more avid readers, better writers, and ultimately life-long readers. Extensive reading is beneficial to students, not just those who are learning a second language. In finding success in reading, they develop a love of reading, and may become reading addicts.

Extensive reading helps to fill in the word gaps for students, so long as the text is engaging and easy. Alan Maley, the former senior fellow in the department of English language and literature of the national University of Singapore, says the only way for learners to gain repeated exposure to English is through extensive reading.

When learners are engaged in reading high-interest texts at a level at which they read comfortably, they see words in contexts and are able to build on their own contextual knowledge. Alan Maley claims that, extensive reading consolidates and sustains vocabulary growth by providing students with many meaningful encounters with new words.

There is a widespread appreciation of the effectiveness of reading when it comes to language learning or teaching both in the L2 / F1 and even in L1. As skills dealing

with written language, both reading and writing represent the two aspects of literacy.

Through reading and comprehending, people acquire knowledge and get to know the world around them. Likewise, reading plays an important role in understanding the road signs in the process of language learning. Those signs can be any form of written information. It can be said that reading is one of the heavy cornerstones of literacy. A considerable number of studies examined the effectiveness of reading over language proficiency and its components. (Iwahori, 2008; Nishono, 2007; Horst, 2005; Kusanagi, 2004; Taguchi et al, 2004; Sheu, 2003; Asraf & Ahmad, 2003, Takase, 2003; Bell, 2001; Mason & Krashen, 1997; Tsang, 1996; Masuhara et al, 1996; Cho & Krashen, 1994; Lai, 1993; Elley, 1991; Hafiz & Tudor, 1990; Robb & Susser, 1989; Pitts, White & Krashen, 1989; Janopoulos, 1986, Elley & Mangubhai, 1981

Extensive reading comes under different labels, including Uninterrupted Sustained Silent Reading (USSR), Silent Uninterrupted Reading for Fun (SURF), Drop Everything and Read (DEAR), and the Book Flood program (Elley and Mangubhai, 1983), all having the same purpose: that learners read a large amount of written material (e.g., books, magazines, novels) for pleasure, in doing so they develop lifelong reading habits. Those programs also share a common belief: the ability to read fluently in the target language is best achieved by reading extensively (Renandya, 2007).

All the evidence from empirical studies presented above indicates that Extensive Reading has various benefits for both L2 and FL learners. Yet, this does not imply that Intensive Reading, the traditional approach, is totally useless.

## **1.1. Statement of the Problem**

It has been observed that, today's Sudanese education system does not pay much attention and care for extensive reading in the target language, even though its benefits are commonly recognized by teachers, lecturers, and even students.

No doubt, reading became a neglected element, no one wants to read or even possess a book as it has been in former/bygone days especially, in the Age of internet which distracted a lot of people from the activity of reading. Negligence of reading results in Learners poor vocabulary, weak performance, fossilization (permanent cessation of Learning) and in the end leads to frustration.

## **1.2. Research questions:**

The present study addresses the following questions

1. How can extensive reading promote Learners reading speed and reading comprehension?
2. How can extensive reading improve Learners vocabulary?
3. How can extensive reading improve Learners Listening and speaking skills?

## **1.3. Research hypothesis:**

In line with the questions mentioned above the following hypothesis can be formulated.

- 1- Extensive reading can promote Learners' reading speed and reading comprehension.
  - a- Exposure to new words extensively improves Learners' reading speed.
  - b- Exposure to textual features improves Learners' reading comprehension.

- c- Graded reading materials enhance Learners' comprehension and as a result their reading speed.
  - d- Using different techniques in extensive reading can promote reading speed.
- 2- Extensive reading can improve Learners' vocabulary.
- a- Exposure to various materials helps Learners' to acquire vocabulary and new words derivatives.
  - b- Extensive reading allows Learners' encounter words within context.
  - c- In extensive reading new meaning of vocabulary comes to EFL Learners' understanding.
  - d- Reading extensively helps Learners retain prior learned vocabulary.
- 3-Extensive reading can improve Learners' Listening and speaking skills.
- a- Exposure to new vocabulary items improves Learners Listening and speaking skills.
  - b- Reading loudly helps EFL Learners' speaking and listening ability.
  - c- Teachers of English who use loud reading improve Learners Listening skill.
  - d- Exposure to various language structures can promote Listening and speaking skills.

#### **1.4. Significance of the study:**

The significance of this study stems from the fact that, it is an addition to many studies that have been conducted before which underscore the role of extensive reading in improving, boosting the EFL Learners Language abilities.

Furthermore, it is starting point for further studies.

## **1.5. Objectives of the Study**

This study has the following aims:

- A. To improve learner's language level either EFL or ESL.
- B. To make them become fluent, independent, confident, and motivated speakers.

## **1.6. Methodology**

The participants of this study include a number of secondary schools teachers about (40) work at different schools in Karari Locality in Omdurman randomly selected to answer the questionnaire statements. The selection of the participants confined to males and excluded females as a result of researcher point of view that males are more available than females.

## **1.7. Limits of the study**

- The first Limit is that, the study investigates the impact of extensive reading on EFL Learners Language abilities.
- The second Limit is that, the participants confined to male sex.

**CHAPTER TWO**  
**LITERATURE REVIEW**  
**AND PREVIOUS STUDIES**

# CHAPTER TWO

## Literature Review and Previous Studies

### 2.0. Introduction

In this chapter the researcher would like to discuss and shed light on the following: extensive reading, definitions, characteristics, benefits, and previous studies.

### 2.1. Extensive Reading

Several studies have been done in the area of extensive reading and vocabulary development. As Schmitt (2000) holds one of the most important reasons for supporting ER is that many teachers believe that extensive reading alone will not produce good, fluent readers. Of course, a number of experimental and quasi-experimental studies have demonstrated the effectiveness of extensive reading and have provided support for the use of extensive reading in ESL and EFL classroom. The gain in motivation and attitude are equally impressive. Study after study shows how attitude changed toward reading in English and how the students became eager readers. Nishino (2007) reports that the students develop "very positive attitudes toward books as they raise their literacy level in English". Besides, Bell (2001) adds that extensive reading leads to increasing reading rate and general language proficiency. Writing proficiency is also considerably impacted by reading extensively. This includes both primary students (Asraf & Ahmad, 2003) and university students.

The research convincingly shows that extensive reading increases vocabulary knowledge. It is not surprising that it helps students become better readers. Research in both L1 and L2 shows that we learn to read by reading. The more our students read the better reader they would become. An integral part of this is

learning new vocabulary. One of the primary ways in which vocabulary is learned is through reading. Learners encounter the same words over and over again in context, the thing which results in vocabulary learning (Gatbonton & Segalowitz, 2005). While Read (2000) emphasizes the role of large vocabulary knowledge in reading comprehension and its relationship with fluency. Richards and Renandya (2002) argue strongly for including extensive reading in the second or foreign language curriculum. There is now compelling evidence that extensive reading can have significant impact on learners' second or foreign language development. Nassaji (2006) examined the particular role learners' depth of vocabulary knowledge plays in lexical inference. The result indicates that those who had stronger depth of vocabulary knowledge use certain types of strategies more efficiently than those who had weaker depth of vocabulary knowledge. This finding supports the result of Frantzen's (2003) study which shows that students' vocabulary knowledge was the most important factor affecting L2 readers' abilities to make use of context clues. Teachers and researchers are increasingly aware of the importance of reading in the development of L2 proficiency and the role reading plays in expanding vocabulary knowledge. "Reading is important because comparison of many studies shows that written texts are richer in lexis than spoken ones" (Nation, 2001). Most L2/FL learners are simply not exposed to enough L2 print (through reading) to develop fluent processing, nor do they have enough exposure to building a large recognition vocabulary.

These concerns have promoted many ESL/EFL programs to include extensive reading components as a supplement to regular language classes. Extensive reading is defined as reading that exposes learners to large quantities of material within their linguistic competence. According to Day and Bamford (2002), the main goal of extensive reading is developing reading fluency; that is, rapid access to know



L2/FL vocabulary is seen as an important additional benefit. They also emphasize that extensive reading promotes reading fluency and increases reading speed. As students are assigned to read a large amount of comprehensive materials, speed becomes important as it facilitates the enjoyment and comprehension of materials. Nation (2001) claims that when learners read, they do not only learn new words and enrich their known ones, but they can also improve their syntactic knowledge. To him, the aim of extensive reading is to read, or listen to, a massive amount of comprehensible language within one's comfort zone with the aim of building fluency. However, Day and Bamford (2004) argue strongly for including extensive reading in the L2/FL curriculum. There is new evidence that extensive reading can have a significant impact on learners' L2/FL development. Finally, "extensive reading is the only way in which learners can get access to language at their own comfort zone, read something they want to read, at the pace they feel comfortable with, which will allow them to meet the language enough time to pick up a sense of how the language fits together and to consolidate what they know" (Bell, 2001). To Loucky (2003) wider extensive reading is helpful for broadening exposure to the target language meanings and forms, while intensive reading serves to deepen cognitive processing through learning and practicing specific lexical and reading comprehension.

Sagagi (2007) states that extensive reading has generally been identified as the essential gateway to knowledge; a proficient reader is more likely to be acquainted with his environment than a poor one. A fluent reader has a great opportunity of developing a large stock of vocabulary and improving his skills on the linguistic structures of the target language. Here the results of proficient and fluent reading are clearly spelt out, namely, developing a large stock of vocabulary and improving skills on linguistic structures.

According to Mary Clarity (2007), “Extensive reading is reading a lot. It is also reading for pleasure”. From this, it is obvious that this type of reading is not one that is limited or regulated by school syllabuses. Also, it is not a reading type that is to be tested or examined. Rather, it is one that the learner does out of his free volition, not out of compulsion. And the main goal of this activity is enjoyment. Frank Smith (cited in Smith and Elley 1997) opines that we do learn to read by reading. And according to Carrell and Carson (1997), extensive reading generally involves rapid reading of large quantities of materials or longer reading (e.g. whole books) for general understanding with the focus generally on the meaning of what is being read than on the language. Those who are bored with, easy” class material can stretch themselves, and those who struggle can finally read without relying exclusively on translations.

The reading material should consist of 98% known vocabulary and focus is on meaning rather than language (Nation & Hur 2000).

In the words of Kamal (1991), "This kind of reading, which the student undertakes on his or her own away from the classroom, has its own advantages. It increases the reader's vocabulary; it likewise enables him to guess the meaning of words from the context, and raises the possibility of enhancing the vocabulary level of the non-native speakers well above that of the native speaker. However, generally, reading of any kind is assessed for its effectiveness to attain its desired objective”. However, in this respect, scholars have emphasized the use of tasks. The objective of extensive reading is to create fluency and enjoyment in the reading process. It is something that should take place over a sustained period (Elley and Mangubhai: 1981 in the internet TESL Journal, vol. xiii No 8. August 2007). And the number of books read is the best prediction of several measure of reading achievement (Anderson, Wilson and Fielding, 1988, cited in Elley & Smith 1997).

Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. They are encouraged to stop reading if the material is not interesting or if it is too difficult. They are also encouraged to expand their reading comfort zone. Again, Raimes (1983: 51) says, “There are two types of reading we can ask our students to do: extensive reading or close reading. They can read whole stories or whole books, where they have so much to read that they cannot stop to look up every unfamiliar word or to translate every sentence. Then they have such a lot of reading to get through, at a level that is challenging for them -a little above the level of the language they themselves produce- that they have to read for content, for meaning. Or, we can ask our students to do close reading, where they read a short passage and give close attention to all the choices the writer has made in, for example, content, vocabulary, and organization”. Harmer (2003) explains that, “Extensive reading and listening frequently take place when students are on their own, whereas intensive reading or listening is often done with the help and/or intervention of the teacher”.

Raimes (1983) adds that, “Extensive reading is a reading that promotes reading out of class”. It is a kind of reading that covers a large area of materials. These materials include: story books, novels, newspapers, journals, magazines, books of all kinds, etc. It also involves dictionary reading. Extensive reading is primarily meant for vocabulary development. It may not be the only process, but today it is seen as the best. Raimes (1983) continues, “When our students read, they engage actively with the new language and culture. If they are studying English where they have little opportunity to speak it or hear it spoken, then reading is the only activity that gives them access to unlimited amount of the language. The more our

students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language”.

Palmer, (1921/1964), sees extensive reading as “rapidly reading book after book”. A reader’s attention should be on the meaning, not the language of the text”. Day and Bamford (1998) explains that, “Today, in language teaching terms, extensive reading is recognized as one of the four styles of or ways of reading, the other three being skimming, scanning, and intensive reading”.

Good things happen to students who read a great deal in the new language. They become better and more confident readers, they write better, their listening and speaking abilities improve, and their vocabularies get richer. In addition, they develop positive attitudes toward and increased motivation to study the new language. Any ESL, EFL, or L1 classroom will be the poorer for the lack of an extensive reading program of some kind, and will be unable to promote its pupils’ language development in all aspects as effectively as if such a program were present (Colin Davis 1995: 335).

## **2.2. Definitions of Extensive Reading**

Extensive reading has been defined in several ways. In the early conceptions about extensive reading, Palmer (1969) used the term extensive reading in foreign language pedagogy to mean to “rapidly read book after book” (as cited in Day & Bamford, 1998, p. 5). That is, extensive readers, as explained by Palmer, focus only on the content, not the language forms, of the text. Michael West, a teacher and materials writer, established a so-called “supplementary” reading, the goal of which was “the development to the point of enjoyment and the ability to read the foreign language” (as cited in Day & Bamford, 1998, p. 6).

Extensive reading is in contrast with expeditious reading and intensive reading. Grabe and Stoller (2002) stated that extensive reading is an “approach to the teaching and learning of reading in which learners read large quantities of material that is within their linguistic competence” (p. 259). Day and Bamford (2004) also contend that extensive reading is a teaching approach through which students read a lot of easy materials in the new language (p. 1). In an extensive reading environment, students can choose books that interest them and that they enjoy reading individually for pleasure, which also means that they can stop reading if the book is either boring or difficult. Gradually, the students can develop the habit of reading, which will then build their confidence in language learning in general and reading in particular (Day & Bamford, 2004). Nation (2009) also mentioned that extensive reading is an approach in which language learners can focus on the meaning of the text they read and develop their fluency through reading (p. 64). In short, extensive reading involves 1) large quantities of easy reading materials; 2) reading for enjoyment and pleasure; 3) reading to build confidence in language learning; and 4) reading for fluency development.

### **2.3. Characteristics of Extensive Reading Programs**

As mentioned earlier, extensive reading is a pleasurable reading activity in which students enjoy reading books of their own choices. In order to have a better understanding of an extensive reading approach in language classrooms, Day and Bamford (2004) clearly described ten important characteristics that are found in successful extensive reading programs. These features are:

- The reading material is easy.
- A variety of reading materials on a wide range of topics is available.
- Learners choose what they want to read.

- Learners read as much as possible.
- Reading speed is usually faster rather than slower.
- The purpose of reading is usually related to pleasure, information, and general understanding.
- Reading is individual and silent.
- Reading is its own reward.
- The teacher orients and guides the students.
- The teacher is a role model of a reader (pp. 2-3).

Based on these characteristics, it is obvious that extensive reading can be an effective approach to motivate students especially, those who are studying English in non-English environments to be involved actively in learning the target language. One important principle is that the reading materials should be easy so that the students can read and understand the texts well. Nation (2009) emphasized that there should be no more than one unknown word per page for language beginners, and no more than five for intermediate students. Because of this, the teachers necessarily introduce appropriate reading materials that the students feel comfortable with and motivated about when they are asked to read. Another important element from extensive reading principles is that students can choose reading materials for themselves from various sources, such as magazines, newspapers, storybooks, or online texts. They do not have to depend on textbooks or reading materials supplied by the teacher. Thus, they are free to enjoy reading topics of their own choice. Accordingly, the students are encouraged to read what they want to learn about. Moreover, the teacher can actually encourage the students to stop reading anything that is not interesting or when they find the reading materials are too difficult. Last but not least, in extensive reading the students can work with the texts individually and silently. Therefore, extensive reading can take

place outside the classroom where students can enjoy reading pleasurable on their own time in any place they want (Krashen, 2004).

## **2.4. Benefits of Extensive Reading**

Many studies have emphasized the effectiveness and benefits of extensive reading in both ESL and EFL classrooms. Generally, authors and researchers agree that extensive reading:

- 1) Promotes Reading speed and reading comprehension.
- 2) Promotes Vocabulary growth.
- 3) Promotes Improvements in the other language skills of listening and speaking as well as writing.
- 4) Promotes positive changes in motivation and attitude toward language learning in general and reading in particular.

Regarding reading speed and reading comprehension, Bell (2001) compared an extensive group who used graded readers (texts which are adapted for language learners and target a specific level of reader) and an intensive group who read short texts. Bell's results show that learners in the extensive group achieved significantly faster reading speeds and higher scores than those in the intensive group. In addition, Nation (2009) also states that graded readers are effective sources for language students to improve their reading speed because they no longer find it difficult to read, and they can focus on reading for meaning and content (p. 64).

In terms of vocabulary growth, many studies show that extensive reading is an effective way for ESL/EFL learners to acquire vocabulary of the target language. In their case study of vocabulary acquisition from extensive reading, Pigada and Schmitt (2006) conclude that reading extensively in the target language not only improves grammatical knowledge but also enhances spelling as well as acquisition

of vocabulary meanings. Maley (2009) argues that learners acquire vocabulary by having exposure to various reading materials. He affirms that “extensive reading allows for multiple encounters with words and phrases in context thus, making possible the progressive accretion of meanings to them.” In this kind of reading, more new vocabulary comes into learners’ minds, and more importantly, reading helps the learners retain prior learned vocabulary. Day (2011) stressed that “the more our students read the better readers they become. An integral part of this is learning new vocabulary” (p. 1). It is apparent that extensive reading plays a vital role in vocabulary development, which is considered an indispensable part in the acquisition of a second or foreign language. Such research strongly supports the evidence that vocabulary growth can occur incidentally through extensive reading. Besides reading speed, comprehension, and vocabulary growth, extensive reading helps to improve the other three English skills of listening, speaking, and writing. Hafiz and Tudor (1989) establish a program using graded readers to investigate the effects of extensive reading upon other language skills. The program was conducted with one experimental group and two other control groups. After three months of the project, the result was that the experimental group considerably improved their reading comprehension and writing skills due to their exposure to a wide range of lexical, syntactic, and textual features in the reading materials. In addition to this, Bell (1998) argues that extensive reading enhances learners’ general language competence. Bell established a reading program with a variety of published and graded readers to help an elementary level class of EFL learners improve their English. As a result, those students not only gained word recognition and reading comprehension, but they were also better at oral and written English skills.

Finally, extensive reading has a great impact on learners’ motivation and attitudes toward language learning. Mason and Krashen (1997) conducted an investigation



of Japanese students' motivation through a reading program. They experimented on students who had failed English. The result proves that those students had positive changes in the way they learned through extensive reading in place of traditional teaching.

More importantly, Mason and Krashen found that those students, through extensive reading, were highly motivated in their language learning and were actively involved more in extensive reading activities. Day (2012) also affirmed that through extensive reading, students' language skills are improved, which can lead to positive changes in students' attitudes and motivation toward reading (Extensive Reading, 2012).

## **2.5. Previous Studies**

There have been a number of experimental and quasi-experimental studies that have demonstrated the effectiveness of ER and to provide support for the use of ER in English as a second language (ESL) and EFL classroom settings. The purpose of this short article is to provide an overview of the studies which can help teachers become familiar with both the benefits and the research. There is a robust literature in scholarly journals that reports the results of investigations into the impact of ER on learning English in both second language (ESL) and foreign language (EFL) contexts. The investigations have looked at both language learning and the affective dimension of language learning, primarily attitude and motivation.

Table 1 is an overview of representative studies conducted in both ESL and EFL environments with diverse populations, from young children to adults. First, let's look at learning to read. As we might expect, the studies convincingly demonstrate that learners who engage in ER will become better readers in the target language. Not only does reading comprehension improve, but students who read extensively

learn reading strategies and increase their reading rates. Increasing reading rate is important because rate is a critical component of fluent reading. We know from research that fluent readers are better readers (i.e., score higher on measures of reading comprehension) than slow readers. The results displayed in Table 1 are strong confirmation of the benefits of ER on learning to read. The gains in motivation and attitude (often called affect) are equally impressive. Study after study shows how attitudes changed toward reading in English and how the students became eager readers. Elley (1991, p. 397) reported that the students developed “very positive attitudes toward books as they raised their literacy levels in English.” In addition to gains in affect and reading proficiency, research demonstrates that students who read extensively also make gains in overall language proficiency. For example, Cho and Krashen (1994) reported that their four adult ESL learners increased competence in both listening and speaking abilities. Writing proficiency is also impacted by reading extensively. This includes both primary students (Elley and Mangubhai, 1981), and university students (Janopoulos, 1986).

Finally, the research convincingly shows that ER increases vocabulary knowledge. It is not surprising that ER helps students become better readers. Research in both first language (L1) and second language (L2) shows that we learn to read by reading. The more our students read, the better readers they become. An integral part of this is learning new vocabulary. One of the primary ways in which vocabulary is learned is through reading.

Learners encounter the same words over and over again in context, which results in vocabulary learning. So how does ER result in increases in other aspects of L2 learning? We are not sure. It is my opinion that there are two factors involved. The first is vocabulary. Learning vocabulary is one of the keys to learning a new language. Without knowledge of the L2’s vocabulary, no progress can be made. So

I believe that ER impacts writing, listening and speaking because students know more vocabulary. The second possible factor is the increase in positive affect. Students develop positive attitudes toward and increased motivation for learning the L2. Let me stress that this is my opinion. There has been no research into why ER works.

In conclusion, good things happen when learners engage in extensive reading.

Table 1. Results of Studies of the Benefits of ER on EFL & ESL Learners

Study	Population	Results
Iwahori 2008;	EFL; secondary; Japan	Increase in reading rate & general language proficiency
Nishono 2007	EFL; secondary; Japan	Increase in reading strategies & motivation
Horst 2005	ESL; adults; Canada	Increase vocabulary
Kusanagi 2004	EFL; adults; Japan	Increase in reading rate
Taguchi et al. 2004	EFL; adults; Japan	Increase in reading rate
Sheu 2003	EFL; junior high school; Taiwan	Increase in general language proficiency
Asraf & Ahmad 2003	EFL; middle school; Malaysia	Increase in attitude
Takase 2003	EFL; secondary; Japan	Increase in motivation
Bell 2001	EFL; university; Yemen	Increase in reading rate & general language proficiency
Mason & Krashen 1997	EFL; university; Japan	Increase in writing proficiency
Tsang 1996	EFL; secondary; Hong Kong	Increase in writing proficiency
Masuhara et al. 1996	EFL; university; Japan	Increase in reading proficiency & rate
Cho & Krashen 1994	ESL; adults; USA	Increase in reading proficiency, oral fluency, vocabulary knowledge, & attitude & motivation
Lai 1993a, b	EFL; secondary; Hong Kong	Increase in reading proficiency & vocabulary
Elley 1991	EFL; primary; Singapore	Increase in reading proficiency & attitude & motivation
Hafiz & Tudor	EFL; primary; Pakistan	Increase in writing proficiency

1990		& vocabulary knowledge
Robb & Susser 1989	EFL; university; Japan	Increase in reading proficiency and attitude
Pitts, White, & Krashen, 1989	Pitts, White, & Krashen, 1989	Increase in vocabulary knowledge
Janopoulos 1986	EFL; university; USA	Increase in writing proficiency
Elley & Mangubhai 1981	EFL; primary; Fiji	Increases in reading proficiency & general language proficiency including listening & writing; increase in attitude & motivation

# **CHAPTER THREE**

## **METHODOLOGY**

# **CHAPTER THREE**

## **METHODOLOGY OF THE STUDY**

### **3.0. Introduction**

In this chapter the researcher would like to discuss and shed light on the following categories: participants, instruments, reliability and validity of the questionnaire, and the procedure of the data collection. A descriptive, analytical method is used with illustrated tables exhibit the various percentages, interpretations and explanations of their results. The data of the study is used to investigate the impact of extensive reading on the EFL learners Language abilities.

### **3.1. Participants:**

The participants of this study is a number of secondary schools teachers about (30) has been teaching English language for a couple of years as their specialty. These teachers were randomly chosen to answer the questionnaire statements .The participants were confined to males and excluded females as result of the researcher point of view that males are more available than females.

### **3.2. Instruments:**

In this study the researcher prefers to use questionnaire as a tool for his data collection. Since, it is an inexpensive method that is useful where literacy rates are high and respondents are cooperative.

### **3.3. Procedure of the data collection**

To carry out this study, the participants has been randomly chosen and the researcher distributed the questionnaire formats to the teachers and himself supervise the distribution of them to me sure that each participant has receive his format. All the participants have informed of the purpose of the questionnaire and ensure that their responses under key and lock (confidential). Finally the researcher marked and scored the whole work of the participants.

#### **Reliability and validity of the questionnaire**

In order to check the apparent validity for the study of the questionnaire and validation of its statements according to the formulation and explanation. Therefore, the researcher showed the questionnaire to the (5) of the Ph.D. holders who are conversant in this matter as referees who, made some changes and offered some suggestions, and the others agreed that the questionnaire is suitable. Any way the researcher reviewed all changes made in his questionnaire and accepted the suggestions, corrections made by the referees.

# **CHAPTER FOUR**

## **DATA ANALYSIS**



# **CHAPTER FOUR**

## **DATA ANALYSIS**

### **4.0 Introduction**

In this section, data analysis for the study and questionnaire of its hypotheses will be done. To do that, firstly we consider the instruments of applied study, which contain the description of the study's population and its sample, method of collection data, reliability and validity of the study tool, and the statistical treatments that used the methodology of the study will be shown here.

### **4.1 Population and Sample of the Study**

The original population for this study is 40 teachers of a secondary school. The researcher used the simple random sampling to answer the questionnaire's statements. The following table and figure shows the number of distributed questionnaire, the number of received questionnaire with full-required information and the responses percentage.

### **4.2 Reliability and Validity of the Questionnaire**

#### **4.2.1 Apparent Reliability and Validity:**

In order to check the apparent validity for the study questionnaire and validation of its statements according to the formulation and explanation, the researcher showed the questionnaire to the (5) of the Ph.D. holding referees whom they are specialists by the study field. Some of the referees make some suggestions,

and others were agreed that the questionnaire is suitable. In any way, the researcher studied all suggestions, and some corrections on his questionnaire have been done. The following table is showing the referees and their jobs and places of Works.

Table (3-1)

The questionnaire's referees and their jobs and places of work

No.	Name	job	Title
1			
2			
3			

**Source: The researcher from applied study, 2017**

#### 4.2.2 Statistical Reliability and Validity:

It is meant by the reliability of any test, to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

1. Split-half by using Spearman-Brown equation.
2. Alpha-Cronbach coefficient.
3. Test and Re-test method
4. Equivalent images method.

## 5. Guttman equation.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

The researcher calculated the validity statistically using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher was distributed about (10) questionnaires to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

Table (3-2)

The statistical reliability and validity of the pre-test sample about the study questionnaire

Hypotheses	Reliability	Validity
First	0.80	0.89
Second	0.87	0.93
Third	0.85	0.92
Overall	0.92	0.96

**Source: The researcher from applied study, 2017**

We note from the results of above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's theme, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

### **4.3 Statistical Instruments**

In order to satisfy the study objectives and to test its hypotheses, we use the following statistical instruments:

1. Graphical figures.
2. Frequency distribution.
3. Person correlation coefficient.

4. Spearman-Brown equation for calculating Reliability coefficient.

5. Median.

6. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

#### **4.4 Application of the Study's Tool:**

After the step of checking questionnaire reliability and validity, the researcher had distributed the questionnaire on determined study sample (30) persons, and the researcher constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (Strongly agree, Agree, Neutral, Disagree, Strongly disagree) to quantitative variables (5, 4, 3, 2 ,1) respectively, also the graphical representation have done for this purpose.

##### **1-First hypothesis:**

**Statement No.(1): Exposure to new words extensively improves the learners reading speed .**

Table no. (3-3) and figure no. (3-1) shows the frequency distribution for the study's respondents about statement no.(1).

**Table no.(3-3)**

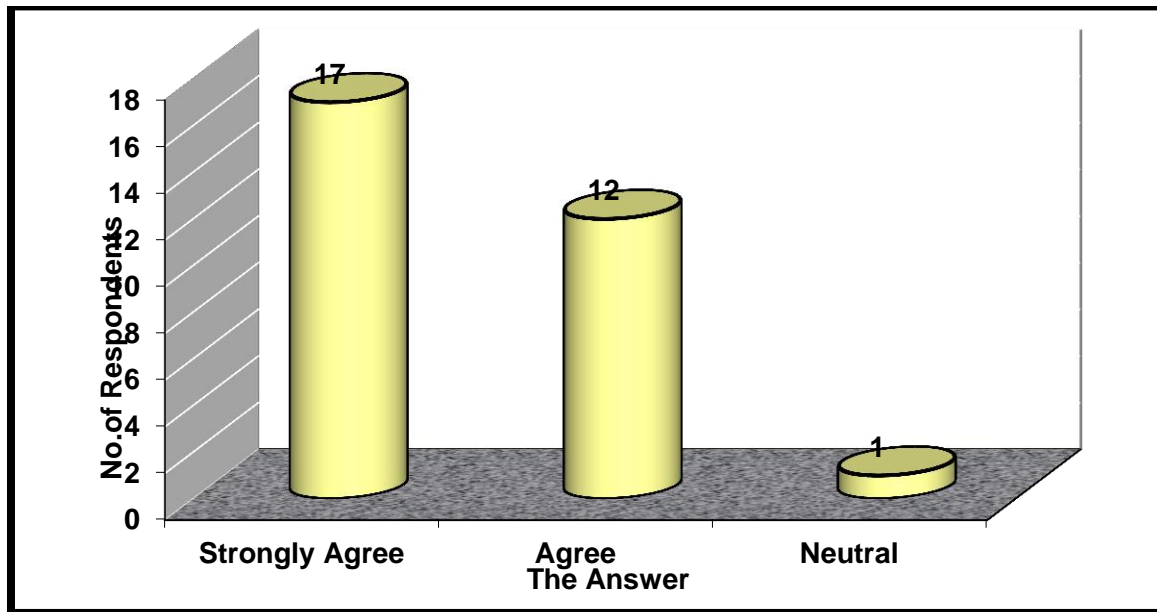
**The frequency distribution for the respondents' answers about statement no.(1)**

Answer	Number	Percent
Strongly Agree	12	40.0
Agree	17	56.7
Neutral	1	3.3
Total	30	100.0

**Source: The researcher from applied study, 2017**

**Figure no.(3-1)**

**The frequency distribution for the respondents' answers about question no.(1)**



**Source: The researcher from applied study, Excel Package, 2017**

It is clear from table no.(3-3) and figure (3-1) that there are (12) persons in the study's sample with percentage (40.0%) have strongly agreed with " Exposure to

new words extensively improves the learners reading speed ". There are (17) persons with percentage (56.0%) have agreed about that, and only one person with percentage (3.3%) have neutral about that.

**Statement No.(2): Exposure to textual feature improves learners reading comprehension .**

Table no. (3-4) and figure no.(3-2) shows the frequency distribution for the study's respondents about statement no.(2).

**Table no.(3-4)**

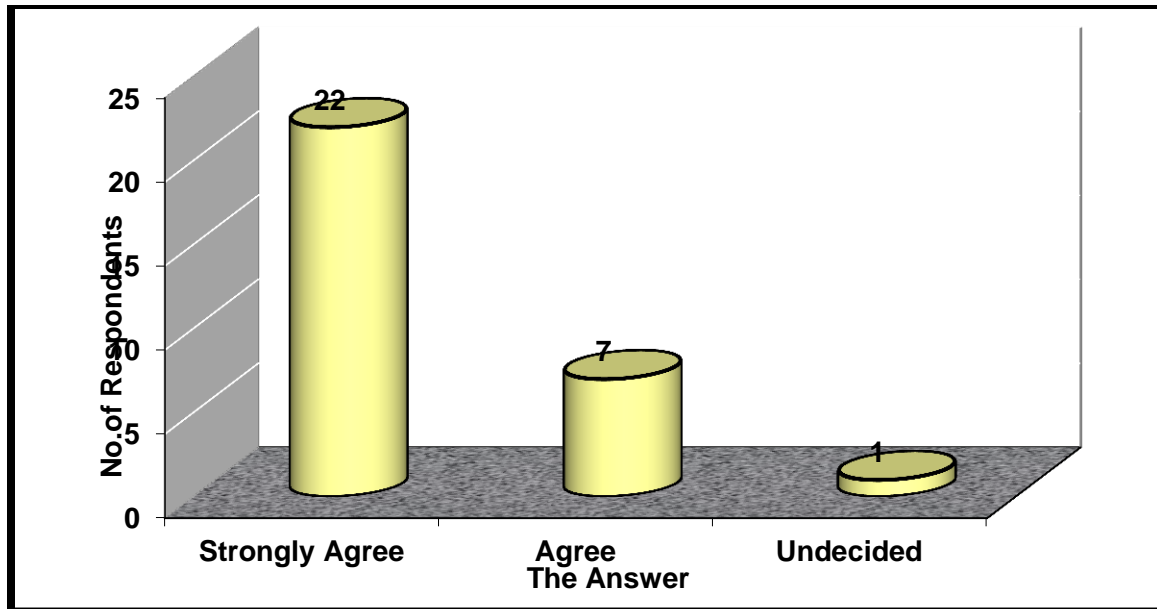
**The frequency distribution for the respondents' answers about statement no.(2)**

Answer	Number	Percent
Strongly Agree	7	23.3
Agree	22	73.3
Neutral	1	3.3
Total	30	100.0

**Source: The researcher from applied study, 2017**

**Figure no.(3-2)**

**The frequency distribution for the respondents' answers about statement no. (2)**



**Source: The researcher from applied study, Excel Package, 2017**

It is clear from table no.(3-4) and figure (3-2) that there are (7) persons in the study's sample with percentage (23.3%) have strongly agreed with " Exposure to textual feature improves learners reading comprehension ". There are (22) persons with percentage (73.3%) have agreed about that, and only one person with percentage (3.3%) have neutral about that.

**Statement No.(3): Graded reading materials enhance learners comprehension and as result their reading speed .**

Table no. (3-5) and figure no.(3-3) shows the frequency distribution for the study's respondents about statement no.(3).



**Table no.(3-5)**

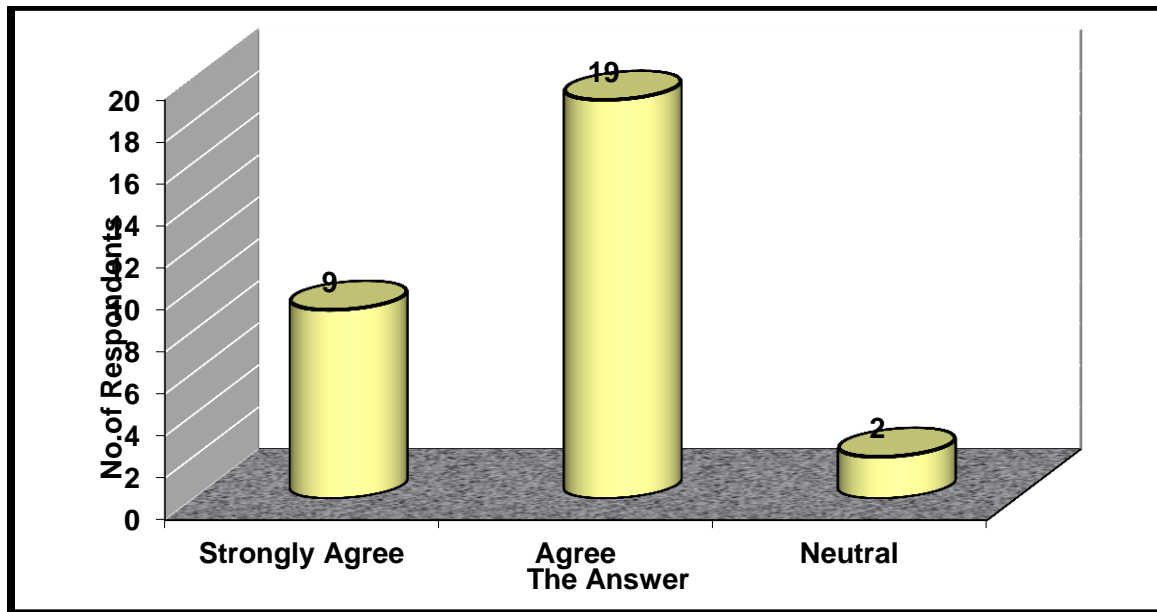
**The frequency distribution for the respondents' answers about statement no.(3)**

Answer	Number	Percent
Strongly Agree	9	30.0
Agree	19	63.3
Neutral	2	6.7
Total	30	100.0

**Source: The researcher from applied study, 2017**

**Figure no.(3-3)**

**The frequency distribution for the respondents' answers about statement no.(3)**



**Source: The researcher from applied study, Excel Package, 2017**

It is clear from table no.(3-4) and figure (3-3) that there are (9) persons in the study's sample with percentage (30.0%) have strongly agreed with " Graded reading materials enhance learners comprehension and as result their reading speed ". There are (19) persons with percentage (63.3%) have agreed about that and (2) persons with percentage (6.7%) have neutral about that.

**Statement No.(4): Using different techniques in extensive reading can promote reading speed.**

Table no. (3-6) and figure no.(3-4) shows the frequency distribution for the study's respondents about statement no.(4).

**Table no.(3-6)**

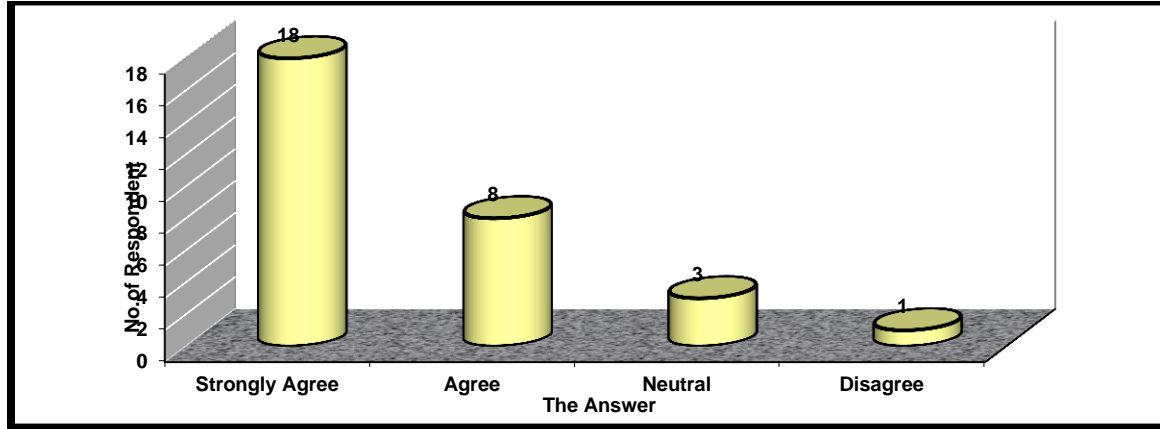
**The frequency distribution for the respondents' answers about statement no.(4)**

Answer	Number	Percent
Strongly Agree	8	26.7
Agree	18	60.0
Neutral	3	10.0
Disagree	1	3.3
Total	30	100.0

**Source: The researcher from applied study, 2017**

**Figure no. (3-3)**

**The frequency distribution for the respondents' answers about statement no.(3)**



**Source: The researcher from applied study, Excel Package, 2017**

It is clear from table no.(3-6) and figure (3-4) that there are (6) persons in the study's sample with percentage (26.7%) have strongly agreed with " Using different techniques in extensive reading can promote reading speed ". There are (18) persons with percentage (60.0%) have agreed on that, and (3) persons with percentage (10.0%) have neutral about that, and only one person with percentage (2.2%) is disagree about that.

**1-Second hypothesis:**

**Statement No.(1):Exposure to various reading materials help learners acquire vocabulary and new word derivative.**

Table no. (3-7) and figure no.(3-5) shows the frequency distribution for the study's respondents about statement no.(1).

**Table no.(3-12)**

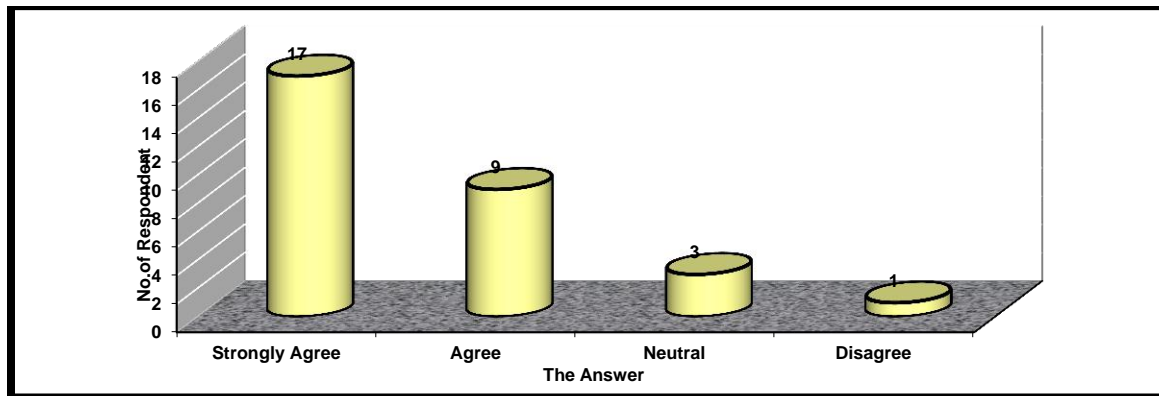
**The frequency distribution for the respondents' answers about statement no.(1)**

Answer	Number	Percent
Strongly Agree	19	30.0
Agree	17	56.7
Neutral	1	3.3
Disagree	1	10.0
Total	30	100.0

**Source: The researcher from applied study, 2017**

**Figure no. (3-12)**

**The frequency distribution for the respondents' answers about statement no.(1)**



**Source: The researcher from applied study, Excel Package, 2017**

It is clear from table no.(3-7) and figure (3-5) that there are (9) persons in the study's sample with percentage (30.0%) have strongly agreed with " Exposure to various reading materials help learners acquire vocabulary and new word derivative ". There are (17) persons with percentage (56.7%) have agreed on that

and one only person with percentage (3.3%) have neutral about that, while (3) persons with percentage (10.0%) have disagree about that.

**Statement No.(2): Extensive reading allows learners encounter words within context .**

Table no. (3-8) and figure no.(3-6) shows the frequency distribution for the study's respondents about statement no.(2).

**Table no.(3-8)**

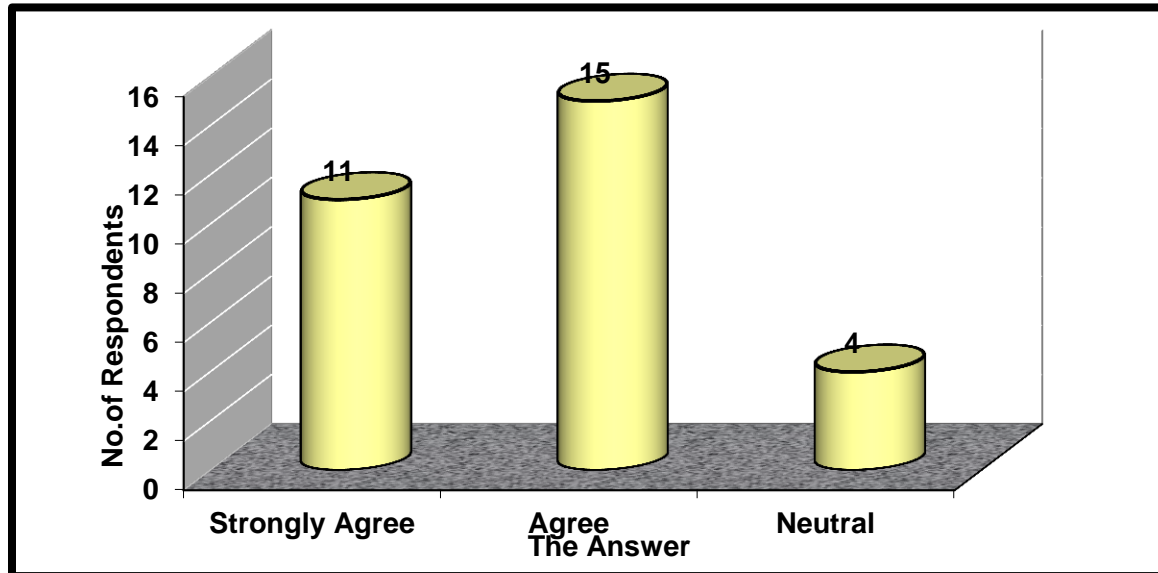
**The frequency distribution for the respondents' answers about statement no.(2)**

Answer	Number	Percent
Strongly Agree	11	36.7
Agree	15	50.0
Neutral	4	13.3
Total	30	100.0

**Source: The researcher from applied study, 2017**

**Figure no.(3-6)**

**The frequency distribution for the respondents' answers about statement no.(2)**



**Source: The researcher from applied study, Excel Package, 2017**

It is clear from table no.(3-8) and figure (3-6) that there are (11) persons in the study's sample with percentage (36.7%) have strongly agreed with " Extensive reading allows learners encounter words within context ". There are (15) persons with percentage (50.0%) have agreed about that, and (4) persons with percentage (13.3%) have neutral about that.

**Statement No. (3): In extensive reading new meaning of vocabulary comes to EFL learners understanding .**

Table no. (3-9) and figure no.(3-7) shows the frequency distribution for the study's respondents about statement no.(3).

**Table no. (3-9)**

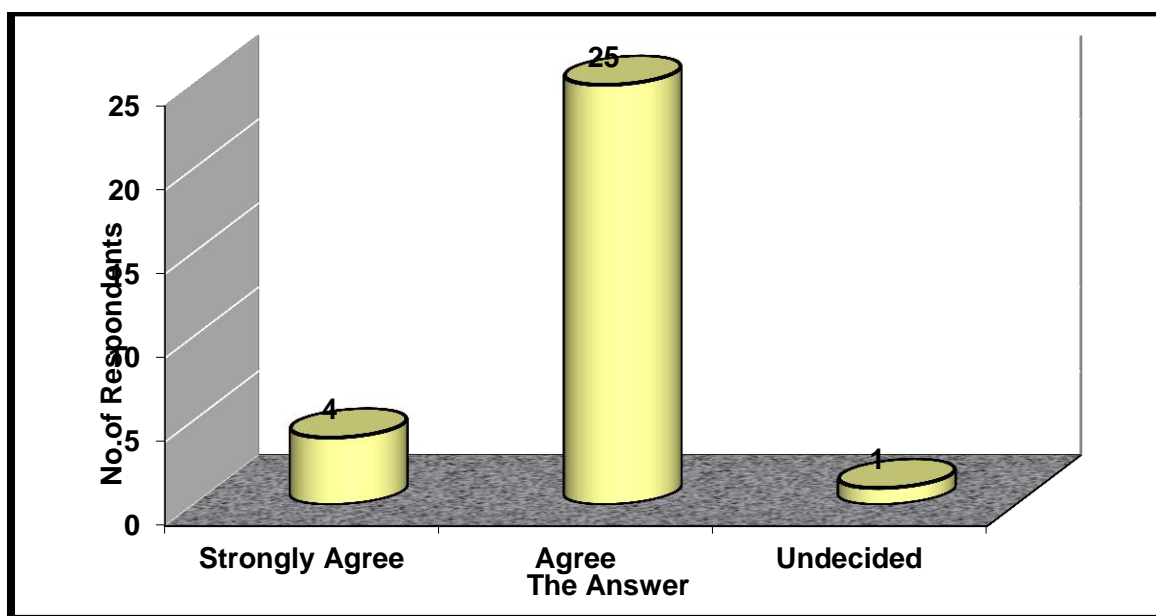
**The frequency distribution for the respondents' answers about statement no. (3)**

Answer	Number	Percent
Strongly Agree	4	13.3
Agree	25	83.3
Neutral	1	3.3
Total	30	100.0

Source: The researcher from applied study, 2017

Figure no. (3-14)

The frequency distribution for the respondents' answers about statement no.(3)



Source: The researcher from applied study, Excel Package, 2017

It is clear from table no.(3-9) and figure (3-7) that there are (25) persons in the study's sample with percentage (56.7%) have strongly agreed with " In extensive reading new meaning of vocabulary comes to EFL learners understanding ". There are (4) persons with percentage (13.3%) have agreed about that, and only one person with percentage (3.3%) have neutral about that.

**Statement No.(4): Reading extensive help learners retain prior learned vocabulary .**

Table no. (3-10) and figure no.(3-8) shows the frequency distribution for the study's respondents about statement no.(4).

**Table no.(3-10)**

**The frequency distribution for the respondents' answers about statement no.(4)**

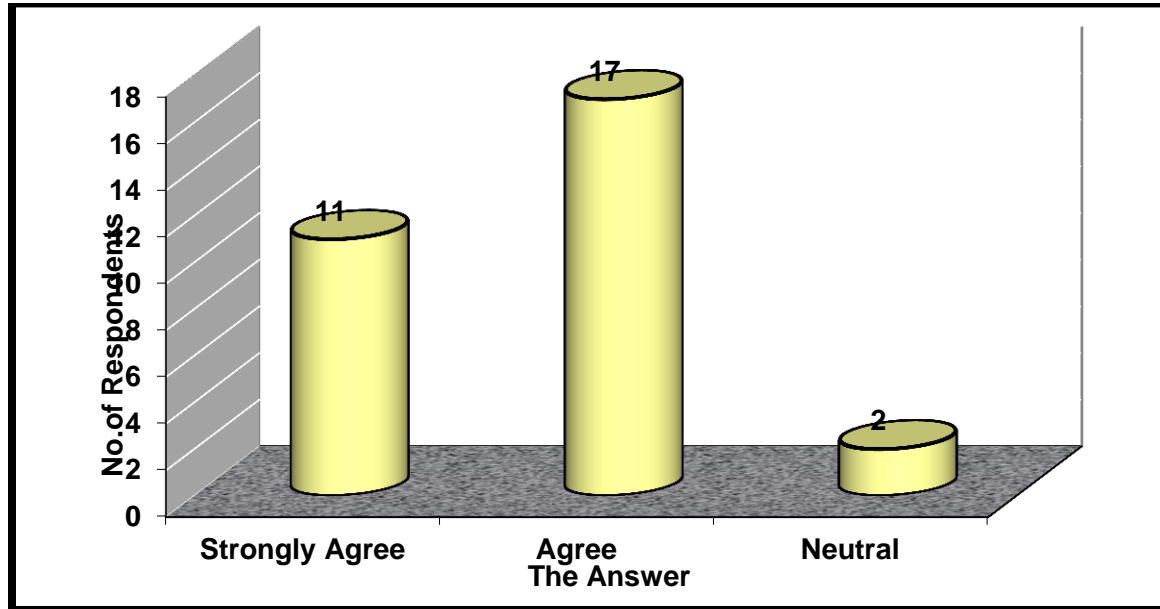
Answer	Number	Percent
Strongly Agree	11	36.7
Agree	17	50.0
Neutral	2	13.3
Total	30	100.0

**Source: The researcher from applied study, 2017**



**Figure no.(3-15)**

**The frequency distribution for the respondents' answers about statement no. (4)**



**Source: The researcher from applied study, Excel Package, 2017**

It is clear from table no.(3-10) and figure (3-8) that there are (17) persons in the study's sample with percentage (56.7%) have strongly agreed with " Reading extensive help learners retain prior learned vocabulary ". There are (11) persons with percentage (36.7%) have agreed about that and (2) persons with percentage (6.7%) have neutral about that.

### **3-Third hypothesis:**

**Statement No. (1): Exposure to new vocabulary items improves learners speaking and listening vocabulary .**

Table no. (3-11) and figure no.(3-9) shows the frequency distribution for the study's respondents about statement no.(1).

**Table no.(3-11)**

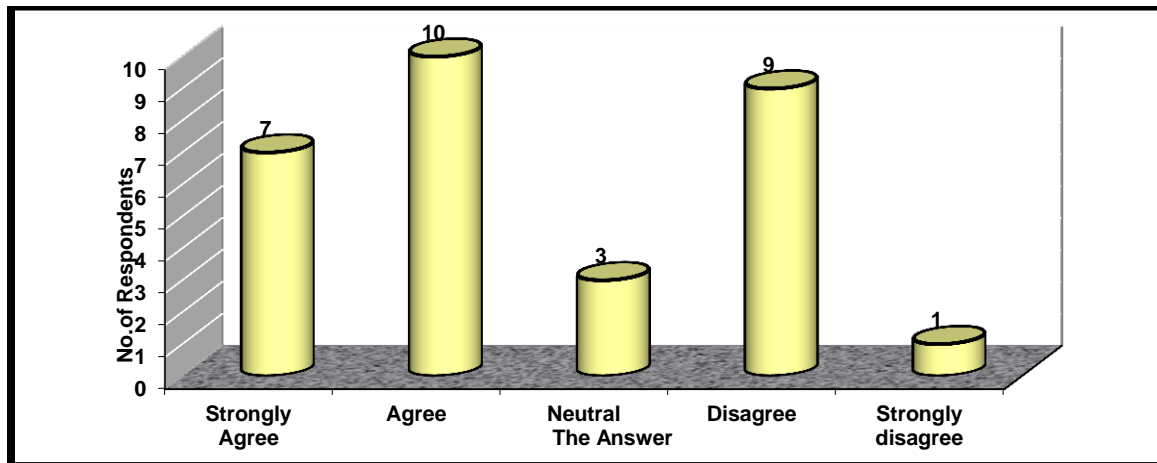
**The frequency distribution for the respondents' answers about statement no.(1)**

Answer	Number	Percent
Strongly Agree	7	23.3
Agree	10	33.3
Neutral	3	10.0
Disagree	10	30.0
Strongly disagree	1	3.3
Total	30	100.0

**Source: The researcher from applied study, 2017**

**Figure no.(3-22)**

**The frequency distribution for the respondents' answers about statement no. (1)**



**Source: The researcher from applied study, Excel Package, 2017**

It is clear from table no.(3-11) and figure (3-9) that there are (7) persons in the study's sample with percentage (23.3%) have strongly agreed with " Exposure to

new vocabulary items improves learners speaking and listening vocabulary ". There are (10) persons with percentage (33.3%) have agreed on that, and (3) persons with percentage (10.00%) have neutral about that, and (9) persons with percentage (30.0%) have disagree about that, while only one person with percentage (3.3%) have strongly disagree about that.

**Statement No.(2): Reading loudly helps EFL learners speaking and listening ability .**

Table no. (3-12) and figure no. (3-10) shows the frequency distribution for the study's respondents about statement no.(2).

**Table no.(3-12)**

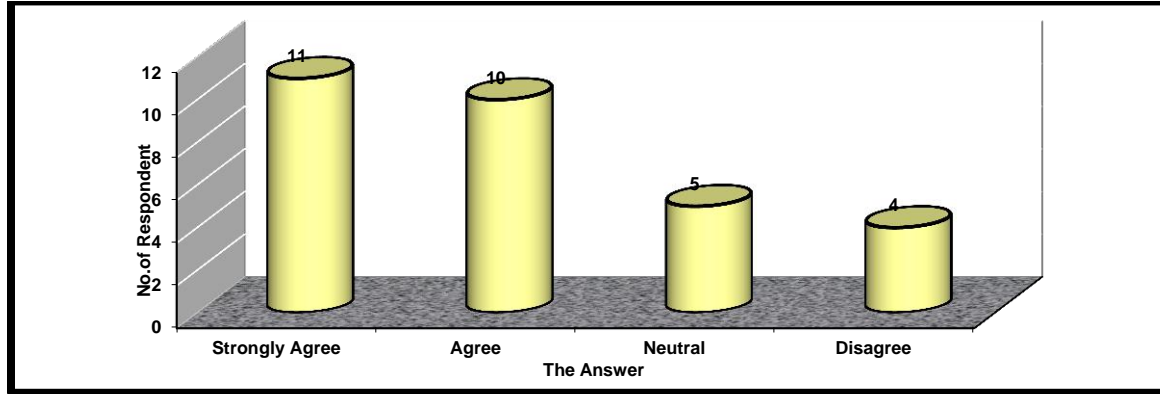
**The frequency distribution for the respondents' answers about statement no.(2)**

Answer	Number	Percent
Strongly Agree	11	36.7
Agree	10	33.3
Neutral	5	16.7
Disagree	4	13.3
Total	30	100.0

**Source: The researcher from applied study, 2017**

**Figure no.(3-23)**

**The frequency distribution for the respondents' answers about statement no. (2)**



**Source: The researcher from applied study, Excel Package, 2017**

It is clear from table no.(3-12) and figure (3-10) that there are (11) persons in the study's sample with percentage (36.7%) have strongly agreed with " Reading loudly helps EFL learners speaking and listening ability ". There are (10) persons with percentage (33.3%) have agreed on that, and (5) persons with percentage (16.7%) have neutral about that, while (4) persons with percentage (13.3%) have disagree about that.

**Statement No.(3): Teachers of English who use loud reading can improve learners listening skill .**

Table no. (3-13) and figure no.(3-11) shows the frequency distribution for the study's respondents about statement no.(3).

**Table no.(3-13)**

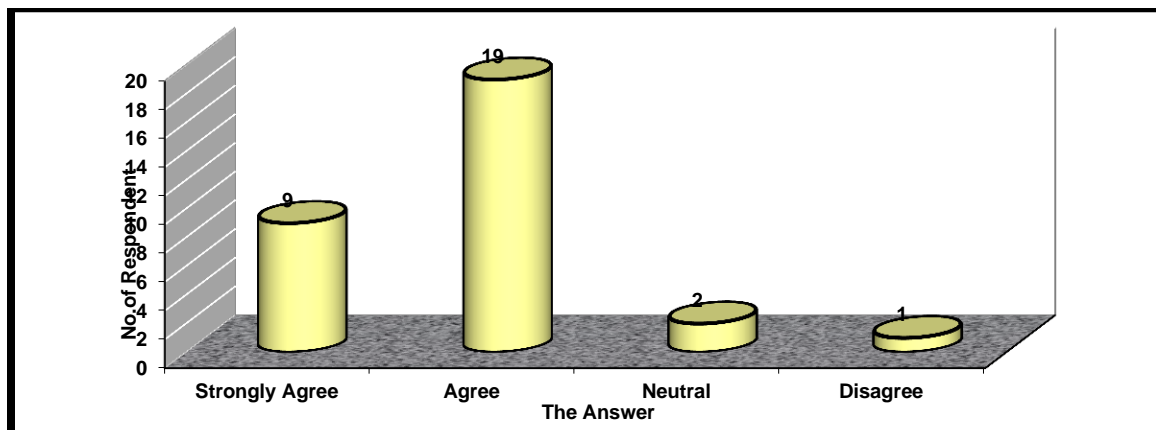
**The frequency distribution for the respondents' answers about statement no.(3)**

Answer	Number	Percent
Strongly Agree	9	30.0
Agree	18	60.0
Neutral	2	6.7
Disagree	1	3.3
Total	30	100.0

**Source: The researcher from applied study, 2017**

**Figure no.(3-11)**

**The frequency distribution for the respondents' answers about statement no.(3)**



**Source: The researcher from applied study, Excel Package, 2017**

It is clear from table no.(3-13) and figure (3-12) that there are (9) persons in the study's sample with percentage (30.0%) have strongly agreed with " Teachers of English who use loud reading can improve learners listening skill ". There are (18) persons with percentage (60.0%) have agreed on that and (2) persons with percentage (6.7%) have undecided about that, while only one person with percentage (3.3%) has disagreed about that.

**Statement No.(4): Exposure to various languages structure can promote listening and speaking skills .**

Table no. (3-14) and figure no.(3-13) shows the frequency distribution for the study's respondents about statement no.(4).

**Table no.(3-14)**

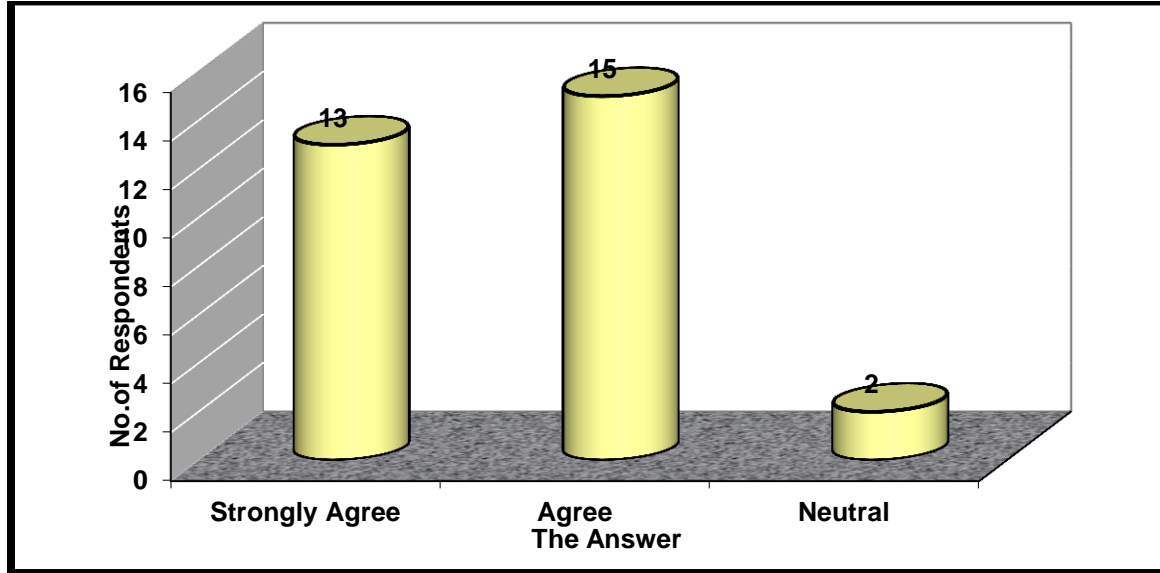
**The frequency distribution for the respondents' answers about statement no.(4)**

Answer	Number	Percent
Strongly Agree	13	43.3
Agree	15	50.0
Neutral	2	6.7
Total	30	100.0

**Source: The researcher from applied study, 2017**

**Figure no.(3-13)**

**The frequency distribution for the respondents' answers about statement no.(4)**



**Source: The researcher from applied study, Excel Package, 2017**

It is clear from table no.(3-24) and figure (3-24) that there are (13) persons in the study's sample with percentage (43.3%) have strongly agreed with " Exposure to various languages structure can promote listening and speaking skills ". There are (15) persons with percentage (50.0%) have agreed on that and (2) persons with percentage (6.7%) have neutral about that.

#### **4.5 Questionnaire of the Study's Hypotheses:**

To answer on study's questions and to checking of its hypotheses, the median will be computed for each question from the questionnaire that shows the opinions of the study respondents about the Problems \*\*\*\*\*. To do that, we will gives five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer " undermined", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree". This

means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions.

### 1- Results of the First Hypothesis:

The first hypothesis in this study states the following:

**“Extensive reading can promote learners reading speed and reading comprehension”**

The aim of this hypothesis is to show that Extensive reading can promote learners reading speed and reading comprehension.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

**Table no.(4-1)**

**The median of respondents’ answers about the questions of the first hypothesis**

No	Question	Median	Result
1	Exposure to new words extensively improves the learners reading speed .	4	Agree
2	Exposure to textual feature improves learners reading comprehension .	4	Agree



3	Graded reading materials enhance learners comprehension and as result their reading speed.	4	Agree
4	Using different techniques in extensive reading can promote reading speed.	4	Agree
	Overall	4	Agree

**Source: The researcher from applied study, 2017**

From the table (4-1), it has shown that:

- The calculated value of the median for the respondents' answers of the 1st question is (4). This value means that, most of the respondents' are agreed with that "Exposure to new words extensively improves the learners reading speed".
- The calculated value of the median for the respondents' answers of the 2nd question is (4). This value means that, most of the respondents' are agreed with that "Exposure to textual feature improves learners reading comprehension".
- The calculated value of the median for the respondents' answers of the 3rd question is (4). This value means that, most of the respondents' are agreed with that "Graded reading materials enhance learners comprehension and as result their reading speed".
- The calculated value of the median for the respondents' answers of the 4th question is (4). This value means that, most of the respondents' are agreed with that "Using different techniques in extensive reading can promote reading speed."
- The calculated value of the median for the respondents' answers about the all

questions that related to the first hypothesis is (5). This value, in general, means that most of the respondents' have strongly agreed with all what mentioned about the first hypothesis.

Above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in the tables from no.(3-4) to no.(3-6) there are some respondents who were disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the first hypothesis, the chi-square test will used to indicate the differences for each question of the first hypothesis. Table no.(4-2) explains the results of the test for the questions as follows:

**Table no.(4-2)**

**Chi-square test results for respondents' answers about the questions of the first hypothesis**

No	Questions	Degree of freedom	Chi-square value
1	Exposure to new words extensively improves the learners reading speed .	2	23.40
2	Exposure to textual feature improves learners reading comprehension .	2	20.53
3	Graded reading materials enhance learners comprehension and as result their reading speed.	2	24.60
4	Using different techniques in extensive reading can promote reading speed.	3	23.07

**Source: The researcher from applied study, 2017**

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1<sup>st</sup> question was (23.40) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(3-3), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Exposure to new words extensively improves the learners reading speed ”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2<sup>nd</sup> question was (20.53) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(3-4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Exposure to textual feature improves learners reading comprehension ”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3<sup>rd</sup> question was (24.60) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(3-4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that Graded reading materials enhance learners comprehension and as result their reading speed”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4<sup>th</sup> question was (23.07) which is greater

than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3-6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that Using different techniques in extensive reading can promote reading speed”.

From above results, we see that the first hypothesis that states “**Extensive reading can promote learners reading speed and reading comprehension**” is fulfilled.

## **2- Results of the Second Hypothesis:**

The second hypothesis in this study states the following:

**“Extensive reading can improves learners vocabulary”**

The aim of this hypothesis is to show that extensive reading can improves learners vocabulary.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

**Table no.(4-4)**

**The median of respondents' answers about the statement of the second hypothesis**

No	Statement	Median	Result
1	Exposure to various reading materials help learners acquire vocabulary and new word derivative.	4	Agree
2	Extensive reading allows learners encounter words within context.	4	Agree
3	In extensive reading new meaning of vocabulary comes to EFL learners understanding .	4	Agree
4	Reading extensive help learners retain prior learned vocabulary .	4	Agree
	Overall	4	Agree

**Source: The researcher from applied study, 2017**

From the table (4-1), it has shown that:

- The calculated value of the median for the respondents' answers of the 1st question is (4). This value means that, most of the respondents' are agreed with that "Exposure to various reading materials help learners acquire vocabulary and new word derivative".
- The calculated value of the median for the respondents' answers of the 2nd question is (4). This value means that, most of the respondents' are agreed

with that “Extensive reading allows learners encounter words within context”.

- The calculated value of the median for the respondents’ answers of the 3rd question is (4). This value means that, most of the respondents’ are agreed with that “In extensive reading new meaning of vocabulary comes to EFL learners understanding ”.
- The calculated value of the median for the respondents’ answers of the 4th question is (4). This value means that, most of the respondents’ are agreed with that “Reading extensive help learners retain prior learned vocabulary”.
- The calculated value of the median for the respondents' answers about the all questions that related to the second hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what mentioned about the second hypothesis.

Agreed with the questions because as mentioned in the tables from no.(3-12) to no.(3-21) there are some respondents who were disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the second hypothesis, the chi-square test will used to indicate the differences for each question of the first hypothesis. Table no.(4-5) explains the results of the test for the questions as follows:

**Table no.(4-5)**

**Chi-square test results for respondents' answers about the questions of the second hypothesis**

No	Questions	Degree of freedom	Chi-square value
1	Exposure to various reading materials help learners acquire vocabulary and new word derivative.	3	20.67
2	Extensive reading allows learners encounter words within context.	2	16.20
3	In extensive reading new meaning of vocabulary comes to EFL learners understanding .	2	34.20
4	Reading extensive help learners retain prior learned vocabulary .	2	21.40

**Source: The researcher from applied study, 2017**

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1<sup>st</sup> question was (20.67) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3-8), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Exposure to various reading materials help learners acquire vocabulary and new word derivative”.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2<sup>nd</sup> question was (16.20) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(3-8), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Extensive reading allows learners encounter words within context”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3<sup>rd</sup> question was (34.20) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(3-9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that In extensive reading new meaning of vocabulary comes to EFL learners understanding ”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4<sup>th</sup> question was (21.40) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(3-14), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that Reading extensive help learners retain prior learned vocabulary ”.

From above results, we see that the second hypothesis that states “**Extensive reading can improves learners vocabulary**” is fulfilled.



### 3- Results of the Third Hypothesis:

The third hypothesis in this study states the following:

**“Extensive reading can improve learners writing and speaking skills”**

The aim of this hypothesis is to show that Extensive reading can improve learners writing and speaking skills.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

**Table no.(4-7)**

**The median of respondents’ answers about the statement of the third hypothesis**

No	Statement	Median	Result
1	Exposure to new vocabulary items improves learners speaking and listening vocabulary .	4	Agree
2	Reading loudly helps EFL learners speaking and listening ability.	4	Agree
3	Teachers of English who use loud reading can improve learners listening skill .	4	Agree
4	Exposure to various languages structure can promote listening and speaking skills .	4	Agree
	Overall	4	Agree

**Source: The researcher from applied study, 2017**

From the table (4-7), it has shown that:

- The calculated value of the median for the respondents' answers of the 1st question is (4). This value means that, most of the respondents' are agreed with that "Exposure to new vocabulary items improves learners speaking and listening vocabulary".
- The calculated value of the median for the respondents' answers of the 2nd question is (4). This value means that, most of the respondents' are agreed with that "Reading loudly helps EFL learners speaking and listening ability".
- The calculated value of the median for the respondents' answers of the 3rd question is (4). This value means that, most of the respondents' are strongly agreed with that "Teachers of English who use loud reading can improve learners listening skill".
- The calculated value of the median for the respondents' answers of the 4th question is (4). This value means that, most of the respondents' are agreed with that "Exposure to various languages structure can promote listening and speaking skills".
- The calculated value of the median for the respondents' answers about the all questions that related to the second hypothesis is (4). This value, in general, means that most of the respondents' have strongly agreed with all what mentioned about the second hypothesis.

Agreed with the questions because as mentioned in the tables from no.(3-11) to no.(3-14) there are some respondents who were disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the second hypothesis, the chi-square test will used to indicate the differences for each question of the first hypothesis. Table no.(4-8) explains the results of the test for the questions as follows:

**Table no.(4-8)**

**Chi-square test results for respondents' answers about the questions of the third hypothesis**

No	Questions	Degree of freedom	Chi-square value
1	Exposure to new vocabulary items improves learners speaking and listening vocabulary.	4	18.00
2	Reading loudly helps EFL learners speaking and listening ability.	3	14.85
3	Teachers of English who use loud reading can improve learners listening skill .	3	21.15
4	Exposure to various languages structure can promote listening and speaking skills.	2	18.22

**Source: The researcher from applied study, 2017**

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1<sup>st</sup> question was (18.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-22), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Exposure to new vocabulary items improves learners speaking and listening vocabulary ”.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2<sup>nd</sup> question was (14.45) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-12), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that “Reading loudly helps EFL learners speaking and listening ability ”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3<sup>rd</sup> question was (21.15) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that Teachers of English who use loud reading can improve learners listening skill ”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4<sup>th</sup> question was (18.22) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no. (3-14), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that Exposure to various languages structure, can promote listening and speaking skills ”.

From above results, we see that the third hypothesis that states “**Extensive reading can improve learners writing and speaking skills**” is fulfilled.

# **CHAPTER FIVE**

## **CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS**

# **CHAPTER FIVE**

## **CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS**

### **5.0. Introduction**

In this chapter the researcher would like to discuss and shed light on the following: conclusion, recommendations and suggestions.

### **5.1. The summary of the study**

This study is an attempt to investigate the impact of extensive reading on EFL learners' language abilities and it has been set out to answer the following questions:

- I. How can extensive reading promote learners' reading speed and reading comprehension.
- II. How can extensive reading improve learners' vocabulary.
- III. How can extensive reading improve learners' listening and speaking skills.

### **5.2. Conclusion**

As a result of the investigation conducted on the impact of extensive reading on the development of EFL learner's abilities. The following findings are shown:

- I. Extensive reading promotes learners' reading speed and reading comprehension.
- II. Extensive reading improves learners' vocabulary.
- III. Extensive reading improves learners' listening and speaking skills.

### **5.3. Recommendations**

#### **For teachers:**

- 1- Teachers should be aware of the power of extensive reading language in general and vocabulary in particular.
- 2- Teachers should always provide their students either EFL or ESL with different books titles and Authors of the most interesting books.
- 3- Teachers should from time to time devote lectures for reading stories, articles and journals in the classroom which enable students to exchange opinions and to offer their judgments and suggestions that helps them to know how to deal with different texts and questions.

#### **For students:**

- 1- Improving English Level goes hand in hand with knowing its vocabulary
- 2- Extensive reading encourages independence and develops reading habits
- 3- Reading is always needed in Learning and acquiring Languages
- 4- Extensive reading exposes Learners in general to vocabulary acquisition and development in the area of language.
- 5- Reading different materials such as graded readers improves language proficiency in writing and speaking mostly

### **5.3. Suggestions:**

#### **For teachers:**

1. An English teacher should use more teaching techniques that appropriate with the materials they want to deliver to the students,
2. An English teacher should be creative in implementing some teaching techniques in a classroom.
3. An English teacher should often search some sources dealing with English teaching.
4. An English teacher should motivate the students to develop their reading habit.
5. An English teacher should know the students reading ability. So, the teacher should give them materials that students can read with care.
6. An English teacher should give a wide variety of materials that range from easy to difficult.

#### **For students:**

1. It is better for students to develop reading habit.
2. Students should improve their reading skills.
3. Students should enjoy reading.

#### **For researchers:**

For the other researchers, it is better to conduct the same research by integrating with other languages skills.



## REFERENCES

1. Arnold, N. (2009). Online Extensive Reading for Advanced Foreign Language Learners: An Evaluation Study. Retrieved November, 22, 2012, from <http://web.ebscohost.com.ezproxy.hpu.edu/ehost/pdfviewer/pdfviewer?sid=0be083a8-4e6d-42a9-bec6-360fefcaa137%40sessionmgr4&vid=1&hid=15>
2. Bamfold, Julian & Richard Day (2004). "Extensive reading activities for teaching language. Cambridge": Cambridge University Press.
3. Bamford, J. & R. Day. (1998). Extensive reading in L2 language. New York: Cambridge University Press.
4. Bamford, J. & Day, R.R (1997). Extensive reading: What is it? Why bother? *Language teacher* 21:6 - 8. 12
5. Bell, T. (2001). Extensive reading, speed & comprehension. *The reading matrix*, 1, retrieved 28, October, (2006).
6. Bell, T. (1998). Extensive reading: Why? And How? *The Internet TESL Journal*, Vol. IV, No. 12, December 1998. Retrieved from <http://iteslj.org/Articles/Bell-Reading.html>
7. Bell, T. (2001). Extensive reading: Speed and comprehension. *The Reading Matrix* Vol. 1, No. 1, April 2001. Retrieved from <http://www.readingmatrix.com/articles/bell/index.html> Day,
8. Carell, R.L. & Carson, J.G. (1997). Extensive reading & intensive reading & AEP setting. *English for specific purposes*.
9. Carell & Carson (1997). What is extensive reading? In Richard, J.C . & Willy, A.R. (2002). *Methodology in language teaching. Anthology & current practice*. Cambridge: Cambridge University Press.
10. Day, R.R, & Bamford, J. (2002). The top ten principles for teaching extensive reading. *Reading in a foreign language* 14(2), Pp. 136-411.

11. Day, R.R. & Bamford, J. (2004). Extensive reading activities for teaching language. Cambridge: Cambridge University Press.
12. Day, Richard, R. & Bamford, Julian. (1998). "Extensive reading in the L2 classroom". Cambridge: Cambridge University Press.
13. Day, R., & Bamford, J. (2004). Extensive reading activities for teaching language. New York: Cambridge University Press.
14. Day, R. (2011). The benefits of extensive reading (ER). Retrieved November 22, 2012, from [http://www.oupbookworms.com/downloads/pdf/successfulreading/er\\_article.pdf](http://www.oupbookworms.com/downloads/pdf/successfulreading/er_article.pdf)
15. Day, R. (2012). What is extensive reading? In The Extensive Reading Foundation. Retrieved November 22, 2012, from <http://erfoundation.org/wordpress/>
16. Hafiz, F. & Tudor, I. (1989). Extensive reading & development of language's skills. *ELT journal*, 43(1), Pp. 4-13.
17. Hafiz, F.M. & Tudor, I. (1989). "Extensive reading & the development of language skills". *ELT journal* 43(1) 4-13.
18. Hafiz, F. M., & Tudor, I. (1989). Extensive reading and development of language skills.
19. Huebner, T. A. (2009). Small-Group Intervention for ELLs. Retrieved November 25, 2012, from [http://www.sccoe.k12.ca.us/depts/ell/elac/0509/SmGrpInterventionELLsEdLdrshp\\_Apr09.pdf](http://www.sccoe.k12.ca.us/depts/ell/elac/0509/SmGrpInterventionELLsEdLdrshp_Apr09.pdf)
20. Krashin, (1993). The benefits of extensive reading in Richard, J.C. & Willy, A.R (2002).
21. Maley, A. (2009). Extensive reading: Why it is good for our students ... and for us. In British Council BBC. Retrieved November 25, 2012, from

<http://www.teachingenglish.org.uk/articles/extensive-reading-why-it-good-our-students...-us>

22. Mason, B., & Krashen, S. D. (1997). Can extensive reading help unmotivated students of EFL improve? Retrieved November 25, 2012, from [http://www.benikomason.net/articles/extensive\\_reading1/extensive\\_reading1.pdf](http://www.benikomason.net/articles/extensive_reading1/extensive_reading1.pdf)
23. Nation, (1997). The benefits of extensive reading in Richard J.C. & Willy, A.R. (2002).
24. Nation, I.S.P (2001). Vocabulary in another language. Cambridge: Cambridge University Press.
25. Nation, I.S.P (1997). Language learning, benefits of extensive reading. The language teacher, 21(5), PP. 13-16.
26. Nishino, T. (2007). A beginning to read extensively. A case study with Mako & Fumi. Reading in a foreign language, 15(2), Pp.83-102.
27. Pigada, M. & Schmitt, N. (2006). "Vocabulary acquisition from extensive reading". A case study. Reading in a foreign language,18(2), Pp. 1-28.
28. Pigada, Maria & Norbert Schmitt (2006). "Vocabulary acquisition for extensive reading". Reading in a foreign language. 18(1).
29. Prowse, P. (2002). "Top ten principles for teaching extensive reading". Reading in a foreign language.
30. R., & Bamford, J. (1998). Extensive reading in the second language classroom. New York: Cambridge University Press.

Retrieved November 25, 2012, from <http://203.72.145.166/ELT/files/43-1-1.pdf>

# **APPENDIX**

## QUESTIONNAIRE

Dear, Participant

I am really happy to have you answering the following questionnaire' statements.

Using Liker five points scale please, indicate how much you are agree or disagree with each of the following statements.

Statements	Strongly agree	Agree	Neutral	Strongly disagree	disagree
<b>1- Extensive reading can promote learners' reading speed and reading comprehension.</b>					
a- Exposure to new words extensively improves the learners' reading speed.					
b- Exposure to textual feature improves learners' reading comprehension.					
c- Graded reading materials enhance learners' comprehension and as a result their reading speed.					
d- Using different techniques in extensive reading can promote reading speed.					

<b>2- Extensive reading can improve learners' vocabulary</b>					
a- Exposure to various reading materials help learners' acquires vocabulary and new word derivatives.					
b- Extensive reading allows learners' encounter words within context.					
c- In extensive reading new meaning of vocabulary comes to EFL learners' understanding.					
d- Reading extensively helps learners' retain prior learned vocabulary.					
<b>3- Extensive reading can improve learners' writing and speaking skills.</b>					
a- Exposure to new vocabulary items improves learners' speaking and listening					

vocabulary.					
b- Reading loudly helps EFL learners' speaking and listening ability.					
c- Teachers of English who use loud reading can improve learners' listening skill.					
d- Exposure to various languages structure can promote listening and speaking skills.					