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AN ANALYSIS OF STUDENTS' AND TEACHERS' PERCEPTIONS
ON EXTENSIVE READING AND STUDENTS' ATTITUDES
TOWARDS READING IN ENGLISH AFTER EXTENSIVE
READING PROJECT

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This thesis titled as “**An Analysis of Students’ and Teachers’ Perceptions on Extensive Reading and Students’ Attitudes Towards Reading in English after Extensive Reading Project**” and presented by Sema DEMİR has been approved as a thesis of Master of Arts in English Language Teaching.

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ABSTRACT

AN ANALYSIS OF STUDENTS' AND TEACHERS' PERCEPTIONS ON EXTENSIVE READING AND STUDENTS' ATTITUDES TOWARDS READING IN ENGLISH AFTER EXTENSIVE READING PROJECT

by

Demir, Sema

For language teachers, language institutions and stakeholders of a programme, it is crucially important to evaluate a programme to be able to benefit from the programme considerably and to make some adaptations or changes accordingly. Therefore, this study tries to examine the students' and the teachers' perceptions on the strengths and weaknesses of the Extensive Reading Project (ERP) implemented in a beginner group class at Language Teaching and Research Centre (Dil-Mer) at Abant Izzet Baysal University (AIBU) in spring semester, and the extent to which the teachers and the students think that the ERP achieves its goals and objectives.

Sixty-one students and ten instructors participated in the study. Two types of data collection instruments were employed. First, the teachers and the students were given questionnaires; second, interviews with five randomly chosen students were carried out. In analysis and presentation of the quantitative data derived from this study, NCSS (Number Cruncher Statistical System) 2007&PASS 2008 Statistical Software (Utah, USA) was used.

Analysis of the data revealed that the teachers think that an ERP is applicable at all levels and in all classes at Dil-Mer at AIBU; and that it is very beneficial for the students. However, the students think that the implementation is not without some deficiencies or weaknesses. The data gained from the interviews indicated that the students think that for

the ERP to be taken more seriously, they should be assessed on the Extensive Reading (ER) they do. The data also pointed to the weaknesses such as the lack of different genres in the class library and time constraints because of the many quizzes and exams students have to take. Students also think that it would be better to read in the class instead of out of class to be more motivated and guided by the teacher. The strengths of the programme the data pointed to are allowing students freedom in terms of giving up reading a book whenever they want; to enable them to read from the appropriate stage; and not to force them to read a certain number of books. In addition, the students are generally satisfied with the ERP in terms of improving their vocabulary.

The results of this study also suggest that ERP has a positive impact on students' attitudes towards reading in English, although it is not as much as desired or expected.

Key Words: Extensive Reading (ER), Extensive Reading Project (ERP), Student Perceptions, Teacher Perceptions.

ÖZ

ÖĞRENCİLERİN VE ÖĞRETMENLERİN OKUL DIŞI OKUMA HAKKINDAKİ GÖRÜŞLERİNİN VE OKUL DIŞI OKUMA PROJESİNDEN SONRA ÖĞRENCİLERİN İNGİLİZCE METİN OKUMAYA KARŞI TUTUMLARININ İNCELENMESİ

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Bir eğitim programından yararlanabilmek ve gerekli tüm değişikliklerle uyarlamaları yapabilmek için o eğitim programını değerlendirmek, yabancı dil öğretmenleri, dil enstitüleri ve programı hazırlayanlar için son derece önemlidir. Bu nedenle, bu çalışma Abant İzzet Baysal Üniversitesi hazırlık okulunda başlangıç seviyesindeki bir sınıfta ikinci dönem uygulanan Ders Dışı Okuma Projesi (DDOP)'nin başarılı ve eksik olduğu noktalar bakımından öğrencilerin ve öğretmenlerin algılarını ve ayrıca öğrencilerin ve öğretmenlerin DDOP'nin amaçlarını ne kadar gerçekleştirdiği bakımından algılarını araştırmayı amaçlamıştır.

Bu çalışmada iki veri toplama aracı kullanılmıştır. İlk önce öğretmenlere ve öğrencilere anketler verilmiştir. İkinci olarak da rastgele seçilen beş öğrenciyle mülakat yapılmıştır. Bu çalışmadan elde edilen verilerin analizi ve sunumunda NCSS 2007&PASS 2008 İstatistiksel Yazılım kullanılmıştır.

Yapılan veri analizi, öğretmenlerin DDOP'nin tüm hazırlık sınıflarında ve tüm seviyelerde uygulanabilir olduğunu ve bu programın öğrenciler açısından çok faydalı olduğunu düşündüklerini göstermektedir. Lakin, öğrencilere göre, uygulanan bu programın bazı eksikleri mevcuttur. Mülakatlardan elde edilen verilere göre öğrencilerin bu DDOP'nin daha ciddiye alınması için yaptıkları okumalardan değerlendirilmeleri gerektiğini düşündükleri ortaya çıkmıştır. Ayrıca, mülakatlardan elde edilen veriler, öğrencilerin sınıf kütüphanesindeki kitapları tür bakımından yetersiz bulduklarını ve bir

sene boyunca olmak zorunda oldukları çok fazla quiz ve sınav olduğu için okumak için yeterli zamanı bulamadıklarını da ortaya çıkarmaktadır. Okul dışında okumak yerine sınıfta öğretmenin rehberliğinde okumanın daha iyi olabileceği de mülakatlardan çıkan veriler arasındadır. Böylelikle daha güdümlü olabileceklerini düşünmektedirler. Bu DDOP'nin güçlü yanları ise öğrencilerin istedikleri zaman, okudukları bir kitabı bırakabilmeleri, kendi seviyelerine uygun kitaplar okuyabilmeleri ve kesin bir sayıda kitap okumak zorunda olmamaları şeklinde gözlenmektedir. Ayrıca, öğrenciler kelime dağarcıklarını geliştirmesi açısından bu DDOP'den genel olarak memnun kaldıklarını belirtmişlerdir.

Bu çalışmadan elde edilen veriler DDOP'nin öğrencilerin İngilizce metin okumaya karşı tutumlarında olumlu bir etkisinin olduğunu göstermektedir. Yalnız bu etki araştırmacının beklediği veya dilediği kadar değildir.

Anahtar Kelimeler: Okul Dışı Okuma, Okul Dışı Okuma Projesi, Öğrencilerin Algıları, Öğretmenlerin Algıları.

To my family...

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TABLE OF CONTENTS

APPROVAL.....	i
ABSTRACT.....	iii
ÖZ.....	v
ACKNOWLEDGEMENTS.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xii
LIST OF ABBREVIATIONS.....	xiii

CHAPTER I: INTRODUCTION

1.1. Introduction.....	1
1.2. Background of the Study.....	3
1.3. Purpose of the Study.....	5
1.4. Research Questions.....	7
1.5. Assumptions.....	9
1.6. Limitations.....	9

CHAPTER II: LITERATURE REVIEW

2.1. Introduction.....	10
2.2. Overview of Extensive Reading.....	10
2.2.1. Characteristics of Extensive Reading.....	11
2.2.2. Principles of Extensive Reading.....	12
2.2.3. Gains through Extensive Reading.....	15
2.2.3.1. Extensive Reading and Language Gains.....	15
2.2.3.2. Extensive Reading and Learner Autonomy.....	17
2.2.3.3. The Related Studies in Turkey.....	17
2.3. Extensive Reading Programmes.....	18
2.3.1. Aims of Extensive Reading Programmes.....	18
2.3.2. Suggestions for Teachers Carrying Out Extensive Reading Programmes ...	20
2.4. Input Hypothesis.....	21
2.4.1. Pleasure Hypothesis.....	22
2.5. Motivation Theory.....	23
2.6. Meaningful Learning Theory.....	25
2.7. Reading Materials for Extensive Reading Programmes.....	26
2.7.1. Authenticity and Simplification.....	26
2.7.2. Graded Texts & Simplified Texts.....	27

2.7.3. The Amount of Reading.....	30
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CHAPTER III: METHODOLOGY

3.1. Introduction.....	31
3.2. Setting.....	32
3.3. Participants.....	33
3.4. Instruments.....	35
3.5. Data Collection Procedures.....	40
3.6. Data Analysis.....	43
3.7. Conclusion.....	44

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

4.1. Overview of the Study.....	45
4.2. Data Analysis Procedures.....	45
4.3. Findings about the Research Questions 1, 2 and 3.....	47
4.4. Findings about the Research Questions 4, 5 and 6.....	57
4.5. Findings about the Research Question 7.....	67
4.6. Findings about the Research Question 8.....	70
4.7. Conclusion.....	77

CHAPTER V: CONCLUSION

5.1. Summary of the Study.....	78
5.2. Discussion of the Findings.....	79
5.3. Pedagogical Implications.....	87
5.4. Suggestions for Further Research.....	91
5.5. Conclusion.....	92

REFERENCES.....	94
------------------------	-----------

APPENDICES

Appendix A.....	105
Appendix B.....	106
Appendix C.....	109
Appendix D.....	112
Appendix E.....	115
Appendix F.....	118
Appendix G.....	122
Appendix H.....	123

Appendix I.....	128
Appendix J.....	133
Appendix K.....	135
Appendix L.....	137
Appendix M.....	138
CURRICULUM VITAE.....	139

LIST OF TABLES

TABLE 1.....	35
TABLE 2.....	35
TABLE 3.....	47-48
TABLE 4.....	50-51
TABLE 5.....	53
TABLE 6.....	53
TABLE 7.....	54-55
TABLE 8.....	56
TABLE 9.....	58
TABLE 10.....	59
TABLE 11.....	60
TABLE 12.....	61
TABLE 13.....	61
TABLE 14.....	62
TABLE 15.....	63
TABLE 16.....	65
TABLE 17.....	66
TABLE 18.....	67

LIST OF ABBREVIATIONS

AIBU.....	Abant Izzet Baysal University
Dil-Mer.....	The Language Teaching and Research Centre
EFL.....	English as a Foreign Language
ER.....	Extensive Reading
ERP.....	Extensive Reading Programme & Project
IR.....	Intensive Reading

CHAPTER I

INTRODUCTION

1.1. Introduction

Reading is one of the four skills of foreign language learning and perhaps is the most crucial skill that is needed and to be improved for academic studies. To be proficient in a foreign language, learners need to command every aspect of that language; and reading has undoubtedly a great significance for the language development.

Reading has been the skill most emphasized in traditional foreign language teaching, and even today is the mainstream of English as a Foreign Language (EFL) instruction in many countries. English instruction at the university level is usually the “intensive reading procedure”, which implies close study of short passages, including syntactic, semantic, and lexical analyses. This, as Alderson and Urquhart (1984) have argued, is not a reading but a language lesson.

The ability to read fast and with full understanding in a foreign language is one of the main criteria of competence in that language. When students develop the habit of reading widely for enjoyment and interest, they benefit not only from increased confidence and fluency, but may also take with them the life-long habit of reading in a foreign language.

Extensive reading (ER) is an approach to language teaching in which learners read a lot of easy materials in the new language. They choose their own reading materials 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. In short, it is much like the way people read for pleasure in their native languages.

ER has been defined in several ways. For instance, Hafiz and Tudor (1989: 4) defined ER as “the reading of large amounts of material in the second language over time for personal pleasure or interest, and without the addition of productive tasks or follow up language work”. Likewise, Grabe and Stoller (2002: 259), in a comprehensive discussion of L2 reading, stipulate that ER is an “approach to the teaching and learning of reading in which learners read large quantities of material that is within their linguistic competence”.

While definitions vary, experts agree that ER involves the independent reading of a large quantity of material for information or pleasure. Most ER procedures also capture the essence of “students learn to read by reading” slogan (Smith, 1983). In addition, ER has been defined by contrasting it with intensive reading (IR), the reading of fewer texts in detail accompanied by linguistic activities of all sorts, such as teacher’s explanation of discourse, vocabulary exercises, grammar and text analysis, and so forth. These two approaches to teaching reading – intensive and extensive reading – are not seen as being in opposition, since both serve different but complementary purposes (Nuttall, 1982).

ER is one of the possible ways of enhancing reading fluency, and contributing to reading comprehension. In ER programs, learners read large quantities of reading materials within their actual levels of competence just for pleasure. They are free to choose the material they want to read, thus supporting learner autonomy. They usually read outside the class and are not evaluated for what they have read. The teacher may prepare some follow-up exercises (Day & Bamford, 2002) if s/he finds it necessary, but the aim is overall understanding, not detailed reading.

Reading extensively is also one of the best ways to help students increase their language proficiency. Krashen has claimed in his work, *The Power of Reading* (2004a), “Free voluntary reading (FVR) is one of the most powerful tools we have in

language education.... It will not, by itself, produce the highest levels of competence; rather, it provides a foundation so that higher levels of proficiency may be reached. When FVR is missing, these advanced levels are extremely difficult to attain.” (p. 1). ER and FVR seem crucial for those who want to achieve a higher level in language proficiency.

According to Nuttall (1982:168), "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it." When Nuttall (1982:23) talks about reading skills in English as a foreign language, she refers to ER as "the reading of longer texts, for example, books, as compared with intensive reading, which usually involves the studying of shorter texts, for example, passages, in detail." However, ER may also imply the notion of reading widely, that is, reading a large amount of different types of texts, whether long ones or short ones. If the teacher adopts a *teacher-centered approach*, the student reads as instructed, or we may say, the student reads for the teacher. On the contrary, if the teacher adopts a *student-centered approach*, the student reads at his or her own pace and he or she reads for himself or herself. In such an approach, the student can decide on his or her reading materials, reading intensity, reading pace and how much to read, for example, whether to read the book from cover to cover, which is usually the practice in an approach that emphasizes "finish a certain number of readers in the syllabus", though people seldom read meticulously from cover to cover in daily life. Open shelves, inviting displays, and colorful bulletin boards featuring outstanding books are some tricks about encouraging students to read in a student-centered approach. Furthermore, simplified books or graded readers are the best means to practice ER in language classrooms.

1.2. Background of the Study

This study was carried out at the Language Teaching and Research Centre (Dil-Mer) at Abant Izzet Baysal University (AIBU). AIBU was founded in 1992 with the aim of establishing a centre of excellence in higher education and research. Its

educational language in some departments is English; therefore, the students have to know English to graduate. If they do not know English, they learn it in preparatory classes at Dil-Mer before starting studying in their departments. This centre was founded to improve the language levels of students and the personnel working there, to teach foreign languages and to make researches. The compulsory, optional, and professional English lectures are handled by this centre.

At AIBU, EFL reading instruction is moving increasingly from teaching texts to teaching reading. Specifically, learners are taught reading skills/strategies for understanding the elements such as content, textual features, rhetorical elements, and cultural background. Reading teachers emphasize skills building for text comprehension such as finding the main idea, skimming, scanning, inference, recalling word meanings, drawing conclusion and so forth; but these are all aspects of the act of comprehending (i.e., reading); therefore, they cannot be separated into discrete skills. It is observed that students' scores on reading-comprehension questions in proficiency exams are not as high as the instructors expect and desire. Moreover, they spend too much time on intensive reading of short texts instead of extensive reading of longer texts. They easily get frustrated while reading long texts, which are essential to academic research they will do in the future.

Moreover, most of them have reading habits neither in English nor in their native language, Turkish. As it is believed that students take the habit of reading and improve positive attitudes towards reading in English after they are instructed to do ER, it is sincerely believed that this study will contribute to the improvement of their reading habit enormously.

Another point is that fluent reading is at least as important as reading accurately and being able to talk about the structures which abound in a text. Thus, apart from the actual practices in the reading lessons, most of which teach reading intensively and reading strategies, ER as an extra-curricular activity should also be applied in language classes.

1.3. Purpose of the Study

Because long-term learning is the ultimate aim of educators, teachers wish to have learners who perceive learning as pleasure. However, learners who have never experienced the benefits of ER read to understand the details in the text and most of them do not know what reading for pleasure means. Researches conducted so far support the idea that encouraging students to read extensively is one of the most efficient ways of helping students develop their language proficiency (Asraf & Ahmad, 2003). ER has proven to be beneficial in terms of developing vocabulary and reading skills, which are the primary goals of a reading course.

An ER program can be implemented as a separate program, as a part of an existing reading course, or as an extracurricular activity (Day & Bamford, 1998). The benefits of ER have been widely searched in implementations managed as separate programs (Asraf & Ahmad, 2003; Leung, 2002; Lituanas, Jacobs & Renandya, 1999; Mason & Krashen, 1997; Yamashita, 2004). These studies and many others have demonstrated different language gains from ER. For instance, Hafiz and Tudor (1990) show linguistic gains in both fluency and accuracy of expression, though not in range of structures used; Robb and Susser (1989) report that there is an improvement of writing ability in writing summaries of the books read. As for vocabulary gains, several studies have been conducted, among which are Pigada and Schmitt (2006), which shows the improvement in knowledge of spelling, meaning and grammatical properties; and Lai (1993), which indicates vocabulary gains in reading proficiency and increased reading speed. Bell (2001) also states that reading speed and comprehension are enhanced as a result of ER. In addition to its effects on language development, ER's positive effect on motivation is commonly reported in some papers (Asraf & Ahmad, 2005; Greenberg, Rodrigo, Berry, Brinck & Joseph, 2006; Leung, 2002; Mason & Krashen, 1997).

Although there are many benefits of ER programs, as stated above, the implementation of ER is an issue requiring careful attention, for some obstacles may appear even before the implementation. Jacobs and Gallo (2002) point out many

problems encountered in implementing ER. In particular, in less developed countries, because of the need for different types of books from which the students will choose according to their interests, ER implementation is less than a complete success (Jacobs & Gallo, 2002). Another obstacle can be described as the teachers' perceptions of ER. Traditionally, teachers should lead the class and what is going on in the class. As the students will mostly read outside the class, some teachers may see ER as out of their control, and do not feel they are doing their job. This attitude sometimes can be related to the administration's attitude. If the administration does not have a positive attitude toward the benefits of ER, there may not be an effort to include ER in the curriculum. However, Leung (2002) points out that if the learners have the chance to read extensively, they have the passion to read, and become willing to learn the necessary reading skills and vocabulary required to understand the text, which will help them gain more control over and confidence in their own learning. For all of these reasons, incorporating ER into the reading curriculum or practicing it as a separate program is worth trying.

After incorporating the ER program into the curriculum or practicing it as a separate or an extracurricular activity, the implementation must be evaluated, as sometimes problems with the implementation may occur. According to Kiely (2003), evaluating a program refers to evaluating the people, processes and things involved in the process which constitutes a process of mutual enlightenment, adaptation and betterment. The purpose of a language program evaluation is to enable the program to suit its purposes better (Kiely, 1998, cited in Kiely, 2003). Thus, once the ER program is implemented, the results of the implementation in terms of how well it meets its goals and objectives should be investigated in order to determine the success of the program. The evaluation of the ER program may lead to changes in the current implementation and to a search for ways of enhancing its effectiveness.

In the evaluation of the program, each component of the program must be taken into consideration as they may provide different insights in determining the effectiveness of the program. For example, if the teachers do not believe the view that ER is beneficial in promoting English language development for their students,

they will not exert their efforts to make an ER program effective, which will affect the effectiveness of the ER program. When evaluating an ER program, it is crucial to involve the perceptions of both the teachers and students, who will play an important role in determining its effectiveness.

Therefore, this study investigates the implementation of an ER program in a beginner group class in an EFL setting. This research will find out how well the implementation of ER is achieving the expected goals and objectives of an ER program at AIBU. The current ER project or programme (ERP) at Dil-Mer will be evaluated to demonstrate the effectiveness of ER, and this study aims to find out what the students think about the implementation of ER and what the teachers think about ER in general and whether they think that an ERP is applicable in all classes and at all levels in Dil-Mer.

In this study, graded readers will be made use of because they are easy to read; the vocabulary and grammar are simplified so the learners can easily understand the story and develop reading fluency and confidence. It is important to note that the type of reading materials used depends on the purpose of the reading. If the purpose is to improve fluency and confidence, this will not easily be achieved with texts that are too difficult. Therefore “authentic” texts cannot be useful for fluency practice before they reach a considerable level of proficiency. These kinds of texts may be useful for intensive reading but will not suit the learners.

1.4. Research Questions

These are the questions that will guide the study and will be answered in the findings and discussion sections:

1. How effective is the Extensive Reading Programme (ERP) implemented at a class of beginner groups at Dil-Mer, AIBU?

2. What are the perceptions of the instructors and the students involved in the study on the implementation of the ERP especially in terms of its strengths and weaknesses?
3. To what extent do the students think that the implementation of the ERP meets its goals and objectives?
4. Does ERP help students improve positive attitudes toward reading in English?
5. Are there any differences between female and male students in terms of their attitudes towards reading in English?
6. Are there any differences between the students who studied in prep-class and who did not study in prep-class at high school in terms of their attitudes toward reading in English?
7. Do the teachers think that an ERP is applicable at Dil-Mer in all classes and at all levels? According to them, when should the ERP be introduced, in the first or second term?
8. Do the students think that ER has a positive impact on other skills, too?

To be able to answer the questions, two questionnaires were given to the students who were exposed to the ERP. One of the questionnaires was “Students’ Attitudes toward Reading in English” questionnaire and was implemented in both the experimental and the control groups just before and after the project to see if there were any changes in students’ attitudes toward reading in English because of the ER they did. The second questionnaire was given to both the reading-writing teachers at Dil-Mer and the students, being exposed to the programme, in order to find out what they thought about the ERP and ER in general and to see if there were any differences between the perceptions of the teachers and those of the students. The second questionnaire also included some open-ended questions aimed at finding teachers’ perceptions on the applicability of an ERP in all classes and at all levels in the preparatory school. Lastly, to examine their perceptions much more deeply, a semi-structured interview was carried out with some of the students chosen randomly.

1.5. Assumptions

In the current research, it is assumed that

- The research design is appropriate in relation with the research questions.
- The sample chosen for this study is enough to attain valid and reliable results.
- The English proficiency of each student is similar since they were all beginner group students at the beginning of the term.

1.6. Limitations

Although it was attempted to ground this study on a strong methodological base, there are a number of limitations, which are listed as follows:

- This study is limited to only the students learning English at Abant Izzet Baysal University and more specifically only one beginner group of the prep classes.
- This study is limited to one semester, the spring term in this case, because of time considerations.

Although the current study has some limitations, the findings of the study are assumed to be helpful for the further studies in the field of teaching reading in English by using ER.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

In this chapter, firstly, ER is mentioned; its characteristics and principles are talked about. Then, the gains through ER are discussed. Later on, Extensive Reading Programmes (ERPs) are mentioned. Afterwards, some hypotheses and theories about ER are discussed. And lastly, ER materials are explained.

2.2. Overview of Extensive Reading

ER means, in the general pedagogical sense, reading a large number of books written in the target language in order to gain a general understanding of what is read. It is intended to develop a liking for reading as well as to acquire the target language.

On the other hand, intensive reading means reading at a slow speed for a higher degree of comprehension, looking up every unknown word, and analyzing sentence structures using grammar knowledge because, contrary to ER, intensive reading materials are usually above a reader's level of competence.

Day and Bamford (1998), in their book *Extensive Reading in the Second Language Classroom*, stated that the term "extensive reading" was first applied in foreign language pedagogy by Harold Palmer, who defined the term as reading rapidly "book after book," which was contrasted with intensive reading, meaning

studying a text "line by line" (Day and Bamford, 1998). In ER, the reader should focus on the meaning, not on the formal aspects of the language, whereas in intensive reading, the reader focuses on comparing, analyzing, translating, and retaining every expression (Palmer, 1964). Palmer saw the importance of both reading styles. Although IR has long been practiced in EFL contexts, the need for ER has recently been emphasized in a number of articles (e.g., Davis, 1995; Eskey, 1987; Grabe, 1995; Hill, 1997; Krashen, 1982; Mangubhai and Elley, 1982; Nuttall, 1996; Smith, 1997; Susser and Robb, 1990; Williams and Morgan, 1989). These researchers have asserted that ER plays a very important role in developing fluent second language readers, since learners are exposed to a large quantity of written materials and required to read them rapidly without stopping to look up into a dictionary.

The statement of Krashen "Students learn to read by reading" (Krashen, 2004a) shows the main idea of extensive reading. Specifically, reading massively and diversely contributes to the development of fluent foreign language readers. To the question "Why is extensive reading so crucial to foreign language learning?" Krashen (2004a) has declared that, "reading is one of the most powerful tools leading to successful achievement in language acquisition" (p. 1). In his free voluntary reading (FVR)¹, Krashen has emphasized that learners have full rights to choose whatever book they like; they read because they want to. They can even change a book which is not attractive and choose another one instead. FVR involves all the aspects of reading in which learners read willingly and pleasurably.

2.2.1. Characteristics of Extensive Reading

ER (Extensive Reading) differs from intensive reading in that the reader reads widely and rapidly with a focus on the meaning, not the language, of the text (Palmer, 1968). According to Yu (1995) and Day and Bamford (1998), ER has the following five characteristics:

¹ Free Voluntary Reading refers to the kind of pleasure reading with no requirement for follow-up work such as book reports, answering questions or looking up every word (Krashen, 2004).

1. Students read as much as possible;
2. The reading materials are interesting;
3. Students read quickly;
4. Students read comfortably; and
5. Students read independently.

For these five characteristics to become true, the selection of interesting reading materials seems to play a dominant role, because interesting reading materials can trigger readers' interest in reading comfortably, independently and quickly, resulting in reading as much as possible. The view that interesting books are a prerequisite for reading extensively goes in line with Allington (2001), Celce-Murcia (2001), Pang et al. (2003), Rasinski & Padak (2004), and Tindale (2004). With interesting materials, students will take the initiative to read, and in doing so, they will learn more, enjoy more, read faster, and eventually read extensively (Yu, 1995).

2.2.2. Principles of Extensive Reading

Day and Bamford (2002) suggested ten principles for teachers who want to apply an extensive reading program in the classroom and for learners whose aim is to improve their language capacity.

1. The reading material is easy: This first principle pertains to Krashen's (2004a) claim that "light reading is the most powerful way of encouraging children to read" (p. 92). This principle also highlights the importance of the difficulty of materials. If the materials students read are too difficult or too far beyond their competence, they get frustrated and may lose interest in reading. Krashen (1987), therefore, indicated that to improve foreign language learners' ability, more exposure to the target language is necessary. Thus, reading within learners' language competence is essential, as it will motivate them to read more, and contribute to the target language learning. Day and Bamford (2002) explained it in an excellent way, "For students to be motivated to read more and study more, and to be able to ladder

up as their foreign language and reading skills improve, they must be reading texts that reflect their language ability - texts they find easy and enjoyable at every step of the way” (p. 2).

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

Teachers can manage to make learners more enthusiastic about reading with a large quantity and diversity of books. Materials can be broadly included, such as newspapers, fiction, non-fiction, magazines, biographies, the classics, fairy tales, poems and so forth. In short, a wide range of material leads to positive attitudes towards reading.

3. Learners choose what they want to read:

This principle conforms to what Krashen (2004a) described as putting down an uninteresting book, and selecting an interesting one instead. Learners have the right to choose what they want to read, and learn, if they want to enjoy reading. This freedom encourages learners to be responsible for their own learning; and so autonomous learners emerge.

4. Learners read as much as possible:

“Extensiveness” refers to the quantity of books read in extensive reading programmes, in fact. Besides, the time spent on reading is a key element. It is rational to assert that if learners do not spend enough time reading, they cannot do “extensive” reading.

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

This principle makes extensive reading different from usual classroom practice. When reading outcomes are concerned, the emphasis is on learners’ personal experiences, rather than gaining one hundred percent comprehension or knowledge. Krashen (1989) also had a similar view that while reading, readers’ focus should be on message not the form. Namely, readers are concerned with what they understand of the story, not the grammatical structures used in that story. Day and Bamford indicated, “In extensive reading, the learner’s goal is... the obtaining of information, the enjoyment of a story, or the passing of time” (p. 2).

6. *Reading is its own reward:* The learners' personal experiences of reading the text are at the center of the extensive reading experience, just as they are in reading in everyday life. Therefore, extensive reading is not usually followed by comprehension questions. It is an experience complete in itself.

7. *Reading speed is usually faster rather than slower:* If learners read within their linguistic ability, with interest and, to gain general understanding of ideas, their reading speed is promoted. Moreover, in order not to discourage reading fluency, using dictionaries is not favored when learners encounter unknown words. Indeed, this principle also reflects Principle Four, "learners read as much as possible". The more learners read, the more exposure to the target language they get, and the more opportunities they have to improve their linguistic capacity. Once they possess better language competence, they read faster. When they read faster, they read more. It is an excellent and positive learning circle. Nuttall (1996) described, "The virtuous circle of the good reader: Reads faster; reads more: Understands better; enjoys reading: Reads faster..." (cited in Day & Bamford, 2002:3).

8. *Reading is individual and silent:* Since extensive reading means that learners are reading at their own pace, and having a personal interaction with the story, readers not only have the freedom to select books, but also choose the time and place to read. Therefore, individual silent reading is an effective channel to help learners discover how foreign language reading fits into their lives. To illustrate, while we are reading a novel in our native language, we do not read it aloud or with a group of people. Therefore, extensive reading should be as closer as to the natural reading in our native language.

9. *Teachers orient and guide their students:* Extensive reading is very different from usual classroom practice. Hence, teachers can explain that reading extensively leads not only to gains in reading proficiency but also to overall gains in language learning. They should also motivate learners as much as possible by showing the outcomes of ER studies done all over the world.

10. The teacher is a role model of a reader: Students do not just learn the subject matter teachers teach them; they learn the characteristics of their teachers and the way they teach. Rather than teachers' technical expertise, their attitudes are what students will recall when they leave schools. Effective extensive reading teachers are themselves good readers, teach the attitudes and behaviors of a reader by being role models.

2.2.3. Gains through Extensive Reading

2.2.3.1. Extensive reading and language gains

One of the most remarkable benefits of ER is improvement in English proficiency. Improvement in vocabulary (Hafiz & Tudor, 1990; Hermann, 2003), reading comprehension (Hafiz & Tudor, 1989; Elley, 1991; Lai, 1993a), listening (Elley & Mangubhai, 1981), writing (Janopoulous, 1986; Hafiz & Tudor, 1990; Mason & Krashen, 1997), and speaking (Cho & Krashen, 1994) has illustrated the positive effects of ER on language development.

Krashen (1985) claimed that there are two distinct ways of second language development; namely, acquisition and learning. Acquisition is a subconscious process identical to the process a child goes through while acquiring the first language whereas learning is a conscious process focusing on knowing about the form of the language. An ER programme is crucial as it can create an acquisition-rich situation where learners read on their own at appropriate levels to get comprehensible input. According to Krashen (1989, 2004), Free Voluntary Reading is a good way to learn vocabulary, improve reading ability, spelling and writing through the exposure of books in the target language. However, Krashen's theory was challenged by Swain (1985) who claimed that comprehensible input alone is not enough for language learning. To learn a language, especially a second language, it is more important to give opportunities to the learners to practice the target language through communication with others.

It is difficult to evaluate whether exposure to the target language through reading claimed by Krashen or communicative interaction suggested by Swain plays a greater role in language development as there are many other variables at play, and the effect of learning may vary from person to person. In second language learning, it is even harder to decide which element is more important as they seem to be closely interwoven. Yet, with more exposure to the target language as offered in an ER programme, whether for first language learning or second language learning, learners are more likely to make improvement as shown in numerous research studies and ER programmes do provide a good chance for learners to learn the target language.

Apart from the above mentioned language skills, another important language gain of ER is improvement in reading fluency. According to Pikulski and Chard (2005), reading fluency refers to efficient and effective word recognition skills which enable a reader to construct the meaning of text. Rasinski, Blachowics and Lems (2006) share similar views by saying that fluency involves building decoding skills, thus improving reading comprehension. In other words, with more exposure to the target language, by reading extensively, the learner develops better decoding skills; and this skill facilitates the guessing of the meaning of words from context. With well developed reading fluency, less time is needed to guess the meaning of words and the learner can focus more on the understanding of the text.

As it is clear, ER programmes which encourage students to read as many books as possible give readers the chance to practice reading fluency. Stanovich (1986) noticed that readers who achieve some fluency are likely to be readers who read more extensively because reading helps them to build skills promoting reading fluency. Wide independent silent reading would provide students with valuable practice that would enhance fluency and, ultimately, comprehension. Apart from language gains brought by ER as evidenced in numerous research studies worldwide (Etherton 1976; Elley & Mangubhai, 1981; Janopoulous, 1986; Hafiz & Tudor, 1989; Lai, 1993a, 1993b; Mason & Krashen, 1997; Yang, 2001; Hermann, 2003), ER could increase students' overall motivation for reading and learner autonomy, too. (Day & Bamford, 1998

2.2.3.2. Extensive reading and learner autonomy

Benson (2001:47) defined autonomy as the capacity to take control of one's own learning. According to Candy (1991, as cited in Benson, 2001:85) and Breen and Mann (1997, as cited in Benson, 2001:84), one of the characteristics of an autonomous learner is being self-motivated in learning. An autonomous learner tends to read independently and yield better performance as a result of reading his own choice of reading materials.

ER offers a chance for learners to develop learner autonomy. Students choose when to read and what to read based on their interests and needs. Students also decide where to get the reading materials. Such training can help students to become independent learners who are not restricted only to the classroom teaching and materials with full reliance on the teacher.

2.2.3.3. The Related Studies in Turkey

A few studies have been conducted in Turkey to assess the effectiveness of ER in students' vocabulary gains, reading development, overall language proficiency, reading motivation and attitudes towards reading in English.

Tüm (1995) found out in her study that there was an improvement in vocabulary range in the experimental groups that were exposed to extensive extracurricular reading. When the grades were compared, it was observed that the experimental groups had surprisingly high scores in the reading and writing tests, as well. Similarly, Kara (2006) stated in his study that ER had a positive effect on the reading development of the EFL students, too.

Tezdiker (2007) explored in her study that the assessment of ER had a negative impact on achieving all of the goals of ER. Furthermore, she found out in her study that when students were assessed on the ER they did, they did not improve

positive attitudes towards reading in English. However, ER seemed to be successful in developing reading comprehension and vocabulary according to the students' and teachers' perceptions.

Büyükyazı (2007) investigated the effects of web-based reading activities as ER on the foreign language reading motivation and language proficiency on learners. She explored that the learners found the programs beneficial from many respects such as an increase in their vocabulary storage, reading speed, reading comprehension and motivation in reading in English, and developing some comprehension techniques and transferring the vocabulary items gained through ER to the productive skills.

2.3. Extensive Reading Programmes

2.3.1. Aims of Extensive Reading Programmes

Extensive Reading Programmes (ERPs) have been set up worldwide, like in England, Malaysia and Singapore in order to help students to realize the importance and long-term benefits of ER. An ERP in English is defined as any plan which is set up by the English language teachers to encourage students to read, to increase their exposure to English (Yu, 1995). According to Yu, the aims of an ERP are to help students to acquire the ability to read independently, foster a love of reading, develop a habit of reading in English, and improve students' language proficiency through exposure to a wide variety of books (Yu, 1995). Nuttall mentioned that a reading programme aims to "enable students to enjoy reading in the foreign language and to read without help unfamiliar authentic texts, at appropriate speed, silently with adequate understanding" (1996:36). To Yu (1995) and Nuttall (1996), a love of reading seems to be a distinctive feature and outcome of ERPs. With a passion for reading, it is more likely that a good reading habit can be developed. How to nurture love of reading among students, especially in the second language environment, seems to be one of the most basic and also the most important issues.

Although there might be dissenting opinions, the value of extensive reading has been widely accepted. Extensive reading is believed to be a language-enriching experience that achieves multiple goals. A well organized extensive reading programme will achieve the following aims:

1. Develop and practice reading skills,
2. Build vocabulary,
3. Increase structural awareness and knowledge of the target language,
4. Develop reading fluency and increases reading speed,
5. Enhance world and background knowledge,
6. Improve reading comprehension,
7. Over a long period, improve writing and other skills,
8. Promote reading for pleasure,
9. Develop a reading habit,
10. Foster learner independence.

For students to improve their language proficiency as a result of extensive reading, it is necessary that students enjoy reading, see the value of reading and have a reading habit. This explains why Yu (1995) sees the primary aims of an extensive reading programme as developing a reading habit and fostering love of reading. Teacher practitioners tend to share the same view, as shown in Kwan's survey (Kwan, 1988), in which the majority see developing interest in reading and developing a reading habit as the two most important aims of an extensive reading programme. An extensive reading programme that neglects learners' interest will not achieve the above aims or at best only produces readers who read for compliance or marks.

2.3.2. Suggestions for Teachers Carrying out Extensive Reading Programmes

The success of an extensive reading programme depends on a number of factors, including the teacher, reading materials, the design of the programme, duration and other efforts made to promote reading. Well aware of this, Harris and Siapy (1990:655) remark, 'It takes superior materials, clever teachers who love to read themselves, time and effort to develop the reading habit.' The following are recommended for teachers taking an extensive reading approach (Yu, 1995; Day & Bamford, 1998).

1. The teacher should motivate students to read by serving as a model and orient students to the goals of the programme.
2. The teacher should select a lot of and a variety of interesting books to allow plenty of choices. Yu (1995) recommends three times as many books as the number of students. A good reading programme should contain a mixture of books, but the most important thing is that they must be interesting and enjoyable.
3. The teacher should check students' reading by conferencing and/or keeping records and provide language support for weak students.
4. Students should read as much as possible and preferably, there should be a sustained silent reading time every day when teachers can read silently to serve as a model or conduct conference with students on reading habits, attitudes and progress.
5. Students should be encouraged to enjoy reading so they should not be burdened by heavy follow-up exercises. Comprehension tests on trivial facts should be avoided and there should be more sharing and discussion on books in the classroom to foster more positive attitudes to reading.

2.4. Input Hypothesis

The input hypothesis put forward by Krashen (1991) provides a theoretical framework to explain the relation between reading and language development. Krashen suggests that language acquisition will take place when comprehensible input is present in a low affective filter environment. In other words, extensive pleasure reading provides comprehensible language in a low anxiety situation for language acquisition to take place. Krashen (1989, 1991, 1993a, 1993b) has repeatedly emphasized that free voluntary pleasure reading is the most efficient means to acquire new vocabulary. He also asserts that extensive reading not only improves reading ability, but also develops positive attitudes and increases motivation to read.

It must be pointed out that Krashen's findings about the value of extensive reading have been largely based on native speakers at intermediate level. Of the results from 144 studies, only 3 to 4 involve second language learners (Day and Bamford, 1998). As a result, some argue that whether second language learners read and benefit from extensive reading in the same way as native learners is disputable. Yet empirical evidence tends to lend support to second language extensive reading as effective input to language acquisition, even though it has been found that exposure to comprehensible input did not in itself guarantee acquisition.

Krashen (1993a) acknowledges that some people who are exposed to extensive and ample amount of comprehensible input do not achieve high proficiency in the second language, but explains the lack of success with the affective filter hypothesis. One of the possible intervening factors is the reader's attitude. Krashen (1993a) argues that those with more positive attitudes of learning a foreign language will seek more input and will acquire the second language more rapidly and effectively than unmotivated learners. However, Lai (1991) argues in her study that it is not thoroughly proved that the more reading one does, the more language improvement is obtained; and exposure to a lot of texts alone is not sufficient to

generate the best results. Therefore, other environmental and qualitative factors in the reading programme may also be at work.

Similarly, others argue that in addition to input, interaction and output are also important in developing learners' language skills. That's why it is beneficial for learners' both affective and language development to have teacher-student discussions or peer sharing of books in the extensive reading programme and to give students oral or written tasks, like oral reports or written summaries, after reading a book. The former facilitates interaction and the latter relates input to output by linking reading to writing. Exposure to books of the right level of difficulty will not necessarily lead to any language gains or change of attitude if the readers are simply not interested in those books. Therefore, getting students to start enjoying reading by providing them with very interesting books is the very first step of a successful extensive reading programme.

This statement leads to the next hypothesis as it is clear that if reading is far beyond one's competence, then readers feel no pleasure at all.

2.4.1. Pleasure Hypothesis

The catch phrase "No pain, no gain" does not exist in Krashen's pleasure hypothesis which conforms to the fifth principle of Day and Bamford. The purpose of reading, according to the principle, is usually related to pleasure, information and general understanding. Comprehensible input is the input that has to be understandable and within learners' language proficiency; therefore, when learners receive ample amount of input, they are learning the language subconsciously. If foreign language learners try to develop their language capacity through conscious learning such as studying rules, reciting texts, and memorizing vocabulary, they can not use the language automatically. Chomsky (1975) pointed out that "Conscious language learning is one of those tasks 'for which humans have no special abilities' " (cited in Krashen, 1994b:316).

Krashen emphasizes that comprehensible input is pleasant when acquirers can enjoy real language use immediately; for instance, language acquirers can read books, listen to stories, and engage in a conversation with native speakers as long as the input is comprehensible (Krashen, 2004b). Free reading and reading aloud are only two activities that help foreign language acquirers develop linguistic competence, and acquire the target language with pleasure, as well.

“Study hard” may be a slogan among language learners, but it does not necessarily mean success. People enjoy doing things that are pleasurable, and want to spend time on them. On the other hand, people escape from things that are painful and refuse to spend time on them. Thus, if learning the foreign language is enjoyable and pleasurable, learners will devote themselves to it, and language acquisition will be accomplished. To conclude, Krashen (2004b) said that “The path of pleasure is the only path. The path of pain does not work for language acquisition.”

2.5. Motivation Theory

We all agree that achievement in any task results is mostly because someone is “motivated.” On similar lines, many researchers and educators believe that motivation is a significant factor in language learning. For decades, the definition of motivation has varied according to different schools of thought. Gardner and Lambert (1972) has dominated the domain of motivation with their distinction between instrumental and integrative orientation. Their explanations have provided teachers and researchers with a basic reason for analyzing the success of foreign language learners for years.

The integrative orientation suggests that the attitude of a foreign language learner toward the target language culture and the desire to integrate into the target community play a critical role in language learning motivation. Learners with integrative orientation are active learners, and they are more enthusiastic about interacting with target language speakers. And they are more successful than those who are driven by outside rewards or benefits (instrumental orientation), (cited in

Brown, 2000).

Gardner's integrative and instrumental orientation theory is established in a social context. However, there is another crucial perspective of motivation which situates motivation in intrinsic and extrinsic factors. Intrinsic motivation is a powerful motive for learners to realize their goals and fulfill self-satisfaction without outside or apparent rewards. Edward Deci (1975) defined intrinsic motivation: "Intrinsically motivated activities are the ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward" (cited in Brown, 2000:164). In contrast, extrinsic motivation is linked with an outside reward or pressure, or promise. Learners with intrinsic motivation do activities for their own sake while those who are with extrinsic motivation do them for the sake of rewards or praise from others. Building autonomy, and striving for excellence, as well as endeavoring for self-realization are powerful characteristics of intrinsically motivated learners (Brown, 2000). As a result, learners with intrinsic motivation are more likely to become successful in language learning in the end.

One of the major points of Gardner's socioeducational motivation model of second language learning is the assertion that attitudes play a big role in language learning through their influence on motivation (Gardner & MacIntyre, 1985). Motivation is the principal factor that affects the language acquisition. Once learners have strong motivation, they will have the desire to learn the second language, and want to spend time studying it as well as improving it as much as they can. Thus, if their attitudes toward second language learning are positive, the positive attitudes will result in increased proficiency in second language learning. It is clear that attitude and motivation are intricately interwoven, like the latter being the cause and the former acting as an effect. That is, if foreign language learners have strong and positive motivation, their attitudes are positive, too. Therefore, when encountering difficulties or problems in learning languages, they do not want to give up but try to cope with them.

The revelation of considerable evidence on the effect of extensive reading demonstrated that learners who benefited from extensive reading will absolutely read more. Reading itself promotes reading (Krashen, 2004a) which makes the effect of extensive reading apparent. Thus, especially intrinsic motivation in language learning leads to positive attitudes towards the target language, and learners become fascinated by reading. As a consequence, the competence in language is enhanced, then attitudes become much more positive, and motivation is reinforced. Extensive reading, motivation, and attitudes in language learning are a solid triangle that improves the capacity of learning a language. Briefly, motivation creates a positive attitude which leads to success in language learning and in turn boosts motivation.

2.6. Meaningful Learning Theory

Ausubel (1963) is the psychologist who dealt with the nature of meaning and who advocated meaningful learning. He asserts that students must relate new knowledge (concepts and propositions) to what they already know. He indicated that learning happens only when learning relates to experiences with events or objects or to prior learning. This psychologist further pointed out that meaningful learning is a process of subsumption. To subsume is to integrate new material into learner's cognitive structures. When new materials are learned and subsumed into the learners' cognitive structure, they are organized hierarchically. This existing structure offers a framework where the new information is associated hierarchically to the previous knowledge or concepts in the individual's cognitive structure. According to Ausubel, no meaningful learning takes place unless a stable cognitive structure exists. And only the things learned through meaningful learning are retained in the long term memory.

There is a big relationship between ER and Ausubel's meaningful learning as it perfectly supports ER learning strategies. When ER learners read more, with integrative and intrinsic motivation, the input knowledge will be assimilated easily because what they read will connect with and enrich their cognitive structure. As a result, ER learners will have more information and learn more experiences from

books. ER helps learners become more knowledgeable, which leads to the building of the cognitive structure. Learning, then, takes place, and what has been learned can be retained in the long term memory.

2.7. Reading Materials for Extensive Reading Programmes

Reading materials are crucially important as they determine the success of an extensive reading programme. That there are not many interesting books in simple English is one of the problems in selecting suitable books for second language learners. Books which are more interesting and written for the first language learners are too difficult for the second language learners of the same age while books which are written in a very simple language may be boring for the second language learners when we take their age into consideration. As a result, many teachers have been using simplified graded readers instead of authentic materials for extensive reading.

2.7.1. Authenticity and Simplification

Authentic texts are the texts that are originally written for first language readers whereas simplified texts are written or modified from authentic texts for second language readers. Communicative language teaching movement in the late 1970s argues that authentic texts are better than simplified texts because they are believed to be more interesting, engaging, enlightening, nourishing and culturally enlightening. It is also believed that the best way to prepare a second language learner for the ultimate task of coping with the real language outside the classroom is to use real texts inside the classroom (Williams, 1984; Oh, 2001). Simplified texts, on the other hand, are criticized as uninteresting, unnatural, lacking in redundancy and cohesion, and unable to prepare students for real texts by eliminating normal syntactic structures and less frequent words (Oh, 2001; Swaffer, 1985).

One of the strong arguments in favor of the use of simplified stories in the case of extensive reading in English is that for learners of English as a second or foreign language, unsimplified stories are often so difficult for them that they put learners off (Rivers, 1981). The vocabulary load is even heavier for young second language learners because they lack the large oral vocabulary that beginning first language readers bring to the task of reading (Huckin & Haynes, 1993). This is often named as ‘the beginner paradox’ which raises the question: How can beginners learn vocabulary through extensive reading when they do not know enough words to read well? Therefore, texts for beginners should contain only a very small number of unknown words and difficult syntactic structures. Nation and Coady (1988) assume that to be able to understand the meaning of a word in English, a foreign language learner should know at least 98% sight vocabulary. Some others suggest that at least 95% sight vocabulary is necessary for successful guessing from context (Laufer, 1992; Liu Na & Nation, 1985). Although there are many well-written graded readers, teachers should also make some efforts to find suitable resources from unsimplified stories to provide learners with a wide variety of book choices. This may also be taken as a step towards the goal that extensive reading should ultimately aim at moving as quickly as possible to unsimplified texts.

2.7.2. Graded Readers & Simplified Texts

Graded readers and simplified texts are the reading materials that are the most appropriate for second language readers. Simplified materials and graded readers can be graded according to many criteria such as the language in use, higher frequency vocabulary, simplified phrasing and sentence structure, and the use of illustrations (Waring, 2003). The graded system offers a convenient criterion by which teachers can choose materials suitable for their students’ proficiency levels. Readers can move to higher levels stage by stage as their reading fluency develops. Moreover, they can move from higher levels to lower levels whenever they feel like it.

Nation (2001) suggests that any language programme needs to make sure that the learners get an adequate balance between input and output practice, and there should be an appropriate balance between a focus on mastering accuracy and a focus on building automaticity and fluency. Reading graded readers and doing extensive listening are just two examples of meaning-focused input activities where working with the message is more important than attending to new language. Meaning-based input practice is, however, commonly absent from many language programmes. One of the main functions of graded readers is to create a series of stepping stones for foreign language learners to eventually read unsimplified materials. It is quite obvious that beginners cannot read unsimplified materials enjoyably because of its difficulty, and for students to be able to reach the level where they can read unsimplified texts with ease, they need to step through materials of increasing levels of difficulty until they reach that point. At the early stages of reading in a foreign language the learners can read graded readers that contain a very limited vocabulary, approximately 300 different word families and with the easiest and simplest grammatical structures and a simple plot. As the learners become more fluent and confident at reading graded readers at this level, they can start reading books which are more difficult in terms of vocabulary, grammar and plot and which have fewer illustrations.

It is interesting that there are, however, many objections to graded readers among both teachers and researchers. Although many language teachers say that the best way to learn to read is by reading a lot, just as they would say for speaking, listening and writing, in practice most teachers do not often recommend their learners to read a lot. Besides, what is mostly practiced in reading lessons in EFL classrooms involves comprehension questions and language analysis in the form of intensive reading activities. In the EFL world, teachers see graded readers as an 'extra' or 'supplemental' way of supplying extra input outside the classroom, or more correctly outside the textbook. Moreover, in many language institutions and schools around the world there is a complete absence of graded reading materials in spite of an understanding of their usefulness. Another common objection to the use of graded readers is that they are not 'authentic' (e.g. Honeyfield, 1977). Supporters of this idea propose that learners should read authentic literature because they can later appreciate

the beauty of the language and more directly comprehend the ideas the writer is trying to convey. Furthermore, they claim that graded readers do not thoroughly represent the natural language and so keep learners from making use of the opportunity to meet 'natural language'. There is no doubt that a simplified *Hamlet* is not the same as the original, and it was never intended to be. There are several important points that the authenticity argument misses. Firstly, the definition of 'authentic' means 'written for an intended audience' and by virtue of this definition graded readers, which are written especially for second language learners, are therefore 'authentic' in themselves. Widdowson (1976) has stated that authenticity is a result of the relationship between the reader and the text, not of the text itself. He has also indicated that it is "impossible" for unsimplified texts to be authentic in a foreign language context simply because the learners are outside the community for which the texts were intended (Widdowson, 1998:711). He therefore advocates that authentic texts have no place in the language classroom as they will never be authentic. Instead he suggests that appropriate texts be selected for learners, not simply authentic ones.

Another common objection to graded readers is concerned with the quality of the adaptation or simplification process. Some researchers (e.g. Honeyfield, 1977; Young, 1999) suggest that certain types of simplification can hinder comprehension rather than enhance it. They suggest that the chances are that learners will get considerable amount of exposure to new words and new language and thus pick them up incidentally if they read unsimplified materials. On the other hand, they assert that graded readers having relatively few unknown words lessen the opportunities learners will have for practicing guessing from context. This case may be true for the learners whose L1 and L2 share many similarities (such as Italian and Spanish), and thus they may be able to pick up a large amount of vocabulary quite quickly and easily, but this is not the case for languages which are quite different, such as English and Japanese.

Another issue is related with vocabulary coverage. Hu and Nation (2000) demonstrate that where there is more than one unknown word in 50 running words, the chance that the learners will be able to guess the unknown word from context is

minimal. Thus unsimplified texts can appear to be nothing but demotivating language learners.

2.7.3. The Amount of Reading

There is no consensus among educators about how many pages should be read or how much time should be devoted to reading. Based on previous researches, Susser and Robb (1990) mention seventeen measures that indicate the variety of criteria cited by researchers who carried out ER programmes. These measures include "thirty pages an hour . . ., three pages an hour . . ., an hour per evening . . ., five hours by a specified date . . ., one page per day . . ., thirty minutes per day . . ., a chapter per week . . ., one reader per week . . ., at least two books a week . . ., 60 hours over three months . . .," (p. 165-166). This variety of criteria indicates that while quantity is an essential term and criterion in extensive reading, researchers vary in the measurement of "extensive." This shows that there is not a definite number of hours or pages; but it certainly depends on the nature of the classroom and how extensive reading differs from the practices of reading lessons in other reading classes. Because of these reasons, this will vary according to the type of program, level of students, and other variables at work (Susser and Robb, 1990:166). Therefore, the term "extensive" is a relative concept defined variously by different educators and researchers.

CHAPTER III

METHODOLOGY

3.1. Introduction

The purpose of this study is to evaluate the effectiveness of the ER program applied in a beginner group class at Abant İzzet Baysal University and to find out the instructors' and the students' perceptions about the ER project including its strengths and weaknesses. Another aim of this study is to find out the ideal ER programme, not the actual one conducted at the preparatory school, in the mind of both the instructors and the students. This study also aims at finding out whether students' attitudes about reading in English have changed in a positive or negative way after the programme. The research questions addressed for the study are as follows:

1. How effective is the ERP implemented at a class of beginner groups at Dil-Mer, AIBU?
2. What are the perceptions of the instructors and the students involved in the study on the implementation of the ERP especially in terms of its strengths and weaknesses?
3. To what extent do the students think that the implementation of the ERP meets its goals and objectives?
4. Does ERP help students improve positive attitudes toward reading in English?
5. Are there any differences between female and male students in terms of their attitudes towards reading in English?
6. Are there any differences between the students who studied in prep-class and who did not study in prep-class at high school in terms of their attitudes toward reading in English?

7. Do the teachers think that an ERP is applicable at Dil-Mer in all classes and at all levels? According to them, when should the ERP be introduced, in the first or second term?
8. Do the students think that ER has a positive impact on other skills, too?

This chapter covers the setting, participants, instruments, procedure and data analysis.

3.2. Setting

The study was carried out at Abant İzzet Baysal University, Bolu, Turkey, which is a mixed medium instruction university. Some departments of the university use English, and other departments use Turkish as a medium of instruction. Language Teaching and Research Center called as Dil-Mer at the university provides compulsory intensive English language education for students. It has been founded to improve the language levels of students and personnel, to teach foreign languages and to make researches. The compulsory, optional, and professional lectures are handled by Dil-Mer. The preparatory school is compulsory for the departments whose medium of instruction is English or for the students who are willing to learn English by taking one year preparatory school education.

A placement test is given to the students at the beginning of the Fall term, and according to the results, students are placed in an appropriate level among the three levels: Beginner, Elementary, and Pre-intermediate. The placement test is composed of 100 questions including basically grammar and reading-comprehension questions, which are prepared by the instructors in the testing office. Grammar, Reading/Writing, and Listening/Speaking are three different courses taught at each level. Students are assessed for these courses separately, and each course affects the cumulative mark in different percentages. For example, in the proficiency exam, while grammar has an effect on the total mark in proportion as 60%, reading & writing exam has a 30% effect on it, and as for listening & speaking it is 10%.

In a year, students have four midterms, two in the first term and two in the second term, and a lot of quizzes which are held once a week or every two weeks. Apart from these, they are given assessment notes by their instructors. On the midterm examination day, students have an exam which tests their structural knowledge of English. Then, they have a reading/writing exam which asks students to write a certain type of paragraph or essay and to answer some questions about the reading passages. Later on, on the second day, they are asked to talk about a picture which they randomly choose, or do a role play about a certain situation, or answer some personal questions directed at them in listening & speaking exam. The exam whose percentage is the highest in overall evaluation is the grammar exam, then reading/writing exam comes, and the one affecting the average the least is speaking exam. Therefore, reading/writing lessons are almost as important as grammar lessons or more important than any other courses in the long run when we take its benefits and impacts on other skills into consideration.

3.3. Participants

Sixty-one pre-intermediate level students and ten instructors participated in this study. The pre-intermediate level students were selected because the students were at beginner levels in the first term. They were not exposed to the ERP in the first term as their English was not enough to understand even stage 1 books. Why the students at this level were chosen for this study was that they were exposed to the ERP for the first time, while the students from other levels of classes read stories occasionally either in the classrooms or outside of the classrooms, but not under the term of 'extensive reading'. Therefore, it would be easier and much more precise to see the changes in the students' attitudes toward reading as a result of ER when conducted in lower-level classes. Twenty students of the sixty-one were determined as the experimental group which was A-7 class; and the rest was chosen as the control group consisting of two classes, whose number was found statistically adequate. While the first control group was composed of 21 students of A-8 class,

the second control group included 20 students of A-D class and they were not a day group, they were a night group, instead.

Three classes in which the researcher taught were chosen. It was crucially important and necessary to choose the classes whose reading & writing teacher was the same person so as to prevent any intervening factors and variables because of different teachers. Another similarity between these classes was that the researcher herself taught grammar lessons in all of these classes, too. Although the complete number of the students in these classes was eighty-seven in the first term, it declined to sixty-one because of a new regulation of the Turkish Council of Higher Education (YÖK in Turkish). According to the new legislation, students from the departments whose medium is not English are not obliged to study at Preparatory Schools for one year, but if they want to learn or improve their English, then they can take a-year preparatory school education. Because of this regulation, some students preferred to study at their own departments instead of taking a-year preparatory school education. This is the reason for the decrease in the number of the students in the Spring term.

The reason why A-7 class was chosen as the experimental group was that the students in this class were much more willing to participate in this study than other students in A-8 and AD. Since this study required such students who wanted to read willingly, it was fundamental to choose this class among other classes all of which the researcher taught grammar lessons in and the same reading & writing instructor taught in, as well. Apart from this, the grades of the first term midterm exams of the three classes were compared and it was found that the means of the grades in their midterm exams were close to one another, which showed that the researcher strived to prevent any possible variables intervening the research results.

The ten instructors participating in this study were reading teachers teaching at three different levels (beginner, elementary, and pre-intermediate). The total number of the reading & writing instructors teaching at Dil-Mer was ten, in fact. Since teachers at different levels might have different views about the implementation of ER, it was better to include all the instructors from all the levels.

Table 1 presents background information about the instructors who participated in the study.

Table 1-The teachers participating in the study

Gender	<u>Female</u>	<u>Male</u>		
	10	0		
Years of Experience	<u>01-03</u> 2	<u>04-06</u> 4	<u>07-09</u> 3	<u>10-more</u> 1
Degree Programs	<u>BA</u> 8	<u>MA</u> 2	<u>PhD</u> 0	
Having Taught Reading before	<u>YES</u> 8	<u>NO</u> 2		

Table 2 gives information about the students who participated in the study.

Table 2-The students participating in the study

Gender	<u>Female</u>	<u>Male</u>		
	36	25		
Age	<u>16-18</u> 24	<u>19-21</u> 29	<u>22-24</u> 8	
Having studied at prep-class at high school	<u>YES</u> 21	<u>NO</u> 40		

3.4. Instruments

In this study, two kinds of data collection instruments were used: questionnaires and interviews. Each instrument will be explained in a detailed way one by one.

Questionnaires:

Two parallel questionnaires and a separate questionnaire were employed in this study since little time is required for the implementation of questionnaires, and

they are easy to process. Besides, the questionnaire instrument is an effective and practical way of gathering data from a large population of participants.

Students' Attitudes toward Reading in English Questionnaire:

The original "Students' Attitudes toward Reading in English" questionnaire was prepared by Tezdiker (2007). Her consent was taken through an e-mail and the consent letter can be seen in Appendix A. Some structures were changed and some minor additions and eliminations were made accordingly since there were some differences in our implementations of the programme and in some of the purposes of the studies between her study and mine. In order to find out the attitudes of students toward reading in English and to explore if ER had any impact on students' attitudes, two groups were formed as experimental and control groups. Only one class at pre-intermediate level whose stage was beginner at the beginning of the year was chosen. The reason why only one class was chosen was related with the nature of the study that the study was too demanding for the researcher as she had to read approximately 20 book reports of the students each week which included the plot, setting, characters, their opinions about the books, vocabulary exercises, and so on. Before the study began, the students were provided with a template of a book report including many things as stated above, and it can be seen in Appendix J. Moreover, the list of the books in the class library can be seen in Appendix K.

The aim of the items in the questionnaire was to reveal the attitudes of students toward reading in the foreign language, English. The questionnaire was composed of three parts. The first part includes questions about personal background information. The second part has items concerning the attitudes toward reading in English, such as what the students feel about reading in English, and reading in the reading course, and what they do to read in English. The third part of the questionnaire includes only one item, asking about the attitude of students towards reading in English in general.

The first section of the questionnaire was about the students' personal background information asking about their age, department, gender, and whether they studied at prep-class at high school or not. The second section of the students' questionnaire was composed of 24 Likert scale items in which the participants were asked to mark the alternative that best corresponds to their opinion. The alternatives were 'Strongly Disagree' (SD), 'Disagree' (D), 'Uncertain' (U), 'Agree' (A) and 'Strongly Agree' (SA). The questionnaire was formed in English but administered in Turkish so that it would not have a language barrier for the students. The questionnaire was administered before and after the implementation of the ERP to both the experimental and the control groups.

Some items, which were either added to the original questionnaire or whose grammatical structures were changed, were translated from English into Turkish by the researcher, and then a native English instructor working at a private language course in Ankara and living in Turkey for a long time was asked to translate the Turkish version into English, to ensure that the meanings of the items in both questionnaires were maintained. After receiving the opinions of some experts in the measurement and evaluation department and some experienced instructors at the School of Foreign Languages (Dil-Mer) at Abant İzzet Baysal University, it was found that the last version of the questionnaire was comprehensible and applicable at Dil-Mer. Apart from this, the validity and reliability studies were carried out by making use of Cronbach Coefficient Alpha of the questionnaires. According to the literature, if $0.80 \leq \alpha \leq 1$, the test is considerably reliable. It was detected that the attitude questionnaire was widely reliable since the alpha value was 0.940 before the study and it was 0.948 after the study. When the alpha values of each item were looked at individually, it was found out that no values decreasing the reliability level of the questionnaire were determined. Therefore, no items were taken out from the questionnaire. The reliability analysis of the attitude questionnaire can be seen in Appendix L. The English and Turkish versions of the questionnaire can be found in Appendices B and C, respectively.

Students' and Teachers' Perceptions on the ERP Questionnaires:

In order to discover the participants' perceptions of the ERP, two questionnaires were prepared, one for the students and one for the instructors. The aims of the "Students' Perceptions of the ERP" and the "Teachers' Perceptions of the ERP" questionnaires were to find out the opinions of the students about the implementation of ER in the experimental group at Dil-Mer and to explore those of the teachers about an extensive reading programme and how the implementation should be.

These post-questionnaires were also taken from Tezdiker's study (2007), and some minor changes were made concerning their structures and some items were added or eliminated since there are some differences between her study and this study in terms of the settings and the implementations of the ERP. The students' questionnaire included items about how ER is incorporated into their learning specifically in the reading course and other courses or skills, and was administered in Turkish. The teachers' questionnaire was comprised of items questioning whether an ERP is applicable and effective in all classes at the preparatory school and how it should be integrated into their teaching in the reading course. Unlike the students' questionnaire, it was administered in English.

The first section of the students' questionnaire was again about their personal background information. The second section of the students' questionnaire was composed of 26 Likert scale items in which the participants were asked to mark the alternative that best corresponds to their opinion. The alternatives were (SD), (D), (U), (A) and (SA). Similarly, the first section of the teachers' questionnaire asked about their personal background information such as their year of experience, undergraduate and graduate programmes, gender, and their having taught reading before or not. The second section of the questionnaire consisted of 26 Likert scale items, in which the participants were supposed to choose the best option to give their opinions among four alternatives, (SA), (A), (D), and (SD). The reason why the teachers' questionnaire did not include an "Uncertain" alternative was to encourage

the teachers to express their opinions about an ERP, since they were supposed to be more knowledgeable about what an ERP is.

Some of the items changed or added by the researcher in the students' questionnaire were translated into Turkish, using the same technique as with the attitudes questionnaire. For determining these post-questionnaires' reliability, the same procedure was followed. The opinions of some experts in the measurement and evaluation department and some experienced instructors in Dil-Mer at AIBU were received; and it was found that the last versions of the questionnaires were comprehensible and applicable at Dil-Mer. Apart from this, the validity and reliability studies were carried out by making use of Cronbach Coefficient Alpha of the questionnaires. It was detected that the perception questionnaire was widely reliable since the alpha value was 0.919. When the alpha values of each item were looked at individually, it was found out that no values decreasing the reliability level of the questionnaire were determined. Therefore, no items were taken out from the questionnaire. The reliability analysis of the perception questionnaire can be seen in Appendix M. The English and Turkish versions of the students' questionnaire and the teachers' questionnaire can be seen in Appendices D, E and F, respectively.

Interviews:

A schedule of interview questions and prompts were prepared in order to extend the survey data. Five students were randomly selected. The aim of semi-structured interviews in this study was to discover the opinions about both the ideal and actual implementation of ERP in a detailed way. A semi-structured interview type was determined as it was "guided by a list of questions or issues to be explored, but neither the exact wording nor the order of the questions is determined ahead of time" (Merriam, 1998, p. 74). This approach enabled the researcher to ask follow-up questions according to the responses received from the participants. This helped the researcher gain in-depth insights about the participants' perceptions.

The interviewees were mostly asked open-ended questions often starting with “how”, “what”, and “why” addressing the ERP in order to gain more detailed and in-depth information. These questions were designed by taking the research questions into consideration; and it was aimed to fill any gap if there was any in the questionnaires. The participants’ responses to the interview questions were tape-recorded and transcribed, and later translated. A sample Turkish and English interview transcriptions for the students can be found in Appendices H and I, respectively.

3.5. Data Collection Procedures

The following were made before conducting the study: First, permission was taken from Tezdiker via e-mail and the last version of the “Students’ Attitudes toward Reading in English” questionnaire was prepared. For the minor grammatical changes, and the additions and eliminations, some instructors in Educational Sciences and in the School of Foreign Languages were consulted and asked to analyze the items in the questionnaire and to state whether they found them comprehensible or not. They all said that they found the items in the questionnaire comprehensible and well-prepared. Next, permission to conduct the study was requested from the Head of Dil-Mer, AIBU. After the permission was granted, data collection procedures started.

The ‘Students’ Attitudes toward Reading in English’ questionnaire was administered on February 20, 2009 with 61 students just before the ER project was started, in order to reveal the attitudes of the students toward reading in English and to explore if the ERP had any effects on students exposed to it in terms of changing their attitudes . The students in the experimental group were informed about the goals of the ER project and the implementation of the ER project in the same week. They were also informed about the benefits of ER so that they could be motivated to read more.

By the second term of the education year 2008-2009, a small library including mostly graded readers and short stories was created by the instructor herself in her office for her students in the experimental group. Financial support was not taken from anybody or any organization. Apart from the class library, students were informed about the library of the university so that they could also make use of the facilities of the library whenever they want. There were one or two copies of each book in the class library making the complete number of the books approximately a hundred. The books were chosen meticulously by the researcher, including a range of topics and stages to make them more attractive and much more useful for the students. Since it was necessary for the researcher to provide the students with interesting books which were suitable for their levels, the level ranged from the starter to intermediate. Another reason for choosing books with different levels was that the classroom was not exactly homogeneous in terms of their knowledge of English despite the fact that they were beginner groups at the beginning of the term and started with the pre-intermediate level of the course book studied in the second term.

Another important point is that the books were brought together from sound publishing firms such as Oxford, Heinemann, Longman and Macmillan. The names, levels, and the publishing firms of the books can be seen in Appendix K.

The students were told that they were free to read whatever they want from the class library and, it was insistently emphasized that they were free to stop reading a book and read another one if they found it too easy or difficult, or not interesting enough. The students were not required to read a certain number of books, they were again set free to read how much they could, but they were told that for ideal extensive reading, they needed to read at least a book per week or five to ten pages a day.

At the end of each ERP week, they were reminded about handing their book reports in which they answered some general questions. A sample format of writing a book report was shown to the students before they started reading extensively. The

researcher read the reports of them every week and gave some feedback about the content, structure and style of the report to students individually. The students were also asked some instant questions in order to understand whether they actually read or not. Since one of the criteria for a successful extensive reading program is not to give any marks to the students for the reading they do (Day and Bamford, 2002), the participants in this study were not graded for their ER or their book reports.

After this process, the students in both the experimental and control groups were again given the 'Students' Attitudes toward Reading in English' questionnaire on 11, May, and the 'Students' Perceptions of the ERP' questionnaire was given to only the experimental group on 12, May. The aim of conducting the first questionnaire a second time was to see whether the ER project had any effects on attitudes toward reading. The teachers were also given the 'Teachers' Perceptions of an ERP' questionnaire on 12, May to see what they thought about an ERP and to find out if there were any significant differences between what teachers and students perceived about ERP. An important point is that all the participants were asked to choose a nickname and use it in all questionnaires in order to see if there were significant differences in the answers of each participant.

The last step in collecting data for the study was interviewing five students, who participated in the study, in the third week of May. The interviews were held in order to see the attitudes and opinions of the students about the effectiveness of the implementation of the ER project and how it should be. The interviews were semi-structured. To determine the interview times, the interviewees' preferences and teaching schedules were taken into consideration. Once the interview time was set, the interviews were carried out in approximately 15-minute slots in Turkish in order to make the participants more comfortable. All of the interviews were tape-recorded and transcribed, and translated into English.

3.6. Data Analysis

In this study, different data analysis procedures were followed for the questionnaires and the interviews. The questionnaires were analyzed using quantitative data analysis procedures, and the interviews were analyzed using qualitative data analysis procedures. The quantitative data analysis procedure was the analysis of the Likert scale questions in three questionnaires. The data from the 24 Likert scale questions in the “Students’ Attitudes toward Reading in English” questionnaire, which was used as both a pre-questionnaire and post-questionnaire in both experimental and control groups, and 26 items in both the “Teachers’ and the Students’ Perceptions of the ERP” questionnaires, which were used only as post-questionnaires, were entered into NCSS (Number Cruncher Statistical System) 2007&PASS 2008 Statistical Software (Utah, USA). While evaluating the research findings, descriptive statistical methods such as mean, standard deviation, median and frequency were made use of. In addition, while comparing two different groups in terms of parameters, Mann Whitney U Test was used. As for the comparisons within a group in terms of parameters, Wilcoxon Signed-Rank Test was used. For the reliability and validity studies of the questionnaires, Cronbach’s Alpha Coefficient was calculated. The significance level was determined as $p \leq 0.05$.

In the last step, the data from the interviews were analyzed by means of qualitative data analysis procedures. Content analysis research method was used to analyze the qualitative data. Weber (1990:9) defines content analysis as “a research method that uses a set of procedures to make valid inferences from text. These inferences are about the sender(s) of the message, the message itself, or the audience of the message.” After transcribing and translating the interviews, the transcriptions were read thoroughly, and the key concepts that occurred frequently in the interviews were highlighted and coded. Then, the links between the codes were used to form common themes. All the interviewees were given pseudonyms in the transcripts, and the pronoun ‘she’ was consistently used in the study in order to keep the participants’ identities confidential.

3.7. Conclusion

In this chapter, the educational setting in which the researcher conducted this study was explained. Then, the participants involved in the study were described. The instruments in the study, and the data collection procedures were presented. At the end of the chapter, data analysis procedures for the study were briefly explained. In the next chapter, the data gained from the questionnaires and the interviews will be presented and analyzed.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1. Overview of the Study

The study was conducted in order to investigate the effectiveness of the Extensive Reading Project implemented at a beginner group class at Dil-Mer, AIBU by examining the students' and the teachers' perceptions of its strengths and weaknesses, and in order to find out whether this Extensive Reading Programme had an influence on students' attitudes toward reading in English.

4.2. Data Analysis Procedures

In this study, the researcher used both quantitative and qualitative data analysis procedures. Three sets of data were used in the data analysis procedures. The first set of data, which was gathered from Likert scale questions in the three questionnaires, was analyzed quantitatively. The second set of data, which was collected through an open-ended question in "Teachers' Perceptions about an ERP" questionnaire, was analyzed qualitatively. The third set of data, which was composed of the interview data, was also analyzed qualitatively.

The first phase of the data analysis procedure was the analysis of the Likert scale questions in three questionnaires. The data from the 24 Likert scale questions in the "Students' Attitudes toward Reading in English" questionnaire, which was used as both a pre-questionnaire and post-questionnaire in both experimental and control groups, and 26 items in both the "Teachers' and the Students' Perceptions of the ERP" questionnaires, which were used only as post-questionnaires, were entered into NCSS (Number Cruncher Statistical System) 2007&PASS 2008 Statistical Software

(Utah, USA). While evaluating the research findings, descriptive statistical methods such as mean, standard deviation, median and frequency were made use of. In addition, while comparing two different groups in terms of parameters, Mann Whitney U Test was used. As for the comparisons within a group in terms of parameters, Wilcoxon Signed-Rank Test was used. For the reliability and validity studies of the questionnaires, Cronbach's Alpha Coefficient was calculated. The significance level was determined as $p \leq 0.05$.

The second phase of the procedure was to analyze the data gathered from the open-ended question in the last section of the teachers' questionnaire about the Extensive Reading Project. The participants' responses were analyzed based on the interpretation of the patterns that emerged in reference to the research questions.

The last phase in the data analysis procedure was the interpretation of the interview data. After the interviews were transcribed and translated into English, the responses of each participant were entered in a matrix. Each response which referred to the data from the questionnaires and to the research questions was highlighted, and coded.

To be able to answer the first three research questions, the findings about the "Teachers' and Students' Perceptions about the ERP" questionnaires were evaluated although the first question was the main and general question about the effectiveness of the programme. To be able to answer the fourth, fifth and sixth research questions, the findings about the "Students' Attitudes toward Reading in English" questionnaires, which were both pre and post-questionnaires applied in both experimental and control groups, were evaluated and discussed. To be able to answer the seventh research question, the responses of the teachers to the open-ended question in "Teachers' Perceptions about an ERP" questionnaire were analyzed. Lastly, for the eighth research question, some sample responses of the students to the interview questions will be given and discussed.

4.3. Findings about the Research Questions 1, 2 and 3

To be able to answer the first three research questions, the findings about the “Teachers’ and Students’ Perceptions on the ERP” questionnaires were evaluated although the first question was the main and general question about the effectiveness of the programme. We also investigated if there were any significant differences between the responses of the students and those of the teachers.

Table 3 gives information about the distribution of the answers of the students to the “Students’ Perceptions about the ERP” questionnaire:

Table-3: Descriptive Statistics about the “Students’ Perceptions on the ERP” Questionnaire

ERP Perception Test	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
1. Reading extensively helps students improve their reading comprehension ability.	3	14.3	5	23.8	8	38.1	5	23.8	-	-
2. The reading text for extensive reading should include vocabulary that is appropriate to the students’ level.	1	4.8	20	95.2	-	-	-	-	-	-
3. Reading extensively supports the students to use the reading strategies they learn in the class.	-	-	3	14.3	7	33.3	11	52.4	-	-
4. Students should decide the books they want to read out of the class.	4	19	17	81	-	-	-	-	-	-
5. The teachers should guide students to find different books or texts to read extensively.	-	-	17	81	4	19	-	-	-	-
6. Extensive reading material should be chosen by the teacher at lower levels.	-	-	16	76.2	5	23.8	-	-	-	-
7. The teacher should make it clear to the students that the purpose of reading a book extensively is to understand the general gist of the book.	-	-	19	90.5	2	9.5	-	-	-	-
8. The reading teacher should do a post reading activity to relate what the students read with their real life.	-	-	9	42.9	12	57.1	-	-	-	-
9. Extensive reading material should be below the students’ language proficiency level.	-	-	1	4.8	17	81	3	14.3	-	-
10. In order to be a fluent and effective reader, a student should read extensively.	3	14.3	2	23.8	8	38.1	5	23.8	-	-
11. The students themselves should decide on the type of the book to read extensively.	4	19	17	81	-	-	-	-	-	-
12. Extensive reading is helpful in learning a foreign language.	-	-	6	28.6	11	52.4	44	19	-	-
13. Extensive reading makes students more confident in reading in English in class.	-	-	3	14.3	2	9.5	16	76.2	-	-
14. Students’ work in extensive reading should be evaluated by the teacher.	-	-	9	42.9	12	57.1	-	-	-	-
15. Extensive reading should be guided by the teacher.	1	4.8	20	95.2	-	-	-	-	-	-
16. Extensive reading is more helpful for students than intensive reading (reading in class) is.	-	-	-	-	15	71.4	6	28.6	-	-
17. Extensive reading helps students improve their vocabulary.	-	-	12	57.1	9	42.9	-	-	-	-
18. Students should be given a purpose to read while reading a book extensively.	1	4.8	18	85.7	2	9.5	-	-	-	-
19. The aim of extensive reading is to make students like reading, not a detailed reading.	-	-	18	85.7	3	14.3	-	-	-	-
20. Students should be free to use their dictionaries (bilingual or monolingual) while reading a book extensively.	8	38.1	13	61.9	-	-	-	-	-	-
21. Assessing session of extensive reading is not a very important part of extensive reading if the students understand the text.	1	4.8	18	85.7	2	9.5	-	-	-	-

Table-3 continued

ERP Perception Test	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
22. It is useful for students to keep a report notebook and write a report for each book they read.	-	-	10	47.6	9	42.9	2	9.5	-	-
23. Students should be assessed on the extensive reading they do.	-	-	4	19	4	19	12	57.1	1	4.8
24. If students are to be assessed, they should be given notes according to the number of the books they have read.	-	-	6	28.6	11	52.4	4	19	-	-
25. If students are to be assessed, they should be given notes according to the answers to the reading comprehension questions.	-	-	7	33.3	10	47.6	4	19	-	-
26. If students are to be assessed, the assessment questions related to the books should focus on every detail in the book.	-	-	-	-	-	-	12	57.1	9	42.9

On close examination of the table, it is seen that students' perceptions about ER are positive when the items are concerned with the principles of ER. For instance, for item 2, all of the students agree that the reading text for extensive reading should include vocabulary that is appropriate to the students' level which is one of the principles of ER. It is interesting that students are unsure about the 8th item which says that the reading teacher should do a post reading activity to relate what the students read with their real life. While 9 of the students agree with this statement, 12 of them are uncertain about it, which might be a sign for their unwillingness to do an activity after they finish reading a book. Apart from this, while students support the idea that the vocabulary which they encounter while reading extensively should be appropriate to their level, most of them are unsure about the item 9, which says that extensive reading material should be below the students' language proficiency level. Therefore, we can understand that they do not want to read too easy materials especially in terms of language structures of the books. It is interesting to note that students are unwilling to agree with the statements demanding them to do an extra work or putting some loads on their shoulders. For instance, for item 10, their perceptions differ enormously. While 5 of them believe that in order to be a fluent and effective reader, a student should read extensively, the same number of students does not agree with this. It is again interesting that students do not find ER more useful than intensive reading (the reading they do in class). The reason for this may be that they are sometimes asked more difficult and challenging questions in reading & writing exams and the passages in these exams are not as easy as the books they read extensively. Moreover, their priority is to pass the Proficiency

Exam held at the end of the year. Because of these reasons, they may not find ER more useful for them than IR in the short term. Whether students should be assessed on the ER they do is an issue which is still discussed in some institutions or schools. The answers to the item 23 also confirm this fact. According to the literature, students should not be assessed on the ER they do. However, they may not take the programme or study seriously when they are not given notes according to the ER they do. Although the majority of the participants are either uncertain about or disagree with the item 23, they think that if they are to be assessed, they can be given grades according to the number of the books they read or according to the answers they give to the reading comprehension questions about the books, but they strongly disagree with the item 26 which says that the assessment questions related to the books should focus on every detail in the book.

In order to answer the third research question “To what extent do the students think that the implementation of the ERP meets its goals and objectives?”, we have to look at the items 1, 3, 12, 13, 17, 23 and 26 which are all related with the aims and goals of the ERP. Although they are all of the same opinion about how an ERP should be and what it is, their opinions change drastically especially in the negative direction when the items are about the goals and effectiveness of the ERP. For example, most of the students do not think that reading extensively supports them to use the reading strategies they learn in the class. The only statement which most of them agree with is the item 17 telling that extensive reading helps students improve their vocabulary.

Table-4 gives information about the distribution of the answers of the teachers to the “Teachers’ Perceptions about an ERP” questionnaire:

Table-4: Descriptive Statistics about the “Teachers’ Perceptions on an ERP” Questionnaire

ERP Perception Test	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
1. Reading extensively helps students improve their reading comprehension ability.	4	40	6	60	-	-	-	-	-	-
2. The reading text for extensive reading should include vocabulary that is appropriate to the students’ level.	8	80	2	20	-	-	-	-	-	-
3. Reading extensively supports the students to use the reading strategies they learn in the class.	1	10	8	10	-	-	1	10	-	-
4. Students should decide the books they want to read out of the class.	7	70	3	30	-	-	-	-	-	-
5. The teachers should guide students to find different books or texts to read extensively.	7	70	3	30	-	-	-	-	-	-
6. Extensive reading material should be chosen by the teacher at lower levels.	1	10	9	90	-	-	-	-	-	-
7. The teacher should make it clear to the students that the purpose of reading a book extensively is to understand the general gist of the book.	7	70	3	30	-	-	-	-	-	-
8. The reading teacher should do a post reading activity to relate what the students read with their real life.	2	20	6	60	-	-	2	20	-	-
9. Extensive reading material should be below the students’ language proficiency level.	2	20	6	60	-	-	2	20	-	-
10. In order to be a fluent and effective reader, a student should read extensively.	6	60	4	40	-	-	-	-	-	-
11. The students themselves should decide on the type of the book to read extensively.	7	70	3	30	-	-	-	-	-	-
12. Extensive reading is helpful in learning a foreign language.	7	70	3	30	-	-	-	-	-	-
13. Extensive reading makes students more confident in reading in English in class.	1	10	7	70	-	-	2	20	-	-
14. Students’ work in extensive reading should be evaluated by the teacher.	1	10	7	70	-	-	2	20	-	-
15. Extensive reading should be guided by the teacher.	3	30	7	70	-	-	-	-	-	-
16. Extensive reading is more helpful for students than intensive reading (reading in class) is.	1	10	7	70	-	-	2	20	-	-
17. Extensive reading helps students improve their vocabulary.	5	50	5	50	-	-	-	-	-	-
18. Students should be given a purpose to read while reading a book extensively.	2	20	4	40	-	-	4	40	-	-
19. The aim of extensive reading is to make students like reading, not a detailed reading.	7	70	3	30	-	-	-	-	-	-
20. Students should be free to use their dictionaries (bilingual or monolingual) while reading a book extensively.	1	10	8	80	-	-	1	10	-	-
21. Assessing session of extensive reading is not a very important part of extensive reading if the students understand the text.	4	40	6	60	-	-	-	-	-	-
22. It is useful for students to keep a report notebook and write a report for each book they read.	2	20	7	70	-	-	1	10	-	-
23. Students should be assessed on the extensive reading they do.	-	-	1	10	-	-	8	80	1	10

Table-4 continued

ERP Perception Test	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
24. If students are to be assessed, they should be given notes according to the number of the books they have read.	-	-	8	80	-	-	2	20	-	-
25. If students are to be assessed, they should be given notes according to the answers to the reading comprehension questions.	-	-	7	70	-	-	3	30	-	-
26. If students are to be assessed, the assessment questions related to the books should focus on every detail in the book.	-	-	-	-	-	-	5	50	5	50

It can be said by looking at the table that teachers have positive opinions about an ERP in general; they are more idealistic about the implementation of ERP and its benefits. However, there are some items which all of the teachers do not agree with such as the items 3, 8, 9, 13, 14, 16, 18, 20 and 22. Only one teacher thinks that reading extensively does not support the students to use the reading strategies they learn in the class. The reason for this may be that not all of the reading strategies can be used while reading extensively some of which are scanning, inferring (reading between the lines), rereading and setting a purpose. Since extensive reading should be as close as to the natural reading we do in our daily lives in our native languages, some teachers do not agree with the items 8, 18 and 22, because while reading in Turkish we do not do a post reading activity to relate what we read with our real lives; we just read and put the book aside, instead. Similarly, we do not have a specific purpose while reading a book extensively; we read books just for fun or enlightenment. Although some readers like to write down what they understand from the books they read or what they have liked the most about them, readers do not generally keep a book report in which they write every detail about the books.

Two of the teachers who are most probably in favor of challenging activities and texts do not agree with the item 9 which says that extensive reading material should be below the students' language proficiency level. Another item which two of the teachers do not agree with is item 13. The reason why they do not think that ER makes students more confident in reading in English in class may be that they see the reading done in class and the reading done outside of the class as completely two

separate things which do not have any impact on one another. Two teachers who are again most probably in favor of challenging activities and texts do not agree with the item 16 which states that ER is more useful for students than IR. Another reason for this may be that students do not always read easy texts when they start studying at their departments and they do not encounter with easy texts in exams, either. Only one teacher is against the usage of dictionaries. There might be some reasons behind this. One of them is that looking up words in dictionaries so often interrupts the flow of reading. Another reason may be that the more students force themselves to understand the meaning of an unknown word, the more they improve their reading strategies such as understanding from context and key words.

Except one instructor, all of the others think that students should not be assessed on the ER they do and the assessment questions related to the books should not focus on every detail in the book if they are to be assessed, because the instructors are more knowledgeable about the literature of ER than the students and they strive for the ideal implementation.

Both students and teachers were asked to rank the goals and objectives of Extensive Reading given at the end of the “Students’ and Teachers’ Perceptions about the ERP” questionnaires according to the importance of them by giving numbers. The number “1” refers to the most important goal of ER while the number “6” means the least important one among the six options according to both the students and the teachers. Table-5 and Table-6 illustrate the descriptive statistical information about what students and teachers think about the goals of the ERP, respectively.

Table-5: Descriptive Statistics about the Goals and Objectives of the ERP according to the Students

The Extensive Reading Project should aim at	Min-Max	Mean±SD (Median)
improving students' attitudes toward reading in English,	1-6	4.04±1.65 (5)
improving confidence in reading in English,	3-6	4.47±0.98 (4)
helping students become more successful in the reading exams,	1-5	2.04±1.16 (2)
enriching students' vocabulary,	1-3	1.67±0.65 (1)
making students become fluent and effective readers in English,	1-6	3.67±1.49 (3)
making students use the reading strategies which they are taught in the class,	4-6	5.09±0.94 (5)

According to the table, students think that the main aim of ER is to enrich students' vocabulary. The second most important aim of ER, according to the students, is helping students become more successful in the reading exams. The third most important aim of ER is making students become fluent and effective readers in English. The fourth most important aim of ER is improving confidence in reading in English. The fifth most important aim of ER is improving students' attitudes toward reading in English. And lastly, the least important aim of ER is making students use the reading strategies which they are taught in the class.

Table-6: Descriptive Statistics about the Goals and Objectives of an ERP according to the Teachers

The Extensive Reading Project should aim at	Min-Max	Mean±SD(Median)
improving students' attitudes toward reading in English,	1-5	3.20±1.03 (3)
improving confidence in reading in English,	4-6	4.90±0.73 (5)
helping students become more successful in the reading exams,	3-6	4.10±0.99 (4)
enriching students' vocabulary,	1-3	2.0±0.47 (2)
making students become fluent and effective readers in English,	1-2	1.20±0.42 (1)
making students use the reading strategies which they are taught in the class,	4-6	5.60±0.69 (6)

According to the table, the teachers think that the most important aim of ER is to make students become fluent and effective readers in English. The second most important aim of ER, according to the teachers, is enriching students' vocabulary. The third most important aim of ER is improving students' attitudes toward reading in English. The fourth most important aim of ER is helping students become more successful in the reading exams. The fifth most important aim of ER is improving confidence in reading in English. And lastly, the least important aim of ER is making students use the reading strategies which they are taught in the class.

Table-7 where Mann–Whitney U Test was used compares the answers of both

the teachers and the students to find if there were any significant differences between what the students and the teachers thought about the ERP. In these perception questionnaires, item 23 “Students should be assessed on the extensive reading they do”, and item 26 “If students are to be assessed, the assessment questions related to the books should focus on every detail in the book” are the opposite items since ER should be as close as possible to the natural reading readers do in their native languages, and while reading in their native languages just for fun or getting more knowledgeable, readers are not evaluated for the reading they do. Even though they are assessed on it, the questions cannot be about every detail about the books since the aim of reading extensively and freely is not detailed reading, it is understanding the gist, instead. Therefore, the total points were calculated taking the opposite items into account.

Table-7: The Comparison of the Answers of both Teachers and Students to the Perception Questionnaire

The ERP Perception Questionnaire	Student (n=21) Mean±SD (Median)	Teacher (n=10) Mean±SD (Median)	<i>p</i>
TOTAL POINTS	3.55±0.22 (3.5)	4.18±0.40 (4.34)	0.001**
1. Reading extensively helps students improve their reading comprehension ability.	3.28±1.0 (3)	4.40±0.51 (4)	0.004**
2. The reading text for extensive reading should include vocabulary that is appropriate to the students' level.	4.04±0.22 (4)	4.80±0.42(5)	0.001**
3. Reading extensively supports the students to use the reading strategies they learn in the class.	2.62±0.74 (2)	3.90±0.74 (4)	0.001**
4. Students should decide the books they want to read out of the class.	4.19±0.40 (4)	4.70±0.48 (5)	0.006**
5. The teachers should guide students to find different books or texts to read extensively.	3.81±0.40 (4)	4.70±0.48 (5)	0.001**
6. Extensive reading material should be chosen by the teacher at lower levels.	3.76±0.43 (4)	4.10±0.331 (4)	0.042*
7. The teacher should make it clear to the students that the purpose of reading a book extensively is to understand the general gist of the book.	3.90±0.30 (4)	4.70±0.48 (5)	0.001**
8. The reading teacher should do a post reading activity to relate what the students read with their real life.	3.42±0.50 (3)	3.80±1.03 (4)	0.095
9. Extensive reading material should be below the students' language proficiency level.	2.90±0.43 (3)	3.80±1.03 (4)	0.003**
10. In order to be a fluent and effective reader, a student should read extensively.	3.28±1.01 (3)	4.60±0.51 (5)	0.001**
11. The students themselves should decide on the type of the book to read extensively.	4.19±0.40 (4)	4.70±0.48 (5)	0.006**
12. Extensive reading is helpful in learning a foreign language.	3.09±0.70 (3)	4.70±0.48 (5)	0.001**
13. Extensive reading makes students more confident in reading in English in class.	2.38±0.74 (2)	3.70±0.95 (4)	0.001**

Table-7 continued

The ERP Perception Questionnaire	Student (n=21) Mean±SD (Median)	Teacher (n=10) Mean±SD (Median)	<i>p</i>
14. Students' work in extensive reading should be evaluated by the teacher.	3.42±0.51 (3)	3.70±0.95 (4)	<i>0.138</i>
15. Extensive reading should be guided by the teacher.	4.04±0.22 (4)	4.30±0.48 (4)	<i>0.048*</i>
16. Extensive reading is more helpful for students than intensive reading (reading in class) is.	2.71±0.46 (3)	3.70±0.95 (4)	<i>0.002**</i>
17. Extensive reading helps students improve their vocabulary.	3.57±0.51 (4)	4.50±0.52 (4.5)	<i>0.001**</i>
18. Students should be given a purpose to read while reading a book extensively.	3.95±0.38 (4)	3.40±1.26 (4)	<i>0.291</i>
20. Students should be free to use their dictionaries (bilingual or monolingual) while reading a book extensively.	4.38±0.49 (4)	3.90±0.74 (4)	<i>0.062</i>
21. Assessing session of extensive reading is not a very important part of extensive reading if the students understand the text.	3.95±0.38 (4)	4.40±0.51 (4)	<i>0.013*</i>
22. It is useful for students to keep a report notebook and write a report for each book they read.	3.38±0.67 (3)	4.0±0.81 (4)	<i>0.019*</i>
23. Students should be assessed on the extensive reading they do.	2.28±0.95 (4)	3.90±0.95 (4)	<i>0.053</i>
24. If students are to be assessed, they should be given notes according to the number of the books they have read.	3.09±0.70 (3)	3.60±0.84 (4)	<i>0.045*</i>
25. If students are to be assessed, they should be given notes according to the answers to the reading comprehension questions.	3.14±0.72 (3)	3.40±0.97 (4)	<i>0.285</i>
26. If students are to be assessed, the assessment questions related to the books should focus on every detail in the book.	4.57±0.50 (5)	4.50±0.52 (4.5)	<i>0.713</i>

The mean value of all the items in students' perception test is lower than that of the teachers' perception test and it is statistically meaningful. This means that teachers see ER as more useful and beneficial for students, while the students do not perceive the ERP as useful as the teachers do. There are statistical significant differences between what the students and the instructors think about ERP in especially the items 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 16, 17 and 19. However, the significant differences are much more meaningful in the items 1, 3, 9, 10, 12, 13 and 16. While most students are unsure about whether reading extensively helps them improve their reading comprehension ability, the instructors think that reading extensively helps students improve their reading comprehension ability. For the third item, most of the students do not agree that reading extensively supports them to use the reading strategies they learn in the class. However, most of the teachers agree with the third item. The students are, in general, uncertain about whether extensive

reading material should be below their language proficiency level or not, but most of the instructors agree with the ninth item. Most students are uncertain about whether a student should read extensively or not in order to be a fluent and effective reader, while the instructors strongly agree with the statement and think that in order to be a fluent and effective reader, students should read extensively. The instructors strongly agree that extensive reading is helpful in learning a foreign language whereas most students are uncertain about extensive reading's being useful. While the students generally disagree that extensive reading makes them more confident in reading in English in class, the instructors show a positive attitude by agreeing with the item 13. For the item 16, students are not sure about whether extensive reading is more helpful for them than intensive reading (reading in class) or not, but the instructors think that ER is more helpful than IR.

Table-8, where Mann-Whitney U Test was used to investigate any significant differences between what the students and the teachers think about the most important goal of the ERP by making use of the descriptive statistical methods such as mean, standard deviation, and median as well as their p-values.

Table-8: The Comparison of the Answers of both Teachers and Students about the Goals of the ERP

The Extensive Reading Project should aim at	Student (n=21) Mean±SD (Median)	Teacher (n=10) Mean±SD (Median)	<i>p</i>
improving students' attitudes toward reading in English,	4.05±1.66 (5)	3.20±1.03 (3)	0.156
improving confidence in reading in English,	4.47±0.98 (4)	4.90±0.74 (5)	0.123
helping students become more successful in the reading exams,	2.05±1.16 (2)	4.10±0.99 (4)	0.001**
enriching students' vocabulary,	1.67±0.66 (2)	2.0±0.47 (2)	0.129
making students become fluent and effective readers in English,	3.67±1.49 (3)	1.20±0.42 (1)	0.001**
making students use the reading strategies which they are taught in the class,	5.09±0.94 (5)	5.60±0.69 (6)	0.158
<i>Mann-Whitney U Test *p<0.05 **p<0.01</i>			

The choices of both the teachers and the students are more or less the same or similar to each other although they differ in the ranking of two of the aims. According to the students, ER is more useful in helping students become more

successful in the reading exams. The reason for this may be that the students might have thought that the researcher conducted such a programme so that they would be more successful in the reading exams. Another difference between the results is about the fifth item. While the instructors think that the most important aim of ER is to make students become fluent and effective readers in English, this aim is in the third place in the ranking according to the students. This demonstrates that the students did not benefit from the ERP as much as the researcher expected; and the project could not help them to be fluent and effective readers as much as desired. Another reason for the difference in the ranking might be that the instructors gave their opinions about how an ERP should be rather than what the actual implementation contributed to the students; and it can again be observed that the teachers are more idealistic about ER than the students since they did not actually apply this programme in their classes, but the students are more realistic about the programme as they were the ones who were exposed to the programme.

4.4. Findings about the Research Questions 4, 5 and 6

To be able to answer the fourth, fifth and sixth research questions, the findings about the “Students’ Attitudes toward Reading in English” questionnaires, which were both pre and post-questionnaires applied in both experimental and control groups, will be evaluated and discussed. In these questionnaires, there are again some opposite items which are the items 1, 3, 12, 14 and 17. Their values were changed contrarily so that the results would not be inaccurate and affect the total points in the wrong direction. Therefore, in calculations, these opposite items were taken into account.

Table-9 illustrates the distribution of the answers given to the pre-test questions:

Table-9: Descriptive Statistics of the Pre-Attitude Test

Pre-test	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
1. I only read when I have to.	20	32.8	18	29.5	7	11.5	16	26.2	-	-
2. Reading in English is easy for me.	1	1.6	9	14.8	17	27.9	29	47.5	5	8.2
3. I think I have something more important to do than read in English.	26	42.6	26	42.6	7	11.5	2	3.3	-	-
4. I check out books to read in English from the library of the university.	-	-	7	11.5	1	1.6	33	54	20	32.8
5. I think reading in English is enjoyable.	-	-	1	1.6	11	18	31	50.8	18	29.5
6. I read in English as much as I can.	-	-	13	21.3	6	9.8	38	63	4	6.6
7. I think I am a good student in reading in English.	-	-	13	21.3	8	13.1	30	49.2	10	16.4
8. Reading in English is an enjoyable pastime for me.	-	-	1	1.6	9	14.8	14	23	37	60.7
9. I read magazines and newspapers in English to improve my English.	-	-	6	9.8	-	-	46	75.4	9	14.8
10. I read on the Internet to improve my English.	-	-	26	42.8	8	13.1	27	44.3	-	-
11. I learn a lot when I read in English.	-	-	18	29.5	33	54.1	10	16.4	-	-
12. I have to translate a text into Turkish in order to understand it completely.	3	4.9	31	50.8	16	26.2	11	18	-	-
13. Reading in the class is enjoyable.	-	-	-	-	19	31.1	27	44.3	15	24.6
14. In an EFL context, I do not have to be a fluent and good reader in English.	3	4.9	15	24.6	15	24.6	28	45.9	-	-
15. Reading in English helps improve my English.	-	-	30	49.2	24	39.3	7	11.5	-	-
16. I like studying reading in English.	-	-	8	13.1	4	6.6	27	44.3	22	36.1
17. I need the teacher's help in order to understand a text.	-	-	34	55.7	24	39.3	3	4.9	-	-
18. I would like to have more hours for the Reading Course.	-	-	8	13.1	27	44.3	24	39.3	2	3.3
19. I read English subtitles of the films when I watch a film to improve my English.	-	-	11	18	5	8.2	42	68.9	3	4.9
20. I read lyrics of songs in English when I listen to my favorite songs.	-	-	44	72.1	2	3.3	15	24.6	-	-
21. Reading in English improves my vocabulary.	-	-	43	70.5	18	19.5	-	-	-	-
22. I feel confident when I read in English.	-	-	2	3.3	23	37.7	30	49.2	6	9.8
23. I feel comfortable that I understand most of what I read in English.	-	-	2	3.3	21	34	32	52.5	6	9.8
24. I believe that good readers in English also get higher scores in other courses.	7	11.5	41	67.2	13	21.3	-	-	-	-

When we look at the table, we see that before the implementation of the ERP, generally speaking, students who were either in experimental group or control group did not have positive attitudes toward reading in English. They did not like reading in English and reading lessons. However, we see that they knew the importance of reading and reading lessons when we look at the answers they gave to the items 10, 14, 15, 20, 21 and 24. To illustrate, a considerable amount of students (28 students) thought that in an EFL context, they have to be fluent and good readers in English. Likewise, a great number of students (30 students) thought that reading in English helps improve their English. Apart from these, there were no students who did not disagree with the item 21 which states that reading in English improves their

vocabulary. Similarly, there were no students who disagreed with the item 24 which tells that good readers in English also get higher scores in other courses. Some of the students' English was good at the beginning of the second term, so they (26 students) explained that they read on the Internet to improve their English. Another reason for this result may be that we live in the technological era so it is very natural for the students to want to keep up with the latest innovations, news and trends by using the Internet, in this sense English, as it is the global language of communication. Apart from reading in English on the Internet, most of the students (44 students) like reading lyrics of songs in English when they listen to their favorite songs, too.

Table-10 shows the general attitudes of the participants toward reading in English before the implementation:

Table-10: The General Attitudes of the Students before the Implementation

	n	%
I really like reading in English.	-	-
I like reading in English as long as it isn't too difficult.	13	21.3
I don't mind reading in English, but it is difficult for me.	11	18
I don't like reading in English, but I do it when I have to.	26	42.6
I hate reading in English, and I avoid it whenever I can.	11	18

It can be inferred from the table that the number of the students who did not like reading in English before the implementation was higher than the number of the students who liked it.

Table-11 illustrates the distribution of the answers given to the post-test questions:

Table-11: Descriptive Statistics of the Post-Attitude Test

Post-test	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
1. I only read when I have to.	12	19.7	18	29.5	4	6.6	23	3.7	4	6.6
2. Reading in English is easy for me.	-	-	9	14.8	26	42.6	26	42.6	-	-
3. I think I have something more important to do than read in English.	15	24.6	36	59	10	16.4	-	-	-	-
4. I check out books to read in English from the library of the university or/and our class library.	5	8.2	18	29.5	-	-	25	41	13	21.3
5. I think reading in English is enjoyable.	-	-	3	4.9	16	26.2	29	47.5	13	21.3
6. I read in English as much as I can.	2	3.3	18	29.5	13	21.3	26	42.6	2	3.3
7. I think I am a good student in reading in English.	-	-	15	24.6	13	21.3	30	49.2	3	4.9
8. Reading in English is an enjoyable pastime for me.	-	-	2	3.3	12	19.7	20	32.8	27	44.3
9. I read magazines and newspapers in English to improve my English.	-	-	5	8.2	1	1.6	50	82	5	8.2
10. I read on the Internet to improve my English.	-	-	34	55.7	4	6.6	23	37.7	-	-
11. I learn a lot when I read in English.	3	4.9	26	42.6	30	49.2	2	3.3	-	-
12. I have to translate a text into Turkish in order to understand it completely.	-	-	16	26.2	24	39.3	21	34.4	-	-
13. Reading in the class is enjoyable.	-	-	-	-	22	36.1	27	44.3	12	19.7
14. In an EFL context, I do not have to be a fluent and good reader in English.	-	-	8	13.1	12	19.7	34	55.7	7	11.5
15. Reading in English helps improve my English.	-	-	41	67.2	18	29.5	2	3.3	-	-
16. I like studying reading in English.	-	-	10	16.4	7	11.5	31	50.8	13	21.3
17. I need the teacher's help in order to understand a text.	-	-	16	26.2	37	60.7	7	11.5	1	1.6
18. I would like to have more hours for the Reading Course.	-	-	16	26.2	24	29.3	21	34.4	-	-
19. I read English subtitles of the films when I watch a film to improve my English.	-	-	9	14.8	8	13.1	44	72.1	-	-
20. I read lyrics of songs in English when I listen to my favorite songs.	-	-	43	70.5	3	4.9	15	24.6	-	-
21. Reading in English improves my vocabulary.	8	13.1	43	70.5	10	16.4	-	-	-	-
22. I feel confident when I read in English.	-	-	7	11.5	28	45.9	24	39.3	2	3.3
23. I feel comfortable that I understand most of what I read in English.	-	-	5	8.2	31	50.8	23	37.7	2	3.3
24. I feel comfortable that I understand most of what I read in English.	15	24.6	40	65.6	6	9.8	-	-	-	-

Generally speaking, we can understand from the table that although there are some increases in the attitudes of the students to some items, students still did not improve positive attitudes towards reading in English as much as desired and did not find reading English books or texts enjoyable. The most significant increases and differences can be seen in the items 1, 4, 6, 11 and 12. Since the experimental group students were exposed to the programme and motivated by the researcher to read regularly, they did not only read when they had to; they started to check out books to read in English from our class library; and they read in English as much as they

could. They also realized that they learnt a lot when they read books in English. Besides, they thought that they did not need to translate a text in English to Turkish in order to understand it completely so often since their English proficiency improved towards to the end of the year.

Table-12 shows the general attitudes of the participants toward reading in English after the implementation:

Table-12: The General Attitudes of the Students after the Implementation

	n	%
I really like reading in English.	2	3.3
I like reading in English as long as it isn't too difficult.	17	27.9
I don't mind reading in English, but it is difficult for me.	12	19.7
I don't like reading in English, but I do it when I have to.	25	41
I hate reading in English, and I avoid it whenever I can.	5	8.2

After the implementation, a considerable increase in students' attitudes can be seen; specifically there is an increase in the number of students who feels that they like reading in English as long as it isn't too difficult. Moreover, there was nobody who really liked reading in English before the implementation, but after the implementation two students stated that they really liked reading in English.

Table-13 shows the total points of both pre and post questionnaires by giving its minimum and maximum points, mean, standard deviation and median.

Table-13: The Total Mean Values of both Pre and Post Attitude Questionnaires

	Min-Max	Mean±SD	Median
Pre-Total Points	1.75-3.67	2.59±0.53	2.54
Post-Total Points	1.75-4.04	2.83±0.55	2.87

It can clearly be seen from the Table-13 that there is an increase in the attitudes of the students toward reading in English.

Table-14 where Mann-Whitney U Test was used compares the findings of the experimental and control groups for the Pre-Attitude Questionnaire.

Table-14: The Comparison of the Two Groups according to the Pre-Attitude Test

<i>Pre-Attitude Test</i>	Experimental (n=21) Mean±SD (Median)	Control (n=40) Mean±SD (Median)	<i>p</i>
TOTAL POINTS	2.65±0.60 (2.67)	2.56±0.49 (2.54)	0.570
1. I only read when I have to.	2.20±1.15 (2)	2.36±1.22 (2)	0.575
2. Reading in English is easy for me.	2.55±0.99 (2)	2.53±0.87 (2)	0.934
3. I think I have something more important to do than read in English.	1.55±0.76 (1)	1.85±0.79 (2)	0.122
4. I check out books to read in English from the library of the university.	1.95±0.99 (2)	1.90±0.86 (2)	0.966
5. I think reading in English is enjoyable.	1.95±0.76 (2)	1.90±0.73 (2)	0.763
6. I read in English as much as I can.	2.55±0.99 (2)	2.41±0.86 (2)	0.576
7. I think I am a good student in reading in English.	2.40±1.27 (2)	2.39±0.86 (2)	0.792
8. Reading in English is an enjoyable pastime for me.	1.65±0.81 (1)	1.53±0.81 (1)	0.532
9. I read magazines and newspapers in English to improve my English.	2.15±1.03 (2)	2.0±0.55 (2)	0.943
10. I read on the Internet to improve my English.	3.0±0.97 (3)	2.97±0.93 (3)	0.926
11. I learn a lot when I read in English.	3.30±0.57 (3)	3.05±0.70 (3)	0.189
12. I have to translate a text into Turkish in order to understand it completely.	3.40±1.09 (4)	3.44±0.71 (4)	0.980
13. Reading in the class is enjoyable.	2.20±0.77 (2)	2.0±0.74 (2)	0.323
14. In an EFL context, I do not have to be a fluent and good reader in English.	3.14±1.16 (4)	3.12±0.84 (3)	0.749
15. Reading in English helps improve my English.	3.35±0.67 (3)	3.39±0.70 (4)	0.760
16. I like studying reading in English.	1.95±1.09 (2)	1.97±0.93 (2)	0.679
17. I need the teacher's help in order to understand a text.	2.55±0.68 (2)	0.46±0.55 (2)	0.752
18. I would like to have more hours for the Reading Course.	2.75±1.02 (3)	2.63±0.58 (3)	0.623
19. I read English subtitles of the films when I watch a film to improve my English.	2.55±1.14 (2)	2.31±0.65 (2)	0.665
20. I read lyrics of songs in English when I listen to my favorite songs.	3.80±0.61 (4)	3.32±0.93 (4)	0.035*
21. Reading in English improves my vocabulary.	3.75±0.44 (4)	3.68±0.47 (4)	0.593
22. I feel confident when I read in English.	2.55±0.82 (3)	2.24±0.62 (2)	0.126
23. I feel comfortable that I understand most of what I read in English.	2.35±0.81 (2)	2.29±0.64 (2)	0.993
24. I believe that good readers in English also get higher scores in other courses.	4.25±0.64 (4)	3.73±0.45 (4)	0.001**
<i>Mann-Whitney U test</i>	<i>*p<0.05</i>	<i>**p<0.01</i>	

There are no significant differences between the experimental and control groups before the implementation apart from two items which are the items 20 and 24. According to the table, the experimental group students read lyrics of songs in English when they listen to their favorite songs much more than the control group students. They also believe that good readers in English also get higher scores in other courses much more than the control group students, too.

Table-15 where Mann-Whitney U Test was used compares the findings of the experimental and control groups for the Post-Attitude Questionnaire:

Table-15: The Comparison of the Two Groups according to the Post-Attitude Test

Post-Attitude Test	Experimental (n=21) Mean±SD (Median)	Control (n=40) Mean±SD (Median)	<i>p</i>
TOTAL POINTS	3.26±0.45 (3.27)	2.62±0.48 (2.58)	0.001**
1. I only read when I have to.	3.75±0.85 (4)	2.36±1.26 (2)	0.001**
2. Reading in English is easy for me.	3.0±0.79 (3)	2.58±0.63 (3)	0.046*
3. I think I have something more important to do than read in English.	2.20±0.41 (2)	1.78±0.68 (2)	0.013*
4. I check out books to read in English from the library of the university or/and our class library.	4.25±0.44 (4)	1.82±0.77 (2)	0.001**
5. I think reading in English is enjoyable.	2.65±0.74 (2.5)	1.90±0.73 (2)	0.001**
6. I read in English as much as I can.	3.50±0.88 (4)	2.56±0.89 (2)	0.001**
7. I think I am a good student in reading in English.	2.95±0.88 (3)	2.51±0.89 (2)	0.078
8. Reading in English is an enjoyable pastime for me.	2.35±0.67 (2)	1.56±0.84 (1)	0.001**
9. I read magazines and newspapers in English to improve my English.	2.45±0.82 (2)	1.92±0.46 (2)	0.003**
10. I read on the Internet to improve my English.	3.15±0.98 (4)	3.19±0.95 (4)	0.875
11. I learn a lot when I read in English.	3.90±0.64 (4)	3.29±0.55 (3)	0.001**
12. I have to translate a text into Turkish in order to understand it completely.	2.80±0.83 (3)	2.97±0.75 (3)	0.390
13. Reading in the class is enjoyable.	2.50±0.51 (2.5)	2.0±0.77 (2)	0.016*
14. In an EFL context, I do not have to be a fluent and good reader in English.	3.85±1.03 (4)	3.56±0.74 (4)	0.148
15. Reading in English helps improve my English.	3.85±0.36 (4)	3.53±0.59 (4)	0.036*
16. I like studying reading in English.	2.65±0.81 (2)	2.02±0.98 (2)	0.006**
17. I need the teacher's help in order to understand a text.	3.30±0.80 (3)	2.68±0.47 (3)	0.001**
18. I would like to have more hours for the Reading Course.	3.40±0.75 (4)	2.68±0.68 (3)	0.001**
19. I read English subtitles of the films when I watch a film to improve my English.	2.70±0.97 (2)	2.29±0.55 (2)	0.163
20. I read lyrics of songs in English when I listen to my favorite songs.	3.80±0.61 (4)	3.29±0.92 (4)	0.025*
21. Reading in English improves my vocabulary.	4.35±0.58 (4)	3.78±0.42 (4)	0.001**
22. I feel confident when I read in English.	3.20±0.69 (3)	2.39±0.58 (2)	0.001**
23. I feel comfortable that I understand most of what I read in English.	3.10±0.64 (3)	2.41±0.59 (2)	0.001**
24. I believe that good readers in English also get higher scores in other courses.	4.70±0.47 (5)	3.87±0.39 (4)	0.001**
<i>Mann-Whitney U Test</i>	<i>*p<0.05</i>	<i>**p<0.01</i>	

From the table it is understood that there are significant differences between the experimental group and the control group in terms of their attitudes towards reading in English after the implementation, that is to say the attitudes of the experimental group students have changed positively much more than those of the control group students. The total points especially for the items 1, 4, 5, 6, 8, 9, 11, 16, 17, 18, 21, 22, 23, 24 are statistically significant and higher than the others.

The experimental group students do not read English texts or books when only they have to any longer. Because of the ERP, they take books from the class library or the university library a lot more than the control group students. Although the experimental group still do not find reading in English enjoyable in general, there

are much more students in experimental group finding reading English books enjoyable when compared with the control group. Experimental group students try to read as many books as they can after the programme. Experimental group students do not think that reading English books is an enjoyable pastime for them in general, but control group students strongly disagree with this statement unlike the experimental group students. While the experimental group think that they learn a lot when they read English texts or books, the control group are uncertain about it. Moreover, experimental group students need the teacher's help less while trying to understand an English text. After the programme, the experimental group understood that reading lessons are very important and have positive impacts on other skills, so they gave more positive answers to the item 18. They also felt that they improved their vocabulary level since they were exposed to more words either known or unknown via the books. Although the control group do not have a self confidence in themselves when they read an English text, the experimental group are uncertain about it. Moreover, there are again much more students in the experimental group who feel comfortable that they understand most of what they read in English when compared with the control group. Another point is that while the experimental group strongly believe that the ones who are successful at reading course are also successful in other courses, the control group believe so, but not so much strongly. And lastly, maybe the most important result is that both groups think that reading in English helps improve their English which is the main and general aim of ER and which shows that they are aware of the importance of reading in English; and that they believe that they have to be fluent and effective readers in English to be able to be successful.

Whether there are significant increases or decreases for each item in the attitude questionnaires after the implementation according to both groups can be seen clearly from the Table-16.

Table 16: Wilcoxon Signed Ranks Test for the Comparison of the Two Groups

	Experimental Group		Control Group	
	Z	p	Z	p
Pre Total- Post Total	-3.936	0.001**	-3.322	0.012*
Pre 1 – Post 1	-4.018	0.001**	-0.142	0.887
Pre 2 – Post 2	-3	0.003**	-0.832	0.405
Pre 3 – Post 3	-3.606	0.001**	-0.744	0.457
Pre 4 – Post 4	-3.993	0.001**	-0.816	0.414
Pre 5 – Post 5	-3.742	0.001**	0	1.000
Pre 6 – Post 6	-3.755	0.001**	-1.035	0.301
Pre 7 – Post 7	-3.317	0.001**	-0.866	0.386
Pre 8 – Post 8	-3.742	0.001**	-0.272	0.785
Pre 9 – Post 9	-2.449	0.014*	-0.756	0.450
Pre 10 – Post 10	-1.732	0.083	-2.310	0.021*
Pre 11 – Post 11	-3.464	0.001**	-2.673	0.008**
Pre 12 – Post 12	3.464	0.001**	-3.649	0.001**
Pre 13 – Post 13	-2.449	0.014*	0	1.000
Pre 14 – Post 14	-3.873	0.001**	-3.662	0.001**
Pre 15 – Post 15	-3.162	0.002**	-1.897	0.058
Pre 16 – Post 16	-3.742	0.001**	-0.531	0.595
Pre 17 – Post 17	-3.500	0.001**	-2.496	0.013*
Pre 18 – Post 18	-3.606	0.001**	-1	0.317
Pre 19 – Post 19	-1.732	0.083	-0.333	0.739
Pre 20 – Post 20	0	1.000	-0.272	0.785
Pre 21 – Post 21	-3.464	0.001**	-1.414	0.157
Pre 22 – Post 22	-3.357	0.001**	-2.121	0.034*
Pre 23 – Post 23	-3.873	0.001**	-1.890	0.059
Pre 24 – Post 24	-3	0.003**	-2.449	0.014*
Wilcoxon Signed Ranks Test	*p<0.05		**p<0.01	

In the experimental group, there is a significant increase in the total points after the implementation. Apart from the items 10, 19 and 20, there are increases in the answers the experimental group gave, in a positive direction, which shows that there happened a change & increase in the attitudes toward reading in English in the experimental group. More students started to like reading in English, and they improved their reading abilities. Moreover, more students started to understand the importance of reading and its effects on other skills. Besides, they began to feel more confident while reading in English.

In the control group, there is again an increase in the total points after the implementation, but it is not so high or significant. Only in the items 10, 11, 12, 14, 17, 22 and 24, there are significant changes & increases in the answers the control group gave, in a positive direction. The more their language proficiency has increased, the more they started to read English texts on the Internet and not to translate a text into Turkish so often and not to take the teacher's help so often while reading. In the control group there are again more students who showed a positive attitude towards the importance of reading in English, but the number of the students

who showed positive attitudes toward reading in English is not as high as that of the experimental group.

Table-17 tries to answer the fifth research question “Are there any differences between female and male students in terms of their attitudes toward reading in English?” In order to do this, Mann-Whitney U Test and Wilcoxon Signed Ranks Test were made use of.

Table-17: The Comparison of Male and Female Students in both Groups according to both Pre and Post Attitude Tests

		Female Mean±SD (Median)	Male Mean±SD (Median)	⁺ <i>p</i>
Experimental	Pre-Total Points	2.74±0.67 (2.75)	2.53±0.50 (2.60)	0.439
	Post-Total Points	3.37±0.46 (3.39)	3.10±0.43 (3.14)	0.416
	⁺⁺ <i>p</i>	0.002**	0.012*	
Control	Pre-Total Points	2.66±0.39 (2.56)	2.45±0.58 (2.33)	0.119
	Post-Total Points	2.80±0.38 (2.77)	2.42±0.51 (2.37)	0.010*
	⁺⁺ <i>p</i>	0.002**	0.106	

According to the table, in the experimental group there are no significant differences between male and female students in terms of their attitudes towards reading in English both before the implementation and after the implementation. However, the total points of female students are a bit higher than those of male students. Besides, female students show better attitudes toward reading in English after the implementation than male students.

In the control group, there are no significant differences between male and female students in terms of their attitudes towards reading in English before the implementation although the total points of female students are a bit higher than those of male students. However, there are significant differences between male and female students in terms of their attitudes towards reading in English after the implementation. Female students show better attitudes than male students. It is interesting to note that the total points of male students decreased after the implementation. There might be some reasons behind this. The most probable reason may be that they were frustrated with so many exams, quizzes, homework, and the stress of the Proficiency Exam towards to the end of the year and they might have

got tired of studying for all of them. In addition to these, in the control group, female students show better attitudes towards reading in English after the implementation.

Table-18 tries to answer the sixth research question “Are there any differences between the students who studied and who did not study in prep-class at high school in terms of their attitudes toward reading in English?” In order to do this, Mann-Whitney U Test and Wilcoxon Signed Ranks Test were made use of.

Table-18: The Comparison of the Students Who Studied and Who did not Study at Prep-Class at High School in both Groups according to both Pre and Post Attitude Tests

		<i>Having Studied at Prep-Class at High School</i>		⁺ <i>p</i>
		Yes	No	
		Mean±SD (Median)	Mean±SD (Median)	
Experimental	Pre-Total Points	3.08±0.43 (3.08)	2.42±0.56 (2.16)	0.014*
	Post-Total Points	3.57±0.37 (3.58)	3.09±0.42 (3.04)	0.015*
	⁺⁺p	0.017*	0.001**	
Control	Pre-Total Points	2.97±0.44 (3.06)	2.35±0.36 (2.37)	0.001**
	Post-Total Points	2.91±0.46 (2.95)	2.47±0.42 (2.41)	0.010*
	⁺⁺p	0.286	0.001**	

When we analyze the table, we can see that in both groups the students who studied at prep-class at high school showed better attitudes towards reading in English both before the implementation and after the implementation. It is interesting to note that even though some students in the experimental group did not take prep-class education at high school, they showed better attitudes toward reading after the implementation. Another interesting point is that the mean values of the students in the control group who took prep-class education at high school decreased a bit towards to the end of the year.

4.5. The findings about the research question 7:

To be able to answer the seventh research question “Do the teachers think that an ERP is applicable at Dil-Mer in all classes and at all levels? And according to them, when should the ERP be introduced, in the first or second term?”, the data gained from the open-ended question in the “Teachers’ Perception about an ERP” questionnaire will be analyzed.

When the data are analyzed thoroughly, it is gained that while some of the teachers think an ERP is applicable and should be applied certainly, some others think that it is not applicable because of some reasons such as time constraints, the unwillingness of students, the load of lessons and exams, the unavailability and deficiency of the books, and the difficulty of guiding all students.

Some of the important quotations of the instructors will be given below to make their ideas more clear.

(Participant 1)...I think extensive reading is very useful for students since it contributes to their vocabulary knowledge and reading speed. It also helps students to improve their reading abilities. Students begin to be fluent readers since they are exposed to ample amount of input with the books, but I am unsure about its applicability. I mean, there are nearly a thousand students at Dil-Mer and each teacher has at least 3 classes, so it would be very difficult for us to control them. I think we have to guide or supervise them otherwise, they may shun from reading.

(Participant 2)...If we apply this from the very beginning of the year till the end, students become more accustomed to reading. It is very difficult to make them accustomed to reading in a term. Besides, we can give some small presents to the students who read much more than others; or we can threaten them with grades a bit. We are the teachers, so the bosses of the classes☺, so students should be afraid of us to some extent. If they see we really take this programme serious, they take it serious, too. In order to observe them more closely, one lesson hour can be devoted to reading. In this way they can't escape from reading, as well.

(Participant 3)...We should certainly apply such a programme and I think we are too late about it. I mean, we should have already started such a programme. In our university life, we were taught that extensive reading is at least as important as intensive reading or more important than it. As reading & writing teachers, we can organize such a programme in the classes we go in. And I think it can be applied in all classes and at all levels. For each level, there are suitable books which range from the starter stage to the advanced

level.

(Participant 4)...of course we would like to make students read books extensively, who wouldn't want it? But we have to consider some issues such as the availability of the books. Do we have enough books in our library or in our offices? The answer is no. But we can solve this problem in this way: students can buy a few books and can exchange between them, or we can take some funds from Izzet Baysal Foundation to expand the library.

(Participant 5)...When should we start this programme? We can start at the very beginning of the term for all levels but I think we can also start in the second term for the beginner group students, or when we feel they are sufficient enough to start reading English books. But there should be a unity between all classes.

(Participant 6)...Normally it would be better for us to apply this programme. But when we think about our student profile I see that it is a bit difficult to do this. Because our students aren't willing even to read the passages we give them as homework. They do not carry out the compulsory things, then how can we expect them to read books especially out of class?

(Participant 7)...to assess students on extensive reading is not appropriate as far as I remember from my undergraduate years. But there is a dilemma here. If we don't assess them, they won't take the job serious and won't want to read. For me, there should be some extrinsic motivating factors. For example, they can be given bonus according to the number of the books they read.

(Participant 8)...There are so many things that both the students and the instructors have to do so it seems to me a bit difficult to apply an ER programme in classes. Students are even frustrated with the quizzes which are held every week. They have 3 separate courses that demand them to achieve some certain things, two midterms in a term. Maybe the number of the quizzes can be decreased so that both we and the students have time to devote time to this. However, I do not find it applicable because the main aim of students is to pass the proficiency exam. And in the exam they are not wanted to read extensively.

(Participant 9)...Extensive reading is free reading. I mean if students want to

read, they read. If they don't want to read, we can't force them to read. So, we can prepare this programme for the volunteer students, if they want to read out of the class in their free time, we can help them, but if they do not, we can do nothing. Each student is responsible for herself or himself eventually.

(Participant 10)...I think it is applicable at Dil-Mer in all classes and at all levels. Nothing is impossible in the world☺ However we shouldn't be so optimistic; we have to make a background study, instead. What I mean with background study is that the type of assessment questions in both midterms and the proficiency exam should be accordingly. Although in literature it says that we can't give grades to students about the extensive reading they do, I think we can give grades to them and it should have a certain percentage in the overall evaluation. Without applying it, we can't know whether it is useful or not, or applicable or not. After applying it, if we make some evaluations of the programme regularly, we can eliminate the negative sides and by this way we can improve the programme gradually.

4.6. The Findings about the Research Question 8:

To be able to answer the eighth research question “Do the students think that ER has a positive impact on other skills, too?”, the data gained from the interviews made with five students chosen randomly will be analyzed qualitatively. The interview questions were not merely about the eighth question. There were some other questions enquiring about their perceptions and opinions about the ERP, its strengths and weaknesses, whether they should be assessed on the ER they do, and so forth. A sample interview schedule can be seen in Appendix I.

Although the students had diverse ideas about the implementation, they all agreed that ER contributed to their vocabulary either considerably or a little. Not all of them thought that reading English books helped them improve their reading comprehension skills. Similarly, while some of them thought that they could use the reading strategies which were taught to them in reading lessons, the others did not think so. Only one student stated that she did not know the spelling of some words

which she frequently heard, but after starting reading she saw some of these words in the books and associated them with their meanings. In this way she could learn the correct spelling of some words. Apart from these, one of them stated that her reading speed increased after a while. Some transcriptions of the interviews can be seen below:

(Participant 1)...I think the most important gain of this project was that it contributed to my vocabulary. When I came across a new word, I used to look up into my dictionary and write the meanings of the words in a separate notebook. If I could, I also formed sentences by myself by using these words.

(Participant 2)...It (ER) must certainly have improved my vocabulary level, but I can't exactly say that I learnt this or that word; I can't remember the words which I memorized now. I think it was very useful to write down the words we just learnt in the book reports and form our own sentences by using them.

(Participant 3)...As time passed I realized that I started to finish a book in a shorter time. I felt that my reading speed has increased.

(Participant 4)...I don't think that it (ER) improved my reading skills. I still get very low marks from the reading quizzes. In fact, they are two separate things, I mean, the reading lessons and the reading we do out of classroom have no relationship between them. To illustrate, how can "Rain Man" be beneficial for me while answering very difficult questions about passages in the exams?

(Participant 5)...You can't always use the reading strategies taught to us in reading lessons while reading books, because we do not think about whether we are using this strategy here or there while reading without stopping, and which strategy we have to use, either. We just read and that's all.

(Participant 1)...Once, I realized that I did not know the writing forms of some words which I frequently heard. While reading you can also see the transcriptions of the words and this is very important since you have to write in exams instead of speaking. For example, once I came up with the word "awesome" in a book-I can't remember its name now-and I checked its

meaning as I didn't know. Then I realized that the "awesome" was the "awesome" which our reading teacher often uses. Its pronunciation and spelling are very different indeed.

(Participant 2)...Normally, I can't use the (reading) strategies which were taught, in fact. It isn't possible to use all of them in a book, indeed. The thing that I could do the most was to understand the meaning from context. One more thing: When I was young, I either read the Turkish versions or watched films of some books. So when there was something which I couldn't figure out, I was trying to fill in the blanks by recalling its Turkish version directly. We already write the summaries (of the books) in the book reports but sometimes I wrote so long summaries that they were longer than the book itself. A book may not always have a main idea, sometimes it only describes the events. Then, it becomes difficult to draw a conclusion or to say that this is the main idea, of course. However, I can't say I use the strategies you talked about, briefly. In fact, we do not pay attention to it while reading; we are just indulged in reading. Or maybe, we use them but we aren't aware of it.

(Participant 3)... I felt that my reading speed has increased. Is it about reading skills? If it is so, yes, I improved my reading skills. I started not to look up into the dictionary so often and I believe that I improved my guessing ability, too.

Apart from these findings, what the students talked about the evaluation side of the implementation, the difficulty level of the vocabulary and the language of the books, and their attitudes towards reading after the implementation are of great importance. The most striking and important quotations about these issues can be seen below:

(Participant 1)...to be frank, I don't like reading English books so much generally. If I have time I prefer doing something more different and more enjoyable. I forced myself to read your books because I wanted to improve my English, because I had to improve my English since my department is biology. In addition, if we had had enough time, I believe we would have read much more books. We have so many things to do that I, personally, didn't devote enough time to reading.

(Participant 2)...Actually I am a person who likes reading, that's to say I like reading both Turkish and English books. But when something is compulsory, you know, it starts to get unenjoyable, it doesn't matter how much you like it. Luckily, you didn't force us to read and you tried to motivate us by talking about the benefits of this extensive reading project occasionally. I can tell you that I used to like reading English texts, and I began to like it much more thanks to this study. It is already clear from the number of the books. Maybe I am the one who finished far more books than anyone else in the class. Besides, that the medium of education is English at my department has also influenced this. That's to say it (English) will be necessary for me through 4 years, not only this year, maybe through my life. Of course, we shouldn't look at this issue for the short term.

(Participant 3)...I can't say that I got the same taste from all the books I read. While some of them were very boring and nonsense, some of them were quite enjoyable. Especially I liked the Penguin's books. So, whether I like reading or not depends on the books. Besides, there could have been more different books, such as the books related with our departments or the books giving about scientific information about different topics. In this case, I'm sure, we as males would have been more interested.

(Participant 4)...Don't take it offensive, but I hate reading. I even don't like reading Turkish books. How can you expect me to like reading English books, then? If you look at the list you keep, you can see that I read few books, maybe one or two. And this was just because of the reason that I respect you and I couldn't turn down your wish.

(Participant 5)...I don't like reading English books so much, but I read anyway, especially if I have to. It would be inappropriate to make generalizations, indeed. I mean, one day I like reading and the other day I don't. It can also change according to my mood.

To the second question in the interview "Do you think the difficulty level of the vocabulary and the language level of the books was appropriate?", the interviewees generally responded that they found the difficulty level of the books appropriate in terms of their vocabulary and grammar due to the reason that they were graded and the topics of some of them were familiar to them.

(Participant 1)...I think yes. I mean, there were both very easy books and challenging books. However, sometimes even the stage-one books were difficult for me. Or vice versa: Some of the books whose stages were higher sometimes seemed to me easier when compared with the lower level books. Besides, if the book was familiar to me from its Turkish version or film, then I could figure out it easily even though there were unknown words in it.

(Participant 2)...One book which is difficult for somebody may seem to be easy for another person, of course. But I didn't get hard so much. From time to time, I came across with unknown words; what's more some books seemed to me more difficult. For example, you read two books, both of them are from the same stage, but one of them may be more difficult for you than the other one. I don't know whether this stems from the topics or the vocabulary of the books. Maybe, from both of them. In addition, you didn't buy books from only one specific stage. There were books from both stage-one and pre-intermediate level that is our level now, in order for the books to be suitable for all of us. Personally I started with the easiest ones, and then went on with more difficult ones, as you said.

(Participant 4)...I didn't pay attention to it. That's to say I didn't read enough books to be able to understand this. However, I can say that they were difficult to me, even the stage one-books.

When the data gained from their answers to the interview question “Do you think we should evaluate you in terms of giving grades with this ERP or is it enough to demand you to only keep a reading notebook about these books?” are analyzed, it is observed that their ideas about this issue differ; they are not sure about whether they should be assessed on ER or not.

(Participant 1)...Ideally, it would have been better if you had assessed us on the books we read, because the students who know and the students who don't know should be differentiated. Yet, it would have been very difficult, especially for you. Will you ask questions about the books we read? Everybody reads different books and it would be very difficult for you to prepare questions for each book. Or, you can do in this way. We can read the

same books and the same number of books. Again, there can arise some problems here. At this time, students can copy from each other; that's to say, the one who read and studied for a specific book can give his notes to other friends, can mention its topic. Or, if there is a Turkish version of the book, some friends may read it and answer the questions accordingly. If you will give grades to us according to the number of the books we read, there may again arise some problems. How can you be sure that the student who says he read 10 books really read 10 books? You can understand it by asking questions or by looking at his book reports, but it would be very tiring for you.

(Participant 2)...Grading is just as bad as not grading. Nobody wants to be forced or get hard, of course. Nobody wants to take notes from this, too, among a lot of quizzes and exams; on the other hand, if they are not obliged to read, they don't read much; they don't take it serious. Very hardworking or conscious students can read on a regular basis, I think. For example, I think I read much more than my classmates when I compare myself with them. But I couldn't read any at exam or festival (university festival) times. However, if it (ER) had been obligatory, I would have found time for it, too. What's more, sometimes I couldn't help thinking so: "Now that I read much more than others, why am I not given extra points?" However, generally speaking, not to be given notes for this didn't disturb me. Everybody learns for himself or herself. Everybody learns as much as they want. It is none of my business, to learn or not to learn is their business.

(Participant 3)...How will you evaluate them? If you ask easy questions about the books, you can evaluate your students. In fact, the book reports you wanted us to keep are enough for you to give points. I think, this grading shouldn't be included in the overall evaluation. Instead, you can give us bonus points according to the books we read or according to the book reports. I am not sure about it.

(Participant 4)...I don't know. I have no idea about it. I think, it is enough to keep book reports.

(Participant 5)...The more you force me to do something, the more I shun from doing it. If you had told us that reading books was obligatory, most probably, I would have escaped from reading. Yet, I can't allege that I read much. Or we can think in this way, too. I didn't read much because it wasn't

obligatory. The biggest gun of teachers is to threaten students with grades. I'm sure my classmates would have been more interested in reading and tried to read much more.

The last interview question “What would you recommend your instructor to do in order to make this ERP much more efficient and successful?” aimed at getting students' ideas and offers about the implementation in general, and their ideas about its strengths and weaknesses. The interviewees gave similar answers. Some transcriptions can be seen below:

(Participant 1)...For the students to take it more serious, you can access them on the books they read, but as I said before, how? As an instructor, you have to decide about it.

(Participant 2)...In fact the aim of this project is very good: to make us like reading, to improve our vocabulary and reading skills. It wasn't without any deficiencies, of course. The variety and number of the books could have been much more but I know that you created the library with your own facilities. When you tried to get money from us, nobody gave. I also know this. Yet, I don't know whether you got financial support from other places...And I wish we had started this project in the first term. At that time another instructor was teaching us. If you had gone in our lessons from the very beginning, maybe we would have started it in the first term. I think one term isn't enough for us to acquire reading habit. If we talk about the book reports, I can't refrain myself from saying that I sometimes found it unnecessary. It was both boring and difficult to fill in the same template and make a summary in a similar vein, each and every time. I think, we should have been set free in this, too, just as we were set free in many things. That we were free to give up reading a book which didn't interest us, that we read whatever book we wanted from any stage, and that there wasn't a limit in the number of the books we had to read were all good sides of this project. Indeed, it wouldn't have been possible to make us read the books with force, since you didn't give any notes to us. Besides, not all of the books interested me equally. Before buying the books, I wish you had asked about which books we wanted to read, it would have been wonderful, then...In addition, I think that it is very difficult for you to understand whether we really read or not. Personally, I didn't write any book reports for the books which I didn't read actually, but some stories are

familiar. They (the students) can make summaries of the books in English by reading the Turkish versions of them on the Internet; or they can directly access to the English summaries of them on the Internet again; or we can copy from other friends, as well...One more thing: we could have had quizzes because not everybody read them with the same seriousness, maybe some never read and they pretended to have read. All in all, I was pleased with the project yet and I would like it to be applied in all classes.

(Participant 3)...We could have read them in the classroom, I think. This could be more motivating. You could also follow us more easily and help us whenever we need.

4.7. Conclusion

In this section, the researcher tried to answer the research questions with both quantitative and qualitative data gained from the questionnaires, an open-ended question in the “Teachers’ Perceptions about an ERP” questionnaire, and the interviews made with five students chosen randomly.

The next chapter will present an overview of the study, the discussion of findings, pedagogical implications, and limitations of the study, suggestions for further research, and the conclusion.

CHAPTER V

CONCLUSION

5.1. Summary of the Study

One of the aims of this study was to find out the perceptions of both teachers and students about ER and ERP, its strengths and weaknesses. This study also set out to explore whether the ERP implemented at a beginner group class was effective or not, and whether it met its goals and aims or not. This study also aimed at finding out whether there were significant differences between experimental group and control group in terms of their attitudes towards reading in English after the implementation. In addition, it strived to discover whether there were significant differences between male and female students and also between the students who studied and who did not study at prep-class at high school in terms of their attitudes towards reading in English. One of the aims of this study was to learn whether teachers at the preparatory school thought an ERP was applicable in all classes and at all levels, too. The last major aim of this study was to find out whether both teachers and students thought that students should be assessed on the ER they do.

In order to achieve the aims of the study mentioned above, both quantitative and qualitative research methods were made use of: the “Students’ Attitudes toward Reading in English” questionnaire, the “Students’ Perceptions on the ERP” questionnaire, and the “Teachers’ Perceptions on an ERP” questionnaire. The “Students’ Attitudes toward Reading in English” questionnaire was implemented both before and after the implementation in both experimental and control groups so that whether this study had an impact on students’ attitudes could be tested. The “Students’ and Teachers’ Perceptions about the ERP” questionnaires were given after the implementation. In the “Teachers’ Perceptions about an ERP” questionnaire, there was an open-ended question searching for teachers’ opinions

about the applicability of the programme at Dil-Mer. Last of all, some students chosen randomly were interviewed so as to gain more in-depth information about their perceptions about the ERP and in order to learn whether they thought that ER had a positive impact on other skills, too.

To process the quantitative data, NCSS (Number Cruncher Statistical System) 2007&PASS 2008 Statistical Software (Utah, USA) was used. To process the qualitative data gained from the interviews, the interviews were transcribed and translated into English, the transcriptions were read thoroughly, and the key concepts that occurred frequently in the interviews were highlighted and coded. Then, the links between the codes were used to form common themes.

5.2. Discussion of the Findings

After the implementation, the experimental group students showed better attitudes towards reading in English although it was not as much as expected or desired. The experimental group students did not read English texts or books when only they had to any longer. Because of the programme, they took books from the class library or the university's library a lot more than the control group students. Although the experimental group still did not find reading in English enjoyable in general, there were much more students in the experimental group finding reading English books enjoyable when compared with the control group. The experimental group students tried to read as many books as they could after the programme. Although the experimental group students did not think that reading English books was an enjoyable pastime for them in general, the control group students strongly rejected the idea that it was an enjoyable pastime for them. While the experimental group thought that they learnt a lot when they read English texts or books, the control group had mixed feelings about it. After the programme, experimental group students started to need the teacher's help less while trying to understand an English text. Moreover, they understood that reading lessons were very important and had positive impacts on other skills, so they wanted to have more hours for the reading lessons.

They also felt that they improved their vocabulary level since they were exposed to more words either known or unknown via the books. Although the control group did not have self confidence in themselves when they read an English text, the experimental group had mixed feelings about it. Moreover, there were much more students in the experimental group who felt comfortable that they understood most of what they read in English when compared with the control group. Another point was that while the experimental group strongly believed that the ones who were successful at reading course were also successful in other courses, the control group believed so, too, but not as strongly. And lastly, maybe the most important result was that both groups thought that reading in English helped improve their English which was the main and general aim of ER and which showed that they were aware of the importance of reading in English. Furthermore, they believed that they had to be fluent and effective readers in English to be able to be successful.

In the experimental group, there was a significant increase in their positive attitudes towards reading in English after the implementation. More students started to like reading in English, improved their reading abilities, and started to understand the importance of reading and its effects on other skills. Besides, more students began to feel more confident while reading in English.

In the control group, there was again an increase in the students' positive attitudes after the implementation towards to the end of the year, but it was not as significant as that of the experimental group. The more their language proficiency increased, the more they started to read English texts on the Internet and not to translate a text into Turkish so often and not to ask for the teacher's help so often while reading. In the control group, the number of students who showed a positive attitude towards the importance of reading in English increased, but not significantly. Similarly, the number of the students who liked reading in English was not as high as that of the experimental group.

In the experimental group, there were no significant differences between male and female students in terms of their attitudes towards reading in English before the

implementation and after the implementation. However, the total points of female students for the attitude questionnaire were slightly higher than those of male students.

In the control group, there were no significant differences between male and female students in terms of their attitudes towards reading in English before the implementation although the total points of the female students for the attitude questionnaire were slightly higher than those of male students. There were significant differences between male and female students in terms of their attitudes towards reading in English in the control group after the implementation. Female students showed better attitudes than male students. It is interesting to note that the total points of male students decreased towards to the end of the year, which demonstrated that their attitudes toward English got worse. There might be some reasons behind this. The most probable reason may be that they were frustrated with so many exams, quizzes, homework, and the stress of the Proficiency Exam towards to the end of the year and they might have got tired of studying for all of them. In addition to these, in the control group, female students showed slightly better attitudes towards reading in English after the implementation when compared with the male students.

It can be observed that in both groups, the students who studied at prep-class at high school showed better attitudes towards reading in English both before the implementation and after the implementation. It is interesting to note that even though some students in the experimental group did not take prep-class education at high school, they showed better attitudes toward reading after the implementation. Another interesting point was that the students in the control group who took prep-class education at high school showed a bit worse attitudes to reading in English towards to the end of the year.

When the data gained from the open-ended question in the “Teachers’ Perceptions about an ERP” questionnaire were analyzed, it was gained that while some of the teachers thought an ERP is applicable and should be applied certainly,

some others thought that it is not applicable because of some reasons such as time constraints, the unwillingness of students, the load of lessons and exams, the unavailability and deficiency of the books, and the difficulty of guiding all students.

When the data gained from the interviews made with some students were analyzed, it was found out that although the students had diverse ideas about the implementation, they all agreed that ER contributed to their vocabulary either considerably or a little. Not all of them thought that reading English books helped them improve their reading comprehension skills. Similarly, while some of them thought that they could use the reading strategies which were taught to them in reading lessons, the others did not think so. Only one student stated that she did not know the spelling of some words which she frequently heard, but after starting reading she saw some of these words in the books and associated them with their meanings. In this way, she could learn the correct spelling of some words. Apart from these, one of them stated that her reading speed increased after a while.

The interviewees generally responded that they found the difficulty level of the books in the class library appropriate in terms of their vocabulary and grammar due to the reason that they were graded and the topics of some of them were familiar to them. When they were asked questions about the evaluation side of the programme, it can be seen that they were not sure about whether they should be assessed on ER or not.

Students gave some offers to the researcher about the implementation, about how to make it more effective. They suggested that the books in the class library could be more interesting; and there could be department-related books apart from graded readers. Some of them also complained about the number and variety of the books. In addition to these, they stated that it would have been better if they had started reading from the very beginning of the year since one term is not enough for students to gain reading habit. One student suggested that they could read in the classroom in one hour of reading lessons instead of reading on their own out of class. Besides, some of them suggested that they could be given notes about the books they

read, especially according to the number of the books or the book reports they kept. However, most of the students did not want to be assessed on the ER they did.

Students' perceptions about ER were positive when the items in the perception questionnaire were concerned with the principles of ER. For instance, all of the students agreed that the reading text for extensive reading should include vocabulary that is appropriate to the students' level which is one of the principles of ER. It is interesting that students were unsure about whether the reading teacher should do a post reading activity to relate what the students read with their real life, which might be a sign for their unwillingness to do an activity after they finished reading a book. Apart from this, while students supported the idea that the vocabulary which they encounter while reading extensively should be appropriate to their level, most of them were unsure about whether extensive reading material should be below their language proficiency level. Therefore, we can understand that they did not want to read too easy materials especially in terms of language structures of the books. It is interesting to note that students were unwilling to do an extra work putting some loads or responsibilities on their shoulders. For instance, while some of them believed that in order to be a fluent and effective reader, a student should read extensively, the same number of students did not agree with this. It is again interesting that students did not find ER more useful than intensive reading (the reading they did in class). The reason for this may be that they were sometimes asked more difficult and challenging questions in reading & writing exams and the passages in these exams were not as easy as the books they read extensively. Moreover, their priority was to pass the Proficiency Exam held at the end of the year. Because of these reasons, they may not have found ER more useful for them than IR in the short term. Whether students should be assessed on the ER they do is an issue which is still discussed in some institutions or schools. According to the literature, students should not be assessed on the ER they do. However, they may not take the programme or study serious when they are not given notes according to the ER they do. Although the majority of the participants either had mixed feelings about being assessed or did not agree that they were to be assessed, they thought that if they were to be assessed, they could be given notes according to the number of the books they

read or according to the answers they gave to the reading comprehension questions about the books, but they strongly disagreed with the idea that the assessment questions related to the books should focus on every detail in the book.

Although all of the students were of the same opinion about how an ERP should be and what it is, their opinions changed drastically especially in the negative direction when the items in the perception questionnaire were about the goals and effectiveness of the ERP. For example, most of the students did not think that reading extensively supported them to use the reading strategies they learnt in the class. The only statement which most of them agreed with was that extensive reading helps students improve their vocabulary.

It can be said that teachers had more positive opinions about an ERP in general; they were more idealistic about the implementation of ERP and its benefits. However, there were some points which all of the teachers did not agree with. For example, only one teacher thought that reading extensively does not support the students to use the reading strategies they learn in the class. The reason for this may be that not all of the reading strategies can be used while reading extensively some of which are scanning, inferring (reading between the lines), rereading and setting a purpose. Since extensive reading should be as close as to the natural reading we do in our daily lives in our native languages, teachers' ideas differed in some of the principles of ER. To illustrate, while reading in Turkish we do not do a post reading activity to relate what we read with our real lives; we just read and put the book aside, instead. Similarly, we do not have a specific purpose while reading a book extensively; we read books just for fun or enlightenment. Although some readers like to write down what they understand from the books they read or what they have liked the most about them, readers do not generally keep a book report in which they write many details about the books.

Two of the teachers who were most probably in favor of challenging activities and texts did not agree that extensive reading material should be below the students' language proficiency level. Moreover, two teachers did not think that

extensive reading makes students more confident in reading in English in class. The reason for this may be that they saw the reading done in class and the reading done outside of the class as completely two separate things which did not have any impact on one another. Two teachers who were again most probably in favor of challenging activities and texts did not agree that ER is more useful for students than Intensive Reading (IR). Another reason for this may be that students do not always read easy texts when they start studying at their departments and they do not encounter with easy texts in exams, either. Only one teacher was against the usage of dictionaries. There might be some reasons behind this, too. One of them is that looking up into dictionaries so often interrupts the flow of reading. Another reason may be that the more students force themselves to understand the meaning of an unknown word, the more they improve their reading strategies like understanding from context and key words.

Except for one instructor, all of the others thought that students should not be assessed on the ER they do and the assessment questions related to the books should not focus on every detail in the book if they are to be assessed, because the instructors were more knowledgeable about the literature of ER than the students; and they strived for the ideal implementation.

Students thought that the main aim of ER is to enrich students' vocabulary. The second most important aim of ER, according to them, is helping students become more successful in the reading exams. The third most important aim of ER is making students become fluent and effective readers in English. The fourth most important aim of ER is improving confidence in reading in English. The fifth most important aim of ER is improving students' attitudes toward reading in English. And lastly, the least important aim of ER is making students use the reading strategies which they are taught in the class.

The teachers thought that the most important aim of ER is to make students become fluent and effective readers in English. The second most important aim of ER, according to them, is enriching students' vocabulary. The third most important

aim of ER is improving students' attitudes toward reading in English. The fourth most important aim of ER is helping students become more successful in the reading exams. The fifth most important aim of ER is improving confidence in reading in English. And lastly, the least important aim of ER is making students use the reading strategies which they are taught in the class.

From these findings, it can be observed that the choices of both the teachers and the students were more or less the same or similar to each other although they differed in the ranking of two of the aims. According to the students, ER is more useful in helping students become more successful in the reading exams. The reason for this may be that the students might have thought that the researcher conducted such a programme so that they would be more successful in the reading exams. Another difference was that while the instructors thought that the most important aim of ER is to make students become fluent and effective readers in English, this aim was in the third place in the ranking according to the students. This demonstrates that the students did not benefit from the ERP as much as the researcher expected; and the project could not help them to be fluent and effective readers as much as desired. Another reason for the difference in the ranking might be that the instructors gave their opinions about how an ERP should be rather than what the actual implementation contributed to the students, which showed that the teachers were more idealistic about ER than the students since they did not actually apply this programme in their classes. Unlike the teachers, the students were more realistic about the programme as they were the ones who were exposed to the programme.

Teachers saw extensive reading as more useful and beneficial for students, while the students did not perceive the ERP as useful as the teachers did. Therefore, there was a significant difference between what the teachers and the students thought about ERP. While the students were unsure about whether reading extensively helped them improve their reading comprehension ability, the instructors thought that reading extensively helps students improve their reading comprehension ability. Moreover, most of the students did not agree that reading extensively supported them to use the reading strategies they learnt in the class unlike the instructors. The

students were uncertain about whether extensive reading material should be below their language proficiency level or not, unlike the instructors. Besides, the students were uncertain about whether a student should read extensively or not in order to be a fluent and effective reader, unlike the instructors. The instructors strongly agreed that extensive reading is helpful in learning a foreign language, while most of the students were uncertain about extensive reading's being useful. While the students disagreed that extensive reading made them more confident in reading in English in class, the instructors showed a positive attitude by contrasting with students. Furthermore, students were not sure about whether extensive reading was more helpful for them than intensive reading unlike the instructors.

5.3. Pedagogical Implications

The results of the study also suggest that the success of a reading program depends on several factors (Asraf & Ahmad, 2003), among which are how the teachers are able to motivate the students to read; how the program is organized and implemented; and how their reading is monitored. It also depends on how teachers feel about extensive reading. Unless the teachers are of the view that extensive reading is beneficial in promoting English language development among their students, they are not likely to exert their efforts to make the programme a success. Thus, these factors should be given careful consideration when implementing an extensive reading program.

In order to help the ERP achieve its goals of improving reading comprehension and improving vocabulary, the students should be encouraged to read more, since the more they will read, the better they will understand what they read. Moreover, they should be encouraged to actually read rather than pretending to do so, or cheating from their classmates or the Internet. In addition, they should be supported to improve their attitudes and motivation for reading because if they have a better attitude and are more motivated, they will read more. Finally, they should read materials at the appropriate level since reading materials that are slightly below

their proficiency level will help them to improve their reading fluency, as well as their vocabulary, as the higher percentage of known vocabulary helps in understanding the unknown words.

In order to accomplish the above changes, the programme may be extended over the whole term, instead of only one term, because extending the programme over the whole term would make it possible for the students to read more. In addition, the students may be rewarded for the amount of reading they do. This may provide extrinsic motivation for the students to read more. The amount of reading that the students do can be monitored by having the students keep an extensive reading portfolio or a book report that includes the texts they have read. In addition to encourage students to read outside of the class, extra time in the class for reading can be provided, which will ensure that the students read at least for that amount of time in the week. Extra time can also be provided in the class to allow the students to discuss and share their readings with each other and the teacher, which will help to ensure that they actually read. Appropriate materials should be provided in the form of a library of ER materials. In addition, the students should be given specific guidance in finding and selecting their own reading materials, when the library is not sufficient. In order to help the ERP to achieve one of its goals which is to help students practice the reading strategies they have learned in class, the following thing can be made in the ERP: Students should keep a diary of their extensive reading, in which they can talk about the difficulties they had, the reading strategies they employed to overcome those difficulties, and the success or non-success of those reading strategies. This would help to remind the students to practice their reading strategies, or at least show that they are thinking about the reading strategies they learned in the class. This diary could be incorporated into the extensive reading portfolio or book report mentioned above.

In addition, in order to help the ERP meet its goal of improving attitudes to reading in English, the following things should be made in the ERP: The students should be informed about the goals and the implementation of the ERP. Knowing that the ERP is a useful and effective way of improving their reading comprehension,

and that this is the main purpose of its implementation will help the students understand the rationale behind the ERP. Furthermore, understanding the principles behind all of the characteristics and features of the ERP (i.e. why it is done at all, why they should read easy materials, why they should read outside of the class, what is their purpose for reading, and so on) will also enable the students to be aware of what they are supposed to do in the implementation. In addition, being able to freely choose reading materials that are interesting to them, and being able to read materials that are appropriate for their language proficiency level, will support the students to develop positive attitudes toward reading. Moreover, being able to share and discuss the reading that they do with others who may or may not have read the same reading material may also improve the students' attitudes toward reading.

In order to achieve the above objectives, the teachers should show the students that the programme is taken seriously, as a genuine effort to improve their reading comprehension, by making the students aware of the rationale behind all of the practices in the ERP. The ERP should also allow the teacher to act as a role model of a reader, enabling the students to see him/her reading in the class while students are reading. As stated above, the students should be allowed to choose reading materials based on their interests. In addition, the teacher should ensure that students are reading materials at the appropriate level for their language proficiency, because when students read texts that are too difficult for them, they will not enjoy the reading that they do, and this will negatively impact their attitudes to reading. As stated above, a library of interesting and level-appropriate materials should be provided. Students should not be assessed on extensive reading, but if it is necessary, or if students want to be assessed on it, students' level of participation in ER can be assessed, but the students' comprehension of what they have read should not be assessed.

In implementing the above suggestions in the ERP, several issues, such as time constraints, materials and assessment, will need to be addressed. First, time is of great importance as the syllabus of the reading course is full of quizzes and midterms in different weeks, and the suggestions proposed above will require a lot of time in

the curriculum. The fifty-minute class can be allotted to the students to discuss and share what they read with their classmates. During this time, the teachers could be checking whether the students have read actually or not. Although it may mean devoting less time to something else in the curriculum, as long as the goals of the ERP are achieved, it is worth it. It is also worth remembering the benefits that ER can have on other language skills.

The materials for the ERP are also an issue, which causes some problems in the implementation as the students complain about the problems they have while trying to find appropriate materials for their levels to read extensively. The stakeholders of the ERP may establish a specific ERP library, which provides the students at different levels with different reading materials such as graded readers, magazines and newspapers, simplified department-related articles, biographies, and poems appropriate to different proficiency levels and interests. An empty class in the school or some shelves in each class can be set aside for this library. The materials for this library can be purchased, or graded materials can be found on the Internet. If needed, some teachers can work as materials development staff and simplify the materials. A photocopying budget can be allotted for photocopying the materials to be kept in the library.

As for the assessment issue, the teacher can assess whether or not the students have read, by asking random questions and rating the students' answers on a checklist, as to whether they are "good", "fair", or "poor". To do this, the teacher can open a page of the reading material randomly and ask the student "What happened before this point?" and "What happened after this point?", or "How many people were involved in the accident?". These questions should be in a format that cannot be prepared for, in order to prevent the students from cheating, and also the teachers should keep the questions in a format that cannot be answered without having read the text. The students' performance can be evaluated as class participation. This assessment can take place while students are discussing their reading with each other in small groups. As another way of assessing their level of participation, as stated

above, the students can be rewarded for the number of pages read, as checked off in their book reports.

Most importantly, if all the suggestions above are realized in all classes and at all levels at Dil-Mer, the goals of the ERP, which are improving reading comprehension and vocabulary, and improving attitudes toward reading, and enabling students to use the strategies they learn in the class, may be achieved to a greater extent, since it is crucially important to act unanimously.

5.4. Suggestions for Further Research

Considering the findings together with the limitations of this study, several recommendations can be made for future research.

First, this study has focused on a small group of participants (21 students as experimental group and 40 students as control group). Another study with a larger group of EFL students is recommended to see if the findings can be generalized to a larger group.

Additionally, time allocated to this study is just a semester. The same kind of study is recommended to be carried out in a more extended period; a whole academic year or more.

Besides, a study can be carried out to see if there are any changes between students in their attitudes toward reading in English according to the number of the books they have read.

Another alternative for further study may be to carry out a study to actually measure the effectiveness of the ERP in achieving its goals and objectives.

Finally, another alternative for further research would be exploring the teachers' and students' points of view about alternative extensive reading projects.

5.5. Conclusion

The results of this study reveal that there is a significant difference between the experimental group and the control group in terms of their attitudes towards reading in English after the implementation. Experimental group students show better attitudes towards English and reading in English after the study, but the increase in their attitudes is not as high as expected. Experimental group students think that they have improved their vocabulary; and this is the biggest gain for them, and also the most important aim of the ERP according to them. Even though they do not like reading in English so much, they are more conscious than control group students in that they think that the ones who are good at reading are also good at other courses, and that they have to be fluent and effective readers in order to be successful, and that they learn a lot of things when they read English books, and that reading English books helps them improve their English; and lastly they want to have more hours for reading course. Apart from these, they are more interested in reading English texts on the Internet and reading English lyrics of their favorite songs.

There is no significant difference between male and female students in terms of their attitudes towards reading, but female students have slightly more positive attitudes than male students, especially in the control group.

There is a significant difference between the students who took and who did not take one-year prep-class education at high school in terms of their attitudes towards reading in English in both groups.

Most of the students do not want to be assessed on the ER they do, however, there are some who think that in order to take the programme seriously, it would be better to be assessed on ER. In addition, they do not want to read very easy books;

they think books should be a bit challenging or at least at their levels. When the data gained from the “Students’ Perceptions about the ERP” questionnaire are analyzed, it is observed that the programme did not meet its aims and goals thoroughly since most of the students think that ER does not help them improve their reading abilities and use the reading strategies taught to them in reading lessons and improve their overall proficiency. Moreover, most of them do not think that ER is more useful than IR. Besides, they do not have enough confidence while reading English books. When the aims and goals of ER are concerned, their perceptions are negative; but when the principles and characteristics of ER are concerned, they have positive perceptions. Unlike the students, teachers have a lot more positive perceptions about ER since they are more idealistic about it and not the ones who actually applied this programme.

Lastly, according to the students, the most important three aims of ER are to help them improve their vocabulary level, to help them become more successful in reading exams and to help them become fluent and effective readers, in order. The least important three aims of ER, according to the students, are to help them use the reading strategies, to help them improve positive attitudes towards reading and to help them improve their confidence while reading, in order. According to the teachers, the most important three aims of ER are to help students become fluent and effective readers, to help them improve their vocabulary level and to help them improve positive attitudes towards reading, in order. The least important three aims of ER, according to the teachers, are to help them use the reading strategies, to help them improve their confidence while reading and to help them become more successful in reading exams, in order.

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APPENDICES

APPENDIX-A: Consent Letter

Re: yüksek lisans tezi

Monday, January 19, 2009 1:52 PM

From:

"sema demir" <semademir3000@yahoo.com>

[Add sender to Contacts](#)

To:

"Figen Tezdiker" <figentezdike@anadolu.edu.tr>

Çok teşekkür ederim hocam, tabii ki referans olarak göstereceğim sizi. Tekrar kolay gelsin, hoşçakalın.

On **Mon, 01/19/09**, **Figen Tezdiker** <figentezdike@anadolu.edu.tr> wrote:

From: Figen Tezdiker <figentezdike@anadolu.edu.tr>

Subject: Re: yüksek lisans tezi

To: "sema demir" <semademir3000@yahoo.com>

Date: Monday, January 19, 2009, 9:49 AM

Merhaba Sema Hanım, beni referans olarak gösterdiğiniz sürece kullanmanızda bir sakınca yok. Size de kolay gelsin, iyi günler.

From: sema demir <semademir3000@yahoo.com>

To: figentezdike@anadolu.edu.tr

Sent: Thu, January 15, 2009 2:46:41 PM

Subject: yüksek lisans tezi

Merhaba hocam, ben Abant İzzet Baysal Üniversitesi'nde İngilizce okutmanıyım ve yine aynı üniversitede yabancı diller eğitimi üzerine yüksek lisans yapıyorum. Yüksek lisans tezinizi okudum ve benim konumla çok paralel olduğunu gördüm. İzin verirseniz her iki anketinizi de kullanmak istiyorum. Bir de birkaç madde çıkarmak ve eklemek gibi üzerinde çok ufak değişiklikler yapmak istiyorum izniniz olursa tabi. Çalışmalarınızda başarılar dilerim, kolay gelsin.

**APPENDIX-B: “Students’ Attitudes Towards Reading in English”
Questionnaire (English Version)**

Dear Students,

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

The first part of the questionnaire consists of questions about personal information. The second part includes attitudes toward reading in the foreign language. The third part includes one general question about your attitudes toward reading in English.

All responses will be treated as confidential, and your individual privacy will be maintained in all presented and published data resulting from the study.

If you agree to participate in the study, please sign in this form.

Sema Demir

Department: _____

Date: _____

Signature: _____

Part I

Please mark the option that corresponds to your answer.

Sex: () Female () Male

Age: () 16- 18 () 19 – 21 () 22 – 24 () 25 +

Did you study at an English preparatory class at high school?

Yes ()

No ()

Part II

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

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. I only read when I have to.					
2. Reading in English is easy for me.					
3. I think I have something more important to do than read in English.					
4. I check out books to read in English from the library of the university or/and our class library.					
5. I think reading in English is enjoyable.					
6. I read in English as much as I can.					
7. I think I am a good student in reading in English.					
8. Reading in English is an enjoyable pastime for me.					
9. I read magazines and newspapers in English to improve my English.					
10. I read on the Internet to improve my English.					
11. I learn a lot when I read in English.					
12. I have to translate a text into Turkish in order to understand it completely.					
13. Reading in the class is enjoyable.					
14. In an EFL context, I do not have to be a fluent and good reader in English.					
15. Reading in English helps improve my English.					
16. I like studying reading in English.					
17. I need the teacher's help in order to understand a text.					
18. I would like to have more hours for the Reading Course.					
19. I read English subtitles of the films when I watch a film to improve my English.					
20. I read lyrics of songs in English when I listen to my favorite songs.					
21. Reading in English improves my vocabulary.					
22. I feel confident when I read in English.					
23. I feel comfortable that I understand most of what I read in English.					
24. I believe that good readers in English also get higher scores in other courses.					

Part III

Please choose one of the options to answer the question.

In general, how would you describe your attitude to reading in English?

- a) I really like reading in English.
- b) I like reading in English as long as it isn't too difficult.
- c) I don't mind reading in English, but it is difficult for me.
- d) I don't like reading in English, but I do it when I have to.
- e) I hate reading in English, and I avoid it whenever I can.

☺☺☺Thank you for your contribution! ☺☺☺

**APPENDIX-C: “Students’ Attitudes Towards Reading in English”
Questionnaire (Turkish Version)**

Sevgili Öğrenciler,

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

Anketin ilk bölümü kişisel bilgi hakkında sorular içermektedir. İkinci bölüm İngilizcede okumaya karşı öğrenci tutumları içermektedir. Üçüncü bölüm İngilizcede okumaya karşı genel tutumunuzla ilgili bir soru içermektedir.

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

Çalışmaya katılmaya karar verdiyseniz, lütfen bu formu imzalayınız.

Sema Demir

Fakülte: _____

Tarih: _____

İmza: _____

Bölüm I

Lütfen cevabınıza uygun olan seçeneği seçiniz.

Cinsiyet: () Bayan () Bay

Yaş: () 16- 18 () 19 – 21 () 22 – 24 () 25 +

Lisede İngilizce hazırlık sınıfında okudunuz mu?

Evet () Hayır ()

Bölüm 2

Lütfen cevabınıza uygun olan kutuyu işaretleyiniz.

	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1. İngilizce metin sadece zorunda olduğum zaman okurum.					
2. İngilizce metin okumak benim için kolaydır.					
3. İngilizce metin okumak yerine başka şeyler yapmayı tercih ederim.					
4. Okumak için üniversitenin kütüphanesinden veya sınıf kütüphanemizden İngilizce kitap alırım.					
5. İngilizce metin okumak zevkli geliyor.					
6. Elimden geldiğince İngilizce metin okumaya çalışırım.					
7. İngilizce metin okumada iyi bir öğrenci olduğumu düşünüyorum.					
8. İngilizce metin okumak benim için eğlenceli bir boş zaman aktivitesidir.					
9. İngilizcemizi geliştirmek için İngilizce magazin ve/veya gazete okuyorum.					
10. İngilizcemizi geliştirmek için İnternet ortamında İngilizce metin okuyorum.					
11. İngilizce metin okuduğumda çok şey öğreniyorum.					
12. İngilizce bir metni tamamen anlamak için Türkçeye çevirmem gerekiyor.					
13. Sınıfta İngilizce metin okumak eğlencelidir.					
14. İngilizcede iyi bir okuyucu olmam gerektiğini düşünmüyorum.					
15. İngilizce metin okumak İngilizcemizi geliştirmemde yardımcı oluyor.					
16. İngilizce metin okuma çalışmaları yapmayı seviyorum.					
17. İngilizce bir metni anlamak için öğretmenin yardımına ihtiyacım oluyor.					
18. Okuma dersinin daha fazla saat olmasını isterdim.					
19. İngilizcemizi geliştirmek için film izlerken altyazılarını İngilizce okurum.					
20. İngilizcemizi geliştirmek için sevdiğim şarkıların İngilizce sözlerini okurum.					
21. İngilizce okumak kelime hazinemizi geliştiriyor.					
22. İngilizce metin okuduğumda kendime güvenirim.					

23. İngilizce okuduğum şeyin çoğunu anladığım için İngilizce okurken kendimi çok rahat hissedirim.					
24. İngilizce metin okumada başarılı olanların diğer derslerde de daha başarılı olduklarını düşünüyorum.					

Bölüm III

Lütfen soruyu cevaplamak için seçeneklerden birini seçiniz.

Genel olarak, İngilizce okumaya karşı tutumunuzu nasıl tanımlarsınız?

- a) İngilizce metin okumaktan gerçekten hoşlanıyorum.
- b) Çok zor olmadıkça İngilizce metin okumaktan hoşlanıyorum.
- c) İngilizce metin okumaktan kaçınmıyorum ancak çok zorlanıyorum.
- d) İngilizce metin okumaktan hoşlanmıyorum ama zorunlu olduğum zaman okuyorum.
- e) İngilizce metin okumaktan nefret ediyorum ve elimden geldiğince İngilizce metin okumaktan kaçınıyorum.

☺☺☺Katılımınız için teşekkürler! ☺☺☺

APPENDIX–D: “Students’ Perceptions on the ERP” Questionnaire (English Version)

Dear Students,

This questionnaire is prepared to collect data for a thesis study conducted at Abant Izzet Baysal University, MA TEFL Program. The study aims at gathering data about EFL students’ beliefs about the effect of Extensive Reading Project (ERP).

The first part of the questionnaire consists of questions about personal information. The second and the third parts include beliefs about the effect of ER in learning a foreign language.

All responses will be treated as confidential, and your individual privacy will be maintained in all presented and published data resulting from the study.

Filling in this questionnaire will ensure that you agree to participate in this study.

Thank you for your contribution!

Sema Demir

Part I.

Department: _____

Date: _____

Signature: _____

Gender : () Female () Male

Age : () 16- 18 () 19 – 21 () 22 – 24 () 25 +

Did you study at an English preparatory class at high school?

Yes () No ()

Part II. Students' Perceptions on the Effect of ER**Directions:** Please put a tick (✓) in the box that corresponds to your answer.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. Reading extensively helps students improve their reading comprehension ability.					
2. The reading text for extensive reading should include vocabulary that is appropriate to the students' level.					
3. Reading extensively supports the students to use the reading strategies they learn in the class.					
4. Students should decide the books they want to read out of the class.					
5. The teachers should guide students to find different books or texts to read extensively.					
6. Extensive reading material should be chosen by the teacher at lower levels.					
7. The teacher should make it clear to the students that the purpose of reading a book extensively is to understand the general gist of the book.					
8. The reading teacher should do a post reading activity to relate what the students read with their real life.					
9. Extensive reading material should be below the students' language proficiency level.					
10. In order to be a fluent and effective reader, a student should read extensively.					
11. The students themselves should decide on the type of the book to read extensively.					
12. Extensive reading is helpful in learning a foreign language.					
13. Extensive reading makes students more confident in reading in English in class.					
14. Students' work in extensive reading should be evaluated by the teacher.					
15. Extensive reading should be guided by the teacher.					
16. Extensive reading is more helpful for students than intensive reading (reading in class) is.					
17. Extensive reading helps students improve their vocabulary.					
18. Students should be given a purpose to read while reading a book extensively.					

19. The aim of extensive reading is to make students like reading, not a detailed reading.					
20. Students should be free to use their dictionaries(bilingual or monolingual) while reading a book extensively.					
21. Assessing session of extensive reading is not a very important part of extensive reading if the students understand the text.					
22. It is useful for students to keep a report notebook and write a report for each book they read.					
23. Students should be assessed on the extensive reading they do.					
24. If students are to be assessed, they should be given notes according to the number of the books they have read.					
25. If students are to be assessed, they should be given notes according to the answers to the reading comprehension questions.					
26. If students are to be assessed, the assessment questions related to the books should focus on every detail in the book.					

Part III. Goals of ER Project

Number the following statements from 1 to 6 in order of importance (1 is the most important and 6 is the least important).

The extensive reading project should aim at	improving students' attitudes toward reading in English.	
	improving confidence in reading in English.	
	helping students become more successful in the reading exams.	
	enriching students' vocabulary.	
	making students become fluent and effective readers in English.	
	making students use the reading strategies which they are taught in the class.	

☺☺☺Thank you for your contribution!☺☺☺

APPENDIX–E: “Students’ Perceptions on the ERP” Questionnaire (Turkish Version)

Sevgili Öğrenciler,

Bu anket, Abant İzzet Baysal Üniversitesi MA TEFL Programı’nda yapılmakta olan tez için bilgi toplamak amacıyla hazırlanmıştır. Bu çalışma, sınıfımızda uygulanan yabancı dilde ders dışı okuma projesine karşı öğrenci tutum ve görüşleri ile ilgili bilgi toplamayı amaçlamaktadır. Aşağıda ders dışı okumayla ilgili birçok ifade verilmiştir. Doğru ya da yanlış cevap yoktur. Sonuçlar sizin ders dışı okumayla ilgili tutumlarınız ve görüşleriniz hakkında bilgi vereceği için düşünceleriniz çok önemlidir.

Anketin ilk bölümü kişisel bilginizle ilgili sorular içermektedir. İkinci ve üçüncü bölümler ise yabancı dilde ders dışı okumayla ilgili tutum ve görüşler içermektedir.

Bütün cevaplar gizli kalacaktır ve kişisel gizliliğiniz çalışmadan çıkacak tüm sunulan ve yayınlanan verilerde korunacaktır.

Çalışmaya katılmaya karar verdiyseniz, lütfen bu formu imzalayın.

Sema Demir

Bölüm I

Fakülte: _____

Tarih: _____

İmza: _____

Cinsiyet : () Bayan () Bay

Yaş : () 16- 18 () 19 – 21 () 22 – 24 () 25 +

Lisede İngilizce hazırlık sınıfında okudunuz mu?

Evet ()

Hayır ()

Bölüm II

Lütfen cevabınıza karşılık gelen seçeneği işaretleyiniz.

	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1. Ders dışı okuma öğrencinin okuma becerilerini geliştirmesinde yardımcı olur.					
2. Ders dışı okunan kitaptaki kelimeler öğrencinin seviyesine uygun olmalıdır.					
3. Ders dışı okuma öğrencilerin okuma dersinde öğrendikleri stratejileri kullanmasında etkili olur.					
4. Öğrenciler ders dışında okuyacakları kitapların konusunu kendileri seçmelidirler.					
5. Öğretmen, öğrencilerin ders dışında okuyacakları kitapları ve metinleri seçmelerinde yardımcı olmalıdır.					
6. Düşük seviyelerde ders dışı okuma materyali öğretmen tarafından seçilmelidir.					
7. Öğretmen ders dışı okumanın amacının kitabın ana fikrini anlamak olduğunu öğrencilere anlatmalıdır.					
8. Okuma dersi öğretmeni öğrencilerin ders dışında okudukları kitapla gerçek hayatlarını ilişkilendirecek bir aktivite yapmalıdır.					
9. Ders dışı okuma kitabı öğrencilerin seviyesinin altında olmalıdır.					
10. Etkili bir okuyucu olmak ve akıcı bir şekilde okumak için öğrenciler ders dışında da okumalıdır.					
11. Ders dışı okuyacakları kitabın çeşidini öğrencilerin kendisi seçmelidir.					
12. Ders dışı okuma yabancı dil öğrenimine yardımcı olur.					
13. Ders dışı okuma öğrencilerin sınıfta İngilizce okumada kendilerine daha fazla güvenmelerine yardım eder.					
14. Öğrencilerin ders dışı okumada yaptıkları çalışma öğretmen tarafından değerlendirilmelidir.					
15. Ders dışı okuma öğretmen tarafından yönlendirilmelidir.					
16. Ders dışında yapılan okumalar ders içinde yapılan okumalardan daha yararlıdır.					
17. Ders dışı okuma öğrencilerin kelime dağarcıklarını geliştirmesinde yardımcı olur.					

18. Öğrencilere ders dışında okurken bir amaç verilmelidir.					
19. Ders dışı okumanın amacı öğrencilere okumayı sevdirmektir, detaylı bir okuma yaptırmak değildir.					
20. Öğrencilere ders dışında okurlarken sözlüklerini kullanmalarına izin verilmelidir.					
21. Ders dışı okumada öğrenciler okuduklarını anladıklarını gösterdikleri sürece değerlendirme önemli değildir.					
22. Öğrencilerin rapor defteri tutmaları ve bu deftere okudukları her bir kitabın raporunu yazmaları çok faydalıdır.					
23. Öğrenciler yaptıkları ders dışı okumadan notsal olarak değerlendirilmelidir.					
24. Öğrenciler ders dışı okumadan değerlendirileceklerse, okudukları kitap sayısına göre değerlendirilmelidirler.					
25. Öğrenciler ders dışı okumadan değerlendirileceklerse, okudukları kitaplarla ilgili sorulara verdikleri cevaplardan değerlendirilmelidirler.					
26. Öğrenciler ders dışı okumadan değerlendirileceklerse, okudukları kitapla ilgili değerlendirme soruları her detayla ilgili olmalıdır.					

Bölüm III.

Ders Dışı Okuma Projesinin Amaçları

Aşağıdaki ifadeleri önem sırasına göre 1’den 6’ye kadar sıralayınız (1’i en önemli 6’yı en önemsiz şeklinde işaretleyiniz).

Ders dışı okuma projesi	öğrencilerin İngilizce okumaya karşı olumlu tutum geliştirmelerini amaçlamaktadır.	
	öğrencilerin İngilizce metin okumada kendilerine karşı güvenlerini arttırmayı amaçlamaktadır.	
	öğrencilerin okuma dersi sınavlarında daha başarılı olmalarına yardım etmeyi amaçlamaktadır.	
	öğrencilerin kelime hazinelerini zenginleştirmeyi amaçlamaktadır.	
	öğrencilerin İngilizce okumada akıcı ve etkili okuyucu olmalarını amaçlamaktadır.	
	öğrencilerin derste öğrendikleri stratejileri kullanmalarını amaçlamaktadır.	

APPENDIX-F: “Teachers’ Perceptions on an ERP” Questionnaire

Dear Colleague,

This questionnaire is prepared to collect data for a thesis study conducted at Abant Izzet Baysal University, MA TEFL Programme. The study aims at gathering data about EFL teachers’ beliefs and ideas about the effect of Extensive Reading in their teaching reading.

The first part of the questionnaire consists of questions about personal information. The second and the third parts include beliefs about the effect of ER in teaching reading. The fourth part includes an open-ended question about the ER Project.

All responses will be treated as confidential, and your individual privacy will be maintained in all presented and published data resulting from the study.

Filling in this questionnaire will ensure that you agree to participate in this study.

Thank you for your contribution!

Sema Demir

Part I. Background Information

1. Gender: Male() Female()

2. Years of experience:

3. Your BA degree: *(Please circle the appropriate one for you.)*

Teaching English as a Foreign Language

English Language and Literature

American Culture and Literature

Translation and Interpretation

Other (Please specify) _____

4. Your MA and/or PhD degree: *(Please circle the appropriate field.)*

Teaching English as a Foreign Language

English Language and Literature

American Culture and Literature

Translation and Interpretation

Other (Please specify) _____

5. Have you taught reading before? *(Please put a tick (✓) near the appropriate one.)*

Yes, I have taught reading before. ()

No, I have not taught reading before. ()

Part II. Teachers' Perceptions on an ERP

Below are some beliefs and ideas about the effect of Extensive Reading (ER) in reading classes of our preparatory school at Abant Izzet Baysal University. Read each statement and then indicate whether you...

1. strongly agree

2. agree

3. disagree

4. strongly disagree

There are no right or wrong answers. This study is only conducted to have your opinions about the topic.

Directions: Please put a tick (✓) in the box that corresponds to your answer.

	Strongly agree	Agree	Disagree	Strongly Disagree
1. Reading extensively helps students improve their reading comprehension ability.				
2. The reading text for extensive reading should include vocabulary that is appropriate to the students' level.				
3. Reading extensively supports the students to use the reading strategies we teach in the class.				
4. Students should decide the books or texts they want to read out of the class.				
5. The teachers should guide students to find different books or texts about different topics to read extensively.				
6. Extensive reading material should be chosen by the teacher at lower levels.				
7. The teacher should make it clear to the students that the purpose of reading a book extensively is to understand the general gist of the book.				
8. The reading teacher should do a post reading activity to relate what the students read with their real life.				
9. Extensive reading material should be below the students' language proficiency level.				
10. In order to be a fluent and effective reader, a student should read extensively.				
11. The students themselves should decide on the type of the book to read extensively.				
12. Extensive reading is helpful in learning a foreign language.				
13. Extensive reading makes students more confident in reading in English in class.				
14. Students' work in extensive reading should be evaluated by the teacher.				
15. Extensive reading should be guided by the teacher.				
16. Extensive reading is more helpful for students than intensive reading (reading in class) is.				
17. Extensive reading helps students improve their vocabulary.				
18. Students should be given a purpose to read while reading a book extensively.				
19. The aim of extensive reading is to make students like reading, not a detailed reading.				

20. Students should be free to use their dictionaries (bilingual or monolingual) while reading a book extensively.				
21. Assessing session of extensive reading is not a very important part of extensive reading if the students understand the text.				
22. It is useful for students to keep a report notebook and write a report for each book they read.				
23. Students should be assessed on the extensive reading they do.				
24. If students are to be assessed, they should be given notes according to the number of the books they have read.				
25. If students are to be assessed, they should be given notes according to the answers to the reading comprehension questions.				
26. If students are to be assessed, the assessment questions related to the books should focus on every detail in the book.				

Part III. Goals of ER

Number the following statements from 1 to 6 in order of importance (1 is the most important and 6 is the least important).

The extensive reading project should aim at	improving students' attitudes toward reading in English.	
	improving confidence in reading in English.	
	helping students become more successful in the reading exams.	
	enriching students' vocabulary.	
	making students become fluent and effective readers in English.	
	making students use the reading strategies which they are taught in the class.	

Part IV.

Please answer the following questions about Extensive Reading.

Do you think an ER project is applicable at Dil-Mer and useful for students? Why?

.....

.....

.....

.....

.....

.....

APPENDIX-G: Interview Schedule for Students

1. Did you start to like reading English books after this project?
2. Do you think the difficulty level of the vocabulary and the language of the books was appropriate?
3. Do you think reading English books has enlarged your vocabulary? Why?
4. Do you think reading English books has improved your reading comprehension? Why?
5. Could you use the reading strategies we taught you in the classroom while reading extensively such as skimming, understanding from context, previewing, summarizing, drawing conclusions, key words, etc.?
6. Do you think we should evaluate you in terms of giving grades with this ERP or is it enough to demand you to only keep a reading notebook about these books?
7. What would you recommend your instructor to do in order to make this ERP much more efficient and successful?

APPENDIX-H: A Sample Interview (Turkish Version)

Öğretmen (A): Sınıfta uyguladığım bu okul dışı okuma projesinden sonra kitap okumayı sevmeye başladın mı?

Öğrenci (B): Aslında zaten okumayı seven biriyim yani Türkçe kitap okumayı da İngilizce kitap okumayı da seviyorum ama bir şey zorunlu olduğu zaman bilirsiniz çok da zevkli gelmemeye başlar her ne kadar severseniz sevin. Neyse ki siz zorunlu tutmadınız ve her defasında bu yaptığımız okul dışı okumanın faydalarından bahsederek bizi motive etmeye çalıştınız. Şöyle söyleyebilirim İngilizce metin okumayı seviyordum bu çalışmayla daha da çok sevmeye başladım. Okuduğum kitap sayısından da belli oluyordur zaten. Sınıfta belki de en çok kitap bitiren benimdir. Bir de bölümümün eğitim dilinin İngilizce olması da bunda etkili. Yani bana sadece bu sene değil 4 sene boyunca lazım olacak, belki de ömür boyu. Kısa vadede bakmamak lazım tabii.

A: Peki kitapları nasıl buldun başka ne tarz kitaplar okumayı isterdin?

B: Kitaplar fena değildi ama ne bileyim bunların yanında farklı konulardan özellikle alanlarımızla ilgili kitaplar olsaydı daha iyi olurdu bence bölümümüze de hazırlık olurdu hem. Bir de anlamışsınızdır belki diğer arkadaşların da tepkilerinden kızlar romantik kitapları, böyle sürükleyici kitapları daha çok seviyor. İçinde serüven olan, aşk olan kitaplar daha çok ilgi uyandırıyor nedense.

A: Peki kitapların dil ve kelime açısından zorluğunu nasıl buldun?

B: Dil ve kelime açısından zorluğunu nasıl buldum? Birine zor gelen kitap diğerine çok kolay gelebilir tabii ama ben çok zorlanmadım. Zaman zaman bilmediğim kelimelerle karşılaştım, hatta bazı kitaplar daha ağır geldi. İki tane kitap okuyorsun mesela ikisi de aynı stage kitaplar ama biri diğerinden daha ağır gelebiliyor. Bu konusundan mı kaynaklanıyor kelimelerden mi bilmiyorum. Belki de her ikisinden. Bir de siz zaten tek bir stageden kitaplar almamışsınız. Herkesin seviyesine uygun

olsun diye 1. seviyeden de vardı pre-intermediate yani bizim seviyemizde de kitaplar vardı. Şahsen ben baştan basit kitaplarla başlayıp daha sonra seviyeyi yükselttim sizin dediğiniz şekilde.

A: Okul dışı okuma kelime dağarcığını geliştirdi mi?

B: Mutlaka geliştirmiştir ama şu kelimeyi öğrendim şeklinde kesin konuşamam hatırlayamıyorum şimdi aklımda kalan kelimeleri. Kitap özetlerinde öğrendiğimiz kelimeleri yazıp onlarla ilgili kendi cümlelerimizi kurmak bence çok faydalıydı, diğer türlü akıldan çıkıp gidiyor. Ama dil çok nankör devamlı tekrar etmedikçe unutup gidiyor insan, hatta bakın şu an birini bile hatırlayamıyorum.

A: Peki bu okul dışı okuma okuma becerilerini geliştirdi mi?

B: Bu soruya cevap vermek çok zor. Eğer midtermde ve quizlerde sorulan soruları düşünürsem pek bir faydasını gördüğümü söyleyemem. Kitaplardaki kelimeler farklıydı sınavlarda sorulan kelimeler farklı. Bir de sınavlardaki reading parçaları çok daha ağır tekrar tekrar okumamız gerekiyor anca anlıyoruz. Ama hikaye kitapları daha basit, bazen Türkçe kitap okur gibi dalıp gidiyordum. Yalnız şunu öğrendim kitap okudukça her defasında bilmediğim kelimelere bakmamayı öğrendim, cümlelerin gelişinden anlamaya başlamıştım artık. Bundan başka zaman sıkıntısı da vardı diğer taraftan. Her hafta quiz olmasaydık, özellikle 2. dönem konular ağırlaştı, daha fazla okurdum arkadaşlarımdan çok okuyamamasının nedeni de bu. Bu kadar dersin işin gücün arasında bir de kitap okumaya vakit ayırmak cidden çok zor. Kaldı ki çoğu Türkçe kitap bile okumuyordum eminim.

A: Bu okumaların en çok hangi alanda faydasını gördün, sana ne gibi faydaları oldu?

B: En çok kelime dağarcığımı geliştirdi, bazen sınıfta yeni gördüğüm yeni öğrendiğim bir kelimeyi hemen sonrasında okuduğum bir kitapta görüyordum ya da işte bildiğim kelimeleri pekiştirmemde yardımcı oluyordu. Gördüğümüz gramer konularının çoğunu da görebildim kitaplarda. Düşük seviyeli kitaplarda hep aynı

tensler aynı konular basit gramerli cümleler vardı ama seviye yükseldikçe kullanılan gramer de zorlaşıyordu. Ama yine de gördüğümüz tüm gramer konularının toplandığı bir kitap okuyamadım bu zamana kadar, öyle bir kitap olsaydı süper olurdu.

A: Sınıfta özellikle reading derslerinde size öğretilen reading stratejilerini kitap okurken kullanabildin mi?

B: Hangi stratejileri?

A: Skimming, ana fikri anlamak, contextten kelimeyi veya anlamı çıkartmak, sonuç çıkartmak, anahtar kelimeler, özet çıkartmak, kitapla ilgili ön bilgileri sınamak veya ön araştırma yapmak gibi?

B: Pek sayılmaz aslında o öğretilen stratejileri normalde de kullanamıyorum zaten. Hepsini bir kitapta kullanmak zaten mümkün değil en azından benim açımdan. En çok yapabildiğim contextten anlamı çıkartabilmektir. Bir de bazı kitapların Türkçelerini okumuştum küçükken ya da filmi izlemiştim. Şimdi anlamadığım bir yer olunca direk Türkçesini hatırlayıp boşlukları doldurmaya çalışıyordum. Kitap raporlarında özetini çıkartıyoruz zaten ama bazen öyle özetler yazdım ki kitaptan uzun oldu valla☺ Bir de her kitabın her zaman bir ana fikri olmayabiliyor, bazen sırf olaylardan bahsediyor, o zaman bir sonuç çıkartmak ana fikri şudur demek zor oluyor tabii. Ama kısaca şu saydığınız reading stratejilerini kullandığımı pek söyleyemem, okurken ona dikkat etmiyoruz zaten kendimizi kaptırıp gidiyoruz. Ya da belki de kullanıyoruz ama biz farkında değiliz olamaz mı?

A: Size yaptığınız okumalardan not vermedim biliyorsunuz. Notalar olarak değerlendirilmek istermiydiniz peki, yoksa sadece çıkarttığınız kitap künyeleri yeterli miydi?

B: Hıım yine zor bir soruyla karşı karşıyayım☺ Aslında not verseniz bir türlü vermeseniz bir türlü. Kimse zorlanmak istemez tabii ki. Bir sürü quizin sınavın arasında bir de bundan not almayı kim ister ama diğer taraftan zorunlu tutulmadıkça

çok da kitap okunmaz, umursanmaz pek. Belki çok çalışkan ve de çok bilinçli öğrenciler nizami bir şekilde okuyabilirler bence. Mesela ben kendimi diğer arkadaşlarımla karşılaştırdığımda çok okuduğumu düşünüyorum ama sınav zamanlarında veya şenliklerde falan hiç okuyamadım. Zorunlu olsaydı mutlaka ona da vakit bulurdum ama. Bir de bazen şöyle düşünmeden de edemedim “Madem ben diğerlerinden daha çok okuyorum niye bana bonus puan verilmiyor?” diye. Ama not verilmememiz açıkçası rahatsız etmedi beni genel olarak. Herkes kendine öğreniyor, herkes istediği kadar öğrenir, ya öğrenir ya öğrenmez kendileri bilir.

A: Evet anlıyorum. Sence bu projenin güçlü ve aksak yanları nelerdi? Ve daha iyi bir hale getirmek için ne yapılabilir? Tavsiyelerin nelerdir?

B: Aslında bu projenin amacı çok güzel okumayı sevdirmek kelime dağarcığımızın ve okuma becerilerimizin gelişmesi. Ama eksik yanları yok değildi tabii. Kitap çeşitliliği ve sayısı daha fazla olabilirdi ama kendi imkanlarınızla o kütüphaneyi oluşturduğunuzu biliyorum, para toplamaya çalıştığınızda kimse vermedi bunu da biliyorum. Başka yerlerden maddi destek aldınız mı onu bilmiyorum ama.

A: Yok hayır almadım, alamadım daha doğrusu.

B: Hım doğrudur. Bir de keşke 1. dönem başlasaydık bu çalışmaya. O zaman siz yoktunuz başka bir hocamız vardı. Baştan beri derslerimize siz girseydiniz belki ilk dönemden başlardık, okuma alışkanlığının kazanılması için bence 1 dönem yeterli değil. Şu kitap künyelerine gelirsek, bazen gereksiz bulduğumu söylemeden geçemicem. Her defasında aynı şablonu doldurmak benzer şekilde özetini çıkarmak hem sıkıcı hem zor geliyordu. Nasıl ki birçok konuda özgür bırakılmışsak bence bunda da özgür bırakılmalıydık. Beğenmediğimiz bir kitabı bırakmada özgür olmamız, ya da ne bileyim istediğimiz stageden istediğimiz kitabı okumamız ve kitap sayısı sınırlaması olmaması bence güzel taraflarıydı. Zorla bir kitabı okutmak zaten mümkün olmazdı hele bir de not vermiyorsanız. Orası ayrı mesele tabi. Bir de kitapların hepsi aynı derecede ilgimi çekmedi. Kitapları almadan sınıfın tümüne hangi kitapları okumak istediğimizi sorsaydınız keşke harika olurdu. Başka...Ha bir

de gerçekten okuyup okumadığımızı anlamamanın zor olduğunu düşünüyorum. Şahsen ben okumadığım hiçbir kitabın künyesini yazmadım ama bazı hikayeler bilindik. İnternette Türkçesini okuyup İngilizce özetleyebiliriz veya ne bileyim yine internette direkt İngilizce özetine ulaşabiliriz veya okuyan diğer arkadaşlardan kopya çekebiliriz. Hepsi mümkün. Ama dediğim gibi okuyanda kendine okumayan da. Bir de bu çalışmanın daha ciddiye alınması için küçük küçük quizler yapabildiniz bence. Çünkü herkes aynı ciddiyetle okumadı belki bazıları hiç okumadı ve okumuş gibi gösterdiler. Ama kısacası ben memnun kaldım ve tüm sınıflarda uygulanmasını isterdim açıkcası.

A: Anlıyorum canım, çok teşekkür ederim verdiğin bilgiler için.

APPENDIX-I: A Sample Interview (English Version)

Teacher (T): Did you start to like reading after the extensive reading project I applied in the class?

Student (S): Actually I am a person who likes reading, that's to say I like reading both Turkish and English books. But when something is compulsory, you know, it starts to get unenjoyable, it doesn't matter how much you like it. Luckily, you didn't force us to read and you tried to motivate us by talking about the benefits of this extensive reading project occasionally. I can tell you that I used to like reading English texts, and I began to like it much more thanks to this study. It is already clear from the number of the books. Maybe I am the one who finished far more books than anyone else in the class. Besides, that the medium of education is English at my department has also influenced this. That's to say it (English) will be necessary for me through 4 years, not only this year, maybe through my life. Of course, we shouldn't look at this issue for the short term.

T: Well, how did you find the books? What kind of books would you like to read apart from the ones in our library?

S: The books weren't bad but apart from these, it would have been better if there had been different books especially about our departments. It would also have been a preparation for our department. Besides, maybe you understood from other friends' reactions that girls like romantic books, fascinating books much more. Somehow, the books with an adventure and love arouse interest.

T: Well, how did you find the books in terms of the difficulty level of their language and vocabulary?

S: One book which is difficult for somebody may seem to be easy for another person, of course. But I didn't get hard so much. From time to time, I came across with unknown words, what's more some books seemed to me more difficult. For

example, you read two books, both of them are from the same stage, but one of them may be more difficult for you than the other one. I don't know whether this stems from the topics or the vocabulary of the books. Maybe, from both of them. In addition, you didn't buy books from only one specific stage. There were books from both stage-one and pre-intermediate level that is our level now, in order for the books to be suitable for all of us. Personally I started with the easiest ones, and then went on with more difficult ones, as you said.

T: Did extensive reading improve your vocabulary level?

S: It (ER) must certainly have improved my vocabulary level, but I can't exactly say that I learnt this word or that word; now, I can't remember the words which I memorized. I think it was very useful to write down the words we just learnt in the book reports and form our own sentences by using them. But language is very ingrate; people forget it quickly without rehearsing it. Look, I can't remember even one now.

T: Well, did this extensive reading project improve your reading skills?

S: It's very difficult to answer this question. If I take the questions asked in quizzes and midterms into consideration, I can't say I quite benefited from it. The vocabulary asked in the exams and the vocabulary in the books were different. What's more, reading passages in exams are much more difficult, we can understand some of them only if we read again and again. But stories are far easier, I was sometimes reading as if I had been reading Turkish stories. I learnt not to check the meanings of unknown words each and every time as I read. I already started to understand them from the context. On the other hand, the lack of time was another problem. If we hadn't had quizzes every week-especially the subjects got difficult in the second term-we would have read much more. This was also the reason why my classmates didn't read so much. It is really very difficult to devote time to reading among so many things. I am also sure that most of them even don't read Turkish books.

T: What did you gain the most from this project?

S: It improved my vocabulary the most. I sometimes saw some words in books which we learnt in lessons before; or it helped me reinforce the vocabulary that I already knew. I could also see many of the grammar topics that we learnt before. There were always very easy sentences and the same tenses in the books whose stages were lower. But as the stage went up, the grammar topics used got complicated, too. However, I couldn't read a book which all the grammar subjects we have learnt so far were gathered together. If there had been such a book, it would have been wonderful, though.

T: Could you use the reading strategies which you were taught in reading lessons while reading books?

S: Which strategies?

T: Such as skimming, understanding the main idea, to infer the meaning or vocabulary from context, to draw conclusions, key words, summarizing, previewing or surveying?

S: Normally, I can't use the (reading) strategies which were taught, in fact. It isn't possible to use all of them in a book, indeed. The thing that I could do the most was to understand the meaning from context. One more thing: When I was young, I either read the Turkish versions or watched films of some books. So when there was something which I couldn't figure out, I was trying to fill in the blanks by recalling its Turkish version directly. We already write the summaries (of the books) in the book reports but sometimes I wrote so long summaries that they were longer than the book itself☺ A book may not always have a main idea, sometimes it only describes the events. Then, it becomes difficult to draw a conclusion or to say that this is the main idea, of course. However, I can't say I use the strategies you talked about, briefly. In fact, we do not pay attention to it while reading; we are just indulged in reading. Or maybe, we use them but we

aren't aware of it.

T: You know I didn't evaluate you with this project. Do you think we should evaluate you in terms of giving grades with this ERP or is it enough to demand you to only keep a reading notebook about these books?

S: I'm again face to face with a difficult question☺ Grading is just as bad as not grading. Nobody wants to be forced or get hard, of course. Nobody wants to take notes from this, too, among a lot of quizzes and exams; on the other hand, if they are not obliged to read, they don't read much; they don't take it serious. Very hardworking or conscious students can read on a regular basis, I think. For example, I think I read much more than my classmates when I compare myself with them. But I couldn't read any at exam or festival (university festival) times. However, if it (ER) had been obligatory, I would have found time for it, too. What's more, sometimes I couldn't help thinking so: "Now that I read much more than others, why am I not given extra points?" However, generally speaking, not to be given notes for this didn't disturb me. Everybody learns for himself or herself. Everybody learns as much as they want. It is none of my business, to learn or not to learn is their business.

T: Yes, I see. What do you think the strong and weak sides of this project are? What would you recommend me to do in order to make this ERP much more efficient and successful?

S: In fact the aim of this project is very good: to make us like reading, to improve our vocabulary and reading skills. However, it wasn't without any deficiencies, of course. The variety and number of the books could have been much more but I know that you created the library with your own facilities. When you tried to get money from us, nobody gave. I also know this. Yet, I don't know whether you got financial support from other places.

T: No, I didn't get, I couldn't get, as a matter of fact.

S: I see. It can be true. And I wish we had started this project in the first term. At that time another instructor was teaching us. If you had gone in our lessons from the very beginning, maybe we would have started it in the first term. I think one term isn't enough for us to acquire reading habit. If we talk about the book reports, I can't refrain myself from saying that I sometimes found it unnecessary. It was both boring and difficult to fill in the same template and make a summary in a similar vein, each and every time. I think, we should have been set free in this, too, just as we were set free in many things. That we were free to give up reading a book which didn't interest us, that we read whatever book we wanted from any stage, and that there wasn't a limit in the number of the books we had to read were all the good sides of this project. Indeed, it wouldn't have been possible to make us read the books with force, since you didn't give any notes to us. Besides, not all of the books interested me equally. Before buying the books, I wish you had asked about which books we wanted to read, it would have been wonderful, then. In addition, I think that it is very difficult for you to understand whether we really read or not. Personally, I didn't write any book reports for the books which I didn't read actually, but some stories are familiar. They (the students) can make summaries of the books in English by reading the Turkish versions of them on the Internet; or they can directly access to the English summaries of them on the Internet again; or we can copy from other friends, as well. One more thing: we could have had quizzes because not everybody read them with the same seriousness, maybe some never read and they pretended to have read. All in all, I was pleased with the project and I would like it to be applied in all classes.

APPENDIX-J: Template of a Book Report

Name of the book:

Level:

Pages:

Topic:

The setting (Where and when did the story take place? And who were involved?):

Main Idea:

Main Characters:

Did you like the main characters? Why? Why not?

Short summary:

Did you like the story? Why? Why not?

Would you recommend this book to your friends?

Did you find the language level easy or difficult?

The vocabulary items that you have learnt from this book:

Vocabulary	Sentence Making
1.	
2.	
3.	

What did you like about this book?

1. familiar story
2. exciting story
3. funny/interesting story
4. moving story
5. unexpected ending
6. outstanding/interesting characters
7. lively description
8. informative
9. simple language
10. appropriate length

11. beautiful pictures

12. others:

What did you dislike about this book?

1. boring story
2. common story
3. story not convincing enough
4. predictable ending
5. not informative
6. too difficult
7. too simple story/language
8. others:

What did you do the most when you came across a new word?

- a. read on
- b. check dictionary or word list
- c. read on and check later

APPENDIX-K: List of the Books

Name of the Book	Stage	Publishing Firm
1. KONG: The 8 th Wonder of the World	2	Penguin Active Reading
2. Emma	2	Oxford Dominoes
3. Rapunzel	2	Longman
4. The Cleverest Person in the World	2	Heinemann
5. Robin Hood	1	Longman
6. Love or Money?	1	Oxford Bookworms
7. The Phantom of the Opera	1	Oxford Bookworms
8. The Omega Files	1	Oxford Bookworms
9. Anna and the Fighter	2	Macmillan
10. Marcel and the Mona Lisa	1	Longman
11. The Battle of Newton Road	1	Longman
12. Girl on a Motorcycle	1	Oxford Bookworms
13. Axle Tom	1	Heinemann
14. One Pair of Eyes	1	Heinemann
15. Billy and the Queen	1	Longman
16. Grace Darling	2	Oxford Bookworms
17. The Piano	2	Oxford Bookworms
18. Dracula	2	Oxford Bookworms
19. Robinson Crusoe	2	Oxford Bookworms
20. Cries from the Heart	2	Oxford Bookworms
21. A Stranger at Green Knowe	2	Oxford Bookworms
22. The Death of Karen Silkwood	2	Oxford Bookworms
23. The Monkey's Paw	1	Oxford Bookworms
24. The Elephant Man	1	Oxford Bookworms
25. Sherlock Holmes and the Duke's Son	1	Oxford Bookworms
26. The Wizard of Oz	1	Oxford Bookworms
27. Red Shoes	2	Oxford Graded Readers
28. April in Moscow	1	Longman
29. Dead Man's River	1	Longman
30. Girl Meets Boy	1	Penguin Readers
31. Kate and the Clock	1	Longman
32. The House near the Sea	1	Longman
33. Car Thieves	1	Longman
34. Nick and the Motorbike	1	Longman
35. The Prisoners	1	Longman
36. The Flying Spy	1	Longman
37. Green Island	1	Longman
38. Gulliver's Travels	2	Black Cat
39. The Beginning of Everything Else	2	Macmillan
40. Sense and Sensibility	4	Macmillan
41. My Cousin Rachel	4	Macmillan
42. The Woman Who Disappeared	4	Heinemann
43. American Life	2	Penguin Readers
44. Gandhi	2	Penguin Readers
45. King Arthur and the Knights of the Round Table	2	Penguin Readers
46. Last of the Mohicans	2	Penguin Readers
47. Lost Love and Other Stories	2	Penguin Readers
48. Mice and Men	2	Penguin Readers
49. Pirates of the Caribbean	2	Penguin Readers
50. Railway Children	2	Penguin Readers
51. An Ideal Husband	3	Penguin Readers
52. Becoming Jane	3	Penguin Readers
53. Black Cat and Other Stories	3	Penguin Readers
54. Count of Monte Cristo	3	Penguin Readers
55. Dracula	3	Penguin Readers
56. Forrest Gump	3	Penguin Readers
57. Madame Doubtfire	3	Penguin Readers
58. Nothing Hill	3	Penguin Readers

59. Rain Man	3	Penguin Readers
60. 1984	4	Penguin Readers
61. Cinderella Man	4	Penguin Readers
62. Gone with the Wind	4	Penguin Readers
63. Macbeth	4	Penguin Readers
64. Picture of Dorian Gray	4	Penguin Readers
65. Seven	4	Penguin Readers

APPENDIX-L: The Reliability and Validity Study of the Attitude Questionnaire

	Pre		Post	
	Mean±SD	Cronbach's Alpha	Mean±SD	Cronbach's Alpha
1. I only read when I have to.	2.31±1.19	0.93	2.82±1.31	0.94
2. Reading in English is easy for me.	2.54±0.90	0.94	2.72±0.71	0.95
3. I think I have something more important to do than read in English.	1.75±0.78	0.94	1.92±0.64	0.94
4. I check out books to read in English from the library of the university or/and our class library.	1.92±0.89	0.94	2.62±1.33	0.95
5. I think reading in English is enjoyable.	1.92±0.73	0.93	2.15±0.81	0.94
6. I read in English as much as I can.	2.46±0.90	0.93	2.87±0.99	0.94
7. I think I am a good student in reading in English.	2.39±1.0	0.93	2.66±0.91	0.94
8. Reading in English is an enjoyable pastime for me.	1.57±0.80	0.94	1.82±0.86	0.94
9. I read magazines and newspapers in English to improve my English.	2.05±0.74	0.94	2.10±0.65	0.95
10. I read on the Internet to improve my English.	2.98±0.94	0.94	3.18±0.96	0.95
11. I learn a lot when I read in English.	3.13±0.67	0.94	3.49±0.65	0.94
12. I have to translate a text into Turkish in order to understand it completely.	3.43±0.84	0.95	2.92±0.78	0.96
13. Reading in the class is enjoyable.	2.07±0.75	0.94	2.16±0.73	0.94
14. In an EFL context, I do not have to be a fluent and good reader in English.	3.11±0.95	0.94	3.66±0.85	0.95
15. Reading in English helps improve my English.	3.38±0.68	0.94	3.64±0.54	0.95
16. I like studying reading in English.	1.97±0.98	0.93	2.23±0.97	0.94
17. I need the teacher's help in order to understand a text.	2.49±0.59	0.94	2.89±0.66	0.95
18. I would like to have more hours for the Reading Course.	2.67±0.74	0.94	2.92±0.78	0.95
19. I read English subtitles of the films when I watch a film to improve my English.	2.39±0.84	0.94	2.43±0.74	0.95
20. I read lyrics of songs in English when I listen to my favorite songs.	3.48±0.86	0.94	3.46±0.86	0.95
21. Reading in English improves my vocabulary.	3.70±0.46	0.94	3.97±0.54	0.95
22. I feel confident when I read in English.	2.34±0.70	0.94	2.66±0.72	0.94
23. I feel comfortable that I understand most of what I read in English.	2.31±0.69	0.94	2.64±0.68	0.94
24. I believe that good readers in English also get higher scores in other courses.	3.90±0.56	0.94	4.15±0.57	0.95

APPENDIX-M: The Reliability and Validity Study of the Perception Questionnaire

	Mean±SD	Cronbach's Alpha
1. Reading extensively helps students improve their reading comprehension ability.	3.65±1.01	0.91
2. The reading text for extensive reading should include vocabulary that is appropriate to the students' level.	4.29±0.46	0.91
3. Reading extensively supports the students to use the reading strategies they learn in the class.	3.03±0.94	0.91
4. Students should decide the books they want to read out of the class.	4.35±0.48	0.91
5. The teachers should guide students to find different books or texts to read extensively.	4.10±0.59	0.91
6. Extensive reading material should be chosen by the teacher at lower levels.	3.87±0.42	0.92
7. The teacher should make it clear to the students that the purpose of reading a book extensively is to understand the general gist of the book.	4.16±0.52	0.91
8. The reading teacher should do a post reading activity to relate what the students read with their real life.	3.55±0.72	0.91
9. Extensive reading material should be below the students' language proficiency level.	3.19±0.79	0.91
10. In order to be a fluent and effective reader, a student should read extensively.	3.71±0.07	0.91
11. The students themselves should decide on the type of the book to read extensively.	4.35±0.48	0.91
12. Extensive reading is helpful in learning a foreign language.	3.61±0.99	0.91
13. Extensive reading makes students more confident in reading in English in class.	2.81±1.01	0.91
14. Students' work in extensive reading should be evaluated by the teacher.	3.52±0.67	0.92
15. Extensive reading should be guided by the teacher.	4.13±0.34	0.92
16. Extensive reading is more helpful for students than intensive reading (reading in class) is.	3.03±0.79	0.91
17. Extensive reading helps students improve their vocabulary.	3.87±0.67	0.91
18. Students should be given a purpose to read while reading a book extensively.	3.77±0.80	0.92
19. The aim of extensive reading is to make students like reading, not a detailed reading.	4.13±0.56	0.91
20. Students should be free to use their dictionaries (bilingual or monolingual) while reading a book extensively.	4.23±0.61	0.92
21. Assessing session of extensive reading is not a very important part of extensive reading if the students understand the text.	4.10±0.47	0.91
22. It is useful for students to keep a report notebook and write a report for each book they read.	3.58±0.76	0.91
23. Students should be assessed on the extensive reading they do.	3.48±0.92	0.93
24. If students are to be assessed, they should be given notes according to the number of the books they have read.	3.26±0.77	0.91
25. If students are to be assessed, they should be given notes according to the answers to the reading comprehension questions.	3.23±0.80	0.91
26. If students are to be assessed, the assessment questions related to the books should focus on every detail in the book.	4.54±0.51	0.92

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