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Abstract

In this paper researcher explores the advantages and benefits of extensive reading in an English Foreign Language classroom. (Further, you may see as EFL) The purpose of researcher's paper is to further her understanding of reading in a Foreign Language and to start the process of implementing and extensive reading program (ER) for her particular teaching context. Among different approaches to teaching and learning reading, ER has received worldwide acceptance from researchers and educators for its many benefits to the learners. In this research paper conducts 12 students. Besides that, in this paper elucidate reading styles, reading principles, graded readers, benefits of ER, reading strategies, research plan, reading materials, results and discussion and other. The findings indicate that students cannot increase their reading speed through ER, but ER can promote students' motivation in learning English, enhance vocabulary, improve their reading comprehension and reading amount. Based on these findings, the results of the study ought to be useful to students and teachers alike.

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Introduction

English is the foreign language, yet we can hardly claim to have a good “reading culture” in which students might more effectively develop their English language skills. I have chosen this topic because nowadays students do not like to read English texts, and therefore teachers seldom use extensive reading strategies knowing that such methods positively endorse the use of large, easy to read texts.

Besides that, students may go to the library or tutorial courses out of the lesson. However, some students may learn something more from social networks without coming to the university, collage or lyceum’s lessons. By this way, they do not waste their time on the way or organize the chatroom. Nowadays there are so many possibilities in our country for extensive reading. That is why, students must work on themselves and create their self-confidence.

Currently, majority pupils splurge their time futile to the games, video, chats to social networks or local sites. Instead of read on books in the library or at home. This affect them significantly that make the pupils far from the book. While reading literature and fiction reader may increase richness of vocabulary enlarge outlook and strengthen locally thinking. Pupils are told that such kind of beneficial sights which were mentioned above.

Moreover, the effects of extensive reading are thus both cognitive as well as effective. Not only does it lead to improvement in reading, writing and language use, but it also leads to a positive attitude towards reading, which would help to increase students' language proficiency in the long term.

What teaching method can assist me to improve learner's reading comprehensions as well as increasing reading speed and enhancing their vocabulary by extensive reading?

The purpose of this paper was to analyze whether extensive reading constitutes an efficient and effective method for EFL students or not. The hypotheses are that extensive reading can promote students motivation in learning English, enhance their vocabulary, increase students' reading speed, but it can not enhance students' reading comprehension. To explore both the benefits and challenge that one may encounter when engaging in extensive reading as revealed through a learner's diary study.

LITERATURE REVIEW

Definition of Extensive Reading

"Extensive reading" as a language teaching/learning procedure is that it is reading of large quantities of material or long texts, for global or general understanding, with the intention of obtaining pleasure from the text. Further, because reading is individualized, with students choosing the books they want to read, the books are not discussed in class.

Extensive reading means that students read many and easy books for information and enjoyment. Students are encouraged to read by selecting any book they want. If the selected books are very difficult to understand, then they can stop reading and select other book.

In other words, when students read extensively, they read very easy, enjoyable books to build their reading speed and reading fluency. The aim of Extensive Reading is to help the student become better at the skill of reading rather

than reading to study the language itself. When students are reading extensively they READ:

Read quickly and

Enjoyably with

Adequate comprehension so they

Do not need a dictionary

In order to read quickly and fluently (at least 150-200 words per minute or a little lower for beginning students), the reading must be easy. If there is too much unknown language on the page, it creates problems which slow the natural movement of the eye and affect comprehension and turn the fluent reading into a form of 'study reading'. Extensive Reading is sometimes known as Graded Reading or Sustained Silent Reading.

Why do Extensive Reading?

There are many reasons why Extensive Reading is good for language development. Extensive Reading:

1. Allows students to meet the language in its natural context and see how it works in extended discourse beyond the language met in textbooks
2. Builds vocabulary. When students read a lot, they meet thousands of words and lexical (word) patterns time and time again which helps them master them and predict what vocabulary and grammar may come next.
3. Helps students to build reading speed and reading fluency which allows them to process the language more automatically leaving space in memory for other things
4. Builds confidence, motivation, enjoyment and a love of reading which makes students more effective language users. It also helps lower any anxieties about language learning the students may have.
5. Allows students to read or listen to a lot of English at or about their own ability level so they can develop good reading and listening habits
6. Helps students get a sense of how grammatical patterns work in context. Textbooks and other study materials introduce language patterns but typically they

don't appear often enough in a variety of contexts to facilitate a deep understanding of how the patterns work.

Reading Styles

Readers adopt different strategies depending on their purpose. According to the researchers, there are four styles of reading: scanning, skimming, intensive and extensive reading.

Scanning and Skimming

Williams (1984) defines scanning as going through a text very quickly to find a specific piece of information. He explains that the purpose of scanning is to find the answers to particular questions.

Readers apply this strategy as they look up a name in a directory or a date in an encyclopedia. She also emphasizes that readers want to find only specific information rather than reading the whole text in detail. According to Williams (1984: 96), skimming means glancing rapidly through a text by "merely dipping into it and sampling it at various points" to comprehend its general content. He also emphasizes that the purpose of skimming is to briefly summarize what the text is about. He believes that one of the reasons for practicing skimming is that it helps the learner to acquire a study technique, to organize his thoughts and also to specify what information he can get from a book. However, he claims that skimming is not an appropriate technique for learners at beginning levels, as they both lack the language knowledge and confidence. He also suggests it should be practiced at the intermediate levels.

Definition of extensive reading principles

Day and Bamfords' (2002) suggested "top ten principles for teaching extensive reading". The list of ten principles includes:

- 1) The reading material is easy
- 2) A variety of reading material on a wide range of topics must be available.
- 3) Learners choose what they want to read
- 4) Learners read as much as possible

- 5) The purpose of reading is usually related to pleasure information and general understanding
- 6) Reading is its own reward
- 7) Reading speed is usually faster rather than slower
- 8) Reading is individual and silent
- 9) Teachers orient and guide their students
- 10) The teacher is a role model of a reader

In this list the authors have addressed 5 important issues in ER, namely reading materials, reading amount, reading purpose, reading speed and the role of the reader and the language teacher. However, not all principles regarding these issues can always be followed, considering situations that are less than ideal, for example when there is a limited resource of reading materials or when there is not enough teacher preparation.

Intensive and extensive reading

The discussion of ER often requires some attention to IR as well, since the former are believed to help fix a number of problems encountered during the practice of the latter, and the two of them are sometimes held in opposition. Nuttall described intensive reading in a language class as follows:

The aim of IR is to arrive at a profound and detailed understanding of the text: not only of what it means, but also of how the meaning is produced. The “how” is as important as the “what”, for the IR lesson is intended primarily to train students in reading strategies. The role of teacher’s guidance and the attention paid to the language elements of the reading text as well as the goal of the reading lesson are rather bold, these are the most significant differences between intensive and extensive reading.

Extensive	Reading	Intensive
General understanding and enjoyment	Purpose	Language study
Easy (graded readers)	Level	Often difficult (material for native speaker)

A lot	Amount	Not much
Fast and fluently	Speed	Slow

Table 1. (Differences between intensive and extensive reading)

Besides that, Quach (2007) pointed out six negative features of IR in comparison with ER. Firstly, intensive reading forces readers at different levels of proficiency to read some materials chosen, not by the readers themselves, but by the teacher secondly, as the result of the materials being chosen by teachers, intensive reading materials fail to meet the readers varied interest. Thirdly, not much learning time is actually spent on reading and longer texts “are liable to get forgotten”. Fourthly, IR is reading for accuracy, which may lead to the learners negative impression that reading is test-oriented. Next, “learners are assumed to interact more with the teacher than with the text” Lastly, reading speed may be slow. However, it may also lead to the belief that I and ER are opposing approaches toward reading. In fact, as Nutall and noted, and extensive reading complement each other as they serve different purposes.

Intensive reading means reading every detail to certify everything in the text. Intensive reading involves a close study of texts and an examination of the features of foreign language at the various levels of word, sentence, paragraph and whole text. Hedge (1985) explains that students are trained in the various skills and strategies to progress in reading through intensive reading activities in the classroom. She follows her idea stating that these activities are designed to help students in the detailed comprehension of shorter texts. Muni (cited in Hedge, 1985)

also defines this kind of reading activity as "skill training". In other words, the learners' attention is drawn to nearly every grammatical structure, word or cultural fact contained in it. Williams (1984) also follows this idea saying that the ultimate aim is to be able to use language appropriately. Extensive reading, on the other hand, means reading some materials for pleasure outside the classroom. There are also some researchers like Krashen, Hill and Holden who give different term to

extensive reading as "free voluntary reading". These researchers (Hill and Holden,1990) claim that students who read for pleasure are better readers and have more advanced vocabulary since "free voluntary reading" is comprehensible input in a low anxiety situation, and students never feel pressured while reading outside the classroom. Ekmekci (1994) also states that there are several ways to supply comprehensible input outside the classroom citing that reading long texts, without any stress develops an ability to gain meaning from unknown words with which students have.

It has also been stated by Krashen (indicated in Hill and Holden,1990: 91) that "free voluntary reading" is the major source of reading ability, vocabulary, and grammar competence. To follow, he also emphasizes that "free voluntary reading" may be a powerful way of improving second language acquisition. Krashen also draws attention to the importance of "free voluntary reading" stating that there would be some programs both in and out of the school such as In-school free voluntary reading, which students are encouraged to read whatever they want, but no book report, or teacher follow up, and Out-of-school reading programs, which students read for pleasure in "print-rich environments" and they report what they have read to the teacher. Krashen concluded that when students participated in these programs for a certain time, they make better progress in reading comprehension and vocabulary development than students who take only "traditional" instruction which means only following their course books and no more. These researchers draw attention to the extensive reading and explain that the aim of extensive reading is to give learners the opportunity to practice skills by reading long texts and developing the ability to read quickly in a foreign language. The main goal is to read materials fluently for pleasure or information outside the classroom. Hedge (1985) also emphasizes the importance of extensive reading, stating that this kind of individual and self-directed process makes students independent in learning, which is an important factor in success. According to her, if students are prepared for reading and given the opportunity to interact with a text, they may learn to read for general meaning without frequent stops to look

words up in a dictionary. Hedge (1985) also states that by reading at their own pace, they can develop the ability to deduce the meanings of unknown words and phrases from clues in the context. It may be concluded that students who spend some time reading for pleasure outside the classroom may increase both their comprehending the context and improving their vocabulary, and students can only learn by being actively involved in language. Nagy (cited in Sana core 1994) suggests that extensive reading provides three essential properties of vocabulary instruction if students are guided to link vocabulary with reading: integration, repetition, and meaningful use. According to him, integration is the new information that students comprehend by their prior knowledge if the reader is familiar with the text. Repetition enables the students to pay more attention to the new words when they are exposed to words many times in the context. Meaningful use helps learning new words to be especially effective if students see them in meaningful context. Therefore, dealing with the words in context is more beneficial than the words in isolation. Nagy also claims that this kind of vocabulary improvement can be supported by encouraging students to spend time for reading a variety of books outside the classroom. On the other hand, according to Sana core (1994), the purpose of stimulating the students to read is to help them gain contextual insights through strategies as the following:

- Certain words, phrases, sentences, and paragraphs help to determine the meaning of some new words and concepts.
- Reading whole selections increases an awareness that thorough knowledge of all words is unimportant.
- Context can support learning of unfamiliar words independently, because it provides clues for comprehension.
- For comprehension to occur, vocabulary and prior knowledge must interact.
- The intonation a reader brings to a text can affect the importance and meaning of words.

Sana core (1994) claims that these five strategies support the role of context for expanding vocabulary. However, these strategies are the most effective when students are provided a wide variety of reading materials in a balanced selection according to their level. Williams (1984) also explains the other goals of extensive reading; to increase general reading speed, to practice in skimming and scanning, and to develop an ability to extract relevant information from a text. According to him, increasing vocabulary through reading, and giving learners training in working out the meaning of words from the context are further goals. Accordingly, extensive readers learn to tolerate a degree of uncertainty in the meaning of new words. Dubin and Olshtain (1977) also claim that learners who read on their own for pleasure in an effective way develop good reading habits and learn much vocabulary through extensive reading. They also summarize the objectives of extensive reading as follows:

- Students develop an ability to gain pleasure and also satisfaction from reading on their own in the language they are learning.

- They are exposed to the language in a more natural and less structured way. In other words, they get different unpressured feeling on the structure of the language since they read for pleasure, and not for a grade or a test.

- Extensive reading has also effect on other language skills such as writing and speaking.

- Extensive reading, or reading for pleasure, will help the students comprehend more and also continue to use the language after the instruction. According to Dubin and Olshtain (1977), all these objectives are very important to fulfil the objective of encouraging reading for pleasure. Extensive reading can only take place if the material is easy and interesting or arouses interest for students. They also claim that students need considerable encouragement from the teachers at the first stage of extensive extracurricular reading, especially avoiding turning them into "school" activities since the initial stages are very important to develop confidence in language. According to Dubin and Olshtain (1977), teachers should spend more time to embolden students individually in reading. If learners

can be made aware of reading individually in the library or self-access centers where they can find any kind of materials to cope with their weaknesses, more development can be achieved in language learning. They strongly states that individualized learning emphasizes the needs to adopt realistic expectations towards FL and preferences of individual learners. In other words, students are given some responsibility for their own learning.

There are some researchers who believe in the importance of individualized learning. Berglund and Johns (cited in Walker,1992), and Williams (1984) suggest that reading for students' own individual purposes discharges their minds to enjoy reading on their own, and encourages them to read books for enjoyment rather than instructional purposes while developing the desire to read. According to the researchers given above, individual reading helps them express their ideas and emotions as they incorporate new textual words into their own vocabularies. Therefore, individual reading is a great source of knowledge about comprehending word meaning. Global understanding of the situation, as well as the content, should help learners to come up with unfamiliar words. Tierney, Readence and Disher (1985) also emphasize that individualized reading is related to interest and selection individually, and it is appropriate for use at all levels. They claim that individualized reading centers on the student, his individual development and his specific needs, such as vocabulary improvement in a quiet and non-pressured situation. It also helps learners' own growth in reading and vocabulary if the materials are also appropriate for them.

Background to the Study

Hill and Holden (1990) define reading as the most useful skill for students to develop the feeling of satisfaction in understanding a text in many ways. Krashen and Terrell (1989) state that reading is an important source of comprehensible input and can make a significant contribution to competence in a foreign language. Krashen (cited in Hill and Holden, 1990) also explains that the research shows students who do more pleasure reading are better readers, better writers and have a greater vocabulary and grammatical competence. He also suggests that "free

voluntary reading" may be a powerful way of improving reading ability, vocabulary and grammatical competence. Krashen further emphasizes that students may make better progress in reading comprehension and vocabulary development through extensive reading than in traditional instructional reading if they are encouraged to read whatever they want in "self-selected reading".

Therefore, encouraging students to be involved in their foreign language through extensive reading provides the possibility of learning the language, motivation, and this also reinforces points that they have learnt without pressure. Goodman and Burke (cited in Tierney, Readence and Disher 1985) agree on extensive reading stating that the readers are encouraged to make judgments in natural reading situations. They also add that pleasure reading helps to develop their awareness of effective reading from easy to difficult material. Therefore, readers may become familiar with the unknown words.

The Benefits of Extensive reading

Extensive reading is a topic that has been widely discussed over last decades and its benefits have been generally approved by many researches. Bamford states that students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening and speaking abilities and their vocabularies will get richer. Bamford praises the motivation aspect of Extensive reading, seeing its primal benefit in developing positive attitudes toward the foreign language and increased motivation to study this language.

Increasing reading speed and comprehension

There are many research results indicating that ER can make students improve

both their reading speed and reading comprehension. Why is reading speed an important factor in EFL students? For students to achieve their academic goals, they should increase their reading speed when they read texts. In the EFL situation, slow reading is the most serious problem in a reading program. When learners'

reading speed is compared to students, it takes longer for students to read their texts than students in an academic course.

As mentioned earlier, comprehension of what students are reading is central to acquiring a new linguistic system and essential to develop fluency in reading. One of the benefits of ER is its positive effect on reading comprehension. Shen states that reading speed without comprehension is worthless. To improve learners' reading speeds and comprehension, ER is considered the most effective tool for foreign language learners. Nation also declares that ER can increase reading speed when students are asked to read graded readers which are easier than what they normally read. It intends to focus on input.

Vocabulary growth

A lack of vocabulary is one of the major obstacles for the EFL learner. One of the suggested reasons for this is lots of unfamiliar words which students face when they are reading. Researchers have recognized that ER is a beneficial way for learners to acquire new vocabulary and develop their vocabulary knowledge. Many researchers agree that vocabulary is best learned through reading. Students face the same words repeatedly while reading, and this process results in learning vocabulary.

Extensive reading increases students' vocabulary knowledge. There are many data that indicate the positive relationship between ER and vocabulary growth. Over the past decades, many research results have come to the conclusion that learners can obtain a large number of vocabulary words while they are reading a text and facing unfamiliar words (Grabe, *Reading in a Second Language* 323). ER does support vocabulary knowledge and growth.

This case study examined whether an ER program enhances lexical knowledge such as the target word's spelling, meaning, and grammar

characteristics (2-4). The results showed that spelling, and meaning, and grammatical knowledge were obviously enhanced (22). This result indicates that ER helps vocabulary acquisition. The above literature suggests strong evidence that vocabulary acquisition can occur incidentally by reading texts.

Influence and improve other skills

There are several research projects that show that ER improves not only reading skills and but also other language skills. Bell declares that ER “can enhance learners’ general language competence” (“Extensive Reading: Why? and How?”).

Especially, regarding improving other skills, there is a growing amount of research showing that ER can have a direct influence on students’ writing skills. Even though it is not easy to measure exactly how ER influences writing, many researchers study the impacts and show positive results. The next section explains the relation between ER and writing later.

Graded readers

Graded readers are ideal source of material for lower-intermediate independent readers. The typical features of graded readers are simplified sentence structure and the use of head words which are chosen by the publisher as the words that are most

frequently used by native speakers. If students find their appropriate level they can make progress in reading quite smoothly without teacher’s instruction and thus develop their reading fluency. Nowadays there is a wide variety of EFL readers available from different publishers and their quality is high enough to call them ‘language learner literature’.

Readers may be of course supplemented by children’s books for native speakers, low-level vocabulary magazines and comics but the teacher has to be cautious to choose only authentic material that is comprehensible for his/her readers so that the overall pleasure aspect is maintained. If the reading material is too difficult for readers and they have to look up too much unknown words in a dictionary, extensive reading turns into intensive reading.

Reading strategies

The explicit teaching of reading strategies helps students to become increasingly skillful at interpreting, understanding, and analyzing text. As with any new skill, these reading strategies should be taught through a scaffolding method, which includes modeling the strategy, providing students with opportunities for guided practice with the strategy, and then having students independently apply the strategy.

Because students have different reading styles, they are not likely to find all reading strategies equally useful. While a particular strategy may reinforce a strength that one student has or may provide the key to overcoming a reading difficulty, the same strategy may prove to be cumbersome or tedious to another student. For this reason, the explicit teaching of reading strategies should also include opportunities for students to reflect on the effectiveness of the strategy.

By considering questions such as:

How does this strategy help me to understand the text?

How does this strategy relate to something I already do or do not do as a reader?

How might I use this strategy with texts from other subject areas?

Students will become increasingly aware of the strategies that help them to read more effectively.

Click on the name of each strategy below to access an explanation of the strategy, as well as related resources.

Annolighting A Text

This active reading strategy links concept of highlighting key words and phrases in a text and annotating those highlights with marginal notes.

Annotating A Text

Annotating a text is an effective strategy to promote active and critical reading skills; this strategy provides a number useful acronyms that students can use to remember different elements of writer's craft when reading and annotating a text.

Anticipation Guide

Anticipation guides are typically used as a pre-reading strategy and help to engage students in thought and discussion about ideas and concepts that they will encounter in the text.

Checking out the Framework

This strategy provides students with suggestions for previewing texts of different genre in order to read strategically based on their purposes for reading the text.

Collaborative Annotation

This strategy engages students in a process of co-constructing their interpretations of a text through a collaborative annotation activity.

Conversations across Time

This reading strategy helps students to develop deeper insights by making connections between and across texts from different time periods in response to a common topic, theme, or essential question.

Dense Questioning

The dense questioning strategy can be used to help students pose increasingly dense questions as they make text-to-text, text-to-self, text-to-world connections.

Frame of Reference The frame of reference strategy teaches students how to create a mental context for reading a passage; this is accomplished by helping students to consider what they know about a topic and how they know what they know.

Inferential Reading

The inferential reading strategy provides a list of the various types of inferences that readers make while reading even seemingly straightforward text; recognizing that there are different types of inferences helps students to analyze text more consciously and strategically.

Interactive Notebook

This highly adaptable strategy encourages students to use a two-column note-taking strategy. In the right column, they take notes to synthesize essential ideas and information from a text, presentation, film etc.; in the left-hand column, they interact with the content in any way they choose (personal connections, illustrations, etc.).

Key Concept Synthesis

The key concept synthesis strategy helps students to identify the most important ideas in a text, put those ideas into their own words, and then make connections between among these important ideas.

Listening to Voice

This strategy helps students to analyze and interpret writer's voice through the annotation of a passage, with particular emphasis on dictions, tone, syntax, unity, coherence, and audience.

Metaphor Analysis

This adaptable strategy teaches students how to analyze a complex metaphor and substantiate interpretive claims using textual evidence.

Parallel Note-taking

The parallel note-taking strategy teaches students to recognize different organizational patterns for informational texts and then develop a note-taking strategy that parallels the organization of the text.

QAR: Question-Answer Relationships

The QAR strategy helps students to identify the four Question-Answer Relationships that they are likely to encounter as they read texts and attempt to answer questions about what they have read. These include "right there" questions, "think and search" questions, "author and you" questions, and "on my own" questions.

Questions Only

The questions only strategy teaches students how to pose questions about the texts they are reading and encourages them to read actively as they work to answer the questions they have posed.

RAFT: Role, Audience, Format, Topic

This is a flexible post-reading strategy that helps students to analyze and reflect upon their reading through persona writing. Based on suggestions provided by the teacher or generated by the class, students choose a Role, an Audience, a Format, and a Topic on which to write in response to their reading.

Reciprocal Teaching

The reciprocal teaching strategy enables students to activate four different comprehension strategies - predicting, questioning, clarifying, summarizing - which they apply collaboratively to help each other understand a text they are reading.

Sociograms

A sociogram is a visual representation of the relationships among characters in a literary text. Students can make use of pictures, symbols, shapes, colors, and line styles to illustrate these relationships, to understand the traits of each character, and to analyze the emerging primary and secondary conflicts.

Think Aloud

Skillful readers unconsciously use a range of strategies to make meaning from text. The think aloud strategy involves modeling these strategies by "thinking aloud" while reading and responding to a text. By making explicit for students what is implicit for more expert readers, it becomes possible for students develop and apply these strategies themselves.

Transactional Reading Journal

The name of this reading strategy is inspired by the work of Louise Rosenblatt (1978), who explained reading as a transactional process that occurs between the text and the reader. The Transactional Reading Journal builds on this concept (via Jude Ellis) and provides a flexible framework for engaging students in a process of active and personally meaningful interaction with a text.

Writer's Craft Seminar

This reading strategy teaches students how to analyze text through close reading in order to formulate a interpretive thesis that is supported through assertions and textual evidence. Students present their interpretations to the class through a seminar format.

Extensive Reading Program

Some experts propose strong reasons defining the effectiveness of extensive reading. Nation, for instance, points out three reasons why learners can develop best through extensive reading. First, reading is essentially an individual activity; therefore, learners of different proficiency levels could be learning at their own level without being locked into an inflexible class program. Second, having an extensive reading activity, students are allowed to follow their interests in choosing what to read, and thus, increase their motivation for learning. Third, extensive reading provides the opportunity for learning to occur outside the classroom.

An ideal extensive program should introduce students to the dynamics of reading as it is done in real life by including some elements of real-life reading such as the choice of books to read and the purpose of reading. To be more practical, Day and Bamford & Day characterize an ideal extensive reading program in ten points.

- 1) Students read as much as possible, perhaps in and definitely out of the classroom.
- 2) A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
- 3) Students select what they want to read and have the freedom to stop reading material that fails to interest them.
- 4) The purposes of reading are usually related to pleasure, information and general understanding. These purposes are determined by the nature of the material and the interests of the students.
- 5) Reading is its own reward. There are few or no follow up exercises be completed after reading.

6) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.

7) Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.

8) Reading speed is usually faster than slower as students read books and other material that they find easily understandable.

9) Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.

10) The teacher is a role model of a reader for students-an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

Without leaving the main characteristics of extensive reading, not all of the above ten characteristics of successful extensive reading course are going to be applied in this study as it will be combined with the two other approaches.

RESEARCH PLAN

Statement of purpose

The purpose of the research is to help students to grow their reading, comprehension, develop vocabulary and students memory, guessing words from context. The primary goal of extensive reading is to improve the learner's reading fluency and to help the students to enjoy reading. After students read many books over a long time, they experience the benefits of ER such as growing vocabulary knowledge, having a positive effect on reading comprehension, increasing reading speed, improving writing performance, etc. This study were to discover effectiveness of extensive reading and to better understand the extensive reading process from the perspective of a foreign language learner. The students read or are involved in reading – related activities for most of each lesson. It also means that the students spend at least one hour a week outside class reading. This principle of independent reading informs the course objectives in the groups.

- To increase student confidence in their English reading ability.
- To increase student motivation in their English reading.
- To increase students reading fluency.
- To decrease dependence on word-by-word comprehension.
- To increase reading speed.
- To foster a clear, strong and constant sense of personal success in reading English.

These objectives are elaborated and become specific.

Hypotheses

The hypotheses are that extensive reading can promote students motivation in learning English, enhance their vocabulary, increase students' reading speed, reading amount but it can not enhance students' reading comprehension.

Research questions

The research questions were based on the purpose of study, there were four research questions concerned with the following:

1. Would extensive reading promote student motivation in learning English?
2. Could extensive reading enhance student vocabulary recognition?
3. Did extensive reading increase student reading speed?
4. Would extensive reading improve student reading comprehension?
5. What strategies are used by students when they do ER?
6. What are the materials for ER selected by students?

METHOD

This chapter is devoted to present the setting and method of the subject research, materials and equipment design of the study. Now we submit them for consideration in the following way.

Subject

The subjects participating in this study two groups experimental. Each group was randomly assigned to the experimental and control groups. The participants of this study are teenager learners between the ages of 14 to 16 who enroll to English classes at language center. There were six students in the control group, which withheld from the practice of extensive reading and six students who united the programme composing the experimental group the subject were selected in two groups according to their age, nation, community and level. They are describe as following in the table.

№	Name	AGE	Nation	Level	Gender
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1.	Madina	14	Uzbek	Pre-intermediate	Female
2.	Umida	14	Uzbek	Intermediate	Female
3.	Barno	16	Uzbek	Intermediate	Female
4.	Jasur	14	Uzbek	Pre-intermediate	Male
5.	Azizbek	15	Uzbek	Intermediate	Male
6.	Shodiya	16	Uzbek	Pre-intermediate	Female
7.	Ra'no	14	Uzbek	Pre-intermediate	Female
8.	Olim	15	Uzbek	Intermediate	Male
9.	Yunus	15	Uzbek	Pre-intermediate	Male
10.	Yulduz	16	Uzbek	Pre-intermediate	Female
11.	Arslon	14	Uzbek	Intermediate	Male
12.	Sherzod	14	Uzbek	Pre-intermediate	Male

Table 2. demographic information of students.

The differences were what the control group had two lesson a week for reading 3 to 5 set books and the experimental group had only one lesson. Each lesson consists of 80 minutes. Both groups had identical standards of English test scores prior to the experiment. The participants' level is different. The researcher choose only experimental group she conducted lesson with a same group. In addition, the consent form also mentioned that the participants' individual information would be private for their protection and that the data would be provided only for the director.

Design of the study

This experimental study aims at analyzing information about the increase in the ER of students and showing the differences between the control and the experimental groups instructed individually to use different materials outside the classroom, except their course-books. First, a list of ER chosen randomly from the course-books of Level 4 was presented to the students in the experimental groups and the control groups. The course-books are Fourth Dimension, Ways of

Attaining Study Skills, Communication Through Writing, Project Writing, and Reading Comprehension. Therefore, the groups chosen as control and experimental groups were given the word list as a pre-test and asked to give the meaning of the words in their native language. The aim of giving the word list in the class hour was that it was given as a pre-test, and an identical list would be presented to the same groups in a different order as a post-test some weeks later. Second, the results of cloze and reading speed tests 3 and 4, which measure students' mastery or progress of what has been taught in an academic year were compared. The aim of comparing these tests was to investigate if there would be any discrepancy in vocabulary range between the experimental and the control groups. Third, the first compositions and the summaries of the subjects were compared to observe if there is any difference. Therefore, they are ready to expand ER as their next stage of language development, and this growth is easily quantifiable.

Materials and equipment

The main purpose of materials was to prove meaningful and valid data for the research. Researcher were use the following materials. They are books, journals, handouts, mini stories, vocabulary materials, various teaching materials and level of reading materials, the books are divided into four bands: green, blue, red and yellow. Green is roughly equivalent to elementary level; blue approximates to pre-intermediate, red to intermediate, and yellow to intermediate plus. Each book is color-coded as well as number coded for its level for example, 400.0?? for yellow, and has a book ticket within a pocket on the inside back cover

Level	Color	Number of headwords
1 Elementary	Green	1000
2 Pre-intermediate	Blue	1000 - 1500
3 Intermediate	Red	1500 - 2000
4 Intermediate plus	Yellow	2000.....

Table 3. Books categorized by level.

The researcher were used questionnaires, pre and post tests for the research. The materials and topic were chosen carefully selected, evaluated by researcher. The materials that were used aimed to accelerate the process of second language acquisition by enhancing the students overall competence in the target language, the improvement of their speaking, writing, reading and critical thinking skills.

Equipment

The equipments were used in the case study varied from diverse teaching assistances to reading tools, in research notebook, handouts, tape-recorder, flashcards, whiteboard and markers. This tools aided to researcher during the lessons.

PROCEDURE

Variable

The researcher's main problem is to consider all variables, which may affect study. Besides that, the researcher had to define the variables in order to make them operation and measurable. Dependent variable in the research was the students subordinate to internet materials or students proficiency in vocabulary.

Conducting current research developed the following variables: independent, dependent end intervening. According to dependent variable, the current research was considered as on essential focal point. It illustrates the effectiveness of used activities in the period of research.

Next variable was independent that illustrates the effect of the materials used in the research to the dependent variable.

The independent variable is the use of activity: role plays graphs charts and some pictures at the lesson. There also exists intervening variable that illustrates the effectiveness of lesson plans in teaching period

Just in time, the investigator also needed to identify restrict variables that were questionnaire, post and pretests, the students previous experience in English and must be students longing for read books.

Specific steps in the Experimental Process

The researcher conducted reading lessons with teenager students. She divides them into two groups according to their age. Here are the specific steps in experimental process. Before starting the experiment she explained students the significance of the experiment in study and questionnaires, tests.

Step1.

At the beginning, the researcher distributes easy and interesting mini-passages and survey question to students. In addition, students were asked to fill pre-questionnaire which mainly asked about their needs, interests and expectations from the subject reading. Their answer could help the investigator to be acquainted with the interests and prospects of the students and make the reading lesson more motivating and interesting.

Step2.

During teaching practicum, the investigator gives parts of the play, story, fairy tale and magazines. Students work together in peers, they read the passages and do the tasks for example: matching, multiple choice, role plays and etc. The results of these activities could help the researcher to formulate effective and interesting lesson plan.

Step3

Out of class reading, After students have read a few books in class, explain that they need to read out of class too. Initially, this can be for a very short period, for example 20 minutes a week. Slowly increase the amount of reading each week over the course or even a full year until they are reading one book a week.

Step4

At the end of the experiment the researcher distributed post-questionnaires which could help students to analyze their motivation in reading. The questionnaire

included questions such as: what strategies are used by students when they do extensive reading?

Consequently, the experimental process was finished and all appropriate data were collected.

All appropriate data was planned to be collected and analyzed to find out the most effective techniques and strategies which help to improve learning reading.

Analyzes of the data

This chapter presents the results of a controlled study, which attempts to form an idea about how much reading speed can be achieved through extensive reading during a month. The teachers of the both groups were asked to take part in the study, and they were given a feedback form which is related to how much the students volunteer to read outside the classroom.

Observations of the teachers and the book report sheets given on outside texts were used to collect data, with the objective of showing the differences between students in reading comprehension, if there is any.

Data collection

The data collection proceeded roughly for two month since the researcher had to design lesson plans for each class session and great amount of time had been expanded on preparing necessary research aids. The subject were carefully informed and asked to take seriously a teaching experiment being carried out by the researcher prior to foremost process of the treatment.

The data of the study were collected during a classroom experiment on reading speed and reading comprehension through using various types of techniques in reading texts, reading books and reading materials. There were certain reasons why the decision to use questionnaires was made.

Questionnaires help to “gather relatively straight for word factual data in response to closed questions” because the items in questionnaires often asks about specific information. There fore, the researcher decided that large – scale survey questionnaire was the most suitable tool to realize that objective in the process.

The interpretation of the data from questionnaires was based mainly on the calculation of the frequency, the mean the median, and mode. The summary of the results and the researcher's interpretations called for the full use of all tabular, graphical, and statistical presentation. In tabular presentation of data, researcher drew tables to show deferent statistics and to mace comparison when needed. Meanwhile the patterns, revealed from the data might be presented more clearly with graphs and the comparison or contrast between statistics could be highlighted whit these as well.

All steps of the research plan were followed accurately. The post and pretests conducted at the each lesson. During the exam all students were tranquil while testing. They participated in the study with pleasure. All of the steps encouraged the researcher to continue her study. Furthermore, these tests were estimated to provide data about the progress that learners have achieved after taking two month reading classes that was conducted by the researcher. At the end of the questionnaire, the researcher add an optional questions to allow the respondents to list any other strategies that they cannot find in the given list.

Furthermore, at the end of the course, the researcher distributed form-filling feedback in order to find out the respond one of her objectives as well as so as to clarify the attitude of the students towards conducted lessons, the researcher; moreover, how were their expectations at the beginning of the course, what did they learn and didn't learn during the session along with what was new for them in the learning lessons.

Consequently, all collected data were exceedingly helped to the researcher in order to make valid clear results and final conclusion of the current research.

RESULTS AND DISCUSSION

The researcher has found from the collected data were summarized according to the research questions that they help answer. The data gained from questionnaires were to answer all of the research questions regarding the participants' reading amounts, reading materials and reading strategies.

Before starting teaching the researcher took survey question from the students. According to the survey question students should read the question and give their reflection according to three columns. They are: disagree, neutral and agree. Students should tick one of these columns. The survey questions are given below.

Nº	Survey Question	Disagree	Neutral	Agree
1	I take part in interactive games when I feel myself relax and interest.	1 8,3%	3 24,9%	8 66,4%

2	Its waste of time to play games and read book.	3 24,9%	3 24,9%	6 49,8%
3	I consider games are highly motivating and entertaining.	2 16,6%	4 33,2%	6 49,8%
4	The written reflection for every book that the students have enforcement proficiency of the students in the reading.	6 49,8%	1 8,3%	5 41,5%
5	Interactive games do help improve my ability in English speaking.	1 8,3%	1 8,3%	10 83%
6	I pleased through read the book.	0 0,0%	3 24,9%	9 74,7%
7	In may opinion, its useful read the book out of class.	0 0,0%	5 41,5%	7 58,1%
8	My memory become stronger through read the book.	3 24,9%	1 8,3%	8 66,4%
9	I learn new words in books.	0 0,0%	0 0,0%	12 100%
10	I think it's more interesting to play games in reading class	0 0,0%	1 8,3%	11 91,3%

Table 4.

1). 8 students agree this idea because they want interactive games. 2students are neutral and only 1(8,3%) students disagree.

2) Second column, 6 (49,8%) students agree and 3 students disagree this idea its waste of time to play games and read book in class. 3 students are neutral.

3). 6 students agree and 4students neutral but 16,6% of students disagree.

4). Fourth column, 6 students disagree and 5 students agree because they want to enforcement their proficiency. Only 1 students are neutral.

5). 83% students agree because they think to help their ability. 1 students disagree and other students are neutral.

6). 74,7% students agree this idea and 3 students are neutral.

7). 7 students want to read out of class end 41,5% students neutral.

8). Three students disagree and 8 students think to help their memory. Only 1 students are neutral.

9). All of the students agree.

10). 11 students agree with the idea that playing games in reading class and 8,3% students are neutral for this idea.

The survey question diagram

In this diagram showed most percentage of students with using interactive games and read the books in class. It forms 70% of the students. 14% students disagree this idea, besides that 18% of students are neutral. According to this result we may say that these students may be shy or they do not like to work together. This diagram given below.

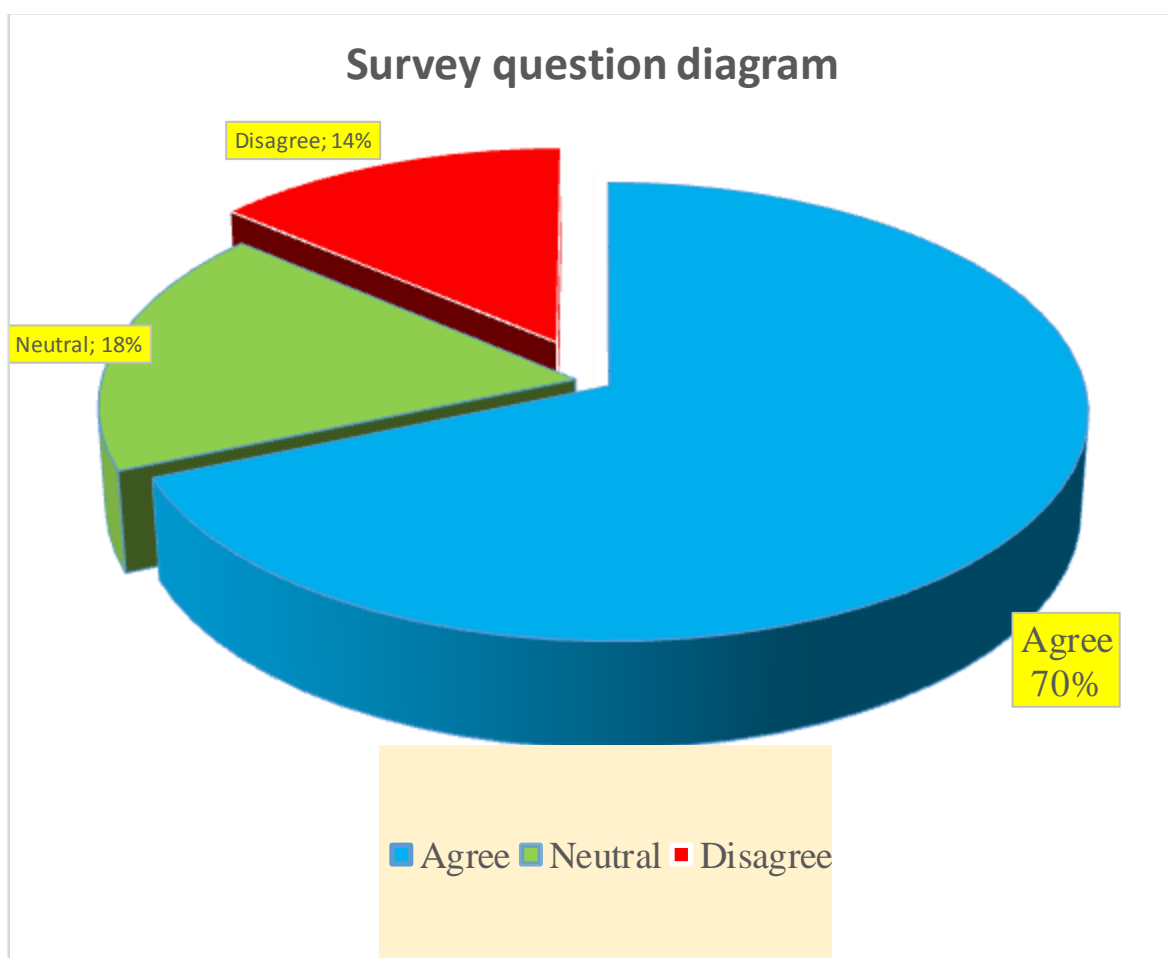


Diagram 1.

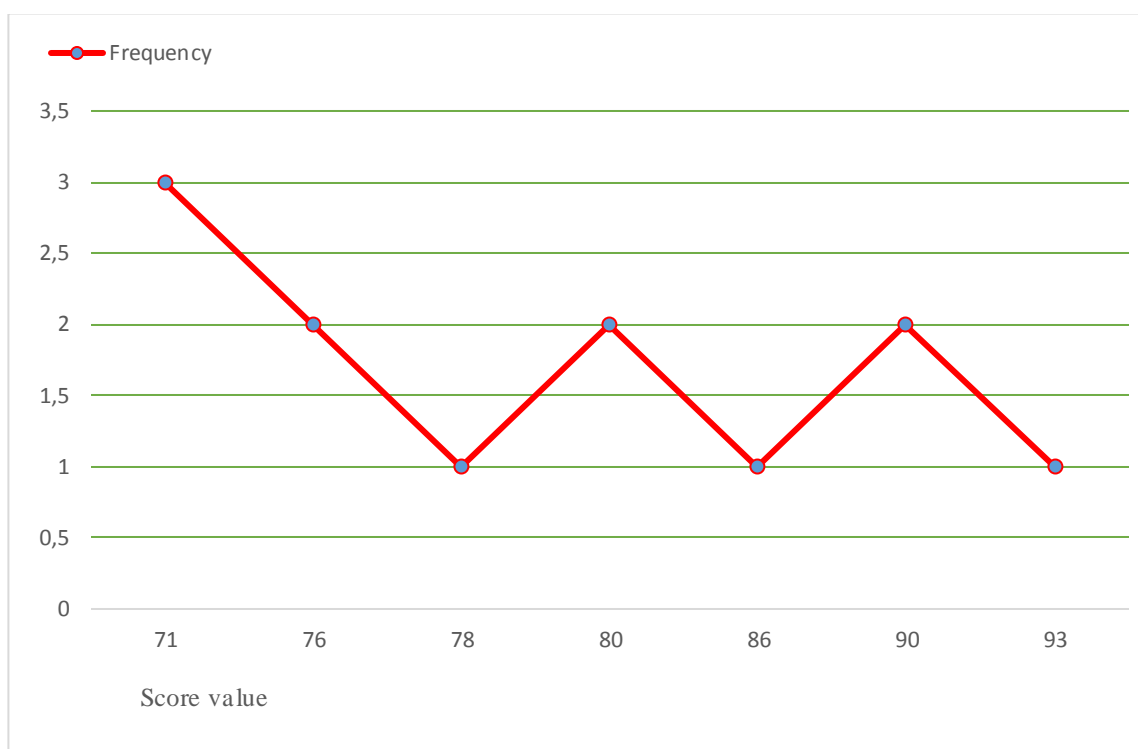
Table 5. Results acquired from Pre-Test.

№	The list of the Students	Score
1.	Madina	76
2.	Umida	93
3.	Barno	71
4.	Jasur	80
5.	Azizbek	71
6.	Shodiya	90
7.	Ra'no	76
8.	Olim	80
9.	Yunus	86
10.	Yulduz	71
11	Arslon	90

12	Sherzod	78
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Table 6.

Score Value	Frequency
71	3
76	2
78	1
80	2
86	1
90	2
93	1



Graphic 1. Mean = 80. Median = 80. Mode = 80.

Table 7.

№	The list of the	Score	Mean	Difference	Difference
---	-----------------	-------	------	------------	------------

	Students				Squared
1.	Madina	76	-80	-4	16
2.	Umida	93	-80	13	169
3.	Barno	71	-80	-9	81
4.	Jasur	80	-80	0	0
5.	Azizbek	71	-80	-9	81
6.	Shodiya	90	-80	10	100
7.	Ra'no	76	-80	-4	16
8.	Olim	80	-80	0	0
9.	Yunus	86	-80	6	36
10.	Yulduz	71	-80	-9	81
11.	Arslon	90	-80	10	100
12.	Sherzod	78	-80	-2	4

$$SD = \frac{\overline{(X-\bar{X})^2}}{N} = \frac{\overline{684}}{12} = \overline{57} = 7,54 \approx 7,5 \approx \min 7 \max 8$$

The book reports sheets covered some items such as interest, usefulness, satisfaction, organization, grammar, vocabulary and comprehension of the books.

The percentage (%) indicates the number of the subjects agreeing on the point on the average. The average indicates the number of pages and time spent on average.

Table 8. This percentage give as a follow at the table:

№	Average	General 100%	Intermediate	Pre-intermediate
1	Interest	75%	35%	12%
2	Usefulness	80%	31%	10%
3	Satisfaction	86%	31%	12%
4	Organization	74%	36%	10%

5	Grammar	76%	36%	10%
6	Vocabulary	85%	35%	12%
7	Comprehension	76%	33%	10%
8	Page		50	55-56
9	Time required		4-5 min	6-7 min

Books Students Chose to Read.

Students had read books in the study which gave them a chance to be exposed to graded readers. The responses of the students indicated that they were glad to have had this opportunity to graded readers. The students were most interested in stories, novels, magazines and course-books.

Table 9.

№	Books	Total	Percent %
1	Stories	97	50 %
2	Novels	68	36 %
3	Magazines	22-23	11-12 %
4	Course book	3-4	2%
5	Grand total	190-192	99-100 %

There are many educational benefits to students when the advantages of using Intensive and Extensive reading strategies show table1 are combined with using those of cooperative learning.

Table 10. Combining advantages of IR and ER.

№	Intensive reading skills versus.	Extensive reading skills versus.
1	Word recognition	Self-chosen materials often more interesting
2	Focused development vocabulary, grammar, study skills	Faster reading to increase speed
3	Comprehending detail versus, mean	Analytical reading

	ideas	
4	Understanding patterns of organization	Improved motivation
5	Transitional versus, relational words	Greater entertainment and enjoyment
6	Reading to increase comprehension speed	Greater entertainment and enjoyment
7	Often uses simplified texts and exercises	Stress on using authentic reading

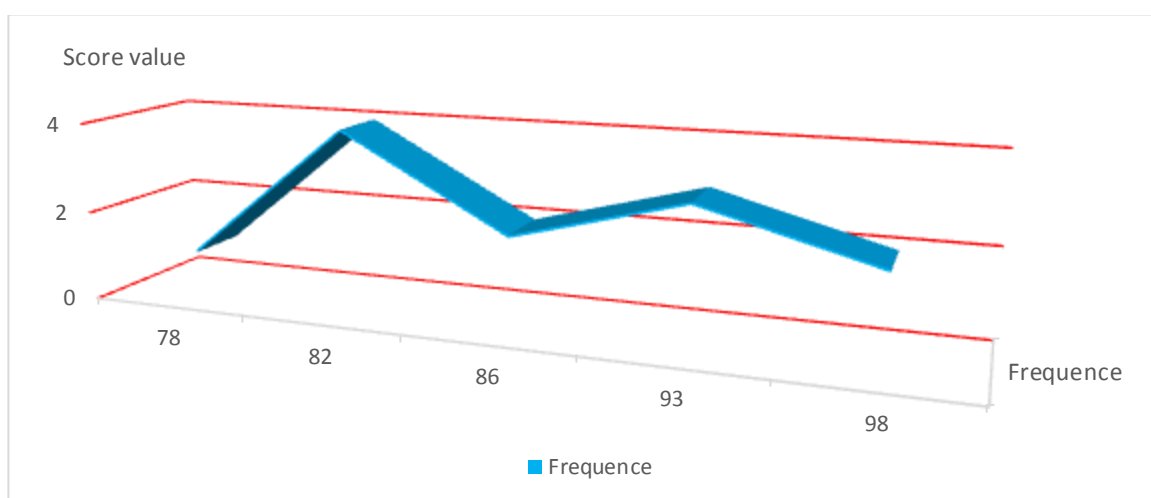
The researcher has presented all the answers to the six research questions that could be obtained from the data process of the study.

Table 11. Results acquired from Post -Test.

№	The list of the Students	Score
1.	Madina	82
2.	Umida	98
3.	Barno	78
4.	Jasur	86
5.	Azizbek	82
6.	Shodiya	93
7.	Ra'no	82
8.	Olim	93
9.	Yunus	98
10.	Yulduz	82
11.	Arslon	93
12.	Sherzod	86

Table 12.

Score Value	Frequency
78	1
82	4
86	2
93	3
98	2



Graphic 2. Mean 86. Mode 86. Median 86.

Table 13.

№	The list of the Students	Score	Mean	Difference	Difference Squared
1.	Madina	82	-86	-4	16
2.	Umida	98	-86	12	144
3.	Barno	78	-86	-8	64
4.	Jasur	86	-86	0	0
5.	Azizbek	82	-86	-4	16
6.	Shodiya	93	-86	7	49
7.	Ra'no	82	-86	-4	16
8.	Olim	93	-86	7	49
9.	Yunus	98	-86	12	144
10.	Yulduz	82	-86	-4	16

11.	Arslon	93	-86	7	49
12.	Sherzod	86	-86	0	0

$$SD = \sqrt{\frac{(X-\bar{X})^2}{N}} = \sqrt{\frac{563}{12}} = \sqrt{46,91} = 6,84 \approx 6,8 \approx 7$$

Table 14. The both of tests differentiate them one from the other.

№	The list of the Students	Pre test	Post test	Difference
1.	Madina	76	82	6
2.	Umida	93	98	6
3.	Barno	71	78	7
4.	Jasur	80	86	6
5.	Azizbek	71	82	11
6.	Shodiya	90	93	3
7.	Ra'no	76	82	6
8.	Olim	80	93	13
9.	Yunus	86	98	12
10.	Yulduz	71	82	11
11	Arslon	90	93	3
12	Sherzod	78	86	8

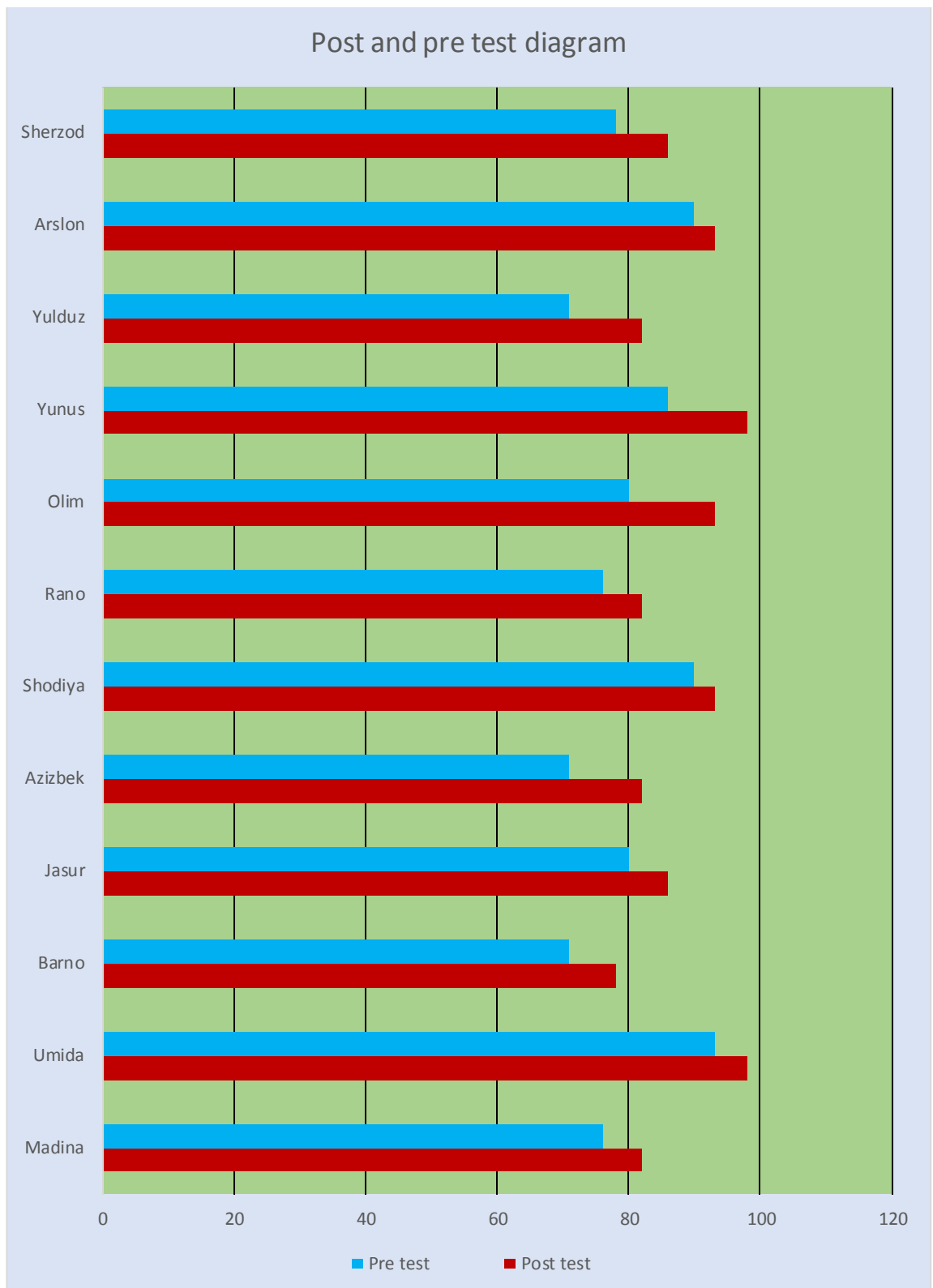


Diagram 2.

The sample test of correct reading scores that compared reading pre-test with its corresponding post-test showed that reading amount in context via used techniques was effective in teaching participants. Students acquire reading items more thoroughly rather than they knew on pre-test.

Final reflection

Although the above-mentioned results, indicate that ER in tertiary level is more useful than intensive reading, questions remain about the validity of independent ER. For instance, it is asserted that the reading materials chosen by the readers themselves may be too simple. “The watchwords are quantity and variety, rather than quality, so that books are selected for their attractiveness and relevance to the pupils’ lives, rather than for literary merit.” If reading materials are in the students’ fields of interest, comprehension is made easier because the students have knowledge of the subject matter. Students’ interests should be considered of utmost importance. In our case, however, academic texts were not chosen by the teacher. The students read the texts in order to learn particular scientific facts that they are already familiar with and about which they have prior knowledge and they are therefore better able to choose their own materials than the teacher, generally an EFL specialist. The simplicity of the texts does not matter, what matters is the flexibility of material according to needs and interests of the students.

Another possible criticism of ER programs concerns the role and function of the teacher. At first sight in an ER class, the teacher does not appear to be teaching. However, the role of the teacher is directly related to the approach to language teaching. On the other hand, in an ER approach which is a student-centred, communicative approach the teacher sets up the course so that students can each have books suited to their level and interests, plans class activities that motivate students to read, uses various techniques to check that students are in fact reading, oversees record-keeping of books they have read, advises individual students who are falling behind and gives individual feedback to students on book reports and other written work..

This last point is particularly important, given that class. In an ideal situation, students have to work on their own and improve their knowledge if they want to learn how to use it. Therefore, those who had memorized the most widely used 2,000 words in English from a particular course book would be able to communicate easily. There are also shades of meaning, nuances and pronunciation

to learn, as well as each word's collocations and colligations. It would be more effective to use ER as a way to expose our students to a variety academic texts, facilitating reading comprehension and acquisition of intertextual and inter-lingual transfer.

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