THE MINISTRY OF HIGHER AND SPECIAL SECONDARY
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QUALIFICATION WORK

**to obtain Bachelor's Degree on Specialty 5120100 – English
Philology on theme**
*"Conditions for Extensive Reading at Schools (On the Example of
Gulistan Boarding School for Foreign Languages)"*

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INTRODUCTION

Teaching foreign languages especially English language at all levels of education has become one of the state requirements set by the government and the system of continuing education of our Republic. Decree number 1875 "On further measures of improving the system of learning foreign languages" issued on December 10, 2012 has become the breaking point in reforming the whole system of teaching foreign languages. The given decree identifies major tasks in improving foreign language learning and teaching. We would like to note that special attention is paid to the implementation of western and world standards in improving the system. As it is noted in the decree "total improvement of preparing specialists who speak in these foreign languages and teaching foreign languages to young generation by using the modern pedagogic and information communication technologies and by implementing modern methods of teaching" must be carried out in our country[1].

Topicality of the research. Teaching reading and reading itself is considered as a powerful tool in developing younger generation and giving knowledge not only in foreign languages but also in all spheres of life. One of the famous methodologists of present day language teaching Stephen Krashen believes that "When children read for pleasure, when they get ´hooked on books,' they acquire, involuntarily and without conscious effort, nearly all of the so-called language skills many people are so concerned about". The statement by Krashen mostly concerns the problems of extensive reading and extensive reading is one of the neglected micro-skills of language learners that foreign language teachers.

Aim of the qualification thesis. The main aim of the qualification paper is to justify once again the benefits of extensive reading in teaching reading and study

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[1] I.Karimov. Decree No.: 1875. On further measures of improving the system of learning foreign languages. 2012. http://www.lex.uz

the present condition and attitude towards extensive reading in school in Sirdaryo region on the example of Gulistan Boarding School of Foreign Languages.

The tasks of the research:

- to review literature on teaching reading and teaching extensive reading;
- to justify and prove the benefits of extensive reading in school programs;
- to study opinions and models of scholars on the influence of extensive reading to the formation of other skills and competences of language learners;
- to design a survey and conduct a research with the aim of learning present condition of attitude towards extensive reading;
- to come up with suggestions and recommendation for teachers about using extensive reading.

The object of the research is teaching reading itself and extensive reading.

The subject of the research is beliefs and attitude towards extensive reading in schools in our region.

Novelty and results achieved in the research. The qualification work contains a lot of theoretical explanations of benefits of extensive reading from the point of view of linguistics, learner psychology and language teaching methodology. The work is also valuable for its presenting the materials of survey carried out at Gulistan Boarding School of Foreign languages in order to learn about the present condition of attitudes towards extensive reading.

Practical value of the research. The results of the research are applicable in teaching English as a foreign language, especially in defining learning ways and means of teaching extensive reading by teachers of foreign language. The materials presented in the research also beneficial for students of foreign language departments in doing self independent works, research reports and synopses on foreign language teaching methodology.

Theoretical value of the work can be seen in compilation of the views of theoreticians on language teaching on extensive reading and its benefits to language learning and acquisition.

The structure of the qualification paper. The qualification paper consists of introduction, the main body and its chapters, conclusion and the list of references.

Introduction part presents information about the content of the research, its aims, practical value, and research topic's characteristics.

The first chapter of the main body reviews literature on teaching reading and presents valuable insight into the principles of teaching reading.

The second chapter also is dedicated to literature review on extensive reading and presnts analysis of language teaching professionals on extensive reading.

The list of references comprises more than thirty books, materials, and internet sources on language teaching methodology used in the course of the research.

Chapter I. Literature Review: Content of Teaching Reading Comprehension

1.1 Importance of Reading in Learning a Foreign Language

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent «higher» forms of culture.

This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level[2].

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to

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[22] Collie, Joanne, and Stephen Slater. Literature in the Language Classroom. Cambridge: Cambridge UP, 2006.

enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens[3].

Reading research shows that good readers

- Read extensively
- Integrate information in the text with existing knowledge
- Have a flexible reading style, depending on what they are reading
- Are motivated
- Rely on different skills interacting: perceptual processing, phonemic processing, recall
- Read for a purpose; reading serves a function

Reading as a Process

Historically, listening and reading skills have received less attention in language teaching than have the productive skills of speaking and writing. Die in part to a lack of knowledge about receptive skills, teachers often failed to devote explicit attention to devoting reading abilities, assuming that comprehension would occur on its own. More recently,

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[3] Harmer Jeremy. The Practice of Teaching English. – Longman. 2000. – 386 p.

however, the profession has recognized that merely exposing learners to oral or written input is not sufficient and that explicit teaching of comprehension strategies is needed[4].

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include

- Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences

- Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another

- Sociolinguistic competence: knowledge about different types of texts and their usual structure and content

- Strategic competence: the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)[5]

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

1.2 Techniques Used in Teaching Reading

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for

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[4] Murray D. What English Language Teachers Need to Know Volume II: Facilitating Learning. – Routledge, 2011. – 250 p.

[5] Patel M.F. English Language Teaching. – Sunrise Publishers, India. 2008. – 201 p.

themselves in communication situations. In the case of reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension[6].

The Reading Process

To accomplish this goal, instructors focus on the process of reading rather than on its product.

• They develop students' awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language.

• They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn (and have an authentic purpose for reading) by giving students some choice of reading material.

• When working with reading tasks in class, they show students the strategies that will work best for the reading purpose and the type of text. They explain how and why students should use the strategies.

• They have students practice reading strategies in class and ask them to practice outside of class in their reading assignments. They encourage students to be conscious of what they're doing while they complete reading assignments.

• They encourage students to evaluate their comprehension and self-report their use of strategies. They build comprehension checks into in-class and out-of-class reading assignments, and periodically review how and when to use particular strategies.

• They encourage the development of reading skills and the use of reading strategies by using the target language to convey instructions

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[6] Patel M.F. English Language Teaching. – Sunrise Publishers, India. 2008. – 201 p.

and course-related information in written form: office hours, homework assignments, test content.

- They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language[7].

Integrating Reading Comprehension Strategies

Instruction in reading comprehension strategies is not an add-on, but rather an integral part of the use of reading activities in the language classroom. Instructors can help their students become effective readers by teaching them how to use strategies before, during, and after reading.

Before reading: Plan for the reading task

- Set a purpose or decide in advance what to read for

- Decide if more linguistic or background knowledge is needed

- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after reading: Monitor comprehension

- Verify predictions and check for inaccurate guesses

- Decide what is and is not important to understand

- Reread to check comprehension

- Ask for help

After reading: Evaluate comprehension and strategy use

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[7] Patel M.F. English Language Teaching. – Sunrise Publishers, India. 2008. – 201 p.

- Evaluate comprehension in a particular task or area

- Evaluate overall progress in reading and in particular types of reading tasks

- Decide if the strategies used were appropriate for the purpose and for the task

- Modify strategies if necessary

Using Authentic Materials and Approaches

For students to develop communicative competence in reading, classroom and homework reading activities must resemble (or be) real-life reading tasks that involve meaningful communication. They must therefore be authentic in three ways.

1. The reading material must be authentic: It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom.[8]

When selecting texts for student assignments, remember that the difficulty of a reading text is less a function of the language, and more a function of the conceptual difficulty and the task(s) that students are expected to complete. Simplifying a text by changing the language often removes natural redundancy and makes the organization somewhat difficult for students to predict. This actually makes a text more difficult to read than if the original were used[9].

Rather than simplifying a text by changing its language, make it more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading, and asking students to perform tasks that are within their competence, such as skimming to get

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[8] Richards J.C. Approaches and Methods in Language Teaching. – Cambridge Univ. Press. 2008. – 269 p.
[9] Richards J.C. Communicative Language Teaching Today. – Cambridge Univ. Press. 2000. – 46 p.

the main idea or scanning for specific information, before they begin intensive reading.

2. The reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. «Because the teacher assigned it» is not an authentic reason for reading a text.

To identify relevant reading purposes, ask students how they plan to use the language they are learning and what topics they are interested in reading and learning about. Give them opportunities to choose their reading assignments, and encourage them to use the library, the Internet, and foreign language newsstands and bookstores to find other things they would like to read.

3. The reading approach must be authentic: Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom, such as reading for pleasure. The majority of students' reading should be done silently.[10]

Students do not learn to read by reading aloud. A person who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension and speaking and pronunciation ability in highly complex ways. Students whose language skills are limited are not able to process at this level, and end up having to drop one or more of the elements. Usually the dropped element is comprehension, and reading aloud becomes word calling: simply pronouncing a series of words without regard for the meaning they carry individually and together. Word calling is not productive for the student who is doing it, and it is boring for other students to listen to.

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[10] Richards J.C. Communicative Language Teaching Today. – Cambridge Univ. Press. 2000. – 46 p.

- There are two ways to use reading aloud productively in the language classroom. Read aloud to your students as they follow along silently. You have the ability to use inflection and tone to help them hear what the text is saying. Following along as you read will help students move from word-by-word reading to reading in phrases and thought units, as they do in their first language.

- Use the «read and look up» technique. With this technique, a student reads a phrase or sentence silently as many times as necessary, then looks up (away from the text) and tells you what the phrase or sentence says. This encourages students to read for ideas, rather than for word recognition[11].

1.3 Strategies of Reading

Reading comprehension is defined as the level of understanding of a passage or text. Reading at the rate of 200 to 220 words per minute is considered as a normal speed of reading. For normal reading rates 75% is an acceptable level of comprehension. That means if a student can understand the meaning of at least 75% of the total text given then it is regarded as acceptable limits for reading comprehension.

Reading is an active process that require an interplay between various types of knowledge.

According to Canale and Swain's model of communicative competence, listeners and readers draw upon four types of competencies as they attempt to comprehend an oral or written message.

1. grammatical competence: knowledge of morphology, syntax, vocabulary, and mechanics;

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[11] Bowers R. Language Teacher Education. An Integrated Programme for EFL Teacher Training. – Modern English Publications, 1987. – 188 p.

2. sociolinguistic competence: knowing what is expected socially and culturally by native speakers of the target language;

3. discourse competence: the ability to use cohesive devices such as pronouns, conjunctions, and transitional phrases to link meaning across sentences, as well as the ability to recognize how coherence is used to maintain the message's input;

4. strategic competence: the ability to use a number of guessing strategies to compensate for missing knowledge.

Readers rely upon the types of knowledge described above as they perform a variety of tasks in the comprehension process.[12]

Various methods are used to improve Reading comprehension that include Training the ability to self assess comprehension, actively test comprehension using a set of questions, and by improving metacognition. Practice plays more pivotal part in development and honing the skills of reading comprehension. Self assessment with help of elaborative interrogation and summarizing helps.

Effective reading comprehension is the culmination of mastering vocabulary, phonics, fluency, and reading comprehension skills. Person having good comprehension skills is considered as active reader, with an ability to interact with the words by understanding its complete meaning and the concept behind it. Thus skill of reading comprehension distinguishes an active reader from a passive reader who just read the text without getting its meaning.

Reading comprehension teaching aims at-

1. To let better grasping of the context, sequence and the characters narrated in text.

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[12] Bowers R. Language Teacher Education. An Integrated Programme for EFL Teacher Training. – Modern English Publications, 1987. – 188 p.

2. Certain parts of the text can confuse readers. Reading comprehension skills works on this aspect to get the clear idea of the meaning of the text.

3. Helps to create the questionnaire based on the text about its theme or idea. It often helps in better understanding of the said paragraph.

4. It helps to link the event of narration with our previous experiences and predict the next probable event in the course based on the information given in the narration.

Testing

Testing Comprehension reading has always proved a great tool in the assessment of the student' ability as it provides a feedback on the progress of student. It also enhances the self ability to judge ourselves, provided such tests are carefully designed. The carefully designed comprehension test is a cleverly constructed set of questions targeted at the summery, overall meaning of text including most important meanings of words. The questionnaire can be of different types like open ended question, closed formats or multiple choice questions.

Thus introduced the Informal Reading Inventories (IRI), which is a classroom based lesson directing and monitoring the progress system. However, because of its laborious construction, another format is constructed known as criterion based Informal Reading Inventory.

Informal Reading Inventory

An IRI provides a good description of three levels of comprehension reading progress of immense importance.

1. Frustration Level or Inability Level where word decoding accuracy is just below 90% with comprehension accuracy below 70%.

2. Instructional Level or ability supported with guidance where word decoding accuracy is around 90% with comprehension accuracy around 75%.

3. Independent Level where student doesn't require the assistance anymore having word decoding accuracy is well above 97% with comprehension accuracy below 90%.

Although, initially IRI provided the frame for recording responses to the posed questions, to be analyzed later to find out the strong and gray areas of student, nowadays it also offers many add-ons to get a much elaborative picture of its progress.

Informal Reading-Thinking Inventory (IR-TI)

In addition, in 1995, Manzo and McKenna developed an innovation as Informal Reading-Thinking Inventory, which is aimed at other related areas like thinking development of student besides his word decoding and comprehension accuracy power. It is format which facilitates additional measuring tool of higher cognitive progress and comprehension. It measures the progress on three levels – how good the student in reading lines, reading between lines and reading beyond the lines (recognition, inference and its interpretation and application). The most significant aspect of the IR-TI is the separate judgment it makes of basic comprehension and separately of critical-constructive comprehension.

Informal Reading and Thinking Inventory (IR-TI) provides a set of graded word lists where each list is constructed at a given difficulty of specific grade. These lists are given to the students which mark the first stage in testing to measure his independence level. It is always recommended to give the student the easier step first and then moving gradually to the more difficult ones to boost his confidence. Graded lists are found as quick and effective tool in assessment of student's levels.

After graded lists, graded passages are given to the student. The student is asked to read the passage aloud, and then answer the questions. While reading, the teacher records any «unexpected response» like omission, substitution, insertion, self correction, repetition and hesitation.

Once the student finishes with his reading, the book is kept shut and the related questions will be asked. Scoring is done on the basis of answers given and the accuracy of reading and its fluency.

Efforts are put continuously to enhance this format even more precise and are focused at developing one's worldview, regarded as the highest stage of comprehension reading[13].

1.4 Learner Problems in Reading

Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Few would dispute the claim that comprehension is necessary in order for language acquisition to occur. In order to communicate effectively, learners must understand what is being said. To function successfully with a target language, learners depend upon their ability to comprehend the spoken and written word. Empirical studies have identified a positive relationship between listening ability and language acquisition as well as between reading ability and language acquisition[14].

During the last century comprehension lessons usually comprised students answering teachers' questions, writing responses to questions on their own, or both. The whole group version of this practice also often included «round robin reading,» wherein teachers called on individual students to read a portion of the text (and sometimes following a set order). In the last quarter of the 20th century, evidence accumulated that the read-test methods assessed comprehension more than they taught it. The

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[13] Broughton Geoffrey. Teaching English as a Foreign Language. – Routledge. 2003. – 257 p

[14] Edwards C. Teachers Exploring Tasks in English Language Teaching. – Palgrave, Macmillan. 2005. – 311 p.

associated practice of «round robin» reading has also been questioned and eliminated by many educators.

Instead of using the prior read-test method, research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in the area of teaching novice readers a bank of «reading strategies,» or tools to interpret and analyze text[15]. There is not a definitive set of strategies, but common ones include summarizing what you have read, monitoring your reading to make sure it is still making sense, and analyzing the structure of the text (e.g., the use of headings in science text). Some programs teach students how to self monitor whether they are understanding and provide students with tools for fixing comprehension problems.

Instruction in comprehension strategy use often involves the gradual release of responsibility, wherein teachers initially explain and model strategies. Over time, they give students more and more responsibility for using the strategies until they can use them independently. This technique is generally associated with the idea of self-regulation and reflects social cognitive theory, originally conceptualized by Albert Bandura

Comprehension is the ultimate goal of reading. However, there are a number of factors which may interfere with an individual's ability to comprehend text material.

The most common single obstacle to text comprehension is decoding insufficiency. Simply put, if the student cannot decode accurately and automatically, comprehension will be compromised.

– When the student cannot «apprehend» or decode the word, meaning cannot be extracted.

– When the student cannot decode fluently and automatically, reading is slow and laborious and memory for read material is poor.

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[15] Edwards C. Teachers Exploring Tasks in English Language Teaching. – Palgrave, Macmillan. 2005. – 311 p.

– When the student cannot decode and is taught to rely on «context cues» or to «guess» at words, comprehension is compromised.

A more subtle interference is an underlying problem with language comprehension or inferential thinking. Those with right-hemispheric or non-verbal learning disorders are typically proficient decoders or «word callers» who have little to no difficulty remembering the specific details of what they have read.

In this second category, the student typically does well in the early grades but begins to struggle academically in the higher grades when the demand for comprehension increases. Such students often begin to experience difficulty with test taking and lecture learning due to underlying deficits in complex comprehension of novel material and inferential thinking.

It is not until late elementary or middle school when the curriculum demands shift and the demand for complex comprehension increases. Students who start out strong but begin to experience learning difficulty in the higher grades should be evaluated for underlying deficits in comprehension.

Physiological vision problems, such as deficits in tracking and scanning, also interfere with comprehension of text. For example, if one were asked to read Gone with the Wind through a straw, the physical energy to perform the task would result in extreme fatigue, diminished attention and poor comprehension. Comprehension problems in this case would not be due to specific learning disability but to a sensory-based (and likely correctable) vision problem.

Lastly, psychological problems can also impair comprehension. Therefore, a comprehensive psychoeducational evaluation should be performed whenever a person experiences problems with text

comprehension. Only through evaluation can one determine the root cause of difficulty and design appropriate intervention strategies.

Developing reading comprehension activities involves more than identifying a text that is «at the right level,» writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students away to do it. A fully-developed reading activity supports students as readers through prereading, while-reading, and post-reading activities.

As you design reading tasks, keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading activities that are meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability.

Construct the reading activity around a purpose that has significance for the students

Make sure students understand what the purpose for reading is: to get the main idea, obtain specific information, understand most or all of the message, enjoy a story, or decide whether or not to read more. Recognizing the purpose for reading will help students select appropriate reading strategies.

Define the activity's instructional goal and the appropriate type of response

In addition to the main purpose for reading, an activity can also have one or more instructional purposes, such as practicing or reviewing specific grammatical constructions, introducing new vocabulary, or familiarizing students with the typical structure of a certain type of text.

Check the level of difficulty of the text

The factors listed below can help you judge the relative ease or difficulty of a reading text for a particular purpose and a particular group of students.

•   How is the information organized? Does the story line, narrative, or instruction conform to familiar expectations? Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious organization (main ideas first, details and examples second) are easier to follow.

•   How familiar are the students with the topic? Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.

•   Does the text contain redundancy? At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of authentic language.

•   Does the text offer visual support to aid in reading comprehension? Visual aids such as photographs, maps, and diagrams help students preview the content of the text, guess the meanings of unknown words, and check comprehension while reading.

Remember that the level of difficulty of a text is not the same as the level of difficulty of a reading task. Students who lack the vocabulary to identify all of the items on a menu can still determine whether the restaurant serves steak and whether they can afford to order one.

Use pre-reading activities to prepare students for reading

The activities you use during pre-reading may serve as preparation in several ways. During pre-reading you may:

•   Assess students' background knowledge of the topic and linguistic content of the text

- Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess

- Clarify any cultural information which may be necessary to comprehend the passage

- Make students aware of the type of text they will be reading and the purpose(s) for reading

- Provide opportunities for group or collaborative work and for class discussion activities

Sample pre-reading activities:

- Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information

- Looking at pictures, maps, diagrams, or graphs and their captions

- Talking about the author's background, writing style, and usual topics

- Skimming to find the theme or main idea and eliciting related prior knowledge

- Reviewing vocabulary or grammatical structures

- Reading over the comprehension questions to focus attention on finding that information while reading

- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)

- Doing guided practice with guessing meaning from context or checking comprehension while reading

Pre-reading activities are most important at lower levels of language proficiency and at earlier stages of reading instruction. As students become more proficient at using reading strategies, you will be able to reduce the amount of guided pre-reading and allow students to do these activities themselves.

Match while-reading activities to the purpose for reading

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

• When reading for specific information, students need to ask themselves, have I obtained the information I was looking for?

• When reading for pleasure, students need to ask themselves, Do I understand the story line/sequence of ideas well enough to enjoy reading this?

• When reading for thorough understanding (intensive reading), students need to ask themselves, Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ? To check comprehension in this situation, students may

• Stop at the end of each section to review and check their predictions, restate the main idea and summarize the section

• Use the comprehension questions as guides to the text, stopping to answer them as they read

Using Textbook Reading Activities

Many language textbooks emphasize product (answers to comprehension questions) over process (using reading skills and strategies to understand the text), providing little or no contextual information about the reading selections or their authors, and few if any pre-reading activities. Newer textbooks may provide pre-reading activities and reading strategy guidance, but their one-size-fits-all approach may or may not be appropriate for your students.

You can use the guidelines for developing reading activities given here as starting points for evaluating and adapting textbook reading activities. Use existing, or add your own, pre-reading activities and reading

strategy practice as appropriate for your students. Don't make students do exercises simply because they are in the book; this destroys motivation.

Another problem with textbook reading selections is that they have been adapted to a predetermined reading level through adjustment of vocabulary, grammar, and sentence length. This makes them more immediately approachable, but it also means that they are less authentic and do not encourage students to apply the reading strategies they will need to use outside of class. When this is the case, use the textbook reading selection as a starting point to introduce a writer or topic, and then give students choices of more challenging authentic texts to read as a follow up.

Assessing Reading Proficiency

Reading ability is very difficult to assess accurately. In the communicative competence model, a student's reading level is the level at which that student is able to use reading to accomplish communication goals. This means that assessment of reading ability needs to be correlated with purposes for reading.

Reading Aloud

A student's performance when reading aloud is not a reliable indicator of that student's reading ability. A student who is perfectly capable of understanding a given text when reading it silently may stumble when asked to combine comprehension with word recognition and speaking ability in the way that reading aloud requires.

In addition, reading aloud is a task that students will rarely, if ever, need to do outside of the classroom. As a method of assessment, therefore, it is not authentic: It does not test a student's ability to use reading to accomplish a purpose or goal.

However, reading aloud can help a teacher assess whether a student is «seeing» word endings and other grammatical features when reading. To

use reading aloud for this purpose, adopt the «read and look up» approach: Ask the student to read a sentence silently one or more times, until comfortable with the content, then look up and tell you what it says. This procedure allows the student to process the text, and lets you see the results of that processing and know what elements, if any, the student is missing.

Comprehension Questions

Instructors often use comprehension questions to test whether students have understood what they have read. In order to test comprehension appropriately, these questions need to be coordinated with the purpose for reading. If the purpose is to find specific information, comprehension questions should focus on that information. If the purpose is to understand an opinion and the arguments that support it, comprehension questions should ask about those points.

In everyday reading situations, readers have a purpose for reading before they start. That is, they know what comprehension questions they are going to need to answer before they begin reading. To make reading assessment in the language classroom more like reading outside of the classroom, therefore, allow students to review the comprehension questions before they begin to read the test passage.

Finally, when the purpose for reading is enjoyment, comprehension questions are beside the point. As a more authentic form of assessment, have students talk or write about why they found the text enjoyable and interesting (or not).

Authentic Assessment

In order to provide authentic assessment of students' reading proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through reading.

- It must have a purpose other than assessment

- It must require students to demonstrate their level of reading comprehension by completing some task

To develop authentic assessment activities, consider the type of response that reading a particular selection would elicit in a non-classroom situation. For example, after reading a weather report, one might decide what to wear the next day; after reading a set of instructions, one might repeat them to someone else; after reading a short story, one might discuss the story line with friends.

Use this response type as a base for selecting appropriate post-reading tasks. You can then develop a checklist or rubric that will allow you to evaluate each student's comprehension of specific parts of the text. See Assessing Learning for more on checklists and rubrics.

Developing classroom activities a teacher should always remember:

- students' comprehension may increase if they are trained to use strategies such as activation of background knowledge and guessing;

- students need pre-reading activities that prepare them for the comprehension tasks;

- text appropriateness should be judged on the basis of text quality, interest level, and learners' needs;

- authentic materials provide an effective means for presenting real language integrating culture, and heightening comprehension;

- vocabulary must be connected to text structure, student interest, and background knowledge in order to aid retention and recall;

- comprehension assessment should engage the learner in a hierarchy of procedures through which he or she interacts with the text.

Chapter II. Literature Review: Extensive Reading

2.1 Definitions of Extensive Reading

Extensive reading is a term that is widely used in language teaching and is usually defined as "encouraging learners to read a range of materials, read them quickly and well, for pleasure and for language development"[16]. Unlike in the intensive reading, the learner's focus is on the meaning, studying the language is not the aim. Learners can read extensively both in the language classroom (the term sustained silent reading is sometimes used for this activity) or outside the language classroom. Reading in learners' free time is greatly encouraged, a variety of reading materials is offered and motivation and regular monitoring of reading are needed[17].

2.2 Principles of extensive reading

There are some principles that should be followed when implementing the extensive reading programme into the language curriculum. First, there is the need of easy reading material that is "within the linguistic competence of the students in terms of vocabulary and grammar"[18]. This is directly connected with the learner's success, because if the text contains a lot of unfamiliar language, the reader is likely to struggle with it and further reading is thus impossible.

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[16] Ellis, Gail, and John McRae. Extensive Reading Handbook - For Secondary Teachers. London: Penguin, 1991. Print.
[17] Ellis, Gail, and John McRae. Extensive Reading Handbook - For Secondary Teachers. London: Penguin, 1991. Print.
[18] Day, Richard R., and Julian Bamford. Extensive Reading in the Second Language Classroom. Cambridge, U.K.: Cambridge UP, 1998. Print.

Large quantities of reading material on wide-ranging topics promote the learner's interest as he/she can choose the texts that suit his/her individuality. Different reading materials on different topics allow the learners to practice different reading skills and fulfil different purposes for reading. As Ellis and McRae state, "the careful building up of reader familiarity with a variety of books will lead to a wider reading range, encourage individual exploration, and make extensive reading part of a student's education for life"[19].

The important principle is that the learners choose their reading materials themselves. It fosters their reading competence as they use reading skills such as skimming and scanning to select the texts that will be compelling for them. It also promotes their interest in reading, especially if they know that they are allowed to stop reading the text that is not suitable for them, either in terms of interest or language level. This builds the learner's self-confidence and self-awareness as well.

Selecting the reading materials on the learner's own influences his/her reading speed. Reading is not slow and deliberate as when the students are involved in the intensive reading tasks. Reading speed is therefore faster because the learners read for pleasure, for understanding, materials that they like and have chosen themselves and that are not difficult for them. They are not encouraged to use a dictionary, but guess the meaning or ignore the unknown word. This helps them to develop the reading skills and positively influences fluent reading.

Learners should read frequently, on regular basis and as much as possible. Bamford and Day recommend one book a week as the reading materials for beginners and English learners are usually easy and not so

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[19] Ellis, Gail, and John McRae. Extensive Reading Handbook - For Secondary Teachers. London: Penguin, 1991. Print.

long to become an overwhelming task for learners[20]. This is the principle that is worth noticing because reading quantity of books helps to develop the language competence and extensive reading theory is based on this assumption.

The purposes for extensive reading are different from usual reading tasks in the classroom. Reading materials are read for general meaning, curiosity, information, pleasure or professional interest. That is why extensive reading is not usually followed by tests or reading comprehension exercises. There can be some after-reading activities that help a teacher to monitor his/her students' reading. However, Bamford and Day stress the idea that "any follow-up activity [should] respect the integrity of the reading experience and that it encourage rather than discourage further reading".

Another typical feature of extensive reading is that it is silent and individual. Students read at their own pace, it is usually done outside the classroom and therefore at any time or place the student chooses. There can be also regular opportunities to read extensively during lessons when the extensive reading programme is included into the curriculum.

The last principle deals with the role of a teacher. "The teacher is a role model … a reader who participates along with the students"[21]. This is extremely important point because a teacher who shares his/her reading experiences with the students and who is seen to read during the class reading time, serves as a convincing reader model. Another benefit is that it establishes the reading community in the classroom by sharing experiences with the read texts, recommending reading materials to each

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[20] Day, Richard R., and Julian Bamford. Extensive Reading in the Second Language Classroom. Cambridge, U.K.: Cambridge UP, 1998.

[21] Maley, Alan. "Extensive Reading: Maid in Waiting." English Language Learning Materials. London: Continuum International Group, 2008. 133-56. Google. Web. 26 Aug. 2012. http://www.google.cz/books

other, even the students to their teacher and "experiencing together the values and pleasure to be found in the written word"[22].

The role of a teacher as a reader model is not the only one. A teacher plays various roles in extensive reading. He/she explains the rules and a purpose for extensive reading, demonstrates the needed strategies and techniques for it, supports and encourages the learners towards reading, monitors the learners' reading and guides them during the extensive reading programme[23].

2.3 Extensive reading and learner's development

Extensive reading is a crucial adjunct to classroom teaching, in helping to expose pupils to far more "good" English than, unassisted, the English teacher could ever hope to do – and that it can do this more enjoyably than most English lessons. [24]

The aim of every English teacher is undoubtedly to lead his/her students towards language proficiency. There are many ways how to achieve this and extensive reading is probably one of the most efficient, as various researches have proved. Extensive reading is claimed to develop not only learner's language skills, but it contributes to his/her overall personal development, which is another great benefit of it.

Extensive reading, however, can be seen as a method how to develop only learner's reading skills or something that supplements the "real" teaching language, but this is not true. Waring believes that "extensive reading is the only way in which learners can get access to language at their own comfort level, read something they want to read, at the pace they

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[22] Bamford, Julian, and Richard R. Day. Extensive Reading Activities for Teaching Language. New York: Cambridge UP, 2010.

[23] Ibid.

[24] Davis, Colin. "Extensive Reading: An Expensive Extravagance?" ELT Journal Oct. 1995: 329-336.

feel comfortable with, which will allow them to meet the language enough times to pick up a sense of how the language fits together and to consolidate what they know"[25]. Krashen adds that "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"[26]. Extensive reading is obviously the means the teacher should use to help his/her learners to reach the desired level of the learner's development.

The benefits that extensive reading brings to the language classroom are various. Developing the language skills and thus acquiring better results in examinations, building self-competence and positive attitude towards learning, increasing a learner's exposure to the target language, developing a learner's creativity, enhancing the language awareness are the examples of advantages extensive reading offers. Moreover, the most important benefit of extensive reading is the fact that "it is intrinsically motivating. Even without quantifiable gains in reading skills, extensive reading offers students the chance to become more autonomous and, on an emotional level, more immersed and involved in their study of the language than has previously been possible"[27].

It is vital to know that extensive reading opportunities can be fully exploited only when there is guidance and support from a teacher. The purpose for reading must be clearly stated, even if it is for pleasure and a discussion about what has been read should be included as it increases learner's motivation and emotional involvement. This contributes to the

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[25] Waring, Rob. "Why Extensive Reading Should Be an Indispensable Part of All Language Programs." Extensive Readin. N.p., n.d. Web. 25 July 2012. http://extensivereading.net/what-is .

[26] Krashen, Stephen D. The Power of Reading: Insights from the Research. 2nd ed. Westport: Libraries Unlimited, 2004.

[27] Brierley, Mark, David Ruzicka, Hiroki Sato, and Tomonori Wakasugi. The Measurement Problem in Extensive Reading: Students' Attitudes. Proc. of JALT 2009 Conference, Tokyo. N.p.: n.p., n.d. 641-50.

learner's self-development and reading in his/her free time becomes the part of his/her self-education[28].

2.3.1 Extensive reading and reading development

"Reading itself promotes reading", points out Krashen[29] and since it is generally accepted that to become a competent reader one should read as much as possible, extensive reading is certainly the way how to develop learner's reading skills. This is connected with reading strategies that should be offered to learners before, during and after reading. All these strategies are reinforced by extensive reading and exposure to a variety of reading materials, which is typical for extensive reading process, enables learners to use their knowledge of these texts to access the further reading materials with the same or similar structures successfully.

Being able to comprehend the text is the ability that is supported by extensive reading as well. It is obvious because reading extensively is mostly searching for understanding and following the plot. Extensive reading is based on the assumption that learners should be offered reading materials that are within their language level and reading such relevant materials helps learners to comprehend with fewer problems and thus "help them build the comprehension habit as they read"[30].

Due to the fact that extensive reading is predominantly reading for pleasure, there is a great advantage that contributes to reading development. Positive reading experiences together with providing opportunities to read and access to a variety of easy reading materials

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[28] Brierley, Mark, David Ruzicka, Hiroki Sato, and Tomonori Wakasugi. The Measurement Problem in Extensive Reading: Students' Attitudes. Proc. of JALT 2009 Conference, Tokyo. N.p.: n.p., n.d. 641-50.

[29] Krashen, Stephen D. The Power of Reading: Insights from the Research. 2nd ed. Westport: Libraries Unlimited, 2004.

[30] Lems, Kristin, Leah D. Miller, and Tenena M. Soro. Teaching Reading to English Language Learners. New York: Guilford, 2010.

enhance a learner's reading competence. Successful dealing with a text strengthens a learner's willingness to read more and leads to creating an enthusiastic and competent reader[31].

Extensive reading should be a part of reading development process because "those who read more begin to enjoy reading more, read faster, understand more and thus go on to further reading and further comprehension"[32].

2.3.2 Extensive reading and writing

Since "both reading and writing are core competencies for achieving academic success"[33], these two language skills are definitely related and can be both developed together as there are complementary in many ways. Both reading and writing deals with the written language and students need to decode the language and construct the meaning. The knowledge of genres and styles is important either in reading or writing and reading skills are necessary as reading is also a part of a writing process, e.g. rereading a draft. The knowledge of a text organisation helps students to read efficiently as they know what to expect in a reading material and it is useful in writing as well. It helps them to know how the text should be organised to achieve the desired effect on a reader. That is why reading and writing skills should be taught in the classroom together[34].

There was mentioned before that reading is enhanced by reading, so writing is expected to be learnt by writing as well. Surprisingly, Krashen argues "we acquire writing style, the special language of writing by

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[31] Krashen, Stephen D. The Power of Reading: Insights from the Research. 2nd ed. Westport: Libraries Unlimited, 2004.

[32] Hess, Natalie, and Susan Penfield Jasper. "A Blending of Media for Extensive Reading." TESOL Journal June-July 1995: 7-11. Web. 30 July 2012

[33] Ibid.

[34] Lems, Kristin, Leah D. Miller, and Tenena M. Soro. Teaching Reading to English Language Learners. New York: Guilford, 2010.

reading". This is due to the fact that writing skills are not significantly improved by direct teaching and more writing, but by exposing to a variety of reading materials, which is the principle of extensive reading. Readers thus encounter a wide range of vocabulary and language structures and this contributes to the development of their writing skills since they unconsciously absorb the writing conventions of various genres. However, Krashen admits that "complete acquisition may not take the place" because if the readers read for meaning, they do not deal with every structure that appears in the text[35].

The solution can be to practise writing skills that were enhanced by extensive reading, such as writing short reading summaries or special writing tasks that are connected with certain reading texts. Yet, there is a danger that writing summaries can discourage students from reading so a teacher should be cautious when using them and students should know the reason for it. Krashen also adds that there is no convincing evidence that extensive reading complemented by writing summaries improves writing skills more than extensive reading itself. He believes that "language acquisition comes from input, not output, from comprehension, not production"[36]. Nevertheless, combining the reading and writing tasks in the language classroom is beneficial for the students as reading helps them to build their writing competence and writing, on the other hand, increases their ability to think and develops their metacognitive skills[37].

2.3.3 Extensive reading and vocabulary

Teachers notice that their students who are avid readers have a richer vocabulary than their peers and are able to use it in an appropriate context,

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[35] Krashen, Stephen D. The Power of Reading: Insights from the Research. 2nd ed. Westport: Libraries Unlimited, 2004.
[36] Ibid.
[37] Ibid.

which positively influences their speaking and writing skills. They also do not have big problems with spelling of the most words. This is supported by Krashen's Input Hypothesis that claims that "language learners acquire vocabulary and spelling most efficiently by receiving comprehensible input by reading"[38] also claims that the readers are able to guess the meaning of most of unknown words in a text from a context and concludes that time spent by teaching vocabulary should be rather dedicated to reading.

However, this strong claim is not supported by all research evidence. While the fact that reading and writing skills are improved by extensive reading is widely accepted, some researchers argue that there is not enough evidence for significant vocabulary development through extensive reading. They suggest using direct instruction to complement reading which is in sharp contrast with Krashen views as he holds the opinion that "language is too vast, too complex to be taught or learned one rule or word at a time"[39].

As far as EFL learners are concerned, teachers should take into account that for successful reading in a foreign language learners need to have certain L2 vocabulary knowledge. Only then can reading materials be used as a useful tool in a vocabulary acquisition process. A learner's vocabulary can be also increased due to the fact that "words [that learners encounter while reading] are processed together to form comprehension networks, they build stronger long-term associational links in memory; they also create conceptual space for new words to be learned more quickly over time"[40]. And this is probably crucial – extensive reading contributes to vocabulary growth because learners are exposed to a variety

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[38] Coady, James. "L2 Vocabulary Acquisition through Extensive Reading." Second Language Vocabulary Acquisition: A Rationale for Pedagogy. Ed. James Coady and Thomas Huckin. Cambridge: Cambridge UP, 1997. 225-235. Google. Web. 7 Sept. 2012. http://http://www.google.cz/books .

[39] Krashen, Stephen D. The Power of Reading: Insights from the Research. 2nd ed. Westport: Libraries Unlimited, 2004.

[40] Grabe, William. Reading in a Second Language: Moving from Theory to Practice. Cambridge: Cambridge UP, 2009. Google. Web. 7 Sept. 2012. http://books.google.cz/books

of new words in context, but vocabulary instruction is important as well, especially for the beginners.

2.3.4 Extensive reading and listening/speaking

Except the term literacy that includes the ability to read and write, the term oracy is used in the language teaching to describe the learner's listening and speaking skills. Oracy can be seen as a prerequisite for literacy development. There is a parallel between acquiring oracy and literacy in a native and second language. Strong oracy in L1 helps learners to develop their reading and writing skills with less difficulty and it also contributes to literacy development in L2[41].

A teacher who wants to include an extensive reading programme into the language curriculum should be aware of how oracy development can influence his/her learners' ability to read in the foreign language. Lems, Miller, Soro claim that "oracy acts as the bridge between a natural language process, which is listening, and an unnatural process, which is reading". Learner's listening and speaking skills together with vocabulary knowledge should be developed to the certain limit, to be any extensive reading programme successful.

Extensive reading can be also a path to the development of learner's listening and speaking skills as it can be complemented by speaking tasks, listening to audio books or watching films. Moreover, Hess and Jasper[42] point out that "a video segment enveloped by communicative activities [is] an excellent motivating strategy for further reading and text interpretation". Another opportunity that the extensive reading programme

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[41] Lems, Kristin, Leah D. Miller, and Tenena M. Soro. Teaching Reading to English Language Learners. New York: Guilford, 2010.

[42] Hess, Natalie, and Susan Penfield Jasper. "A Blending of Media for Extensive Reading." TESOL Journal June-July 1995: 7-11. Web. 30 July 2012

offers is that "when students tell each other about the books they have read independently, they have a natural and often absorbing topic for conversation"[43]. Using regular class discussions about students' reading thus contribute to the development of their speaking confidence and fluency.

2.3.5 Further benefits of extensive reading

Reading is a powerful means of developing reading comprehension ability, writing style, vocabulary, grammar, and spelling. In addition, evidence shows that is pleasant, promotes cognitive development, and lowers writing apprehension.

Extensive reading contributes not only to a learner's language development, but also increases his/her motivation to read. However, it works only when the principles of extensive reading are applied, such as selecting the books according to a learner's interest and ability. Reading for pleasure enhances a learner's positive attitude towards reading, which can positively influence his/her attitude towards learning as well. Krashen also highlights the fact that when regular reading is included into the lessons, there is "a drop in discipline cases" and "children would occasionally ask for more reading time"[44].

There are considerable gains in cultural, world and conceptual knowledge through extensive reading that are influential in a further learning process. Learners who are exposed to a variety of reading

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[43] Bamford, Julian, and Richard R. Day. Extensive Reading Activities for Teaching Language. New York: Cambridge UP, 2010.
[44] Krashen, Stephen D. The Power of Reading: Insights from the Research. 2nd ed. Westport: Libraries Unlimited, 2004.

materials achieve academic success more likely than those who do not read extensively. Extensive reading therefore "makes a student smarter"[45].

To conclude, extensive reading is beneficial for ESL or EFL learners as they can acquire through it nearly everything that contributes to their knowledge, competence and personal growth. As Krashen[46] reminds, learners who read for enjoyment "will become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good spellers". That is why extensive reading should be included in the language teaching as it is important to develop a learner's reading habit to help him/her to fulfil his/her potential.

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[45] Grabe, William. Reading in a Second Language: Moving from Theory to Practice. Cambridge: Cambridge UP, 2009. Google. Web. 7 Sept. 2012. http://books.google.cz/books
[46] Krashen, Stephen D. The Power of Reading: Insights from the Research. 2nd ed. Westport: Libraries Unlimited, 2004.

Chapter III. Practical Part. Conditions for Extensive Reading at Schools (On the Example of Gulistan Boarding School for Foreign Languages)

3.1 School Profile

Gulistan Boarding School of Foreign Languages was founded in 1993 as a lyceum of foreign languages. The school mainly focuses on teaching English as the first foreign language and French as the second foreign language. Teaching staff of the school comprises many skillful and experienced teachers who actively take part in various seminars, conferences and regional and republican contests. There are 7 English language teachers and 2 French language teachers employed by the school. All teachers of the school underwent in-service teacher training courses based on ETTE program developed by Republican In-Service Teacher Training Institute named after Avloni, Uzbekistan State University of World Languages and British Council Uzbekistan after the declaration of decree number 1875 as of December 10, 2012.

Students of the school are young learners and young teenagers aged 11 to 15, 16. They study in grades from 5 to 9 as secondary education. Lessons are primarily conducted in the Uzbek language and allocated class hours for the English language learning are from 8 to 10 hours a week. Thus the major aim of the school is to teach common classes and foreign languages. There are also some content and language integrated learning classes on History of Uzbekistan and others. General level of learners ranges from A1+ to A2+.

The school is designated as a boarding school experimentation site for experimenting the newly adopted programs and curricula of teaching foreign languages according to the joint order of Sirdaryo Regional In-

Service Teacher Training Institute and Regional Department of Public Education.

In addition students can borrow original texts – fiction and non-fiction. One of the teachers is responsible for running the "library". It has to be stated that the checkout system is not good. Whenever a student wants to borrow a book, the teacher writes his name, class, the title of the book and the date of borrowing on a small piece of paper and puts it back instead of the book into the bookcase. Some cards are thrown away when the book is returned, but some of those cards you can find there after a year or more as a result of that system.

3.2 Hypothesis of the Research

Before conducting the survey research the following hypothesis were put forward:

- school learners are eager to read both in Uzbek and English language;

- school learners do not usually read fiction books and other books in English

- students are not encouraged to use the school library at school;

- teachers of the school do not pay enough attention to the extensive reading of their students.

3.3 Methodology of the Research

Respondents of the Research

In order to learn about the situation in school there were designed several questionnaires for teachers and students of school concerning teaching reading and extensive reading programs available for the students.

Overall 7 teachers of English language and 2 teachers of French language took part in the poll.

84 students were surveyed during the research. One class of 7th graders (29 students), one class of 8th graders (28 students), and one class of 9th (27 students) graders were chosen to take part in the survey.

Questionnaire for Teachers

Note: This questionnaire is designed to gather statistical data about the present situation of extensive reading programs created at your school. Please answer briefly the below given questions and be as objective as you can. The overall outcome of the poll will not affect your teaching and position at school.

1. According to your experience, how would you describe the reading level of the students in the classes you teach? Please tick appropriate boxes.

	Most are above average
	Most are average
	Most are below average
	Reading level varies greatly

5 out of 7 teachers of the school claimed that the level of their students are mostly average. 2 teachers stated that the level was below average.

2. Which of these best describes how you teach reading to the students in this class?

	I usually do reading activities during English classes
	I usually do reading activities or instruction as a separate subject.
	I do both of the above about equally.

The purpose of this question was to identify the form of reading lessons and activities carried out by teachers of the school in the case of this question, 6 teachers out of 7 claimed that they do reading activities during classes. 2 teachers mentioned that they do reading as a separate subject.

3. Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how much time do you spend on reading instruction and/or activities with the students? Include things you do across curriculum areas and during formally-scheduled time for reading instruction. _____hours and _____minutes per week Write in the hours and minutes.

On average teachers stated that they dedicate about 2 and a half hours for reading activities per week.

4. How often do you have reading instruction and/or do reading activities with the students? Check one circle only.

Every day

Three or four days a week

Fewer than three days a week

Most of the teachers (6 out of 7) claimed that they do reading activities with their students fewer than three days a week. And only 1 teacher said that she does reading activity three or four days a week.

5. When you have reading instruction and/or do reading activities, how often do you organize students in the following ways?

	Always or almost always	Often	Sometimes	Never
I teach reading as a whole-class activity				
I create same-ability groups				
I create mixed-ability groups				
I create groups based on other criteria				
I use individualized instruction for reading				

5 out of 7 teachers claimed that they do reading as a whole class activity and only 2 teachers stated that they prefer creating mixed ability groups in doing reading activities with students.

6. When you have reading instruction and/or do reading activities with the students, how often do you use the following resources?

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or or almost never

Textbooks or a reading series				
Workbooks or worksheets				
Children's newspapers and/or magazines				
Computer software for reading instruction (e.g., CD-ROM)				
Reading material on the Internet (Web pages)				
A variety of children's books (e.g., novels, collections of stories, non-fiction)				
Materials from other subjects				

6 teachers out of 7 use textbooks and a reading series as a material for reading and only one teacher believes that materials from the Internet also useful for students to read.

7. When you have reading instruction and/or do reading activities with the students, how often do you have them read the following types of text?

	Every day or almost	Once or twice a week	Once or twice a month	Never or almost
Fables and fairy tales				
Other stories (fiction)				
Longer books with chapters (fiction)				
Poems				
Plays				
Descriptions and explanations about things, people, or events (non-fiction)				

Instructions or manuals about how things work				
Charts, diagrams, graphs				

3 teachers mentioned that they use descriptions and explanations about things, 2 teachers claimed that they use fables and fairy tales and 2 teachers said that they use poems and plays.

8. Do you have a library or reading corner in your classroom?

Yes

No

Most of the teachers 6 teachers said that they don't have library or reading corner in their classroom and only one teacher said that she has a reading corner for students.

If Yes,

a. About how many books and magazines with different titles are in your classroom library? Write in a number.

_____different titles of books

_____different titles of magazines

One teacher who answered positively to the question stated that there are 4 different titles of books and 2 different titles of magazines in her classroom for students to read.

b. How often do you give the students in your class time to use the classroom library or reading corner? Check one circle only.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

The only one teacher claimed that her students use the library corner once or twice a month and usually its used by her strong students.

c. Can the students borrow books from the classroom library or reading corner to take home?

Yes

No

If No,

How often do you take or send the students to the school library?

This school does not have a library ---

Every day or almost every day –

Once or twice a week ---

Once or twice a month ---

Never or almost never

Most of teachers mentioned that they once or twice a week sent their students to the school library.

9. What is extensive reading?

a.   Extensive reading (or free reading, book flood, reading for pleasure), is a way of language learning, including foreign language learning, through large amounts.

b.   Extensive reading is slow, careful reading of a small amount of difficult text – it is when one is "focused on the language rather than the text".

c.   Extensive reading is reading a text to get the gist, the basic overall idea, rather than concentrating on absorbing all the details.

d.   Extensive reading is a reading technique where the reader looks for specific information rather than trying to absorb all the information.

The question aimed at knowing whether teachers of the acclaimed school know about the types of reading and 6 out of 7 teachers marked a answer as correct and only 1 teacher marked d answer as correct.

10. Does your school or you have extensive reading programs for pupils?

Yes

No

All of the teachers answered that their school did not have extensive reading programs for their pupils.

Questionnaire for Learners

The survey taken from the students aimed at identifying and analyzing learners' need for extensive reading program and extensive reading materials. The survey was conducted among the learners of 7th, 8th and 9th grade classes of the school.

First Part

1. Do you like reading?

2. Why do you like reading or why not? Give a reason for your first answer.

3. How much time do you think you spend reading in an average week?

4. What do you usually read?

5. What is your favourite book? Why?

6. Have you ever borrowed anything from the school library? If yes, what?

Second Part

1. Do you like reading in English?

2. Give a reason for your answer to the first question. Why do you like reading in English or why not?

3. Have you ever read a book in English? If yes, what?

4. What do you read in English?

5. What would you like to read in English?

6. Do you prefer simplified versions for foreign students (called graded reader) or original text from newspaper or literature?

7. Have you got an opportunity to borrow English books at school?

8.　　Do you own a) computer with Internet access?

　　　　　　　b) smartphone?

　　　　　　　c) e-book reader?

9. Have you ever tried reading an e-book? Which electronic device did you use?

10. Does your teacher encourage extensive reading? How?

11. How is extensive reading monitored and integrated into English lessons?

12. Do you play computer games in English in your free time?

13. Do you think reading in English helps to develop your English skills? If yes, how? If not, why not?

3.4 Discussion of Findings

There were submitted only 84 questionnaires for students and 7 for teachers, so that the return ability was 84% and 70%. The students' questionnaire will be analyzed first. The questionnaire was filled in by 32 girls and 52 boys from 3 classes.

The first part of the questionnaire was devoted to Reading in Uzbek.

1. Do you like reading?

The first question was to find students' attitude towards reading. 60, 71% of students decided for positive answers: 38% ticked "yes" and 22, 71% decided for "yes, very much." 34, 52% of students chose "no". Students decided for positive answers more than it was expected.
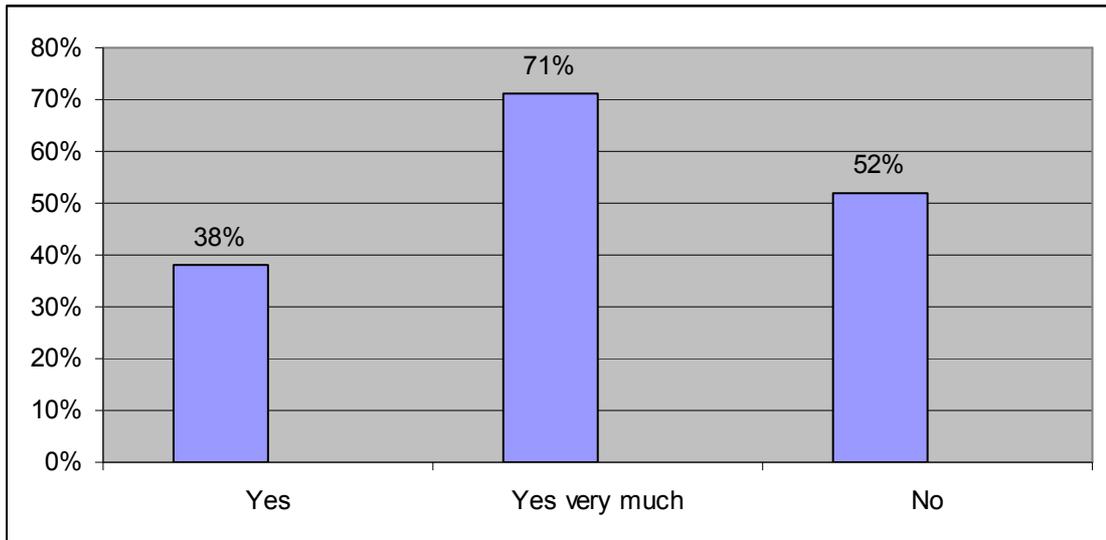
2. Why do you like reading or why not? Give a reason for your first answer.

The most common reasons for loving reading were: relaxation and source of information. When speaking of dislikes, students mentioned "I don't have time" or "I prefer other kinds of activities." In addition some students underlined that it has to be a good or interesting book to like reading it.

3. How much time do you think you spend reading in an average week?

It has to be stated that the answers are not based on the precise measurements. On the other hand only 3 students wrote half an hour a week. The rest of them decided for longer time:

Some students mentioned that they read a lot during everyday commuting to school.

4. What do you usually read?

The survey shows that there are three prefered categories (students could name more than one): online news (48, 8 %), magazines (30, 95%) and novels (28, 57%). It is interesting that 9 students mentioned

compulsory reading, only 5 students stated newspapers and the other answers got less than 5 votes.
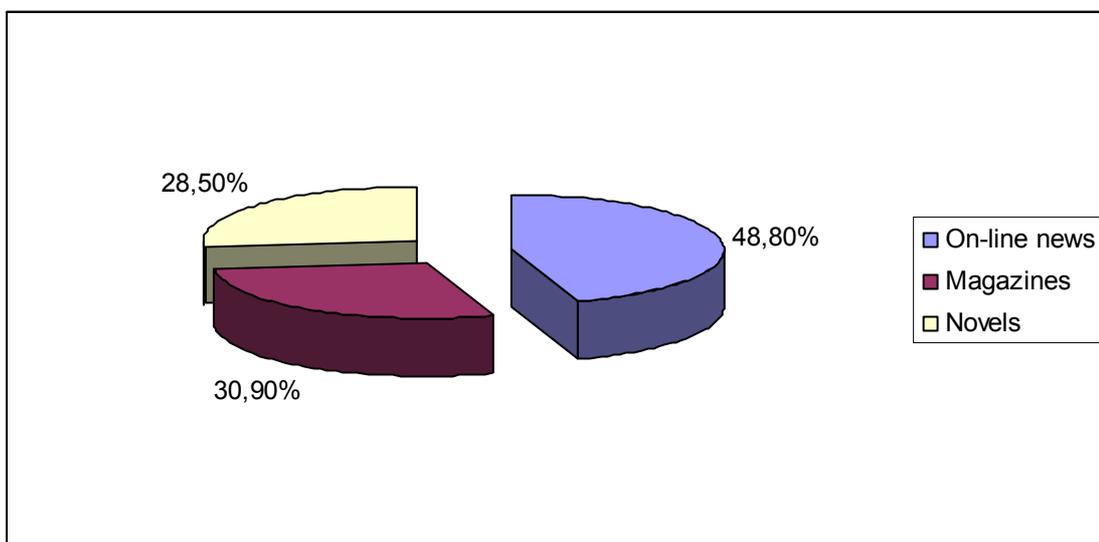
5. What is your favourite book? Why?

The students quite often mentioned books such as Utkir Hoshimov's novels, Tohir Malik: Shaytanat, Paul Coelho: The Alchemist, Daniel Defoe: Robinson Crusoe, or J.K. Rowling: Harry Potter. It seems that students´taste at secondary school could be influenced by the compulsory reading and their teachers. No book was mentioned more than three times. 15, 5 % of students said that they had not had a favourite book. Respondents hardly ever expressed why they liked the book and if they wrote the reason, it was usually generalization: interesting, well-done or funny.

6. What is your favourite magazine or newspaper and why?

Speaking of newspapers, students preferred Darakchi (mentioned by 14 students, it means 16,66%), because they can read about daily news and news about celebrities, there is interesting news and entertaining activities, for example crosswords or sudoku. Ten students mentioned "Sinfdosh" for

its styles, graphics and supplements. Other serious newspapers were not included at all, only "Halq Sozi" was preferred by one single student. When talking about popular press, the most popular for the respondents was "Hordiq". The majority of students (23, 8%) who read magazines prefer popular scientific magazines focus for instance on computers, mobile phones, motorbikes, ice-hockey, gardening, fishing, horse-riding or tuning: ICT News, XXI asr texnologiyalari. It corresponds with their common opinion: "I read what I am interested in." Nineteen students (22, 6%) do not have a favourite magazine or newspaper.

7. Have you ever borrowed anything from the school library? If yes, what?

60 students (71,4%) claimed that they had borrowed a book from the school library. 12 students (14,2%) had not borrowed a book from the school library, 12 (14,2%) of them labelled it as a compulsory reading and stated that they had borrowed only the book which was compulsory to read.
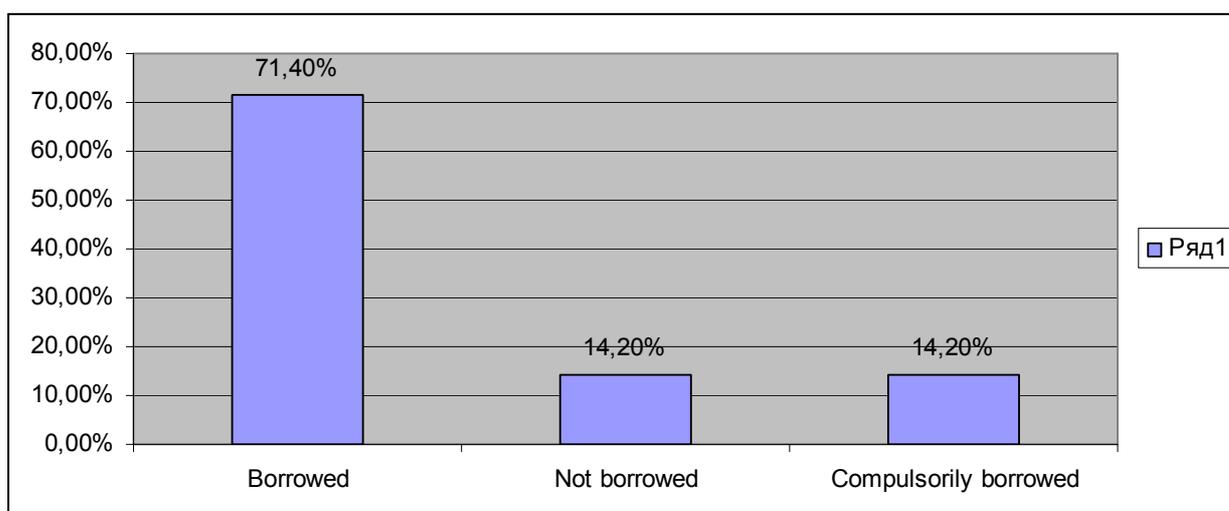
The second part of the questionnaire is focused on Reading in English. First two questions should discover students' attitude.

1. Do you like reading in English?

67 students (79,7%) chose positive answer: either "yes, very much"-ticked by 48 students or "yes" chosen by 11 students. 14 students (16,6%) decided for negative answer "no". Only three students ticked "I hate it." Compared to results in Uzbek, the numbers are similar; in both languages there are around 70% of those who like reading and approximately 40% who do not like reading.
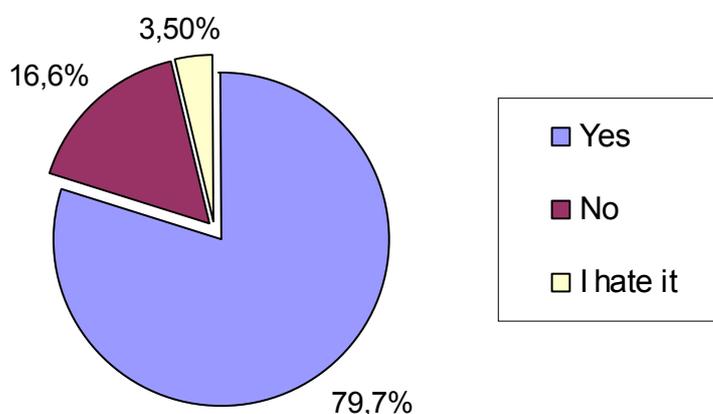
2. Give a reason for your answer to the first question. Why do you like reading in English or why not?

The most common reasons for the answers were:

"Yes, very much" –   I have fun.

I learn this way and become better.

It is exciting.

"Yes"   I like English.

It is fun.

I extend my vocabulary.

I improve my English.

English is better than Uzbek. (three students)

"No"   I do not understand it.

I dislike reading.

I am not so good at English.

It is boring.

I have to look up the words to understand it.

"I hate it."   I read only what I need.

I simply do not like it.

3. Have you ever read a book in English? If yes, what?

This question was answered by 81 students. 26 (30, 95%) of them have read a book in English, while 55 (65, 47%) have not. The respondents mentioned simplified versions (Sherlock Holmes, Tom Sawyer, Jungle Book), but also original versions (Harry Potter, Huckleberry Finn, Oscar Wilde-stories).
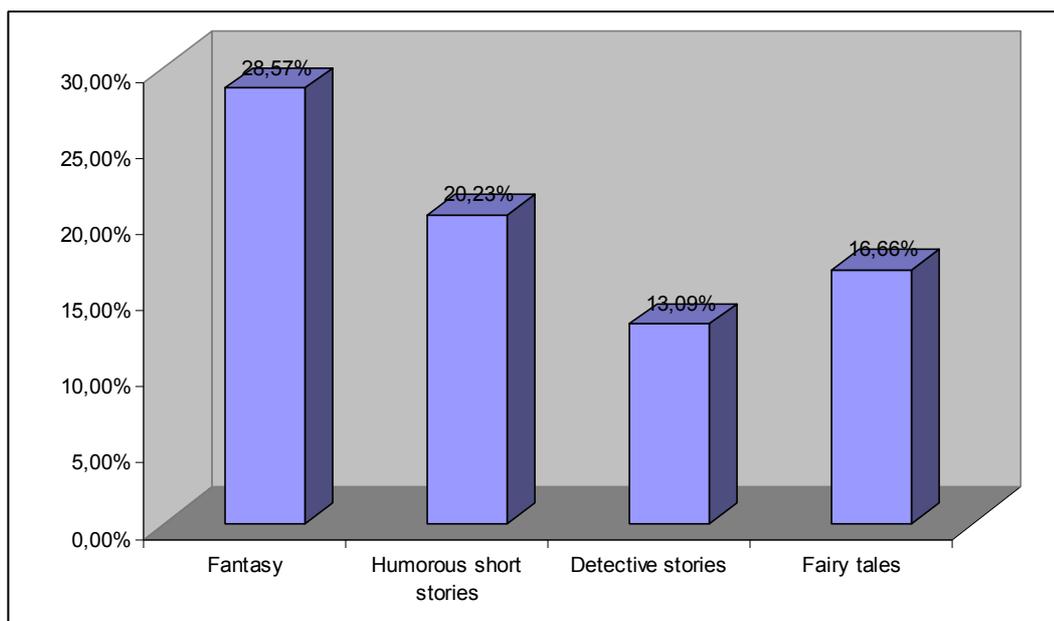

30,95%

65,47%

■ Have read a book in English

■ Have not read a book in English
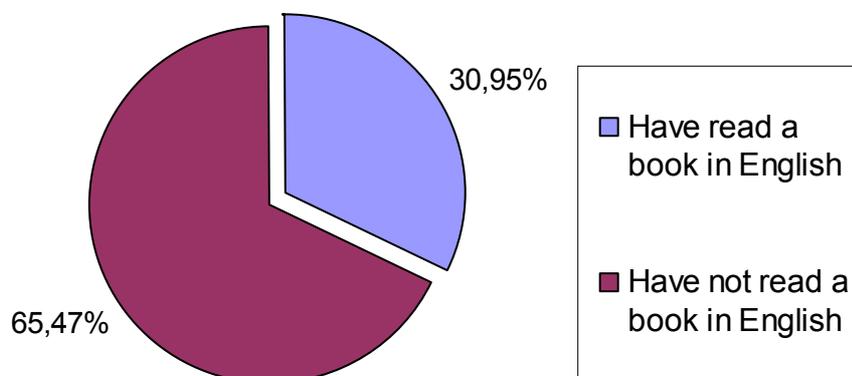
4. What do you read in English?

45 students (53,57%) mentioned on-line news and articles on Wikipedia (including film reviews, articles about British and American celebrities), 15 (17,85%) wrote instructions concerning computer games, 14 (16,6%) stated instruction manual (for telephone or PC) and 10 (11,9) students read short stories . 5 or fewer students decided for manuals, scientific articles, graded readers, songs and novels.
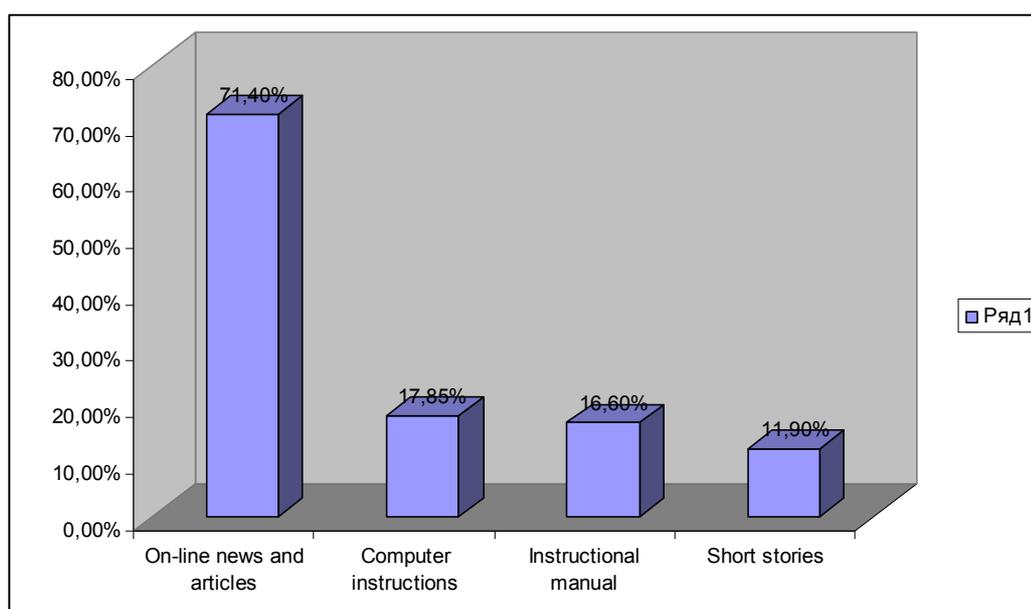

5.   What would you like to read in English?

24 (28, 57%) students want to read fantasy in English, although some pupils stated as the answer for the third question that they had stopped reading for example The Lord of the Rings, because they had found it to be too difficult for them. 17 (20, 23%) respondents would like to try reading humorous short stories and 11 (13, 09%) detective stories. 14 (16, 66%) respondents chose fairy tales. Other genres were mentioned less than three times (for example sci-fi, extracts from novels, news).

Bar chart: Fantasy 28,57%; Humorous short stories 20,23%; Detective stories 13,09%; Fairy tales 16,66%.

6. Do you prefer simplified versions for foreign students (called graded reader) or original text from newspaper or literature?

44 (52, 38%) students preferred the simplified version in the questionnaire, whether 37 (44, 04%) ticked the original version. Speaking of the original version, it has to be stated that although some students prefer the original, they are not able to read it as mentioned above and as was proved in the second and third lesson which are going to be described later in the practical part.
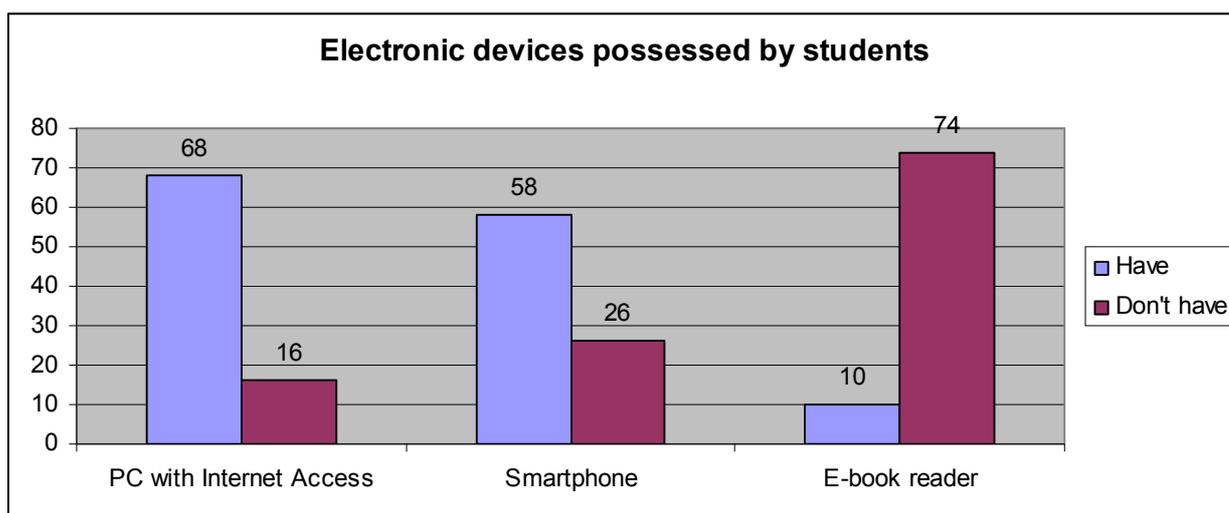

Pie chart: Original versions of books; 44,04%. Simplified version of books; 52,38%.
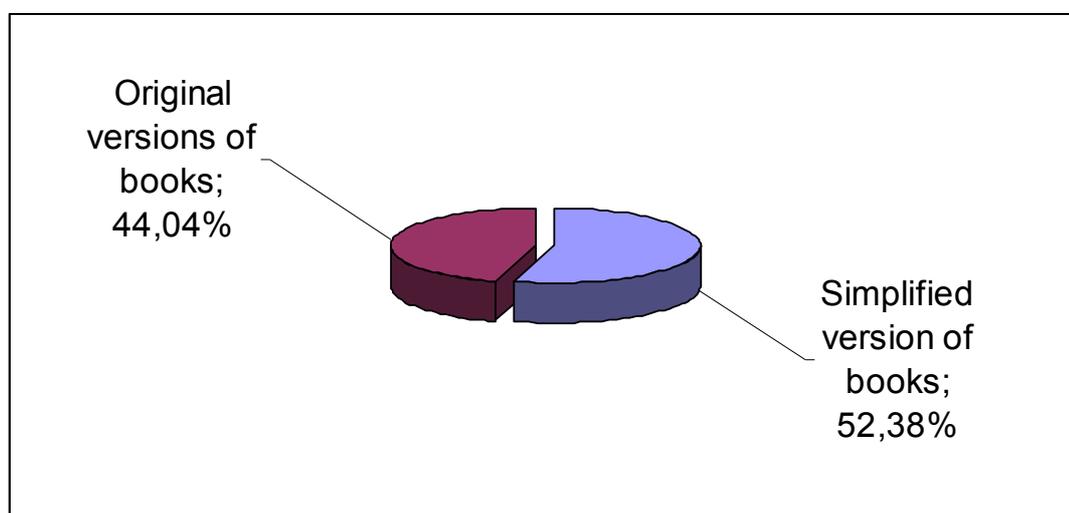
7. Have you got an opportunity to borrow English books at school?

79 (94,04%) students know that they can borrow English books at school. On the contrary the discussion organized in the first lesson (described later) showed that majority of students think that English books are an essential part of the school library, which is not true at the moment. 6 (7,14%) answered "I don't know". Nevertheless, the hypothesis that students will not know that they can borrow English books at school was not confirmed.

8. Do you own   a) computer with Internet access?

b) smartphone?

c) e-book reader?

67 (98,8%) students have a computer with Internet access. 39 (46, 42%) respondents own a smartphone, but only 10 (11,9%) have an e-book reader.

Electronic devices possessed by students

| Device	Have	Don't have
PC with Internet Access	68	16
Smartphone	58	26
E-book reader	10	74

9. Have you ever tried reading an e-book? Which electronic device did you use?

38 (45,23%) answered yes, but not all of them mentioned the electronic device. 18 (21,42%) used PC or notebook. 5 wrote smartphone, 2 e-book reader and only 1 respondent mentioned I-pad. 20 (23,8%) ticked that they have not tried reading an e-book, but they would like it. 25 (29,76%) decided for no, I do not want to try it. One respondent did not fill anything.

10. Does your teacher encourage extensive reading? How?

59 (70,23%) students think that their teacher encourages extensive reading, although majority of them were not able to describe how. Some of them mentioned work with course books or borrowing books from their teacher. 16 (19,04%) respondents said that their teacher did not encourage extensive reading, although some of them mentioned Bridge in other parts of the texts. On the contrary only 6 (7, 14%) wrote "I do not know."

Teachers' Encouragement of Students to Extensive Reading
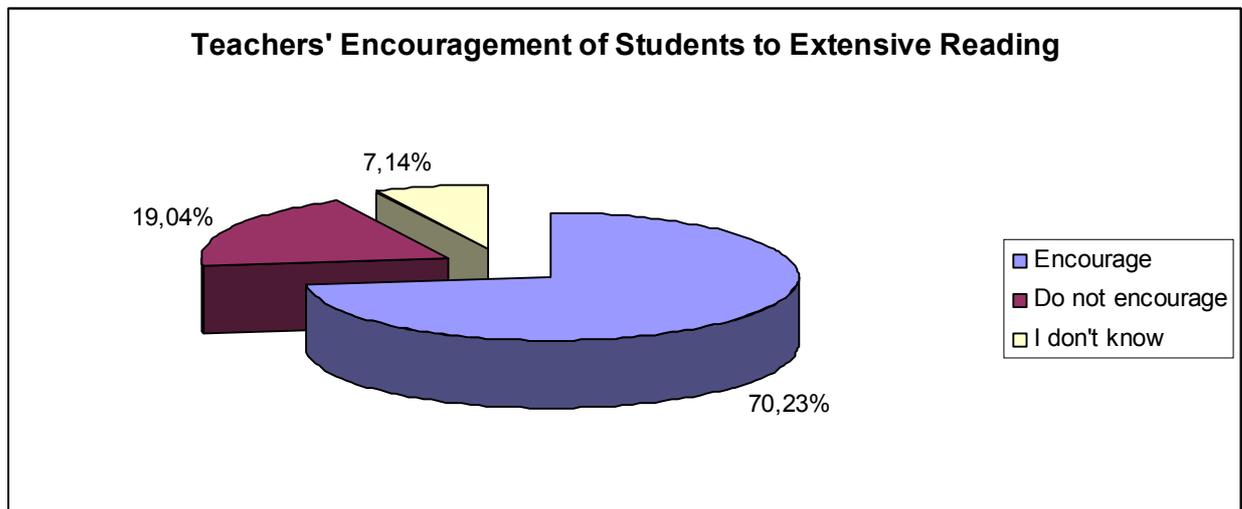
11. How is extensive reading monitored and integrated into English lessons?

31 (36,9%) respondents mentioned either a group or a whole-class discussion. Less than 5 people stated other possibilities, for example

presentations or reading Bridge. 21 (25%) think that extensive reading is not integrated into English lessons. 9 (10, 71%) did not answer this question and 11 (13, 09%) wrote "I do not know."

12. Do you play computer games in English in your free time?

62 (73, 8%) learners answered "yes", compared to 20 (23, 8%) who wrote "no".

13. Do you think reading in English helps to develop your English skills? If yes, how? If not, why not?

Overall 79 (94,04%) students believe that reading develops their English skills. 29 (34,5%) students appreciate reading because they think that it develops their grammar and vocabulary, 32 (38,09%) students believe that reading English is of great importance to develop writing skills, 12 (14,28) student stated that if listened and read reading in English can improve their listening and speaking skills. Only 11 (13,09%) students stated that they do not know how reading can improve their skills in English.
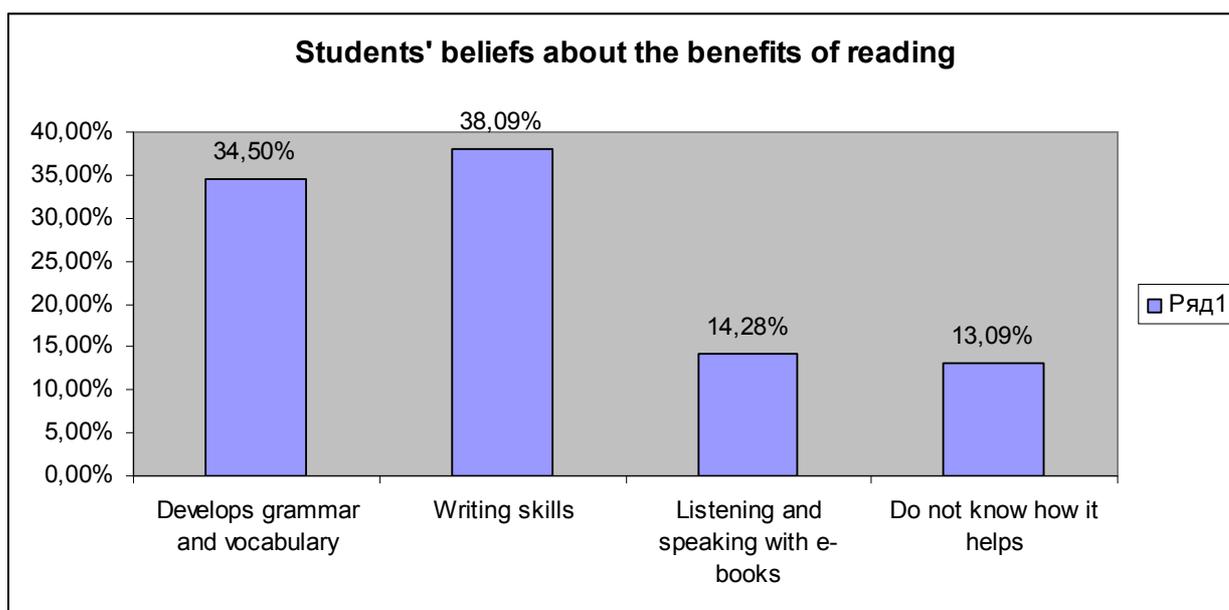
The age of respondents was not different majority of them was 13 or 15, because the students from the 5th and 6th form were not included.

To sum up the learners' survey results, we can say that learners of the school have all possibilities for their extensive reading programs. Moreover, as the survey indicates teachers always encourage the learners to extensive reading. Nevertheless, there are still learners who are not fully aware of the benefits of extensive reading that is free reading without any purposes. Teachers should work on the development of reading habits of students and they should create all possible conditions for their students' interest in reading.

Administration of the school should work on attracting sponsorships for obtaining materials for extensive reading of students. As the survey showed most of the students prefer reading graded readers, that is simplified versions of novels, fairy tales, stories and so on. There are however other means of acquiring the resources for students one of them is photocopying materials for the library of the school.

CONCLUSION

The main aim of this qualification work was not only to describe various extensive reading activities, but also focus on situation at my school if English teachers represent the role models and what students really read in their leisure time, which is illustrated not only with the questionnaires, but with the texts brought by the students themselves.

The theoretical part summarizes quite a large number of extensive reading activities, which inspires me when planning lessons for my students, although I have not run a real extensive program, but only tried a few activities to encourage extensive reading.

The practical part shows that students at Gulistan Boarding School of Foreign Languages read in their free time, but usually not what is considered to be literature, they prefer short texts about the topics they are interested in (blogs, jokes, biographies of famous people, instruction manuals). Nevertheless Stephen D. Krashen claims: "Whether the medium is graphic novels, teen romances, the sports page, or literature, it is the act of reading itself that is the key to linguistic improvement" (Krashen 2004: cover).

Nevertheless teachers' questionnaire results were not so satisfying as most of the teachers claimed that they do not have extensive reading programs for their pupils at school. As for teachers they are still using traditional ways of teaching reading and students almost never encounter authentic materials in teaching reading. As we can see from the example of regional boarding school extensive reading activities still remain neglected by most of the teachers in our region. The reason for that I think is misunderstanding and underestimating the benefits of free reading and extensive reading activities for learners.

The hypothesis that students prefer reading online was confirmed. I also expect that in near future more students will be familiar with e-book readers and will own them, as well as younger teachers, although the questionnaire survey

showed that only 11,6% students and 12,5% teachers use them now. It would be interesting to repeat the survey in a few years.

English teachers at the chosen school like reading in both languages (Uzbek and English) and encourage their students to read for their pleasure, mainly those who take final exams in English. The results of the questionnaire survey and interviews with some of them prove that they represent the role models of readers to be followed, although the variety of activities could be wider and they should focus on students who reach lower levels too. The first described group of students represented the lower level and they were not used to reading English literature, including simplified texts, because it was not encouraged by the teachers.

Students at this school can borrow English books and more than 78% know about this possibility, it means that hypothesis that students will not know that they can borrow English books at school was not confirmed.

In my opinion teachers at secondary schools can influence what students read not only by compulsory reading, but by their own example and activities they do in the lessons. The influence was seen in the survey too, a large number of students mentioned Bridge, which is recommended by the teachers and some articles are used in the lessons while the rest could be a source for extensive reading.

Although the results of the survey sound optimistic, the lessons devoted to extensive reading activities showed possible problems. One problem is that some students tend to choose original texts which do not correspond with their level and they are too difficult. Another cause of troubles could be seen in a lack of experience with extensive reading activities. If the teachers spend more time encouraging and monitoring extensive reading, the students will be more enthusiastic readers. In addition more time should be devoted to psychological preparation and explaining the benefits of extensive reading, because the hypothesis that students will not know much about beneficial effects of extensive reading on the language proficiency was confirmed.

In my opinion this work inspired some of my colleagues to think about extensive reading and possible activities to encourage extensive reading more. I myself plan to use more entertaining extensive reading activities in my future practice, for example role plays, drama or epitaphs.

Nevertheless, this final thesis caused a change in the way the English books are stored and borrowed at the chosen school. The books will have been a part of a school library since September 2012. Stephen D. Krashen believes that better libraries result in better reading and I hope this will happen at schools in Sirdaryo region too.

In order to make learners read more as an extensive reading activity the following things should be done:
- teachers should encourage any type and form of reading of students;
- in lessons such as Mother Tongue and English language school learners should be told about the benefits of reading different types of texts e.g. novels, poems, online materials, instructions and so on;
- learners should be encouraged to borrow books from school libraries, they should form the habit of borrowing books from there via compulsory tasks in reading and home assignments;
- teachers should be aware about the types of reading such as skimming, scanning, intensive reading and extensive reading, they also should be aware about the underlying principles, benefits of each type of reading for their learners;
- schools must create convenient libraries with not only up-to-date issues of books and print materials but also with the e-versions of reading materials, journals, newspapers and literary works.

It should be admitted that the given qualification work and the survey we have done at the school had several limitations but nevertheless it attempted to show the present situation in the attitude towards extensive reading in our schools.

I hope the results of the given research will encourage teachers to use more extensive reading materials and activities with their students.

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