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Effects of Extensive Reading on EFL Students' Reading Comprehension and Attitudes

By

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This is to certify that the thesis prepared by Abdurahman Ahmed, entitled *Effects of Extensive Reading on EFL Students' Reading Comprehension and Attitudes* and submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy (Teaching English as a Foreign Language) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

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ABSTRACT

The main purpose of this study was to investigate effects of extensive reading on Ethiopian EFL students' reading comprehension and attitudes toward reading. To meet this purpose, pretest-posttest comparison group quasi-experimental design was employed. An experimental group (n = 46) and a comparison group (n = 44), selected from two intact grade 8 sections at Taitu Bitul Primary School in North Wollo, Ethiopia, were involved in the study. The comparison class received 200-minute intensive reading instruction per week whereas the experimental class received 120-minute equivalent intensive reading instruction and 80-minute extensive reading instruction per week for 12 weeks. To collect data, reading comprehension tests and attitude questionnaires were administered at pre- and posttests. Both descriptive (mean and standard deviation) and inferential (independent and paired samples t-test) statistics were used to analyze the data. Independent samples t-test, and paired samples t-test were used to determine whether there were significant inter- and intra-group differences on achievement in reading comprehension and attitudes toward reading at .05 alpha level. The results revealed that both the experimental and comparison groups were almost equal in reading comprehension and attitudes toward reading before the intervention. However, after the treatment, the results indicated that the experimental group scored significantly ($p<.05$) better than the comparison group on posttest in reading comprehension and attitudes toward reading. The findings of the study also showed that the experimental group scored better than the comparison group in both lower-level and higher-level reading comprehension skills after the intervention although the gain scores were not significant in lower-level reading comprehension skills. It was also indicated that the experimental group scored significantly better than the comparison group in both recreational and academic reading attitudes. Based on the results, it can be suggested that integrating extensive reading in input-poor EFL classes significantly contributes to the development of students' reading comprehension and attitudes toward reading. Implications are thus deduced for EFL curriculum, instruction, and research on extensive reading.

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ACRONYMS AND ABBREVIATIONS

The following are the most widely used acronyms and abbreviations in this study.

EFL - English as a Foreign Language

ER - Extensive Reading

ERF - Extensive Reading Foundation

ERP - Extensive Reading programme

ESDP - Education Sector Development Programme

ESL -English as a Second Language

FL - Foreign Language

L1 - First Language

L2 - Second Language

MLCs - Minimum Learning Competencies

MOI - Medium of Instruction

OECD - Organisation for Economic Co-Operation and Development

PIRLS - Progress in International Reading Literacy Study

PISA - Programme for International Student Assessment

SSR - Sustained Silent Reading

TEFL - Teaching English as a Foreign Language

ZPD - Zone of Proximal Development

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Being proficient in reading is thought to be essential for students' academic success. It is because reading literacy is a prerequisite for successful performance in any school subject (Mullis, Martin, Foy, & Drucker, 2012). Research findings also show that reading is an important predictor and measure of learners' academic success (Al-Mahrooqi & Roscoe, 2014). This indicates that reading is the foundation for almost all processes of learning and is necessary for students to acquire language and learn other subjects.

The main goal of reading is comprehension (Duke & Pearson, 2011; Grabe, 2009; Williams, 1984), and decoding without comprehension is not reading (Duke & Pearson, 2011). That is, a student who cannot understand what she/he reads is not likely to acquire the skills necessary to involve in learning. Comprehension becomes important to students, especially in an education context, where a foreign language serves as a medium of instruction. This is because students obtain much of their knowledge through reading, and they are daily engaged in tasks that need reading and comprehending large amount of materials, such as textbooks and reference books, written in English.

Despite its importance, being proficient in reading comprehension seems difficult for most of the English as Foreign Language (EFL) learners; this might be because comprehension is a very complex process that involves various interactions between the reader, text, and purpose of reading (Snow, 2002; Snow & Sweet, 2003). According to PISA (2002), comprehension is a result of the interactive process between reader and text in which the readers not only receive messages from the text word for word, but also interpret, reflect and evaluate the

meaning of the text based on the reader's purpose (OECD, 2002). That is, the reading comprehension process involves both lower-order (retrieving information) and higher-order (interpreting and reflecting text) skills (see 2.2 in the review of related literature), and these processes need the reader to generate text comprehension to the level required. This indicates that during the reading process, readers are not passive but construct meaning actively and interactively, and they will likely respond differently depending on their purposes of reading.

Reading is not only a cognitive but also an affective process (Wolf, 2007 as cited in Yamashita, 2015); hence, the reading processes are also greatly influenced by affective factors (Elley, 1996; Grabe & Stoller, 2002; Guthrie & Wigfield, 2000) (see 2.3.3 in the review of related literature). One of the affective aspects that affect the reading process is reading attitude. Reading, according to the Progress in International Reading Literacy Study (PIRLS), involves not only the ability to construct meaning but also attitudes that support lifelong reading (Mullis, Kennedy, Martin, & Sainsbury, 2004). Scholars also underscore that developing reading skills and positive attitudes toward reading are the two fundamental objectives of reading instruction (Sainsbury, 2004). This suggests that reading incorporates both comprehension and attitudes.

Overall, reading is a complex process, which incorporates not only the cognitive aspects of the reader, the text, and the purpose of reading but also the affective components. This indicates that a comprehensive reading approach that considers all these components is necessary. In other words, one of the roles of EFL teachers needs to be searching for reading approaches that help learners improve both their reading comprehension performance and attitudes to reading.

Conventionally, there are two approaches to teaching reading: intensive reading (IR) and extensive reading (ER) (Aebersold & Field, 1997; Day & Bamford, 1998; Extensive Reading Foundation, 2011; Harmer, 2007; Jeon & Day, 2016; Nuttall, 1996; Waring, 2006). Extensive reading is reading for pleasure, as opposed to prescribed/textbook reading for academic purpose (Day & Bamford, 1998) (see 2.5 in the literature review for details about intensive reading and extensive reading).

In order to involve in the complex process of reading successfully, foreign language (FL) learners should be engaged in extensive reading, as they learn to read better by reading more (Day & Bamford, 1998; Grabe & Stoller, 2011; Krashen, 2004; Stoller, 2015; Yamashita, 2013). Extensive reading has been suggested as one of the most effective approaches to provide sufficient language input for EFL learners. In line with this, Jeon and Day (2016) state, "extensive reading is an excellent way to provide target language input, especially in foreign language settings where the input is very limited" (p. 246). To acquire language in general and reading in particular, reading extensively is the next best way to living among its native speakers (Nuttall, 1982). This indicates that ER is essential to provide students a large quantity of input in EFL contexts like Ethiopia, where English input is inadequate.

In addition to the sufficient input, learners' freedom to choose their own reading materials based on their level and interest is one of the key principles of an extensive reading programme (Day & Bamford, 1998). Suk (2015) also added that extensive reading can provide students with an ideal experience to read easy and interesting reading materials in large quantities, and they only read for enjoyment without fear of test. Hence, extensive reading approach provides not only a large quantity of input, but also a low-anxiety environment. In general, by providing a large amount of comprehensible input (availability of

reading materials) in a tension-free environment (self-selection of reading materials), extensive reading is assumed to improve reading comprehension achievement and develop positive attitudes toward reading.

Despite the importance of ER in providing a sufficient input and a tension-free environment for successful language learning in EFL contexts, currently, intensive reading is the most widely used approach to teaching reading in both EFL and ESL contexts (Grabe, 2009). Likewise, reading instruction in primary and secondary schools in Ethiopia is mostly focused on intensive reading, i.e., close study of vocabulary and grammar (Abdurahman, in press; Gesesse, 1999; Michael, 2003). The second cycle primary school syllabus also confirms that IR is the dominant approach of teaching reading (see 2.6.1 in the literature review). Although intensive reading instruction can be useful, intensive reading only instruction limits students' exposure to English input (Anderson, 1999). In other words, students lack the opportunity to practice the skills they learn in their IR instruction. That is why Jeon and Day (2016) argue, "IR is of no use if ER is not practiced" (p. 259).

Considering the insufficiency of the intensive reading approach, over the last two decades, other EFL contexts have turned to ER. Various studies (Al-Nafisah, 2015; Bell, 2001; Elley & Mangubhai, 1983; Hafiz & Tudor, 1989; Jeon & Day, 2016; Lituanas, Jacobs, & Renandya, 1999; Nakanishi, 2015; Richards & Schmidt, 2002; Sheu, 2003; Suk, 2015) also confirm the effectiveness of ER on diverse English language skills at different levels and in various ESL/EFL contexts.

Nevertheless, previous studies have shown inconsistent findings regarding the effectiveness of extensive reading on reading comprehension. While some studies (e.g., Al-Nafisah, 2015;

Bell, 2001; Elley & Mangubhai, 1983; Sheu, 2003) claim positive effects of extensive reading on reading comprehension, other studies (e.g., Al-Homoud & Schmitt, 2009; Michael, 2003; Morgedo, 2009) indicate no significant gain difference in reading comprehension between experimental and comparison groups (see 2.8 in the literature review). Besides, some researchers (e.g. Yamashita, 2008) argue that the effects of extensive reading might be manifested more quickly in some reading skills than others, particularly in short-term ER programme. Nonetheless, the previous ER studies did not investigate effects of ER on specific reading comprehension (lower- and higher-order) skills as far as the reading of the researcher is concerned.

Moreover, plenty of studies have been conducted on effects of extensive reading on cognitive aspects of reading, but there is scarcity of studies on affective aspects (attitude) of reading (Yamashita, 2013). In addition, although some studies (Al-Homoud & Schmitt, 2009; Sheu, 2003) have been carried out on effectiveness of extensive reading on reading attitudes, they have not examined its effects on specific reading (recreational and academic reading) attitudes.

Hence, investigating effects of ER on distinct components of reading comprehension (lower- and higher-order) and attitudes to (recreational and academic) reading and make comparisons among them in order to understand how and how quickly they are developed (or do not developed) is required. This indicates that effectiveness of ER on reading comprehension skills and reading attitudes in EFL settings still needs further investigations.

The present study therefore aimed to investigate whether ER would improve Ethiopian EFL second cycle primary school students' reading comprehension (lower- and higher-order) achievement and attitudes toward (recreational and academic) reading.

1.2 Statement of the Problem

The significance of being proficient in reading comprehension for success in school and life-long learning cannot be denied. Considering this, in Ethiopia, reading and reading comprehension lessons are given in English starting from grade one (Seid, 2012). However, after eight years of elementary education, various studies (Dawit, 2014; Gemechis, 2014; Michael, 2003) indicate that most of the grade eight students of Ethiopia still lack the required competence in reading comprehension, and most of them continue to perform at unacceptable level.

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This has been confirmed with the results of the national learning assessments: the result in the Third National Learning Assessments (2008) indicated that grade 8 learners' reading comprehension scores declined (mean=43.9) with regard to both the Second National Learning Assessments (2004) (mean=64.5) and the Baseline National Learning Assessments (2000) (mean=64.3). These reports reveal that most of the students lack the ability to comprehend reading passages.

Moreover, to assess their reading comprehension ability level, the present researcher provided a reading comprehension test for grade 8 students of Taitu Bitul Primary School, one of the oldest primary schools in Woldia town, in 2016. The test was adapted from the previous regional Primary School Leaving Certificate Examination. The examination result

showed that 72.2% of the students scored below 50. This indicates that the students seemed very poor in reading comprehension.

Besides, when most Ethiopian students come to secondary school and higher institutions, their reading comprehension ability, particularly the higher-order reading comprehension skills seems to be inadequate according to the researcher's personal experience of teaching in secondary and tertiary levels. In line with this, Ambachew (2003) stated that most of the Ethiopian students' reading problem is mostly focused on lack of sufficient comprehension, evaluation and synthesis.

Students who have reading comprehension problems are not likely to obtain the essential skills for learning. That is, difficulty with reading comprehension negatively affects achievement in all areas of the curriculum (Hassell & Rodge, 2007). This is particularly true for upper primary (grades 7 and 8) students of the Amhara Region, where this study was conducted; it is because English is used as a medium of instruction (MOI) for most of the school subjects (Abebe, 2012). This demonstrates that the students may not successfully comprehend their learning materials, reading tasks, and tests.

Furthermore, while most pupils initially feel positive about reading, those who are not good at reading often develop negative attitudes towards it (Skinner et al., 2009). Poor readers often develop not only a negative attitude toward reading, but also poor reading habits (Tunde-Awe, 2014). Consistent findings also highlight a declining of students' reading attitudes as they move through the grade levels (McKenna, Ellsworth, & Kear, 1995). The National Assessment of Education Progress (2009 as cited in DiBella, 2014), for instance,

reported that, as students' progress from fourth to eighth grade, their attitudes toward reading worsens significantly.

The present researcher also conducted a survey study to investigate the second cycle primary school students' habits and attitudes toward reading in 2016 in North Wollo Zone, as a preliminary study. The findings of the study confirmed that the students' habits and attitudes toward reading were poor (Abdurahman, in press) (see 2.8.2 in the review of related literature).

Although there are a number of possible reasons for the problem, this might be partly due to the approach of teaching reading in the Ethiopian EFL classes. That is, IR is the dominant approach in the second cycle primary English syllabus (see 2.6.1 in the literature review). The present researcher also observed the actual classroom practice of reading lessons in three second cycle primary schools in Woldia Town, Ethiopia. The teachers appeared to focus mainly on intensive reading. That is, the students were asked to do some comprehension activities after reading texts from their textbook. Such kind of reading (IR) often affects both the learners' reading abilities and their attitudes towards reading (Nuttall, 1982; Suk, 2015).

From the above discussion, it is possible to see that the EFL syllabus and the approach of teaching EFL might influence Ethiopian grade eight students' reading comprehension ability and their attitude toward reading. Therefore, a complementary approach of teaching reading that could help students improve their reading comprehension and attitudes is required. Based on various research findings, Renandya (2007) recommends that the ER approach may be the right treatment for learners' problems when IR is not effective, and numerous studies (e.g

Joen & Day, 2016; Sheu, 2003; Suk, 2015) confirm the effectiveness of integrating extensive reading to intensive reading curricula in EFL classes.

Although there have been numerous studies on extensive reading in other ESL/EFL settings, as discussed earlier, as far as the reading of the researcher is concerned, only a few studies (Abinet, 2011; Charles, 2011) have been conducted on extensive reading in Ethiopian context. For example, Abinet (2011) conducted his study on "grade 11 students and teachers' perception about extensive reading and its practice in Addis Ababa". Charles (2011) also carried out his research on "reading the word and reading the world: introducing extensive literature reading programmes in Hawassa College of Teacher Education and its partner schools". These studies have also used descriptive survey design so that they do not show the effectiveness of ER. There is only one experimental study conducted on effectiveness of extensive reading by Michael in 2003 as far as the reading of the researcher is concerned.

Michael (2003) conducted a study to examine the influences of donated supplementary readers on grade 8 EFL learners' reading ability in Addis Ababa. However, the result of the study was contradictory with most of the ER findings in other countries. That is, there was no significant difference in the learners' reading abilities after the ER intervention (see 2.8.2 in the literature review). This might be because the researcher did not integrate ER in the EFL syllabus and did not use effective ER features (see section 2.7.2 in the literature review). In other words, implementing ER as an optional instruction might not improve students reading abilities.

In addition to the inconsistent ER research findings on comprehension, little research has been carried out on effects of ER on specific reading comprehension (lower- and higher-

order) skills and attitudes (recreational and academic) toward reading. The current study fills these gaps by investigating effects of ER on Ethiopian second cycle primary students' reading comprehension and attitudes toward reading.

The present researcher (based on previous studies) assumed that integrating an extensive reading component using Day and Bamford's (1998) ER model (see 2.10 in the literature review) to an already existing EFL second cycle primary EFL syllabus (IR) might improve students' reading comprehension (lower- and higher-order) skills and developing positive attitudes toward (recreational and academic) reading. This assumption is examined in this study through the hypotheses that follow.

1.3 Hypotheses of the Study

To achieve the main purpose of the study, the following null hypotheses have been posed.

1. Ho: There is no significant difference between mean scores of the experimental and comparison groups in reading comprehension posttest.
2. Ho: There is no significant difference between mean scores of the experimental group on pretest and posttest in reading comprehension.
3. Ho: There is no significant difference between mean scores of the comparison group on pretest and posttest in reading comprehension.
4. Ho: There is no significant difference between mean scores of the experimental and comparison groups in their recreational and academic reading attitudes posttest.
5. Ho: There is no significant difference between mean scores of the experimental group in recreational and academic reading attitudes on pretest and posttest.
6. H0: There is no significant difference between mean scores of the comparison group in recreational and academic reading attitudes on pretest and posttest.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to investigate effects of extensive reading on EFL Ethiopian second cycle primary students' reading comprehension and their attitudes toward reading.

1.4.2 Specific Objectives

The specific objectives of the study include:

1 To find out effects of ER in enhancing students' reading comprehension ability to

(a) retrieve information, and

(b) interpret and reflect text.

2 To see effects of extensive reading in improving students' attitudes toward

a) recreational reading, and

b) academic reading.

1.5 Significance of the Study

Various research findings indicated the positive effects of extensive reading in EFL contexts as discussed earlier. However, in Ethiopia, ER has not been widely implemented, and little research has been carried out. This study thus reveals the feasibility of integrating extensive reading into an already existing Ethiopian second cycle primary EFL syllabus (IR). Besides, the study offers practical implementation procedures of extensive reading: the study designated about 40% of regular class time for extensive reading; during ER, motivating and follow up activities (e.g. group discussion, reading log) were incorporated. The procedures, in which extensive reading was practiced in this study, can be useful to EFL teachers who want

to implement it in their classes. Students' extensive reading practices and their attitudes of extensive reading activities also provide valuable insights into the benefits of integrating extensive reading into an existing Ethiopian second cycle primary EFL syllabus or other similar EFL contexts. This study, which is a pioneering experimental research, is conducted to investigate effect of ER on reading comprehension (lower- and higher-order) skills and attitudes to (recreational and academic) reading and extensive reading programme in input poor EFL settings, is assumed to make valuable additions to the literature. Hence, it would also serve as a foundation for further studies.

1.6 Scope of the study

This study was designed to investigate effects of extensive reading on second cycle primary school students' reading comprehension and attitudes toward reading in EFL classroom in Woldia Town, Ethiopia. One of the factors delimited to this context was because the researcher has baseline data about students' poor reading comprehension performance and poor attitudes to reading. Besides, it was felt that it would be easier for the researcher to conduct further longitudinal studies related to extensive reading and its impacts on reading comprehension and attitudes to reading. Moreover, this study was focused on reading comprehension and attitudes from cognitive and affective aspects of reading, respectively; the other cognitive (e.g. writing) and affective (e.g. motivation) aspects would not be the focus of the study as it was unmanageable to investigate effects of ER on all these aspects simultaneously. Hence, generalizations of the findings might be delimited to the population from which the sample was selected and the variables (reading comprehension and attitudes toward reading), in which the current research was focused on.

1.7 Limitations of the Study

The current research was conducted with caution, particularly the treatment, data collection, and analyses in order to ensure its validity and reliability. However, there were some limitations in this study.

The first limitation is that due to financial constraints, the research site was limited to only one second cycle primary school, and the number of participant students was limited to 90. Thus, caution will be essential to make generalizations of the findings to larger populations.

The other limitation of this study is that the researcher employed a quasi-experimental design because he was unable to allocate the students through random assignment as they were assigned to different sections based on their school schedule. Due to barriers to randomization, the researcher hence assigned the two groups randomly by lot. Therefore, although the researcher tried his best to control the possible extraneous variables (see 3.2 the design of the study in chapter 3), the failure to use random assignment might still affect the internal validity of the research findings, as there could be some possible internal validity threats that this design could not control.

Finally, accessibility to large quantity of books and duration of time is important for ER to be rationally effective; this study, however, used only 12 books and lasted for about 12 weeks, which may not be adequate for full benefits of ER.

To sum up, it is assumed that the smallness of the sample size, use of intact class groups, lack of availability of books, and shortage of time for ER might have an impact on the validity of the findings of this study.

1.8 Definitions of Terms

Academic reading attitude – An attitude to school-related reading (McKenna *et al*., 1995), which does not provide for student choice.

Extensive reading – Reading large quantity of materials at a comfortable level to practice the skill of reading with the aim of enjoyment without consciously knowing they are learning (Extensive Reading Foundation, 2011).

Extensive reading attitude – Students' opinions/views about the extensive reading programme, particular the features and activities of the ERP.

Intensive reading - Reading short texts with close guidance from the teacher with the aim of obtaining detailed meaning from the text, to develop reading skills—such as identifying main ideas and recognizing text connectors—and to enhance vocabulary and grammar knowledge (Extensive Reading Foundation, 2011).

Reading a**ttitude** - How an individual feels about reading, engaging in reading activities, and receiving materials for reading (McKenna, 1994; McKenna & Kear, 1990*)*.

Reading comprehension achievement - A measure of a student's ability to simultaneously extract and construct meaning from a text and is composed of the reader, the text, and the activity or purpose for reading (Snow, 2002).

Recreational reading attitude – An attitude to reading that is done for enjoyment (McKenna & Kear, 1990).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

As already stated in chapter one, the major purpose of this research is to investigate effects of extensive reading on EFL Ethiopian students' reading comprehension and attitudes to reading and the extensive reading programme. To this end, reviewing literature in relation to the problem has great importance. Thus, this section discusses the most important concepts and theories regarding reading, reading comprehension, and reading attitude. It also discusses about the approaches to teaching reading in general and in Ethiopian second cycle primary schools in particular. Besides, it discusses about extensive reading concepts, characteristics, theoretical foundations, and benefits. It also reviews previous extensive reading research in general and its effects on reading comprehension and attitudes toward reading and extensive reading programme in particular. The conceptual framework of the present study is also discussed.

2.2 Reading Comprehension in an EFL Context

2.2.1 Reading

Reading is a difficult concept to define, as it encompasses many processing skills and includes interdisciplinary insights from different fields of study such as psychology, sociology, education, and linguistics (Barnett, 1989; Gillette & Temple, 1990). Thus, various definitions of reading have been proposed over the years. Aebersold and Field (1997, p. 15), for instance, define "Reading is what happens when people look at a text and assign meaning to the written symbols in that text". As Day and Bamford (1998, p. 12), "Reading is the construction of meaning from a printed or written message". "Reading is the process of making sense of a text" as (Nuttall 1996, p. 12) defines. Williams (1984, p. 2) also defined reading as "a process whereby one looks at and understands what has been written". He adds

that reading aloud without understanding does not consider as reading. Williams has also mentioned that in order to understand what one reads, he/she is not expected to read every word in the reading text. From the above definitions of reading, it is possible to recognize that comprehension is a common term.

2.2.2 Reading Comprehension

The most important goal of reading is comprehension. According to Duke and Pearson (2001), reading is comprehension and comprehension is what reading is all about. Decoding without comprehension is simply word barking. Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains. Williams (1984) also stated that taking the levels, ages, and experiences of the learners, the ultimate objectives for reading are that the learners should be able to read texts from their textbooks and other texts with comprehension, read flexibly according to his/her purpose, be able to learn language and content from reading. Without understanding what is read, a child will not obtain the main goal of reading. That is, students who cannot understand what they read are not likely to acquire the skills necessary to involve in learning.

However, reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klinger, Vaughn, & Boardman, 2007). Thus, comprehension is a result of the interactive process between reader and text in which the readers not only receive messages from the text word for word, but also interpret the meaning of the text based on the reader's purpose. That is, for different audiences and purposes, reading texts are

written differently and contain certain distinguishing characteristics which can promote or hamper readers' comprehension (Grabe, 1993).

In relation to the reader's purposes in reading and the type of reading used, (as Richards& Schmidt, 2002), different levels of reading comprehension are often distinguished as follows:

a. **Literal comprehension**: reading in order to understand, remember, or recall the information explicitly contained in a passage.

b. **Inferential/ Informational comprehension**: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition and by inferring.

c. **Critical or evaluative comprehension**: reading in order to compare information in a passage with the reader's own knowledge and values.

d. **Appreciative comprehension**: reading in order to gain an emotional or other kind of valued response from the reading text.

According to Roe and Smith (2012 as cited in Ghaith & El-Sanyoura, 2019), reading comprehension involves literal and higher-order comprehension. Literal comprehension is defined as the ability to comprehend the ideas that are directly stated in the text. This includes following written directions, spotting details and sequences, and understanding cause-effect relationships. On the other hand, higher-order comprehension depends on thinking processes and entails interpretation, analysis, and synthesis of information. Specifically, it comprises making inferences about main ideas, implied cause-effect relationships, understanding pronoun and adverb referents, determining mood and purpose, drawing conclusions, as well as problem solving and evaluation of the accuracy, appropriateness, bias, and timeliness of information.

Similarly, the Organisation for Economic Co-operation and Development (OECD, 2002) in Programme for International Student Assessment (PISA) classified the reading comprehension into lower- and higher-order skills.

a. retrieving information and

b. interpreting and reflecting.

Based on the PISA classification, the present researcher focused on both the lower-order (retrieving information) and higher-order (interpreting and reflecting) reading comprehension skills.

However, it seems that the above definitions of reading comprehension does not really tell us much about what happens when we read and how we comprehend a text as reading comprehension is remarkably complex process, involving many processing skills and purposes that are coordinated in very efficient combinations. It is also affected by social and affective factors. Hence, the theory and reading comprehension process is explained in detail in the following sections.

2.3 Theories of Reading

2.3.1 Cognitive Views

Reading comprehension is a complex cognitive process affected by different factors. The factors relate to the reader, the text, and the purpose of reading. In addition, the affective aspects and the social context, where these elements interact affect the reading comprehension process as indicated in figure 1 below.

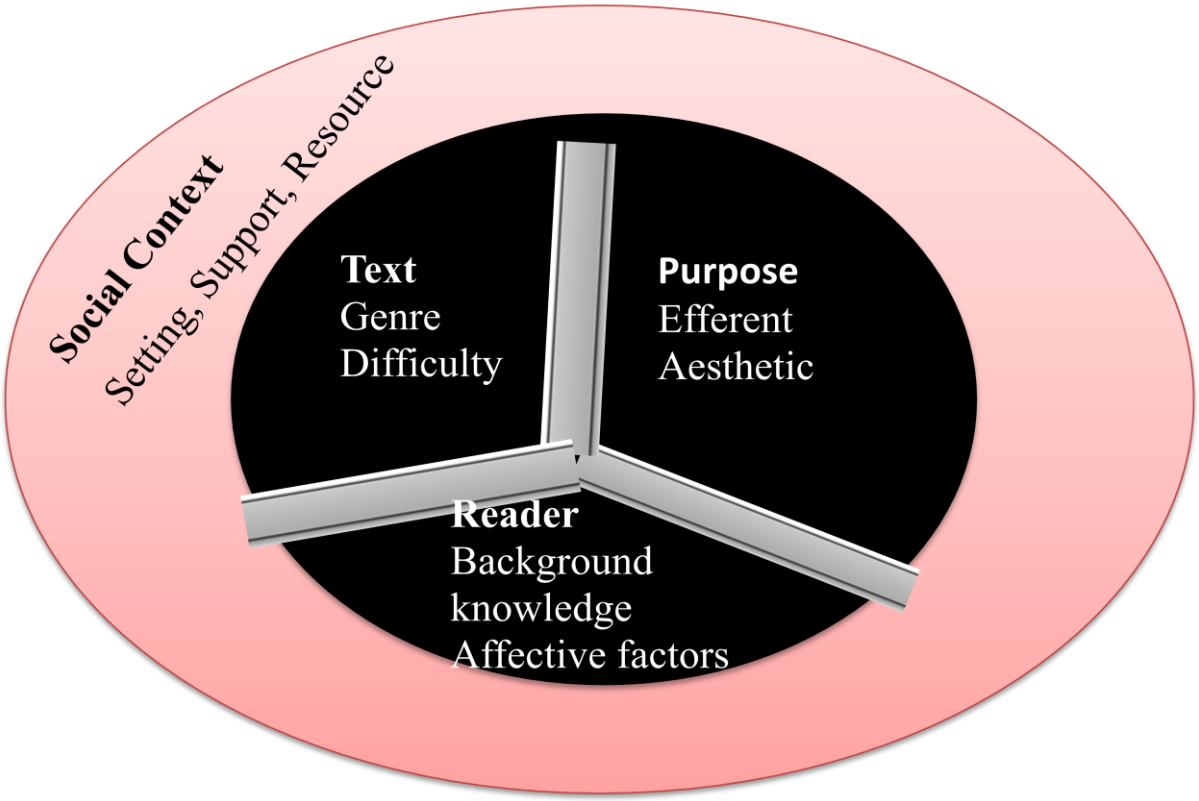

Figure 1: Reading Comprehension Process

Adapted from Snow (2002)

It can be inferred from figure 1 that reading comprehension occurs as a relationship between the reader, the text, and the purpose of reading. The affective aspects and the social contexts in which the reading process occurs also affect the comprehension process. Each factor is discussed in detail in the following sections.

2.3.1.1 The Reader

Reading is a matter of an interaction that involves the reader, the text, and the actual interaction between the reader and text (Aebersold & Field, 1997). A reader must have a wide range of capacities and abilities to comprehend a text including cognitive capacities (e.g., memory, inferencing), and various types of knowledge (vocabulary, topic knowledge,

linguistic and comprehension strategies). It may mean that a reader should take an active part in the process by interacting with a text and also reacting and responding to it in a diverse way. Hence, it seems to be reasonable to agree with that a text may be interpreted in various ways depending on readers' processing abilities and personal background knowledge.

2.3.1.2 The Text

The text itself is also the other factor that affect the reading comprehension process. The content, the vocabulary, linguistic structure of the text and genre interact with the reader's knowledge. Whether the text is interesting or not also affects the comprehension process (Klinger, Vaughn, & Boardman, 2007). This indicates that if most of these factors are not matched to a reader's knowledge and experience, the text may be too difficult to comprehend. Hence, the types of the reader and the text should be considered in the teaching learning process. The reader and the text factors without a clear purpose of reading are not sufficient for effective comprehension.

2.3.1.3 Purpose of Reading

Reading is done for a purpose. Prior to reading, a reader has a purpose, which can be either externally imposed (completing an assignment) or internally generated (enjoyment). The purpose of reading will also affect the ways in which people read texts, for instance, as Grabe and Stoller, (2002), reading can serve various purposes, including: scanning (reading for specific information), skimming (reading to obtain an overview of text), reading for general comprehension, reading to learn, reading for pleasure, and reading to integrate and evaluate information from texts.

It is obvious that reading for information is quite different from reading for main idea or enjoyment. For example, when buying a washing machine, one expects to find instructions which are easy to follow and understand so that the machine can be operated step by step. This indicates that people read different texts for different purposes, that is, their purpose will determine what type of text they would like to read. Hence, readers approach, tackle, work out, and understand written texts differently based on their purpose of reading.

From the above discussion, it is possible to understand that, reading is a cognitive and interactive process between reader and text based on the purpose of reading. This also indicates that reading involves both a range of lower-level rapid, automatic identification skills in the text (i. e. bottom-up model) and higher-level comprehension and interpretation skills in the reader (i. e. top-down model) (Grabe, 1993; Hudson, 1988; Sheu, 2003).

However, the cognitive theory of the reading process as a solitary individual activity in which the reader processes and interacts with the text in isolation, as discussed above, is not entirely adequate. Scholars also agree that the cognitive processes are greatly influenced by social and affective factors (Elley 1996; Grabe & Stoller, 2002; Guthrie & Wigfield, 2000). This indicates that the reading process is influenced by the social and affective contexts, which are crucial issues in reading development. To fill this gap, the social-constructivist and the reader response theory has been added to the framework for this study.

2.3.2 Social Views (Social Constructivist Theory)

The social context, where the teaching learning of reading takes place also affects the reading comprehension process (Snow, 2002) as indicated in figure 1 above in this section. Hence, this study is framed within the social constructivist's theory of Vygotsky (1978). According

to Vygotsky (1978), language and thought are developed through interaction with others. As humans, we are social beings and educators can capitalize on our social nature to increase learning opportunities for pupils through the skillful grouping and the provision of adequate support in the design of instructional activities.

The context of learning to read, especially in EFL situation is the classrooms and schools. Regarding social context, social constructivist theories (e.g. Vygotsky, 1978), of learning and reading describe how children acquire reading through social interactions with more expert peers and adults. He argues through his concept of Zone of Proximal Development (ZPD) that providing students with assistance enables them to complete reading activities they would be unable to do alone (ibid). Rather than holding the child accountable for his own learning, the teacher's task is to assist the student in his or her individual transaction with the text (Rosenblatt, 1978). As they become more knowledgeable and experienced with the task, the support is withdrawn, and the children internalize the new knowledge and experiences they have acquired, which results in learning. A classroom setting in which teachers encourage student discussion and on-going personal reflection (with their partners, groups, class) is vital in the understanding of the text in a way that is meaningful to the student and promoting aesthetic responses.

The effectiveness of ER may be further enhanced by such means as students engage in activities in which they talk and write about what they have read and will read (Renandya, Rajan & Jacobs, 1999). This talking and writing can help make the reading more comprehensible and may provide a means for students to share each other the joy of reading (Lituanas, Jacobs, & Renandya, 1999).

In general, the reading process is influenced by a variety of social factors connected with the school, the classroom, peer, and teacher influence, etc., and these social factors influence how and how much students read and contribute to their reading habits, attitude to reading and motivation for reading (Geld & Stanojević, 2007). From a social constructivist perspective, both the cognitive process of reading and the social interactions that contextualize the learning are of most important. This indicates that during the reading process readers are not passive but continuously construct meaning as they read. Furthermore, reading is affected by affective factors like attitude; how it affects the reading comprehension process will be explained in the following section.

2.3.3 Affective Views (Reader Response Theory)

In addition to the social constructivist theory, this study is framed on affective/reader response theory. The reader response theory, which is also called transactional theory, first emerged with Rosenblatt's literary theory in Literature as Exploration. Rosenblatt's (1978) transactional theory of reader response supports the idea that readers understand or "make sense" of their reading based upon their personal experiences. When a student reads, there is a transaction between the reader, the text and the context. Rosenblatt argued that reading is the understanding of what one reads, not the ability to decode the words on the page. Readers bring different meanings to the same text because their personal experiences in the world vary and their understandings of language can also be at different levels. How students view their reading can also affect their understanding of the text.

Another important aspect of Rosenblatt's theory is that reading is done for two purposes: efferent reading (to take information from the text, such as textbooks), and aesthetic reading (reading for pleasure). Rosenblatt (1978) discusses that students can read with an efferent

stance or an aesthetic stance. When a student reads to gain knowledge for an after reading task, reading is viewed as efferent. An aesthetic stance of reading is the student getting lost in the text (Rosenblatt, 1978). The student is reading for enjoyment and does not see reading as a task, but as a pleasurable experience with the text.

When responding to text, an aesthetic stance is appropriate where the reader participates in the experience created through the personal transaction with the text (Rosenblatt, 1978). However, when the purpose is to obtain information from the text, and the reader is primarily interested in the product of the reading, the stance is towards the 'efferent' end. When a student views reading from the aesthetic stance, comprehension may come more easily than it would from a student who views the reading with an efferent stance (Long, 2014).

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The aesthetics of reading and the affective domain are interrelated as aesthetics deals with appreciation and enjoyment and the affective domain deals with our feelings, beliefs, attitudes and motivation. One of the important aspects of the affective domain is the creation of a setting for personal response (Rosenblatt, 1978).This model is reflected in the approaches to teaching reading, such as ER. This is because extensive reading is less like a regular school task but more like an activity where students can relax because they are not being graded or assessed every time. It is also student-centred and response-centred instruction as encouraging (group discussion) and follow up (reading log) activities are part of the ER programme in this study. Use of group discussion and reading log activities, and the use of more open, aesthetic questioning, such as discussing the author, the setting and the interpretation and responses of others, enhances the reader's response, language and attitude toward reading (Jacobs, & Renandya, 2015). In ER, students talk and write about what they read; this can help make the reading more comprehensible and may provide a means for them

to infect each other with the joy of reading (Lituanas *et al.* 1999). This shows that extensive reading is likely to be more effective in meeting its goals of developing a love for and long life interest in reading if it is incorporated and reflected more of the aesthetic aspects of reading.

Focusing on both the efferent and the aesthetic stances help students develop a deeper understanding which leads to better comprehension of the text (Rosenblatt, 1978). Hence, the approach of teaching reading should give emphasis for both the efferent and the aesthetic stances. The present researcher also believes that both stances are likely fulfilled by integrating ER and IR approaches together.

Therefore, the present researcher assumed that providing learners large quantities of reading materials based on their needs with the guidance and modeling of the teacher as an input and doing interesting ER activities (e.g. discuss their responses with peer groups and the teacher) as an output, in the process, the student can practice language skills consciously or unconsciously. That is, it seems that implementing ER (with its features) in the EFL classrooms based on social constructivist theory and the reader–response theory develops the students reading comprehension skills and positive attitudes toward reading.

Regarding the affective aspects of reading, current theories have acknowledged and been turned towards affective influences. In relation to providing a comprehensive account of reading, Grabe and Stoller (2002) identify affective factors as important in L2 reading development. Although the affect component of reading involves both attitudes and motivation, the focus of this research is on reading attitude as it helps to enhance motivation also.

2.4 Reading Attitude

Reading attitude has been defined as "a system of feelings related to reading which causes the learner to approach or avoid a reading situation" (Alexander & Filler, 1976:1). Attitude toward reading indicates how an individual typically feels about engaging in the act of reading.

Numerous first language (L1) reading models have looked at different aspects of reading attitude, for example, acquisition of reading attitude (McKenna, 1994), influence of reading attitude on reading behavior (Mathewson, 1994), and reading attitude as a reader-internal factor in the process of constructing the meaning of a text in the classroom (Ruddell & Unrau, 1994).

The common themes, according to Yamashita (2013), emerging from these theoretical works include: reading attitude is an acquired predisposition; it is shaped by readers' individual experiences. Similarly, Day and Bamford (1998) maintained an important aspect of attitude is that they are not stable – they can change. Hence, it can be expected that ER influence learners' attitudes. Another is that attitude is one of the factors that influence the decision to read. We can expect that if ER can foster a positive attitude, then it can further enhance readers' engagement in reading thereby. The other crucial theoretical point is that reading attitude has multiple dimensions or components.

The dimensionality of attitude toward reading remains controversial for empirical and theoretical issues in the field of reading research. Traditionally, there are three components: affect (feeling), cognition (thought and belief), and conation (intention for action), (e.g.,

Mathewson, 1994 or McKenna, 1994). Emphasizing the feelings an individual person experiences in relation to a reading act, McKenna (1994) argued that reading attitude is primarily associated with the affective concept and that beliefs are causally related to it. These components seem to have helped as a basis for the theoretical development of reading attitude. The present research is also focused on the affective component of reading attitude.

Day and Bamford (1998) also propose a model of the acquisition and development of second language reading attitudes, which draws on models of first language reading attitudes. The model has four sources of attitude that shape L2 reading attitudes: L1 reading attitudes; previous L2 reading experiences (if any); attitudes toward the L2, culture, and people; and the L2 classroom environment.

The first component that shapes L2 reading attitudes is L1 reading attitudes. Day and Bamford (1998) maintain that L2 readers who enjoy and value reading in their native language are likely to transfer their positive attitudes to L2 reading, and L2 readers who do not enjoy and value reading in their native language are likely to transfer negative attitudes to L2 reading. However, the transfer of L1 reading attitudes is not as simple as it seems. Yamashita (2004) suggests that the value component of attitudes (i.e., personal evaluative beliefs) is more likely to be transferred than the affective component of attitudes (i.e., feelings and emotions). Put more simply, what learners think about L1 reading (e.g., reading is important/ unimportant) is more likely to be transferred to L2 reading than how learners feel about it (e.g., reading is enjoyable/ boring). Takase (2007) support Yamashita's (2004) finding. That is, she investigated factors that motivated Japanese high school students to read in English extensively for one academic year in an extensive reading programme. Thus,

Takase's (2007) findings suggest that positive attitudes to L1 reading may not always transfer to attitudes to L2 reading.

The second, as Day and Bamford (1998), claim that experiences in learning to read in other languages are also likely to influence reading in the new second language. If learners have successful experiences, they are likely to engage in reading in the new L2 because they expect success. On the other hand, unsuccessful experiences will prevent L2 learners from reading in the new language.

The other two factors that influence L2 reading attitudes in Day and Bamford's model are positive attitudes to the language, culture, and people, and the L2 classroom environment. When L2 learners like the language, culture, and people, they may want to read in the L2 about its culture and people. Regarding the L2 classroom environment, when L2 learners like the teacher and their classmates, and enjoy the materials, activities, and so on, their favourable feelings may transfer to reading in the L2. Extensive reading can influence two of the four sources of attitudes to reading in a second language, attitudes toward the second language, culture, and people and the L2 classroom environment (see 2.10 the conceptual framework of the study in this chapter).

Overall, reading comprehension is a complex process, and it is affected by cognitive (the text, the reader, the purpose), social, and affective factors. This indicates that a comprehensive reading model that considers all these components is necessary. The theories of the reading process outlined above also contribute to the understanding of how reading should be taught, an issue which is discussed in the following section.

2.5 Approaches to Teaching Reading

Scholars (e.g. Aebersold & Field, 1997; Day & Bamford, 1998; Extensive Reading Foundation, 2011; Harmer, 2007; Nuttall, 1996; Waring, 2006) categorize the approaches of teaching reading in to two: intensive reading and extensive reading.

2.5.1 Intensive Reading

In intensive reading, students normally work with short texts with close guidance from the teacher (Renandya, 2007). The aim of intensive reading is to help students obtain detailed meaning from the text, to develop reading skills—such as identifying main ideas and recognizing text connectors—and to enhance vocabulary and grammar knowledge (ibid). According to the Extensive Reading Foundation, (2011, p. 2):

> When students 'read to learn' (Intensive Reading) they are reading a text to learn something about the language itself – maybe a new word, some grammar and so on. This is the typical reading many students do in their textbooks. The passages are short and often have a lot of language the students don't know. There are typically pre- and post-reading activities and comprehension questions as well.

However, the IR approach has been criticized as being language study, but not reading practice (Extensive Reading Foundation, 2011; Susser & Robb, 1990). Moreover, the use of short and difficult texts, short supply of class time, and no choice of texts in the IR approach could impede learners from becoming proficient readers. The limitation of IR leads scholars to consider what is normally thought of as the alternative approach - the extensive reading (ER) approach.

2.5.2 Extensive Reading

ER is an approach of teaching language through a great amount of reading for pleasure. Extensive reading as elucidated in Extensive Reading Foundation, (2011, p. 2):

> When students 'learn to read' (Extensive Reading), they are practicing the skill of reading by reading for information – reading a story book for example with the aim of

> enjoying the reading without consciously knowing they are learning. The aim is to build reading fluency - not necessarily to learn new things (although they may learn some), and to deepen their knowledge of already met language items and to get a better sense of how these fit together communicatively.

As illustrated in the Extensive Reading Foundation (2011), while intensive reading introduces new language items to the students, extensive reading helps the students practice and get a deeper knowledge of them. According to Waring (2006), the aim of the ER approach is for learners to read massive amounts of language at a comfortable level to gain exposure/input, build fluency, and consolidate language that was previously encountered discretely through textbooks and language instruction.

This indicates that both intensive and extensive reading approaches should not be seen as being in opposition, as both serve different but complementary purposes (Carrell & Carson, 1997; Nuttall, 1996; Renandya, 2007). By combining both approaches, learners can develop targeted academic reading skills associated with intensive reading in an EFL while developing a positive attitude for reading. Yamashita's study (2004) on English language learners' reading attitude indicates that learners have more anxiety toward intensive reading and more comfort toward extensive reading. Integrating ER and IR could result in the gains of skills offered by both approaches as well as the development of an overall positive affinity toward reading. That is why, Harmer (2007) states that the development of reading skill is essential and could be enhanced through both intensive reading approach and extensive reading approach to teaching and reading.

Therefore, both the IR and ER approaches should be included in any EFL lessons, syllabus or situations. If the two approaches could be combined, learners are more likely to become competent readers. In relation to the approaches to teaching reading, the present researcher observed the second cycle primary school English syllabus, the student' textbook and

teacher's guide and the actual practice (method of teaching reading) in the classrooms as discussed in the following sections.

2.6 Approaches to Teaching Reading in Second Cycle Primary Schools of Ethiopia

2.6.1 Second Cycle English Syllabus

The syllabus for grades 5-8 prepared in April 2008 by the Ministry of Education, from which the students' textbook and the teacher's guide were designed. The syllabus includes the rational for English for Ethiopian children as follows: English has been retained in the educational system because it is vital for the economic development of Ethiopia. English is the language of wider communication across the globe in international relations, science and technology, commerce and trade. It is also the medium of instruction for secondary and higher education in Ethiopia (though recently English is used as MOI starting from second cycle primary schools in some regions e.g. Amhara Region) (Abebe, 2012).

Besides, the document states that the English syllabus for grades 5-8 is designed based on the new curriculum framework for Ethiopian schools and on the needs assessment conducted prior to revision work. The syllabus has also considered international content standards for a similar age and grade level of learners. The syllabus of each grade is organized involving 13/14 units. Each unit is divided into a number of periods (5 periods per week) based on a 34 –week school year. To provide teachers and students with opportunities to recycle language and skills and assess competencies, two revision units are also included.

Moreover, each unit of the syllabus is broken up into: speaking and listening together and reading and writing together assuming that they are often inseparable. With regard to

language content, vocabulary and grammar are introduced in the speaking and listening activities which are to provide a realistic context for the new language. Although reading is the most important skill for grade 8 students (as discussed in 1.2 in the statement of the problem), the syllabus provides equal emphasis as the other skills (listening, speaking, reading and writing).

Furthermore, the syllabus emphasized psychological preparation, (such as motivating children to learn English by using interesting and enjoyable methods and developing in them a positive attitude to language learning), and attitude goals aiming to bring a change of mind in the children, (i.e., avoid the fear of taking risks, or making mistakes; have interest to interact or communicate or build confidence in exploring English).

The syllabus is designed based on a new approach - communicative language teaching or learner cenetered approach. The new approach contains a number of aspects that are exhibited in the Minimum Learning Competencies (MLCs), the syllabus and its requirements. Learners are also encouraged to interact with each other in a variety of patterns: pairs, groups and whole class.

Regarding reading, the grade level objectives list, among others, the students should be able to read a wider range of English texts for information and enjoyment. However, there is no specific period allotted for extensive reading, and it is treated as optional extra. Although extensive reading is not mentioned, the objectives of reading for pleasure and the autonomous use of materials leave space for the notion of extensive reading. On the contrary, there is no any inclusion for the possible practice of ER approach in the syllabus. This indicates that the use of extensive reading in Ethiopian EFL classes largely depends on the willingness of the

teacher to spend time on it and introduce the students including all its benefits. In addition to the syllabus, the researcher observed the grade 8 student textbook and teacher's guide as discussed in the next section.

2.6.2 Grade 8 English Textbook and Teacher's Guide

The researcher has also tried to look through grade 8 student's textbook and teacher's guide in order to have clear information about the approach of teaching reading in general and comprehension in particular at grade 8 level. To this effect, the nature of reading activities was observed aimed to see if the instructions given invite students to practice extensive reading.

English for Ethiopia for grade 8 student textbook consists of 14 units to be covered in two semesters. It is stated in the teacher's guide that every effort should be made to complete units 1-7 by the end of the first semester and units 8-14 by the end of the second semester. Each unit consists of six sections: reading, vocabulary, grammar, speaking, listening, and writing. Each unit in the student's textbook is based on a reading passage for intensive reading study (see section 2.5.1 in this chapter). The text in the 'Reading Comprehension' section is the focus for the topic of the unit. It is the basis for the activities within the section itself and for many of the activities of the unit.

As can be seen from the students' English textbook, the reading comprehension section involves activities such as reading and answering questions (pages, 11-14, 24- 29, 43 – 45, 54-59, 93–94, 109-112, 122- 124; 136-137, 147-151, 160, 169 -170, 182-184); matching words with meanings, completing statements (pp. 43 – 45). This indicates that the main focus

of the reading part in the textbook is to teach something about the language itself or other skills like vocabulary, grammar, etc. and ignore practice reading (extensive reading).

Although there are many factors that may have a role in improving reading comprehension achievement and attitude toward reading, implementing an appropriate approach of teaching reading may have some effects. Thus, the researcher also observed the method of teaching reading as discussed in the next section.

2.6.3 Methods of Teaching Reading

For effective language teaching, integrating IR and ER is important (as discussed in 2.5 in this chapter). However, it seems that the IR approach currently dominates the essence of EFL instruction in Ethiopia as the researcher's observation (see 1.2 in the statement of the problem). The main purpose of reading for the second cycle primary (grades 7 and 8) school students of North Wollo Zone is to pass exams or score high grades (Abdurahman, in press). In line with this, Gessesse (1999) states that in Ethiopian primary and secondary school, reading is mostly used as a means to teach language (grammatical items) or literature. Such intensive reading instruction is not reading practice but language study, and students reading ability does not develop in such method of instruction (see Susser & Robb's, 1990 research findings for details).

Considering the problems of the current intensive reading instruction (IR), the present researcher believes that complementing extensive reading into the intensive reading improves students' reading comprehension and develops positive attitude toward reading. The next chapter is assigned to exploring the territory of extensive reading. It firstly examines the concept, the characteristics, the underlying theory, and the benefits of extensive reading.

2.7 Extensive Reading

2.7.1 An Overview of Extensive Reading

The term "extensive reading" was originally coined by Palmer (1917, quoted by Bamford & Day, 1997) by extensive, he meant "rapid" (1964, p. 111) reading in which the focus was on the meaning, but not the language itself. He chose the term 'extensive reading' to distinguish it from intensive reading. "Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language" (Bamford & Day, 2004, p. 1). Carrell and Crason (1997, pp. 49-50) also define extensive reading as "it generally involves rapid reading of large amount of material for general understanding with focus on meaning of what is being read than on language". Grabe and Stoller (2011) also define extensive reading "as an approach in which learners read large quantities of materials that are within their linguistic competence" (p. 286). According to the Extensive Reading Foundation (2011), extensive reading is an approach in which "learners read very easy and enjoyable books" (p. 1).

From the above definitions of ER, there are three key ideas. The first is that the students read large quantities of materials. The second is that to read large quantities, the materials should be easy and interesting. The third is reading materials should be in line with the learners' reading proficiency level to read a lot.

Extensive reading is also called by alternative terms, such as Sustained Silent Reading (SSR), free voluntary reading or pleasure reading (Krashen, 1993; Yamashita, 2013), and the Book Flood Approach (Elley & Mangubhai, 1983); its various names emphasize different aspects of similar type of reading. However, they all share a common purpose: learners read large quantities of materials, in an environment that nurtures a life-long reading habit.

Davis (1995) summarized the notion of extensive reading: “Pupils are given the time, encouragement, and materials to read pleasurably, at their own level, as many books as they can, without the pressures of testing or marks” (p. 329). This looks like reading in their real life. Day and Bamford (2002) also expand the scope of the definition of ER by proposing the top ten characteristics of extensive reading as discussed in the next section.

2.7.2 Characteristics of Successful ER Programmes

Various scholars suggest their own list of principles for a successful extensive reading approach. The characteristics of extensive reading programmes are often related to Day and Bamford's (2002, pp. 137-140) top ten principles.

1. The reading materials are easy.

This clearly separates extensive reading from other approaches to teaching foreign language reading. For extensive reading to be possible and for it to have the desired results, texts must be well within the learners' reading competence in the foreign language. In helping beginning readers select texts that are well within their reading comfort zone, more than one or two unknown words per page might make the text too difficult for overall understanding. Intermediate learners might use the rule of hand -- no more than five difficult words per page.

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

The success of extensive reading depends largely on enticing students to read. To awaken or encourage a desire to read, the texts made available should ideally be as varied as the learners who read them and the purposes for which they want to read. Varied reading material not only encourages reading, it also encourages a flexible approach to reading. Learners are led to read for different reasons (e.g., entertainment; information; passing the time) and, consequently, in different ways (e.g., skimming; scanning; more careful reading).

3. Learners choose what they want to read.

The principle of freedom of choice means that learners can select texts as they do in their own language, that is, they can choose texts they expect to understand, to enjoy or to learn from. Correlative to this principle, learners are also free, indeed encouraged, to stop reading anything they find to be too difficult, or that turns out not to be of interest. For students used to working with textbooks and teacher-selected texts, the freedom to choose reading material (and freedom to stop reading) may be a crucial step in experiencing foreign language reading as something personal.

4. Learners read as much as possible.

This is the "extensive" of extensive reading, made possible by the previous principles. The most critical element in learning to read is the amount of time spent actually reading. While most reading teachers agree with this, it may be the case that their students are not being given the opportunity or incentive to read, read, and read some more. There is no upper limit to the amount of reading that can be done, but a book a week is probably the minimum amount of reading necessary to achieve the benefits of extensive reading and to establish a reading habit. This is a realistic target for learners of all proficiency levels, as books written for beginners and low-intermediate learners are very short.

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

In an ER approach, learners are encouraged to read for the same kinds of reasons and in the same ways as the general population of first-language readers. This sets extensive reading apart from usual classroom practice on the one hand, and reading for academic purposes on the other. One hundred percent comprehension, indeed, any particular objective level of comprehension, is not a goal. In terms of reading outcomes, the focus shifts away from comprehension achieved or knowledge gained and towards the reader's personal experience. A reader's interaction with a text derives from the purpose for reading. In extensive reading,

the learner's goal is sufficient understanding to fulfill a particular reading purpose, for example, the obtaining of information, the enjoyment of a story, or the passing of time.

6. Reading is its own reward.

The learners' experience of reading the text is at the center of the extensive reading experience, just as it is in reading in everyday life. For this reason, extensive reading is not usually followed by comprehension questions. It is an experience complete in itself. At the same time, teachers may ask students to complete follow-up activities based on their reading. The reasons for this are various: to find out what the student understood and experienced from the reading; to monitor students' attitudes toward reading; to keep track of what and how much students read; to make reading a shared experience; to link reading to other aspects of the curriculum. For such reasons, students may be asked to do such things as write about their favorite characters, write about the best or worst book they have read, or do a dramatic reading of an exciting part of a novel. Such activities, while respecting the integrity of students' reading experiences, extend them in interesting and useful ways.

7. Reading speed is usually faster than slower.

When learners are reading material that is well within their linguistic ability, for personal interest, and for general rather than academic purposes, it is an incentive to reading fluency. Nuttall (1996). notes that “speed, enjoyment and comprehension are closely linked with one another” (p. 128). She describes “The vicious circle of the weak reader: Reads slowly; Doesn't enjoy reading; Doesn't read much; Doesn't understand; Reads slowly. . ." (p. 127), and so on. Extensive reading can help readers "enter instead the cycle of growth. . . . The virtuous circle of the good reader: Reads faster; Reads more; Understands better; Enjoys reading; Reads faster. . ." (p. 127) (see figure 2 below about the vicious circle of the weak reader and the virtuous circle the good reader). In the service of promoting reading fluency, it is as well to discourage students from using dictionaries when they come across words they

don't understand. Extensive reading is a chance to keep reading, and thus to practice such strategies as guessing at or ignoring unknown words or passages, going for the general meaning, and being comfortable with a certain level of ambiguity.

8. Reading is individual and silent.

Silent, individual extensive reading contrasts with the way classroom texts are used as vehicles for teaching language or reading strategies or (in traditional approaches) translated or read aloud. It allows students to discover that reading is a personal interaction with the text, and an experience that they have responsibility for. Thus, together with freedom to choose reading material, individual silent reading can be instrumental in students discovering how foreign language reading fits into their lives. Extensive reading means learners reading at their own pace. It can be done both in the students' own time when and where the student chooses, or inside the classroom when part or all of a classroom period is set aside for silent, self-selected reading.

9. Teachers orient and guide their students.

As an approach to teaching reading, extensive reading is very different from usual classroom practice. Students accustomed to wading through difficult foreign language texts might drown when suddenly plunged into a sea of simple and stimulating material. Serious-minded students, for example, in thrall of the macho maxim of foreign language reading instruction, *No reading pain, no reading gain*, might not understand how reading easy and interesting material can help them become better readers. Students thus need careful introduction to extensive reading. Teachers can explain that reading extensively leads not only to gains in reading proficiency but also to overall gains in language learning. The methodology of extensive reading can be introduced, beginning with choice: students choosing what to read is an essential part of the approach. Teachers can reassure students that a general, less than 100%, understanding of what they read is appropriate for most reading purposes. It can be

emphasized that there will be no test after reading. Instead, teachers are interested in the student's own personal experience of what was read -- for example, was it enjoyable or interesting, and why?

The final component of orientation is practical. Students are introduced to the library of reading materials and how it is divided into difficulty levels. It should be remembered that students unaccustomed to browsing foreign language reading material may need assistance in selecting appropriate texts of interest to them. Orientation is the first step. Guidance throughout the extensive reading experience is also needed, in light of the independence and choice extensive reading allows learners. Teachers can keep track of what and how much each student reads, and their students' reactions to what was read. Based on this information, teachers can encourage students to read as widely as possible and, as their language ability, reading ability and confidence increase, to read at progressively higher levels of difficulty. Guidance implies a sharing of the reading experience, which leads us to the final principle of extensive reading.

10. The teacher is a role model of a reader

Nuttall notably said, “reading is caught, not taught” (1996, p. 229). Effective extensive reading teachers are themselves readers, teaching *by example* the attitudes and behaviors of a reader. When students and teachers share reading, the foreign language reading classroom can be a place where teachers discuss books with students, answer their questions and make tailor-made recommendations to individual students. It can be a place where students and teachers experience together the value and pleasure to be found in the written word.

These top ten principles of extensive reading expand the scope of the definition of ER by including vital features of extensive reading, such as the roles of the teacher. Hence, teachers should consider these features in implementing extensive reading in their classrooms.

Other scholars focus on specific features both similar to and different from those of Day and Bamford's principles. Hafiz and Tudor (1989), for example, characterized their ER programme for ESL learners in the UK as "the reading of large amounts of material in the second language (L2) for personal pleasure and interest, and without the addition of productive tasks or follow-up language work" (p. 4). Similarly, Davies (1995) states "in extensive reading, learners read for pleasure as much as they can at their L2 level without the pressures of testing or marks" (p. 329).

However, Elley (1991) in the book flood programmes, especially in shared reading, reading material is not only to be read, but also to be discussed and shared, which is different from Day and Bamford's and other scholars principles. Elley (1991) on his part presents five principles that are common among the nine book flood studies that he reviewed. "Immersion in meaningful text, incidental language learning, integration of oral and written language, focus on meaning rather than on form, and high intrinsic motivation" (pp. 378-379).

Nevertheless, ER is quite a broad concept and not all the top ten principles need to be fulfilled for a programme to be considered ER. Hence, based on the above characteristics and principles, the main characteristics of an ER programme for this study were as follows:

1) Students read large amounts of materials, vary in terms of topic and genre;

2) self-selection of reading materials, within their level and interest;

3) sustained silent reading (SSR) time in class;

4) students usually take part in encouraging (group discussion) and follow up (reading log) ER activities; and

5) teacher participation (guide, read with them, and support students).

The above ER features and how they were used in this research is elaborated in chapter three (see section 3.7. in the methodology section).

All these characteristics are drawn from the common factors found in successful ER programmes and centre on experiencing real-life reading rather than on studying language. They indicate that ER can create an input-rich, enjoyable and pressure-free environment. By being immersed in these circumstances, it is assumed that students are able to take full advantage of ER to develop reading comprehension performance and reading attitude.

As far as its characteristics, reasons and reading theorists and researchers are concerned, the ER approach seems to be the most appropriate alternative for developing competent and enthusiastic readers and improving the current teaching situation in Ethiopia (see 2.6 in this chapter). By exposing students to large amount of enjoyable materials based on their choice in their own time, at their own pace and level, the present researcher assumed that learners' reading comprehension ability and attitude toward reading improved.

2.7.3 Theories Underlying Extensive Reading

The ER approach receives conceptual support from theories that prioritize the importance of input in second language acquisition. In his input hypothesis, Krashen (1982) stresses the importance of providing learners a large amount of comprehensible input for acquiring language. Based on input hypothesis, the input to which learners are exposed should be a

little beyond their current level of language competence, i.e., 'i + 1.' Based on this hypothesis, when learners frequently and repeatedly meet and focus on a large number of input which is a little beyond their level of competence, they gradually acquire the forms. Regardless of whether or not one thoroughly agrees with these hypotheses, increasing interest in extensive reading has been observed among researchers and educators involved in L2 instruction.

Day and Bamford (1998) proposed a new model, which is different from Krashen's (1982) input hypothesis. According to this model, ER is beneficial if it provides the language learners with input, which is slightly below their current level of competence (i.e., '*i* - 1'). In this model, '*i* - 1' provides a situation for automaticity training and developing a large sight vocabulary rather than learning new target structures (Mikeladze, 2014). In fact, '*i* - 1' is viewed as the learners' comfort zone where language learners can quickly build up their reading confidence and reading fluency (Chiang, 2015).

Recent research findings, however, reveal that both 'i + 1 and '*i* - 1' text difficulty levels significantly improved the participants' reading comprehension (Bahmani & Farvardin, 2017). This study suggests that ER is effective in improving EFL learners' reading comprehension regardless of the level of materials learners choose. That is, whether the learners choose easier or harder ER materials, they gain more or less similar results in reading comprehension. In other words, self-selection of reading materials based on students' needs is a key to a successful implementation of ER.

Nevertheless, some interactionist theorists (Larsen-Freeman & Long, 1991; Swain, 1993) claim that comprehensible input alone is not sufficient and must be supplemented by output.

It is believed that learners need to be pushed to produce output that is meaningful and syntactically appropriate. The inadequacy of extensive comprehensible input alone in enhancing language learning is also evident in Ethiopian primary reader scheme as discussed in Section 2.8.2 in this chapter.

The present researcher also believes that not only comprehensible input but also output is crucial for the effectiveness of ER. It is because as (Liming, 1990) comprehensible output helps the learner having to keep moving from one level of competence to a higher level of competence. According to Lituanas, Jacobs, & Renandya (1999) the effectiveness of ER may be further enhanced by engaging in activities in which they talk and write about what they have read and will read. Talking and writing also push students to move from the receptive language competence needed for reading to the more demanding productive competence required for speaking and writing.

In addition to the comprehensible input (reading materials), the environment for reading is equally essential. As Krashen's (1982) affective filter hypothesis, language is acquired in low-anxiety situations. In the affective filter hypothesis, learners' attitude is used as the intervening factor to successful second language acquisition in an extensive reading programme (Krashen, 1993a). Learners with more positive attitudes to learning English will seek more input and will acquire the second language more rapidly and effectively than unmotivated readers will. As students read texts based on their needs and linguistic level, extensive reading makes the tension-free environment. This implies that students have the freedom to self-select texts according to their interests, and they are allowed to leave out parts of the text, which are too difficult or too boring. Extensive reading, hence, fulfills both a vast quantity of input, and a low-anxiety situation.

Similarly, Krashen (1994) proposed the pleasure hypothesis, arguing that the pleasurable activities are beneficial and facilitating for language and literacy development. The pleasant language activities can not only provide comprehensible input but also lower learners' affective filters, a mental block in charge of language acquisition (Lee, 1998). According to this hypothesis, ER provides a pleasurable situation for learners to learn a foreign language. This demonstrates that extensive reading creates the tension-free environment as students read texts of their own choice based on their interest and they read at their own pace and level. They also read for enjoyment without fear of test.

To sum up, extensive reading is very important as it fulfills both a huge amount of input and a low-anxiety environment. Hence, as research evidence indicated, ER has great benefits for most of the language skills and affect, as discussed in the next section.

2.7.4 Benefits of Extensive Reading

For the last two decades, extensive reading has been widely discussed and its benefits have been generally approved by many reading theorists and researchers. They believe that extensive reading brings multiple benefits ranging from improving reading related skills, such as vocabulary, comprehension, reading fluency and speed, other language skills, and affective aspects: motivation and attitude (Day & Bamford, 1998; Extensive Reading Foundation, 2011; Grabe, 1991; Krashen, 1993a; Sheu, 2003; Suk, 2015; Yu, 1995).

The Extensive Reading Foundation, for instance, lists the following benefits of ER (2011, p. 1). ER

1. allows students to meet the language in its natural context and see how it works in extended discourse beyond the language met in textbooks.

2. builds vocabulary. When students read a lot, they meet thousands of words and lexical (word) patterns time and time again which helps them master them and predict what vocabulary and grammar may come next.

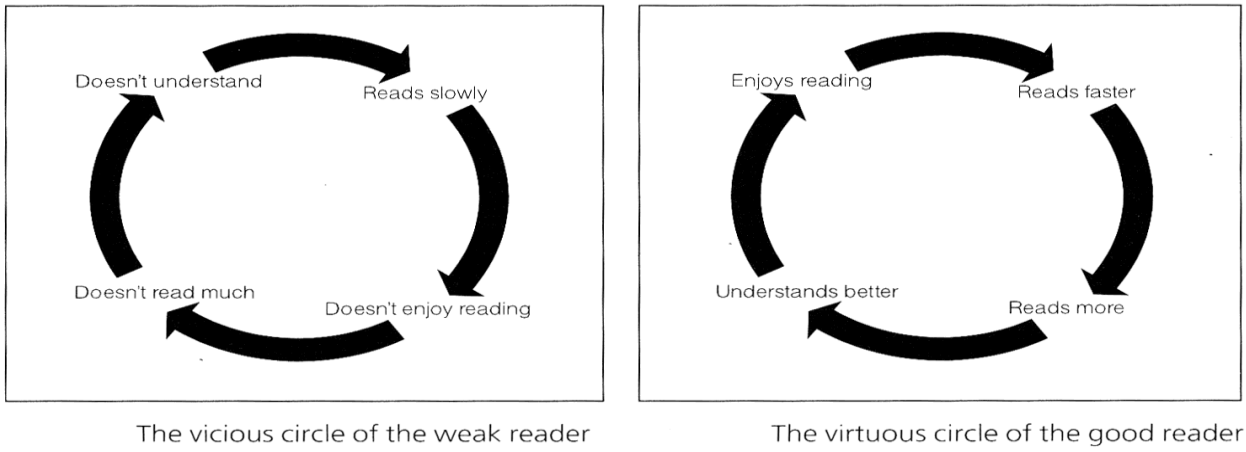
3. helps students to build reading speed and reading fluency which allows them to process the language more automatically leaving space in memory for other things

4. builds confidence, motivation, enjoyment and a love of reading which makes students more effective language users. It also helps lower any anxieties about language learning the students may have.

5. allows students to read or listen to a lot of English at or about their own ability level so they can develop good reading and listening habits

6. helps students get a sense of how grammatical patterns work in context. Textbooks and other study materials introduce language patterns but typically they don't appear often enough in a variety of contexts to facilitate a deep understanding of how the patterns work.

The major merit of ER lies in the fact that it can start the virtuous circle (Figure 2 below) at any point. It should also be noticed that this discussion has indicated a close interrelationship between these benefits. The vicious and virtuous reading circle (Nuttall, 1996) highlights the importance of ER as indicated in figure 2 below.



The vicious circle of the weak reader

The virtuous circle of the good reader

Figure 2: The Vicious and Virtuous Reading Circles

Source (Nuttall, 1996)

As indicated in the above figure, reading speed, enjoyment, and comprehension are closely related. Each of these steps can be a key to deviate from vicious circle to virtuous one. Enjoyment is the major factor followed by quantity. Thus, students, who read a lot, progress at increasing speed.

Day and Bamford (1998) two strong advocates of ER, suggested an extensive reading programme if set up and carried out properly, not only helps students learn to read in the second language, but also helps them to enjoy reading. This encourages them to continue reading long after formal study of the second language is over.

From the above discussion, it is possible to conclude that extensive reading is beneficial in developing most of the language skills including reading. It also helps students' to develop the affective aspect of reading (attitude). In brief, motivated high exposure to ER may produce positive results in almost all language skills and develop motivation and attitude to

reading. The following selected studies review the effects of extensive reading on L2/FL reading comprehension and attitudes.

2.8 Insights from Previous Research on Extensive Reading in ESL/EFL Contexts

Numerous researchers have investigated the effectiveness of extensive reading in L2/FL contexts, and most of their findings have shown that most of the L2/FL learners' language skills and affect (reading motivation and attitudes) developed. However, a few of the ER studies have shown inconsistent findings regarding reading comprehension. In addition, the previous studies have not studied effects of ER on specific reading comprehension skills (lower and higher level) and reading attitudes (recreational and academic). The following section reviews and critiques research on the impact of extensive reading in L2/FL contexts so as to build up practical implications for this study.

2.8.1 A Review of International Extensive Reading Research

Currently, there has been a large body of research on extensive reading in L1, English as a second or foreign language in many parts of the world with subjects ranging from primary to adult learners. The use of FL extensive reading is mostly well known among Southeast Asian countries; it is emerged about two decades ago, particularly in Japan, Singapore, Hong Kong, and Korea.

The Extensive Reading Foundation (ERF), for instance, compiled an annotated bibliography of works on extensive reading in a second language. It has provided over 500 abstracts of works related to the theory and implementation of ER. A large number of research papers on extensive reading have also appeared in reading in a foreign language and reading matrix

online journals. Jacobs, Renandya and Bamford (2000) in SEAMEO Regional Language Centre (RELC) in Singapore assembled an annotated bibliography of works on extensive reading in a second language. It has provided abstracts of works related to the use of extensive reading. In addition, a considerable number of research papers on extensive reading specifically undertaken in the context of Japan have appeared in the two journals i. e. the language teacher and JALT (the Japan association for language teaching). Most of the studies on extensive reading demonstrate positive language gains in diverse aspects.

Day and Bamford (1998) also present a summary of the results of research into twelve extensive reading programmes. These represent both ESL and EFL situations from a range of countries and are across all levels from primary to university, adolescent to adult. They are tremendously positive about extensive reading and report gains in all language skills but particularly reading and writing proficiency, gains in vocabulary, although these were not statistically significant in all cases, and also gains in positive affect.

Nakanishi, (2015) on his part conducted a meta-analysis of extensive reading research to examine the overall effectiveness of extensive reading, whether learners' age impacts learning, and whether the length of time second language learners engage in extensive reading influences test scores. The meta-analysis included 34 studies (two PhD dissertations and 32 research articles) that provided 43 different effect sizes and a total sample size of 3,942 participants. The finding shows that extensive reading improves students' reading proficiency and he suggests ER to be a part of language learning curricula.

In an attempt to be selective and get a taste of how some studies on extensive reading were carried out, eight studies will be reviewed in more depth. All the eight studies have been

selected on the basis that they cover different aspects of extensive reading and may contribute more to the understanding of the role extensive reading might have in Ethiopia. All the studies reviewed came up with findings that reiterated the benefits of extensive reading programmes on reading and reading attitudes of students who use English as a second or foreign language.

One of the major ER studies with young learners by Elley and Mangubhai (1983) indicated the benefits of ER on L2 students' reading performance. The researchers carried out a ―Book Flood project in Fiji primary schools, where over 600 young students (aged 10-12 years old) were divided into three main groups; the shared book group, the silent reading group, and the control group. Two hundred fifty storybooks were given to each classroom in Shared Book and Silent Reading groups. The teachers in the Shared Book group were trained to use the shared reading method in which a teacher chooses a story and reads the story aloud to the class by using a large book. The Silent Reading group read books independently for 20–30 minutes each day during sustained silent reading. The control group followed standard audio-lingual English instruction. The students in the Book Flood groups (i.e., Shared Book group and Silent Reading group) were given rich input with the storybooks while the students in the control group had little or no exposure to additional books. After eight months, the students in the shared book and silent reading groups performed significantly better than the control group on reading comprehension tests. However, it is not clear, which reading comprehension sub-skill (lower level, higher level or both) is more affected by ER.

Lituanas, Jacobs and Renandya (1999) also conducted research on extensive reading programme in Philippine. It is known that English teaching situations in poorer countries suffer from lack of reading materials, low teacher salaries and inadequate teaching ability

(Greaney 1996), ER has often been less successful in those contexts, and these situations seems similar with Ethiopia. The study was designed to investigate the effectiveness of an ER programme for remedial learners at a Philippine secondary school. Two null hypotheses were setup. 1). There is no significant difference in the pre-test reading proficiency scores of the control and experimental groups. 2). There is no significant difference in the post-test reading proficiency scores of the control and experimental groups. Sixty first-year secondary school students (30 males and 30 females, aged 13-14) participated in this study for 6 months. Using a matching pairs method (IQ, sex, socio-economic status, reading level and past achievement), the students were randomly divided into two groups: the experimental remedial reading class and the control class. Both groups attended a 40-minute regular English lesson and a 40-minute remedial reading lesson for six months. In the regular English lessons, both groups followed the same syllabus, but received different treatments in the remedial reading lessons. The control group received normal English lessons and studied a textbook, but in the experimental group, pupils chose books and spent 18 minutes in reading and another 18 minutes in doing post-reading activities (answering questions, role play, retelling stories, mock interviews and adding new vocabulary to a personal notebook). The remaining 4 minutes were for classroom management. Two reading proficiency tests were-conducted two months before the experiment began and immediately after the experiment had finished: the Informal Reading Inventory (IRI) and the Gray Standardized Oral Reading Test (GSORT). In the pretest, the T-test results show that no significant difference was found between the two groups. Thus, the first null hypothesis was accepted. However, after six months, there was a statistical significance in the mean scores between the two groups, and therefore the second hypothesis was rejected. This research has limitations in that the reading tests used in this study were for LI students, but not for FL learners. Besides this, the pretest was carried out two months before the experiment began. Hence, it is not clear whether the

results of the pretest would have varied if it had been conducted just before the experiment began.

Bell (2001) also conducted a study comparing two groups (extensive vs. intensive reading) of elementary level English language learners regarding gains of reading comprehension and reading speed over two semesters. The participants in the intensive reading group (n = 12) read short passages and completed activities that focused on grammar and vocabulary in the passages. In contrast, the extensive reading group (n = 14) read graded readers; these participants had access to 2,000 graded readers in the British Council library. The participants in the extensive reading group also engaged in several activities, such as doing 20-minute sustained silent reading once a week in the library and writing reading diaries and book reports. In this study, the extensive and intensive groups did not differ in the time spent on reading, but it seems that the learners received instruction besides reading (the reading programme). To measure reading comprehension, three different texts with three types of questions (i.e., cloze, multiple-choice, and true/false) were selected. The results showed that the extensive reading group improved significantly on reading comprehension as well as reading speed. For reading comprehension, the extensive reading group made a mean gain of 33.72% whereas the intensive reading group made a mean gain of 11.36%, $t(23) = 5.22$, $p < .001$ for cloze test and $t(23) = 7.40$, $p < .001$ for multiple choice and true/false questions. Although the results show a positive impact of extensive reading on reading comprehension, it is not clear which reading comprehension skill (lower level, higher level or both) is more affected by ER.

In another, EFL context, Sheu (2003) conducted a study to examine the effects of extensive reading programme on the development of reading skills and attitudes of Taiwanese junior

high school EFL students for a period of one academic year. The researcher used two experimental groups, and a control group. An extensive reading group (n = 65) was divided into two sub-groups, one reading only graded readers and the other reading books for native English-speaking children, whereas a control group (n = 33) took review classes of previous English lessons, memorized vocabulary, practiced grammar rules, and performed textbook exercises. Regardless of reading graded readers or authentic English books, the extensive reading groups significantly improved from pretest to posttest in terms of reading comprehension, but such significant gains did not appear for the control group. However, the findings of this study should be interpreted carefully because the reading test was composed of seven true-false reading comprehension questions, and the reading attitude questionnaire contained only one question. The type of assessment (in the reading test) and the small number of questions (in the reading test and reading attitude questionnaire) may weaken the rigor of the study.

Yamashita (2008) examined the effects of extensive reading on different aspects of L2 ability. Specifically, it compares improvements of general reading comprehension ability and lower-level linguistic ability. In other words, the study tries to answer a question: In which aspect of L2 ability does the effect of extensive reading appear more quickly, reading ability or linguistic ability? Hence, 38 Japanese university students who enrolled in the researcher's EFL reading class participated in the study. They were first year students majoring in agricultural studies. A pretest–posttest design was adopted, two versions of test were employed in this study as pretest and posttest. The extensive reading programme for the study formed the basis of a 15-week course. The class met once a week for 90 minutes. Approximately 500 English graded readers at various levels were provided and the students were allowed to choose whichever books they wanted to read. During the semester, the

students whose data was included in the analysis read 11 graded readers at various levels on average, ranging from 8 to 19 readers with a standard deviation of 2.5.6. Thus, the current result is the product of reading 11 graded readers. The results suggest that the effects of extensive reading might be manifested more quickly in general reading skills than in L2 linguistic ability, at least for adult L2 learners. However, the findings of this study should be interpreted carefully because it did not include a comparison group.

Al-Homoud and Schmitt (2009) investigated the effectiveness of extensive reading on reading abilities, vocabulary development, and attitudes toward L2 reading with 70 male EFL university students in Saudi Arabia over a 10-week course. The students were randomly assigned to one of two groups: an intensive reading group (n = 23) and an extensive reading group (n = 47). The students in the intensive reading group were given quizzes and taught new words and reading strategies (e.g., scanning, skimming, previewing) in their four 50-minute classes each week whereas the students in the extensive reading group were given time for silent reading of a self-selected graded reader and taught reading strategies and vocabulary learning strategies. Both the intensive and extensive reading groups, showed improvements in reading comprehension, but there was no significant difference between the groups. Moreover, the extensive reading participants reported much more positive attitudes toward reading, their class, and their learning than the participants in the intensive reading group. However, as females were not included in the study, it affects the findings of the study.

Moreover, Al-Nafisah, (2015) conducted a study on the effect of an extensive reading programme on the reading comprehension of Saudi EFL university students. The sample of the study consisted of 54 students randomly chosen from King Saud University and assigned

to an experimental and a comparison group of 27 students each. Pre- and posttest data were collected within a three months period. Both groups, the experiment group and the comparison group, were taught by the researcher. The researcher assessed the effect of extensive reading on the reading comprehension of the participants. The findings showed that the experiment group outperformed the comparison group in reading comprehension. Nevertheless, females were not involved in the study.

2.8.2 Local ER Research

Various studies have been conducted on extensive reading abroad as discussed earlier, but only a few ER studies were carried out in Ethiopia. For instance, Abinet (2011) conducted his master thesis on grade 11 students and teachers' perception about extensive reading and its practice in Addis Ababa. Charles (2011) also carried out a study titled "reading the word and reading the world: introducing extensive literature reading programmes in Awassa College of Teacher Education and its partner schools". Both studies used descriptive survey design so that they did not show the effectiveness of ER.

Likewise, this researcher carried out a preliminary survey study in 2016 to investigate the second cycle primary (grades 7-8) students' habits and attitudes to reading in North Wollo Zone, Ethiopia. Data were collected from 377 students selected from four (two rural and two urban) schools, using survey questionnaire. Descriptive statistics and independent samples t-test were used to analyze the data. The findings of the study indicated that majority of the students' habits and attitudes toward reading were poor: 46.7% of the students did not read per day at all; 53.6% of them read for academic purposes, and reading was the last preferred leisure activity for most (66.7%) of the students. It was also found that 42.2% of the students' attitude toward reading was poor, and the overwhelming majority (83.1%) of them prefers to read in their mother tongue to English. Besides, despite both the urban and rural students

were poor in habits and attitudes toward reading, the rural students showed significantly lower scores in time spend on reading, reading as leisure activity, and attitudes toward reading compared to urban students (Abdurahman, in press).

The above discussion indicates that a few available extensive reading studies, which are conducted in Ethiopia are survey studies, and there is only one experimental extensive reading study conducted by Michael in 2003. It will be discussed in detail in the next paragraphs.

Considering the reading problem of primary students in Ethiopia, ESDP is calling for the introduction of supplementary readers to reinforce the learning of English and as a means of improving reading skills. In response, many organizations were providing primary schools with readers and the British Council was one of them. Hence, the British Council donated primary readers to government schools in Addis Ababa.

Michael (2003) conducted a quasi-experimental study on the effectiveness of primary readers donated by the British Council. His research was a comparative study between two government schools in Addis Ababa that received a donation of primary readers through the Primary Readers Scheme and two schools that did not. It was found that there has been no significant increase in the grade 8 students' reading abilities who were exposed to the primary reader scheme. He also explained that this is not because there is a weakness in modern theories that advocate the usefulness of ER but because of implementation problems. The study concludes that though extensive reading schemes produce impressive results in experimental situations, care should be taken in actual implementation of such schemes in real life. Efforts must be made to ensure the actual delivery of appropriate supplementary readers selected by the students themselves to the schools. From his recommendation, it is

possible to understand that the failure of the primary reader scheme may also be due to the lack of effective ER features: the texts were not designed based on individual student needs and interests, SSR time in class was not assigned, lack of encouraging and follow up activities, and lack teacher participation. Consequently, it is essential to make interesting varied reading selections together with motivating and follow up activities with the participation of the teacher.

To sum up, numerous studies on extensive reading have shown the effectiveness of extensive reading on various ESL/EFL contexts. However, inconsistent findings were found regarding effects of ER on reading comprehension, and limitations and gaps exist in those studies. First, results of most of the above mentioned studies (Al-Nafisah, 2015; Bell, 2001; Elley and Mangubhai, 1983; Sheu, 2003) revealed a positive effect of ER on SL/FL reading comprehension. On the other hand, other studies (Al-Homoud & Schmitt, 2009; Michael, 2003) did not report such a positive effect of ER on reading comprehension. Besides, although plenty of studies have been conducted on ER's effects on cognitive aspects of reading, there is scarcity of studies on the affective aspects (attitude) of reading (Yamashita, 2013). It is also important to investigate further to what specific reading comprehension skills (lower and higher), and attitudes (recreational and academic) extensive reading contributes to and why. Another concern is the absence of comparison groups in some previous extensive reading studies (e.g., Yamashita, 2008). Without comparison groups, it is difficult to determine whether the impact is due to extensive reading or not. In such cases, other intervening factors may affect the study results. Therefore, including comparison groups in future studies should be an essential part of the research design to ensure that results obtained are due to a difference in treatments. Besides, females were excluded in some of the previous ER studies (Al-Homoud & Schmitt, 2009; Al-Nafisah, 2015). Furthermore, as reviews of

extensive reading studies, there is paucity of experimental research on ER effectiveness in Ethiopia. Even if there is one (Michael, 2003), its finding on reading ability was inconsistent. It might be because he did not use effective ER principles (availability of reading materials, self-selection, SSR, teacher participation), motivating (group discussion), and follow-up (reading log) activities. It is also essential to take into consideration which extensive reading features and activities affect the result.

The above review shows that the effectiveness of ER on reading comprehension and attitudes in EFL settings still needs further investigations. The review also revealed some theoretical and practical problems, which affect the research outcomes as discussed before. These raise some practical issues, which have allowed the researcher to take extra care about controlling the variables in developing the current study. The practical issues in relation to the implementation of an ER programme will be discussed in the following section.

2.9 Practical Issues Related to Implementation of an ER Programme

How extensive reading is implemented in the classroom might have an impact on the outcome of an extensive reading programme. Considering its popularity and importance, it is essential to investigate how ER should be integrated in the existing EFL curriculum, or practiced, and what types of extensive reading activities can facilitate students' reading. In order to build up the research framework of the main study, the rest of this chapter is devoted to discussing practical issues, which should be taken into account prior to the implementation of an ER programme.

2.9.1 Curricular Decision

To implement ER in their classes, teachers may face different challenges. The first challenge they have to face is how the ER programme can be integrated into the existing syllabus given that this is already tightly constrained in the school (Hill, 1997). In relation to this, Day and Bamford (1998) suggest four possible ways in which ER can be established in an existing syllabus: an independent lesson, a part of the existing English lesson, a voluntary additional course to the existing course and an extracurricular activity.

An independent lesson: this is a part of the compulsory language learning syllabus. This lesson provides a similar resource to other normal school lessons; for example, this could vary from “a single 50-minute period once a week to five times a week for 50 minutes each meeting” (Day & Bamford, 1998, p. 41).

A part of the existing English lesson: this means integrating the ER programme into the existing English lessons. A certain amount of time (e. g. 10 or 20 minutes) in English lessons is set aside for the ER programme.

A voluntary additional programme to the existing syllabus: it is an optional supplement, and not a formal part of the school syllabus. Students are encouraged to join and given freedom to leave the programme.

As an extracurricular activity: it is a type of programme that introduces extensive reading as an extracurricular activity. Students are free to join the “extracurricular reading club".

In general, it should be noticed that there is no particular formula to follow in making curricular decisions on implementation as it depends on the school situation.

2.9.2 Selection of Reading Materials for Extensive Reading

Regarding material selection, it is explained in Extensive Reading Foundation (2011) that selecting appropriate reading materials can help build reading confidence, reading ability and build a life-long love of reading in English. Conversely, selecting inappropriate materials can lead to a vicious circle of poor reading. It is therefore essential that students choose something in their ‘comfort zone’-one in which they can read smoothly, quickly, enjoyably and with very high levels of comprehension. Because only the students know what they can and cannot cope with, selecting the right book is the student’s decision. When we select materials for extensive reading, we should consider the following.

2.9.2.1 Suitability of Books

Extensive reading scholars (e.g. Day & Bamford, 1998) provide great emphasis for the suitability of the books for each student’s needs in an ER programme. This suggests that a successful programme depends on providing students with interesting materials. The idea is that the text should interest and attract students. This is a powerful incentive to help students enter a "virtuous circle of a good reader" (see Figure 2 above in this chapter), i. e. the students read what they like and want to read more, and then read more. Consequently, students' reading habits are developed and their attitudes to reading improve. Therefore, it is very important for teachers who are going to select books for an ER programme, to find out what types of materials/books their students would like to read.

There are many ways in which students' reading preferences can be identified, i. e. selecting from a list of recommended series (e. g. the EPER's standard booklist),interviewing students, observing students' reading habits (i. e. Ll and L2), discussion with students, and a student questionnaire on reading preference (Sheu, 2003).

1. The list of recommended series: having analysed available readers, Hill's state-of the-art work on Graded Readers provides teachers with useful information about finding appropriate books for their students. The 'tremendous database of EPER gives teachers valuable information about assessment of the features that make a book a good read, especially level of language difficulty (Hill, 1997).

2. A questionnaire: to enable teachers to elicit more information about students' reading, Day and Bamford (1998) recommend a questionnaire on reading preference to be answered by the students who will participate in the ER programme (e.g. using reading log).

3. Discussion with students: another method that teachers may employ is simply to ask their students what kind of materials they like to read. By doing so, teachers can get direct information from students, and can ask for clarification if the answers are vague.

To the extent that each method can serve as a preliminary step of data collection, it can provide a basic picture of what students' reading preferences are. However, simply using one method could pose problems of validity and reliability. A cross adoption of these collection methods should be taken to establish appropriate criteria for book selection.

After discussing student interests in reading materials, another crucial factor in selecting the right books for students is that “the level of language difficulty should be appropriate to the students' competence in English” (Hedge, 1985, p. v).

2.9.2.2 Students' Language Proficiency Level

If we give materials that are too difficult for our students, reading will become a meaningless chore. However, if the materials are too easy, the function of extensive reading in developing students' language competence might not operate. In order to provide the students with the right level of materials, we need to know students' language levels first. In other words, teachers have to have an idea of what vocabulary and grammatical structures their students are familiar with. If teachers know the class, they should be able to work out what materials are appropriate to their students. If not, they have to find it out. Since there is no language proficiency test in Ethiopia, and students have had different experiences in learning English, teachers need to find an appropriate method to measure students' level.

There are some possibilities open to the individual teacher in detecting students' language level. The simplest way to do this is to: look at the vocabulary and structure lists supplied in the syllabus or the textbook. By doing this, we could estimate roughly the students' level.

By these methods, teachers can identify students' language ability, but they also need to know which materials are at an appropriate level for their students. This notion leads us to consider how to identify the readability, i. e. the language level of materials.

2.9.2.3 Readability

Readability refers to the "linguistic characteristics of a text, which impacts the ease or difficulty with which a reader will be able to read and understand the text" (Wissing, Blignaut and Van den Berg, 2016, p. 157). The readability level of a text is an indicator of the textual

difficulty level of the text and the suitability of the text to readers of particular age groups or grade levels (ibid).

Dale and Chall (1949, as cited in Dubay, 2004) define readability as the easiness of elements in a reading text, which the readers could understand and find it interesting. In this paper, readability is understood as the ease of understanding a given text. This shows that readability can be understood as the ease of understanding a text and it is measured by different formulas.

If the students cannot understand the text or cannot read with enjoyment, they read carelessly or even do not want to continue reading (Nuttall, 1996). In other words, failure to provide the materials at the appropriate language levels will reduce students' motivation to read. To avoid this, we have to consider the readability of the texts. There have been several specific formulas to calculate the readability of a text. The Flesch Reading Ease and Flesch-Kincaid readability formula were used in this study. These indices were chosen because they are convenient and easy to use, and embedded in Microsoft Word.

1 Flesch Reading Ease

The Flesch Reading Ease formula, which is an easy way to obtain readability, is one of the mechanisms to assess the readability of a text. The Flesch Reading Ease formula is calculated as:

Reading Ease Score = 206.835 – (1.015 x ASL) – (84.6 x ASW)

ASL = average sentence length (number of words divided by number of sentences)

ASW = average number of syllables per word (number of syllables divided by number of words) (DuBay, 2006, p. 97)

The Reading Ease formula can be used to analyze either a complete text or appropriate samples. For the word count, contractions and hyphenated words are to be counted as one word and numbers and letters separated by space are to be counted as individual words. Sentences may be separated by colons or semicolons. As regards the syllables of numbers and symbols, they are to be counted, according to the way they are normally read aloud (Flesch, 2006, as cited in Langeborg, 2010).The result will be the grade level the student must be reading at or above to understand. The analysis of the levels of the readability of a text via Flesch Reading Ease illustrates below.

The analysis of the readability by Flesch (1949)

Flesch Reading Ease Score	**Style**
90 to 100	Very easy
80 to 90	Easy
70 to 80	Fairly easy
60 to 70	Standard
50 to 60	Fairly difficult
30 to 50	Difficult
0 to 30	Very difficult

It is easy to recognize the simple practicality of the Flesch-Reading-Ease-Score, which is available for use in several word processors. As shown the above illustration, a higher "Flesch reading ease score" indicates a text that is easier to read and understand. This paper used Flesch's formula to get readability of texts.

2 Flesch-Kincaid Readability Formula

The other readability formula that the researcher used in this study was Flesch-Kincaid Readability Formula. It is calculated as follows:

Flesch-Kincaid Grade Level = 0.39 x ASL + 11.8 x ASW – 15.59

ASL = average sentence length (number of words divided by number of sentences)

ASW = average number of syllables per word (number of syllables divided by number of words)

Although it is possible to calculate via applications available online, and in Microsoft Office Word 2007, the application in Word is more accurate than most other applications available on the Internet (Langeborg, 2010) (see appendix 26 on how to calculate the readability of a text in Microsoft Office Word 2007).

The above two formulae are the most common methods used for measuring readability of texts. It should be pointed out that views of readability have been criticised in the past few decades because of ignorance of textual features (e. g. syntactic complexity) and reader variables (e. g. background knowledge) (Carrell, 1987). The most common misuse -of these formulae was "to produce a text at a pre-determined readability level or to modify an existing text in an effort to simplify or lower the readability level of that text" (Carrell, 1987, p.28). Davison and Kantor (1982 as cited in Sheu, 2003) also cast doubt on the use of –readability formulae to adapt texts in terms of word and sentence length. They point out that adapted texts can become harder to understand.

However, Carrell (1987) discerns a useful function by stating that "readability formulae were designed for prediction on already-existing texts, not production, and their use in production

has been far less successful than their use in prediction" (p. 29). Her argument provides evidence for the appropriate use of readability formulae in book selection for ER. Using a combination of different formula (e.g. the Flesch Reading Ease formula and Flesch-Kincaid Readability Formula) may be useful for English teachers who want to implement ER in their classes. Before implementing ER, teachers should also consider their school setting, teaching situation and the availability of resources (reading materials).

Nevertheless, students may still be reluctant when such an unfamiliar approach (ER) is introduced to them. Thus, before implementing an ER programme, it is necessary to consider what activities teachers can adopt to reduce student resistance and to promote their motivation in participating in such a programme.

2.9.3 Extensive Reading Activities

Researchers (e.g. Jacobs, Davis & Renandya, 1997; Susser & Robb, 1990) have pointed out that ER programmes are not as effective as they could be. One of the reasons is often the lack of including essential activities for ER (Gee, 1999). It may be because EFL students are not familiar with ER and are less motivated in English learning due to current reading instruction (IR). It is supposed that including extensive reading activities are vital for the effectiveness of an extensive reading programme. Considering this, various extensive reading studies have employed extensive reading activities, such as book reports, group discussion, summary writing, story-telling, etc. to help students develop their motivation to read and to help teachers monitor students' reading (e.g., Al-Homoud & Schmitt, 2009; Bell, 2001; Elley & Mangubhai, 1983; Mason & Krashen, 1997; Sheu, 2003; Suk, 2015; Takase, 2007; Yamashita, 2008). Although many research studies of extensive reading have employed one to several extensive reading activities as part of their extensive reading programme and have

reported positive effects of extensive reading, the effectiveness of actual extensive reading activities has not been the focus of those studies.

Before starting the implementation of ER programme, there are various ways of introducing ER to the participants. First, by describing the concept and the usefulness of ER, demonstrate research evidence, and "show the class new books" (Nuttall 1996, p. 141). Another way to engage students in reading involves the teacher who chooses an interesting story and reads part of it aloud to the class (Sheu, 2003). There also other ER activities that affect the effectiveness of ER programme as discussed in the following sections.

2.9.3.1 Sustained Silent Reading (SSR)

In order to engage students in reading, SSR has been a common practice in reading classrooms and many extensive reading studies have employed the activity (e.g., Bell, 2001; Krashen, 1997; Mason & Sheu, 2003; Suk, 2015; Yamashita, 2008). SSR provides students with time to engage in self-selected reading for set periods of time that range from 10 to 15 minutes (or more) depending on the context. Studies of extensive reading, both in first language (L1) and L2 classrooms, have shown that SSR has a positive impact on students' reading abilities (Elley & Mangubhai, 1983; Krashen, 2004, 2011). However, SSR may not work well when the teacher is also reading, a common recommendation and, thus, fails to monitor students' reading (Stahl, 2004 as cited in Suk, 2015).

2.9.3.2 Reading Log

To monitor students' reading progress, to increase their motivation, and to hold students accountable for their reading, extensive reading scholars have employed various kinds of post-reading activities; reading log is one of them. In this activity, students were required to

write about what they had read after finishing reading. This activity has been used to monitor students' reading as well as increase students' reading engagement (e.g., Bell, 2001; Robb & Susser, 1989).

2.9.3.3 Group Discussion

Sharing is a joy that reading can bring to students, and another incentive which could encourage students' participation. A group discussion is designed to allow students to share their reading or reflections with their peers, or to exchange their feelings about the books, they read. Moreover, the teacher can provide more help in such an activity than in a formal class. However, since students are probably not familiar with such an activity, guidance/direction to the discussion is essential. In sum, the benefits of this activity can be summarised as follows (Parrott 1987 as cited in Sheu, 2003). It produces a student-centred learning situation; it brings classroom interaction; it creates less anxious classroom situation, and it gives an opportunity for everyone to participate.

The extensive reading activities mentioned above are reported to facilitate students' reading, enhance students' reading engagement, and allow teachers to monitor students' reading. Utilizing post-reading activities in extensive reading programmes can be contradictory to Day and Bamford's (2002) theoretical claim that *reading is its own reward* and may negatively affect students' reading engagement. However, researchers (e.g. Sheu, 2003; Suk, 205) suggest that extensive reading activities are vital for the effectiveness of ER. Hence, incorporating extensive reading activities into L2/FL classrooms can yield positive effects of extensive reading without creating negative attitudes towards reading (Powell, 2005).

Having discussed the practical issues above, it is clear that organising an ER programme requires teachers to devote involvement to investigation, planning and decision-making. It is also unwise to think that such a programme can stand alone without ER activities. Teachers have to consider their own teaching contexts and then make decision on how these issues can be undertaken so as to design an effective ER programme.

The reviewed literature on extensive reading practices reports limited empirical evidence to support the claims made about the extensive reading activities (e.g., reading log). The effectiveness of extensive reading activities in EFL settings is not clear; little research has explored what specific kinds of ER features and activities lead to a successful extensive reading programme. Therefore, the effectiveness of extensive reading features and activities, as revealed by student opinions was investigated in the study.

Regarding this, the current researcher presented a paper in the fourth *Extensive Reading World Congress* in Japan; Tokyo in 2017 titled "Effects of Extensive Reading on Ethiopian EFL Students' Reading Comprehension and Perceptions" aimed to investigate the effects of extensive reading on reading comprehension and perceptions toward extensive reading features and activities. The paper is also published in the *Extensive Reading World Congress Proceedings,* 4, 236-244.

To sum up, the above discussions suggest crucial ideas on how ER should be practiced, and what types of extensive reading features and activities can facilitate the effectiveness of ER. All these points are essential to build up the conceptual framework of the study.

2.10 Conceptual Framework of the Study

The present study is framed on the two models proposed by Day and Bamford (1998), which are the only ones currently indicating the relationship between reading comprehension and reading attitude and ER in the context of L2 reading.

The first model of Day and Bamford (1998) is proposed on the acquisition and development of second language reading attitudes, which draws on models of first language reading attitudes. The model has four sources of attitude that shape L2 reading attitudes: L1 reading attitudes; previous L2 reading experiences; attitudes toward the L2, culture, and people; and the L2 classroom environment.

In the context of this model, it can be first assumed that ER may influence the formation of L2 reading attitudes by affecting two of the source constituents: one is learners' attitudes towards the language, culture, and people in the L2 context, and the other is L2 classroom environment (Day & Bamford, 1998). Hence, ER is likely to influence L2 learners' attitudes towards the culture and people if reading materials cover a wide range of topics.

Day and Bamford also proposed a model specifying factors motivating the decision to read. It is based in spirit on the *Expectancy + Value* models of motivation, and maintains that expectancy comprises materials and L2 reading ability, while value consists of L2 reading attitudes and sociocultural environment. Among these four subcomponents, materials and L2 reading attitudes have primary importance in determining motivation to read in an L2 as indicated in figure 3 below.

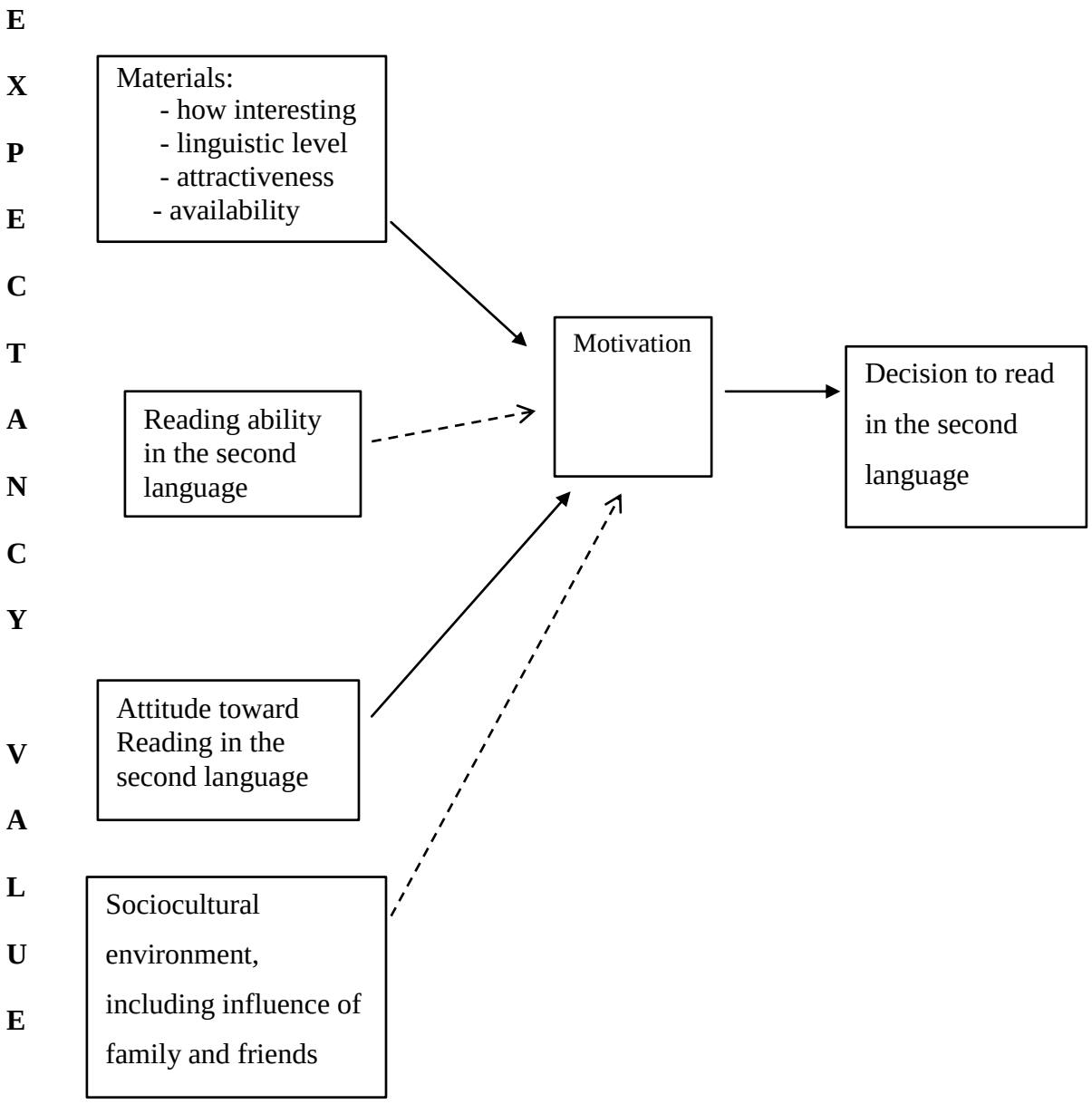


Figure 3: Variables Motivating the Decision to Read

Source: Day and Bamford (1998)

Although attitudes are not the only factor affecting motivation, the model assumes that they are one of the central components. Viewed collectively, Day and Bamford's (1998) two models have indicated that successful ER programmes may create a virtuous circle for L2 readers (see figure 2 in 2.7.4 in this chapter). This virtuous circle may or may not always arise because other factors that are not affected by L2 ER—such as learners' L1 reading

attitudes or previous experience reading a different L2 as depicted in Day and Bamford's (1998) model—could also influence motivation. Nevertheless, some research findings suggest that positive reading attitudes may indeed motivate learners to read if other factors do not interfere (Takase, 2007; Yamashita, 2004). Consequently, based on Day and Bamford (1998) two models, the present researcher has designed a model to see the influence of ER on reading comprehension and attitude toward reading as indicated in figure 4 below.

Conceptual Framework (Model)

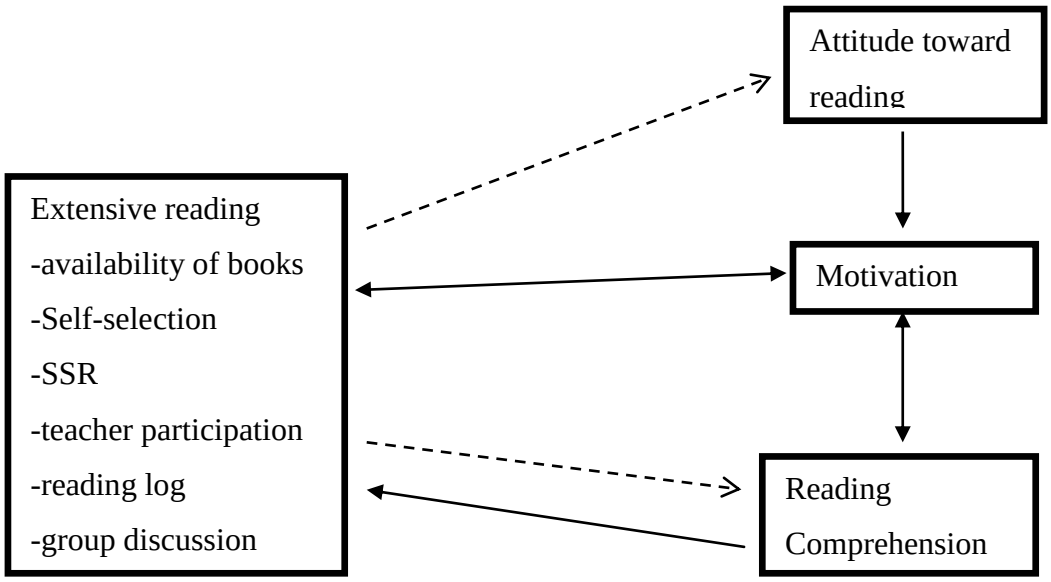


Figure 4:Conceptual Framework of the Study

Adapted from Day and Bamford (1998)

As indicated in figure 4 above, we can first assume that there are main characteristics of the extensive reading, such as availability of large quantity of materials, self-selection, SSR, teacher participation, and ER activities (reading log, group discussion). These features of ER may affect the reading comprehension and attitude to reading as discussed below.

As the ER approach often involves large quantities of enjoyable reading materials based on the students' interest and linguistic level (self-selection), it has the potential to give rise to situations where learners can make their own discoveries in their areas of interest. Besides, as the emphasis of ER is usually not on right answers but on continual reading experiences and personal reactions to reading material (group discussion, reading log), fear of evaluation by the teacher or judgment by peers will thus be minimized. Moreover, since the teacher is typically not the authority or knowledge source, but instead functions as a model reader and the manager of the programme, it may also affect the students' attitudes toward reading positively. In general, due to reading large quantities of self- selected materials and less competitive classroom environment that emphasizes personal interests and pleasure, ER is likely affects the reading attitude. Conversely, the pleasure of learning in areas of personal interest and curiosity is hard to foster in more traditional reading classes, in which every student reads the same texts from the student's textbook. The resulting positive attitude enhances motivation and it leads to the decision to continue reading. Sustained involvement in reading (ER) may improve reading comprehension abilities. The ability to comprehend texts easily might help student to read more (ER). When the students read more (ER) in an anxiety free situations, they might also develop positive attitudes. In this model, the bold lines indicate high effect and broken lines (of arrows) indicate the gap that this research intended to investigate their effect.

To put it in a nut-shell, based on Day and Bamford's (1998) model, the present researcher assumed that using ER with the main features (availability of large quantity of materials, self-selection, sustained silent reading, teacher participation) and ER activities (group discussion

and reading log) might improve students' reading comprehension and attitudes. Yet it needs to be checked.

In summary, chapter 2 reviews related literature on reading, reading comprehension, reading attitude, and reading theories. It also reviews approaches to teaching reading in general and in Ethiopia, in particular. Besides, it discusses what extensive reading is, characteristics, benefits and theories underlying ER. Moreover, it reviews international as well as local extensive reading studies, gaps, and practical issues. The contradictory ER findings on reading comprehension, lack of studies on effectiveness of ER on specific reading comprehension skills (lower and higher) and reading attitudes (recreational and academic) in EFL settings still needs further investigation. Hence, the current study tried to investigate effects of ER on Ethiopian EFL learners' reading comprehension and attitudes toward reading. Its effects were checked using the following methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The main purpose of this study was to investigate effects of extensive reading on grade 8 students' reading comprehension achievement and attitudes toward reading. This chapter deals with the design of the study, research sites and participants, sampling, instruments for data collection, treatment, procedures of the research and data collection, and data analysis techniques.

3.2 Design of the Study

This study employed a quasi-experimental pretest-posttest comparison group design to determine effects of extensive reading on students' reading comprehension and attitudes toward reading. That is, the researcher used intact, already established groups of participants provided pretests, administered the treatment condition to one group, and gave posttests. The experimental design is chosen because "It is the best method...of establishing cause–effect relationships and evaluating educational innovations" (Dörnyei, 2007, p. 120). It also allows the researcher to make generalizations beyond the participants of the study to a wider population (Human, 1992 as cited in Sheu, 2003). This exemplifies that experimental design is vital to seek for justifications behind the learning progress and make generalizations.

The quasi-experimental design (intact class groups) is preferred because it is generally known that it is difficult to design 'true' experiments with random assignments in educational contexts for various reasons, and thus, the most common method applied effectively is the use of intact class groups, which we may call quasi-experimental design (Dornyei, 2007). This researcher also believes that the use of intact class, for the comparison and experimental

groups, is that the effect of a new approach should be experimented in a natural setting rather than an artificial setting.

However, in a quasi-experimental design, where participants are not assigned to the treatment and comparison groups using random assignment, sometimes threats to the external and internal validity were possible (Basit, 2010 as cited in Seid, 2012). The researcher, hence, used different mechanisms to minimize the effects of these threats on the research results. For instance, he provided the same instruction for both the experimental and comparison groups (except the addition of ER for the experimental group), taught by the same teacher at the same instructional time, and in the same classroom environment (i.e. uses similar resources). Hence, differences among these factors might not systematically influence posttest results.

Furthermore, including a comparison group in the study helped the researcher to control other sources of change (such as the maturation effect, the practice effect). According to Dornyei (2007), the experimental design that involves a comparison group is considered as the optimal method for rigorous studies aiming at checking the effects of a given variable.

However, as supporting one group and excluding the other is not ethical, the present researcher has continued the implementation of ER programme as a community service project funded by Woldia University. That is, the researcher, with the cooperation of other teachers in Woldia University, has established reading clubs, as co-curricular activity, in three schools. The school (which includes students of the comparison group and other grade 8 sections), where this study was conducted and other two schools in Woldia Town have been participating in the reading clubs since the termination of the ER intervention. Besides, the books are put in the school libraries (including the research site) so that all of the students in the three schools have the opportunity to read the books.

An experiment involves making a change in the value of one variable (i.e. the independent variable) and observing the effect of that change on another variable (i.e. the dependent variable) (Cohen, Manion, & Morrison, 2007). In the present research, specific research hypothesis were posed in terms of whether the independent variable (extensive reading) cause significant change in measures of dependent variables (reading comprehension and attitudes toward reading). Hence, in this study, extensive reading was the independent variable; reading comprehension and attitudes toward reading were the dependent variables. The framework of the research is represented in Figure 5 (see 3.7 in this chapter).

3.3 Research Site, Participants, and Sampling

3.3.1 Research Site

There are nine woredas and three town administrations in North Wollo Zone. Woldia town administration was selected for the research purpose as the students' score in general and English medium subjects in particular, was low in grade 8 Regional Primary School Leaving Certificate Examination in 2007 E.C. as compared with other woredas and town administrations. It is the 9th in rank from the 12 woredas as the North Wollo Zone statistics indicated (see appendix 27). As the zone statistics indicated, 53.3% of the students scored below 50 in English medium subjects, such as English, mathematics, chemistry, biology, physics, and only 20.6% of the students scored below 50 in Amharic medium subjects (such as Amharic, Geography, Civics). The students' failure in English medium subjects might be due to their low reading comprehension ability in English.

Besides, the researcher conducted a preliminary survey study to investigate the second cycle primary school students' reading habits and attitudes toward reading in North Wollo Zone.

The findings indicated that majority of the students' habits and attitudes to reading were poor, and reading was the last preferred leisure activity for most of the students. It was also found that watching television is the first leisure activity for urban students. This indicates that the urban students are likely to be affected by the recent technological improvements, such as television than the rural counterparts (Abdurahman, in press) (see 2.8.2 in the literature review). This also suggests that the students might have problems on habits and attitudes to reading.

3.3.2 Participants of the Study

The study was carried out in a second cycle primary school, as it is assumed that giving students an opportunity to experience reading extensively at the early stage/intermediate level of the learning process is important to be hooked on books and develop good reading habits (Sheu, 2003); hence, second cycle primary school was selected for this study. At this level (second cycle primary schools) in Ethiopia, there are four grade levels (grades 5, 6, 7, 8). Among these, grade 8 was selected for this study. The reason behind the focus on grade 8 and the exclusion of other grade levels will be explained in the next section.

As specified in the November 2004 final report of the Education Sector Development Program II (ESDP), English serves as the medium of instruction (MOI) starting from grade 5, 7 or 9 onwards (depending on the decision of the region). As a result, according to Abebe (2012), English is partially used as a medium of instruction starting from Grade 7 in Amhara Region, where this study was conducted; it is used as MOI for most (all science subjects and mathematics) of the basic school subjects. On the other hand, Amharic is the medium of instruction for grades 5 and 6. Hence, the two grades were excluded, as they had not the experience of reading in English. In contrast, for grades 7 and 8, English is used as a medium

of instruction as mentioned before for most of the subjects. This means that students with little English enter grade 7. Thus, they might have a great difficulty in reading English at grade 7. As a result, grade 7 was also excluded from the study.

However, grade 8 was selected for this research because of the following reasons: students had the experience of learning English for a year (grade 7). Through this one-year period, it is assumed that students gain some knowledge of English relatively. In addition, grade 8 is considered as the end of the second cycle primary education, a preparation to regional Primary School Leaving Certificate Examination and a transitional stage to the secondary level, where almost all of the subjects (except their mother tongue, Amharic) are given in English. It was also hoped that developing positive attitudes and the habit of reading at this level might be helpful for the students in their future academic career (secondary and tertiary levels), and reading problem occurring at this level may be reflected at the higher levels. Therefore, it was supposed that grade 8 was the appropriate second cycle primary education level for this study.

3.3.3 Sampling

There were ten second cycle primary schools (up to grade 8) in Woldia Town. As the researcher's observation, it seemed that the ten schools were almost similar in some aspects, such as the qualification of teachers (diploma level), number of students in a class, nature of the classrooms, and the kind of materials they used for the teaching learning processes (textbook). Therefore, the researcher used simple random sampling (by lot) technique to select the school and the participant students because it would provide each participant equal chance of being selected. Using simple random sampling, Taitu Bitul Primary School was selected from the ten schools for the purpose of this study. From the selected school, two

sections (sections B and C) were also selected randomly from the five grade 8 sections; then section C was assigned as the experimental group and section B as the comparison group.

3.4 Instruments for Data Collection

In order to gather data for the study, reading comprehension test, reading attitude survey, and extensive reading attitude questionnaire (posttest) were employed for different purposes. Below is given brief descriptions of each of the instruments.

3.4.1 Reading Comprehension Tests

As standardized tests that can measure reading comprehension of primary school students in Ethiopia were not available, the researcher constructed two equivalent versions of reading comprehension test, one as a pretest and the other as a posttest. The researcher preferred to use equivalent versions of tests to minimize test validity threat. In relation to this, Cook and Campbell (1979) assert, "Familiarity with a test can sometimes enhance performance as participants are likely to remember the same or similar items at later testing sessions" (p.52). This indicates that when the same pretest is also used as the posttest of a study, the result may become influenced by extraneous factors like memory factor.

The test was prepared based on the grade eight curriculum materials. Each test included four passages (narrative and expository texts), adapted from different sources followed by 32 questions. The questions included both lower- and higher-order skills, such as retrieving explicitly stated information and making straightforward inference, interpreting and integrating ideas and information, and reflect-and-evaluate questions on the reading text (see appendix 1 & 2).

The difficulty levels of the pretest and posttest were equivalent, with the number of passage total words at 664 and 673, respectively (see appendix 1 & 2). The readability statistics of the reading comprehension pretest- posttest were also equivalent (see appendix 13 & 14).

3.4.2 Reading Attitude Survey

To assess the participants' attitude toward reading, a reading attitude survey was conducted before and after the intervention. The survey was adapted from McKenna and Kear (1990) and Conradi, Jang, Bryant, Craft, and McKenna's (2013) "Reading Attitude Survey". This instrument was chosen for this research for its simplicity. Besides, the survey distinguishes academic reading results from recreational reading results. Moreover, the survey has been found to be highly reliable and valid (Conradi, 2013; McKenna & Kear, 1990).

The attitude survey is a norm-referenced measure that includes twelve statements about reading. Six of the statements related to recreational reading, while the other six related to academic (school-related) reading. Each of the items started with the expression "How do you feel," (see appendix 3). The participants were asked to score each item on a 4-point Likert scale from 'very good' to 'very bad'. The 4-option format left no option for neutral responses, in order to escape the "fence-sitting" phenomenon (Dörnyei, 2003). It was therefore possible to obtain a maximum of 24 points in each category for the most positive attitude, and 6 for the least.

3.4.3 Extensive Reading Attitude Questionnaire (Posttest only)

After the treatment, participants in the intervention group were also asked to complete the extensive reading attitude questionnaire. The questionnaire was conducted to find out the students' opinions on which ER features and activities contribute more to the development of their reading comprehension and attitudes (if any). In other words, it was used to support the

two data gathering tools: the reading comprehension test and the reading attitude survey. The questionnaire was adapted from Sheu (2003). It contained 8 items designed to investigate the participants' attitude toward the extensive reading programme after the intervention. The items included participants' attitudes toward the features (self-selection, reading different books, sustained silent reading, teacher participation, no test, no homework) and encouraging and follow up activities (reading log and group discussion). Each item was fixed to a 4-point Likert scale, ranging from 'like it very much' (1) to 'dislike it very much' (4). The 4-option format left no option for neutral responses, in order to escape the "fence-sitting" phenomenon (Dörnyei, 2003). Then the questionnaire was converted to the learners' mother tongue (Amharic).

3.5 Validity and Reliability of the Instruments

3.5.1 Validity and Reliability of the Reading Comprehension Test

To check its validity, the reading comprehension tests were given to the researcher's advisors and two PhD candidates in TEFL to comment on them. They reviewed the tests validity. The comments given from the EFL teachers indicated that the reading tests designed tried to cover most of the lower and higher reading comprehension skills, which are claimed to be included as to the theoretical constructs of reading comprehension.

Regarding the reliability of the reading comprehension tests, a pilot test was conducted to two grade eight sections (n=92), who were not involved in the main study, at Taitu Bitul Primary School (see 4.9.1 in the pilot study in chapter 4). The reliability of the two equivalent forms of the reading comprehension tests (the pretest and posttest) was calculated by using Pearson correlation. The reliability of the two equivalent forms of the tests was 0.79. This indicates that the reliability of the two versions of the test was acceptable.

3.5.2 Validity and Reliability of the Attitude Questionnaires

The adapted reading attitude survey and ER attitude questionnaire (the Amharic versions) were given to the researcher's advisors and two PhD candidates in TEFL at Bahir Dar University for validation (content and face validity). They commented on the attitude survey and ER attitude questionnaire focusing on the content as well as the face validity.

Based on the comments, necessary deletion, modification, and addition were made. For instance, in the reading attitude survey, the statement "How do you feel when you read in a rainy Saturday?" was modified as "How do you feel when you read English in a weekend?" Besides, the phrase "reading in English" was added at the end of all items (see 4.9.2 in the pilot study in chapter 4).

Then, a pilot testing for the modified attitude survey was administered to two grade eight sections (n = 92) at Taitu Bitul Primary School. Even though the internal consistency coefficients of the original attitude survey (Conradi *et al*, 2013; McKenna & Kear, 1990) were high (falling within the 0.78 to 0.86 range), the researcher also checked the reliability of the adapted reading attitude survey of the Amharic version. Hence, the internal consistency coefficients were 0.81and 0.78 for recreational and academic reading attitudes, respectively. These scores indicate that the adapted reading attitude survey was reliable.

The reliability of the extensive reading attitude questionnaire was also checked using Cronbach's Alpha in the pilot study, which was conducted on the experimental group students (n=46). The internal consistency coefficient was hence 0.61. This indicates that the ER attitude questionnaire was also reliable.

3.6 The Treatment

The study was conducted during the second semester of 2017 (GC) academic year at Taitu Bitul Second Cycle Primary School in Woldia Town as discussed earlier. A teaching period of English at school usually lasts 40 minutes. Specifically, grade 8 students receive five 40-minute English classes per week. In this study, thus, the selected groups regularly received five-week English classes (200-minute intensive reading instruction per week) taught by their English teacher, who taught English in the school, according to the school timetable. The lesson was given based on the textbook, English for Ethiopia, which was designed for 8th grade students. In reading comprehension lessons, students read texts from the textbook and do activities, such as answering comprehension questions (see 2.6.2 in the literature review).

However, some changes in instruction were made for the experimental group. That is, in the five-week English lessons (200-minutes), the experimental group was exposed to 120-minute (three times a week) equivalent intensive reading instruction and 80-minute (twice a week) extensive reading instruction per week for 12 weeks. In other words, this study incorporated extensive reading into already existing IR curriculum, devoting 40% of class time to extensive reading.

Next, the ER programme was implemented as the following procedures. For the first class meeting of the extensive reading programme, all the experimental group students were given a handout of photocopies of one story from the collected stories. The teacher first explained the topic and told the story to the students in easy English. This process helps students with a general look before choosing their stories appropriate for their reading level. In each subsequent class session, books were set out on tables, and during the SSR time, students

were encouraged to select their proper books. The 40 minutes of the extensive reading treatment was used as follows: the first 5 minutes was used for book selection, 30 minutes for sustained silent reading with the support of the teacher, 5 minutes for group discussion, and keeping reading logs. Various ER researchers (e.g. Elley & Mangubhai, 1983; Sheu, 2003; Suk, 2015; Yu, 1993) have recommended the above extensive reading treatment procedures. A detailed description of the treatment regarding reading materials, ER activities, and procedures is presented as follows.

3.6.1 Reading Materials

As ER is new in Ethiopia, extensive reading materials, and graded readers are not available. Therefore, the researcher used his own personal collection, including stories, narratives and folk stories from different sources. One of the sources was the British Council Ethiopia collection, which collects various Ethiopian stories, by Ambachew Sargent and Elizabeth Laird available at www.ethiopianenglishreaders.com/.

The criteria for selecting the stories for the present study were adapted from Juan and Cheng (2008): the content of the story was within the participants' age and level; the topic was interesting, and the stories were short to allow students to finish reading in a given time. Hence, students were required to read at least one book a week as ER scholars suggested (Extensive Reading Foundation, 2011; Sheu, 2003). Thus, they read at least 12 books at the end of the semester/programme. Books were kept in a big paper bag in the English teacher's office for safekeeping, and the bag was carried to the classroom twice a week during the ER class.

Approximately 12 books (with 10 copies of each book) were available for 12 weeks considering the principles of ER (one book a week). The level of the books was checked by readability mechanisms as discussed earlier; it was also checked by the students in their reading log (very easy, easy, difficult, and very difficult) during the pilot study. Majority (76.08%) of the students' opinions indicated that the reading materials are simple so that the students understand them easily and enjoy the books (see 4.8.5 in the pilot study for detail information). The details of the books: the level, number of headwords, titles, and total no of books are attached in appendix 15.

3.6.2 Extensive Reading Activities

Four extensive reading activities, which were checked in the pilot study, were also used in the main study. The activities included sustained silent reading, reading log, group discussion, and teacher participation. The experimental group students were asked about their opinions concerning the extensive reading activities in the pilot study. The students' responses indicated that majority of the participants' attitudes toward the extensive reading activities were positive, especially for self-selection, reading different stories, sustained silent reading, teacher participation, and reading log (see 4.10 in the pilot study, chapter 4). The purposes and procedures for each of these activities are described in the following sections.

3.6.2.1 Sustained Silent Reading

The students in the experimental group read self-selected books independently for 30 minutes at the beginning of each class. During the sustained silent reading (SSR), the teacher monitored students' reading and provided assistance with unknown words, when needed.

3.6.2.2 Reading Log

After the sustained silent reading session, the students were given five minutes to write a brief summary of what they read either in English or in their mother tongue (Amharic). The purposes of this activity were to check what the students read during SSR, to check whether students read the chosen books, and provide time for students to think about what they read. Hence, the students were asked to write a brief report about the reader or story they read in a form called "Students' Extensive Reading Log". The reading log included the title of the book, the number of pages they read, and the idea they like, etc. (see appendix 7). Sample students reading log are also attached in appendix 25.

3.6.2.3 Group Discussion

After reading for 30 minutes in sustained silent reading, the students briefly shared what they read with group members, and/or class for 5 minutes. Through this task, students learned to express what they read to their friends or the class; the questions were very simple like the main character(s), setting, theme, etc. of the story. Although it was difficult at first, most of the students developed the ability to express what they read gradually. This activity also help to motivate them to read more books, as it creates a sense of success in having read one book after another.

3.6.2.4 The Teacher's Participation

Extensive reading has been unfamiliar or even unknown to most of grade 8 students in Ethiopia as the researcher has observation and experienced. Hence, although students had freedom to choose books in their own, they might face difficulties in selecting and using books, as well as employing their reading strategies. In such situations, the teacher provided guidance about the most suitable titles as he read many of the books in his collection. In the

ER programme during SSR, the teacher also helped students on how to use different strategies to understand difficult words and texts.

Meanwhile, the researcher observed the extensive reading lessons in the experimental group to check the effective implementation of the extensive reading programme. There were also discussions made with the experimenter teacher before and after each of the classroom observations.

3.7 Procedures of the Research and Data Collection

After getting an approval from the school principal and the English teacher, the researcher provided training for the experimenter teacher on the theory, benefits and implementation procedures of extensive reading for a week as indicated in the teacher's training manual (see appendix 22). The main study was conducted during the second semester of 2017 (GC) academic year at Taitu Bitul Primary School, in Woldia Town, for 12 weeks. The data was collected as the following procedures.

First, the adapted reading attitude survey (RAS) was administered to both the comparison and experimental group students by the English teachers; the researcher also observed the process. During administration of the adapted RAS, participants were told that the questionnaire distributed contained questions about their attitudes toward reading in English. The participants were also told that they should ask for any clarification they might need when they filled-in the questionnaire. It took 10-15 minutes to complete the survey.

Then the reading comprehension test was administered to the students by the classroom English teachers to make the test natural. Prior to administering the test, orientations were

given to the students (e.g. the no of reading passages, instructions, question types, and so on). After that, the students took the test; it took 40 minutes to complete the test.

The experimental group then received ER treatment for about 12 weeks while the comparison group did not. At the end of the ER treatment, the reading comprehension and reading attitude survey posttests were administered to the experimental and comparison groups.

Finally, the extensive reading attitude questionnaire (posttest only) was administered to the experimental group participants to assess their attitudes toward the effectiveness of the features of ERP and ER activities. The teachers clarified the instructions to the students before administering the questionnaire. It took 10-12 minutes to complete the questionnaire. The research framework and data collection procedures are shown in figure 5 below.

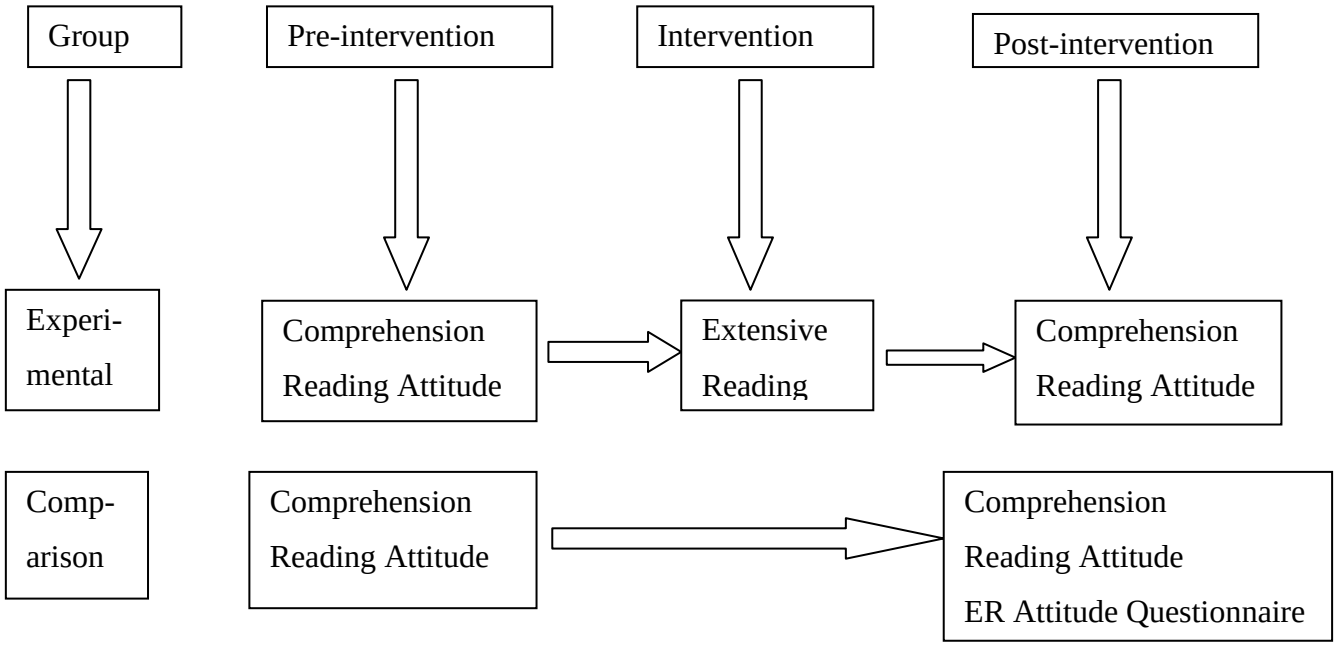


Figure 5: The research framework and data collection procedures

*(*Adapted from Yoon, 2002)

As indicated in figure 5 above, first the researcher conducted pretests reading comprehension and reading attitude to both experimental and comparison groups in order to collect data for the study before the treatment. The experimental group then received ER treatment while the comparison group did not. At the end of the treatment, the researcher could administer posttests on reading comprehension and reading attitude to the experimental and comparison groups. Finally, the extensive reading attitude questionnaire (posttest only) was administered to the experimental group participants to assess their attitudes toward the effectiveness of the ERP (ER features and activities).

3.8 Data Analysis Techniques

The collected data (tests and questionnaires) were analyzed using different descriptive and inferential statistical techniques through the Statistical Package for Social Sciences (SPSS) version 20.0 for Windows. Descriptive statistics was used to summarize findings by describing general tendencies in the data and the overall spread of the scores. On the other hand, the inferential statistics was employed to examine the research hypotheses in the study. In addition, effect sizes were calculated for all of the t-tests to see the strength of the difference or how strong the relationship is.

The effect size is measured using *Cohen's d* index of effect size formula. The formula to calculate effect size, as Muijs (2004), we subtract the mean of one group from the other (M1-M2) and divide the result by the standard deviation of the population from which the groups were sampled. In this study, the researcher used Cohen's d as suggested in Cohen, *et al*, (2007, p. 521). *"0–0.20 = weak effect, 0.21–0.50 = modest effect, 0.51–1.00 = moderate effect, >1.00 = strong effect"*. The following part of this section discusses how the data were analyzed.

3.8.1 Analysis of the Test Results

The data gathered through tests were analyzed using descriptive (mean and standard deviation) and inferential statistical techniques. Regarding the inferential statistics, both independent sample t-test and paired-sample t-test were used to analyze the reading comprehension test scores in the study. Independent sample t-test was used to compare the results of the experimental and comparison groups that were independent of each other. A paired sample t-test was employed to compare the students' test scores before and after the treatment in the experimental and comparison groups separately. Effect size was also calculated for the reading comprehension test scores to see the strength of the difference.

3.8.2 Analysis of Attitude Questionnaires

After the attitude questionnaires had been administered to the target students, the respondents' answers were converted to numbers by means of coding procedures. In this study, the researcher, therefore, added the individual items to compute an overall score for a variable.

First, the reading attitude survey scores were computed; the items addressing the same target were summed up or averaged. The data were, hence, analyzed using descriptive and inferential statistics by comparing the results of the pretest and posttest reading attitude survey. Like the reading comprehension test results, for the analysis of the reading attitude survey, both independent samples t-test and paired sample-test was employed. Independent sample t-test was used to compare the reading attitude scores of the experimental and comparison groups that were independent of each other. A paired sample t-test was used to compare the reading attitude scores before and after the ER treatment in the experimental and

comparison groups separately. Effect size was also calculated for the reading attitude survey to see how strong the relationship is.

Finally, to analyze the extensive reading attitude questionnaire (posttest only) scores of the experimental group, descriptive statistics, including means and standard deviations were calculated.

3.9 Ethical Considerations

Before conducting the research, the researcher received approval from the Department of English Language and Literature, Bahir Dar University. The purpose of the study, the potential benefits and risks, and the rights of the participants were explained. Clarifying all these points, the researcher also obtained permission from the selected school. After obtaining permission from the school, the researcher obtained consent from the participants (teacher and students). In this regard, the participants were assured that their participation in the study was voluntary and the information they provided were confidential.

CHAPTER FOUR: THE PILOT STUDY

4.1 Introduction

Before the main study, a pilot study was conducted to test the adequacy of the data collection instruments, treatment materials and activities, and procedures. Based on the pilot results, necessary modifications were made. The purpose of this chapter is, therefore, to briefly discuss purposes of the pilot study, selection of the participants, instruments for data collection, the treatment materials, activities, procedures, its results and the insights gained from the pilot study.

4.2 Purposes of Conducting the Pilot Study

The main purposes of conducting the pilot study were to check the adequacy of the data collection instruments, and to identify the appropriate levels for reading materials and ER activities. Besides, it was carried out to test the proposed experiment or procedures that would be employed in the main study.

4.3 Selection of the Participants

The participants of the pilot study were selected from the same school and grade level (grade eight) as the main study, as explained in chapter three. That is, there were five grade 8 sections in Taitu Bitul Primary School in 2017 academic year. Then, 2 sections (A and E) were randomly selected by lot for the pilot study, of which one section consisted of 51 students was randomly assigned as the experimental group, and the other one consisted of 50 students was assigned as the comparison group. However, the pilot study depended on data generated from 46 students of the experimental group and 46 students of the comparison group, for incomplete data from five students of the experimental group and four students of the comparison group were not included in the analysis.

4.4 Instruments for Data Collection

To gather appropriate data for piloting, instruments, such as reading comprehension test and attitude survey (pretest and posttest) (see Appendix 3 and 5), and extensive reading attitude questionnaire (posttest only) were used. (See 3.4 in the methodology section for the details of the instruments).

4.5 The Treatment

For the purpose of the pilot study, one 40-minute lesson was assigned for extensive reading from the five 40-minute English lessons per-week, and the other four lessons was used for the regular (IR) English class. In other words, the experimental group was exposed to extensive reading once a week for 40 minutes. However, the comparison group was learned all the five 40-minute English lessons per-week using their textbook in the conventional (IR) approach of teaching.

The procedures of the extensive reading treatment were as follows: the first 5 minutes was used for book selection, 30 minutes for sustained silent reading with the guidance of the teacher, and 5 minutes for keeping reading logs. The pilot programme continued for about six weeks. A detailed description of the treatment regarding reading materials, ER activities, and procedures is presented as follows.

4.5.1 Reading Materials

Although it is assumed that the books are appropriate for second cycle primary level, as they are simple and designed for primary levels, six sample books (with 10 copies of each book) were used in the pilot study; it helps to determine the appropriateness of the books. The six

books were designed for six weeks considering the common agreement on the amount of reading in an ERP, i.e. a book a week (Extensive Reading Guide, 2011). Hence, students were required to read at least one book a week; the students read at least six books at the end of the programme. The level of the books was checked by readability mechanisms (see appendix 15). The Books were kept in a big paper bag in the English teacher's office for safekeeping, and the bag was carried to the classroom once a week during the ER class.

4.5.2 Extensive Reading Activities

The extensive reading activities were used in the study, such as sustained silent reading, reading log, and teacher participation. That is, with the guidance of the teacher, the experimental group students selected books within the first five minutes, and they read the self-selected books for 30 minutes during ER class. During SSR, the teacher monitored students' reading and provided assistance with unknown words, when needed. After reading for 30 minutes, the students wrote about what they read (either in English or in their mother tongue) in their reading log for the last five minutes. The purposes and procedures for each of these activities are described in detail in section 3.8 in the methodology.

4.6 Data Collection and Treatment Procedures

Explaining the purpose of the pilot study to the school director, the researcher obtained an approval, and she recommended one English language teacher who could help the researcher. The researcher also obtained an approval from the English teacher to participate in the pilot study. The pilot study was conducted during the first semester of the 2017 G.C. academic year. Then, the experimental group was exposed to ER (once a week) for six weeks. In the process of conducting the pilot research, the procedures followed and/or activities accomplished are briefly described below.

First, the participants for the pilot study were selected randomly, and requested to take pre-tests (reading comprehension and attitude survey) to obtain baseline data. Second, the experimenter teacher was provided with both theoretical and practical training for a week (five hours) about the theory of ER and how it could be practically implemented in EFL classes. Third, the experimenter teacher implemented ER in EFL classes (once a week) for 6 weeks. Meanwhile, the researcher observed the ER lessons in the experimental group to check its effective implementation. There were also discussions made with the experimenter before and after each of the classroom observations. After the treatment, posttests on reading comprehension and attitude survey were administered for both groups. Extensive reading attitude questionnaire (posttest only) was also conducted to the experimental group students. Finally, the data collected from the above instruments were analyzed using different methods of data analysis as discussed in the following sections.

4.7 Pilot Data Analysis

To analyze the data gathered through tests and questionnaires, both descriptive (mean and standard deviation) and inferential (independent samples and paired samples t-test) statistics were used; the data were computed using the Statistical Package for Social Sciences (SPSS) version 20.0 for Windows. The independent samples and paired samples t-test were used to compare the inter-and intra-group differences respectively. Descriptive statistics (mean and standard deviations) were used to analyze the extensive reading attitude questionnaire data. Effect size was also employed for the reading comprehension test and attitude questionnaire scores to see the strength of the difference. The following section presents the analysis, results, and findings of the pilot study.

4.8 Preliminary Analysis and Findings

4.8.1 Introduction

This section discusses the preliminary pilot data analysis, results, and interpretation in line with the objectives of the pilot study. Thus, the results of data collected from the participants, and the lessons learned are analyzed and discussed in the next sections.

4.8.2 Effects of ER on Reading Comprehension

To measure the students' reading comprehension, reading comprehension tests were administered as discussed earlier, one as a pretest and the other as a posttest. The descriptive statistics of the comparison and experimental group results on pretest and posttest are given below in Table 41.

Table 4.1: Descriptive statistics of the comparison and experimental groups on reading comprehension pretest and posttest

Study		Mean	SD	Std. Error	Min	Max	Range
Comparison group (n=46)	Pretest	15.35	6.251	.922	3	34	31
	Posttest	13.72	9.486	1.399	2	37	35
Experimental group (n=46)	Pretest	15.28	6.582	.970	2	34	32
	Posttest	15.35	7.62	1.12	2	36	34

As indicated in Table 4.1, the pretest mean score of the comparison and the experimental groups is 15.35 and 15.28, respectively. The table also reveals that the students in both groups got almost similar maximum and minimum scores in the reading comprehension pretest. This suggests that the students in both groups might have the same background in their levels of reading comprehension.

As indicated in table 4.1, the mean score of the comparison group is 13.72 while the mean score of the experimental group is 15.35 in the posttest. It seems that there was a difference between the mean scores of the comparison and experimental group in reading comprehension posttest. The differences between the two groups might be due to the ER intervention in the experimental group, but it needs to be checked for significance. Hence, an independent samples test (Levene's Test for Equality of Variances), results of which is presented below in Table 4.2, was conducted to see if the differences are significant.

Table 4.2: Independent Samples Test: t-test for Equality of Means

Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% confidence Interval of the Difference	
								Lower	Upper
Pretest equal variances assumed	.07	.78	.04	90	.96	.06	1.33	-2.59	2.72
Posttest equal variances assumed	2.59	.11	-.90	90	.36	-1.30	1.79	-5.19	1.93

As can be seen in Table 4.2, the independent samples t-test scores in the pretest (t =.04, df=90, p =.96) and posttest (t =-.90, df=90, p =.36) indicate that there was no significant difference in reading comprehension scores between the comparison and experimental groups before and after the extensive reading intervention.

4.8.3 Effects of ER on Attitudes toward Reading

To measure the students' attitudes toward reading, an attitude survey was administered. The same survey was conducted as a pretest and posttest. The pretest and posttest results are provided in Table 4.3 below.

Table 4.3: Descriptive Statistics of the Comparison and Experimental Groups on Reading Attitude Survey Pretest

Group	Attitude	Mean	Std. Deviation	Std. Error
Comparison group (n=46)	Recreational	16.15	2.59	.38
	Academic	17.48	2.50	.36
Experimental group n=46)	Recreational	16.37	3.17	.46
	Academic	18.46	3.07	.45

As indicated in Table 4.3, the recreational reading mean score of the comparison and experimental groups is 16.15 and 16.37, respectively, and the academic reading mean score of the comparison and experimental groups are 17.48 and 18.46, respectively. The results indicate that the two groups are almost similar in their attitude scores before the intervention. To check for significance, however, an independent samples test (Levene's Test for Equality of Variances), results of which is presented below in Table 4.4, was conducted to see if the differences are significant.

Table 4.4: Independent Samples Test: t-test for Equality of Means

		t-test for Equality of Means						
		T	Df	Sig.2-tailed)	Mean Difference	Std. Error difference	95% confidence Interval of the Difference	
							Lower	Upper
Pretest Equal Variance Assume	Recreational	-.35	90	.72	-.217	.60	-1.42	0.98
	Academic	1.67	90	.09	.978	.58	-.183	2.13

As shown in Table 4.4, the t-test for equality of means indicates that the comparison of the means score of the comparison and experimental groups on both recreational and academic reading attitude was not significant in the pretest. That is, the pretest scores on recreational reading attitude (t =-.35, df=90, p =.72), and academic reading attitude (t =-1.67, df=90, p =.09) indicate that there was no significant difference between the participants of the comparison and the experimental groups in both recreational and academic reading attitudes before the intervention.

Table 4.5: Descriptive Statistics of the Comparison and Experimental Groups on Reading Attitude Survey Posttest

Group	Attitude	Mean	Std. Deviation	Std. Error
Comparison group (n=46)	Recreational	16.39	3.31	.48
	Academic	17.96	3.48	.51
Experimental group n=46)	Recreational	17.50	3.23	.47
	Academic	15.22	2.79	.41

As shown in Table 4.5, the recreational reading attitude posttest mean score of the comparison and experimental groups is 16.39 and 17.50, respectively. The academic reading attitude posttest mean score of the comparison and experimental groups is 17.96 and 15.22, respectively. It seems that there are some differences between the experimental and comparison groups in the posttest scores in both recreational and academic reading attitude scores, favouring the experimental group. Nevertheless, checking whether the differences are significant or not is required; hence, an independent samples test (Levene's Test for Equality of Variances), results of which is presented below in Table 4.6, was conducted to see if the differences are significant.

Table 4.6: Independent Samples Test: t-test for Equality of Means

		t-test for Equality of Means						
		t	df	Sig.2-tailed)	Mean Difference	Std. Error difference	95% confidence Interval of the Difference	
							Lower	Upper
Posttest equal variance assumed	Recreational	-1.62	90	.10	-1.109	.68	-2.46	.24
	Academic	-4.15	90	.001	-2.73	.65	-4.04	-1.43

Table 4.6 indicates the comparison of the mean scores obtained by the participants of the comparison and experimental groups in recreational and academic reading attitudes on posttest. The t-test for equality of means indicates that the means score of the comparison and experimental group on recreational reading attitude was not significant in the posttest. That is, as shown in Table 4.6, the t-value for the mean scores of the comparison and experimental groups on academic reading attitude is -4.15, and the significance value is .001, which is lower than .05 alpha level. This indicates that there is a significant decrease between the mean scores of the comparison and experimental groups on academic reading on posttest favouring the experimental group participants.

4.8.4 Attitudes to the Extensive Reading Programme

After the extensive reading programme, the experimental group participants were asked their attitudes toward the extensive reading programme using a 4-point scale (*like it much to dislike like it much*).

Table 4.7: Attitudes to the Extensive Reading Progamme (n = 46)

Item Descriptions	Mean	SD
1. Silent reading programme	3.59	0.53
2. Self-selection of books	3.71	0.58
3. Reading different stories	3.67	0.51
4. Lack of homework	2.23	1.07
5. Lack of tests and scores	2.04	1.11
6. Teacher participation	3.57	0.84
7. Reading log	3.56	0.83
Grand mean	3.19	0.77

As presented in Table 4.7, the results confirmed that the participants' attitudes toward the extensive reading programme was positive, with the average mean of 3.19, an above satisfactory level to all the features of the ERP. Among the features, self-selection of books was given the highest rating (mean = 3.71), followed by reading different stories (mean = 3.67), sustained silent reading programme (mean = 3.59), and teacher participation (mean = 3.57). Lack of tests and scores (mean = 2.04), and lack of homework (mean = 2.23) was given the lowest rating.

4.8.5 Levels of Reading Materials

Table 4.8: Students' Opinions on Levels of Reading Materials (N=46)

Level	Frequency	Percentage
Very easy	6	13.04
Easy	35	76.08
Difficult	3	6.52
Very Difficult	2	4.34

As indicated in Table 4.8, the results confirmed that majority (76.08%) of the experimental group students perceived that the reading materials are easy, and 13.04% of the students perceived that the reading materials are very easy. Only 6.52% and 4.34% of students perceived that the reading materials are difficult and very difficult respectively. This indicates that the reading materials are simple so that the students understand them easily and enjoy the books.

4.9 Validity and Reliability of Data Gathering Instruments

Checking the validity and reliability of the data gathering instruments in a pilot study before using them in the main study is assumed to be essential. In the following section, hence, an attempt has been made to explain how the validity and reliability of the reading comprehension tests and the adapted (the Amharic versions) attitude questionnaires (the reading attitude survey and the extensive reading attitude questionnaire) were checked.

4.9.1 Validity and Reliability of the Reading Comprehension Tests

As stated in chapter three, the researcher constructed two equivalent versions of reading comprehension tests, one as a pretest and the other as a posttest. The tests were prepared

based on the grade eight curricula materials. There were four reading passages, adapted from different sources, which comprised 32 questions for each (the pretest and the posttest) test. Among these, 24 of them were multiple-choice questions and eight of them were short answer questions. Each item in the multiple-choice questions had four choices. The questions focused on both lower and higher order skills, such as retrieve explicitly stated information and make straightforward inference, interpret and integrate ideas and information, and reflect and evaluate questions about the reading text.

To check its validity, the reading comprehension tests were given to the researcher's advisors and two PhD candidates in TEFL at Bahir Dar University to comment on them. They reviewed the tests regarding its validity. The comments given indicated that the reading tests designed tried to cover most of the lower- and higher-order reading comprehension skills, which are claimed to be included as to the theoretical constructs of reading comprehension.

The pilot test was also conducted to 92 grade 8 students at Taitu Bitul Second Cycle Primary School to check the reliability of the reading comprehension tests. The reliability of the two equivalent forms of the reading comprehension tests (the pretest and posttest) was calculated by using Pearson correlation. The reliability of the two equivalent forms of the tests was calculated as 0.79. This indicates that there was a high reliability between the two versions of the test.

4.9.2 Validity and Reliability of the Attitude Questionnaires

The aim of the adapted reading attitude survey was to measure the students' attitudes toward reading in EFL classroom. The reading attitude survey was a 12-items scale with a four-point rating Likert scale type that ranged from "very good'' to "very bad''. The 12 items were

categorized into two scales, namely recreational reading and academic reading attitude. The ER attitude questionnaire was carried out to assess the experimental group students' attitudes toward the ERP (see 3.4.3 in chapter 3).

Both the reading attitude and the ER attitude questionnaires were converted into Amharic, the students' mother tongue and given to the researcher's advisors and two PhD candidates in TEFL at Bahir Dar University for validation (content and face validity). They provided comments on the content as well as the face validity of the attitude questionnaires. Thus, necessary deletion, modification, and addition were made based on their comments (see 3.5.2 in chapter 3).

To check the reliability, a pilot testing for the modified attitude questionnaires was administered on grade eight students at Taitu Bitul Second Cycle Primary School. Concerning the reading attitude survey, although the internal consistency coefficients of the original reading attitude survey (Conradi *et al*, 2013; McKenna & Kear, 1990) were high (falling within the 0.78 to 0.86 range), the researcher also checked the reliability of the adapted reading attitude questionnaires of the translated (Amharic) version. Thus, the internal consistency coefficients were 0.81and 0.78 for recreational and academic reading attitudes respectively. This indicates that the reading attitude survey is highly reliable.

To check the reliability of the ER attitude questionnaire, a pilot study was conducted on the experimental group students (n=46). It was checked using Cronbach's Alpha. Thus, the internal consistency coefficient was 0.61. This shows that the ER attitude questionnaire is reliable.

4.10 Confirming the Appropriateness of Reading Materials and ER Activities

One of the purposes of the pilot study was to assess the students' views on the suitability of reading materials regarding their level as explained earlier. To this end, six different kinds of books from different sources were given to the students in the experimental group, and they were asked to rate the level of the book (very easy, easy, difficult, and very difficult) in their reading log.

As indicated in Table 4.8, the results confirmed that majority (76.08%) of the experimental group students perceived that the reading materials are easy. This indicates that the reading materials are appropriate to use in the main study.

The results also confirmed that, as indicated in Table 4.7, the participants' attitudes toward the extensive reading activities were positive, especially for self-selection, reading different stories, sustained silent reading, teacher participation, and reading log.

4.11 Lessons Learned from the Pilot Study

As stated earlier, the pilot study was mainly conducted to check the adequacy of the data gathering tools, reading materials, ER activities, procedures of the ER programme that were intended for the main study. The lessons learned from the pilot study with their implications for the main study are discussed below.

First, the data gathering instruments (the reading comprehension test, reading attitude survey, extensive reading attitude questionnaire - posttest only) were good except some problems on reading attitude survey. In the reading attitude survey, some words, and phrases were

modified and added (see appendix 3-6). In addition, for the majority of the students, the instructions for the reading comprehension tests were clear, but the instruction for the attitude survey somewhat requires clarity as it was not clear for some students. Hence, the instruction should be made clear orally when the attitude survey is administered for the main study. Therefore, it is possible to say that the preliminary analysis of the pilot data to some extent indicated the effectiveness of the data gathering tools to collect data for the main study.

The pilot study offers some implications for the main study, particularly the positive attitudes toward the extensive reading programme indicated by the experimental group students. That is, the pressure-free environment of the extensive reading programme can encourage students to participate passionately, particularly the self-selection of reading materials. It could also be due to the ER activities (SSR, reading log, teacher participation).

However, their positive attitudes toward the extensive reading programme did not improve the students' reading comprehension ability and attitudes toward reading. That is, the results indicate that there was no statistically significant difference in reading comprehension and attitudes toward reading between the intervention and comparison groups.

The findings of the pilot study suggests that engaging students in a 40-minute ER lesson per-week for 6 weeks might not be adequate to improve the learners' comprehension performance and attitude toward reading. In other words, the short instructional time (a 40-minute lesson per-week for 6 weeks) was one of the problems that affect the pilot study results. In line with this, some researchers (e.g. Davis, 1995; Sheu, 2003) argue that the benefits and results of ER do not appear in short-duration ER programmes. The other limitation was that the study lacked some motivating activities that encourage students to

read more. Regarding this, Sheu (2003) has recommended that collaborative extensive reading activities like group discussion can stimulate learners' reading abilities and attitudes.

Based on the results of the pilot study, the extensive reading programme was revised and conducted in the same school in the second semester in 2017. For the experimental group, the revisions were that: motivating activities, such as learners' group discussions were included. In the group discussion, students share very simple ideas about what they read like the main character(s), setting, theme, etc. There were also some modifications in the experimental group: two 40-minute classes per week were assigned for the intervention group over 12 weeks and six additional reading books (12 books in total), which were similar with the 6 books that are used in the pilot study, were included in the ERP. Therefore, the main study was conducted for a longer time (12 weeks) and duration (twice a week) by employing some motivating activities, such as group discussion to see if there was a greater impact on learners' reading comprehension performance and attitudes toward reading.

Above all, the pilot study seems to confirm that the newly introduced approach (i.e. ER) of teaching has got very important features that could contribute a lot to students' success in the teaching/learning process and therefore, ER appears to have some vital components that make it different from and useful over the existing approach of teaching reading (i.e. IR). Thus, this seems to suggest a need to investigate the effectiveness of ER in the EFL context on learners' reading comprehension performance and attitudes toward reading using the revised and pilot- tested instruments, reading materials, procedures and/or methods.

In his paper, titled "effects of ER on learners' reading comprehension and attitudes toward reading", which was published in *International Journal of Research in English Education*,

the present researcher also compared the difference between the pilot and the main study so as to examine the rationale behind their difference. It is available at www.ijreeonline.com.

To sum up, the pilot study revealed useful information that helped to revise the instruments, instructional time and duration, reading materials, ER activities, and procedures for the main study as discussed before. The next chapter covers the results and findings of the revised extensive reading intervention programme (main study).

CHAPTER FIVE

ANALYSES, RESULTS AND DISCUSSIONS OF THE MAIN STUDY

5.1 Introduction

The purpose of this study is to investigate effects of extensive reading on grade 8 learners' reading comprehension achievement and attitudes toward reading and the extensive reading programme. In this chapter, the data collected through different instruments from the participants of the study are analyzed. As discussed in chapter 3, both descriptive (means and standard deviations) and inferential (independent samples and paired samples t-test) statistics were used. Independent samples and paired samples t-test were used to analyze the inter-group and intra-group comparisons respectively. To determine if there are any significant differences in the scores, an alpha level of .05 and a two-tailed test were used for analyses as the hypotheses are non-directional. In addition to the significance, effect size was used to see the strength of the difference. Results and discussions are presented in the following sections according to the research hypotheses stated in chapter one.

5.2 Effects of Extensive Reading on Reading Comprehension

In this section, the analyses and results of the pre-post reading comprehension tests are presented to investigate effects of extensive reading on learners' reading comprehension achievement. The following sections focus on detailed analyses of the reading comprehension test results.

5.2.1 Analysis and Findings of the Comparison and Experimental Groups' Reading Comprehension pretest and Posttest Scores

Table 5.1 presents descriptive statistics for pretest and posttest scores for reading comprehension between the comparison group (n = 44) and the experimental group (n = 46).

The pretest reading comprehension mean scores of the comparison and the experimental groups are 10.32 and 12.52, respectively. The table also indicates that the standard deviation of reading comprehension pretest scores for the comparison and the experimental groups are 6.19 and 6.86, respectively, which appeared to be similar. In addition, the table indicates that the students in both groups got almost similar maximum and minimum scores in the reading comprehension pretest. The pretest results indicate that both the comparison and the experimental groups appeared to be similar in reading comprehension before the ER intervention.

Table 5.1: Descriptive Statistics of the Comparison and Experimental Groups on Reading Comprehension Pretest and posttest (N=90)

Group		Mean	SD	Std. Error	Min	Max	Range
Comparison	pretest	10.32	6.19	.93	3	32	29
group (n=44)	posttest	10.70	7.42	1.11	2	36	34
Experimental	pretest	12.52	6.86	1.0	2	33	31
group (n=46)	posttest	14.96	8.60	1.26	4	37	33

As shown in Table 5.1 above, the posttest results indicate that the experimental group scored better than the comparison group in reading comprehension. Therefore, such differences between the two groups might be due to the extensive reading intervention in the experimental group, but it needs to be checked for significance. Thus, an independent samples test (Levene's Test for Equality of Variances), results of which is presented below in Table 5.2, was carried out to see if such differences are significant.

Table 5.2: Independent Samples Test: t-test for Equality of Means (N=90)

Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	T	Df	Sig.2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Pretest Equal Variances Assumed	1.13	.28	-1.59	88	.11	-2.20	1.38	-4.94	.53
Posttest Equal Variances Assumed	2.44	.12	-2.50	88	.01	-4.25	1.69	-7.62	-.88

As indicated in Table 5.2, the pretest scores (t =-1.59, df=88, p =.11) indicate that there is no significant difference in reading comprehension performance between the comparison and experimental groups before the treatment. The effect size for this comparison is also weak (d=0.33), which implies that the two groups appeared to be similar in reading comprehension performance before the intervention.

On the other hand, as shown in Table 5.2, the posttest reading comprehension mean scores (t =-2.50, df=88, p=.01) indicate that there is statistically significant difference between the comparison and experimental groups, supporting the latter. The effect size (d=0.53) also indicates that the degree of the difference between the comparison and the experimental groups is moderate. The difference might be due to the extensive reading intervention that the experimental group was exposed.

5.2.2 Analysis and Findings of the Difference between Pre- and Posttest Reading Comprehension Scores of the Experimental Group

Table 5.3 indicates the mean scores of the pretest-posttest reading comprehension results of the experimental group. The experimental group's reading comprehension mean scores on pretest and posttest are 12.52 and 14.96, respectively. The result reveals that the reading comprehension score in the posttest is greater than the pretest.

Table 5.3: Descriptive Statistics of the Experimental Group on Reading Comprehension Pretest-Posttest (N=46)

	Mean	Std. Deviation	Std. Error Mean
Comprehension pretest	12.52	6.68	1.012
Comprehension posttest	14.96	8.60	1.26

As presented in Table 5.3, the result indicates that the difference among the students' posttest score is greater than that of the pretest score although it needs to be checked for significance. Hence, to check the significance of the result, a paired samples test (t-test for equality of means) was conducted, the results of which is given below in Table 5.4.

Table 5.4: Paired Samples Test: t-test for Equality of Means for the Experimental Group (N=46)

	Paired Differences		t	df	Sig. (2-tailed)
	95% confidence Interval of the Difference				
	Lower	Upper			
Comprehension Pretest Posttest	-3.79	-1.07	-3.61	45	.001

The paired samples t-test result in Table 5.4 shows (*t*=-3.61, *df*= 45, *p*= .001) that there is a significant difference between the pre-intervention and post-intervention measure in reading comprehension among the experimental group students. In other words, the experimental group's posttest reading comprehension mean score is significantly higher than that of the pretest score. The difference might be due to the extensive reading intervention.

5.2.3 Analysis and Findings of the Difference between Pre- and Posttest Reading Comprehension Scores of the Comparison Group

Table 5.5 reveals the mean score of the comparison group on pretest and posttest reading comprehension. As indicated in the table, the pretest mean score is 10.32 while the posttest mean score is 10.70.

Table 5.5: Descriptive Statistics of the Comparison Group on Reading Comprehension Pretest - Posttest

	Mean	Std. Deviation	Std. Error Mean
Comprehension pretest	10.32	6.19	.93
Comprehension posttest	10.70	7.42	1.11

The results indicate that the comparison group students' score on the pretest and posttest seemed to be similar, but the result needs to be checked for significance. Hence, a paired samples test (t-test for equality of means) was conducted to check the significance of the result, and the results are given below in Table 5.6.

Table 5.6: Paired Samples Test: t-test for Equality of Means for the Comparison Group (N=90)

	Paired Differences				
	95% Confidence Interval of the Difference				
	Lower	Upper	t	Df	Sig. (2-tailed)
Comprehension pre-posttest	-1.61	.84	-.63	43	.52

The paired samples t-test result (t=-.63, df=43, p=.52) for the comparison group, as displayed in Table 5.6, shows that there is no significant difference between the reading comprehension mean scores in the pretest and posttest. That is, the comparison group students' post-intervention score is not different from their pre-intervention score in reading comprehension.

The results could imply that using only the conventional (intensive reading) approach of teaching does not make much difference in students' reading comprehension achievement.

5.2.4 Analysis and Findings of the comparison and experimental groups on each sub-skill of Reading Comprehension Posttest Scores

Table 5.7 presents the descriptive statistics of the comparison and experimental groups on posttest reading comprehension results on each reading comprehension skills. As can be seen from the table, the mean scores of the experimental group are greater than that of the comparison group in all the reading comprehension skills in the posttest, although it needs to be checked for significance.

Table 5.7: Descriptive Statistics of the Comparison and Experimental Groups on each Reading Comprehension Skills Posttest (N=90)

Sub-skills	Group	N	Mean	Std. Deviation	Std. Error Mean
Retrieving explicitly stated information	Comparison	44	23.33	6.18	2.52
	Experimental	46	26.00	8.05	3.28
Making straightforward inference	Comparison	44	12.18	3.57	1.07
	Experimental	46	16.39	5.73	1.72
Interpreting and integrating ideas	Comparison	44	12.64	4.47	1.35
	Experimental	46	20.91	9.25	2.79
Reflect-and-evaluate questions	Comparison	44	12.00	8.28	4.14
	Experimental	46	29.00	10.39	5.19

To check for significance, an independent samples test (Levene's Test for Equality of Variances), results of which is presented below in Table 5.8, was conducted.

Table 5.8: Independent Samples Test: t-test for Equality of Means (N=90)

	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Explicitly stated information Equal Variances Assumed	-.64	88	.53	-2.66	4.14	-11.90	6.56
Straightforward inference Equal Variances Assumed	-2.05	88	.053	-4.18	2.03	-8.43	.06
Interpret and Integrate ideas Equal Variances Assumed	-2.66	88	.01	-8.27	3.10	-14.74	-1.80
Reflect-and-evaluate questions Equal Variances Assumed	-2.55	88	.043	-17.00	6.64	-33.26	-.73

Table 5.8 shows the independent samples t-test results of the comparison and experimental groups on posttest scores on each reading comprehension skills. As shown in the table, the independent samples t-test results (t=-2.66, df=88, p=.01) and (t=-2.55, df=88, p= .043) reveal that there is a significant difference between the comparison and experimental groups in interpreting and integrating ideas and reflect-and-evaluate questions, respectively, favouring the experimental group. However, the results (t = -2.05, df = 88, p = .053) and (t = -.64, df = 88, p =.53) indicate that there is no significant difference between the two groups in making straightforward inference and retrieving explicitly stated information, respectively, although the experimental group scored better than the comparison group. This shows that the improvement of the experimental group students' scores on the higher-order reading comprehension skills might be due to the ER intervention in the experimental group.

5.3 Effects of Extensive Reading on Attitudes toward Reading

This section focuses on presenting the data analyses and results of the pretest and posttest reading attitude survey to examine the effects of extensive reading on students' attitudes toward reading. The reading attitude survey is categorized into two: recreational and academic reading attitudes. Therefore, the following section focuses on detailed analyses of the reading attitude survey results.

5.3.1 Analysis and Findings of the Comparison and Experimental Groups' Reading Attitudes Pretest and Posttest Scores

As indicated in Table 5.9, the pretest attitude survey on recreational and academic reading attitude mean scores of the comparison and experimental groups appeared to be similar. The recreational reading pretest mean scores are 16.30 and 17.24 for the comparison and

experimental groups, respectively. However, the experimental group's mean score on recreational reading attitude in the posttest (18.72) is higher than that of the comparison group (14.59).

Table 5.9: Descriptive Statistics of the Comparison and Experimental Groups on Recreational and Academic Reading Attitudes Pretest -Posttest (N=90)

		Mean	Std. Deviation	Std. Error
Recreational Reading Pretest	Comparison Group	16.30	3.12	.47
	Experimental Group	17.24	3.65	.53
Recreational Reading Posttest	Comparison Group	14.59	2.57	.38
	Experimental Group	18.72	2.31	.34
Academic Reading Pretest	Comparison Group	17.66	3.11	.47
	Experimental Group	18.54	3.64	.53
Academic Reading Posttest	Comparison Group	15.82	2.56	.38
	Experimental Group	19.67	2.11	.31

Table 5.9 also indicates that the mean scores of the comparison group (17.66) and experimental group (18.54) on academic reading attitude during the pretest. The mean scores of the two groups during the posttest appeared to be different compared with the pretest, as it is 15.83 for the comparison group and 19.67 for the experimental group. Therefore, such

differences between the two groups could be ascribed to the extensive reading intervention in the experimental group.

However, the result needs to be checked for significance. Hence, an independent sample t-test (Levene's Test for Equality of Variances) was conducted. Thus, the purpose of Table 5.10 is to check if such differences are significant.

Table 5.10: Independent Samples Test: t-test for Equality of Means (N=90)

		t-test for Equality of Means						
		T	Df	Sig.2-tailed)	Mean Difference	Std. Error Difference	95% confidence Interval of the Difference	
							Lower	Upper
Pretest Equal Variances not Assumed	Recreational	-1.31	88	.19	-.94	.71	-2.37	.48
	Academic	-1.14	88	.25	-.81	.71	-2.23	.59
Posttest Equal Variances not Assumed	Recreational	-8.00	88	.001	-4.12	.51	-5.15	-3.10
	Academic	-7.79	88	.001	-3.8	.49	-4.83	-2.86

Table 5.10 indicates a comparison of the experimental and comparison groups mean scores on attitudes toward recreational and academic reading pretest and posttest attitude survey results. Concerning recreational reading, the data (t=-1.31, df=88, p=.19) indicates that there is no significant difference between the comparison and experimental groups in attitudes toward recreational reading before the intervention. The effect size (*d*=0.27) is also weak. This shows that the groups seemed to have similar attitudes toward recreational reading before the ER intervention.

Nevertheless, as displayed in Table 5.10, the result (t=-8.00, df=88, p=.001) indicates that there is a significant difference between the comparison and experimental groups in their attitudes toward recreational reading after the ER treatment, supporting the latter. The effect size is 1.69, which is very strong. This shows that the experimental group scored significantly better than the comparison group in attitudes toward recreational reading in the posttest. The experimental group gain scores on attitudes toward recreational reading in the posttest might be due to the extensive reading intervention.

Regarding the attitudes toward academic reading, the result (t=-1.14, df=88, p=.25) in Table 5.10 also indicates that there is no significant difference between the mean scores of the comparison and experimental groups in the pretest, with an effect size (*d*=0.26), which is also weak. The result shows that there is no significant difference between the comparison and experimental groups in attitudes toward academic reading before the ER treatment.

However, as shown in table 5.10, the result (t=-7.79, df =88, p=.001) shows that there is a significant difference between the comparison and experimental groups in attitudes toward academic reading in the posttest, supporting the latter; the effect size (*d*=1.64) is also very

large. This indicates that the gain scores in academic reading attitudes might be due to the extensive reading intervention in the experimental group.

5.3.2 Analysis and Findings of the Difference between Pretest and Posttest Reading Attitude Scores of the Experimental Group

Table 5.11 indicates the mean scores of the experimental group in the pretest-posttest recreational and academic reading attitudes. As can be seen in the table, the students scored 17.24 and 18.72 for the pretest and posttest, respectively in recreational reading attitude.

Table 5.11: Descriptive Statistics of the Experimental Group on Recreational and Academic Reading Attitude Pretest -Posttest (N=46)

Attitude		Mean	Std. Deviation	Std. Error
Recreational Reading	Pretest	17.24	3.65	.53
	Posttest	18.72	2.31	.34
Academic Reading	Pretest	18.54	3.64	.53
	Posttest	19.67	2.11	.31

On the other hand, the students scored 18.54 and 19.67 in academic reading attitudes in the pretest and posttest, respectively. The results indicate that the experimental group's score in the posttest is higher than that of the pretest in both recreational and academic reading attitudes. This indicates that the gain scores might be due to ER. Nevertheless, as checking

for significance is required, Paired Samples Test (t-test for Equality of Means) was performed, and the result is shown below in Table 5.12.

Table 5.12: Paired Samples Test: t-test for Equality of Means for the Experimental Group

	Paired Differences		t	Df	Sig. (2-tailed)
	95% confidence Interval of the Difference				
	Lower	Upper			
Recreational reading pre-posttest	-2.72	-.23	-2.38	45	.02
Academic reading pre-posttest	-2.32	.06	-1.89	45	.06

Table 5.12 indicates a comparison of the mean scores of the experimental group participants in the pretest and posttest in attitudes toward recreational and academic reading. Regarding recreational reading, the result ($t = -2.38$, $df = 45$, $p = .02$) reveals that there is a significant difference between the pretest and posttest, favouring the posttest. This indicates that the significant gain scores appeared to be due to the extensive reading intervention on the experimental group.

On the other hand, although the experimental group participants scored better in the posttest compared with the pretest scores in the academic reading attitude (Table 5.11), the gain score

is not significant (Table 5.12). That is, the paired samples t-test result (t =-1.89, df=45, p =.06) indicates that the posttest mean score of the experimental group with regard to attitudes toward academic reading is not significantly different from that of the pretest. This indicates that a 12-week extensive reading programme might not significantly improve academic reading attitudes in posttest compared with pretest.

5.3.3 Analysis and Findings of the Difference between Pretest and Posttest Reading Attitude Scores of the Comparison Group

Table 5.13 indicates the mean scores obtained by the participants of the comparison group in the pretest-posttest recreational and academic reading attitudes. The table indicates that the recreational reading attitude mean scores are 16.30 and 14.59 in the pretest and posttest, respectively.

Table 5.13: Descriptive Statistics of the Comparison Group on Recreational and Academic Reading Attitudes Pretest - Posttest (N=44)

Attitude		Mean	Std. Deviation	Std. Error
Recreational Reading	Pretest	16.30	3.12	.47
	Posttest	14.59	2.57	.38
Academic Reading	Pretest	17.66	3.11	.47
	Posttest	15.82	2.56	.38

Table 5.13 also shows that the academic reading attitude mean scores in the pretest and posttest are 17.66 and 15.82, respectively. The results show that there is a decrease in the posttest compared with the pretest in both the recreational and academic reading attitudes. The decrease in reading attitude scores might be due to the anxiety creating situations of the conventional intensive reading approach.

However, the result needs to be checked for significance. Hence, to check the significance of the result, a paired samples test (t-test for equality of means) was conducted, the results of which are given below in Table 5.14.

Table 5.14: Paired Samples Test: t-test for Equality of Means for the Comparison Group

	Paired Differences		t	df	Sig. (2-tailed)
	95% confidence Interval of the Difference				
	Lower	Upper			
Recreational Reading Pretest-Posttest	.391	3.01	2.61	43	.01
Academic Reading Pretest-Posttest	.489	3.19	2.74	43	.009

The paired sample t-test, as shown in Table 5.14, result reveals that there is a significant decrease between the mean scores of the comparison group with regard to recreational reading (t = 2.61, df = 43, p = .01) and academic reading (t = 2.74, df = 43, p = .009) attitudes in pretest-posttest. This demonstrates that the comparison group made a significant decrease in both recreational and academic reading attitudes. The decrease in scores might be due to the anxiety creating situations of the usual intensive reading approach, in which students are required to read texts without their level and interest from their textbook.

5.4 Effects of ER on Students' Attitudes to the Extensive Reading Programme

After the extensive reading programme, the experimental group participants were asked about their opinions toward the extensive reading programme (the main features of the ER programme), using a 4-point Likert scale (ranging from 'like it very much' (1) to 'dislike it very much' (4). The results are given below in Table 5.15.

Table 5.15: Descriptive Statistics of Students' Attitudes toward the Extensive Reading Programme

Items	The experimental group (n = 46)	
	Mean	SD
1. Silent reading programme	3.63	0.52
2. Self-selection of books	3.84	0.36
3. Reading different stories	3.76	0.42
4. Writing in a reading log	3.37	0.08
5. Lack of homework	2.35	0.95
6. Lack of tests and scores	2.26	0.94
7. Teacher participation	3.73	0.69
8. Group discussion	3.53	0.78
Grand mean	3.30	0.59

As presented in Table 5.15, the results confirm that the experimental group participants' attitudes toward the extensive reading programme were positive, with the average mean of 3.30, an above satisfactory level to all the features of the ERP. Among the features, self-selection of books was given the highest rating (mean = 3.84), followed by reading different stories (mean = 3.76), teacher participation (mean = 3.73) and silent reading programme (mean = 3.63). On the other hand, lack of tests and scores (mean = 2.26), and lack of homework (mean = 2.35) were given the lowest ratings. This indicates that the experimental group students like the extensive reading programme, especially ER features, such as self-selection of books, reading different stories, teacher participation, and the silent reading programme.

5.5 Discussions

5.5.1 Introduction

The main purpose of this study was to determine if extensive reading improves the grade eight students' reading comprehension achievement and attitudes toward reading in second cycle primary school in Ethiopia. It was hypothesized that extensive reading would improve the reading comprehension and attitudes of students. Thus, the results obtained in this study are discussed in the following sections according to the research hypotheses discussed in the first chapter (see, 1.4).

5.5.2 Effects of Extensive Reading on Students' Reading Comprehension

As discussed before, a pretest on reading comprehension was administered to see whether the students from the experimental and comparison groups had equal performance or not. The pretest scores of both the experimental and comparison groups were almost similar (Table 5.1), the result in the pretest also indicated that there was no significant difference between the two groups (Table 5.2).

However, although the majority of students fall with low scores, the experimental group performed significantly better than the comparison group on reading comprehension posttest (see Table 5.2). Hence, the first hypothesis that says, "there is no significant difference between mean scores of the experimental and comparison groups in reading comprehension posttest" was rejected at .05 level of significance, in favour of the experimental group. The effect size, which is (d = 0.53), also indicated that the degree of the difference between the comparison and the experimental groups is medium. This suggests that the observed significance in reading comprehension appeared to be due to the extensive reading treatment to the experimental group students.

Previous studies have revealed different results of the effectiveness of extensive reading on reading comprehension. While some studies claim positive effects of extensive reading on reading comprehension (e.g., Al-Nafisah, 2015; Bell, 2001; Elley & Mangubhai, 1983; Sheu, 2003), other studies (e.g., Al-Homoud & Schmitt, 2009; Michael, 2003; Morgedo, 2009) have shown no significant gain difference between experimental and comparison groups (see 2.8.1 in the literature review). The findings of this study seem to be consistent with findings from extensive reading studies that showed significant gains in reading comprehension.

The results also appear to be consistent with a meta-analysis of extensive reading research (Jeon & Day, 2016; Krashen, 2007; Nakanishi, 2015), which reported that extensive reading has a medium effect on reading comprehension. This suggests that extensive reading had a positive medium impact on reading comprehension.

The significant gain score of the experimental group in the posttest is likely to be due to the influence of the features of the ER programme. For instance, the accessibility to various reading materials could be one of factors that most likely contribute to the effectiveness of the extensive reading programme on reading comprehension. Regarding this, Krashen (2007), in his meta-analysis of the effectiveness of extensive reading among adolescents and young adults in EFL contexts, indicated that there is a significant relationship between student access to reading materials and reading comprehension. This was supported by the experimental group students in attitudes toward ERP questionnaire that reading various stories was the students' second choice among other features of the extensive reading programme (see Table 5.15). This implies that the ER programme seemed to be effective in

encouraging students to read a wide variety of texts, which in turn, improved their reading comprehension performance.

Regarding theory, the result is consistent with Krashen's (1982) Input Hypothesis, which claims that when L2 readers focus on the meaning of a large quantity of input, they incidentally learn the second language. By providing large amount of comprehensible input, extensive reading is a powerful means of improving students' reading comprehension achievement as reading is developed by reading more (Day & Bamford, 1998; Grabe, 2009; Grabe & Stoller 2011; Krashen, 2004, 2011; Stoller, 2015). This indicates that if students are exposed to a comprehensible input (ER), they practice the skills they learn in their IR classes, and that could be the reason for the experimental group to indicate significant improvement in reading comprehension in the posttest. Therefore, the implied alternative hypothesis "there is significant difference between mean scores of the experimental and comparison groups in reading comprehension posttest" is accepted.

To explain further, as can be seen from Table 5.7, the experimental group scored a much better result than the comparison group in reading comprehension posttest that focused on both lower-level (explicitly stated information and making straightforward inference) and higher-level (interpreting and integrating ideas and information and reflect-and-evaluate about the reading text) reading comprehension skills. The gain scores were significant in higher-level reading comprehension skills, but the gain scores were not significant in lower-level reading comprehension skills (see Table 5.8).

The significant gain score of the experimental group in higher-level reading comprehension skills in the posttest is likely to be due to the influence of the encouraging activities, such as

group discussion and follow up activities like the reading log in the ER programme. That is, most of the questions in the group discussion and reading log require higher level reading comprehension skills. For instance, "Do you like the story? Why?" (See appendix 5). The output helps the learner having to keep moving from one level of competence to a higher level of competence (Liming, 1990). This suggests that the ER intervention is more important to improve the higher-level reading comprehension skills, which (according to Tunde –Awe, 2014) are crucial for academic development. Hence, in addition to the availability of reading materials, including motivating (e.g. group discussion) and follow up (e.g. reading log) activities in an ER programme are important to improve students' higher-level reading comprehension skills.

On the other hand, the gain scores in lower-level reading comprehension skills were not significant. The possible reason for the non-significant gain score in lower-level reading comprehension skills on posttest might be the shortage of time of the ER intervention. That is, 12 weeks of ER programme may not significantly improve students' lower-level reading comprehension skills.

The second null hypothesis "there is no significant difference between mean scores of the experimental group on pretest and posttest in reading comprehension" is rejected. It is because the comparison between the mean pretest- posttest scores of the experimental group revealed that there was a significant difference at .05 level (Table 5.4). This indicates that the experimental group scored significantly better result during the posttest than the pretest. This finding supports the implied hypothesis that "there is significant difference between mean scores of the experimental group pretest and posttest in reading comprehension". The result

agrees with the research findings of Sheu (2003), which revealed that the extensive reading groups significantly improved from pretest to posttest in terms of reading comprehension.

The possible reasons to account for the significance gain scores in the experimental group in reading comprehension posttest could also be due to the features of the ERP, as discussed before. Particularly, the sustained silent reading (SSR) time in class could improve the reading comprehension results of the experimental group students in the posttest. In-class free reading, where class-time is set aside for free reading students typically do well on tests of reading comprehension (Krashen, 2004). In this study, learners' sustained silent reading in class for 30 minutes twice a week on their own time with teachers support and guidance might help students to improve the students' reading comprehension performance. That is why various reading scholars recommend assigning free-reading time in extensive reading programmes (Day & Bamford, 1998; Grabe & Stoller, 2011; Krashen, 2004; Suk, 2015).

The third null hypothesis "there is no significant difference between the mean scores of the comparison group on pretest and posttest in reading comprehension" is accepted. That is, the comparison of mean scores, as indicated in Tables 5.5 and 5.6, point out that the comparison group participants did not indicate any improvement in reading comprehension posttest. Therefore, the implied alternative hypothesis "there is a significant difference between the mean scores of the comparison group on pretest and posttest in reading comprehension" is rejected. This result is consistent with Sheu's (2003) finding, which reported that there was no significant difference between the mean scores of the control group on pretest and posttest in reading comprehension.

The possible reasons to account for the non-significant difference in the comparison group in reading comprehension pretest and posttest could be because the learners in the comparison group did not have the opportunity to practice reading they learn in their IR instruction, in which every student reads the same texts from the students' textbook. The limited and insufficient language input a learner receives in the intensive reading classroom often affects the learners' reading comprehension abilities (Nuttall, 1982; Suk, 2015; Susser & Robb, 1990). Moreover, the use of difficult texts, short supply of class time for reading, and no choice of texts in the conventional (IR) approach could impede learners from becoming proficient readers (Extensive Reading Foundation, 2011).

In sum, this study demonstrates that a 12-week semester-long extensive reading practice had a positive effect on reading comprehension in general and specific reading comprehension (lower-level and higher-level) skills in particular although the gain scores in lower-level reading comprehension skills were not significant. It is also important to note that the extensive reading students with 40% less direct intensive reading instruction did significantly outperform the intensive reading students. This study, thus, provides persuasive empirical evidence that a systematically designed extensive reading approach, as part of a regular EFL syllabus (i.e., using 40% of class time), played a vital role in improving second cycle primary EFL students' reading comprehension.

5.5.3 Effects of Extensive Reading on Students' Attitudes toward Reading

As discussed earlier, the pretest scores of the experimental and comparison groups were almost similar in both recreational and academic reading attitudes (Table 5.9). The result also indicated that there was no significant difference between the two groups in both recreational and academic reading attitudes before the ER intervention (Table 5.10).

However, the experimental group scored better than the comparison group on both recreational and academic reading attitudes in the posttest (Tables 5.9). The results also revealed that the difference between the posttest mean scores of the two groups were significant at .05 level, (Tables 5.10). Thus, the fourth null hypothesis, "there is no significant difference between mean scores of the experimental and comparison groups in their recreational and academic reading attitudes on posttest" was rejected. The effect size for recreational reading attitudes (d=1.69) and academic reading attitudes (d=1.64) also indicated that the degree of the difference between the comparison and the experimental groups is large. The large effect sizes also show the extent to which the ER intervention was effective in improving students' attitudes toward both recreational and academic reading.

This result supports the results of previous extensive reading studies (Al-Homoud & Schmitt, 2009; Sheu, 2003) (see 2.8.1 in the literature review), which reported that the ER group developed positive attitudes toward reading (although these studies did not investigate the effect of extensive reading on specific reading attitudes), and most of the gain scores were significant.

The improvement of the mean scores of the experimental group in both recreational and academic reading attitudes in the posttest could be due to the anxiety-free environment of the ER programme. That is, self-selection of reading materials based on students' level and interest, for instance, appeared to be one of the factors that help them to develop positive attitudes toward reading. Students are likely to take the reading activity more importantly and enjoy being a reader when they are given the opportunities of selecting books (Stoller, 2015). This was also supported by the experimental group students in the extensive reading attitude

questionnaire that self-selection of reading materials was the students' first choice among the other features of the extensive reading programme.

Moreover, the improvement of the mean score of the experimental group in the posttest is likely to be due to the influence of the motivating (e.g. group discussion), follow up (e.g. reading log) activities, and teacher participation. In line with this, Sheu (2003) affirmed that when the ER treatment was accompanied by encouraging activities, there was a difference in student attitude change among the groups. To sum up, the result suggests that students' reading attitude development was dependent on the features of the extensive reading programme and the encouraging and follow up activities.

This result is supported by Day and Bamford's model of reading attitude acquisition and development presented earlier (see 2.10 in the literature review). According to Day and Bamford's model (1998), positive attitudes to the language, culture, and people, and the L2 classroom environment are the main factors that influence L2 reading attitude development. In the extensive reading programme, as students read self-selected materials based on their language level and interest, it is likely that they enjoy the reading materials, like the language (reading in English), culture, and people in the story/text. Students' independence and freedom help them develop positive attitudes toward reading. Additionally, in the ER programme, the teacher guides and supports reading, and students discuss with their classmates, so it is possible that they like their teacher and their classmates. Their positive feelings may transfer to reading in English. This demonstrates that ER has the potential to build positive attitudes toward reading in English.

This finding also agrees with Krashen's (1994) affective filter and pleasure hypotheses. As students read texts based on their needs and linguistic level, extensive reading makes the tension-free environment. The supporters of these theories also claim that as the emphasis of ER is usually not on right answers but on continual reading experiences and personal reactions to reading material, fear of evaluation by the teacher or judgment by peers will be reduced. Moreover, as the teacher is typically not the authority or knowledge source, but instead functions as a model reader and the manager of the programme, it may also affect the students' attitudes toward reading positively.

In general, due to reading self- selected materials based on their needs and language level and less competitive classroom environment that emphasizes personal interests and pleasure, ER likely affects the learners to develop positive attitudes toward reading.

Regarding the fifth null hypothesis, "there is no significant difference between mean scores of the experimental group in their recreational and academic reading attitudes on pretest and posttest" varied results were gained. That is, the pretest and posttest results indicated that the experimental group gained better results in both recreational and academic reading attitudes in the posttest (see Table 11). Nevertheless, although the gain score was significant in attitudes toward recreational reading, it was not significant in attitudes toward academic reading (see Table 12).

The significant gain score on attitudes toward recreational reading on posttest might be because of the pressure-free environment of ER as discussed before. That is, in an ER programme, students are encouraged to select reading materials based on their needs and linguistic level from various materials by the modeling and guidance of the teacher, and they

read freely without fear of exams (Day & Bamford, 1998). This indicates that by creating anxiety-free context, ER helps EFL students to develop positive attitudes toward recreational reading. This could also be attributed to the motivating ER activities, such as group discussion, reading log, and teacher participation that help students to develop positive attitudes toward recreational reading.

In relation to attitudes toward academic reading, students in the experimental group scored better results in the posttest than the pretest although the gain score was not significant. The possible reason for the non-significant gain score on posttest might be due to shortage of time of the ER programme. That is, 12 weeks of ER programme may not significantly improve students' attitudes toward academic reading in the posttest compared with the pretest. The fact that academic reading attitude did not show significant differences in the posttest of the experimental group calls for further investigation into effectiveness of long-term ER programme on academic reading attitudes (see limitations of the study in the first chapter, 1.7).

In contrast, the mean pretest and posttest scores of the comparison group indicated that there was a decrease in both attitudes toward recreational and academic reading in the posttest (Table 5.13). The results also revealed that the decrease between mean scores of the comparison group in attitudes toward recreational and academic reading on posttest were significant at .05 level, (see Table 5.14). Hence, the sixth null hypothesis "there is no significant difference between mean scores of the comparison group in their recreational and academic reading attitudes on pretest and posttest" is rejected. This indicates that the comparison group scored significantly lower during the posttest than the pretest. This finding

supports the implied hypothesis that “there is significant difference between mean scores of the comparison group in recreational and academic reading attitudes on pretest and posttest”.

The non-significant decrease in academic reading attitudes of the comparison group in the posttest could be because of the intensive reading instruction. That is, the comparison group students read short and difficult texts from their textbook and do reading comprehension activities, and this might lead students to develop a negative attitude toward reading. In line with this, Suk (2015) states that although the texts do not complement students’ interests, they are required to read texts from their textbooks in EFL classroom; such readings mostly contribute to students’ negative attitudes towards reading in English. According to Sheu (2003), as students were forced to learn and loaded with drills and tests in IR instruction, they might develop negative attitudes toward reading.

The failure to develop students’ positive attitudes toward reading might also be because of the competitive learning environment, which was dominant in most conventional (IR) EFL classrooms. Besides, the significant decrease in reading attitudes scores in the posttest might be due to the increment of the workload on grade 8 students in the second semester because of the Primary School Leaving Certificate Examination.

The above discussion indicates that a tension-free, particularly students’ freedom to select books based on their linguistic level and interest and the less competitive environment of an extensive reading programme had a positive impact on both recreational and academic reading attitudes.

In general, the study answered the objectives raised in the study positively in relation to ER effects on students' reading comprehension and attitudes toward reading. That is, most of the findings discussed above supported the alternative hypotheses of the study formulated for the experimental group. In other words, almost all the null hypotheses were rejected, except HO5. The results of the study hence confirmed that integrating the ER into IR approach was more effective than the IR only approach in improving students' reading comprehension and attitudes toward reading.

Based upon the discussions of the findings, in the next section, the study and its findings are summarized; conclusions are drawn, and implications for EFL curriculum, instruction, and further research are also forwarded**.**

CHAPTER SIX: SUMMARY, CONCLUSIONS, AND IMPLICATIONS

6.1 Introduction

In this chapter, first an attempt has been made to summarize the study and its findings. Then, conclusions are drawn based on the findings. Finally, the implications for EFL curriculum, instruction and future research are forwarded.

6.2 Summary

Reading is significant for most of the EFL students as it is a prerequisite for successful performance in any school subject (Mullis, Martin, Foy & Drucker, 2012). Considering its importance, the Ethiopian Ministry of Education included reading in the English textbooks (English for Ethiopia series) for grades 1-12. Reading in English has also most pivotal role in contexts, where English is used as a medium of instruction; it is also true for grade 8 students of the Amhara Region (the research site), where English is the medium of instruction for most of the school subjects, as they obtain much of their knowledge by reading. Nevertheless, research findings and national assessment reports indicated that Ethiopian grade eight students' reading comprehension ability seems unsatisfactory, and the reading problem leads students to develop negative attitudes toward reading (see the statement of the problem in section 1.2).

The intensive reading approach of teaching seemed to be one of the main factors for the students' reading problem among others, and researchers (e.g. Renandya, 2007; Sheu, 2003) recommend the integration of extensive reading to the conventional (IR) approach to improve students' reading ability and develop positive attitudes toward reading. However, previous ER research findings were contradictory on its effects on reading comprehension; little research were conducted on effects of ER on specific reading comprehension (lower- and

higher-order) skills and attitudes to (recreational and academic) reading as far as the reading of the researcher is concerned.

The main purpose of this study was, thus, to investigate effects of extensive reading on grade 8 EFL learners' reading comprehension (lower- and higher-order) and reading attitudes (recreational and academic), and the extensive reading programme at second cycle primary school level.

In order to test the aforementioned hypotheses and to draw valid conclusions, data were collected using instruments, such as reading comprehension tests, reading attitude survey, and ER attitude questionnaire (posttest only). The reading comprehension tests were used to see learners' reading comprehension achievement before and after the treatment. The attitude survey was also used to measure the learners' attitudes toward recreational and academic reading before and after treatment. The post-attitude questionnaire was used to assess the experimental group students' attitudes toward the extensive reading programme. The data collected through these instruments were then analyzed using descriptive (mean and standard deviation) and inferential (independent samples and paired samples t-test) statistics.

The data gathering instruments, reading materials, extensive reading activities, and procedures were piloted to check their appropriateness before conducting the main study. Based on the lessons learnt from the pilot study, some modifications were made for the main study.

The findings of the study indicated that there was no significant difference between the comparison and experimental groups in reading comprehension and attitudes toward reading

on the pretest scores. However, the posttest reading comprehension and attitude survey result indicated that there was a significant difference at .05 level between the comparison and experimental groups, favouring the latter.

The comparison between the mean pretest - posttest scores of the experimental group also indicated that there was a difference in reading comprehension and attitudes toward reading supporting the posttest. All the gain scores were also significant at .05 level except HO5. This indicates that exposing learners' to an input rich and tension-free environment of an ER programme improves their reading comprehension performance and develops positive attitudes toward reading. This finding is also supported by the extensive reading attitude questionnaire that students in the experimental group enjoyed the features of the ER programme (motivating and follow up ER activities).

On the other hand, the students in the comparison group scored lower level of performance in reading comprehension compared to the experimental group on posttest. This might be due to the students' lack of exposure to practice their reading skills they learn using IR instruction. They also developed negative attitudes toward reading; this may be because they were exposed to difficult texts in their textbook.

Generally, the results demonstrate that exposing students into large quantity of comprehensible input and an anxiety-free context (freedom of choosing books) in an extensive reading programme improves students' reading comprehension performance and develop positive attitudes toward reading. In other words, the main characteristics of extensive reading (see 2.7.2 in the literature review) play a significant role in improving reading comprehension and developing positive attitudes toward reading. Apart from the

extensive reading features, motivating (e.g. group discussion), and follow up activities (e.g. reading log), and teacher participation might have a positive impact on students' reading comprehension and attitudes toward reading. Based on the findings, conclusions are forwarded, and hence the next section presents the conclusions drawn.

6.3 Conclusions

In the early stage of learning to read, access to a variety of interesting materials/extensive reading is vital for learners to gradually become proficient readers and develop a positive reading attitudes and habits (Sheu, 2003). This study also reveals that a 12-week semester-long extensive reading programme had a positive impact on reading comprehension and reading attitudes. In light of statistical analysis and the findings of the study, the following conclusions are, therefore, drawn in response to the research hypotheses of the study.

First, the achievement in the posttest of reading comprehension of the experimental group significantly exceeded that of the comparison group. This implies that the ERP was effective in encouraging the students to read a wide variety of texts, which in turn, improved their reading comprehension performance. This result leads to the conclusion that integrating ER to the conventional (IR) EFL curriculum is useful for students to provide suitable input, which provide them the opportunity to practice reading they learn in the IR class. The experimental group also scored a much better result than the comparison group in reading comprehension posttest that focused on both lower- and higher-level reading comprehension skills although the gain scores in lower-level reading comprehension skills were not significant. It might be due to the encouraging (group discussion) and follow up (reading log) ER activities, as most of the questions in these activities require higher- order reading comprehension skills as discussed previously. Based on this result, it is possible to conclude

that incorporating encouraging and follow up activities in an ERP is important to enhance students' higher-order reading comprehension skills.

Second, there was a significant difference in the experimental group students' reading comprehension achievement after the implementation of ER. The experimental group scored significantly better in reading comprehension posttest than pretest; it could be due to the features of the ERP as discussed before, particularly the 30 minutes sustained silent reading time in class. This result leads to the conclusion that assigning silent reading time in class in an ER programme is important for improving students' reading comprehension performance.

Third, the comparison of mean scores indicates that the comparison group participants did not indicate any improvement in reading comprehension posttest compared with pretest. This finding suggests that the students might not show a better reading comprehension performance if they continue to learn through the intensive reading approach, as they do not have the opportunity to practice reading. This result leads to the conclusion that using only IR approach of teaching reading is not sufficient to improve second cycle primary EFL students' reading comprehension performance.

Fourth, the posttest reading attitude survey result of the experimental group significantly exceeded that of the comparison group. The improvement of the mean score of the experimental group in the posttest is likely to be due to the anxiety-free situation (self-selection) of the ERP. Hence, this finding has led the present researcher to the conclusion that ER/self-selection of reading materials is an effective approach to develop students' attitudes toward reading.

Fifth, there was a difference in the experimental group students' scores in attitudes toward recreational and academic reading after the implementation of ER, supporting the posttest even though the gain score in academic reading attitude was not significant. Therefore, it is the conclusion of the present researcher that engaging EFL students in an enjoyable and less competitive environment of an extensive reading programme is crucial to develop students' attitudes toward reading, especially recreational reading attitudes.

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Finally, there was a significant decrease in reading attitude posttest scores of the comparison group compared with pretest. This might be due to the difficult texts in their textbook and the competitive learning environment, which was dominant in most conventional (IR) EFL classrooms. Thus, this result has led the present researcher to the conclusion that involving students in stressful environment (difficult texts) of an IR approach of teaching in EFL classes affects their recreational and academic reading attitudes negatively.

In general, from what has been discussed so far, it would be possible to conclude that integrating ER, as part of a regular instruction, in EFL classes systematically would improve students' reading comprehension performances and develop positive attitudes. Since ER has received little attention in many ESL/EFL contexts like that of Ethiopia, Sheu (2003) is right to suggest the integration of ER to IR in EFL curricula by saying that

> If intensive reading (serving as training students in essential language knowledge and skill) and extensive reading (serving as a means of practising the knowledge and skills received in the IR) can integrate, learners are more likely to get most of the benefits that reading can bring to their learning (P. 230.)

In other words, exposing learners into abundant input (availability of various reading materials) and stress-free atmosphere (self-selection) of an ER programme is important to improve students' reading comprehension performance and develop positive attitudes toward

reading even in input-poor EFL settings like Ethiopia. On the basis of the findings, implications are forwarded.

6.4 Implications of the Study

Based on the findings of the present study, it can be concluded that ER is effective for enhancing students' reading comprehension performance and developing positive attitudes toward reading. Hence, implications are suggested for EFL curriculum, instruction, and future research on extensive reading.

6.4.1 Implications for integrating ER to existing EFL Curricula

Extensive reading is not widely implemented in EFL contexts for several reasons e.g., scarcity of reading materials and lack of teacher and administrator awareness of ER (Grabe, 2009). Likewise, as ER is new and it is not widely practiced in Ethiopia, one of the important implications of this study is on how to integrate ER to the EFL curriculum.

Most EFL classes in the Ethiopian second cycle primary school context, where this study was conducted, mainly focus on intensive reading approach as discussed earlier. This study incorporated extensive reading into already existing EFL curriculum, devoting 40% of class time to extensive reading (80 minutes per week). The findings from this study provide convincing evidence for the feasibility of including an extensive reading component in regular second cycle primary school EFL curriculum. Such integration of an extensive reading component to the existing EFL curriculum also sheds light on the effectiveness of extensive reading. In line with this, Jeon and Day (2015, p. 306) recommend, "Incorporating ER into the curriculum can motivate students to read more over time". Therefore, incorporating extensive reading into second cycle primary EFL curricula (as discussed

below) would be beneficial to students' reading comprehension performance and attitude development.

6.4.1.1 Provide Easy Access to Reading Materials

A school/class library should include a variety of enjoyable reading materials. The ideal library should be easily accessible to students to allow for more student engagement in reading (Grabe, 2009). According to Day and Bamford (1998), access to a range of interesting reading materials is one of the key features for a successful extensive reading programme. For the success of an ER approach, the provision of a variety of books is crucial (Jeon & Day, 2015).

In this study, however, only 12 different kinds of books with 10 copies each (120 copies in total) were used as reading materials. Hence, this finding suggests that although availability of large quantity of reading materials would be useful for the effectiveness of ER programme, using (a few) available reading materials in input-poor EFL settings like Ethiopia would be important to enhance learners' reading comprehension and develop positive attitudes toward reading. As a minimum, if it is difficult to increase reading materials in school libraries for students, class libraries organized by class teachers, as initiated in this research, will be a feasible solution. Nevertheless, availability of books alone is not sufficient; teachers should also participate (support and model reading) by providing orientations.

6.4.1.2 Offer Orientation on Extensive Reading to Teachers and Administrators

Providing orientation on extensive reading to teachers and administrators is also essential for effective ERP. Macalister (2010) underscores the importance of teacher education and raising administrator awareness in order for extensive reading to be more widely practiced. Orienting

teachers and administrators before the implementation of extensive reading is necessary because how they perceive extensive reading will likely influence students' perceptions of extensive reading and their practice of extensive reading. Jeon and Day (2016) also suggest that informing and educating teachers, administrators, and policy makers on the effectiveness of ER is very important to promote extensive reading. This indicates that it could be difficult to implement an ER approach in school contexts without convincing them of its advantages over conventional approach (IR).

The ER training should focus on the concept, benefits, and practical ways for organizing an ER programme. In addition, it is very important to inform teachers the importance of ER activities like group discussion and reading log and train them in using such activities and possible options available to them.

6.4.2 Implications for Instruction

The other important implications of this study is on how to implement ER in input-poor EFL contexts like Ethiopia. Four important instructional implications for the successful implementation of extensive reading in EFL classes are suggested for teachers to motivate students to read consistently and monitor students' reading progress and provide ongoing assistance. That is, sustained silent reading time in class, group-discussions, reading log, and teacher's participations. The following suggestions may guide teachers who want to incorporate extensive reading activities in their classes.

6.4.2.1 Provide Sustained Silent Reading time in class

Assigning silent reading time in class can help students' to engage in reading; their engagement also help them to improve their reading comprehension abilities. The findings of this study also suggests that learners' sustained silent reading in class for 30 minutes twice a week on their own time with teachers support and guidance can help them improve their reading comprehension performance. In-class free reading, where class-time is set aside for free reading students typically do well on tests of reading comprehension (Krashen, 2004).

6.4.2.2 Encouraging and Follow up activities

Encouraging extensive reading activities could support students' to participate actively in ER. In this study, the ER activities, such as the group-discussions, reading log, and teachers' participations were used. The findings suggest that the ER group students' attitudes became positive and development was more significant in the variables measured, as a result. Such support could also result in the improvement of reading comprehension skills, particularly the higher-level reading comprehension skills. Hence, these ER activities should be incorporated in extensive reading programmes. Various studies have also reported the effectiveness of various accompanying activities, including storytelling, group discussion, reading log, role-play, a wall-chart and so on (Sheu, 2003; Suk, 2015).

6.4.2.3 Teacher's participation

In an extensive reading class, the teacher's role should lie in scaffolding extensive reading by providing necessary support. In order to motivate students to read consistently, it is important for teachers to know what individual students are reading and what students think about the books that they are reading in terms of difficulty and interest. As Day and Bamford (1998) suggest, teachers should provide ongoing class guidance throughout the program and engage

in formal and informal teacher-student discussions on extensive reading practices. In this study, students' reading logs, read by the researcher, offer insights into students' extensive reading experiences. Teachers can also observe individual students' independent reading in class and chat with individual students to give guidance. Through these teacher-student interactions, the researcher was able to learn about students' extensive reading practices and use the student input to guide other students.

6.4.3 Implication for Further Research

The results of this study underscore some points worthy of further investigation. Hence, the first possible direction for future research includes effects of ER intervention on students' reading comprehension and attitudes in EFL classes in wider contexts. As the sample of the study might not represent the second cycle primary school students at large, future research on more student participants in more second cycle primary schools using similar approach as undertaken by this study to determine if significant differences occur could be useful.

The other direction for future research would be comparing results among different ability groups (high, average, and low achieving students) as well as gender to see if there are significantly different results in reading comprehension performance and attitude development among different ability groups and gender.

The participants in the present study are second cycle primary learners, who have not more experience in reading in English. Hence, the third area for future investigations might be on examining effects of ER on secondary and tertiary level students' reading comprehension and attitudes.

Besides, the present study employed quantitative research design, but using mixed design (both quantitative and qualitative) for future extensive reading research would yield more insights.

In order to control input variables, the experimental group participants in this study read books in the classroom. However, in the implementation of ER, students should be given freedom to read whenever and wherever they like as the idea of ER implies. Hence, implementing ER in and out of class and investigating its effects on reading and other language skills and attitudes should also be the other possible direction for future research.

Moreover, the literature suggests using a number of activities, such as storytelling, group-discussions, reading log, teacher participation, and a wall-chart, etc., to promote students' participation in ER. This study has included some of them (teacher participation, group-discussions, reading log). Future research may incorporate other activities and investigate their effects on students' reading proficiency and attitude development.

Finally, the current study was carried out for about 12 weeks, which is short. Thus, future studies can gain better results if learners participate in ER programme for a longer time (for a year and more). Particularly, effects of long-term ER on lower-order reading comprehension skills and academic reading attitudes (pretest-posttest) need to be investigated as the gain scores of the two variables in this study were not significant.

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APPENDICES

APPENDIX 1: Reading Comprehension Test (Pretest) (40%)

Student Name _____ No. _____ Section _____

Direction: Read the following passages and answer the questions that follow based on the information given in the text. Time Allotted 40 min

Reading Passage 1: Technology

Computers are probably the most important **invention** of modern times. They are important for three main reasons. Firstly, they can do very difficult sums quickly and **accurately**. Secondly, they can **store** huge amounts of information. Thirdly, they can help us work with words, numbers and pictures on computers.

Today, computers are used everywhere. They are used in banks to store information about people's money. **They** are also used to work out difficult scientific problems. Factories use computers in robots that can do some of the work that people did in the past. Most books, newspapers and magazines are now made with the help of computers.

I Choose the correct answer from the given alternatives and write the letter of your choice in a capital letter in the space provided (6 points)

_____1. One of the following statements is true based on the passage

A. Computers were invented a long time ago.

B. Nowadays, machines can do some of the work that people did in the past.

C. Computer are easier to carry than books.

D. There will not be any invention as compared with computer

_____2. What is the main point of paragraph two?

A. Computers invented everywhere C. Computers are used in banks

B. The use of computers D. Computers are used in factories

_____3. The word **invention** in line **1** has similar meaning with

A. adaptation C. innovation

B. modification D. regulation

_____4**. . . accurately** in line **2** has similar meaning with

A. precisely C. roughly

B. vaguely D. imprecisely

_____5**. . . store** in line 3has similar meaning with

A. allocate C. accumulate

B. distribute D. disburse

_____6. The pronoun **they** in line 6 refers to

A. banks C. factories

B. people's money D. computers

II. Answer the following questions based on the passage (4 points)

7. Do you think computers are more important than people? Why? Why not?

_____

8. Why did the author write this text?

_____

Reading Passage 2

It was a hot day in a big forest. While a lion was sleeping, a mouse ran over his face and woke him up. The lion got angry and roared loudly. He caught the mouse **tightly** and threatened to eat him. While he was holding the mouse, the mouse pled for help. He said to the lion, “If you spare my life, I will repay your kindness one day ". The lion laughed and he

was **amazed**, "how a small animal like the mouse might help". However, he let the mouse free.

Some days later, a hunter trapped the lion in a big net with a strong robe. The lion roared again and again. When the mouse heard the lion and saw him in the trap, **he** cut the net and set the lion free. The lion was happy and said " Even a small mouse can do a **favor** to a big lion".

I. Choose the correct answer from the given alternatives and write the letter of your choice in a capital letter in the space provided (5 points)

___ 9.The story is about:

A. A hunter in a forest C. A lion and a mouse in a forest

B. A hunter and a lion in a forest D. A lion, a mouse and a forest

___ 10. The lion did not kill the mouse because:

A. he wanted the mouse to help him one day. C. the mouse was too small.

B. he was amazed how the mouse could help him. D. the mouse helped him

___ 11. Why did the lion could not cut the hunters' net? Because:

A. he was sick. C. he was too weak.

B. he was too small. D. he did not have sharp teeth.

___ 12. The word "**tightly**" in line “2” means:

A. loosely C. roughly

B. strongly D. kindly

___ 13. The word "**amazed**" in line "**5**" means:

A. happy C. surprised

B. sad D. unhappy

___ 14. The word "**favor**" in line "**9**" means:

A. support C. surprised

B. increase D. improvement

III. Answer the following questions based on the passage (4 points)

15. Did you like the story? Why or why not?

_____

16. What was the most important thing you learned from reading this story?

_____

Reading Passage 3

Read the following passages and answer the questions that follow based on the instruction.

Health is one of the most important aspects of human development. Bad health hinders one's capacity to learn, work, produce and earn an income. A healthy society, on the other land, is ready to learn, **to produce** and earn more, and is generally active and able to participate in the process of developing its surroundings for its own advantages. Therefore, there is a strong relationship between a healthy society, and economic and human development.

In Ethiopia, where the majority of the population lives on farming, the effect of poor health is great. The majority of the population has got serious health problems and this has contributed to low level of human development. The Government of Ethiopia, therefore, issued a health policy in 1993.

Its major objectives are to assure accessibility of health care for all, to decentralize the health service system, to develop the preventive components of health care, to promote the participation of the private sector in health services **development**, etc.

The government has also focused on some aspects of health care facilities. These facilities that are given more attention include controlling communicable diseases, strengthening the training of health professionals, and giving special attention to the health needs of women, children and the most neglected regions of the country.

Adapted from Human Development Report. 1998 Ethiopia UNDP

I. Choose the correct answer from the given alternatives and write the letter of your choice in a capital letter in the space provided (7 points)

____17. The first paragraph mainly discusses about

A. the relationship between health and good food.

B. the relationship between health and human development.

C. the contribution good health has made in advanced societies.

D. the contribution of good health in the Ethiopian society.

_____18. Which one of the following is the result of poor health in Ethiopia?

A. Healthy society C. Large population

B. Low level of human development D. Improved farming

____19. When did the Government of Ethiopia issue a healthy policy?

A. When the effect of poor health was found to be little C. In 1993

B. When communicable diseases were comparisonled D. In the future

____20. The last paragraph mainly talks about

A. the contribution of good health C. the aspect of health care facilities

B. the objectives of good health D. the effect of poor health

____21**. . . to produce** as used in line **3** means

A. to protect from danger C. to make or manufacture something

B. to find job D. to increase in height

___ 22.The pronoun **its** as used in line 10 refers to

A. the government of Ethiopia C. accessibility

B. the health policy D. the population

II. Answer the following questions based on the passage (4 points)

23. What is the main idea of the passage?

_____

24 How will the information in this text be useful to you?

_____.

Passage 4

The Little Clever Goat

There was a group of goats living in a huge farm, They were guarded by a group of dogs. Among the group of the goats, there was a little goat. Her mother always told her, “never go to the forest alone". One day the little goat followed sweet peas and went to the forest. The **huge** wolf saw her and began to shout with his sharp yellow teeth. The little goat bravely said," I'm a **naughty** girl and I should listen to my mother".

The wolf laughed and said, "you are naughty so I must punish you. You will be my lunch". The little goat was too frightened and began to think for something to save herself. The little goat said," I have a **wish** before you eat me, your voice is very nice. Sing a song please". The wolf began to sing and sing and the dogs and the goat's mother heard the wolf voice. **They**

began to search for the little goat and they didn’t find her. The dogs ran to the forest and helped the little goat. The wise goat said to her little goat, "you should listen to your mother's advice".

I. Choose the correct answer from the given alternatives and write the letter of your choice in a capital letter in the space provided (3 points)

___ 25. Why did the little goat frighten the wolf? Because he had

A. sharp yellow teeth C. Huge head

B. long black hair D. Huge teeth

___ 26. Why did the little goat want the wolf to sing a song?

A. to listen his lovely voice C. to find help

B. to play with him D. to punish him

___ 27. The pronoun **they** as used in line **9** refers:

A. the wolf and the little goat C. the wolf and the dogs

B. the dogs and the little goat's mother D. the dogs, the goat's mother and the little goat

28. The word **huge** in line **4** has similar meaning with

A. little C. insufficient

B. small D. enormous

29. The word **naughty** in line **5** has similar meaning with

A. wicked C. good

B. respectable D. charm

30. The word **wish**in line **8** has similar meaning with

A. despair C. desire

B. need D. want

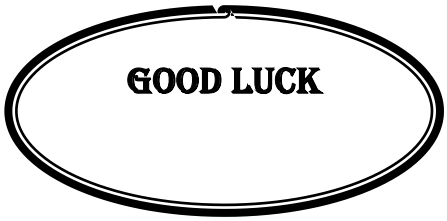
III. Answer the following questions based on the passage (4 points)

31. What would you do if you were in the place of the little goat?

_____

32. What was the most important lesson you learned from reading this story?

_____



APPENDIX 2: Reading Comprehension Test (Posttest) (40%)

Student Name _____ No. _____ Section _____

Direction: Read the following passages and answer the questions that follow based on the information given in the text. Time Allotted 40 min

Passage 1

Do you watch television? Television has a bad influence on children. Some recent studies have shown many frightening facts about watching television. If parents care about their children, **they** will **eliminate** television viewing in their homes.

As studies show, three- and four year-old children watch television between three and four hours a day. This means that young children are sitting in front of the 'picture box' between 21 and 28 hours a week. Any child who is sitting in front of the television, however, is neither reading and learning nor outside playing and running. The child is not getting the exercise needed. He/ She will not be very healthy or very smart, as a result**.**

Not only is television harmful to children's health but it can also be harmful to children's happiness and generous personality. A recent study showed that children who watch violentaction films on television are much more **aggressive** than other children. They do not have friendly attitudes and approaches to others.

Scientists have found through watching children how much television affects, how they act and how they think. Based on the results, they have found television watching is dangerous medium for young children.

(Adapted from A. Ababa City Administration Grade 8 English Examination)

I Choose the correct answer from the given alternatives and write the letter of your choice in a capital letter in the space provided (12 points)

_____1. What is the main idea of paragraph two?

C. Children like watching television

D. Children will benefit from watching television

E. When young children watch television, they are not learning or exercising.

F. Children become healthy and smart when they watch television.

_____2.Children who watch violent action films are_____.

A. more active than others. C. more peaceful than others.

B. more friendly than others. D. more aggressive than others.

_____3. The possible title of the passage could be

A. Television watching C. Children and television

B. The effect of television on children D. Television lessons

_____4. The word **eliminate** in line **3** has similar meaning with

A. develop C. encourage

B. stop D. continue

_____5. The word **aggressive** in line **11** has similar meaning with

A. friendly C. conquer

B. invasive D. cheerful

_____6. The pronoun **they** in line **2** refers to

A. children C. homes

B. television viewers D. parents

II. Answer the following questions based on the passage (4 points)

7. What is the most important thing you learned from reading this text?

_____

_____.

8. Did you like the text? Why or why not?

_____

_____.

Passage 2

An Elephant and a mouse

Once upon a time, a group of mice lived in a deep forest. The mice lived in a big tree inside the forest. One day a group of elephants passed beside the tree and destroyed the mice's houses. The wise mouse went to the wise elephant and angrily said, “today you **destroyed** our houses". The wise elephant said **kindly**, "we are sorry for that and I **promise** you not to do that again". The mouse said, "thank you and I will repay **your** kindness". Some days later, a hunter trapped the elephant in a big net with a strong robe. The elephant remembered his friend the mouse and the elephants to ask the mouse for help. The mouse and his friend went to the net and cut the robe with their sharp teeth. The elephant and the mouse became best friends.

I. Choose the correct answer from the given alternatives and write the letter of your choice in a capital letter in the space provided (3 points)

___ 9. Why did the mouse go to the elephant angrily?

A. The elephants destroyed their food C. the elephants lived with them

B. The elephants devastated their houses D. the elephants were not kind

___ 10. Why did the elephant could not cut the hunters' net?

A. he was sick C. he was too weak

B. he was too small D. he did not have sharp teeth

___ 11. The pronoun "**your**" as used in line "**5**" refers:

A. the elephant C. the hunter

B. the mouse D. a group of elephants

_____12. The word **destroyed**in line **3** has similar meaning with

A. develop C. preserved

B. damaged D. continue

_____14. The word **kindly**in line **4** has similar meaning with

A. politely C. ignorantly

B. unconsciously D. rudely

_____13. The word **promise**in line **4** has similar meaning with

A. help C. preserve

B. attack D. assure

III. Answer the following questions based on the passage (4 points)

15. What would you do if you were in the place of the elephant?

_____

16. What was the most important thing you learned from reading this story?

_____

Passage 3

The Education Policy of Ethiopia

Modern education was introduced to Ethiopia nearly a century ago. However, the education and training offered during these long years had limited positive impact on the lives of the people and national **development**. This is because the education policy had diverse problems, such as limited and inequitable access, lack of quality and relevance, and continuous decline in quality and standard.

Recognizing **these** fundamental problems, the transitional government launched and began to implement a new education and training policy in 1994. The chief goal of the policy is the cultivation of citizens with an all-round education capable of playing conscious and active role in the economic, social, and political life of the country at **various** levels.

The Education and Training Policy and Its Implementation, 2002

I. Choose the correct answer from the given alternatives and write the letter of your choice in a capital letter in the space provided (6 points)

____17. The first paragraph mainly discusses about

A. the main goal of the previous education policy C. the problems of the previous education policy

B. the main goal of the new education policy D. the problems of the new education policy

____18. When did the current Government of Ethiopia issue an education policy?

A. When the previous policy had limited positive impact C. In 1994

B. When the education policy had diverse problems D. In the future

____19. Which one of the following is a feature of the previous education policy?

A. quality and relevance C. high-quality standard

B. equitable access D. lack of quality

____20. The word **development** as used in line **3** has similar meaning with

A. decline C. growth

B. disappear D. reduction

____21. The word **various** as used in line **8** means

A. diverse C. similar

B. comparable D. equivalent

___ 22. The pronoun **these** as used in line **5** refers to

A. the government of Ethiopia C. the new education policy problems

B. the education policy D. the previous education policy problems

II. Answer the following questions based on the passage (4 points)

23. What is the main idea of the text?

_____

24. How will the information in this text be useful to you?

_____.

Passage 4

The Oxen and the Lion

Once upon a time, two oxen were best friends. They stayed together night and day. One day a lion saw them. “They look good to eat ", he roared. He wanted to kill them but he knew the two oxen together were too strong. The lion lay under a tree to think. “I know", he said, “Their friendship makes them strong. I must **separate them**.

So, one day the lion said quietly to the black ox, "I won't **attack** you but I want to ask you a question". "Which one of you two is stronger?" The black ox answered, “We are both very strong." The lion said, “Oh! That is not what the brown ox said. "The black ox said, "What did you say?" "He said he is stronger." "He said you are weak and he has to look after you.” The lion then told the same lie to the brown ox.

Consequently, the two oxen were angry and started to **argue**. Each said he was stronger than the other was. Soon, they started to fight. They were both strong so it was a long fight. Finally, they were both weak and tired. They walked away from each other. The lion killed and ate the black ox first. When he was hungry again, he killed and ate the brown ox.

I. Choose the correct answer from the given alternatives and write the letter of your choice in a capital letter in the space provided (16 points)

_____25. Why did the lion could not eat the two oxen together? Because:

A. he was sick. C. he was weak.

B. they were strong together. D. they were friends

_____26. The lion was telling a lie to

A. separate the oxen. C. make the oxen frightened

B. make the oxen laugh. D. unite them

_____27. The pronoun "**them**" in line “**4**” refers:

A. the lion C. the black ox and the lion

B. the oxen D. the black ox and the lion

_____28. The word “**separate**" in line "**4**" means:

A. integrate C. help

B. reside D. segregate

_____29. The word “**attack**" in line "**5**" means:

A. isolate C. harm

B. detach D. support

_____30. The word “**argue**" in line "**10**" means:

A. dispute C. love

B. agree D. live

III. Answer the following questions based on the passage (4 points)

31. Do you like this story? Why or why not?

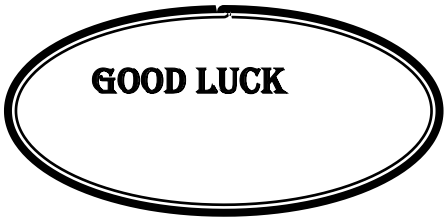
_____

_____.

32. What is the most important thing that you learn from reading this story?

_____

_____



APPENDIX 3: Reading Attitude Survey (English Version) for Pilot Study

Name_____ date _____

Instruction: Items related to your attitude toward reading in English are provided below. Put an "√" in the box that best answers how you feel about reading in English.

No	Items	Very good	Good	Bad	Very bad
	Recreation Reading Subscale				
1	How do you feel when you read a book in on a weekend?				
2	How do you feel when you read a book in school during free time?				
3	How do you feel about reading for fun at home?				
4	How do you feel about spending free time reading?				
5	How do you feel about reading books during summer vacation?				
6	How do you feel about reading books instead of playing?				
	Academic Reading Subscale				
7	How do you feel when the teacher asks you questions about what you read in English?				
8	How do you feel about doing reading English				

	textbook pages and activities?				
9	How do you feel about reading English in school?				
10	How do you feel about reading your English textbook?				
11	How do you feel when it is time for English reading lesson?				
12	How do you feel about the stories you read in English reading lesson?				

Adapted from McKenna and Kear (1990; Conradi *et al*, 2013*).*

APPENDIX 4: Reading Attitude Survey (English Version) for Main Study

Name_____ date _____

Instruction: Items related to your attitude toward reading in English are provided below. Put an "√" in the box that best answers how you feel about reading in English.

No	Items	Very good	Good	Bad	Very bad
	Recreation Reading Subscale				
1	How do you feel when you read a book in English on a weekend?				
2	How do you feel when you read an English book in school during free time?				
3	How do you feel about reading for fun at home?				
4	How do you feel about spending free time reading in English?				
5	How do you feel about reading English books during summer vacation?				
6	How do you feel about reading English books instead of playing?				
	Academic Reading Subscale				
7	How do you feel when the teacher asks you questions about what you read in English?				
8	How do you feel about doing reading English				

	textbook pages and activities?				
9	How do you feel about reading English in school?				
10	How do you feel about reading your English textbook?				
11	How do you feel when it is time for English reading lesson?				
12	How do you feel about the stories you read in in English reading lesson?				

Adapted from McKenna and Kear (1990; Conradi *et al*, 2013*).*

APPENDIX 5: Reading Attitude Survey (Amharic Version) for Pilot Study

ባህር ዳር ዩኒቨርሲቲ

ሂውማኒቲስ ፋኩሊቲ

የእንግሊዝኛ ቋንቋና ስነ-ፅሁፍ ትምህርት ክፍል

በተማሪዎች የሚሞላ የፅሁፍ መጠይቅ

ውድ ተማሪዎች፡

ይህ የፅሁፍ መጠይቅ የተዘጋጀው **ሰፊ ንባብ** *ላይ ያተኮረ ጥናት ለማካሄድ ግብአት የሚሆን መረጃ ለመሰብሰብ ነው፡፡* ጥናቱን ለማጥናት ከእናንተ የሚሰበሰብ ትክክለኛ የሆነ መረጃ በጣም አስፈላጊና ወሳኝ ነው፡፡ ስለዚህ ይህንን መጠይቅ በሚገባ ሞልታችሁ እንድትመልሱ በትህትና ትጠየቃላችሁ፡፡ ይህ መረጃ የሚያስፈልገው ለምርምር ነክ ጉዳዮች ብቻ ስለሆነ ያለምንም ጥርጣሬ ይሙሉ፡፡

ጊዜዎን ሰውተው ለሰጡን መረጃ በጣም እናመሰግናለን፡፡

ክፍል አንድ

ፆታ፡ ሴት ☐ ወንድ ☐

የተማሪው ስም _____

የትምህርት ቤቱ ስም _____

ከፍልና ሴክሽን _____

ክፍል ሁለት፡ የንባብ አመለካከት መጠይቅ

<u>አቅጣጫ</u>፡- የሚከተሉት ዐረፍተ ነገሮች ስለንባብ አመለካከት የሚጠይቁ ናቸው፤ በጣም ደስ ይለኛል እስከ ፍፁም ደስ አይለኝም፡፡ ስለዚህ የማርክ (✓) ምልክት በመጠቀም በሚከተለው ሰንጠረዥ ሃሳብዎን ይግለፁ፡፡

No	**የንባብ አመለካከት**	በጣም ደስ ይለኛል **4**	ደስ ይለኛል **3**	ደስ አይለኝም **2**	ፍፁም ደስ አይለኝም **1**
	መዝናኛዊ ንባብ መለኪያ				
1	በዝናባማ ቀን መፅሃፍ ስታነብ ምን ይሰማሃል?				
2	ትምህርት ቤት ውስጥ በትርፍ ሰዓትህ መፅሃፍ ስታነብ ምን ይሰማሃል?				
3	ቤት ውስጥ መፅሃፍ እንደመዝናኛ ስታነብ ምን ይሰማሃል?				
4	በትርፍ ጊዜህ መፅሃፍ ስታነብ ምን ይሰማሃል?				
5	በክረምት መፅሃፍ ስታነብ ምን ይሰማሃል?				
6	ከመጫወት ይልቅ መፅሃፍ ስታነብ ምን ይሰማሃል?				
	ትምህርታዊ ንባብ መለኪያ				
7	ስላነበብከው ነገር መምህርህ ሲጠይቅህ ምን ይሰማሃል?				
8	ከመማሪያ መፅሃፍት ንባባዊ ገፆችንና ተግባራትን ስታነብ ምን ይሰማሃል?				
9	ትምህርት ቤት ውስጥ ስታነብ ምን ይሰማሃል?				
10	መማሪያ መፅሃፍትን ስታነብ ምን ይሰማሃል?				
11	የንባብ ትምህርት ክፍለ ጊዜ ሲሆን ምን ይሰማሃል?				
12	በንባብ ትምህርት ክፍለ ጊዜ ስላነበብካቸው ታሪኮች ምን ይሰማሃል?				

ምንጭ: ከ*McKenna and Kear (1990) ጸና ክ* Conradi *et al*, (2013)*ተሸሽሎ የተወሰደ*

APPENDIX 6: Reading Attitude Survey (Amharic Version) for Main Study

ባህር ዳር ዩኒቨርሲቲ

ሂውማኒቲስ ፋኩሊቲ

የእንግሊዝኛ ቋንቋና ስነ-ፅሁፍ ትምህርት ክፍል

በተማሪዎች የሚሞላ የፅሁፍ መጠይቅ

ውድ ተማሪዎች፡

ይህ የፅሁፍ መጠይቅ የተዘጋጀው **ሰፊ ንባብ** *ላይ ያተኮረ ጥናት ለማካሄድ ግብአት የሚሆን መረጃ ለመሰብሰብ ነው፡፡* ጥናቱን ለማጥናት ከእናንተ የሚሰበሰብ ትክክለኛ የሆነ መረጃ በጣም አስፈላጊና ወሳኝ ነው፡፡ ስለዚህ ይህንን መጠይቅ በሚገባ ሞልታችሁ እንድትመልሱ በትህትና ትጠየቃላችሁ፡፡ ይህ መረጃ የሚያስፈልገው ለምርምር ነክ ጉዳዮች ብቻ ስለሆነ ያለምንም ጥርጣሬ ይሙሉ፡፡

ጊዜዎን ሰውተው ለሰጡን መረጃ በጣም እናመሰግናለን፡፡

ክፍል አንድ

ፆታ፡ ሴት ☐ ወንድ ☐

የተማሪው ስም _____

የትምህርት ቤቱ ስም _____

ከፍልና ሴክሽን _____

ክፍል ሁለት፡ የንባብ አመለካከት መጠይቅ

<u>አቅጣጫ</u>፡- የሚከተሉት ዐረፍተ ነገሮች ስለንባብ አመለካከት የሚጠይቁ ናቸው፤ በጣም ደስ ይለኛል እስከ ፍፁም ደስ አይለኝም፡፡ ስለዚህ የማርክ (✓) ምልክት በመጠቀም በሚከተለው ሰንጠረዥ ሃሳብዎን ይግለፁ፡፡

No	**የንባብ አመለካከት**	በጣም ደስ ይለኛል **4**	ደስ ይለኛል **3**	ደስ አይለኝም **2**	ፍፁም ደስ አይለኝም **1**
	መዝናኛዊ ንባብ መለኪያ				
1	በሳምንቱ መጨረሻ ቀናት እንግሊዝኛ መፅሃፍ ስታነብ ምን ይሰማሃል?				
2	ትምህርት ቤት ውስጥ በትርፍ ሰዓትህ እንግሊዝኛ መፅሃፍ ስታነብ ምን ይሰማሃል?				
3	ቤት ውስጥ እንግሊዝኛ መፅሃፍ እንደመዝናኛ ስታነብ ምን ይሰማሃል?				
4	በትርፍ ጊዜህ እንግሊዝኛ መፅሃፍ ስታነብ ምን ይሰማሃል?				
5	በክረምት እንግሊዝኛ መፅሃፍ ስታነብ ምን ይሰማሃል?				
6	ከመጫወት ይልቅ እንግሊዝኛ መፅሃፍ ስታነብ ምን ይሰማሃል?				
	ትምህርታዊ ንባብ መለኪያ				
7	ስላነበብከው ነገር እንግሊዝኛ መምህርህ ሲጠይቅህ ምን ይሰማሃል?				
8	ከእንግሊዝኛ መማሪያ መፅሃፍት ንባባዊ ገፆችንና ተግባራትን ስታነብ ምን ይሰማሃል?				
9	ትምህርት ቤት ውስጥ እንግሊዝኛ ስታነብ ምን ይሰማሃል?				
10	እንግሊዝኛ መማሪያ መፅሃፍትን ስታነብ ምን ይሰማሃል?				
11	የእንግሊዝኛ ንባብ ትምህርት ክፍለ ጊዜ ሲሆን ምን ይሰማሃል?				
12	በእንግሊዝኛ ንባብ ትምህርት ክፍለ ጊዜ ስላነበብካቸው ታሪኮች ምን ይሰማሃል?				

ምንጭ: ከ*McKenna and Kear (1990) እና ከ* Conradi *et al*, (2013)*ተሻሽሎ የተወሰደ.*

APPENDIX 7: Extensive Reading Log (English Version)

Student Name: _____

Date	Book title	Time spent on reading	Number of pages	The idea you like most	Do you recommend this book? Yes/ no	Level easy, difficult,

Adapted from *Ono. L, Day. R,* and *Harsch, K., (2002)*

Appendix 8: ER Reading Log (Amharic Version)

የሰፊ ንባብ መከታተያና መመዝገቢያ ቅፅ

(በአማርኛ ወይም በእንግሊዝኛ መሙላት ይቻላል)

የተማሪው ስም: _____

ቀን	የመፅሃፉ ርዕስ	ስንት ደቂቃ/ ሰዓት አነበብክ/ሽ	ስንት ገፅ/ መፅሃፍ አነበብክ/ሽ	የወደድከው/ ሽው ሃሳብ ወይም ዐ/ ነገር	ይህን መፅሃፍ ጓደኞች እንዲያነቡት ይመክራል አዎ/ አይደለም	የመፅሃፉ ደረጃ (በጣም ቀላል፣ ቀላል፣ ከባድ፣ በጣም ከባድ)

ምንጭ: *Ono. L, Day. R,* and *Harsch, K., (2002) ተሻሽሎ የተወሰዴ*

APPENDIX 9: ER Attitude Questionnaire (Posttest) (English Version) for Pilot Study

Items	Like it very much	Like it	Dislike it	Dislike it very much
1. Silent reading programme				
2. Self-selection of books				
3. Reading different stories				
4. Writing in a reading log				
5. Lack of homework				
6. Lack of tests and scores				
7. Teacher participation				
8. other				

APPENDIX 10: ER Attitude Questionnaire (Posttest) (Amharic Version)

Pilot Study

ክፍል ሶስት፡ ስለሰፊ ንባብ ፕሮግራም

<u>አቅጣጫ</u>፡- የሚከተሉት ዐረፍተ ነገሮች ስለ**ሰፊ ንባብ** ፕሮግራሙ ያላችሁን ሃሳብ የሚጠይቁ ናቸው፤ በጣም ወድጀዋለሁ እስከ ፍፁም አልወደድኩትም የሚሉ አማራጮች ተሰጥተዋል፡፡ ስለዚህ የማርክ (✓) ምልክት በመጠቀም በሚከተለው ሰንጠረዥ ሃሳብዎን ይግለፁ፡፡

ተ.ቁ	**ስለሰፊ ንባብ ፕሮግራሙ አመለካከት**	በጣም ወድጀዋለሁ	ወድጀዋለሁ	አልወደድኩትም	ፍፁም አልወደድኩትም
1	የጸጥታ ንባብ ፕሮግራሙን				
2	መጽሃፍትን በነጻነት መርጦ ማንበብ				
3	የተለያዩ ታሪኮችን ማንበብ				
4	ንባብን መከታተያ ቅፅ ላይ መመዝገብ				
5	የቤት ስራ አለመኖሩ				
6	ፈተና አለመኖሩና ውጤት አለመሰጠቱ				
7	የመምህሩ ተሳትፎ				
8	ሌላ				

APPENDIX 11: ER Attitude Questionnaire (Posttest) (English Version) for Main Study

Items	Like it very much	Like it	Dislike it	Dislike it very much
1. Silent reading programme				
2. Self-selection of books				
3. Reading different stories				
4. Writing in a reading log				
5. Group discussion				
6. Lack of homework				
7. Lack of tests and scores				
8. Teacher participation				
9. Other				

APPENDIX 12: ER Attitude Questionnaire (Posttest) (Amharic Version)

Main Study

ክፍል ሶስት፡ ስለሰፊ ንባብ ፕሮግራም

<u>አቅጣጫ</u>፡- የሚከተሉት ዐረፍተ ነገሮች ስለ**ሰፊ ንባብ** ፕሮግራሙ ያላችሁን ሃሳብ የሚጠይቁ ናቸው፤ በጣም ወድጀዋለሁ እስከ ፍፁም አልወደድኩትም የሚሉ አማራጮች ተሰጥተዋል፡፡ ስለዚህ የማርክ (✓) ምልክት በመጠቀም በሚከተለው ሰንጠረዥ ሃሳብዎን ይግለፁ፡፡

ተ.ቁ	**ስለሰፊ ንባብ ፕሮግራሙ አመለካከት**	በጣም ወድጀዋለሁ	ወድጀዋለሁ	አልወደድኩትም	ፍፁም አልወደድኩትም
1	የጸጥታ ንባብ ፕሮግራሙን				
2	መጽሃፍትን በነጻነት መርጦ ማንበብ				
3	የተለያዩ ታሪኮችን ማንበብ				
4	የንባብን መከታተያ ቅፅ ላይ መመዝገብ				
5	የቡድን ውይይት				
6	የቤት ስራ አለመኖሩ				
7	ፈተና አለመኖሩና ውጤት አለመሰጠቱ				
8	የመምህሩ ተሳትፎ				
9	ሌላ				

APPENDIX 13: Readability Statistics of the Reading Comprehension Pretest

Text title	Text type	Text length	Readability	
			Flesch Reading Ease	Flesch-Kincaid Grade
Computers	Expository	105	62.4	7.1
A lion and a mouse	Narrative	154	91.5	3.6
The health policy of Ethiopia	Expository	210	53.5	8.0
The little clever goat	Narrative	195	91.6	3.7

APPENDIX 14: Readability Statistics of the Reading Comprehension Posttest

Text title	Text type	Text length	Readability	
			Flesch Reading Ease	Flesch-Kincaid Grade
Effects of watching television	Expository	197	59.6	7.6
An elephant and a mouse	Narrative	141	85.1	4.8
the education policy of Ethiopia	Expository	115	50.9	8.5
Two oxen	Narrative	220	97.5	1.8

Appendix 15: List of Reading Materials Used in the Study

Level	List of books	Head-words	Number of Titles	Total no of books
Primary	My neighbours	940	13	10
	Book-worm babies	214		10
	Tania's Martian Encounter	288		10
	Adam's friend and other stories		4	10
	The unwise judge and other stories		3	10
	Robots and Other Stories		7	10
	The Trees and the Axe and other stories		6	10
	Building your house and Other Stories		8	10
	Sheikh Mohammed Hussein Al-moudi	466		
	Stadium and Other Stories		7	10
Second cycle primary	The Black Cat	1200	2	10
	English for Ethiopia Series Pupils Reader for Grade 7	1640	20	10
	English for Ethiopia Series Pupils Reader for Grade 8	1650	20	10

Appendix 16: Raw Data of Reading Comprehension Pre-Post Test

(Pilot study)

Comparison Group						Results from the lowest to the highest			
Students no	Pretest scores	Posttest scores	Students no	Pretest scores	Posttest scores	Pretest		Posttest	
1	5	10	26	9	8	3	16	2	12
2	21	6	27	11	19	3	17	2	13
3	3	16	28	16	2	5	17	2	14
4	10	2	29	18	10	7	17	2	14
5	21	29	30	26	30	9	18	3	14
6	16	8	31	29	37	9	18	4	15
7	12	2	32	16	13	10	18	4	16
8	11	14	33	13	4	11	18	5	19
9	11	4	34	19	8	11	19	5	19
10	3	10	35	34	31	11	19	6	19
11	20	34	36	12	8	11	19	6	19
12	17	19	37	18	19	11	20	6	21
13	11	19	38	18	5	11	20	7	21
41	20	33	39	11	7	11	21	8	24
15	13	26	40	7	6	12	21	8	26
16	14	14	41	23	15	12	21	8	29
17	13	5	42	17	12	13	23	8	30
18	18	10	43	19	21	13	23	10	31

19	14	10	44	19	21	13	26	10	33
20	13	2	45	23	6	13	29	10	34
21	13	11	46	21	24	13	34	10	37
22	11	14				14		10	
23	17	12				14		11	
24	11	3				16		12	
25	9	12				16		12	

Experimental Group						Results from the Lowest to the highest			
Students no	Pretest scores	Posttest scores	Students no	Pretest scores	Posttest scores	Pretest		Posttest	
1	14	16	26	16	8	2	16	2	17
2	16	2	27	21	14	3	16	4	17
3	19	26	28	34	36	6	17	4	17
4	21	16	29	16	6	6	17	5	18
5	23	12	30	16	14	7	18	6	18
6	29	28	31	21	5	7	18	6	18
7	18	26	32	2	8	9	18	6	18
8	18	10	33	14	20	9	18	6	18
9	18	20	34	7	17	9	18	8	18
10	18	4	35	11	18	9	19	8	19
11	11	14	36	9	18	11	19	8	19

12	12	18	37	18	18	11	21	10	19
13	13	19	38	7	13	11	21	10	20
41	13	6	39	9	10	12	21	12	20
15	26	34	40	24	6	12	21	12	23
16	13	6	41	19	14	13	23	13	26
17	13	17	42	16	14	13	23	14	26
18	9	4	43	3	26	13	24	14	26
19	21	19	44	14	18	13	26	14	28
20	6	17	45	6	12	14	29	14	34
21	9	19	46	17	8	14	34	14	36
22	11	18				14		14	
23	17	23				16		15	
24	23	15				16		16	
25	12	14				16		16	

Appendix 17: Raw Data of Reading Comprehension Pre-Posttest (Main study)

Comparison Group					
Students no	Pretest (40%)	Posttest (40%)	Students no	Pretest (40%)	Posttest (40%)
1	9	23	26	6	7
2	13	10	27	14	12
3	8	10	28	26	26
4	7	2	29	11	14
5	7	6	30	16	28
6	23	17	31	11	6
7	23	24	32	9	4
8	12	10	33	11	7
9	11	13	34	9	5
10	8	15	35	10	10
11	4	8	36	7	7
12	4	6	37	17	17
13	6	5	38	10	9
41	4	6	39	6	4
15	10	7	40	13	11
16	3	3	41	16	15
17	14	21	42	8	8
18	7	8	43	5	8
19	3	5	44	8	5
20	6	6			

21	7	7			
22	5	5			
23	32	36			
24	8	6			
25	7	9			

Experimental Group					
Students no	Pretest (40%)	Posttest (40%)	Students no	Pretest (40%)	Posttest (40%)
1	23	28	26	7	9
2	8	6	27	10	17
3	3	5	28	20	20
4	2	7	29	27	37
5	6	8	30	15	17
6	16	16	31	10	21
7	15	16	32	18	18
8	8	11	33	9	9
9	10	9	34	8	7
10	11	7	35	11	10
11	9	8	36	15	19
12	12	26	37	8	7
13	11	9	38	10	11
41	5	4	39	24	13
15	7	6	40	8	9

16	7	8	41	6	11
17	11	21	42	20	24
18	15	17	43	27	34
19	6	8	44	12	22
20	15	19	45	23	34
21	11	9	46	6	9
22	7	10			
23	18	20			
24	33	33			
25	13	19			

Appendix 18: Comparison Group Pre-Post Attitudes Raw Data (Pilot Study)

Students no	Recreational Reading Pretest	Recreational Reading Posttest	Academic Reading Pretest	Academic Reading Posttest
1	16	17	18	10
2	19	14	21	18
3	17	16	17	20
4	12	15	22	8
5	18	18	16	18
6	14	20	19	18
7	18	17	18	17
8	17	13	17	12
9	14	19	15	20
10	16	20	16	20
11	19	16	19	20
12	15	18	18	18
13	17	11	17	19
14	19	7	19	19
15	18	14	16	19
16	14	21	12	16
17	14	17	16	22
18	21	18	22	21
19	15	13	15	14
20	17	19	16	19

21	15	19	18	22
22	20	23	19	21
23	16	20	17	22
24	9	12	12	14
25	15	17	16	21
26	13	21	14	22
27	20	19	22	21
28	17	12	19	20
29	17	22	17	22
30	13	19	14	20
31	14	12	16	15
32	14	14	19	14
33	15	12	20	13
34	20	12	19	9
35	20	18	21	17
36	16	16	17	19
37	18	17	18	19
38	12	17	14	20
39	14	21	14	21
40	17	17	19	15
41	17	15	18	19
42	20	15	22	19
43	14	16	16	20
44	18	14	20	17

45	13	15	16	17
46	16	16	18	19

Appendix 19: Experimental Group Pre-Post Attitudes Raw Data (Pilot Study)

Students no	Recreational Reading Pretest	Recreational Reading Posttest	Academic Reading Pretest	Academic Reading Posttest
1	16	17	15	17
2	19	14	19	18
3	17	16	22	17
4	12	15	21	10
5	18	18	18	15
6	14	20	23	14
7	18	17	22	16
8	17	13	19	16
9	14	19	15	16
10	16	20	19	16
11	19	16	12	17
12	15	18	18	13
13	17	11	19	17
14	19	7	17	13
15	18	14	13	15
16	14	21	19	16

17	14	17	24	14
18	21	18	16	13
19	15	13	21	16
20	17	19	17	14
21	15	19	17	17
22	20	23	15	19
23	16	20	16	12
24	9	12	21	17
25	15	17	17	19
26	13	21	17	17
27	20	19	22	18
28	17	12	19	16
29	17	22	17	8
30	13	19	16	12
31	14	12	19	17
32	14	14	21	10
33	15	12	23	16
34	20	12	16	10
35	20	18	24	13
36	16	16	14	19
37	18	17	18	18
38	12	17	24	17
39	14	21	21	13
40	17	17	21	12

41	17	15	19	16
42	20	15	18	18
43	14	16	16	11
44	18	14	19	18
45	13	15	18	20
46	16	16	12	14

Appendix 20: Comparison Group Pre-Post Attitudes Raw Data (Main Study)

Students no	Recreational Reading Pretest	Recreational Reading Posttest	Academic Reading Pretest	Academic Reading Posttest
1	19	14	19	14
2	18	10	18	10
3	19	20	19	20
4	22	11	22	11
5	14	15	14	15
6	15	13	15	13
7	16	10	16	10
8	16	15	16	15
9	18	17	18	17
10	14	10	14	10
11	11	20	11	20
12	18	14	18	14
13	9	15	9	15
14	14	18	14	18
15	17	14	17	14
16	13	15	13	15
17	12	15	12	15
18	15	19	15	19
19	14	15	14	15

20	15	15	15	15
21	15	19	15	19
22	17	13	17	13
23	18	17	18	17
24	13	15	13	15
25	13	18	13	18
26	20	13	20	13
27	12	14	12	14
28	16	16	16	16
29	13	12	13	12
30	20	15	20	15
31	18	14	18	14
32	11	14	11	14
33	20	14	20	14
34	19	12	19	12
35	16	11	16	11
36	15	11	15	11
37	17	11	17	11
38	20	17	20	17
39	21	15	21	15
40	19	15	19	15
41	20	15	20	15
42	21	14	21	14
43	19	16	19	16