

**The Impact Extensive Reading Activities on Promoting 6th
Grade EFL Learners' Reading comprehension**
A case study of ALdefaa ALjawi Basic School of Port Sudan
2020 - 2021

Tahani Yahia Ibrahim Adam

**A thesis Submitted in Partial Fulfillment of the Requirements for
the Master Degree in English Language Teaching “Applied
linguistics”**

Supervised :

Dr. Mohamed Talib

Faculty of Graduate Studies

Red Sea University , Sudan

Abstract

This study examines the impact of integrating extensive reading activities within EFL learners to read large amounts of L2 materials and do related follow-up activities after each reading, their attitudes towards reading and comprehension will improve. This study was conducted on (94) sixth grade students who before the study had negative attitudes towards L2 reading and had low reading comprehension level. Two experimental groups read short stories and simple passages related to their intensive reading topics. They were asked then to do follow-up activities such as retelling a story, acting out and answering worksheets . The control group had the same number of reading periods, but in these periods only their textbook activities and reading passages were discussed . The researcher used a reading questionnaire that was conducted before and after the study to identify the influence of the intervention techniques –extensive reading activities –on subjects’ attitudes. A reading comprehension test was also used before and after the study to measure the impact of these extensive reading activities on learners’ reading comprehension level . After two academic semesters of intervention, both the survey and the test results showed that there were significant differences between the control and the two experimental groups in reading comprehension level and attitudes towards reading . Actually , the two experimental groups’ reading attitudes and reading comprehension levels have greatly improve .

مستخلص

هذه الدراسة تهدف إلى معرفة أثر القراءة الإضافية و أنشطة القراءة علي اتجاهات و مستويات الطلاب الذين يدرسون الانجليزي كلغة ثانية . افترض الباحث الطلاب عندما يقرؤون كميات كبيرة من النصوص الإضافية باللغة الانجليزية ويقومون بعدها بتنفيذ أنشطة تقويمية تتعلق بهذه النصوص فان مستوي فهمهم و استيعابهم لما يقرؤون سوف يتحسن بالإضافة إلي تحسن اتجاهاتهم نحو القراءة باللغة الانجليزية ، تم إجراء هذه الدراسة علي (94) طالبة حيث تم تقسيمهن إلي ثلاثة مجموعات حسب شعب صفوفهن مجموعتين تجريبيتين (ب ، ج) و مجموعة ضابطة (أ) ، استخدم الباحث اختبار قبلي من اجل الحصول علي بيانات كمية حول مستويات الطالبات نحو القراءة باللغة الانجليزية ، وقد اظهر الاختبار القبلي ضعف مستوي الطالبات في القراءة الاستيعابية أما الاستبانة فقد أظهرت إن للطالبات اتجاهات سلبية تجاه القراءة ، وقد استخدم الباحث مجموعة من أنشطه القراءة الإضافية إلي المنهج المقرر مثل قراءة قصص مشهورة ونصوص مشابهة لتلك التي في منهج اللغة الانجليزية ، وبعد السمستر الأكاديمي الثاني تم إعادة كلا من الاختبار و الاستبانة و أظهرت النتائج تحسن واضح في مستوي المجموعتين التجريبيتين في كل من مهارة القراءة الاستيعابية واتجاهاتهن نحو القراءة باللغة الانجليزية بينما لم يظهر إي تغير ملحوظ علي مستويات واتجاهات المجموعة الضابطة وهذا أكد علي أهمية أنشطة القراءة الإضافية من اجل تحسين مهارة القراءة والاستيعاب لدي الطلاب .

Table of Contents

Contents	Page NO
Dedication	1
Acknowledgements	II
Abstract	III
Abstract (Arabic)	IV
Table of Contents	V- VIII
Chapter One : Introduction	
1.1 Overview	1
1.2 Statement of the Problem	2
1.3 The purpose of the Study	3
1.4 Significance of the Study	4
1.5 Research Questions	4
1.6 Hypotheses of the Study	5
1.7 Limits of the Study	6
1.8 Research method	6
Chapter Two : Literature Review	
2.1 Introduction	7
2.2 Definition of reading	7
2.3 Reading comprehension	8
2.3.1 Reading Comprehension Models	10
2.3.2 Reading Purposes	11
2.3.3 Background knowledge and read comprehension	13
2.4 Extensive reading	14
2.4.1 Benefits of Extensive reading	15

2.4.2Material selection for Extensive Reading	15
2.4.3Why don't teacher Use Extensive Reading	16
2.5 Previous Studies	17- 19
Chapter Three :Research Methodology	
3.1Introduction	18
3.2 The experimental Design of the study	18
3.3 Subjects of the study	18
3.4 Instruments of Collecting Data	20
3.4.1 The students Ministry of Education Exam	20
3.4.2 The post – Test	21
3.4.2.1 Validity of the Test	21
3.4.2.2 Reliability of The Test	21
3.4.3 Statistical analysis of the Test	22
3.4.4 The reading attitudes questionnaire	22
3.4.4.1 Validity of the questionnaire	24
3.4.4.2 Reliability of The questionnaire	24
3.5 Extensive Reading Activities	24
Chapter Four Presentation Data , Analysis , Discussion and Interpretation	
4.1 Introduction	26
4.2 Interpretation of data	26
4.3 Questionnaire Results	27
4.3.1 Comparison between each groups' attitudes before and after the study	28

4.3.2 Comparison between groups' attitudes towards reading	40
4.4 Test Results	42
4.4.1 Comparison between each groups' results in the pre and the post – tests	42
4.4.2 Comparison between the experimental group and control groups' performance in the reading comprehension in the post – test	44
Chapter Five Conclusion	
5.1 Conclusion	46
5.2 Recommendations	47
5.3 Suggestions for Further Studies	49
References	51
Appendix	52-55

5.2 Recommendations :

In light of the findings of the current study , this section will present some suggestions and recommendations . These recommendations will be organized according to their relations to the different elements of the English Language teaching and learning processes as the following :

1- Ministry of Education and syllabus designers : This section starts with providing recommendations for the Ministry of Education because it takes all decisions on the policies of English Language teaching process and because everyone follows its regulations and directions . It is fair enough to admit that the

Sudanese Ministry of Education continuously develops its syllabi and approaches to meet the modern developments in this world . In fact , communicative language teaching (CLT) has been adopted by the Ministry of Education for more than ten years now , but the problem is not applying them in the actual teaching process . The reading materials in the Sudanese textbooks are selected according to its linguistic functions much more than according to their suitability to learners' needs and interests . Accordingly , the researcher suggests the following :

- To encourage and support those English teachers who integrate extensive reading in their teaching .
- To include a variety of extensive reading activities annually within the plan of the syllabus.
- To provide elective stories along with the intensive reading materials .
- To provide an English library in each school : This library can be used to present new extensive and intensive reading activities .
- To organize high level reading competitions between good readers to encourage other students to read more .

2- Recommendations for teacher :

The results of this study revealed how important it is to employ extensive reading in foreign language teaching . Consequently, teachers have to employ extensive reading into language teaching , and the following are some suggestions that can be taken into account while employing the extensive reading techniques:

- Asking learners who like to read extensively to talk about their reading experiences .
- Asking learners to bring their favorite books or stories and talk about them in reading classes .
- Creating a best – read – list of the students' most popular books .
- Choosing the suitable reading materials for the learners' interests , abilities

levels .

- Selecting comprehensible materials which are slightly below their current linguistic level .
- Putting time limits both reading at home and in class activities .
- Providing feedback to learners .
- Designing appropriate follow-up activities .

3 - Recommendations for school principles :

- To encourage English teachers to integrate extensive reading in their teaching .
- To support those English teachers who adopt creative techniques and who are presenting in an attractive and appealing manner .
- To encourage English teachers to provoke reading English club .
- To make reading competitions between classes especially those who are taught by different teachers .In this way teachers will compete to assist their students reading as much as they can

4 - Recommendations for parents :

- To support their children by buying stories and books they like.
- To reinforce their children's achievement and progress in the English Language Learning in general and in voluntarily reading in particular .
- To help their children develop a reading habit by reading regularly even if they start with a few pages or even with short paragraphs .

5 - Recommendations for the local community :

- To provide financial support for neighborhood schools to establish an English library .
- To promote the culture of reading.

6 - Recommendations for learners :

To develop a reading habit by :

- Having a reading partner .
- Selecting stories they like and start reading them .
- Reading regularly anything they find interesting .
- Putting some time limits for finishing each story along with their partners.
- Talking about what they read in front of others .
- Reading different types of materials from different sources such as the Internet , comic magazines , books , newspapers and cards .

5.3 Suggestions for Further Research :

This study proved that integrating extensive reading activities with other academic or intensive reading activities can results in positive improvements of learners' attitudes and reading comprehension level . Consequently , the researcher recommends that other researchers conduct further research in this area . In other words , other studies especially those which will be conducted in Sudan may investigate other benefits of extensive reading on EFL learning such as on expanding students vocabulary repertoire , improving their speaking performance , and developing reading comprehension . In fact , there are many studies in the world related to the influences of extensive reading on ESL or EFL learning , but in Arab countries there are only a few . The researcher recommends the following for further research :

- To select a larger sample from different areas .
- To select a balanced sample of females .
- To use longer test for investigating the subjects' reading comprehension developments .

