UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

TOPIC:

"DIAGNOSIS OF THE IMPLEMENTATION OF EXTENSIVE READING IN ENGLISH AMONG THIRD YEAR STUDENTS OF THE B.A. IN ENGLISH: EMPHASIS IN TEACHING, OF THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, YEAR 2021"

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Delmy Carolina Nieto Candelario   *María Raquel Raymundo de Avalos*

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ABSTRACT

The present research project is an analysis of how the implementation of extensive reading in English benefits students to become better users of the English Language. To achieve this goal, a cross-sectional descriptive method was applied. The researchers designed two questionnaires to collect data from the population to be studied who were third year students and professors who taught at this level of the major. The results of this investigation showed that extensive reading is implemented by professors in their classes according to the subject they teach. In addition, all the participants agreed that the practice of extensive reading in English help students to develop their ability to speak and write, increase their vocabulary, reading comprehension and motivation, also improve their grammar, and even their critical thinking and many other benefits. With this study, professors, students, and the researchers recognized the importance of extensive reading because of the multiple benefits for foreign language learners.

KEY WORDS: Cross-sectional study; Extensive reading; Language skills; Vocabulary.

INTRODUCTION

The present investigation deals with a diagnosis of the implementation of extensive reading in English among third year students of the B.A in English: Emphasis in Teaching, of the Foreign Language Department of the University of El Salvador, year 2021. The researchers decided to investigate about this topic because they consider students from the FLD of de University of El Salvador, especially third year students, should develop better reading habits that can help them master the English language and be successful in their academic performance.

This research work is divided in six chapters, which are distributed in the following way. In the first chapter there is the statement of the problem in which the problematic situation is described. Besides, the general and specific objectives that guided the research work are stated. Then, the justification to carry out the work is presented. It includes the importance of the investigation, the benefits that it can bring, and who will be benefited with it.

In the second chapter, there is the theoretical framework that contains the information related to researches and theoretical considerations of different authors whose works have helped support the present research.

In the third chapter, the methodology that was implemented is described. The procedure used to carry out the study, and the gathering of the data are explained. In the fourth chapter, the data analysis is described.

The fifth chapter includes the conclusions, which are based on the results of the research work, and the limitations acknowledged during the research process. The sixth chapter contains the recommendations based on the results obtained through the investigation. Finally, there are the references and annexes that were used to collect the information that supports this research work.

CHAPTER I

1. STATEMENT OF THE PROBLEM

Our culture is not given to reading and for this reason when students who are learning a foreign language are asked to read different types of materials, it is difficult for them to do so. For instance, they do not understand academic texts very well because they lack vocabulary, have little reading comprehension, and make a lot of writing mistakes.

According to Rodríguez (2019), the ability to read is one of the most important skills for people; he says that it opens the door to knowledge and enhances learning. In addition, it promotes the development of thought and language. The Spanish Society of Neurology (2013, as cited in Guerrero, 2016) carried out a study that recalls the importance of promoting the habit of reading among the population as one of the most beneficial activities for the health of our brain. He himself assures, "an active brain not only performs its functions better, but also increases the speed of response" (p.131).

"While we read, we force our brain to think, to order ideas, to interrelate concepts, to exercise memory and imagination, which allows us to improve our intellectual capacity by stimulating our neurons" (Spanish Society of Neurology, 2013, as cited in Guerrero, 2016). So, reading is the door to knowledge, imagination, innovation and creativity, characteristics of a critical thinker, as well as requirements of a globalized world to be desirable, and remain competitive (pp. 131-132).

According to experts, reading can bring many benefits to language learners in terms of improving the way how they express their ideas, their fluency, their reading comprehension, their vocabulary, and many more benefits. Based on that affirmation, the researchers considered

important for third year students of the B.A in English to develop reading habits to master the language they are learning.

Therefore, the aim of this study was to find out if extensive reading was implemented in different courses taken by third year students of the B.A in English. Also, they wanted to know about the habits and the kind of readings students prefer; besides, they wanted to know how extensive reading can benefit students learning English as a foreign language. Therefore, the research questions that guided this work were the following ones: Is Extensive Reading in English implemented among Third Year Students of the B.A in English: Emphasis in Teaching, of the Foreign Language Department of the University of El Salvador, Year 2021; what are the benefits of promoting extensive reading in English among them? How do professors apply extensive reading in their classes at this level of the major?

2. OBJECTIVES

The objective of this research was to find out if extensive reading was promoted among students of the B.A in English: Emphasis in Teaching, of the Foreign Language Department of the University of El Salvador, year 2021, and to do that, the following objectives guided the work.

2.1 General objective

To carry out a diagnosis to find out if extensive reading is promoted among students of the B.A in English: Emphasis in Teaching, year 2021.

2.2 Specific objectives

✓ To find out how extensive reading is promoted among students of the B.A in English: Emphasis in Teaching, year 2021.

✓ To find out the benefits that extensive reading in English brings to third year students of the B.A in English: Emphasis in Teaching, year 2021 for them to become better users of the English language.

✓ To describe how extensive reading benefits students.

✓ To describe activities that can help promote extensive reading in English for students.

✓ To help students develop extensive reading habits and a positive attitude toward reading extensively.

3. JUSTIFICATION

The purpose of this work was to carry out a diagnosis to find out if extensive reading was promoted among 3rd year students of the B.A in English: Emphasis in Teaching, of the Foreign Language Department of the University of El Salvador, year 2021; and the benefits that it could bring to the students here mentioned.

The researchers consider that reading is important at any level of studies, but they decided to focus their investigation specifically on third year students of the above mentioned major because it is at this level when students have already developed some language skills needed to read longer texts in the language they are learning. Therefore, the kind of material to read in their classes can be more diverse and with a greater degree of difficulty.

The importance of this research was to make students and professors aware of the benefits that creating the habit of reading extensively can bring to students in terms of developing in them different skills needed to master the English language. If students are motivated to read, their vocabulary will increase, and their reading comprehension, their writing skills, and the correct use of grammar structure of the English language will improve. Also, students can learn more about the English culture, increase their knowledge on different areas. According to What is evidence-based reading? (n.d.) "promoting extensive reading provides opportunities for students to build their own background knowledge, experience new words in context and master the tools of language" (p. 5).

Extensive reading is a topic that has been widely discussed over the last decades and its benefits have been generally approved by many researchers. For instance, Bamford and Day (2004) state that "students who read more will not only become better and more confident readers,

but they will also improve their reading, writing, listening and speaking abilities and their vocabularies will get richer" (p.1).

On the other hand, it is important to mention that even when some similar research studies have been carried out before by other students in the Foreign Language Department, their research works have been studied from a different perspective than the one this work focused on.
In order to carry out this research, different sources of information related to the topic under investigation that could help the researchers enrich their work were used. Thus, among the sources that were consulted to support this investigation the following ones were included: academic books, academic research works, specialized magazines and different websites and other sources of information considered important and reliable. Besides, students and professors Foreign Language Department were consulted about the use of extensive reading in their classes.

Finally, with this project it was expected to demonstrate that there is a wide range of benefits that can be taken advantage of by implementing extensive reading at any level of the major but particularly among third year students of the B.A in English: Emphasis in Teaching, of the Foreign Language Department of the University of El Salvador, year 2021. The researchers considered that if professors promote or implement extensive reading in the different courses that they teach, but particularly at this level, they can help students improve different skills, such as reading, writing, listening and speaking.

CHAPTER II

1. THEORETICAL FRAMEWORK

The present work had the objective to carry out diagnosis research to know if extensive reading was implemented among third year students of the B.A in English: Emphasis in Teaching, of the Foreign Language Department of the University of El Salvador, year 2021. Also, the researchers were interested in finding out how reading was implemented among third year students of the B.A in English, particularly extensive reading. When learning a language whether maternal or foreign, reading is important because as experts mention, it can contribute to develop different language skills.

According to Norbaevna and Yuldashevna (2019), reading is one of the most effective ways of foreign language learning. Reading is simply the interpretation of a written message. Reading is what the reader does to get the meaning he needs from contextual resources. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has. Reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence. Reading enables learners to comprehend better, which is an important factor that can develop language competence.

Reading will enable learners to develop their vocabulary and grammar knowledge which will effectively contribute to their speaking skills. Vocabulary and grammar knowledge will

enable learners to understand so reading will increase learners' understanding capability which they need for a better communication. (Norbaevna & Yuldashevna, 2019, p. 271)

For spoken English the best reading materials are dramas, plays and dialogues. Learners have the opportunity to find sentences and phrases used in our daily conversation in dramas, plays and dialogues because they are all based on one person talking to another. Some studies have shown that using authentic texts has a positive effect on learning the target language by developing communicative competence. A text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on the reader.

In a reading process six component skills have been suggested; they are automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/word background knowledge, synthesis and evaluation skills/strategies, and met cognitive knowledge and skills monitoring. Among these knowledge fields vocabulary and structural knowledge, which are acquired through reading, influence learner's speaking achievement. Oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and strategic competence (compensatory strategies to use in difficult strategies). (Norbaevna & Yuldashevna, 2019, p. 271)

1.1. Extensive Reading vs Intensive Reading

There are two types of reading, extensive reading and intensive reading. The difference between intensive and extensive reading is that intensive reading requires a lot of concentration

and deliberate effort, and extensive reading is a fun and enjoyable experience that requires a low expenditure of mental energy. (Yamisha, n.d., p. 1)

It is important to mention that both types of reading have their use, and both approaches must be used together in different texts to reinforce vocabulary acquisition quickly and effectively. It must be remembered that extensive and intensive reading are, in themselves, simple tools. Whenever and where students read in their target language, if they know which of these tools is right for their job, they can maximize their learning and take their language skills to new goals.

In both cases, readers must read books that they like and that motivate them, because otherwise readers will tire quickly and readers must be constant in reading. Ideally, students should practice both types of reading, intensive and extensive reading, a few times a week. It is important to remember that reading is one of the four main skills to master when learning English as a foreign or second language. This is a skill that language learners should achieve at higher levels of proficiency.

When reading intensively, learners need a lot of concentration, a dictionary to find the meaning of each word or phrase that they do not know. This activity requires great mental effort and concentration. The students who do intensive reading must be careful when reading; otherwise, they run the risk of becoming bored and mentally exhausted. The appropriate text when doing intensive reading should be interesting, because if students do not enjoy what they read, they quickly forget what they read.

In intensive reading the ultimate goal is to understand what is read down to the smallest detail. Ideal materials for learning to read intensively are: short stories, news articles, Wikipedia articles, blog posts. Students should read for short periods of time to avoid mental

exhaustion. Intensive reading is suitable for a student just starting out. "When learning a language, for example, students will learn short individual sentences or short dialogues; these are used to learn the use of basic grammar rules, also everyday vocabulary. And the students will learn the correct pronunciation of the new language" (Lampariello, n.d., p.1).

On the contrary, extensive reading is about reading as much as possible, without worrying about the meaning of unfamiliar words. This is done over a large amount of time and the words are searched when necessary to better understand the text. Unknown words can be deciphered by checking the surrounding context avoiding the use of translations or dictionary.

When students read texts extensively, they must read interesting and appropriate texts at their level since they do not have to understand every word they do not know, as in intensive reading. The goal of extensive reading is to absorb unfamiliar words through context, if students do not understand most of the context, the text is not appropriate for students to read extensively. In long reading, the texts are longer; these texts can be comics, novels, storybooks.

Extensive reading has several objectives, one is to reduce the meaning of unknown words, promote the learning of vocabulary and syntactic structures, also acquire socio-cultural content of the mother tongue and finally enjoy reading. By now the reader already understands which book to read, whether in extensive or intensive reading.

Yamisha (n.d.), claims there are other differences between extensive and intensive reading which are important mention:

First, extensive reading covers a large area, while the intensive reading covers a smaller area. Reading involves students reading longer texts or large amounts of material for general comprehension with the intention of enjoying the texts. This means that students are free to choose their favorite reading topics. In this case students have to find support material related to

the topic in order to give them basic knowledge, so that students know more about the topic they have chosen. It is different from the intensive reading that does not allow students to find a topic more like it. The subject is chosen by the teacher. Students do not need to search for material that supports the topic the teacher chooses, because it is usually short and easy to understand.

The second difference is the kind of activities students can be involved in the classroom. In extensive reading, the students' activity is more complex than in intensive reading, students are usually asked to summarize after reading a book or article. It is known that making a summary is not easy. It allows students to exercise total control, both of the main factual or fictional content of an article or book, as well as of the grammar and vocabulary used to express it. While in intensive reading, instead of writing a summary and giving a presentation, students are asked to answer some questions related to the topic that the teacher has assigned, usually all the answers are in the text, so the students just rewrite them.

Third, extensive reading will discourage recessive use of the dictionary on the contrary; the dictionary is unpredictable in intensive reading. It is true that the dictionary is important in reading activity, but as affirms, students will focus only on the language if the dictionary is always available every time students find an unknown word. They will not pay attention to the transmitted message. This habit will cause ineffective reading and will destroy the pleasure that reading is intended to provide. (Lampariello, n.d., p.1)

1.2. Extensive reading

Four skills are needed to be developed to master a language: listening, speaking, reading, and writing. Reading is one of the most important skills in language learning and, further, a key to research as it is widely recognized today. Defining reading is not an easy task since it involves

the interaction of various components and aspects used in different ways, by different readers. Reading is part of our daily life. We read for information and survival as we read for study and pleasure, and to read is to grasp language patterns from their written presentation, recognizing and understanding written language in the form of graphic signs and its transformation in meaningful speech. Therefore, reading is not an individual act dissociated from other facts, but it involves the interaction of reader's general information, linguistics competence, visual and mental means, as well as socio cultural references. (Umam, 2013, p. 2)

Day and colleagues (2013) argued that extensive reading in the EFL/ESL context is an approach to teaching reading whose goal is to get students reading in the English language and enjoying it. Extensive reading is based on the well-established principle that we learn to read by reading. This is true for learning to read our first language as well as foreign languages. In teaching foreign language reading, an extensive reading approach allows students to read a lot.

In extensive reading, students read large quantities of easy material (usually books) in English. They read for overall meaning, for information, and for pleasure and enjoyment. Students select their own books, and are encouraged to stop reading if a book is not interesting to them or is too hard; they are also encouraged to expand their reading comfort zone (the range of materials that students can read easily and with confidence). (Day & colleagues, 2013, p. 14)

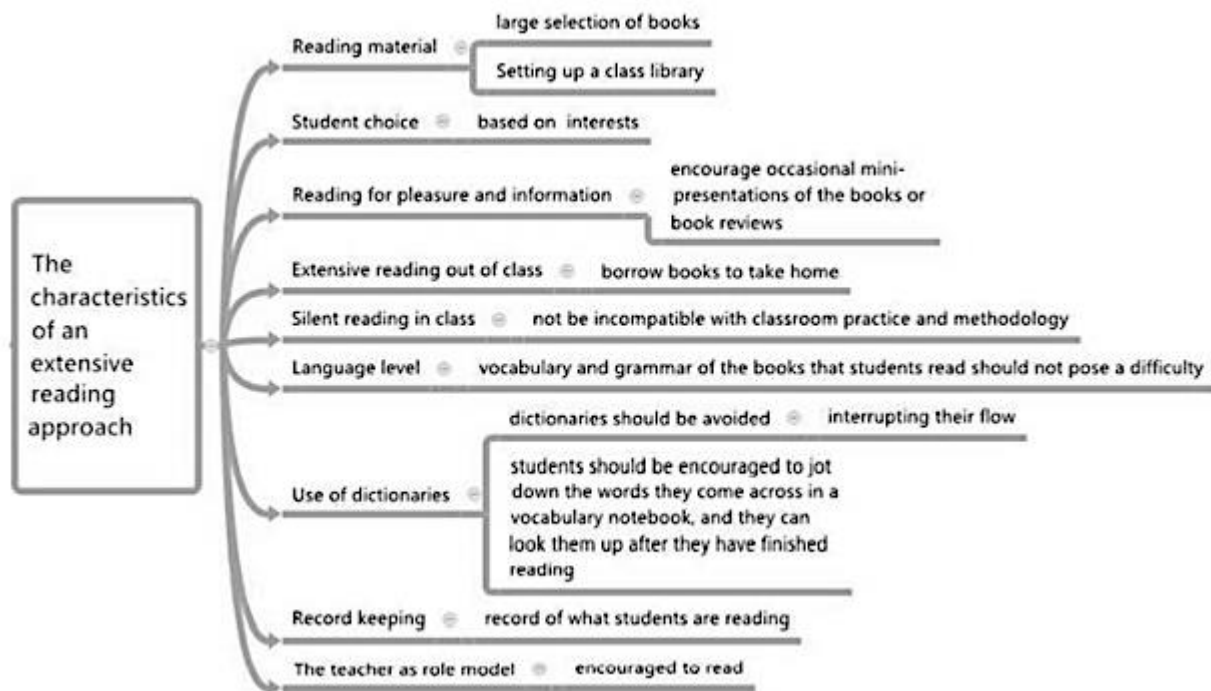**1.3. Characteristics of extensive reading**

The main goal of a reading development program is to enable students to enjoy for at least feel comfortable with reading in the foreign language, and to read independently unfamiliar authentic texts, at an appropriate speed, silently, and with adequate understanding. The measure of the teacher's success is how much the student learns to do without her help.

A study by Nation (2004, as cited in Mikeladze, 2014) examines the goals of extensive reading and separates language, ideas, and skills. Language goals include learning language issues such as vocabulary, grammar or discourse features. Ideas can improve subject matter knowledge, culture or general knowledge. Skills can comprise all four skills, in addition to fluency and accuracy (p.27). According to Grabe (2009, as cited in Mikeladze, 2014) reading extensively usually requires that a reader know 98-99% of the words in a text, some level of fluency processing words and sentences, the knowledge about text structure, applying of particular strategies and skills as inferencing, monitoring, and evaluation (p. 27).

Figure 1

Characteristics of Extensive Reading

According to Stanley (n.d.) there are nine characteristics of extensive reading (pp. 8-17)

Reading material

Reading for pleasure requires a large selection of books be available for students to choose from at their level. Here, teachers can make good use of graded readers (books which have been

written specifically for EFL/ESL students or which have been adapted from authentic texts). Setting up a class library is a good way to provide material for students, and because the books are kept in the actual classroom, there is a greater chance that they will be borrowed, and teachers also have more opportunities to refer to them during class.

Student choice

Students choose what they want to read based on their interests. If a student finds a book too difficult or they do not enjoy it, they can change it for another one.

Reading for pleasure and information

Often students are put off reading when it is tied to class assignments. In an extensive reading program, the students are reading principally for the content of the texts. Teachers can ask students about the books they are reading informally, and encourage occasional mini-presentations of the books or book reviews, but these should not seem like obligations to the students.

Extensive reading out of class

Teachers can do a lot to help students pursue extensive reading outside of the classroom. Having a classroom library and regularly encouraging students to borrow books to take home are some things which can help. If books are shelved in the classroom, students can also be given class time to browse and select books.

Silent reading in class

Extensive reading should not be incompatible with classroom practice and methodology. There are teachers who set aside a regular fifteen-minute period of silent reading in class. This silent reading has been said to help structural awareness develop, build vocabulary, and to promote confidence in the language.

Language level

The vocabulary and grammar of the books that students read should not pose a difficulty. The objective of an extensive reading program is to encourage reading fluency, so students should not be stopping frequently because they do not understand a passage. However, the books should not be too easy as this may well demotivate students, who feel they are getting nothing out of the books.

Use dictionaries

Reading becomes a chore if students think they have to stop and look up every word they do not understand in a dictionary. For this reason, dictionaries should be avoided. Instead of interrupting their flow, students should be encouraged to jot the words they come across in a vocabulary notebook, and they can look them up after they have finished reading.

Record keeping

If the teacher takes an interest in and keeps record of what students are reading, then this can in itself encourage students. If a note is also made of which books the students like, then the teacher can also recommend other books to the students. The teacher should also be careful to explain the reasons behind the program, and to highlight the benefits of extensive reading to them so that they know why they are doing it.

The teacher as role model

If the teacher is also seen to be a reader by the students, then they will be encouraged to read. The teacher can talk in class about books that she or he has been reading, and if they are knowledgeable about the books in the class library, having read them, then they can make genuine recommendations to students, as a way of introducing students to different genres or individual books.

1.4. Principles for teaching extensive reading

Day and Bamford (2002) establish ten principles for teaching extensive reading (pp. 137-140).

- *The reading material is 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. In a study by Hu and Nation (2000, as cited in Day & Bamford, 2002) suggest that "learners must know at least 98% of the words in a fiction text for unassisted understanding" (p. 137).

It follows that, for extensive reading, all but advanced learners probably require texts written or adapted with the linguistic and knowledge constraints of language learners in mind. In discussing first language reading development, beginning readers do better with easier materials. This is all the truer with extensive reading because learners read independently, without the help of a teacher. Those teaching English are fortunate that the art of writing in English for language learners is well-developed: a great variety of high-quality language learner literature is published for learners of all ability levels.

The use of easy material is controversial. There is still a pervasive view that, to accustom students to real-world reading, real-word texts should be used for extensive reading. This is to confuse the means with the end, and paradoxically to rob students of exactly the material they need to progress to the goal of reading real-world texts. For students to be motivated to read more

and study more and to be able to ladder up as their foreign language and reading skills improve, they must be reading texts that reflect their language ability texts they find easy and enjoyable at every step of the way.

- *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. Books, magazines, newspapers, fiction, non-fiction, text that inform, texts that entertain, general, specialized, light, serious. Varied reading material not only encourages reading, it also encourages a flexible approach to reading. Learners are led to read for different reasons (entertainment; information; passing the time) and, consequently, in different ways (skimming; scanning, more careful reading).

- *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.

Further, although there may be a class or homework assignment, extensive reading puts the student in charge in other important ways. This encourages students to become responsible for their own learning. Unless the teacher is removed and phase in the learner, many of the students

will fail to become independent because throughout their education they were always placed in a dependent role – dependent on the teacher.

- *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 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.

- *The purpose of reading is usually related to pleasure, information and general understanding*

In an extensive reading 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.

- *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.

- *Reading speed is usually faster rather 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. Speed, enjoyment and comprehension are closely linked with one another. The vicious circle of the week reader: reads slowly, does not enjoy reading, does not read much, does not understand; reads slowly 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, and enjoys reading.

In the service of promoting reading fluency, it is as well to discourage students from using dictionaries when they come across words they do not 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.

- *Reading is individual and silent*

Silent, individual extensive reading contrast 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. In the latter case, teachers may witness, the most beautiful silence on earth, which of students engrossed in their reading.

- *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 foreign language reading instruction, 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 difficult 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.

- *The teacher is a role model of a reader*

Reading is caught, not taught. The implications of this for teachers when they need to realize how much influence they have on their students. Students do not just learn the subject matter teachers teach them; they learn their teachers. Teacher attitude, more than technical expertise, is what they will recall when they leave us. In short, effective extensive reading teachers are themselves readers, teaching by example the attitudes and behaviors of a reader. Teachers are selling reading, and the primary way to do that is to be a reader.

Further, Day and Bamford (2002) emphasized that teachers of extensive reading have to commit to reading what their students do. By reading what students read, teachers become a part of the community that forms within the class. 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.

1.5. The role of extensive reading in language learning

There is robust literature in scholarly journals that reports the results of investigations into the impact of ER on learning English in both second and foreign language contexts. According to a study by Bell (1998, as cited in Shaffer, 2012) describes a variety of roles of extensive reading programs in fostering learners' progress in reading development and improvement, which are incorporated to the roles that follow (pp.3-6).

- It increases reading rate and reading proficiency

- It can lead to improvement in writing

- It can increase knowledge of vocabulary

- It facilitates grammar development

- It improves listening, speaking, and spelling abilities

- It can enhance learners' general language competence

- It increases affect and motivate learners to read

- It facilitates acquisition by providing comprehensible input

- It increases the learner's exposure to the language

- It can consolidate previously learned language

- It helps to build confidence with extended texts

- It encourages the exploitation of textual redundancy

- It facilitates the development of prediction skills

- Studies providing general support to ER

1.6. Importance of extensive reading in the teaching-learning process

Lectura extensiva (2019) state that extensive reading is the key to the development of reading ability, linguistic competence, vocabulary, spelling and writing, since it leads to exposure to a large number of written texts, for a global understanding, in order to obtain information and pleasure, and of course, to achieve that writing and reading are two processes within one: literacy (p. 8).

Extensive reading represents a strategic opportunity to apply concepts concerning the reading process in problematic pedagogical situations because this approach favors the interactive and autonomous role of the reader in their process of construction of meanings and permanent improvement. Extensive reading brings many learning benefits, perhaps the most important is being able to read a book from the beginning level, which produces an immediate sense of accomplishment and satisfaction. Due to its length, it increases the student's exposure to the language. Beyond reading, the benefits extend to all areas of language use and knowledge, it constitutes a valuable means in the development of general culture. (Lectura extensiva, 2019, p.9)

The practice of this type of reading encourages fluency and reduces fear of longer texts; increases active and passive vocabulary and consolidates previously learned linguistic structures; one of its benefits is an improvement in writing skills. Generally, being an individual activity, students of different levels of proficiency can read at their own pace without feeling pressured by the rhythm of the group; stimulates student autonomy by allowing learning to occur outside the classroom; and those students who do not have the habit of reading can be shown the pleasure of reading. "The systematic practice of extensive reading helps to form in students the habit of reading independently" (Lectura extensiva, 2019, p. 10).

"When using extensive reading, reading strategies focus on the understanding of general ideas and not on the practice of specific reading strategies or skills, but the teacher never abandons his role as an advisor and example of the process" (Lectura extensiva, 2019, p. 11).

1.7. Benefits of extensive reading

There is a lot of research on the benefits of extensive reading that helps students with language learning. According to Donaghy (2016), the most important benefits of implementing extensive reading in the classroom are:

- Students become better readers, they read a lot fairly quickly, at least 150-200 word per minute, and the reader material is often easy for the student's level.

- The benefit of extensive reading is to improve writing skills and language acquisition is ready to happen in writing. Research studies show that the students become good readers, write better also improve their ability to speak and listen and enrich their vocabulary, are also motivated to study the new language.

- Students learn more vocabulary. Probably the most cited benefit of extensive reading is that it can extend and sustain students' vocabulary growth.

- Students improve overall language competence. In addition to gains in reading and writing proficiency, research demonstrates that students who read extensively also make gains in overall language competence.

- Reader expresses their ideas better: Reading stories helps to improve our ideas to be able to transmit them to other people, whether spoken or written; in general, people who read are easier to write than those who do not.

- Students become more motivated to read. It is highly motivating for students to discover that they can read in English and that they enjoy it. For this reason, it is essential that the books are interesting to students and at a level appropriate to their reading ability.

- Reading great content can help influence our life in a positive way, books help students to transform their minds, find a better balance and emotional development.

- Reader gets new knowledge: some students say that reading is not for them to their liking, but this happens because students have not found the content that they like the most. There are writers of a large number of topics, for all ages and tastes. A good exercise is from our hobby and what most us stands, to find books of topics that interest us. (Pinto, 2019, p.1)

- It inspires and gives new tools: reading helps students to have good ideas to solve problems since we can observe things from a different point of view. Reading is a variable process, the learning of which never ends and is understood until university education. It serves to obtain information and learn through the written language, and it concludes with the comprehension, interpretation, and enjoyment of the text.

- Extensive reading is the key to developing reading skills, language competence, vocabulary, and grammar.

- Students develop their habits and skills of perception and understanding of the content of a text. In their realization, psychological processes such as motivation, perception, thought, attention, analysis, synthesis and memory intervene.

- Students develop learner autonomy. Students can read anywhere, at any time, and reading extensively helps them become more autonomous learners. To promote learner autonomy extensive reading should be a student-manage activity. That means that students should decide what, when, where and how often they read.

● Extensive reading is presented as an alternative to awaken the motivation of readers.

1.8. Skills development

- *Reading skills*

Amin, M. R. (2019) emphasized that many studies on extensive reading have shown that reading can be one of the skills in which students develop better their ability to read in a second language. Readers develop a capacity for reading comprehension; they also develop reading speed, and, of course, they improve the enrichment of vocabulary, and grammar. They can also mention that the Extensive Reading approach has been effective as the Intensive Reading approach in some places that have implemented this learning program with students.

In the classrooms, students read for different purposes, for example it can be a list, textbooks, blog, novels, magazines; this material will help students improve their reading skills in the English language as a foreign language.

Reading is a skill that will accompany readers all their live because through reading students acquire knowledge and understand the world and everything that surrounds them, reading marks our way of being as people, reading is communication because readers are connected to the world and to people. Essential and it is something that students must nurture throughout their lives. Through reading, curiosity and knowledge increases, and keeps informed. Extensive reading awakens imagination, feeds the inspiration and gives rise to ideas, exercises our brain: it awakens neural pathways, activates memory, and allows us to remember, know and learn.

Through reading can release our emotions: such as joys, sadness, anger, fear, surprises, love, it keeps us busy, entertained and distracted, it also allows readers to know, discover, and explore the world around them. With the reading students can enrich their knowledge, get to know the culture of other countries. Reading can do many things that will serve students throughout

their live. Readers can also improve the understanding of the literature that they are reading, is capable of reducing stress; it allows them to grow as people. (Amin, 2019, pp. 35-40)

- *Writing skills*

Another skill that students develop through reading is writing. According to Celik (2019), writing correctly in English is one of the things that difficult for students. One of the basic skills to learn to write using grammar rules is important to write freely. Writing is a skill that can only be developed through constant practice, which is why it is important to write the words that students do not know, also to keep a personal diary; this will help them to write every day, and will increase their written expression.

For some students it is difficult to learn a second language and also to learn their writing correctly and master all the skills. The skill that is difficult for many is writing, all languages have their grammar rules. There are many students who can speak but are not concerned with improving their writing. This is very important; learn to write correctly, know how to write in English opens good opportunities to obtain employment, increases that dominate write in English because this is the skill, which hinders more when students are learning a second language.

Reading and writing today in day are supported with technologies such as; paper, pencil machine writing, computer writing is an important part of learning a language. The purpose of the professor is to help students produce their own compositions. Students can make several drafts before completing an assignment. The writing is an essential component in students to be successful. (Celik, 2019, pp. 206-211)

- *Speaking skills*

There are several effective ways of developing speaking skill. According to many teaching theorists speaking skill can be developed, through communicative activities which include an information gap filling, jigsaw puzzle games, problem solving and role-play activities. Another effective way of improving communicative skills in target language is reading skill. There is increasingly high relationship between reading and speaking skills. There is no question that people who develop large reading vocabularies tend to develop large speaking vocabularies. One important notion of developing reading and speaking skills is to use the language for learning as well as communication. Reading can play a big part in improving our speaking. Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Learners through reading develop in both fluency and accuracy of expression in their speaking. (Norbaevna & Yuldashevna, 2019, p. 269)

In the study of Norbaevna and Yuldashevna (2019) tried to connect reading with one of the fundamental language skills: speaking. Learners write, read, listen to stories and then they may have ability to tell the stories. It seems clear that the more stories we read, the more discussion ideas, opinions and vocabulary we will have. Although at times the four main language skills (speaking, writing, reading and listening) are worked on separately. They are widely accepted as being interdependent progress in one helping progress in other three. (p. 269)

To release reactions like "I do not have any ideas", "I do not know what to say", and "This speaking task is too hard" in your life, reading helps. This problem happens for many reasons like lack of vocabulary, lack of grammar confidence, lack of self-confidence, lack of ideas, lack of factual resources, and insecurity because of pronunciation. There are also a lot of students who are confident speakers but the moment teachers start talking about diverse topics they seem to feel

blocked and unable to talk with ease. If they have never been exposed to texts on that topic or they have not had the chance to discuss them, they consequently will not have much to say about them.

Course books can only provide one solution. However, in the language classroom we usually focus on task-based reading rather than discourse-based reading sessions. Course book texts often focus on reading strategies for scanning, skimming, multiple choice, and there is hardly any time in 45-minute sessions to have longer discussions. A comprehensible and motivating approach is using extensive reading to develop speaking skills. Learners may find graded readers in various topics, various genres, and all stories have a special subject-focus. They will serve as great discussion materials and the language they provide will be at hand for your students to recycle and use in oral communication.

Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Students through reading develop in both fluency and accuracy of expression in their speaking. In a study by Davies and Pearse (2000, as cited in Norbaevna & Yuldashevna, 2019) stresses the importance of communication as: "Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom" (p. 270).

Speaking is being capable of speech, expressing or exchanging thoughts through using language. Speaking is a productive aural/oral skill and it consist of producing systematic verbal utterances to convey meaning. Harmer (2001, as cited in Norbaevna & Yuldashevna, 2019) notes down that from the communicative point of view, speaking has many different aspects including two major categories accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guide activities; and, fluency, considered to be the ability to keep going when speaking spontaneously. Also, knowledge of the language, and skill in

using this knowledge for an effective communication. Language knowledge and skill in using it, are considered two fundamental elements of an effective communication (p. 270).

Among the elements necessary for spoken production, there are some elements needed for speaking in the following.

Connected speech. Learners not only should produce the sentences accurately but also the speech of them must be fluent enough. In connected speech sounds are modified, omitted, added or weakened.

Expressive devices. Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.

Lexis and grammar. Spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.

Negotiation and language. Effective speaking benefits from the negotiatory language we us to seek clarification and to show the structure of what we are saying.

Reading will enable learners to develop their vocabulary and grammar knowledge which will effectively contribute to their speaking skills. Vocabulary and grammar knowledge will enable learners to understand so reading will increase learners' understanding capability which they need for a better communication.

Integrating speaking and reading skills deepens students' understanding of the reading material, reveals any problem with understanding a text, and most importantly, it is the chance to acquire the information they have read into authentic speaking practice that improves their fluency. Communication without vocabulary is nothing. One of the most useful ways to improve students' communication skills is extensive reading. Extensive reading helps learners to develop

their ability to express ideas, whilst also enlarging the size of vocabulary. Vocabulary knowledge is one of the crucial factors that will influence fluency in speaking. Reading introduces learners to a wider body of language and contexts. Reading helps learners build up better grammar skills. As learners develop stronger reading skills, they develop more sophisticated speaking skills. (Norbaevna & Yuldashevna, 2019, pp. 269-271)

- *Listening skills*

According to Muhye (n.d.), there is a great debate in language learning that has been raging on for ages. The big question presents itself thus are we supposed to learn new languages by reading? Or is audio the most effective method? Some would argue that text is definitely the way forward. Fortunately, studies in the past decades have allowed language experts to reach an incredible conclusion it is not about deciding between one or the other. It is about using the best of both worlds to achieve desired results and provide students with constant reinforcement of one method through the use of its counterpart. They have named it reading while listening, and it is actually the future of learning a new language. Reading while listening as a language-learning method has been studied extensively, and its amazing advantages have not only given experts something to think about, but also provided students with the chance to strengthen both aspects of their learning (listening and reading) at the same time and with less effort. (pp.1-4)

Among these are the following:

Focus. Reading-while-listening has been proven to boost concentration on the text at hand (by forcing the students to eliminate background noise and focus on the audio they are listening to), and is seen as an excellent alternative for younger children and adults with limited attention spans.

Pronunciation improvement. It is one thing to read a word and another to say it. After all, is colonel pronounced as it is read? What about choir or queue? All complicated words that we may say wrong over and over before we hear them from somebody else. Reading while listening ensures that we find out how to pronounce a word as soon as we read it.

Increased motivation. The aforementioned studies which have taken place in recent decades have definitely shone a positive light on this language learning method. According to an Asian Journal of English Language Teaching (2011, as cited in Muhye, n.d.) children in Taiwan were subjected to a study for 26 weeks, in which two groups were taught English were different methods, one with reading while listening and the other without. The results said it all: the reading while listening group greatly outscored their non-reading while listening counterparts, and their motivation to learn future lessons grew further than the other group. (p. 7)

A boost in fluency. Fluency, according to Dictionary.com, is the "ability to speak or write a specified foreign language with facility". This trait determines how well you can link words to form phrases and sentences, more than how you pronounce them. It is what allows you to speak with natives at all. The aforementioned study in Taiwan concluded that reading while listening helped students acquire a better fluency than simply reading, thanks to the fact that the narrator's voice will remain in our memory and come back to us when we need it.

Closer to native skills. Last but not least, it is important to note that simultaneously using reading and listening can give you a better idea of how natives talk and think that only one of the two methods will not accomplish on its own. Reading and listening will train you to learn to adopt your new language as a native would, and you will begin improving your language skills like never before. (Muhye, n.d., pp. 8-9)

In conclusion, reading while listening is a fresh, efficient method to learning a new tongue, and the most innovate teachers and companies are already using it to teach their students. The future is now with reading while listening. (Muhye, n.d., p.10)

1.9. Combining extensive reading and intensive reading

Mart (2015) stated that reading many books offers extensive exposure to a language, so extensive reading has been considered an effective way to learn a language. Researchers can also say that extensive reading cannot provide the students an effective command of a complete language. For this reason, it is important to combine the two approaches, extensive reading and intensive reading, these two together lead to good results in the development and learning of students.

With the extensive reading students learn to develop reading fluency, since Extensive Reading is reading longer texts, where it is important to have a comprehensive understanding of the context to that is reading, this global compression is not impeded by the existence of words or phrases that are difficult to understand.

Extensive reading is an action of reading as much as possible for students fun and pleasure, without any level of reading difficulty and developing it quickly in such a way that reading does not stop to search a word that reader do not know in the context or they would have to look it up in a dictionary or in the google translator, this allows students to acquire the habit of reading easier sentences, with ease and reinforces previous knowledge and learns new words according to the context of the reading. (Mart, 2015, p. 85)

Make known what are some of the steps to follow during the development of the Extensive Reading technique.

- Start with easy readings to develop fluent reading.

- Do not look up the words in the dictionary.

- Avoid the parts that are not understood in the text.

- But enjoy the book that is being read at that moment, or change it for another, and the last one makes a record in which it is identified how much progress has been made with the reading.

Many studies have shown that student success has increased when extensive reading and intensive reading in the language are combined. Both approaches, extensive and intensive reading, have their advantages, strategies and objectives: the four objectives of extensive reading in learning a foreign language.

First objective, develop the appropriate habit of reading, such as strategies, for example reducing the meaning of unknown words.

The second is the acquisition of the language and it is components, according to studies; extensive reading favors the learning of vocabulary and syntactic structures.

The third is to acquire socio-cultural content, from the mother tongue and finally the fourth is the experience of enjoying reading.

The combination of these two approaches can provide excellent results for students since Extensive Reading is a more reflective exercise, more demanding, cognitively, the texts are longer and more complex. Intensive reading is generally done with short texts and usually takes place of a text in class. The activities carried out in the classroom are very diverse, for example: answering questions about the text, choosing the answers between false and true, ordering a series of sentences. Intensive reading is a way to reinforce and expand the student's knowledge.

Intensive reading allows the reader to control their own learning, the student with the technique of Intensive Reading learns to analyze words, sentences, phrases to achieve maximum

compression of the text, pay attention to the meaning of the language and solve their doubts through a dictionary, then ask the teacher or his classmates. It has been shown that more is learned in the structure of the language, vocabulary and comprehension strategies. Expert can say that the combination of these two approaches allows students to develop their skills; the approach that Extensive Reading has is fluency and speed and Intensive Reading helps students learn their grammar rules make good readers.

1.10. The role of motivation

Reading is a complex mental process with different components such as seeing, attending, remembering, perceiving, synthesizing, attributing meaning, analyzing and interpreting. Reading is one of the important steps to understanding. Reading training is considered important because it includes skills such as basic linguistics. An Intensive study has been carried out in the field on reading, and how it should be done, the methods that should be applied during this educational process. Extensive reading plays an important role in extending language proficiency. Reading is effective as it helps a sufficient knowledge of vocabulary and grammar.

Students find new words and sentence structures during extensive reading; therefore, they build familiarity and multiple exposures to them facilitate learning. Extensive reading allows students to constantly engage in the target language.

The reasons why students are motivated to read in English is because they can understand what they are reading and also learn about foreign culture and customs, reading English literature is a good way to learn about other countries read and understand a second language is important. Because they will have opportunities to get a good job, if they master English well. Students are motivated to read in English to get good mark in the exams. For example, TOIC and TOEFL. Reading in English helps students to be good professionals.

Reading in English is important for students because they will be good students in their classes. Extensive reading has a role in the development of vocabulary, grammar also requires the use of different techniques, methods of teaching the foreign language, extensive reading is very useful both in the social field and in the individual, in the social one because improves student thinking and behavior, both interpersonal relationships.

Extensive Reading includes ways to motivate students to read extensively and evaluate learning. Based on contemporary theories and the latest research in both Extensive Reading and motivation, offer a wide range of original activities to help professor in the classroom and beyond with these effective but implement pedagogical tools. (Apple, 2006, p.195)

1.11. Activities to promote extensive reading

There are some effective activities that will help students to develop extensive reading (Breeden, 2021, p. 1).

Prepare their knowledge

This is a very basic activity that will make their extensive reading easier and more effective, read one or two chapters at a time. Look for new words, but especially those that appear over and over again. These are the words that will make it easier to understand the basic elements of the story plot or the basic plot of the article. Then read the summary on the cover of the envelope and look closely at the illustration on the cover if they are reading a book.

Write reports and book reviews

When the students have a book, they just write a simple article about it, including a basic summary and some of their own feelings about the text.

Create chain stories

Start reading the first chapter or a specific number of pages of a book.

Work on their creative writing

Creative writing based on what they have just read can be an effective tool to consolidate those advances in vocabulary, grammar that they have achieved.

Keep diaries of vocabularies

Diaries that they extracted from the text in the first activity, students can also keep a journal of the words that are inevitably lost while reading the text.

Explore Skim and scan

These two activities are for those with a strong desire to be able to read as fast as a native speaker. There are many activities with which students can develop their reading skills through exercises. Example: Write reports and book reviews, when they finish reading what can also be a novel, simply write a summary of some of their own feelings from the text.

Reading can be combined with a speaking component

For example, they can interview each other about their latest readings. Also reading can be combined with writing for example: after reading a newspaper, students can be asked to write a news report on index cards to compose a classroom mural. Students can set their own reading goals for their next session. Students can progress from reading adopted material to arriving at authentic text. (Breeden, 2021, p. 1)

Piccolo (2017) suggested some activities to practice extensive reading; these can be used with individual students or with a class full of students, as long as they are all reading the same book. Ask your students to describe what the book is about, based on the cover. Then they have to vote on what the story is about. Based on the winning story, divide the class into groups and have them come up with an ending. Ask them to introduce it to the rest of the class. The teacher can also give students information about a particular character.

The teacher can ask them to walk around the classroom and talk about the character with the other students. Encourage their students to add extra information to their charter descriptions then ask them to write down everything they have learned from each other. Finally, ask students to vote on what they think is true or false. As the students read the book, have them check the truth. Teacher can also provide students with a list of personality traits for each horoscope sign. Teacher can ask them to attribute a sign to each character and justify their answers.

Professor can work with students in groups and discuss ideas in class. For higher-level classes, students can create their own quizzes. Teacher can also ask students to create alternative endings to the chapters they have read. Ask them to present what they have created in class.

Activities after reading. Professor can ask students to draw posters, or cartoon strips of the story. They can orally describe what is happening in the images they are presenting or they can draw speech bubbles on the cartoon strips that show the characters talking. The mini games are also useful to check how much the students have understood about the story. Divide the class into groups and ask each group to act out a chapter.

Finally, students can make flashcards with the titles of each chapter in a book or with a sentence that describes the main idea of a chapter. Moreover, students can put it in the correct order. Encourage students to exchange cards with each other. Playing is for children what extensive reading should be for language learners.

1.12. Challenges in implementing extensive reading

Many studies have shown that extensive reading has significant benefit in learning a second language just as there are these types of advantages with the implementation of this type of reading, there are also a series of challenges for the professor who executes it. According to Silva (2016) the application of an extensive reading program presents several challenges (pp. 201-202).

- This type of program requires time and sometimes money to get reading materials that are not available.

- The professor has the obligation to look for a variety of material to read according to the level of each student, which implies the search for low, medium and high levels of complexity. This search is much easier and faster when the student has a high level.

- It is necessary to look for ways to keep students' motivation awake and encourage them to go looking for the level of difficulty of the material to read. This phase requires constant support from the teacher so that students are not discouraged or demotivated when text is presented with greater complexity for them.

- The professor must be aware that the application of this program requires a great investment of their time since it is necessary to read the reports and diaries that the student consigns.

- The professor may have among the possible participants of the program, students whose culture does not value education or the reading habit, and therefore those students may not have that willingness to get involved in reading activities.

- Some professors do not know how to use graded reading, which is why they tend to present activities that limit student response and creativity.

- It is possible that there are conflicting opinions in the implementation of this reading program: some professors will feel that students are neglecting the development of other language skills, while others will see it as an opportunity of multiple advantages for the learning of a second or a foreign language.

- Professors face a challenge with those students who have only had the opportunity to work with extensive reading programs and do not believe that learning through this program is feasible.

To awaken the love for reading, it is necessary to make available to students different and innovative reading materials, according to their interests and needs and give them full freedom for students to choose what they want to read; in this way, students will gradually go from simple texts to literary novels of great complexity and length.

There is a wide range of reading materials with which the student can be initiated: stories, novels, magazines, newspaper, manuals, and books. It is important to mention the great help that information and communication technologies present to extensive reading.

Both the mother tongue classroom professor and the teacher, who teaches another discipline or another language, when activating one or more reading activities that transcend the procedural extent of the classroom, can show in the short, medium or long term effective changes in attitudes towards the classroom.

Studies have shown that implementing extensive reading with students has been a great challenge for both students and teachers, as not all students are motivated by extensive reading and the academic charge of other materials and tests, they have to take. Extensive reading is a time-consuming approach and that is the least in classrooms.

There are places like Japan where the implementation of extensive reading has been a success with university students and schools. Because in these places for teachers, support is given to those who want to start this program with students. Furthermore, in China, university English teachers are well connected with this topic. Other teachers are concerned about the amount of time it can consume. Here are some reasons why some teachers do not adopt the

extensive reading program. Some professor believe that extensive reading is for advanced level students and that at this level student can read longer and more difficult texts, they also think that less able students would not benefit much from extensive reading.

CHAPTER III

1. METHODOLOGY

The present work was diagnostic research; the researchers investigated if extensive reading was implemented among third year students of the B.A in English: Emphasis in Teaching, of the Foreign Language Department of the University of El Salvador, year 2021. Although similar studies related to extensive reading have been carried out by other researchers in the FLD, their researches were studied from different perspectives. The method used in this research was a cross-sectional descriptive study. To support this investigation, the researchers used different sources of information from various authors, as well as surveys passed to professors and third year students of the B.A in English: Emphasis in Teaching, of the Foreign Language Department of the University of El Salvador, year 2021.

The researchers designed two surveys, one to be answered by professors and the other one to be answered by students mentioned above. The purpose of the surveys was to find out if extensive reading was implemented in the courses taken by third year students of the B.A in English: Emphasis in Teaching, and the benefits that extensive reading could bring to them as learners of English as a foreign language. The data obtained were analyzed in a descriptive way.

Participants

The participants in this study were 55 third year students of the B.A in English: Emphasis in Teaching. They were thirty-six women and nineteen men, between 21 and 25 years old, and 3 professors who taught at this level of the major, one woman and two men. The students were taking the following courses: Reading and Conversation in English I, Didactic of the English Language III, Phonology and Morphology and Literature I.

Research Design

  For the development of this research, the researchers used a cross-sectional descriptive research study. The data was obtained through surveys passed to the participants during a specific period of time; the participants were asked about the implementation of extensive reading in English in their classes. The data gathered was analyzed and reflected in a descriptive way.

Figure 2

Cross-sectional study design
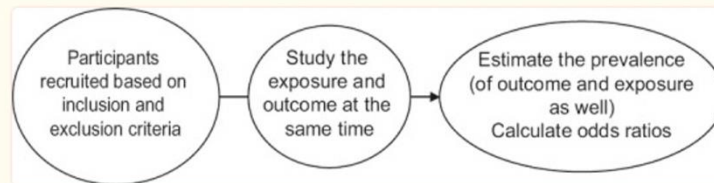

Cross-sectional study design

Figure 1

Example of a cross-sectional study

  The researchers had a special interest in knowing if extensive reading was applied among third year students from the FLD because they considered important to know 1) if extensive reading was implemented at this level; and if so, how it was implemented 2) the opinion of professors on how applying extensive reading in their classes help students in their academic performance, 3) if part of the benefits obtained when applying extensive reading was the mastering of the different macro skills needed to achieve a better performance when learning English as foreign language 4) if it helped learners improve their command of the English grammar.

  To support this work, the researchers designed 2 surveys, one for students and the other one for professors. The participants to be included to answer one of the surveys were third year

students of the B.A in English: Emphasis in Teaching, because the researchers considered that it is at this level when they have a better understanding of the English language. The researchers wanted to find out how extensive reading impacts the students' command or mastering of the English language. The students were asked about their reading habits and reading preferences, if they considered that extensive reading helped them improve their reading comprehension competences in English, vocabulary and grammar as well as their speaking, listening, reading and writing skills.

The survey for professors was intended to find out if they implemented extensive reading in their classes, and if they did, how they did it; if they had observed important changes in the students when performing in the English language in a spoken or written form; if they had detected changes among their students in terms of improving their, speaking, writing, listening and reading skills. Moreover, to support this research different types of documents such as academic books, magazines, articles and other similar research works carried out by other universities outside the country were used. They helped us reinforce and structure this investigation. Furthermore, the researchers took care of the search, compilation, organization of data information.

This study describes in detail the findings that promoting extensive reading can provide to English language learners in general, and third year students of the B.A in English: Emphasis in Teaching, in particular. Also, the researchers describe other benefits that extensive reading can offer to English language learners such as improving their learning process, increasing their vocabulary, understanding the culture of other countries where the target language is spoken.

To carry out this research, the researchers went through the following steps:

1.1. Selection of the topic

After discussing different topics that could be appropriate to investigate, the researchers together with their advisor decided to carry out a diagnostic research to find out if extensive reading was implemented among students of the Foreign Language Department of the University of El Salvador; specifically among students in their third year of studies of the B.A in English: Emphasis in Teaching, year 2021; and also which were the benefits of promoting extensive reading in English among these learners. Although there are some investigations carried out at the Foreign Language Department related to the topic of our interest, those researches have studied it from a different perspective.

1.2. Literature review

After deciding on the topic, the researchers collected information related to the topic under study. They carried out a literature review of digital and printed books, summaries, and online articles and studies related to this topic that have been carried out abroad in different settings so that the researchers could support this work and at the same time had a wider panorama of the topic investigated.

1.3. Data gathering

As mentioned above, the researchers carried out a diagnostic investigation to know if extensive reading was implemented in FLD. In order to do that, they passed an online survey for professors and third year students of the B.A in English: Emphasis in Teaching. These surveys helped them know the opinions of both professors and students about extensive reading and its implementation in FLD. It was expected that this information helped professors and students of the FLD become aware of the benefits that extensive reading can bring to students in their mastering of the English language.

Sample Size

  The population in this study included 374 third year students enrolled in the B.A. in English at a public university. In order to determine the appropriate sample size for this research the following formula was used:

Figure 3

Formula

$$\text{Sample Size} = \frac{\dfrac{z^2 \times p\,(1-p)}{e^2}}{1 + \left(\dfrac{z^2 \times p\,(1-p)}{e^2\,N} \right)}$$

Where:

N = Population Size

p = Proportion

e = Sampling error

z = z-score (number of SD the proportion is away from the mean)

Plugging in data:

Sample size = $((1.96)^2 * 0.5(1-0.5)) / (0.05)^2$

     $1 + ((1.96)^2 * 0.5\,(1-0.5)) / ((0.05)^2 * 374)$

After computing all the information, the sample size required for this study was183 participants. Once the number of participants was established, simple random sampling was implemented as the study does not require a sophisticated sampling technique.

Research instruments

To gather the information for the topic under study, the researchers designed the following instruments: a questionnaire for professors and a questionnaire for students.

A. Questionnaire for professors

It included the objective of the questionnaire and the instructions to answer the questions. It consisted on ten questions which were close and open. All the questions were focused first, on knowing if professors implemented extensive reading in their classes, second, if they did so, how they did it, and third, what is the response of students to the implementation of extensive reading.

B. Questionnaire for students

It contained the objective of the questionnaire and the instructions to answer the questions. It consisted on twelve questions which were close and open. The questions for students were oriented to find out if students knew what extensive reading is, the kinds of readings they preferred, if extensive reading was implemented in their classes, and if applied how it was implemented, what they thought of how reading can help them as learners of English.

1.4. Discrimination and classification of the material

The following step was the discrimination and classification of the material suitable for the research. To enrich the investigation different materials or information were included to the investigation. The researchers read the material chosen thoroughly, and selected reliable sources of information related to the topic. In addition, they took advantage of works carried out abroad

by other researchers who have investigated extensive reading and the benefits it can bring to learners of English (as foreign language).

CHAPTER IV

1. DATA ANALYSIS

This study gets a full overview of the data collected by following specific steps that captures a complete analysis of the sample. Google Forms application was used to pass the surveys to the participants and analyze the data by means of graphs and percentages. The statistical data obtained by this application were presented in tables so the output provided a complete understanding of the findings. Likewise, the results obtained were analyzed using a descriptive method.

After having gathered all the information data from students and professors of the third year of the B.A in English: Emphasis in Teaching, of the Foreign Language Department of the University of El Salvador, year 2021 the researchers performed the following analysis based on all the information that was collected from the respondents. In order to obtain the information, the instruments that the researchers used were two questionnaires, one for students and one for professors. The questionnaire for professors consisted on ten questions which were close and open, and the one for students contained twelve which were close and open questions.

The proposed number of professors and students as a sample for this investigation were 7 professors and 183 third year students of the B.A in English: Emphasis in Teaching, Year 2021. The surveys were sent to the participants via email; however, the student survey was sent to only 90 students, whose email addresses were the only ones provided by their professors. From the questionnaires sent to the 7 professors teaching to third-year students, and 90 students, the researchers only obtained answers from 3 professors and 55 students.

1.1. Analysis of the professors' responses

The instruments were sent to the 7 professors who taught at this level of the major B.A in English: Emphasis in Teaching, Year 2021. From the questionnaire sent to the 7 professors only three of them answered it, two men and one woman.

Based on the information obtained from the professors who answered the questionnaire, it seems to the researchers that there is some confusion in how one and the other way of reading is understood and applied in classrooms. Extensive reading involves students reading longer texts or large amounts of material for general comprehension with the intention of enjoying the texts. On the contrary, intensive reading is generally done with short texts and usually takes place of a text in class, learners need a lot of concentration, a dictionary to find the meaning of each word or phrase that they do not know. However, one of the professors mentioned that to promote extensive reading in his classes he always recommends his students to read other sites or short articles. Also, another professor said that he assigns articles related to the topic. That means that they are assigning reading short articles or paragraphs as part of extensive reading but those activities are considered part of intensive reading.

On the other hand, the techniques and methodology that professors use to implement extensive reading and assign reading material in their classes depend on their teaching style, and the course that they teach; besides, the activities that they develop in their classes are according to the subject they teach because they consider that there are activities that can be adapted better to some subjects than to others. Nonetheless, professors face some difficulties when implementing extensive reading in their classes; among those difficulties there can be mentioned that students have not developed love for reading; they do not have good reading habits; the number of students in every class has increased a lot, which makes students' participation difficult; they also lack

time to implement reading activities; and students do not show much interest in participating in reading activities.

Each professor expresses having had different experiences of what they have observed during their classes when reading material is assigned to their students. Students' responses can be positive or negative depending on the type of reading material assigned to them. The researchers consider important that when reading material is assigned, students should be consulted about the kind of readings they prefer to read.

The three professors agree that implementing extensive reading in all the subjects of the major can bring a variety of benefits to the students when learning and mastering the English language. They recognized that with the implementation of extensive reading, students can develop in a better way the four macro skills reading, listening, speaking, and writing. In addition to that, they mention that students also increase their vocabulary, develop critical thinking, and improve their grammar, and their linguistic competences.

Professors' responses

Following you will find the questionnaire passed to professors and their responses

Question # 1

1) Which subject or subjects are you teaching this semester to students of the B.A. in English? Please, answer the following questions based on your teaching experience. Mark one or more options.

☐ a) Readings and Conversation in English

☐ b) Phonology and Morphology

☐ c) Literature I

☐ d) Didactic of the English Language III

Table 1.1

Answers for question number 1

SUBECT	# PROF. TEACHING SUBJECT
Readings and Conversation in English I	1
Phonology and Morphology	1
Didactics of the English Language III	1

Question # 2

2) Do you promote extensive reading in your clases?

○ a) Yes

○ b) No

Table 1.2

Answers for question number 2

SUBJECT	YES	NO
Readings and Conversation in English I	1	0
Phonology and Morphology	1	0
Didactics of the English Language III	1	0

Questions part of question #2

If your answer to question number 2 is affirmative, how do you promote extensive reading in your classes?

Texto de respuesta larga

If your answer to question number 2 is negative, why don't you promote extensive reading in your classes?

Texto de respuesta larga

Table 1.3

Answers for question how professors promote extensive reading in their classes

SUBJECT	PROMOTION OF EXTENSIVE READING IN CLASSES
Readings and Conversation in English I	Extensive reading is important; the professor assigns 3 different books (no graded) during the course.
Phonology and Morphology	By assigning articles related to the topics.
Didactics of the English Language III	They have a student packet with readings, PDF files, and other sites.

Question # 3

3) If your answer to question number 2 is affirmative, what kind of reading do you assign to your students? Mark one or more options that you consider according to your own experince.

☐ a) ADVENTURE

☐ b) HORROR

☐ c) MISTERY

☐ d) ROMANTIC

☐ Otra...

Table 1.4

Answers for question number 3

KIND OF READING ASSIGNED	PROFESSOR
Mystery and romantic readings	1
Academic articles	1
Readings on phonology and morphology	1

Question # 4

4) What is the criteria you use to select the type of reading you assign to your students? Mark the options that you consider appropriate.

☐ a) STUDENTS' AGE

☐ b) STUDENTS' LEVEL OF STUDIES

☐ c) THE SUBJECT TAUGHT

☐ d) ALL OF THE ABOVE

☐ Otra...

Table 1.5

Answers for question number 4

CRITERIA USED TO SELECT THE TYPE OF READING	PROFESSOR
Subject taught and students' English level	1
The subject taught	1
All of the above	1

Question # 5

5) Which problems have you faced when implementing extensive reading in your classes? Mark the options that you consider apply to you.

☐ a) NUMBER OF STUDENTS

☐ b) LACK OF READING MATERIAL APPROPRIATE FOR THE STUDENTS' ENGLISH LEVEL

☐ c) DIFFICULTY IN IMPLEMENTING DIFFERENT ACTIVITIES

☐ d) LACK OF TIME TO IMPLEMENT READING ACTIVITIES

☐ Otra...

Table 1.6

Answers for question number 5

PROBLEMS FACED WHEN IMPLEMENTING EXTENSIVE READING	PROFESSOR
Students have not developed love for reading, they do not read for pleasure.	1
Students do not have reading habits	1
Number of students, lack of time to implement reading activities, and student luck of participation.	1

Question # 6

6) What kind of activities related to extensive reading do you develop with students in the classroom? Mark one or more options according to your preference.

☐ a) Write a summary about the history of a book

☐ b) Oral presentations

☐ c) Dramatizations

☐ d) Discussion groups

☐ e) Skimming

☐ f) Scanning

☐ Otra...

Table 1.7

Answers for question number 6

ACTIVITIES DEVELOPED WITH STUDENTS IN THE CLASSROOM	PROFESSOR
Oral presentations	1
Discussion groups	1
Writing a summary about the story of a book, oral presentations and group discussion.	1

Question # 7

7) What kind of skills do you consider that students improve with extensive reading? Mark the options that you consider apply to you.

☐ a) Increase vocabulary

☐ b) Reading Comprehension

☐ c) Auditive comprehension

☐ d) Pronunciation

☐ e) Grammar

☐ f) Spelling

☐ g) Language Knowledge

☐ h) Writing correctly

☐ Otra...

Table 1.8

Answers for question number 7

SKILLS THAT STUDENTS IMPROVE WITH EXTENSIVE READING	PROFESSOR
Increase vocabulary, reading comprehension, grammar, spelling, language knowledge, writing correctly and critical thinking.	1
Increase vocabulary, reading comprehension and language knowledge.	1
Increase vocabulary, reading comprehension, auditive comprehension, pronunciation, grammar, spelling, language knowledge, and writing correctly.	1

Question # 8

8. What is the response of your students when they are assigned short stories or books to read as part of their tasks? Mark one or more options that you consider according to your own experience.

☐ a) They do not read the books

☐ b) They just read summary

☐ c) They just watch the movie based on the book

☐ d) They do not present homework

☐ Otra...

Table 1.9

Answers for question number 8

STUDENTS' RESPONSES WHEN THE READING MATERIAL IS ASSIGNED	PROFESSOR
The answer depends on the book assigned. If students like the book, they love doing the task.	1
They do not know what to say to my questions.	1
They just watch the movie based on the book and many of them become interested.	1

Question # 9

9) Do you consider that extensive reading should be promoted in all the subjects offered in the B.A. in English?

◯ a) Yes

◯ b) No

Explain:

Texto de respuesta larga

Table 1.10

Answers for question number 9

SUBJECT	YES	NO	EXPLANATION
Readings and Conversation in English I	1	0	Extensive reading will help students develop their reading habits and at the same time, they develop their linguistic competence.
Phonology and Morphology	1	0	To increase students' lexicon, to know about the language.
Didactics of the English Language III	1	0	Many obvious benefits

10) Which benefits do you think that extensive reading can bring to English language learners?

Texto de respuesta larga

Table 1.11

Answers for question number 10

BENEFITS THAT EXTENSIVE READING CAN BRING TO LEARNERS	PROFESSOR
Better language competence and critical thinking	1
The ones mentioned above	1
Extensive reading will help students develop their reading habits and at the same time, they develop their linguistic competence.	1

1.2. Analysis of the students' responses

From the questionnaires sent to 90 third year students, we obtained fifty-five responses: nineteen men and thirty-six women. The ages of the students surveyed were between 21 and 25 years old. The students who answered the questionnaire were taking the following courses: Readings and Conversation in English I, Phonology and Morphology, Literature I, and Didactic of the English Language III.

To pass the questionnaire to the students, one of the professors from Didactic of the English Language III helped us to pass the questionnaire to his students by mail. Furthermore, one of the professors from Readings and Conversation in English I sent us the list of her students in order that we could pass the questionnaire to them via e-mail. The responses obtained were

distributed as follow: thirty-six respondents from Readings and Conversation in English I; one respondent from Phonology and Morphology; four respondents from Literature I; and fourteen respondents from Didactic of the English Language III.

Based on the information obtained from the students who answered the questionnaire, it can be said that most third-year students only read sometimes; they do not read every day. However, each of them reads in some way according to the available time they have.

There are several reasons why third year students read, but the main purpose for which most of them read is to find information related to their classes; that means that they read mostly for necessity and not for pleasure or personal interest.

Third year students prefer different kinds of stories when they read for pleasure, the type of literature that they like to read the most is romantic, suspense, adventure, and science fiction. According to the answers obtained, only some of students expressed that they prefer to read in English, but most of them mentioned that they prefer to read in Spanish, which can be a disadvantage for them who are learning English as a foreign language.

Most third-year students say that they read books in English as part of their classes. They mentioned that the last two years they have read more than 3 books; this means that professors have implemented extensive reading in their classes. However, not all of them are reading books as part of their classes.

Most third-year students like the kind of stories their professors assign them as part of their classes, but a small part of the students expressed that they not like the type of material their professors assign them. Most of them, however, consider that the readings that the professors assign them are appropriate to their English level, and that they can understand the reading material.

The most common extensive reading activities implemented in the classroom are: oral presentations, group discussion, writing summaries, and dramatizations. Besides, students answered that the activities that they would like to carry out when reading are to create a new ending of a story or create new stories, read novels, perform role plays, and retelling, and storytelling, quizzes, listening to the story and also watching the movie of the stories.

Most third-year students consider that when they read in the English language they improve and increase their vocabulary, improve the reading and speaking abilities, grammar and pronunciation.

Students' responses

Following you will find the questionnaire passed to students and their responses.

Question # 1

1) Do you like to read?

○ a) YES

○ b) NO

Table 1.12

Answers for question number 1

# STUDENTS	YES	NO
55	48	7

Question # 2

2) How often do you read?

○ a) Everyday

○ b) Almost everyday

○ c) Sometimes

○ d) Rarely

○ e) Never

Table 1.13

Answers for question number 2

FREQUENCY	# STUDENTS	PERCENTAGES
Every day	9	16,4%
Almost every day	15	27,3%
Sometimes	26	47,3%
Rarely	5	9,1%
Never	0	0,0%

Question # 3

3) When you read, what is the purpose? Mark one or more of the following options based on your

☐ a) To complete a task

☐ b) For pleasure

☐ c) To find information

☐ d) To increase my vocabulary

☐ Otra...

Table 1.14

Answers for question number 3

PURPOSE TO READ	STUDENTS' PERCENTAGES
To complete a task	52,7%
For pleasure	50,9%
To find information	63,6%
To increase my vocabulary	56,4
Other	0,0%

Question # 4

4) What kind of literature do you prefer reading? Mark one or more options according to your

☐ a) Adventure

☐ b) Science fiction

☐ c) Romantic

☐ d) Motivational

☐ e) Religious

☐ f) Suspense

☐ Otra…

Table 1.15

Answers for question number 4

TYPE OF LITERATURE	STUDENTS' PERCENTAGES
Adventure	50,9%
Science fiction	43,6%
Romantic	61,8%
Motivational	34,5%
Religious	14,5%
Suspense	52,7%
Poetry	3,6%
Academic topics	1,8%
Terror	1,8%
News and investigation	1,8%
Science, history	1,8%
Wars	1,8%
Fan fiction	1,8%

Question # 5

5) How many books have you read the last two years?

○ a) 1

○ b) 2

○ c) 3

○ d) more

Table 1.16

Answers for question number 5

# READ BOOKS	# STUDENTS	PERCENTAGES
1	7	12,7%
2	7	12,7%
3	10	18,2%
More	31	56,4%

Question # 6

6) When you read, in which language do you prefer reading?

○ a) Spanish

○ b) English

○ c) French

○ d) Other language

Table 1.17

Answers for question number 6

LANGUAGE	# STUDENTS	PERCENTAGES
Spanish	43	78,2%
English	12	21,8%
French	0	0,0%
Other language	0	0,0%

Question # 7

7) Do you read any kind of books or stories as part of your classes?

○ a) YES

○ b) NO

Table 1.18

Answers question number 7

# STUDENTS	YES	NO
55	45	10

Question # 8

8) If your answer to the previous question is "yes", do you like the kind of stories your teacher

○ a) YES

○ b) NO

Table 1.19

Answers for question number 8

# STUDENTS	YES	NO	NO ANSWERS
55	39	9	7

Question # 9

9) What kind of activities do you carry out related to extensive reading in the classroom? Mark the

- [ ] a) Write a summary about the story of a book
- [ ] b) Oral presentations
- [ ] c) Dramatizations
- [ ] d) Discussion groups
- [ ] e) Skimming
- [ ] f) Scanning
- [ ] Otra...

Table 1.20

Answers for question number 9

ACTIVITIES	STUDENTS' PERCENTAGES
Write a summary about the story of a book	58,2%
Oral presentation	72,7%
Dramatization	27,3%
Discussion groups	61,2%
Skimming	16,4%
Scanning	20%
Other	0,0%

Question # 10

10) When you read as part of your classes, which of the following aspects do you consider improve

☐ a) Increase vocabulary

☐ b) Speaking ability

☐ c) Reading comprehension

☐ d) Listening comprehension

☐ e) Pronunciation

☐ f) Grammar

☐ g) Spelling

☐ Otra...

Table 1.21

Answers for question number 10

SKILLS	STUDENTS' PERCENTAGES
Increase vocabulary	85,5%
Speaking ability	54,5%
Reading comprehension	74,5%
Listening comprehension	36,4%
Pronunciation	49,1%
Grammar	50,9
Spelling	34,5%
Other	0,0%

Question # 11

11) Do you consider that the readings that the professors assign you are appropriate to your English

○ a) YES

○ b) NO

Table 1.22

Answers question number 11

# STUDENTS	YES	NO
55	54	1

Question # 12

12) What kind of activities would you like to carry out when readings are assigned as part of the class?

Texto de respuesta larga

Table 1.23

Answers for question number 12

ACTIVITIES	# STUDENTS	NO ANSWERS
Create a new ending of a story or create new stories, novels, role plays, retelling, storytelling, quizzes, listening the story and also watching the story movie, confirm predictions and identify connectors, read more books to increase vocabulary and improve grammar, glossary, dynamics to memorize the new vocabulary, pronunciation, dramatizations and make their own	49	6

version of a story.		

CHAPTER V

1. CONCLUSIONS

After having completed the investigation for this study, which is supported with bibliography and consultations to professors and students of the third year of the B.A in English: Emphasis in Teaching, of the Foreign Language Department of the University of El Salvador, year 2021, the following conclusions were reached:

- Extensive reading is promoted by professors among third year students of the B.A in English: Emphasis in Teaching. They develop different kinds of reading activities in their classes depending on their own teaching style and the course they teach. Some activities mentioned by professors of the FLD are similar to those suggested by authors cited in this work as part of extensive reading, and its implementation such as writing a summary of a book, oral presentations, and discussion groups.

- When professors select the type of readings to be assigned to their students, they take into account criteria such as the subject taught, English level of the students, and the students' age, which are similar aspects that the authors consulted for this investigation propose to take into consideration to assign readings. However, professors in the FLD do not ask their students to choose what to read. On the other hand, the sources consulted recommend that when applying extensive reading, students should select their own books, and be encouraged to stop reading if a book is not interesting to them, or if it is too difficult for them to understand.

- Extensive reading can bring English language learners many and good benefits to become better users of the English language and permanent improvement. For example, according to experts reading extensively can help learners develop a special interest and love for

reading, improve their linguistic language competences and critical thinking. Besides, it can stimulate in them their reading habits, and their pleasure for reading based on their own preferences.

- There are different reading activities proposed by experts that can be developed in classrooms to promote extensive reading in English. With the correct implementation of these activities, third year students of the FLD can be benefited in different ways, mostly because they can improve their language skills when learning English as a foreign language.

- Although the majority of third year students who participated in the survey said they like to read, that does not mean that they have good reading habits. According to Day and Bamford (2002), two experts cited in this work, a book a week is probably the minimum number of books necessary to achieve the benefits of extensive reading and to establish a reading habit. However, most of the students interviewed said that they read sometimes and that they have read more than 3 books during the last two years. The professors mentioned that one of the problems that they face when implementing extensive reading in their classes is that students do not have good reading habits.

2. LIMITATIONS

During the investigation process, the researchers coped with some limitations to collect the information and finish this research work; among those limitations, the following are mentioned:

- First of all, the COVID-19 pandemic was a factor that delayed our process to present this research work and also to collect data needed.

- During the gathering process, it was difficult to obtain information from some of the professors teaching the third-year courses because they did not answer the questionnaires prepared for that purpose.

- On the other hand, the researchers needed to contact students for them to answer the questionnaire. Therefore, they sent e-mails to the professors in charge of the target groups, but unfortunately, they could not obtain the lists from all of them.

- Not all the students completed the questionnaire passed to them. One professor helped to pass the questionnaire to their 2 groups of students by mail; however, not all of them completed the questionnaire. Another professor provided a list of her students, so that the researchers could pass them the questionnaire via email, but not all students answered the questionnaire, which was another difficulty for this research work.

CHAPTER VI

1. RECOMMENDATIONS

1.1. Recommendations to professors

After having analyzed the information collected from the questionnaire passed to the professors the following recommendations are made:

- Extensive reading should be implemented at any level of the B.A in English: Emphasis in Teaching, so that students can develop their language skills from the very beginning of their studies.

- Professors should take into account the opinion of the students to assign readings to so that students can select the kinds of readings of their preference in order to motive them to read.

- Professors should implement intensive and extensive reading activities in their classes, combining both types of readings in order that their students can develop a more effective way of learning the English language, and perform better and in an easier way their linguistic skills.

- To motivate and encourage students to develop good reading habits by assigning them readings that can awaken their interest in reading.

1.2. Recommendations to students

After having passed the questionnaires to professors and students, the researchers make the following recommendations to students:

- To take advantage of the benefits offered by extensive reading in order to develop their reading habits according to their preferences, so that they can improve the different

skills needed to learn the English language and achieve a better performance in target language.

- To take advantage of their free time to read stories and other types of material in English in order for them to develop the habit of reading, which will help them develop the different skills needed to master English as a foreign language, improve their grammar and reading comprehension, increase their vocabulary and their knowledge of the culture where English is spoken; in other words, to develop a better command of the English language.

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VIII. ANNEXES

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE FOR STUDENTS

OBJECTIVE: To collect information related to the implementation of extensive reading among third year students of the B.A in English: Emphasis in Teaching, of the Foreign Language Department of the University of El Salvador, year 2021.

Extensive reading: is an approach that involves students reading long texts or large quantities for general understanding, with the intention of enjoying the texts. Students are allowed to choose the books they read depending on their interests, and there is not always a follow up discussion or work in class.

Date: _____ **Sex:** M_____ F _____ **Age:** ____

Subject: _____

1) Do you like to read?
   a) YES
   b) NO

2) How often do you read?
   a) Everyday
   b) Almost everyday
   c) Sometimes
   d) Rarely
   e) Never

3) When you read, what is the purpose? Mark one or more of the following options based on your own experience.
   My purpose for reading is:

   a) To complete a task
   b) For pleasure
   c) To find information
   d) To increase my vocabulary
   e) Other _____

4) What kind of literature do you prefer reading? Mark one or more options according to your preference.
   a) Adventure
   b) Science fiction
   c) Romantic
   d) Motivational
   e) Religious
   f) Suspense
   g) Other _____

5) How many books have you read the last two years?
   a) 1
   b) 2
   c) 3
   d) More

6) When you read, in which language do you prefer reading?
   a) Spanish
   b) English
   c) French
   d) Other language

7) Do you read any kind of books or stories as part of your classes?
   a) YES
   b) NO

8) If your answer to the previous question is "yes", do you like the kind of stories your teacher assigns you?
   a) YES

   b) NO

9) What kind of activities do you carry out related to extensive reading in the classroom? Mark the options that you consider apply to you.

   a) Write a summary about the story of a book
   b) Oral presentations
   c) Dramatizations
   d) Discussion groups
   e) Skimming
   f) Scanning
   g) Other _____

10) When you read as part of your classes, which of the following aspects do you consider improve in your command of the English language? Mark the options that you consider apply to you.

   a) Increase vocabulary
   b) Speaking ability
   c) Reading comprehension
   d) Listening comprehension
   e) Pronunciation
   f) Grammar
   g) Spelling
   h) Other _____

11) Do you consider that the readings that the professors assign you are appropriate to your English level?
   a) YES

   b) NO

12) What kind of activities would you like to carry out when readings are assigned as part of the class?

   Explain:

   _____

   _____

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE FOR PROFESSORS

OBJECTIVE: To collect information related to the implementation of extensive reading among third year students of the B.A in English: Emphasis in Teaching, of the Foreign Language Department of the University of El Salvador, year 2021.

Indications: Please, answer the following questions based on your teaching experience.

1. Which subject or subjects are you teaching this semester to students of the B.A. in English?
    a) Readings and Conversation in English I
    b) Phonology and Morphology
    c) Literature I
    d) Didactic of the English Language III

2. Do you promote extensive reading in your classes?
    a) Yes
    b) No

If your answer to question number 2 is affirmative, how do you promote extensive reading in your classes? Explain

_____

If your answers to question number 2 is negative, why don't you promote extensive reading in your classes? Explain.

_____

3. If your answer to question number 2 is affirmative, what kind of reading do you assign to your students? Mark one or more options that you consider according to your experience.

    a) AVENTURE
    b) HORROR
    c) MISTERY
    d) ROMANTIC
    e) OTHER_____

4. What is the criteria you use to select the type of reading you assign to your students? Mark the options that you consider appropriate.

    a) STUDENT'S AGE
    b) STUDENT'S LEVEL OF STUDIES
    c) THE SUBJECT TAUGHT
    d) ALL OF THE ABOVE
    e) OTHER _____

5. Which problems have you faced when implementing extensive reading in your classes? Mark the options that you consider apply to you.

    a) NUMBER OF STUDENTS
    b) LACK OF READING MATERIAL APPROPRIATE FOR THE STUDENTS' ENGLISH LEVEL.
    c) DIFFICULTY IN IMPLEMENTING DIFFERENT ACTIVITIES.
    d) LACK OF TIME TO IMPLEMENT READING ACTIVITIES.
    e) OTHER _____

6. What kind of activities related to extensive reading do you develop with students in the classroom? Mark one or more options according to your preference.

    a) Write a summary about the history of a book
    b) Oral presentations
    c) Dramatizations
    d) Discussion groups
    e) Skimming
    f) Scanning
    g) OTHER _____

7. What kind of skills do you consider that students improve with extensive reading? Mark the options that you consider apply to you.
   a) Increase vocabulary
   b) Reading comprehension
   c) Auditive comprehension
   d) Pronunciation
   e) Grammar
   f) Spelling
   g) Language knowledge
   h) Writing correctly
   i) Other _____

8. What is the response of your students when they are assigned short stories or books to read as part of their tasks? Mark one or more options that you consider according to your own experience.
   a) They do not read the books
   b) They just read summaries
   c) They just watch the movie of the book
   d) They do not present homework
   e) Other _____

9. Do you consider that extensive reading should be promoted in all the subjects offer in the B.A. in English?
   a) Yes
   b) No
   Explain _____

10. Which benefits do you think that extensive reading can bring to English language learners? Explain

   _____