

Promoting Language Competence through the Implementation of Extensive
Reading Activities in the EFL Classroom

Andrés Felipe Cuervo Ramírez

Johan Sebastian Dávila Burbano

LICENCIATURA EN LENGUA INGLESA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
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Andrés Felipe Cuervo Ramírez

Johan Sebastian Dávila Burbano

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Asesor: Daniel Murcia

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“No one who achieves success does so without acknowledging the help of others. The wise and confident acknowledge this help with gratitude.”

Alfred North Whitehead

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Resumen

El término Lectura Extensiva (*Extensive Reading*) ha estado en el campo de la enseñanza del inglés desde 1917 y ha sido explorado en diferentes contextos alrededor del mundo. La lectura extensiva es un enfoque para la enseñanza y aprendizaje del idioma en el cual los aprendices leen con el propósito de disfrutar la lectura y de alcanzar una comprensión general del material leído. Este enfoque ha probado traer beneficios importantes en el contexto de la enseñanza del inglés.

La implementación de actividades de lectura extensiva para la enseñanza del idioma inglés en una universidad pública de Pereira fue efectuada como un estudio de caso cualitativo enmarcado en el modelo de investigación-acción.

Los investigadores presentaron el material de lectura que estaba disponible en la biblioteca de la universidad donde fue realizado el estudio, diseñaron e implementaron las diferentes actividades de lectura extensiva, y recolectaron la información necesaria para realizar cambios en su práctica pedagógica y completar el ciclo de investigación-acción. Este ciclo consistió en la planeación de la acción, la implementación de las actividades que fueron planeadas, el análisis de los resultados de las acciones puestas en marcha en la implementación, y finalmente la re-planeación y re-diseño de las acciones a desarrollar en las sesiones futuras.

Este estudio se llevó a cabo durante ocho semanas con estudiantes de una universidad pública con un nivel de competencia en lengua inglesa intermedio alto

quienes estaban matriculados en un curso de lengua inglesa requisito para obtener sus títulos profesionales. Cuatro estudiantes fueron seleccionados como participantes de este estudio; estos fueron seleccionados aleatoriamente usando el modelo de selección por conveniencia (convenience sampling) de un grupo de 10 voluntarios que expresaron su intención de participar de este proyecto de investigación.

La información fue recolectada usando cuatro métodos diferentes; diario del docente, cuestionarios, entrevistas, y observaciones. Los datos obtenidos, pretendían responder las tres preguntas principales del estudio las cuales estaban relacionadas con el impacto y las percepciones de los estudiantes hacia la lectura extensiva, y los procedimientos necesarios para implementar un programa o estudio de lectura extensiva.

La información que fue recolectada fue analizada a través del ciclo de investigación-acción ya descrito y el enfoque de teoría fundamentada (grounded theory). Los resultados evidencian que hubo una ganancia significativa en la fluidez oral por medio del uso de actividades de lectura extensiva. También se evidencia que los participantes del estudio percibieron un mejoramiento en sus habilidades lingüísticas en general y en el uso de estrategias de lectura después de haber sido expuestos a la lectura extensiva.

Finalmente, este estudio presenta información importante que los docentes interesados en implementar la lectura extensiva para la enseñanza del inglés en

un contexto similar deben considerar ya que algunas consideraciones concernientes al material de lectura y la secuencia de las actividades de lectura extensiva son presentadas como hallazgos de este proyecto de investigación. Las implicaciones tanto pedagógicas como en el proceso de investigación y las limitaciones de este estudio, definitivamente constituyen un fundamento fuerte para docentes e investigadores interesados en la lectura extensiva.

Abstract

Extensive Reading (E.R) is a term that has been around the field of English language teaching (ELT) since 1917, and it has been explored in different contexts around the world. E.R is an approach for language teaching and learning in which learners read for pleasure and for overall comprehension of reading material that has proved to bring considerable benefits into the English language classroom.

The implementation of extensive reading activities for language teaching in a public university of Pereira was effectuated as a qualitative study using the Action Research model and case study research approach. The researchers presented the reading material available at library of the university in which the study was carried out, designed and implemented a variety of E.R activities, and collected necessary data to change the practice and complete the action research cycle. That cycle consisted of planning the action, implementing the planned activities, analyzing the results of those actions and finally re-planning and re-designing the actions to be carried out in future sessions.

This study was carried out during eight weeks in a public university with students from upper-intermediate levels of proficiency that were enrolled in language courses that are a requisite to obtain a bachelor degree. Four students were selected as the focal participants of the study; these were chosen randomly using convenience sampling from a group of 10 students that voluntarily expressed their intention to participate of the study.

The data was collected using four different methods: teacher's journal, interviews, questionnaires, and observations. The data gathered was intended to answer three main questions related to the impact and perceptions of the students towards E.R as well as the necessary steps to implement a successful E.R project. The data gathered was analyzed through action research cycle and grounded theory. The results evidenced that there is a significant gain in oral fluency by using extensive reading activities. It also showed that the participants perceived a gain in their language skills and the used of unintended reading strategies after reading for pleasure.

Finally, this study also presents important recommendations that might be riveting to teachers that are interested in implementing extensive reading in a similar context since some important considerations regarding the material to be used and the sequence of the E.R activities are presented as findings of this research project. The pedagogical implications, the implications on the research process and the limitations of this study will definitely constitute a cogent basis for both teachers and researchers interested in extensive reading.

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Introduction

This research study presents the implementation of extensive reading activities in the context of the language institute of a public university in Pereira as a case study and through the model of action research.

This study will be presented through eight chapters: the first of them is the statement of the problem in which the importance of the multiple benefits of extensive reading is mentioned along with the lack of implementation of this approach in the local context and, therefore the necessity of Extensive reading in the aforementioned context. The second chapter, the theoretical framework, will explore relevant theory and studies that frame this study. Chapter number three will present the methodology that guided each step of the research process; a description of the type of study, context, participants, and the role of the researchers, data collection methods and analysis; the instructional design and the ethical considerations will be covered in this chapter as well. Chapter four will explore the findings of the study. The last chapters will register the implications both in the pedagogical and in the research areas and the limitations of the study.

Finally, the references will provide an ample theoretical background that yields a strong support to the study. Samples of the activities, data collection methods, and other research artifacts can also be accessed in the appendices section.

Statement of the problem

As stated by Grabe (2002), the most suitable way to approach any research exploration involving reading is definitely by providing a definition of such term. However, due to the broadness of the concept of reading and considering the enormous growth of reading research in the last decades, it is neither appropriate nor practical to quote a one-sentence definition of reading such as “Perceiving a written text in order to understand its contents,” (The Longman Dictionary of language Teaching and Applied linguistics, 2010; p.443) Thus, in order to define the concept of reading, it is necessary to understand its nature and its different components. That is why, before stating the problem, we consider necessary a quick exploration on the whole issue of reading, or at least, the components of reading that are relevant for this study.

Richards (2004) citing Carrel, Devine, and Eskey (2000) mentions a commonly made distinction when analyzing reading. It is the one between top-down and bottom-up processes for approaching the comprehension of written text. He explains that reading is no longer a process of decoding but rather the integration of background knowledge and schema (knowledge already stored in the memory that allows the reader interpret new information), that is the top-down process; and the bottom-up process in which the reader focuses on individual words and phrases to achieve understanding by putting these individual elements together for building the gist meaning of the text. A more detailed exploration of top down processes will be addressed in the theoretical framework.

Following that idea, Harmer (2001) describes two main purposes of reading: the instrumental purpose and the pleasurable purpose. The first occurs when we have a utilitarian intention in mind. For example, as we read the instructions in cash machine because we need to know how to operate it. The second purpose takes place when we read materials such as magazines, poetry, or spend time on the newspaper just for enjoyment. This study is framed by the last purpose.

Finally, and being this last distinction of reading the most relevant for this study, it is important to mention the difference between intensive and extensive reading. Intensive reading suggests dedication on the achievement of a study goal (reading in detail with specific learning aims and tasks.) The term **extensive reading** (ER) was first used by Palmer (1917), cited by Bamford and Day (1998). By extensive reading, Palmer (1917) meant a rapidly-made (book after book) and content-focused reading instead of a language-focused one (This idea of rapid and content-focused reading is still valid and will be presented later through the current principles for approaching ER. (See page 32) Extensive reading gained interest since texts were intended to be read for real-life purposes of information and pleasure. The concept of extensive reading, being the central aspect of this study, will be further addressed in the theoretical framework of this study.

Nowadays extensive reading, more than a simple style of reading is, as Day (1998) claims, recognized as an approach for language teaching. This teaching

practice intends to prompt learners to read in the second or foreign language and enjoy what they read; it also aims at learners gaining good reading habits and, of course, it would be reflected on the growth of learners' general language competence.

Day (1998) presents a series of studies which were carried out mainly in Asian countries like Japan, Taiwan and Singapore in English as Foreign Language settings. These studies proved the benefits of extensive reading programs in both ESL¹ and EFL² classrooms. The participants involved in these studies, students from primary schools to university students, showed a significant improvement in reading and writing proficiency, reading rate and strategies, vocabulary knowledge and general language proficiency which include oral fluency and listening mainly as a consequence of vocabulary gain through word recognition and the encountering of words in a context. What is more, learners also showed an increase in attitude and motivation towards reading. Krashen (2011) also exposes the benefits of extensive reading in EFL scenarios through a series of studies published in professional journals. Apart from the multiple benefits that have already been mentioned above, Krashen presents both quantitative and qualitative evidence of learners gaining comprehension ability and vocabulary through Extensive reading

After exploring the substantial evidence on the effectiveness of extensive reading in a great variety of EFL and ESL learning scenarios, it is not difficult to

¹ English as a second language

² English as a foreign language

see the necessity to implement ER in our local context.

Another important reason why extensive reading must be implemented is because according to the Centro Regional Para el Fomento Del libro en America Latina y el Caribe (2012), Latin America is one of the regions where people reads the least, and Colombia is one of the South American countries that reads less books per person. The reason for this is not the lack of time or resources, but the lack of interests for reading.

In Colombia, Extensive reading programs have been rather little explored. There is not explicit reference to this teaching practice in official documents from the ministry of education such as "*Lineamientos curriculares*" or "*Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*" even being these documents the guidelines that suggest the methodologies for teaching English in Colombia. That is why most institutions do not count with this teaching practice in their curricula. There are also few indexed studies in the journals of Colombian Universities dealing with the implementation of extensive reading and hardly any regarding the implementation of ER programs.

It is true that there have been some studies on reading conducted by students of the public university of Risaralda, and even some of them have been applied in the context of the language institute of this university (setting of the study). Nevertheless, all of the studies have focused on the implementation of reading strategies and methods related to the area of *intensive reading*, and this

has left a blank in the exploration on *extensive reading*. Besides that, the importance of reading extensively is highlighted on the language policies of the aforementioned institute and it has been included into the syllabus of every course offered by it. Finally, even though the language institute of the public university of Risaralda counts on the human talent and the basic infrastructure to set such program, there is not much implementation of extensive reading or at least not under the principles of an effective ER program.

Based on the studies cited in previous paragraphs which provide evidence about the benefits of implementing ER programs in EFL contexts, and the lack of exploration of such programs in the local context, it is pertinent to set an ER program in the language institute of the university of Risaralda since reading extensively has shown to be perceived as a crucial means for language competence development. Davis (1995) suggests that any classroom is poorer due to the lack of an extensive reading program, and adds that it would unable learners' language development in all aspects as effectively as if such a program was present. The need of a teaching practice that enables learners to improve their language proficiency as they accomplish a pleasurable purpose and the influence of such teaching practice on the learners of the language institute of the public university of Risaralda, is the main circumstance that led the implementation of the present project. Given the necessity of implementing extensive reading projects in the field of foreign language teaching in the local and national context, it is also one of the purposes of this study to fill the gap of the lack of implementation of

extensive reading in the aforementioned contexts; promoting the interest for reading and the possibility of achieving comprehension of reading material in a foreign language for pleasurable purposes is another reason for this study to be conducted; finally, providing information to answer the research questions below, as well as serving as reference for the implementation of extensive reading activities in the English as a foreign language classroom also constitutes the justification for this study to be carried out.

Research questions:

- ⇒ What are students' perceptions about the implementation of extensive reading in the EFL classroom?

- ⇒ What is the impact of implementing extensive reading activities in the foreign language classroom?

- ⇒ What does it take to design and implement extensive reading activities within English as a foreign language classroom of the language institute of the public university of Risaralda?

Theoretical Framework

In order to construct a solid and Objective framework of theories for the present study, we will start placing a firm basis on how language is seen regarding the purpose of this study. Richard and Rodgers (2001) make a clear distinction among three perspectives on the nature of language: The structural, the functional and the interactional view. The structural view sees the language as a system of structurally related elements that are organized to construct meaning, the interactional view perceives the language as a mean for individuals to hold interpersonal relations and perform social transactions, and the functional view, which is the most relevant for this study, regards language as a vehicle for the expression of functional meaning. The last view of the nature of language involves an emphasis on the semantic and communicative dimensions rather than the grammatical features of the language.

In this study, language is considered a vehicle for expressing functional meaning since the focus of the attention is to promote extensive reading in which, as we will explore later in this section of the study, the main purpose is to achieve general overall understanding and getting information from the texts that are read.

Reading should be the core concept in this study, as it is the term that embraces both the basis and the aim of this research project. However, and due to the broadness of the term, we will focus our attention on some components of reading which are worth distinguishing in order to frame this study. We will take as a reference the distinctions that Harmer (2001) makes about reading. These

distinctions can be grouped into three categories: the purposes of reading, processes for approaching reading and finally intensive and extensive reading.

The first distinction is the one between the purposes of reading; those purposes are the instrumental purpose which refers to the kind of reading we do when we have an utilitarian intention in mind as when we read a recipe to prepare a dish; and the pleasurable purpose, the latter occurs when we read materials such as magazines or poetry just for enjoyment. The second is the one about the processes for approaching reading; “top down,” in which the reader gets a general view of the reading passage by absorbing, in some way, the whole picture and “bottom up” in which the reader focuses on individual words and phrases to achieve understanding by putting these individual elements together for building a whole. Finally there is a third distinction between the terms intensive and extensive reading; Intensive reading suggests dedication on the achievement of a study goal (reading in detail with specific learning aims and tasks) While extensive reading focuses in an overall understanding of a text, and getting pleasure and information from the reading.

After considering these distinctions, we will draw the attention to the components of reading which are relevant for the present study; those are the pleasurable purpose of reading which will be explored through Krashen’s (1993), Pullman (2004) and Clark & Rumbold (2006) contributions. The concept of top down processing will be explained according to Carrel, Devine and David (1998), Farrell (2009), and Dambacher (2010). Finally, we will discuss the concept of

extensive reading based on Palmer (1917), and Day and Bamford (2004)

Pleasurable reading

In contrast to the instrumental purpose of reading that refers to the Ability to read non-academic or non-fiction materials such as bus schedules, tax forms, recipes, street signs, insurance forms, and job-related items. Pleasurable reading explores the kind of reading we do for enjoyment. Krashen (2004) states that when children read for pleasure or as he said “get hooked” in a book, they involuntarily and without conscious effort acquire most of the so-called “language skills.” The author also explains that some people get so concerned about it that they would develop the ability to understand and use complex grammatical constructions, acquire a large vocabulary, develop a good writing style and become good spellers. Finally, he restates the idea that learners learn to read simply by reading: *“Although free voluntary reading alone will not ensure attainment of the highest levels of literacy, it will at least ensure an acceptable level. Without it, I suspect that children simply do not have a chance.”* (p. 84).

Krashen’s contributions reveal the multiple benefits of pleasurable reading or as he calls it, free voluntary reading, as well as the necessity of making pleasurable reading a significant part of the language teaching curriculum.

Another author that supports that idea is Pullman (2004) when writing about the characteristics that make reading pleasurable, states that reading is like a conversation (not as a lecture). The author also describes a back-and-forth

process in which the book proposes, the reader questions, the book responds, the reader considers. Finally, he explains that we are active about the process of reading: *“And we are active about the process [...] We can skim or we can read it slowly; we can read every word, or we can skip long passages; we can read it in the order it presents itself, or we can read it in any order we please; we can look at the last page first, or decide to wait for it; we can put the book down and [...] we can assent or we can disagree.”* (p9.).

This explanation given by Pullman shows us the active and therefore significant role the reader plays when approaching a text. This active interaction between the reader and the text is probably what empowers the first with the development of language abilities previously described by Krashen.

Finally, Clark & Rumbold (2006) define pleasurable reading as the reading that we do out of our own free will anticipating the satisfaction that we will get from the act of reading. They add that pleasurable reading also refers to the reading that having begun as a request by someone, we continue reading because we become interested in it. Finally, they say that it involves materials that typically reflect our own choice, at a time and place that meets our needs. Clark and Rumbold’s definitions of pleasurable reading help us understand that although pleasurable reading is a voluntary act, it is also possible to promote from the language classroom.

Clark and Rumbold (2006) conducted a research project related to pleasurable reading and its advantages in the classroom and outside it. They found out that reading for pleasure gives the students the opportunity to develop more general knowledge as well as it develops the students' personality. Krashen (1993, cited in Clark and Rumbold 2006) states that reading for pleasure helps the students to develop their writing ability as well as their reading attainment both inside and outside the classroom. It also develops the students ability of reading for pleasure in the future, (Aarnoutset and van Leeuwe 1993), according to Cunningham and Stanovich (1991) reading for pleasure also helps the students ability to breadth their vocabulary, their IQ levels and text-decoding skills. The survey was carried out in a school in 2002 with students aged 15 and 16 years old. They found out that the pleasurable reading decreases with age and that a student can read for pleasure but not enjoying the reading Id est, the students cannot raise their level of pleasure in the reading they are carrying out by pleasure.

Pleasurable Reading does not only have as a goal to entertain the readers, it also aims to help the readers to improve different language skills. Soltani (2011) conducted a study with 80 students, 40 of lower-intermediate level and other 40 students of upper-intermediate level from two schools in two provinces of Iran, the students were between the ages of 17 and 27 years old. In his study, Soltani aimed to measure the students' improvement of language skills after they were exposed to an extensive reading process during the spring semester of school. In order to collect the data from the participants, he used the Michigan test of English

proficiency and different textbooks available at the school in which the study was conducted.

The results of that study were that all the students that were exposed to reading materials in the foreign language, had an improvement in their vocabulary. In this study from the original 80 students, 40 were chosen to read a book, and the other 40 had to read the same book plus five other short stories. The students who read the extra 5 short stories showed an increased vocabulary usage over those who only read the book. This shows that extensive reading helps the students to increase their vocabulary usage, and that the more the students read, the more vocabulary they can internalize.

Another important aspect of extensive reading is choosing the right book for the students to read, enjoy the reading and learn the foreign language. In order to check what type of book can be handy for the students to meet those aspects of reading extensively, Nation and Wang (1999) conducted a study related to the use of graded readers. The study has the intent of testing the role of the graded readers in the students' vocabulary development. The study was based on several questions, but we focused on the answer of one main question that was especially important for our study, the potential improvement of the learners' vocabulary through the use of graded readers. This study was a quantitative study in which the main aim was to measure the amount of vocabulary available for the students from the graded readers and then the amount of vocabulary that the students were capable of using after reading seven graded readers of different levels. The results

were various, but we focused our attention on one particular finding that was if the graded readers provided the students with good conditions for incidental vocabulary learning.

This study conducted by Nation and Wang (1999) had several outcomes that are explicitly addressed by the authors on the journal they wrote about graded readers and vocabulary, the key finding for our study was the first finding addressed by them, which was related to the vocabulary gain. In this finding in particular, the researchers found out that reading graded readers enhances the students vocabulary in each level as the graded readers allow the students to be exposed to the old vocabulary plus the new vocabulary, but it is necessary to have a test to check the level of vocabulary of the students prior to introducing them with the books so that they do not encounter too much difficult reading without understanding or having to use dictionaries too often. This study supports the idea of the positive effect of extensive reading in the vocabulary of the students, but those students need to have a prior knowledge so that the reading is not too tedious for them to develop.

One could say that because of the nature of the pleasurable purpose of reading, there is not a pedagogical implication for using this term in the present study since most of the discussion went around the idea of independent and voluntary reading apparently, with no educational purposes. However, approaching the pleasurable purpose of reading is as relevant as any other teaching practice as this purpose is part of real life language uses and it has been proved that it

tremendously influences the development of most of the abilities of language acquisition and learning.

Top down Process

In the introduction of this chapter the main difference between the top down and bottom up processes for reading is explained. Because of the nature of this study, the top-down approach to reading is the most relevant and the one we will discuss in this chapter.

According to Carrel, Devine and David (1998). Top down processing involves more than simply the active participation of the reader by making predictions or processing information; everything in the reader's prior experience or background knowledge plays a significant role in the process. The authors add that in this view, not only the linguistic knowledge and level of proficiency in the second language are important, but the reader's prior background knowledge and the knowledge of the rhetorical knowledge of the text are too.

Top-down reading is not simply about prior knowledge as it was explained before. According to Farrell (2009), top down reading processes are directed by the brain (associated with schema theory), and that readers bring their prior knowledge and experiences to the text as they read which influences the way they interpret a text. He adds that in extreme versions of this model, readers will only continue to read a text as long as it confirms their prior expectations. He explains his top down reading process as follows: *"After first looking at a passage or a text,*

readers will predict or guess what it will be about based on their prior knowledge and experience of the topic. They can do this after reading the title, the headings, and the subheadings and glancing quickly through the text. Then, they continue to read the text looking for confirmation of their understanding of the topic. So readers using top down approach will try to fit the text into the knowledge and experiences they already have"... (p.18).

If the reader is expecting something from a text it means that the reading process involves mental assumptions about the book that is why Dambacher (2010) argues top down processes as intentional control or expectations of upcoming sensory events, affecting perception in virtually every level. He adds that top down processes also play a crucial role in language comprehension especially when considering the processing of ambiguous words. As an example he says that regarding a word like *bank*, readers would have different comprehension if the word is presented in the discourse of a *river side* as compared to a *financial institute* (p.10). Finally the author states that it is assumed that in top down processes the information relying on the interpretation of the context activates the appropriate meaning of an ambiguous word.

A study related to the importance of guessing the coming words in the process of reading and its relationship with top-down process was carried out by Treiman (2001). She claims that the predictions that the good readers carry out during the process of reading help them to have a better understanding of the topic since they read, make intelligent guesses and finally, reassure themselves seeing

that their guess was correct. This is a study that is more related to the psycholinguistic part of the language therefore, it was carried out using methods to measure brain processes while good reader and poor readers were reading. The results were that the good readers tend to make intelligent guesses during the reading process, making stronger memory connections in their brains as well as stimulating other parts of the brain more related to the comprehension of spoken language. So the study concludes by saying that the processes of speaking and reading are connected, the better one reads, the better that person can talk.

In order to address the importance of extensive reading programs, Arnold Nike conducted a study in 2009 related to extensive reading in German, but with two main differences from other extensive reading projects, the first one was that this study was conducted online, no printed materials were used during this study, and the other main difference was that there was no teacher pre-selection, that was done to ensure that all the students were reading the level minus one. The methodology used in this study was a qualitative evaluation study. This study was carried out with advanced learners of German from a university of the south of the United States, with seven sessions of 75 minutes each. This study was carried out around the basis of five research questions that were: 1. what did the students read during the extensive reading sessions? 2. How did learners read? 3. What linguistic and affective benefits did the students experience? 4. Were the readers motivated to read outside of the class? And finally 5. How did the students respond to the program's modifications and what effects did they have? All the answers of

these questions are addressed in this study, but we are going to focus our attention on the third research question and its answers.

Nike (2009) conducted this study in extensive reading in German with students from the United States and had as a general result that the students were enjoying the reading, and at the same time, they were learning the foreign language. But it was not the main answer for the research question. The main aspect that the author considered as a positive outcome of implementing an extensive reading project online was the lexical gain of the students as well as other abilities related to reading. For instance the use of top-down and bottom-up processes in order to understand the book the students were reading. Some of the participants claimed at first that it was better for them to use top-down processes while others preferred the bottom-up strategies, but at the end of the study all of the students showed a better use of the top-down processes that, to a certain degree, allowed them to become skilled readers in the foreign language.

One important aspect of top-down processing in reading is the recognition of words whilst a person is reading a book. In order to address that issue, Grabe (2004) conducted a review of reading theory and also developed a series of implications of reading in the pedagogical field. Those implications were written in a journal called "*annual review of applied linguistic volume 24*". In this journal, edited by Mac Groarty, there are some shared experiences of several theoreticians who wrote about the development of the four skills (listening, reading, writing, and speaking) as well as some other relevant aspects of the professional

understanding of best practices to teach the four skills. Grabe, who is the author of the chapter that we read, talks about the current research and how it can help the teachers' professional improvement.

In the review of the available information for the ability the students have to recognize words, the author mentions that this ability in particular has been widely studied in the students' native language, but in the second or foreign language learning, this ability has not been thoroughly studied. He suggests that more research needs to be done in order to have a better understanding of the importance of word recognition and reading comprehension. With the available data, the researcher found out that the word recognition fluency was an important aspect to be observed in the classroom since it might help the students with reading comprehension abilities. The author cited several studies carried out in the L2 field regarding the word recognition fluency and concluded that word recognition is not necessary in order to understand a text, but it is an important tool that enhances and eases the comprehension of a text. This statement needs to be investigated more in depth since according to the author; very little research has been done in the impact of word recognition fluency in reading comprehension in L1 and L2.

This relation between the top down process for reading and the word recognition supports the intentions of this study to provide learners the opportunity to read independently and rely in most of cases on their own interpretations of contexts and their prior knowledge and experiences. This view of the top down

processing of reading provides important insights for the present study as the reading that learners will do, will definitely not be focused on language structures or comprehension of structural linguistic items, but learners own experiences of reading are the core of the study.

Extensive Reading

Palmer (1917, cited by Day and Bamford, 1998) was the first person to introduce the term Extensive reading. By extensive reading he meant rapidly reading (book after book) he also argued that the focus of the reading should be on the meaning and not on the language. In a nutshell, palmer defines extensive reading as a real-world reading with pedagogical purposes.

These definitions of Harold Palmer are still relevant when it comes to discuss around extensive reading, and actually those principles constituted a starting point for extensive reading in language teaching. We agree that one can bring real-world reading into the context of language teaching and even to the classroom practice. Actually, this believe of extensive reading constitutes the nature of this study.

Davis (1995) conducted a study related to the extensive reading with academic purpose in the EFL classroom. His study was conducted in Singapore with students from the schools with the lowest level of education of the country. That study took place from 1985 to 1995. That study showed the importance of the implementation of extensive reading in the regular classes at schools. His study

showed that the students that are exposed to the reading for pleasure are more likely to advance in their level of English as a foreign language, but not without the help of the teacher encouraging the students with activities to promote extensive reading. The teacher had the role of a facilitator mentoring how to implement adequate reading strategies in order to make the reading process easier and enjoyable for the students of a foreign language. The results were so satisfactory that the schools that implemented the ERP moved from a 0-level to having the highest national average. It was so successful that the schools with high standards also implemented the ERP in their curricula.

Bamford and Day (2004) define extensive reading as an approach for language teaching in which learners explore a lot of reading material in the new language independently of their teacher; they have the possibility to select the reading material, and they read for general overall meaning and for information and enjoyment. The authors also add that this approach belongs in the language classroom and therefore extensive reading activities constitute the core of this approach. Finally, for a clear understanding of extensive reading, they present a series of principles that summarize the nature of extensive reading:

First of all, the reading material needs to be easy to be read. Learners will be surely unlikely to succeed if they have problems to read difficult material. There should not be many unfamiliar items of vocabulary or grammar. Second, a variety of reading material in a wide range of topics needs to be available. Variety means that learners have the possibility to find something they want to read which

encourages a flexible approach to reading. The third principle is that the learners choose what they want to read. This principle is the basis of extensive reading as it gives learners a different role from the traditional classroom in which the teacher assigns the reading material. Day states that one of the reasons why learners enjoy ER is because they are free to make their choices or even stop reading materials that are not interesting for them. Following that same idea it is important to keep in mind that teachers should try to make Learners read as much as possible. The quantity of reading determines the benefits of extensive reading. Another important aspect is that reading speed is usually faster rather than slower. Reading easy material encourages learners to read faster (the use of the dictionary is discouraged).

Another important principle to keep in mind is that the purpose of ER is usually related to pleasure, information and general understanding. In contrast to academic or intensive reading, and the detailed information they require, learners aim only for sufficient understanding to achieve their reading purpose. The author also mentions that Reading is individual and silent. Learners read at their own pace and, although there is silent reading in the classroom, most of the reading is done outside of the classroom when and where the learner chooses. It is important to notice that Reading is its own reward because a learner's own experience is the goal. Reading is not usually followed by comprehension questions. The teacher may ask the students to complete follow-up activities as long as these activates respect the integrity of the reading experience and serve to encourage rather than

discourage further reading. As ER may be different from traditional classroom practice, the guiding role of the teacher is crucial for learners to make the most of reading. Part of this guiding role necessary for the teacher implementing extensive reading is related to keeping track of what and how much learners read and their reactions towards what they read. Finally is important to be aware that the teacher is a role model of a reader. If the teacher reads some of the material and talks about it, it will provide learners with a model of a reader and would allow him/her to recommend reading material.

Bamford and Day's (2004) contributions, and especially the 10 principles of extensive reading (Day 2006; Day, Bamford and Lee 2000; Jacobs, Davis and Renandya 1997; Renandya and Jacobs 2002) are enormously relevant in this study since they determined the implementation of effective extensive reading activities and served as a strong foundation for the design of them as they framed the research practice.

Following the same idea of the benefits of reading extensively, it is necessary to consider the lexical outcome of reading extensively. Green (2005) conducted a study in several schools in Hong Kong with students with different levels of proficiency in the use of English and in schools with different policies of teaching a foreign language with reading. The aim of his study was to develop in the students the habit of reading in English so that those students could have an adequate exposure to the foreign language, which in turn would improve the students' general proficiency. The issue with this study was that several schools in

Hong Kong did not provide the students the correct amount of materials to read in English and that the reading was carried out inconveniently since the teacher led the reading and only checked the students' progress in the reading, not in their language proficiency. In order to overcome that issue the researcher offered his participants short readings from magazines and other sources of short information that helped the students to read and practice the language.

As a result of that study, Green (2004) found out that extensive reading should not be carried out with books of over 100 pages, instead mini-texts from different sources such as magazines can be exploited more effectively and help to improve the students' proficiency in the foreign language. But reading is not enough according to the author, in order to have an improvement in different abilities, it is necessary to have a teacher who can help the students to write, edit, and draft the learners' written products so that they can have material that can be given to other students. Those students would be receiving material that is comprehensible for them and that is a significant source of learning material.

Another study related to the implementation of extensive reading projects was carried out by Davis (1994). This study was carried out in two different countries Singapore and Cameroon with different settings and during different times. In Singapore it was done with forty of the weakest secondary schools systems and it ran for five years from 1985 to 1990. In Cameroon it was performed in a single school for a year. In this study it was intended to try to change schooling system by showing the results and benefits in language proficiency of reading

extensively, even if it was to be done with as little as a basket of eighty books per school where a single classroom could contain 70 to 80 students.

In the study of Singapore, the extensive reading program was presented with the help of the Ministry of education, who gave out several graded readers, the school which introduced the policy of reading silently for twenty minutes, and the teachers who helped by providing information related to the performance of the students. In Cameroon it was different; the school only had 80 books for the whole school where each classroom could have on average 75-80 students. Both settings had one common factor: the activities presented were implemented with a logical sequence. As a general result from both contexts, the author mentioned that without extensive reading, the pupils' language development would not be promoted as efficiently as it is done with extensive reading activities. The author mentions that it is true in every level from primary to secondary or even tertiary of schooling, but that is especially true in secondary schools where there is no pressure of public examinations.

Following the same idea about the importance of having a logical sequence of activities while implementing extensive reading, Bamford and Day (2004) mentioned some recommendations to have an effective ER project. In their book *extensive reading activities for teaching language*, they mentioned different activities to implement in the classroom in order to introduce effectively extensive reading to the students. Those activities had one common attribute: the sequence of activities based upon the ten principles of extensive reading. The book itself is a

collection of activities that aim to help, the teacher to implement extensive reading properly, and the students to seize the most of the book they read.

In the specific chapter we read, the authors center their attention on giving the specific steps to be followed before, during and after the extensive reading project is being conducted. This is the first chapter of the book and serves as an explanation on how each activity should be based and on which principles those basis should be placed. In this part the authors advice the readers on how to start, continue and finish an extensive reading project, taking into account the ten principles of extensive reading, how to use the activities, making the activities personal and keeping in mind the principle of pleasure in reading extensively. These principles were the basis of the design of our activities that are going to be addressed later in the instructional design (see page 53)

Methodology

In order to describe how the information was obtained and under which circumstances, we developed a thorough methodology in which every step taken during the planning and implementation. Such process will be explained below.

Type of Study

The present study was approached as a qualitative research project. Litchman (2009), after stating the great difficulty of providing a single definition which could be meaningful, inclusive, and that conveys the broadness of the term qualitative research, presented the following definition. She says that qualitative is a way of knowing in which the researcher gathers, organizes, and interprets information obtained from humans using his or her eyes and ears as filters. She adds that it often involves in depth interviews and/or observations of humans in natural and social settings and that it can be contrasted with quantitative research since the latter relies heavily on hypothesis-testing, cause and effect, and statistical analyses. Gathering, organizing, analyzing and interpreting information collected from learners of English as a foreign language dealing with extensive reading activities in the social context of the classroom is precisely what the researchers in this project did; that is why we strongly believed qualitative research was the most suitable way of approaching this study.

The present study was defined as an action research project. As stated by Wallace (1998) action research, as a strategy for enhancing the development of the teaching practice is the process of systematically collecting data on your

everyday practice and analyzing it in order to come to some conclusions. The motivation for this study was the improvement of pedagogical practices regarding the implementation of extensive reading activities in the foreign language classroom; this way, the information gathered through the implementation of this study was analyzed and in the future, will serve as an enhancing tool for future classroom practices concerning extensive reading.

This study was also approached as a case study. Wallace (1998) defines case studies as a systematic investigation of an individual “case” whether that refers to one teacher, learner, group, or class. He adds that in its nature, case studies are rather complementary than intrusive and says that as one is investigating, in effect, a sample of one, the results tend to be qualitative. As it will be described in further coming paragraphs, this study involved a sample group of four learners out of a complete group of about 25 learners of English as a foreign language. This characteristic of the research project made it a case study which is the kind of approach we considered more appropriate for this particular qualitative study. Seliger and Shohamy (1989) propose case studies to be used when the researcher is interested in describing some aspect of the second language performance or development of one or more subjects as individuals, because it is believed that individual performance will be more revealing than studying large groups of subjects. Then, in the present study we focused on a small group of four participants. The context, setting, and participants of this study will be further described in the paragraphs below.

Context

This study was carried out at the public university of Risaralda. This institution is a state university located in the city of Pereira with more than 14.000 registered students pursuing professional programs in different areas such as engineering, medicine, sports, computer science, chemistry, art and education. Most of these students live in Pereira, or in nearby towns, and there are some others coming from different regions of the country.

The aforementioned University has developed a series of language policies for students of all the areas who have to demonstrate competence in English language as a requirement for graduating of any academic program of any area from those mentioned at the beginning of the paragraph. Since 2008, Students pursuing professional degrees, have to demonstrate a B2 level of English language proficiency (proficient user, Council of Europe, 2001) by the time they graduate; learners taking six-semester programs are required to demonstrate a B1 level of language proficiency in English(independent users).

For facilitating learners to demonstrate such competence, the University counts with a department in charge of preparing students of all the programs to accomplish these requirements through the teaching of English; this dependence of the university is a language institute and its policies, methodologies, human and other resources constitute the setting of this study.

Setting

The language institute of the University of Risaralda offers English (and other languages) courses for students of all the academic programs and for the community in general. Within the context of the university, the institute supports the policies established by the university, and, therefore, assumes the education of learners considering the scientific, technological and humanistic dimensions. The language institute has around eighty language teachers (the number of teachers varies each semester) that guide the learning process of approximately 4.000 students per semester. English courses at the language institute of the University of Risaralda range from elementary to advance, and each of the 16 courses that comprise the whole language teaching program has duration of 40 hours of in-the-classroom teaching (a total of 640 hours). The syllabi for the courses are designed around the specific skills of listening, speaking, reading and writing.

Additionally, a structural component is defined which includes specific elements of grammar and vocabulary. Finally, the cultural component is introduced by language functions in the cultural context of English. Media laboratories with equipment for using video and audio materials, computer rooms and software, textbooks, and an ample collection of books, magazines and multimedia material available at the library are the resources the institute has for facilitating the language instruction. The profile of the teachers includes a high level of proficiency in English (C1), accredited knowledge about pedagogical strategies, and competence in the use of information and communication technologies. Students

take the English courses according to the availability of time they have every semester; they have to consider the schedule they have regarding the programs they study at the university and the schedules that the institute offers for taking the courses. Then, learners can take English courses during weekdays from 8:00 am to 8:00 pm, and on Saturdays from 8:00 am to 6.00 pm; there are also other possibilities like taking courses on Sundays, or taking vacation courses. These multiple schedules result in having groups with students from different academic programs, ages, and particular abilities and learning styles, having in common, hopefully, only the language proficiency level. The participants of the present study belong to one of these groups and the profile of such students will be described below.

Finally, the teacher that was in charge of the group in which the study was carried out was an English teacher and student of the aforementioned university, candidate for a diploma in English language teaching. He had extensive experience teaching English as a foreign language mostly in higher education with young adults.

Participants

The participants of this study were four students of upper-intermediate language proficiency level of the language institute described above. These students were matriculated in different academic programs in different areas of knowledge such as education, and engineering. They were sampled by convenience and with the permission of the administrators of the institute as the

present study intended to promote alternative pedagogical classroom practices in accordance to the syllabus and methodologies promoted by the institute. According to Gravetter and Forzano (2009) convenience sampling is the most common sampling method in behavioral science research and consists in selecting participants that are easy to get; they are selected on the basis of their availability and willingness to respond. Participants, male and female and aged from 20 to 23 were in different stages of their academic programs. It is important to mention that they had been taking English courses at the institute and they had been exposed to around 240 hours of in-the-classroom instruction. During the study, these learners took a forty-hour intermediate English course. Next we will provide a more detailed description of the profile of the participants. It is important to mention that the information used for the following profiles was provided by the participants and was complemented by observations made by the researcher and teacher researcher. All the names used are pseudonyms to cover students' identities in accordance with the ethical considerations and consent formats they signed.

Helen: by the time this study was carried out, Helen was 23 years old and was student of the university in the industrial engineering program. She studied in a public school and high school from the city in which the university is located. She claimed to appreciate learning the foreign language as she intended to continue practicing it.

This student was one of the students with higher abilities in the foreign language, as she claimed, and was evidenced by her performance in class. She

was especially strong with the receptive abilities such as listening and reading and in a lesser degree in productive abilities in writing. Her speaking abilities were the ones less developed because as she stated in an interview, it was really difficult to practice speaking aside from the practice at the university, for that reason she decided to participate in the project, as she perceived it as a tool that might help her to improve her linguistic skills.

Ricardo: this student was 21 years old by the time the study was carried out, he lived in a city close to the capital of the state where the university was located. He had serious economic issues that according to what he expressed did not affect his learning process but that in case that the teacher would have used different materials, this might have affected his learning process.

This student had proper abilities in speaking and in a higher extent in reading and writing. His major issue as he claimed and was evidenced throughout the whole course was with the listening skills as he constantly asked the facilitator to repeat the recording as he wouldn't understand in detail what was being said in the audio material but after some repetitions.

Laura: this student was 21 years old and was studying early childhood education at the university where the study took place. She studied in a public school from the city in which the university was located. She enjoyed reading books in her mother tongue and she believed that reading in the foreign language would entertain her as well as helping her with her development of linguistic skills

in the foreign language. That was the main reason of her participation in the project.

This student was in an upper- intermediate level of proficiency in English and showed great understanding on the classes, according to the level of proficiency that she had by the time the course took place. She claimed to have higher difficulties in listening skills but nothing that affected her learning process.

Abdul: he was 22 years old and pursuing the degree of industrial engineer. This student also studied in a public school from the capital city of the state where the university was located. He was a good student with proper knowledge in the foreign language, but he did not work properly in class as he seemed to be easily distracted from the class.

This student was good in reading and writing as he seemed to enjoy the books and reporting them in class. This student was able to listen to what was being played from the recordings but as he got distracted he lost the story hence he had bad grades in listening.

Researchers' role

Two different researchers were part of this study. The first of them had the role of teacher-researcher since he was the in-service teacher for the learners of English as a foreign language involved in this study. This researcher was in charge of designing the activities that were implemented during the study as well as conducting the implementation of those activities in the classroom. The second

researcher was an assistant researcher in charge, along with the teacher researcher, of designing and implementing data collection instruments. Both researchers performed data collection activities and actively participated in the organization, analysis and interpretation of data.

Creswell (2007) sees the researcher as a key instrument in the process of conducting qualitative research; he defines their role by stating that they are in charge of collecting the data by analyzing documents, observing behaviors or interviewing participants. He adds that qualitative researchers may use instruments to collect the data as he highlights the fact that those instruments are designed by themselves. He mentions that researchers in qualitative studies do not tend to rely on instruments developed by other researchers. In order to meet those requirements for a good researcher mentioned by Creswell with ease and in a proper way, the two researchers decided to have different functions, according to what was more convenient and practical for the study. For instance, the teacher-researcher was in charge of providing the students the necessary information to participate in the study properly and meeting the requirements from the university by the time the study was being carried out. The second researcher, assistant researcher, was in charge of observing and documenting behaviors in the class from both students and teacher. In order to analyze the data collected, the two researchers worked together, to give their insights on the whole study in a proper way.

Data collection methods

The data collections methods that were used during this study, and that later on the process of analyzing data served as triangulation means, were interviews, observations, guided questionnaires, and teacher's journal. Each of these methods intended to answer one or more research questions as it is exemplified in the following table chart.

Research Questions	Data collection methods
1. What are students' perceptions about the implementation of extensive reading in the EFL classroom?	Observations
	Interviews
2. What is the impact of implementing extensive reading activities in the foreign language classroom?	Observations
	Interviews
	Teacher's journal
3. What does it take to design and implement extensive reading activities within English as a foreign language classroom?	Observations
	Teacher's Journal
	Interviews

Interviews

Firstly, we used the interviews because they are one of the easiest ways to students' perceptions and opinions about the present study and what they think of extensive reading. According to Freeman (1998) the interviews are oral written exchanges of information, and that is what we addressed to obtain information from the participants. We used an unstructured interview which, according to Merriam (2009), is an interview that has opened and is exploratory and flexible in its nature. The interview we worked with in our study, contained questions related to the importance of the extensive reading for the participants (appendix 15). These interviews were carried out before and after the research project finished, but we only focused our attention on the ones that were done after the implementation of the project as those were more useful for us because they were more detailed and specific to our research area. The latest interviews were also friendlier with the participants because they were carried out in the participants' mother tongue.

Observations

Due to the nature of our investigation it was not possible to simply go to the place where the extensive reading process occurred and observe their behavior since students read mainly outside of the classroom. However, we used observations for collecting data about the extensive reading activities planned by the researchers and carried out in the classroom. Merriam (2009) proposes the use of observations to collect data regarding the behavior of participants as it is

happening; she also sees the observations as a great tool for obtaining knowledge of the context or behaviors that can be subsequently useful for further interviews. Finally, observations were also helpful to provide data that the participants simply did not feel comfortable to discuss in an interview. We prepared an observation format focusing on teacher's actions and students' responses to those actions, the responses the participants had towards the material being used, the activities they carried out by themselves, and the use of the native and the target language (see appendix 13)

Questionnaires

The third method to collect data used in this research project was the use of questionnaires. We chose questionnaires (see appendix 11) because according to the department of health and human services from the United States (2008) the questionnaire are especially useful when the researchers need to gather data related to the beliefs, attitudes and behaviors of the participants of the study. The information gathered is as personal as each individual and the information needed for this project was personal and related to the students' perceptions of the activities, the materials and the importance of the project. The questionnaires were administered to the participants of the study, not to all the students as we only needed the insights of the participants of the study. Those questionnaires were given to the students after each activity of extensive reading took place and it was to be completed right after the class, it was intended that way because we wanted the feelings and main ideas of the students as fresh as possible. The

questionnaires according to Leung (2001) could be made from open-ended and close ended questions, in this project we considered that it was suited best by questionnaires with open-ended questions because we wanted information that allowed us to explore a big range of possible themes arising from an issue and also because the open-ended questions suit best for research projects that imply the collection of insightful or unexpected information.

Teacher`s journal

In order to avoid being stuck copying the same routine as teacher and hindering the professional growth, Richards (1990) says that it is important for the teacher to reflect and observe his/her teaching. To meet this premise and not making a monotonous practice, during the development of this study the teacher kept a journal where he reflected upon his practice and on possible ways to solve different issues (see appendix 12). Richards (1990) said that an accurate report should be done focusing on a specific skill in a particular class; and the journal was kept focusing only on reading in every class. This helped the teacher to analyze the data obtained from the journal, reflect upon those actions and make the changes accordingly. This allowed the classes to be appealing for the students and also motivate them to read for pleasure.

Data analysis

Since this study was conceived under the model of action research (see page 38), it was mandatory for the researchers to keep into account that these types of studies are framed by a cycle with constant changes that should be

considered in each stage of the data collection. In order to gather the information from the action research cycle, we started by piloting the activities, analyzing the outcome of those activities and making the necessary changes to improve our practice. The data collected served as a tool for data collection related to the specific research questions of our study (see page 18) as well as for pedagogical enhancement on the comprehension of extensive reading.

After having collected all the data from the four data collection methods previously cited (interviews, teacher's logs, questionnaires and observations (see pages 47-50) the next step followed in this research project was to analyze the data. In order to do that, the action taken was study and master grounded theory and how it could help us create new theory. According to Dey (1999) grounded theory involves the identification and integration of categories in order to make theory. In order to obtain that final product, it becomes necessary to gather all the data collected and start with the first step of grounded theory which is categorizing the data.

The immediate result was a great amount of information gathered, but after an exhaustive reading of the data, it was evidenced that most of the information gathered in this study was linked to a particular research question; this helped us start categorizing all the data that we had. Those categories corresponded to each research question and were developed taking into account the students' responses and opinions, and the implications of extensive reading, among other categories that emerged during the gathering of the data.

The second step taken during the analysis of the data gathered during the study was to code all the information so that it would make it easier for the researchers to find the original data sources. The first step was to name the initial concepts; those concepts emerged from all the data collected, all the results were written down, even if only one student had that opinion or perception, this was made mainly because as we were relatively new researchers, we were not able to simply discard information without considering all the possibilities. After this step was taken, we started to link the open data so that the codes that were repeated could be integrated into a stronger code that could help us with the triangulation of the data; that is according to Strauss and Corbin (1998) making an axial coding. Finally, those cogent codes were even more refined and focused on answering the research questions. That final step allowed us to discard data that was not helpful or significant for our study; this was as stated by Strauss and Corbin (1998) the process of selective coding, the last step in coding information. All the coding permitted us to start writing the first set of potential findings that would eventually be refined with theory from different authors.

The subsequent step taken during the analysis of the data was to write memos of the categories and the relationships among them; this was used in order to give the findings the credibility and reliability necessary to start writing the actual theory. In order to do that, we started by analyzing which findings were consistent in two or three of the four data collection methods, which were supported by at least two of the three members of the study (researcher, teacher-researcher,

participants) and if there was enough theory from the theoreticians to support our findings. By doing this, we were able to detect which findings were not relevant for the study and needed to be discarded. After having discarded all the redundant or not sufficiently supported data, we started to write down the findings.

The findings were written down contemplating that in order to give our study credibility, it was mandatory for us to keep only the theory that was supported by at least two of the participants whether that would be the teacher –researcher, the observer, or the students. We also considered that to give the emerging theory credibility in the educational field, we needed to include findings that were supported by at least one author from the pedagogical field.

The product of the analysis described above, the findings of the study, will be addressed in the following chapter.

Instructional design (action research stages)

As the present study followed the action research cycle, we will present in the following section the different stages that derived from a model taken by Burns (2010).

1. Planning the action

At this initial stage of planning the action it was important to recognize the problem, address what the pedagogical issue is, and how to overcome it taking into consideration the setting and context of the students that were part of the study. It

was also important to plan what materials were going to be used, why to use those materials, and the pedagogical implications of the use of that material. In this part of the project it is also important to define why the classes were planned the way they were. The main reason to carry out the Extensive Reading (E.R) activities in the way we did is that we intended to explore the benefits of such the pedagogical practice by using extensive reading activities with the students of the context and setting previously presented in the methodology. Wallace (1998) states that the case study is important when the final aim is enhancing the development of the teaching practice by collecting, analyzing and coming to conclusions important for the pedagogical development. In order to explore the benefits of the E.R. pedagogical practice it was important to carry out this study using case study, we chose this type of research because we wanted to widen the pedagogical instruction using extensive reading activities in the EFL classroom in the given settings.

1.1 Preparing resources and materials

1.1.1 Consulting the literature

Books

The first source we kept into account in order to plan the classes based on developing extensive reading activities was the books. We read a set of books that came at hand when we were planning the classes for the students of the context and settings previously explained. We took advantage of books like *Extensive Reading in the Second Language* (1998), *Extensive Reading Activities for*

Teaching Language (2004) by Day and Bamford. Those books gave us ideas of what to do in order to develop meaningful E.R activities. From those books we took ideas like giving a placement test, giving the students blurbs and also the best activities for them to develop a certain degree of love for reading.

Journals

In order to make our research and our activities more updated and more trustworthy we also took materials from different journals, and at the same time those journals came from different sources such as physical journals taken from our university's library, from internet databases (OLIB and proquest) and from ELT articles. We read and took very interesting ideas from journals like "The Use of Blogs in English Language Learning: A Study of Student Perceptions" (Ahluwalia, Gupta and Gupta, 2011), Rewards for reading: their effects on reading motivation (Chen and Wu, 2010) among others that were very useful in the design and implementation of the E.R activities.

1.2 Involving others

Another important feature that we took into account in order to plan meaningful E.R activities was involving others. According to Burns (2010) involving others implies thinking about the participants, but she also claims that involving others implies encouraging other teachers in the research process. In order to meet this we considered that one of us should be guiding the classes while the other observes, collects data, and also gives the in-service teacher with complementary perspective of the teaching process. The co-researcher also

helped in the process of planning the classes giving a different perspective and helping to prepare the E.R activities and materials.

1.3 Preparing equipment and materials

Graded readers

One of the first materials that we took into account in order to prepare the E.R activities was the graded readers. Readers are books that were adapted from authentic texts and that have a degree of difficulty that fits best for each level of language proficiency. We chose these books firstly because they are available and easy to retrieve at the university where this study was carried out. Secondly, according to Susser (1990) the graded readers are what most TESOL researchers expect the students to read and also because as Thompson (1984) Thompson (1988) and Tunnacliffe (1983) claim reading becomes into an enjoyable and effective process when the students receive materials that they can understand instead of being forced to decode and translate texts.

Social networks

One of the most popular social networks is Facebook, it has over one billion active users (Jones, wall street journal, 2012) it means that most people has an account. Burbary (2012) conducted a research in which he discovered that 52% of the Facebook users are people between 18 and 26 years old. Most of the students that are part of the settings and context of our project were part of that age level. In order to take advantage of the availability, time spent by the users and the versatility of the social network we decided to use Facebook for the students to

rate, and comment the different blurbs that we used from the penguin readers that fitted best for the students' level and personal preference. (See appendix 4)

Book checking- out

Another aspect that was important to take into account before giving the students the list of blurbs was the books availability. We chose the books that were in existence at the university. We chose the titles that had at least two books for the students to have them at hand. We also prepared a session in which we gave clear instructions on how to get the books from the university's library, a PDF in which the instructions to get books were explicitly explained was also posted in a blog. All of this in order to help the students to get the books as soon and as easy as possible.

2. Diagnosis stage

Since this study was addressed as action research, it was necessary to follow the steps to have a successful action research cycle. In order to meet the specifications of this model, proposed by Burns (2010) we started our project by planning and piloting the different actions to be carried out in it.

Before moving on the implementation or intervention stage, we decided to put the material, research methods, and our own roles to the test during a diagnosis stage which lasted two months. During this time we piloted the activities that we had the intention to use during the study, as well as the observation formats and the interviews. The testing of the aforementioned research

instruments was carried out with groups of students of similar characteristics to the one described in the methodology chapter and that would be the target of the implementation of the study. There were three phases, four activities, and three data collection methods that framed this diagnostic stage. They will be presented in detail in the forthcoming paragraphs, and samples of these first versions of the documents could be found in the appendix section of this study.

The three phases are the ones proposed by Bamford and Day (2008) which we named introducing the reading material, monitoring the reading, and reporting the reading. During the first of these phases, learners needed to know the reading material that was available for reading. As we mentioned before, we used a collection of graded readers that was available at the library of the university, and then there was the need for learners to know the titles they could read. For this, we implemented two activities: the first one was called blurb and title match (see appendixes 3 & 4) (adapted from Bamford and Day 2008); in this activity the learners had to match book titles with their corresponding blurbs. At the same time, this activity involved some speaking interaction since learners had to work in pairs and each student had a list of ten blurbs they had to read to each other and decide which title of the blurb would match that blurb from a list they both had access to. During the same session, the researcher assistant carried out the first observation using the first version of the observation format we intended to use during the implementation stage. Both the activity and the data collection methods showed some weaknesses; the activity in the layout, and the method in the focus of the

observation since there was a lot of useless information collected and some other that the format would not cover .The second activity was carried out of the classroom and involved the social media. We designed a Facebook page and posted photos of the covers of the graded readers so that learners could read along with their corresponding blurbs. (See appendix 4). They could also write comments expressing their preferences. This second activity proved to be effective so we decided to keep it for the intervention stage.

For the second phase of the diagnostic stage learners had already chosen a book and started to read, but there was the need to monitor the reading. For these purposes, we tried out a format we named “every time I read” in which learners were supposed to register different aspects of their reading such as the time spent, number of pages they read, their opinions of what they read, and things they learned every time they read any portion of the book (see appendix 6) As most of the reading was carried out outside the classroom, there was no opportunity to carry out any observation. Most of learners did not find the format friendly, so they did not complete it. We decided not to include this format as it proved not to be very effective for monitoring the reading since it was long, complex and difficult for the students to complete in time.

The last phase of the diagnosis stage consisted in reporting what was read by all the students of the course. From the many possibilities to report the reading in written or oral form, we decided to choose the orality. Learners were given a format to conduct a survey in the classroom. The individuals to be canvassed (the

students) responded questions about the books that they read. The only problem with this activity was the time the learners took to complete the survey as it was a mingle up activity requiring whole-class interaction. That was another change we would make for the intervention stage. We would use a more controlled activity in small groups that would promote speaking interaction without demanding a lot of time of the class (see appendix8).

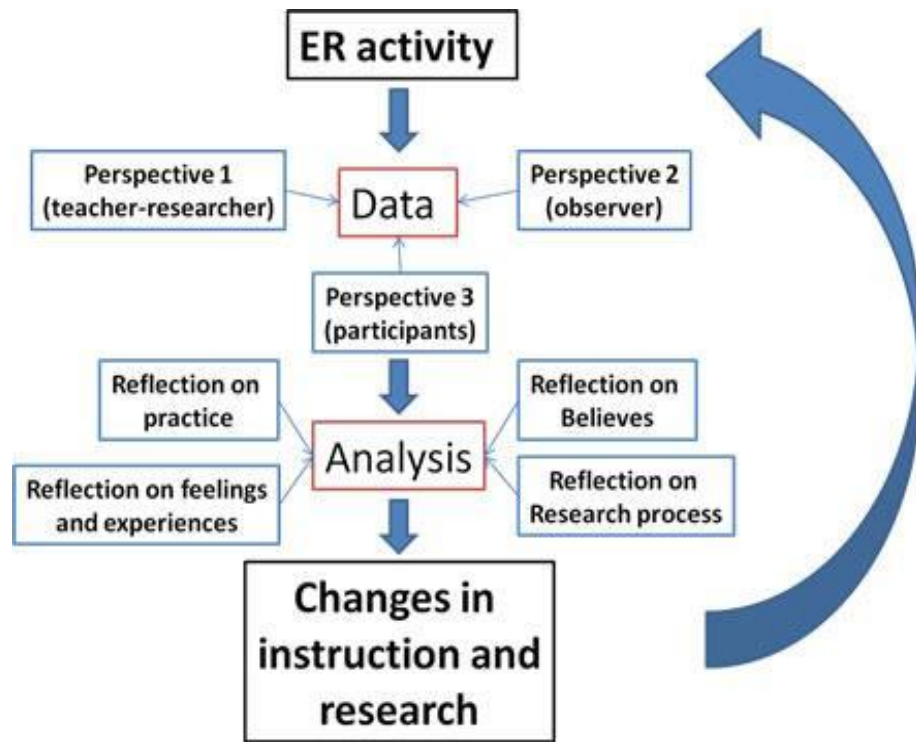
Once the three phases of the diagnostic stage were completed, we tested our interview and a questionnaire for students to provide their feedback on the activities and the whole process. We had serious inconvenience with having the interview in English, and we also discovered that the information from the questionnaire was simple insufficient and almost useless for research purposes.

After making all the necessary arrangements during the stage of “planning the action”, and piloting the activities and data collection methods during the diagnosis stage, it was the time for starting the intervention. However, the continuous cycle of implementing, analyzing and changing would continue even in the intervention stage as we will see in the following paragraphs.

3. Intervention stage

Before this stage, the participants of the study had been already chosen as described in the sampling section (page 42). The intervention stage was developed in four sessions, one per week, starting the ninth of May, then the fifteenth, the twenty second, and finishing the twenty ninth of the same month, 2013.

In terms of research, every session was shaped by using two different research roles: teacher researcher and observer researcher. The teacher researcher was in charge of taking notes (see appendix 9) on his procedures, his reactions, and learners' reactions. The researcher assistant, as an observer, would focus in several aspects of the lesson ranging from teacher's procedures and learners' reactions, to the use of the target language and patterns of interaction among the learners (see appendix 13). Likewise, participants' perspectives were submitted after every session by completing an evaluation of the activities (see appendix 11) This information would be analyzed according to Burns' (2010) model of dynamic reflection which focuses on the following four pillars: reflection on action, reflection on the research process, reflection on believes, and reflection on feelings and experiences. After having this information, the three perspectives were compared and analyzed to make decisions in two areas: instruction and research process (see appendix14). This process could be illustrated more clearly with the following graphic.



Graphic 1 – Cycle of dynamic reflection on ER activities

The aim of the first session of the intervention stage was to make learners aware of their actual level of reading before selecting the reading material. Most of the learners had already participated of the diagnosis stage and knew well what extensive reading was. However, there were a couple of new students who were not acquainted with extensive reading approach. That is why, before this first session of the implementation stage, the research assistant had shared a presentation with the methodology and the stages of extensive reading. They also knew that the first step would be finding their reading level. At the end of this session, it was a two hours session starting at 6:00 pm and finishing at 8:00 pm; learners were presented a reading test consisting of four pages from books of the collection of graded readers. Each page corresponded to a different proficiency

level (pre-intermediate, intermediate, upper-intermediate, and advanced). Learners had to read each page and write down the number of words or expressions that would cause any difficulty for them to understand any passage of the page after applying the reading strategies each of them may have been equipped with. Five unknown words or expressions was not the appropriate number to determine the reading level learners would feel comfortable with and therefore the level of the graded book they could select for reading. The idea of focusing on lexical knowledge to determine the reading level was taken from similar tests that publishing houses present to determine the appropriate graded book that English language learners should read. Kameli (2013) supports the idea that over the last two decades, breadth test of vocabulary knowledge have served to successfully predict reading comprehension performance, as well as general proficiency. At the end of this first session most of the learners were classified into the intermediate and upper intermediate level.

After the first session some important decisions were made regarding both the instruction and the research. For next sessions we would make the material more appealing and practical for the learners, and there would be a report of the observation carried out by the research assistant in order to have an easy and quick access to the perspective of the observer.

The second session was aimed at encouraging learners to know the reading material available at the library of the university. For those purposes we decided to use the same activity we used during the diagnostic stage ("blurb and title match)

with some modifications on the layout and instructions. We used 12 blurbs and instead of just the titles as we did in the diagnosis stage, we used also the cover of the book (see appendix 4.b). This change in the layout brought great acceptance from the learners apart from being helpful for them to make inferences based on the visuals aids. This first approach to the reading material was complemented with an activity outside the class. As it was mentioned during the diagnosis stage (see pages 57-59), the Facebook page with blurbs and covers of books had proven to be an effective way for learners to know the reading material, so they would visit the page, read the blurbs and “like” those they would prefer to read to eventually pick the one they would enjoy the most and start reading.

The cycle described in graphic 1 would start again for the second session and some new decisions were made. The first in terms of teaching was the necessity to improve the spoken instructions by adjusting the language to the proficiency level of the learners when giving the directions to conduct the activities. The instrument for conducting the observations would also change in order to focus more on the four participants of the study. The same way, the questionnaires for the participants to provide their views on the activities would change to obtain more detail accounts on aspects such as the procedures of the teacher, the reactions of the learners, and leaving some space for matters that could arise during the activity.

For the third session learners were supposed to have read at least a couple of chapters (they were advised not to finish the book) of the last book they had

chosen, therefore the emphasis would be monitoring the reading. During the diagnosis stage we had used a format to complete out of the classroom in which learners would register periodically some information about the material they read. This time and after analyzing the results from the evaluation of the activities learners provided, and our own evaluation, we decided to introduce a new activity for monitoring the reading. As it was predicted beforehand when planning this session, some of the learners had just checked out their books from the library and had not read anything. They were given 20 minutes to read in the classroom and then the monitoring would begin. After learners had read for about 20 minutes, the teacher-researcher took a book from his bag (animal farm by George Orwell) and showed the cover of it to the learners. They were asked to say what the book was about just by making guesses from the cover and title of the book. Most of the learners were eager to participate as the cover was somehow funny and appealing. The purpose of this was to model the activity. After they had made some guesses, the teacher researcher explained what the book was about as far as he had read. Then they were asked again to make guesses and predictions about what could possibly happen in the story later. Again, there was abundant participation. Once the activity had been modeled, learners received a format in which they would go through the same cycle (predicting from the covers of books, telling classmates about the content they had read so far, and making new predictions for the rest of the book) as they interact orally with three more classmates and take notes of what they say in the format (see appendix 7). Adjusting the register when giving instructions, modeling the activity, and using more visuals were decisions taken

after going through the reflection cycle described in the graphic 1 and that resulted tremendously effective for the session three. Another important decision for session three was to introduce the extensive reading activity at the beginning of the three-hours session, and it proved to have been effective in terms of commitment and enthusiasm from the learners. Again, the three perspectives of the lesson would be compared, analyzed, and new decisions would be made for session four. Learners would finish reading their books and report what was read.

The last session, session four was aimed at reporting the reading. It is important to mention that the activities were organized in the sequence of presenting the reading, monitoring the reading, and reporting the reading. This would be the last stage of this cycle of ER activities.

For the last session and after going through the reflection cycle mentioned above, there were some significant changes. The questionnaires for learners to evaluate the ER activities were written in Spanish because we thought that learners would express their impressions and opinions more precisely using their mother tongue, and we were right in that assumption. The information gathered from the questionnaires in Spanish was much more thoughtful. Another important change was the format for the observer to collect his notes, there would be a space for writing the observer's remarks for each participant. This time, there was going to be group interaction again, and the participants would work together; the observer would focus on each participant more easily.

Learners worked in groups of four for this session completing a format for reporting the reading they had done (see appendix 7). The format was changed from the diagnosis stage to diminish the amount of time spent for the activity. Before, it was a mingle-up activity involving five learners to interact with; this time, the learners would talk to only three of their classmates. Giving instructions and sustaining motivation was not an issue of concern anymore. Instructions were modeled and paraphrased on the board and motivation was gained from the beginning of the class by asking learners to participate of the taking of a picture with the books they had read. During the interaction in groups, the use of the target language was abundant and instructions were followed perfectly.

Ethical considerations

Several morally and ethically correct actions were taken during the whole process of investigation in order to have a formal and moral paper. First of all, the different sources of investigation that were read, quoted, cited or paraphrased in this thesis were from accurate and trustworthy sources; the sources used in this paper were also cited properly, in order to avoid any type of plagiarism that might have led the project to lose part of its validity.

Secondly during the process of collecting data some other actions were taken in order to have an ethically correct project. First of all, the students were told orally about the study, how it was going to be conducted and why in their course; as well as their possible participation in the study and the impact it might have in their language proficiency development. The participants of the study, four in total

that voluntarily offered to participate in the project, also signed a consent format (appendix16) in which they expressed their willingness to participate in this project.

Finally, the students and the participants were told the reasons of why the observer was there and what he was going to observe during the process of collecting data. During the interviews the participants were told to be as honest as possible, no matter the bad comments regarding the actions taken by the teacher during the project; this was done in order to keep the reliability of the study as high as possible. The participants' real names were not mentioned, acronyms were used instead, in order to address the different participants and their replies and responses in the different activities.

Findings

During the implementation of this study, considerable amount of information emerged and, the most relevant chunks of data were analyzed, combined and categorized in the following findings.

Finding	Sub finding
1. Extensive reading activities strengthened learners' productive oral language skill and the implementation of reading strategies.	1.1 Learners' spoken interaction in English in the classroom was fostered through the implementation of ER activities. 1.2 Extensive reading activities promoted unintended implementation of reading strategies.

The first finding we want to explore is connected to the development of learners' spoken interaction in English during the lessons as a result of the implementation of extensive reading activities.

1.1 Learners' spoken interaction in English in the classroom was fostered through the implementation of ER activities.

During the implementation of the activities related to extensive reading, the students were asked to participate in a series of activities in which they had to interact extensively among themselves and with the teacher, always using the target language (English) to address the other. The activities that were chosen and

carried out in this study had a positive impact on the students' use of the target language for speaking. The activities chosen had the intention of pushing the students to participate and interact orally in the target language, and it was exactly what they did, students used the target language in order to express opinions and beliefs related to the activities carried out. To support this idea, there is a set of data collected in the study.

“My use of the target language [English] was promoted by the activity because my use of English was good. In the activity time I practiced the language”

GQERA-V2 IBR P3 -C8

This quoted data supports that the participant perceived the activity as a mean to use the target language. The students had to interact among themselves taking notes on a format provided by the teacher as they told their peers their personal opinion and impressions on the books they read. This activity promoted speaking interaction and fostered the use of follow-up questions to sustain the conversation. This is a piece of evidence that the activities worked well for making the students interact using the target language orally, and at the same time, provided the settings for the conversations they had.

“The use of the foreign language was abundant during group work; learners remained engaged and had the chance to ask a lot of follow up questions (they were suggested to do it). They also had the chance to use the language for talking about other rather personal things.”

DRJ-V1 P6 I8-12

This perspective, coming from the facilitator of the course, shows how the students effectively used the target language because the activities themselves made them do so. The students were supposed to talk about some personal information regarding their own perceptions and beliefs of the book they had chosen to read. The facilitator was there to check that the students were effectively using the target language, and in order to do so he even asked the students to ask follow up question in order to get further information of their partners. According to what was expressed in the teacher’s journal, the students did posed follow up questions to their partners, and the interaction was promoted by this activity, so it is realistic to say that using these activities as a tool to help the students to read, also helped the students use the target language to interact orally with their peers.

The forthcoming data presents two pieces of information gathered by the observer during the first and the last session respectively, in which extensive reading activities were implemented in the classroom. Four weeks passed from the first to the last session, and although the observer focused on the same phenomena, students’ interaction and use of the target language, the results of

such observations varied considerably.

“Students used L1 just to fill gaps of knowledge regarding their vocabulary.

OFERA-V1 (Tb2-C6)

“this student used English all the time, when she did not know some words she asked the teacher to tell her how to say something. – This student used English every time he talked about his reading strategies.”

OFERA V3 (may the 29th-Tb2-C3)

Finally, this information coming from the perspective of the observer supports the idea that extensive reading activities enhance the students' use of the target language orally. It is evidenced on the fact that the students in the first stage of the study used less English to speak to their peers or teacher than on the latest part of the same study. During the first activity of extensive reading, the students did not use English all the time, especially when they were interacting with other students. Spanish was predominant in their conversations regarding the activity being carried out. Some weeks later, during the implementation of the last activity of the study, the students used English almost all the time. Their conversations in the classroom were in English, they only used Spanish to ask the facilitator or other students how to say a word. They completed the whole activity and interacted among them only using English. This provides evidence of the effect of extensive reading and its activities making an impact on students' oral performance in

English in the classroom. We strongly believe that extensive reading provided a series of significant elements to the classes that sparked learners confidence to use the target language; elements such as realistic a context since learners would talk about what they read and give their opinions on the matter, the fact that they were the owners of the speaking situation since they were allowed to chose the reading material and therefore they also managed the topics of conversations, and the increase in their vocabulary range and knowledge of the world resulting from the material they read, definitely constituted a valuable gain, for the classes in general, and for learners' confidence, willingness and readiness to use the target language.

The implementation of extensive reading activities, as cited in the data and interpretations in the paragraphs above, fostered learners' spoken performance in the classroom. Davis (1995) after being the coordinator of a project called *PASSES Project* (Project to Assist Selected Schools in English Skills) in Singapore, and implementing an extensive reading program as the key feature of such enterprise, concluded that there was a significant improvement of the pupils' productive language skills. He noticed that the learners showed an overall improvement in language productive skills and increased confidence and fluency in speaking. Green (2005) concluded that the implementation of extensive reading, apart from bringing some other benefits such as the development of critical thinking, the increase of reading skills, and cognitive development, promotes the learning through interaction. These conclusions from other studies on the implementation of

extensive reading programs strongly support the first finding presented in this study. A common feature in these studies and that is also evident in ours is the significant repercussion of extensive reading in the increase of spoken interaction that is generated in the EFL classroom. Speaking, as a productive skill, in our case was the area in which the impact of extensive reading was more evident; this mainly because for most of the extensive reading activities the focus was the oral production and the oral interaction among students.

1.2 Extensive reading activities promoted unintended implementation of reading strategies

One of the intentions for implementing extensive reading in the context of this study was, from the perspective of the teacher and the potential contribution to the curriculum, providing learners with an instrument for extending their vocabulary and exposing them to the English forms. Surprisingly, the participants provided some evidence of the implementation of reading strategies such as context analysis and making predictions. The following are some of the examples of evidence that was collected through interviews during the study; the participants were asked about the way they handled the reading they did extensively.

“Bueno pues primero yo trato pues de mirar el contexto, ¿cierto? para no tener que ir a traducir la palabra, primero yo trato de mirar pues el contexto a ver si soy capaz de “cogerla” [interpretar correctamente] sin tener que buscar el significado.”

The following participant was asked to say whether he would recommend the type of reading he made during the course (extensive reading) or not, and was asked to explain why.

“si, lo recomendaría porque en lo que leí durante estas actividades, [...] siempre aprendí, [...] mucha terminología, aprender a manejar contextos mucho mejor [...] y aun más leer, [...] mucho más fluido los libros.”

I2P1 – P1, L12-14

After finishing his first book of intermediate level, the following participant picked up a second book of advanced level because he felt attracted by the story. He was asked whether it was difficult or not to handle the advanced reading.

“En verdad sí, porque había muchas palabras que desconocía y todo el cuento y por eso es que se me llevó tanto tiempo, inclusive pues me tocaba como sobreentender de los contextos para poder que sea más rápido porque entender todo, todo tal cual era muy difícil.”

I2P4 – (P1, I1-P2, L2)

All the aforementioned participants agreed on the fact that through the process of reading extensively, and as a means for conveying meaning, they analyzed the context of some unclear passages for them. They also made use of such strategy to make the reading more fluent. It is important to mention that most of the time they used the analysis of the context as an alternative to grasp the

meaning of words, we could say then that the context analysis was used as reading strategy to overcome the difficulties to understand unknown vocabulary. In the case of the first participant cited above, she used the context analysis as a reading strategy to avoid the translation of the unknown words by using a dictionary. Hayasi (1999) after conducting a study on the implementation of extensive reading and its impact on reading strategies, concluded that the majority of EFL learners involved in the study changed the strategies to approach the reading in the early stages from bottom up processing by using L1 translation or the dictionary to top down reading strategies in the later stages such as “contextual guessing” [context analysis] and “searching clues” [making contextual references].

Another piece of evidence to support the use of unintended reading strategies comes from the notes of the teacher-researcher in his descriptive-reflective journal. Describing the way he started the class by telling the learners about the book he had been reading, as his intention was to model the way learners were supposed to share what they had been reading, the teacher-researcher mentions the title of the book and shows the learners the cover of the book; they were asked to say what they thought the book was about. Then the teacher revealed what he had read and asked the learners to imagine what the rest of the book could be like. His intention was to call the attention of the learners and propose a different way for them to share what they had read. However, when learners were told to share their reading, he noticed the following:

“The learners were asked to talk about the books they had been reading and I noticed they started to make predictions about what their partners’ books were about and what they could find later in the books they were reading [...] It was also evident that the learners were eager to know what would happen in the story during their forthcoming reading. It was nice to see that the activity served as a source of motivation to continue reading.”

DRJV1

Apart from using the context analysis strategy to convey the meaning of unknown words, the learners also implemented, of an unintended manner, the strategy of making predictions on the content of the reading material (predicting).

Although the teacher’s modeling of the activity may have inspired them to make logical predictions about the content of their books, there was not explicit teaching of such strategy during the implementation of the extensive reading program. Learners made use of this strategy to achieve comprehension and approach the gist of the book they were reading and it also served as a motivational factor for learners to continue reading their books. Hayashi (1999) reported that learners who read extensively demonstrated the implementation of top down processing reading strategies or “conceptually driven strategies” such as “background knowledge,” “conceptual guessing,” and “association with image,” These reading strategies were more evident at the later stages of the extensive reading program and were implemented mainly by learners with an intermediate

proficiency level in English as a foreign language. Finally, Nike (2009) concluded the following after implementing an extensive reading program: “Although the course did not include any explicit strategy training, the students displayed a surprising awareness of the reading process and were able to develop into skilled readers;” he added that learners were able to use both bottom up and top down strategies being the latter used more effectively over time. This results reported by Hayashi (1999) and Nike (2009) confirm that learners who read extensively can develop top down processing reading strategies like the context analysis and the use of predictions. Just as reported by the aforementioned authors, in our study, extensive reading provided an additional gain in the use of reading strategies, the mere interaction with rapid and book-after-book reading for general comprehension and pleasure promoted the development of a strategic competence for reading.

Finding	Sub finding
2. There is lexical gain and enhancement of language skills through the implementation of Extensive reading activities in the EFL classroom.	2.1. Implementing extensive reading activities resulted in learners’ lexical gain. 2.2. Learners improved their listening, reading and speaking skills as a result of the extensive reading process.

During the implementation of the extensive reading activities in the classroom, it was evidenced that the students practiced the foreign language while

developing the activities, as well as while they were interacting in the class, not necessarily doing activities related to the study. These results evidenced that the students had a lexical gain and that the process of reading extensively improved learners' language skills. Those two subcategories in which the finding is divided will be explained next.

2.1 Implementing ER activities resulted in learners' lexical gain

It has already been mentioned that during the implementation of this research project, the students showed an enhancement of their speaking skills as a result of the opportunities that carrying out the extensive reading activities provided for learners to interact orally; they also showed considerable gain in the implementation of reading strategies through the process of reading extensively. In the following paragraphs it will be indicated how the participants obtained certain lexical gain as a result of the aforementioned process. The students were asked by the teacher to read graded books and develop activities aimed at guiding them through the process of reading extensively. While they were reading the books they chose, they encountered new words and started to use them as those words were repeated in the text and later used in the classroom when reporting the reading or talking to their peers in the classroom. The students showed accordance on this point by stating the following during an interview:

“En cuanto a mis habilidades yo creo que tuvo mucho impacto porque primero que todo aprendí muchas palabras porque yo cada vez que veía una palabra diferente iba y buscaba el significado entonces de verdad que aprendí

muchas palabras técnicas porque había muchas palabras técnicas. Por ejemplo una palabra pues tenía otra forma de decirse entonces aprendí mucho en cuanto a vocabulario. ”

ERI2-P2

In this interview, the student is expressing the way in which he learned the new vocabulary from the book. He states that the main impact that reading extensively caused in his learning process was the acquisition of new vocabulary which according to his response was processed through bottom up strategies looking up the meaning of unknown words to convey the meaning of unclear passages. This participant stated that the use of this type of books helped him improve his vocabulary because he had to repeat the process of looking up for new words he encountered during the process of reading and reporting the books. This student claimed that the use of books with a language that is perceived by him as “technical” is essential in learning new vocabulary. This student broadened his lexical diversity because he encountered more than a way to express an idea. This was evident for all the participants and the class in general when they reported what they read or talked about the reading material. They could definitely talk about topics they could not before using the vocabulary they encountered in the books they read and reformulating or paraphrasing ideas as they needed to talk to different interlocutors during most of the activities. The lexical range is basically and according to Duran, Malvern, Richards and Chipere (2004) the ability of a person to say a sentence in more than a single way. The participant of this study

claimed that he was able to understand the same idea in the different ways in which it was written by the author showing a broaden vocabulary; therefore, causing the student to use the foreign language with greater diversity in terms of his lexicon. Other sources of data that confirm the lexical gain in the participants resulted from different learners' answers to the interview they claimed the following:

"mi uso de la lengua fue promovido por la actividad porque aprendí nuevas palabras y expresiones. "

GQERA-V3-P4

"mi uso de la lengua inglesa fue promovido por la actividad porque al tratar de explicar nos vemos en la necesidad de usar nuevas palabras. "

GQERA-V3-P2

These students also claimed that the activities in which they had to read and report the reading were useful for them to learn new vocabulary. This tendency to gain new vocabulary from reading books extensively is also expressed by the other participants that had a pattern in their answers of how the activities of extensive reading affected them in terms of their use of the second language. The latter two participants mentioned above, for instance, agreed on the benefits of carrying out activities related to the books they chose to read, which in general terms, are closer to lexical gains than other areas of language that could have been improved.

Some of the data collected throughout the execution of this research project showed that the students that read extensively in a given course, and carried out the activities proposed by the teacher, had a lexical gain in their use of the foreign language. This last statement is supported by a study in literature and language carried out by Soltani (2011) in which he concluded that the students had an increase in their vocabulary knowledge through extensive reading while they were participating in the extensive reading program. Another finding from this research project is that the repetition of new words or, according to one of the participants, "technical words," made the learners learn them and internalize them. This finding in terms of the way in which the new vocabulary is learnt, is supported by Soltani (2011) when he claims that every time a word is repeated, it helps the students to fix the meaning of vocabulary in their minds, therefore broadening their lexicon. He also stated that the repetition of the new word also makes the students more capable of using that word in the appropriate context. In our study, the data collected from the participants suggests that the constant interaction with the target language, common used words and unknown words for the participants was a factor that promoted learner's ability to understand and use such lexicon they interacted with as they learned, lexical gain both in the field of comprehension and production was promoted and achieved by the ER activities; it is clear, and can be confirmed by the researchers, that the participants attributed this increase in their lexicon to the extensive reading program they were exposed to.

2.2. Learners improved their listening, reading, and speaking skills as a result of the process of reading extensively

After completing the extensive reading process and carrying out the extensive reading activities, and specially as a consequence of the lexical gain described in the paragraphs above, the students felt more comfortable using the foreign language among themselves and with the teacher; it was evidenced during the development of the activities in which the students were more participative because they seemed to be able to talk in English most of the time. The students claimed that their abilities in listening, speaking, and reading were fostered and enhanced by the reading of the books they chose and by the activities carried out in and outside the classroom. This was evidenced on the answers given by them in the different interviews, as well as in some of the questions answered in questionnaires after they completed the extensive reading activities.

“el speaking y más que todo en el listening porque a veces yo escuchaba cosas en el listening que no sabía que decía, pero entonces, gracias a esas lecturas y a que aprendí vocabulario ahora entiendo más . En cuanto al speaking, sí, mucho porque amplio más mi vocabulario; entonces al hablar soy más fluida, encuentro nuevas palabras. ”

ERI2-I2P3 (P2, I20)

This information provided by one of the participants of the study clearly shows that the students were more capable of listening to another person and understanding the message being sent. This improvement of her listening skills

was possible because the participant did her reading properly and found new words that she fixed in her mind because of the repetition she had to do while reading as well as while expressing her ideas to her partners. In the data collected from this participant is also evidenced that the learner had an improvement in her speaking skills as she claims that the new vocabulary helped her to speak more fluently and using more words. This student clearly stated that the use of extensive reading activities helped her to listen and speak more easily because she was able to understand more words, because she had a wider lexicon. A wider lexicon is known as lexical diversity, and according to Crystal(1982 and cited in Malvern et al (2004)) lexical diversity and the ability to understand and being understood in different ways, is strongly related to “how vocabulary is deployed as well as how large the vocabulary might be”.

“Además del Reading [...] Por ejemplo me ayudo más que todo en encontrar nuevas palabras para anexar al vocabulario también [intangible]lo que es la parte [intangible] como de comprensión de los contextos de ciertas oraciones del libro”

ERI2-P4 (P2, I9-11)

This student clearly stated that the Reading activities improved his vocabulary, and that the improvement in his lexis aided him to understand better the context in which a word could be used, hence helping him to understand better when he is reading a written message.

My use of the target language was promoted by the activity because it improved my speaking and listening with a real conversation.”

GQERA-V2-P1

In this piece of data from the extensive reading project, it was evidenced, by the answer given by the participant, that the use of the target language was promoted because he had to use the language in real conversations. In order to be able to use the language in real conversations, it is important that the students have the ability to use the vocabulary available in their mind in a proper way, which is the definition of lexical variety.

Some participants of the project claimed that the vocabulary learned from the readings they did during the time the research lasted, helped them to read more fluently because they were able to recognize different words from a text, therefore reading gained fluency in terms of the students' understanding of a written message. This idea is supported by Grabe (2004) when he claims that the word recognition fluency is one of the main aspects of the reading comprehension abilities at early stages of reading development in the mother language. In the foreign language that ability to recognize a word and its meaning, is an important factor in distinguishing proficiency levels of the users of the language. Grabe (2004) said that more research on the relationship between word recognition fluency and reading comprehension in the foreign language should be done. This study showed that the students need to have a certain degree of lexicon in their

minds in order to have a better understanding of a written message, it agrees with the theory of Grabe (2004) that said that “it might be the case that word recognition fluency is an enabling skill for comprehension rather than a required skill.” To conclude according to the results provided by the study and by the author, having a good set of words in the mind could help the students to have a better understanding of a given text, and that there are other abilities that should be trained in order to fully understand a text.

Finding	Sub finding
<p>3. The sequence of the activities and the reading material were two crucial aspects for the implementation of extensive reading in the foreign language classroom.</p>	<p>3.1 In order to successfully carry out an extensive reading project, it was important to have a logical sequence of activities.</p> <p>3.2 Giving the students the correct material is one of the key aspects in developing a successful extensive reading project.</p>

In order to carry out this extensive reading project, it was important to take into account the participants and their needs in terms of materials and activities that were correctly presented and carried out with the proper monitoring. That logical sequence of activities and materials helped the students to develop their

language skills and vocabulary, as well as their reading strategies and their interest in reading extensively. In order to present the proper material for the students, the activities carried out during this course were presented in a logical sequence. That logical order will be explained in the first sub finding.

3.1 A successful extensive reading project must have a logical sequence of activities

In order to present the students reading material that was suitable for them in terms of lexical complexity and in preferences, it was important to implement a diagnostic reading test in which the participants were placed in a certain proficiency level in reading. After the participants and the facilitator knew what their current levels were, the facilitator provided the participants with the books that fitted them best and gave them different possibilities that met their literacy preferences as well as their proficiency levels. The teacher observed that using a diagnostic test was appropriate when he claimed the following:

“having used the diagnostic test [helped] learners know what the starting point for them is into the extensive reading program; it will also guarantee that the learners find it easy and comfortable to read. ”

DRJ-V1 pg 1 l30 -pg 2 L2

According to that entry in the teacher’s journal, the diagnostic test was used in order to give the teacher a starting point for him to give the students the books that were in the correct level for those particular students at a particular level.

Using the reading placement test was also relevant for the study itself as it constituted a starting point for the research project; it also constituted a guarantee to the principles of extensive reading regarding learners reading suitable material and of their preferences. Having the correct book is key components that can help the students raise their interest in reading, as well as their use of the foreign language. The diagnostic assessment is according to Jordan, Kirk and King (2005) important because it helps the facilitator to provide the students effective instruction that can help them to develop their reading skills necessary to be successful readers. In this project, the facilitator conducted a placement test that helped him to recognize what students had a given level of literacy in terms of vocabulary and reading comprehension. This activity was carried out in order to avoid giving the students a book that they might find either too difficult or not challenging enough, therefore leading them to be bored with the book that they were to read. This activity was carried out as a starting point for the extensive reading project and showed its importance when some participants gave their opinions regarding the use of this tool.

“This was a good activity because it helped me to find the English level that I have”

GQERAFYL-P3

“It was interesting because I was able to know what type of books to read according to my level”

Those comments given by two participants regarding the use of tests before starting to read a book extensively showed that for the students is important to have a basis for choosing a book, besides the personal choice. The use of this test also affected the performance of the students during the time the project was carried out, since those who were not part of this test had a slightly lower performance. This statement is later explained in this study.

In order to give the students the possibility of getting to know the books available for them at their University's library, two other activities were conducted before the students were asked to start reading a book. Those two activities were the ones called *blurb and title match* in which learners had the chance to know the blurbs of some titles as they carried out a reading comprehension task by matching this blurbs with their corresponding titles. There was a second activity with the same purpose mention above; this time, learners had access to a page created using the social network *Facebook*. There, they could see photo of the cover of all the books available, the name of the author and the corresponding level of the title. These activities were done in order to help the students to become familiar with the blurbs of the different books of each of their levels of proficiency (previously explained in the last paragraph). The students found those activities interesting and helpful for them since they stated that:

“La actividad de blurb and title match [hace que] uno se interese por leer otro libro, [...] a mi me hizo interesar en otros libros los cuales pueda leer en un futuro cuando ya tenga más tiempo”

ERI-I2P4

This answer from the participant four shows that the students perceived that the activities that help them to have different options to read, might be helpful for them to read more than what is expected in the class. The students in the activity of blurbs in social media had to read the blurbs and give their opinions in a comment that allowed other students to become more interested in a particular book or in other books, therefore giving them the possibility to interact in the foreign language in their personal *Facebook* accounts, as well as, becoming interested in reading for pleasure, not only for the classroom.

Another important aspect of the development of this extensive reading project was to monitor the reading of the students. In order to do that, the teacher carried out a series of activities that had as a final goal to help the students with their process of reading a book in a foreign language. One of the most relevant activities carried out during the stage of monitoring the reading was an activity related to reporting what they had read up until the time of the class and make guesses on what they would eventually find in their books later. That activity was successful because the students spoke and listened to others and they also had the chance to make intelligent guesses regarding what others were reading. That is supported by the observer and the participants when they said:

“Telling the story of the book of each student allowed them to compare their story and their guesses with the actual plot of the book”

OFERA-V3 (May 22nd - Tb1, E3)

“Mis percepciones de la actividad de reporte oral son positivas porque [esta actividad] nos ayudo a mejorar nuestras habilidades de lectura y escritura”

GQEA-V3P4

This part of the research process was important because it gave the teacher the opportunity to check if the students read what they were supposed to read in the time they were asked to do. But it was also useful for the students because they had the chance to use the language by sharing their personal ideas on their own books and listening to the opinions and beliefs from the books of other students. And according to the answer of the participant four as well as the answers of other participants, the activity of reporting a book, helped them to practice their speaking and listening skills since they had to report their books with the use of a poster and they also had to complete a chart in which they had to write down the main ideas of what the other students were reporting.

Finally, it is important to have a final stage in which the whole process of reading extensively is assessed. In order to do that, the teacher allowed the students to express their opinions and beliefs regarding the book that they just read. During this stage of reporting the learners could use the foreign language to talk about what they read, express their thoughts and critics about the reading material, and evaluate the whole process of reading extensively. The effectiveness of this final stage of the extensive reading process became evident after examining the following data:

“reportar la lectura me pareció muy importante porque primero era bueno que el profesor conociera la opinión de nosotros en cuanto a las actividades que realizamos, y también porque uno mismo analizaba la manera cómo iba avanzando en el proceso.”

ERI2-I2P4

“A mí me gusto la actividad de hacer el poster porque la gente le puede preguntar a uno y uno decir lo que se acuerda”

ERI2-I2P2

“An interesting fact that emerged from this session (the last session of the process in which learners reported what they read) was that those learners who joined the course after the diagnosis stage were less aware of the objectives of reading extensively and therefore their participation was rather poor”

DRJV1 –P6

The students expressed that this activity helped them with their use of the language because they had to talk and tell what they read and what they remembered from the book. The participants also had to answer the questions of other partners, making them use the language as well as making them remember what the book was about and some particular parts of the story they read and could recall. Another important issue that emerged during this last part of the project and that was expressed by the facilitator in his reflective journal was that

those who did not participate in the whole process proposed in this project, had a lower performance compared with the majority of the students who participated. Those students showed less interest in reading for pleasure and in the activities carried out with the books they personally chose, therefore their performance in the last activity, that was cumulative in terms of language and content related to the book, were low.

Bamford and Day (2004) support the idea of having a logical sequence of activities to develop an extensive reading project since those ordered activities help the teachers to introduce extensive reading to the students as well as presenting them suitable material. The logical sequence of activities also help the students with their development of language skills such as for instance oral fluency, writing and reading skills and vocabulary. The sequence of activities that Bamford and Day recommend is starting with knowing the students' levels, having aims of the activities, preparing material, having a guide on what to do (with teachers' modeling), considering ethics (copyright if the activities are taken from different resources) and finally evaluating the students' performances.

Davis (1995) conducted a study related to extensive reading projects in Singapore and Cameroon with different students at different levels. The two studies were successful in terms of reading and language gains, partly because the whole project had a logical sequence of activities. Davis study had a sequence of activities similar to what Bamford and Day recommend and to what we implemented in our study. All these principles were taken into account in order to

develop our program of extensive reading in the public university of Pereira, from find your level to reporting the reading (see appendixes 2 to 8)

3.2 Giving the students the correct material is one of the key aspects in developing a successful extensive reading project

After the researchers knew what the levels of all the students that were part of this research project were, the next step taken by the researchers was to give the students a selection of books that were suited for their proficiency level in the foreign language. In order to do that the facilitator chose the graded readers available at the university in which the project was being carried out. The collection of graded readers helped the students to meet two objectives; firstly they were able to find a book that interested them, and secondly they found books that helped them to build new vocabulary and use the lexicon they already had.

“Los ‘graded readers’ se deben usar porque están adaptados a uno como estudiante iniciando el proceso de aprendizaje en inglés”

ERI-I2P3

The data collected in that interview from the participant number three of the research project shows the importance of having graded readers that are suited for the students at a particular level of proficiency in the foreign language. If the book chosen by the books given by the facilitator are in a lower grade of proficiency, the students will not be challenged by the book and they would not enhance their lexicon, therefore one of the main objectives of reading would not be achieved

which is learning new vocabulary. This goes in accordance to what Dawson (2000) says to be one of the main objectives of the penguin readers which is providing the students with the appropriate amount of vocabulary in order to give extension to the language being learnt. This participant also claimed in another part of the same interview that he would recommend the book because it contained literature that is different, literature from the United States and that is important for him because he likes the American culture. That is important because it might psychologically involve the student in the reading and that is an important aspect of reading, that the students are involved and challenged by the reading. Another important aspect of the graded readers is that those books have language that is repeated constantly, as one of the participants noted when she claimed:

“A medida que las palabras se iban repitiendo en el libro uno diario repitiendo lo mismo se le iba como quedando a uno y eso es bueno porque a uno se le van quedando mas palabras a medida que va pasando el libro”

ERI-I2P4

In this particular answer is possible to infer that the participant found that, one of the main benefits of reading from a graded book is that those books repeat the new vocabulary several times. According to Wodinsky and Nation (1988) one of the main aspects of the graded readers is that those books are intended to help the learners to learn new vocabulary by avoiding using too many new words and difficult structures. And in order to meet those particular aspects the books should

repeat the same words several times. The repetition is according to Moore (2011) the heart of learning the new language, she said that repetition in context and repetition in a written form is an important resource that may help us to appreciate how the novice user of the language interacts. Those authors showed the importance of having reading material that makes the students repeat the new language as well as making them practice the vocabulary and grammatical structures that they already knew. The graded readers also helped the students to read more in the foreign language as they claimed that:

“Desde que empecé a leer yo me motive mucho mas a leer libros en inglés porque yo siento que aprendí mucho con eso y siento que puedo seguir aprendiendo mucho mas”

ERI-I2P3

This participant, after finishing his participation in the extensive reading project, manifested that reading from that particular material, in this case the graded readers, helped him develop his language skills as well as his enthusiasm towards reading in the foreign language. This participant, as it was observed by the observer of this project, during the early stages of the projects was reluctant to participate in class; he seemed to be timid and also not interested in what the teacher was saying. By the end of the project, his behavior in the class was different, he participated more in the classes and also paid more attention to what the teacher was explaining. This behavior showed that reading graded readers

helped the students to develop their language skills along with some psychological issues regarding the use of the foreign language. According to what was explored in this finding (3.2), the material used during the project (graded readers) is a tool to help the students to develop their language skills in three basic ways which are presenting the students new vocabulary, making them repeat the vocabulary learnt and finally by giving them the skills necessary to use the language with more confidence. Those statements are supported by different authors that recognized the impact of using graded readers in extensive reading projects.

The graded readers help the students to build up their vocabulary because the graded readers have vocabulary that meets the needs of students at different levels of proficiency. In a study conducted by Wodinsky and Nation (1988) it was evidenced that the students that used graded readers had the opportunity to learn and practice the words necessary to know in order to achieve a certain level of proficiency. For instance they found out that from a graded book with approximately twenty two thousand words, the students had the possibility to learn and practice about eight hundred of the one-thousand words that they should learn in order to move to another level of proficiency. This study shows the potential benefits of using graded readers with learners of a foreign language. Another important aspect of the use of graded readers is the repetition of the words that the students had learnt. That is supported by Nation and Wang (1999) when they claimed that the use of graded readers can help the students to enhance their vocabulary as they have great opportunities to learn and repeat new vocabulary.

Although one book can help the students to develop their language skills, Nation and Wang (1999) also claimed that in order to move from one level of proficiency to another, the students should read at least five books in order to have the chance to repeat the new vocabulary and internalize it. In order to partially overcome that issue, the reading of the books was complemented with different activities that made the students participate and interact with the language. Finally, reading graded readers enhances the students' motivation to read and to learn the foreign language. According to Dawson (2000) the students use the language more comfortably because the use of graded readers help the students by giving them a psychological encouragement to continue reading as the students can read, understand and apply the new language therefore they feel confident about the use of the new language, as well as with a better self-image of them as foreign language learners. To conclude, it was correct from the researchers to have chosen the graded readers since they gave the students the possibility to improve several aspects of their language skills as learners and users of the foreign language.

Research and pedagogical implications

During this research process, several findings came out and were described and analyzed in depth, but there were also several ideas that were not discussed thoroughly in this paper. In order to overcome that issue we believe is worth mentioning them, for our colleagues to have a basis on what to look for next in their extensive reading programs as well as extensive reading further research.

During the data collection process, we encountered some issues that should be considered by those who want to apply an extensive reading research. The first insight that we encountered during the data collection process, and that fortunately we addressed on time, was that the use of the foreign language may be counterproductive in interviews and questionnaires. Alterman (2013) considers that one of the main characteristics of a good questionnaire is the use of language that is clear as well as avoiding as much as possible the use of jargon. We consider that one barrier that impedes the students to tell their beliefs and opinions of a given issue, is the use of a language with which they are not completely familiar. So it is important to collect data from the students in the language with which they are more comfortable, their mother tongue if possible. During a research process that involves teaching and collecting data from the classes and from the students, is important for the teacher to have a partner in research that helps him/her with the collection of behaviors in the classroom. It is important in order to avoid being distracted from the class by collecting data, as well as forgetting data in case that the teacher decides to write his/her insights after class.

The first and we believe is the most important issue, is that we did not consider in depth the use of the reading material. We chose the graded readers as according to Nation and Wang (1999) those books help the students to receive input that is easy for them to internalize and that across the books is repeated several times. Those graded readers also help the teachers to ease their load of choosing a book for the students since they had a proficiency level that increases as the students' vocabulary and linguistic abilities in general increase so that is not necessary for the teacher to choose from a wide variety of books to present to the students. It seemed to be the ideal material to conduct an extensive reading project, but according to what most of the participants of the study claimed it was not the case since they, as most students from the given context, do not enjoy or do not have time to read books as a leisure activity (pleasure reading). The students said that the graded readers were good for them in terms of ease to work and to learn new vocabulary, but in terms of raising their interest in reading they were not the best choice. Further research should be done on how the students respond and what they learn when they are exposed to authentic material related to, for instance, their subject of interest in their field of study.

Another issue that we encountered was that the students did not have enough time to completely read the books they chose. Most of the students said that in order to read the material they had to read in their careers, read the book they chose, look for unknown words and understand the book, it was necessary for the teacher to give the students more time in class to read the books. Those

students seemed to enjoy reading in the foreign language, as they were psychologically encouraged by the use of new language learnt in the books and applied in the activities carried out by the teacher in the classroom. The problem was that they did not have enough time to read and by the time the last activity was to be carried out, at least half of the group of students in the class was carrying on the activity without thoroughly knowing what the book they read was about. It is important to give the students at least one hour of some classes for the students to catch up with the book and therefore finishing it on time. Having all of the students reading a whole book, even if it is a graded reader should be considered profitable for the students as well as the teacher.

Finally, for those who want to conduct an extensive reading program in Colombia, it is important to keep in mind that, according to studies carried by international organizations such as UNESCO (see page 15), Latin America is one of the regions where people reads the least, and that Colombia is one of the South American countries that reads less books per person; the main reason for this to happen was reported to have been the lack of interest. Learners' motivation and interest for reading should be the first area to tackle. is also important, according to what we experienced with our students, that the teachers try to make the students read with short books or with articles at first, and then start to increase the length and complexity of the material that the students are going to read.

Extensive reading in a foreign language is a process that is starting to develop in this country and should be addressed, keeping in mind that the students will not start to enjoy reading right away and they need time to accommodate and become familiar and comfortable with the material that is in another language.

Limitations of the study

This project related to extensive reading had several results; some of them were conducive to learn and to perform further research, whilst others were not appropriate for this study and possibly for other studies. We collected data that allowed us to have a better understanding on how the students from the given context and settings read and respond towards certain written material. We also disclosed that in order to have a successful project of extensive reading, it is important for the facilitator to have certain abilities that help him/her to raise the students' interest in reading for pleasure. But the extensive reading did not come without its problems; several issues arose during the implementation of this project; such as, limitations from the data collected as it came from a case study, the materials used during the project, the time given to execute a project that is related to reading in general in their lives and also the limitation of the impossibility of knowing the continuity of the project in further stages of the learning process of the students.

The first issue that we encountered is related to the way in which the study was addressed. As it was earlier explained in the methodology, in order to obtain the information necessary to construct the findings, we considered it was necessary to carry out a case study. Case study as explained before in the methodology, is used in order to collect information from individuals, which means that the information gathered only expresses the opinions from a certain group. The group chosen was formed by asking which students wanted to participate and

then selecting four students at random. This methodology allowed us to gather information from different students and exploring in depth their thoughts and believes. The problem was that the information gathered does not express the opinion of all the students of the university as some might perceive the reading differently, besides, most of the other students from different levels of English are not in contact with the foreign language written materials that we gave to our students.

Another arising issue that we encountered during the implementation of this project was the exclusive use of graded readers. As it was expressed by the students, graded readers were good for their development of the language as they encountered several words repeated in various occasions. But the problem was the lack of variety of topics, as they considered that the graded readers to be books related to fictional stories and they wanted, besides those fictional stories, real stories, news from different newspapers available in other countries, and even academic papers that could allow them to be in contact with more realistic language. The use of that type of material was not possible due to another arising problem, the lack of time.

The third limitation of the study is the lack of time. The activities before and after reading took 4 weeks in which the students were to read a graded book of their level, report it to their partners and then give their opinions regarding that particular book. As stated by Bamford and Day (2008), extensive reading is more efficient when reading is constant and abundant, and due to the students' lack of

time outside the university, they only had the opportunity to read a single book per level of English. This was the main reason why the students were not exposed to different materials, because of the lack of time available for the students and the teacher to read and report new material. It might be addressed in the following course, but as it is not certain for the teacher in charge to have the next course, the continuity of the program of extensive reading is not guaranteed.

The final limitation is the impossibility to know whether or not the extensive reading activities are going to be carried out in the next level by the next practitioner. The students from this study were with the teacher and the researcher for two levels in learning the foreign language at the aforementioned university. At those two levels, the students learned English, among other tools, by being exposed to the foreign language using graded books that allowed them to practice the language. The issue is that the students are not certain to have a teacher in the following level, which is aware of the importance of extensive reading for learning the foreign language.

Conclusions

According to Harmer (2001) reading has two main purposes which are instrumental and pleasurable purposes. In this study, the focus of attention was the pleasurable reading or extensive reading. The main issue with this approach is that in the setting mentioned before (see page 41) where the study took place, people usually do not read for pleasure either because they do not have time or the will to do so. This study was addressed as a case study so that we could, to a certain degree, help the students to have appropriate means to read and enjoy the reading and at the same time learning the foreign language. The actions taken in this study were conducive to assist us to perceive what the students thought of reading for pleasure during the whole project, as well as the impact of those activities in the students' language and strategies to read. Those questions and their answers were the basis of our findings that have an important impact on the manner in which extensive reading will be addressed in the future by us and by our colleagues.

Implementing this project showed us that in accordance to what we expected, there was a significant gain in the students' language as well as their reading strategies that, according to what we found, are useful for the students to read in the foreign language as well as in their native language. The participants of this study evidenced and claimed an improvement in their spoken discourse as the activities carried out, related to extensive reading, promoted the use of the language while the students talked about the plot of the books chosen by them.

The actions taken throughout this study were also utile for the students to develop and practice reading strategies in both languages (Spanish and English) this was evidenced by the learners who claimed and applied several reading strategies that were not taught in the classroom explicitly by the teacher. This finding should be taken into account by all the people intending to start an extensive reading project, it is important in some occasions to allow the students to have enough time, not only to read but also to discover how to do it properly and with the strategies that work best for any of the students. Reading at least one small book, in the context of a public university in Pereira, should be taken as an important step towards reading extensively and towards learning a new language as reading extensively has proven its usefulness in the students' lexicon.

While the students read a book in a foreign language they not only learn from the story from the book, they also have an important enhancement in their lexicon and on their language skills in general. The students who read the books thoroughly in this study showed an increased understanding and fluency in the foreign language that they were learning at the time the study was carried out. This happens because those students who read graded readers have the opportunity to encounter new words and repeat them several times throughout the book. But an extensive reading project is not exclusively reading a book; it also involves using other activities proposed by the teacher in order to check understanding of the book, as well as language gains. In order to achieve that goal, the teacher implemented several activities that granted him the possibility of checking

understanding of the book and the students' use of the language; those activities also permitted the students to practice the new vocabulary by listening to their partners as well as speaking in front of them. Those steps would have been impossible to carry out if the activities were not presented properly and with the proper material for the students to practice the language.

The use of graded reader, to a certain degree, was one of the key aspects of developing this study. The students claimed that these books were entertaining and complex yet easy to read and understand, showing that the correct book is a key aspect of reading extensively. The graded readers and the activities carried out by the teacher during the classes related to the project, allowed the students to practice and internalize the new vocabulary. But this process did not happen without a careful planning by the researchers. Several ideas were put into action while piloting the project, some were discarded and others were kept. According to what we found, the students who did not attend one or more of the activities proposed showed less understanding on the book and the importance of reading and learning a new language. So it is important for the future researchers to remember that, extensive reading is a continuous process with a logical sequence that should be respected to a maximum extent. It is also important to take into account the students needs regarding what to read, when to read, and how to do it properly. To achieve that particular intent, the materials, activities, books and time given to read should be taken into account before starting the actual project.

All of these findings, limitations, and implications were written after a broad analysis of the data collected and an exhaustive inspection of the theory from different sources. All of this effort was made in order to provide our readers with state-of-the-art evidence on the importance, the impact and the best way to implement an auspicious extensive reading project. To meet those requirements, an extensive reading project should be both successful in conceding the students the opportunity to read and develop a taste for reading, as well as mastering the target language in which the pedagogue is focusing his/her attention.

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Appendices

Appendix 1

Lesson Plan

Teacher: <i>Andres Felipe Cuervo</i>	Classroom: Y309	Date And time: <i>May the 22nd 2013 6:00 pm</i>
Course: English 12-02	Number of hours: 2	Expected Number of Students: 22

Context: Exchanging reading experiences – giving opinions and making one’s point in a debate

Teaching Aids and materials: Worksheets, books, laptop and speakers.

Learning aims: At the end of the lesson learners will be able to use expressions to give opinions and making one’s point on debates; they will also get to know books their classmates are reading.

Linguistic aim	Sociolinguistic aim	Pragmatic aim
Using fixed expressions to make one’s point in debates (the point I’m trying to make is that, if you ask me, what really worries me is that, etc)	Fostering the use of expressions of politeness to make one’s point in debates	Promoting the use of turn taking in debates. Providing coherent support on opinions when making one’s point

Activity	Procedure	Aim	Timing	Int.	Comments
Warm up	<p>The teacher holds a book he has been reading and shows it to the class, and then he says the title and asks them what they think the book is about.</p> <p>Then the teacher tells the learners about what he has read already. And asks them to predict what could happen later in the book.</p>	Modeling the activity and fostering the use of L2	6:00- 6:15 pm	T-Ls	a good chance to teach the expression “don’t judge a book by its cover”
ER activity “I’ve been reading a book	<p>Learners are given some instructions about carrying out the ER activity called “I’ve been reading a book”</p> <p>The instructions are the following,</p> <p>Learners are asked to make groups of 4 learners.</p> <p>They take out their graded readers and show the covers. Learners guess (using the covers) what the book is about. Learners complete a format with what they say (the format is divided into three columns - my classmates guesses, what has been read, and what we think could happen in the rest of the story.</p> <p>Learners share their guesses about their books, what they have read and what they think will happen later in the book.</p> <p>They must complete the forma they were given and share some information at the end of the activity. Some students are asked to tell the whole</p>	Reporting the reading learners have been doing lately, getting to know other titles for future reading and provoking interest for learners to read the rest of their books.	6:30 – 7:00 pm	Ls-Ls	There is an observer checking students reactions, interaction, use of the target language and

	class which books they felt more interested about and why they felt so interested.				
Introducing new language	Learners are asked to say what they think about the following statement which will be written on the board “fast food is bad for you, so we should pay more tax on it” Learners say what they think	Warming up and introducing the language function to be addressed (making one’s point in a debate)	7:00-7:20 pm	T-Ls	
Making your point	Listening: Learners listen to three people debating on the issue of fast food and paying taxes for it. They are asked to say what the position of the people is In de debate they hold (for, against, or undecided)	Introducing new language, promoting top down processing for listening	7:00 - 7:15 pm	T-Ls	
Vocabulary	Key fixed expressions for giving opinions and making one’s point is presented to the learners using a worksheet with charts to sort the vocabulary out	Interacting with the new language by carrying out sorting and matching activities.	7:15-7:30 pm		
Speaking-debate	Learners are asked to make groups of 4 students for debating on a series of topics listed by the teacher on the board (students’ strikes at the campus, violent TV programs, etc) and designate a moderator who will be in charge of giving the turns for speaking as well as contributing his/her own thoughts . The parameters for the debate include using tactful, polite language and respect for peers’ opinions. One learners will be for and other against; the remaining student will be undecided at the beginning and will decided for one of the sides. At the end of the debate learners say whether they remain in their initial positions on the debate or if they changed their mind.	using the language introduced in previous stages	7.30-8:00 pm		(monitor the groups and help learners with the language and organizing their



Find your level

Title of the book: Crime and Punishment

Author: Fyodor Dostoevsky

Level: Advanced (Penguin readers 6)

Chapter 1 The Crime

One hot evening early in July, a worried-looking young man walked out of the small room he rented in a large five-storey house in one of the poorest sections of St Petersburg. He hurried down the stairs and past his landlady's open door, feeling fortunate to reach the street without attracting her attention since he owed her money.

The young man, Rodion Romanovitch Raskolnikoff, had not been the victim of great misfortune or tragedy, although his appearance might lead the observer to that conclusion. Instead, his suffering was the result of a state of nervous depression which had caused him to abandon his university studies, his work, and society in general. He spent his days shut away in his tiny room, avoiding not only his landlady, but every human face.

'Why should I be worried about such insignificant concerns as paying the rent or facing my landlady's anger when I'm plotting something extraordinary?' thought Raskolnikoff with a strange smile. 'What do I have to fear from everyday life?' He turned in the direction of the Haymarket, a neighbourhood at the heart of St Petersburg occupied by the struggling lower classes.

Raskolnikoff felt disgusted by the sights and smells around him: men drunk outside cheap taverns, prostitutes waiting on street corners, young children running wild. He fitted into this crowd because, like most people here, he was poorly dressed and appeared to need a good meal. A closer look at the young man, though, revealed a handsome, intelligent face with fine dark eyes and thick dark brown hair. He was also above average in height, with a thin but strong body.

Suddenly he heard a loud voice shout, 'Look at the gentleman in the fine top hat! Who does he think he is?'

Raskolnikoff quickly removed his hat and examined it. It had

How many words or passages have you circled?

Write the number here: _____

What level should you be reading?

If you circled 0 words, this level may be too easy for you. Try the level above this one.

If you circled 1–4 words, this level may be right for you. Try another sample to be sure.

If you circled 5 words or more, this level may be too hard for you. Try the level below this one.

Student's name: _____

Appendix



Find your level

Title of the book: Crime and Punishment

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Chapter 1 The Crime

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1

How many words or passages have you circled?

Write the number here: _____

What level should you be reading?

If you circled 0 words, this level may be too easy for you. Try the level above this one.

If you circled 1–4 words, this level may be right for you. Try another sample to be sure.

If you circled 5 words or more, this level may be too hard for you. Try the level below this one.

Student's name: _____

Appendix 3

Blurbs student A

A. _____

There is a strange men's club in New York where all the members tell each other stories and where no-one looks older, no matter how many years have passed. One night a doctor tells the story of a young woman who gives birth to a baby in the most horrible way.

B. _____

It is the year AF 632 and the breeding and conditioning of humans by scientific methods have created worldwide stability and happiness. Or have they? John brings passion to the New World and the values of the New World are thrown into perspective.

C. _____

A poor law student decided to kill an old woman and steal from her. As the student struggles with his conscience over what he has done, can he keep his wits about him and avoid discovery?

D. _____

Four young boys go to look for a friend who has disappeared. They think he must be dead. As they search they discover how cruel the world can be. However, they also discover some of the world's secret wonders.

E. _____

Bathsheba Everdene is a beautiful young woman. Three men say they love her but she marries the wrong one. This tragic story takes place in the beautiful countryside of the south of England

F. _____

One day a mysterious stranger wearing a long coat and gloves, head covered with bandages and his eyes hidden behind dark glasses, arrives in the quiet village of Aping.

Blurbs student B

A. _____

When Will Freeman looks for romance he finds a very different kind of relationship. Nick Horbys's amusing portrayal of Will's Friendship with an unusual twelve-year-old boy is a modern classic

B. _____

Four of the English writer's finest works, among them "The Sphinx Without a Secret," "The Model Millionaire," "Lord Arthur Savile's Crime," and the title story, a delightful tale of a 300-year-old ghost who fails to intimidate the newest...

C. _____

Crazy General Ripper has sent his planes to destroy the USSR, and nobody knows how to stop them. A humorous story with unforgettable characters, but also a frightening warning that nuclear war might start by mistake. Dr Strangelove is an extraordinary film directed by Stanley Kubrick

D. _____

This book is the life story and family history of Adeline Yen Mah. Adeline was born in China at a time of great change and trouble. At the same time, she suffered terrible unkindness from the members of her own family.

E. _____

It is the summer of 1900 and Leo is staying with his friend Marcus. Leo likes Marcus's beautiful older sister, Marian very much. He becomes a secret messenger for her and a local farmer. But when he realizes what the messages they send each other are about, he is shocked and confused.

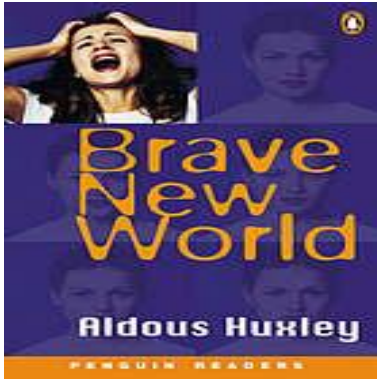
F. _____

Anybody who is anybody wants to be seen at the glittering parties at Gatsby's manion near New York City. But behind the glamorous facade lie mystery and tragedy. This masterpiece by F.Scott Fitzgerald was also made into a stylish film starring Robert

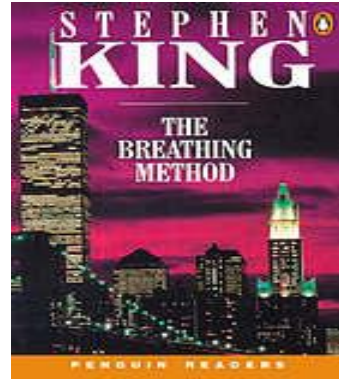
Titles

Match the following titles with the corresponding blurb. Write letter in front of the number.

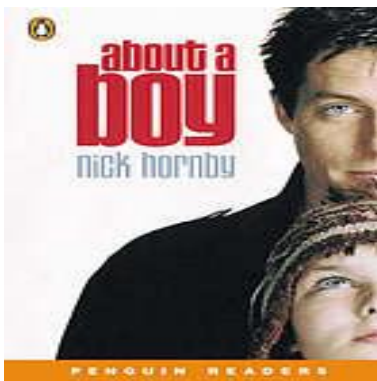
1 ____ Brave New World



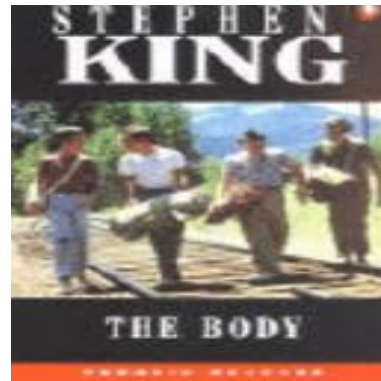
4 ____ The Breathing Method



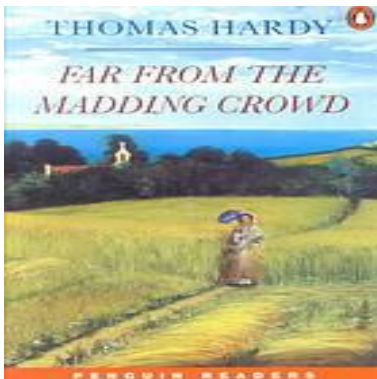
2 ____ About a boy



5 ____ The Body



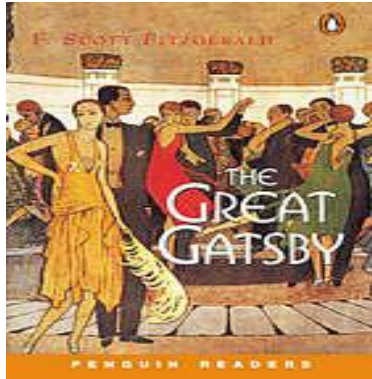
3 ____ Far from the Madding Crowd



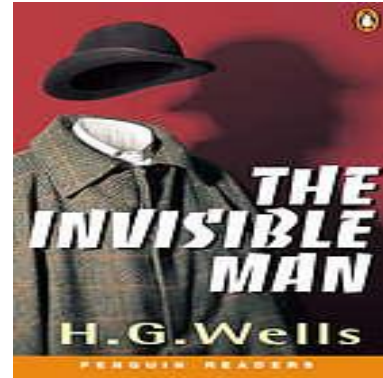
6 ____ Dr Strangelove



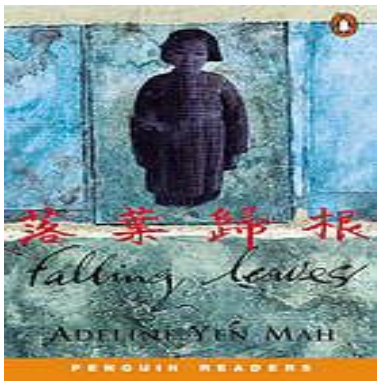
7 ____ The Great Gatsby



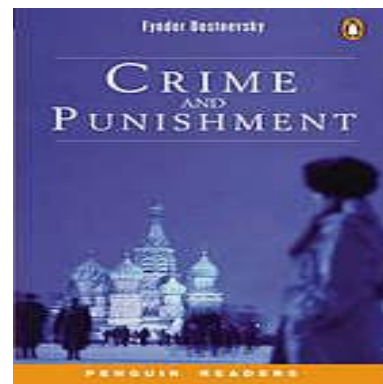
10 ____ The Invisible Man



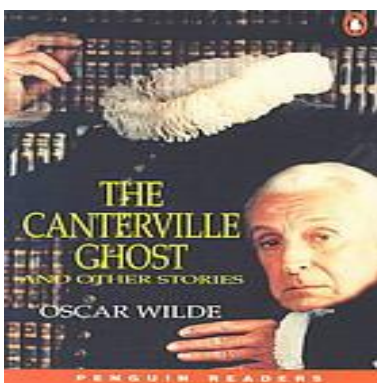
8 ____ Falling Leaves



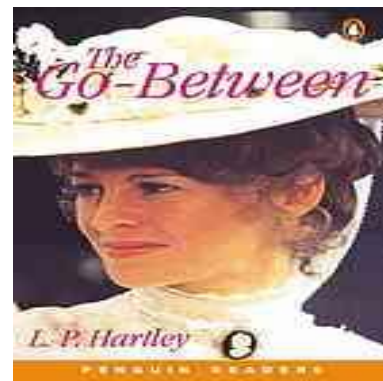
11 ____ Crime and Punishment



9 ____ The Canterville Ghost



12 ____ The Go-Between



Appendix 4

<https://www.facebook.com/pages/Readers/208859075905429>

The screenshot shows the top portion of the Readers Facebook page. At the top, there is a banner image of a library with a text box that says "Readers está en Facebook. Para conectarte con Readers, crea una cuenta en Facebook." with "Regístrate" and "Iniciar Sesión" buttons. Below this is the Readers profile picture (a stylized 'ER' logo) and the name "Readers" with the tagline "A 100 personas les gusta esta página · 7 personas están hablando sobre esto". The page is categorized as "Librería" with the website "http://andrealteaching.wordpress.com". It shows 105 likes and a "Me gusta" button. The main content area features a post from February 22, 2013, titled "Elementary - Lower-Intermediate (43 fotos) level 2" with a book cover for "Twenty Thousand Leagues Under the Sea" by Jules Verne. To the right, there are sections for "Publicaciones recientes de otras personas en Readers" (one post by Garry Phillips) and "Readers compartió un enlace" (a link to the ER Foundation Channel).

This screenshot shows a specific Facebook post from the Readers page. The post is dated February 7, 2013, and is for "Level: 4". The author is listed as "Janet McAlpin Michael Crichton". The text of the post reads: "It is six years since the disaster at Jurassic Park and the park is now closed, the island deserted and the dinosaurs destroyed. However, there are rumours that something has survived on another island. Could the nightmare be beginning again?". Below the text, there are three comments from users: Jely Valdez, Juan Felipe Robledo, and Ken Luis Bello. The first comment says "Angel Andres Montenegro Valdez I liked this book because the story is very different that the movie. The book showed the mean of the name of some dinosaurs and was a great story of action and adventure. I recommend you the book for searching at the differences with the movie." The second comment says "Juan Felipe Robledo This book is very entertaining, since capturing the reader's attention with its content based on the suspense. In my opinion is a great book with a great story, much more interesting than the story of the movie, since I love dinosaurs and specifically the velociraptor, and in the book the velociraptor are the main threats."

Appendix 5

Name: _____



Every time I read (monitoring reading).

Use this format to register the information required every time you read a portion of the book you selected.

Date and time	Number of hours/minutes I spent reading	Number of pages	Something I liked / didn't like ³	Something I didn't understand quite well	Comments ⁴

³ It could be about the book or the mere exercise of Reading.

⁴ Anything you want to state regarding the book, your feelings, the conditions in which the Reading took place, the effectiveness of the time you spent, something you learn, a question that emerged, or any other issue related to the exercise of reading.

Appendix 6

I have been Reading a book!

About my book: Title _____

student's name _____

What I have read:

My guesses for the rest:



About my classmates' books

Title of the book	Guesses (of all in the group)	What has been read	Predictions for the rest (by all in the group)

Appendix 7



The title of the book I read is _____ Student's name _____

I read this book because _____

I liked / didn't like the book because _____

Do you consider that reading books in English is a significant English activity? Explain: _____

Now get together with 3 more students and collect the information you need to fill in the chart below. Ask the questions in the head rows below and as many

Title	Who read the book?	Why did he/she choose it?	What is the book about?	Did he/she like the book? Why?	Does he/she consider reading the book was a significant English activity? Why?

follow-up questions as necessary to get the information. Summarize your classmates' answers when writing in the chart

Some follow up questions you might want to ask

Did you feel identified with any of the characters. Why? - Would you have changed anything about the book? What? Why? – Would you recommend the book?

Appendix 8

Descriptive/Reflective Journal – Note taking chart. (based on theory from Burns – 2010)

Stage	Description	My perceptions/reactions	Learners' reactions.	Reflections	My interpretations.
Presentation (of the activity, be more specific,)					
Giving instructions?					
Engagement?					
Learners carrying out the activity Interaction? Learners' asking questions?					
Monitoring the activity.					
Concluding te activity					
Other arising stages or events					

What would we change, include, or omit for the next activity?

Dynamic Reflection

Reflection on practice
Reflection on believes.

Reflecting on research process.
Reflecting on feelings and experiences.

Appendix 9



MY opinions about the ER activities.

Use this format to give your opinions on the different ER (extensive reading)

Activity	My opinión ⁵
Find your level : Reading extracts from different graded books and levels from the penguin readers collection and determining one's appropriate level	
Rating blurbs : Reading blurbs in a Facebook page and stating one's preference by clicking the "like" option on the blurb	
Blurb and title match : reading a selection of blurbs in pairs and matching their titles with the ones provided in a list	
Oral reading report : Reporting generally about the graded book you read and collecting information from your classmates' reports in a chart.	
Every time I read : A format for monitoring the reading you do every time you set yourself to read a portion of the assigned book.	
Reading Gallery : A poster presentation and oral book report in which half of the class takes the role of the presenters and the rest take the role of the audience.	

activities you have carried out.

⁵ Make sure to state whether you considered the activity was meaningful for you or not and explain why. You could also mention if you had any particular difficulty to carry out the activity. Finally, apart from your personal opinions, you may want to mention how the activity could be improved.

Appendix 10

Cuestionario guiado – evaluación de las actividades – Reporte oral

Reflexiona	selecciona	Argumenta
Comprendí completamente las instrucciones para esta actividad y su propósito?	Si : ___ No: ___	Explica
Me sentí motivado y comprometido cuando el profesor presentó la actividad?	Si : ___ No: ___	Explica
Trabajé con compromiso durante la actividad?	Si : ___ No: ___	Explica
Tuve algún inconveniente?	Si : ___ No: ___	Explica
Cuales fueron mis percepciones y/o opiniones acerca de la actividad?	Positivas: ___ Negativas: ___	Explica
Cuales fueron mis percepciones y/o opiniones acerca de las acciones del profesor?	Positivas: ___ Negativas : ___	Explica:
¿Fue la interacción con mis compañeros efectiva durante la actividad?	Si : ___ No: ___	Explica:
¿Mi uso de la lengua Inglesa fue promovido por actividad?	Si : ___ No: ___	Explica:
¿La presentación del material fue atractiva y me ayudo a desarrollar la actividad satisfactoriamente?	Si : ___ No: ___	Explica:
¿Cambiaría algo acerca de la actividad?	Si : ___ No: ___	¿Qué? ¿Por qué?

Appendix 11



Descriptive – Reflective teacher’s journal

Entry N 3

Date: May the 22nd (monitoring the reading)

Description

Before this session took place, learners were asked to start reading a new book. They had already read the synopsis of some new titles a week before through the activity called “blurb and title match.” Nevertheless, before selecting a new book, they had the chance to read blurbs of more titles in the facebook page (<https://www.facebook.com/pages/Readers/208859075905429>) that was created especially for this purpose.

By the 22nd of May learners were supposed to have read a part of the book (they weren’t told about a precise amount of reading, two or three chapters, or anything they could. They weren’t supposed to read the complete book.

The first relevant issue to mention is the fact that some of the learners just checked the books out of the library before coming to class and had not read anything. I had to make a decision on the spot and give 30 minutes of the class for learners to read and then participate of the activity. After having read the books for about 30 minutes, I decided to present the activity that I called “I have been reading a book.” I started by modeling the activity; I showed the cover of a book I had been reading “Animal farm” and asked the learners to make guesses about the plot of the book. The image in the cover is one of a pig in a close in shot which resulted very funny for the learners and guesses flowed immediately. After they had made some guesses, I told them what I had read up until that moment and asked them about what they thought the end of the book could be like. Again, some predictions emerged though not as many as the guesses in the first part of the activity. One I had modeled the activity I told them to do the same in groups of four. I gave them a format for note-taking what they elicited from the partners (they were asked to do the same I modeled at the beginning of the session with my book and take notes about their partners’.) The learners were asked to talk about the books they had been reading and I noticed they started to make predictions about what their partners’ books were about and what they could find later in the books they were reading. We, the assistant researcher and I, had decided to group the participants to focus on their reactions and performance easily. It was also evident that the learners were eager to know what would happen in the story during their forthcoming reading. It was nice to see that the activity served as a source of motivation to continue reading.

After observing different aspects of the lesson such as the learners reactions to my actions when I presented the activity, gave the instructions and monitored their work, as well as learners’ motivation, engagement, and performance while carrying out the activity using a format for describing and reflecting on these events (Descriptive-reflective journal – note-taking chart), I Will move on to the reflection session.

Reflection section

Reflection on practice

I definitely noticed a relevant change in the way the activity was presented and now it was the product of decisions made after the first session of reflection based on the data collected from the observer, the learners and the in-service teacher. This time the activity was modeled before presenting the instructions and learners' attention was gained. The way of providing instructions was also affected by the action research process; this time, the register of the teacher was more adjusted and learners seemed to be more confident when listening to the instructions and when starting the activity.

Reflection on research process

In spite of having grouped the participants for the activity, I didn't necessarily focus my attention on them. I think I just couldn't help sticking to my main role of facilitator; I monitored the whole class and was more concerned on my performance than on the participants.

Reflection on beliefs

When I first became interested in E.R, I learnt that in order to establish an ER program one has to be a good model of a reader. During this activity, I realized that this principle stated by Bamford and Day on their books about extensive reading is as important as the ones that rely on the material or the activities. Modeling the activity and participating actively on the process of reading gave certain credibility to my role of facilitator conducting an ER activity and learners were more committed to participate. Personally I think it is a principle of leadership.

Reflection on feelings and experiences

Noticing changes on my learners' attitudes and commitment left me a great feeling of achievement and progress on the action research cycle and motivated me to overcome it once again to continue growing.

Appendix 12

Observation Format for Extensive Reading Activities in the Classroom (v3)

Date: MAY 22ND- 2013

Name of the Observer: Sebastian Davila

Observed Teacher: Andres Cuervo

Purpose of the activity (ies):

About the class events and activity (ies)

Teachers' actions	general responses to Teacher's actions	Specific reactions towards the teacher's actions				Patterns of interaction	Researcher's comments
		Participant 1	Participant 2	Participant 3	Participant 4		

About the learners

	Scale	Comments (evidence from each participant)			
Engagement in the activities	Very poor ____ Average ____ Fully engaged ____				
Use of L1	Never ____ sometimes ____ All the time ____				
Reactions towards the material	Positive ____ Negative ____				
Other arising relevant issues					

About the teacher

	Scale	Comments (evidence)			
Giving instructions	Very poor ____ Average ____ Above average ____ Excellent ____				
Use of L2	Affects the development of the activity ____ Doesn't affect the development of the activity ____				
Monitoring the learners	Effective ____ Not effective ____				
Other arising relevant issues					

Appendix 13

Analysis of data – Class 2 (may the 15th)

Instruments:

Questionnaires (GQEA –V1), observation format (OFERA – V2) and observation report, teacher’s log (DRJNTC- V1) teacher’s Journal (TJER-V1).

Reflections and conclusions from the research instruments

Teacher’s perspective	Observer’s perspective	Participants’ perspective
Reflection on practice		
Reflection on believes		
Reflection on feelings and experiences.		
Reflection on research process		

Decisions for the design of further activities and research methods and instruments (changes)

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-
-



Entrevistado: _____

Entrevistadores: Andrés Felipe Cuervo (AC) – Sebastián Dávila (SD)

Initial questions: (always accompanied by follow-up questions)

1. ¿Cuál es su opinión acerca de las actividades de lectura (Extensive Reading) en términos de relevancia para su proceso de aprendizaje de la lengua Inglesa?
2. ¿Cuánto tiempo invirtió en la lectura de cada libro que usted escogió?
3. ¿cree usted que haber leído en inglés durante este curso le sirvió para interesarse por la lectura en un idioma extranjero? Explique su respuesta.
4. ¿Qué impacto cree usted que las actividades con el material “Graded Readers” tuvo en el desarrollo del sus habilidades en lengua inglesa?
5. ¿recomendaría usted la lectura de este tipo de material a sus amigos que quieran aprender un nuevo idioma? ¿Por qué?
6. Desde que empezó a leer los libros para el curso, ¿empezó a leer otro material en inglés?
7. ¿Qué cambiaría usted de las actividades del curso? ¿Por qué?
 - a. Find your level (Reading level test)
 - b. Blurb and title match
 - c. Blurbs reviews on Facebook
 - d. Everytime i read
 - e. Reporting my Reading (oral report with a format)
8. El uso de actividades como las anteriormente mencionadas, ¿cree que ayudan a desarrollar en usted un mejor hábito de lectura? ¿Por qué?
9. ¿Qué otro tipo de actividades relacionadas a la lectura de material en Inglés le gustaría encontrar en los cursos de Ingles?
10. ¿cree que debería usarse otro tipo de material para desarrollar unos mejores hábitos de lectura? ¿Cuáles? ¿Por qué?
11. ¿Fueron sus hábitos de lectura transformados de alguna manera mediante la lectura de los libros “Penguin Readers”?
12. Como considera la instrucción y el acompañamiento del docente durante las actividades de lectura del material “Penguin readers”?

Appendix 15

Research Project Informed Consent

Promoting Extensive Reading through the Implementation of Extensive Reading Activities in the EFL⁶ Classroom.

Researchers: Andrés Felipe Cuervo Ramirez – Johan Sebastian Davila Burbano

Thesis advisor: Daniel Murcia Quintero.

Universidad Tecnológica de Pereira. Departamento de Humanidades. Telefono: 3137231

The pre-service teachers of the Licenciatura en lengua inglesa program (Andres Felipe Cuervo Ramirez and Sebastian Davila Burbano) of Universidad Tecnológica de Pereira are conducting research on the topic mentioned above.

- ⇒ The aims of this study are to explore the students' perceptions towards the implementation of extensive reading activities in the English as a foreign language classroom. The purpose of this study is to investigate the students' responses towards the implementation of extensive reading activities in their current English course (ILEX course XII-02)
- ⇒ If you agree to participate in this study you will be asked to complete an oral survey and be part of a focus group in which we will observe your development during a set of activities focused on extensive reading or reading for pleasure. The answers you give are going to be recorded and used as a mean to collect data for this study. The observations carried out during the classes will also provide data for our project.
- ⇒ Your participation in this research is voluntary and you can withdraw anytime. You do not have to give a reason to withdraw from the research, but you will have to complete the activities because they are part of the classes themselves. Before any final project is sent, we will let you know some of the findings we obtained and your comments will be welcomed, in order to correct mistakes or to add extra information.
- ⇒ When we report, we are going to ensure that you are not identified. No references with personal names will be used and only the two researchers will have access to the information gathered in this project.

Participant Consent

I agree to participate in this research project.

Signature _____ date _____

The ethical aspects of this study have been approved by the Licenciatura en lengua inglesa human research committee. If you have any complaints or observations you can contact the research area of the program by going to the faculty of Humanities and fine arts office H-411. Any complaint you make will be treated in confidence and investigated; you will be informed of the outcome.

Director of the program
Enrique Arias Castaño

Researchers
Signatures: _____ -- _____

Signatures: _____ -- _____

⁶ English as a Foreign language