# ÖZET

# İnternet Projeleri Şeklinde Uygulanan Yaygın Okuma Programlarının Yabancı Dilde Okuma Motivasyonu ve Dil Düzeyleri Üzerine Etkisi

# Münevver Büyükyazı

Bu çalışma yaygın okuma olarak internete dayalı okuma aktivitelerinin öğrencilerin ikinci dilde okuma motivasyonu ve dil düzeyleri üzerine olan etkilerini incelemektedir. Araştırma Celal Bayar Üniversitesi hazırlık sınıflarındaki 36 orta-alt düzey öğrenci ile gerçekleştirilmiştir. Geleneksel grup (GG) derecelendirilmiş kitaplardan oluşan bir yaygın okuma programı takip ederken, Internet grubu (IG) internet aktivitelerine (webquests) dayalı bir programı altı hafta süre ile uygulamıştır. Kontrol grubuna (KG) herhangi bir yaygın okuma programı verilmemiştir. Bu gruplara ikinci dilde okuma motivasyonu ve dil düzeyleri hakkında veri elde edebilmek için ön ve son testler verilmiştir. Ayrıca, deney grupları uygulamadan sonra görüşmeye alınmışlardır. Veriler SPSS (sürüm 9.0) programı ile analiz edilmiştir. Nitel verilerin çözümü ise betimleme analizi ile yapılmıştır. Çalışmanın sonunda, IG'nin dil yeterliliği sonuçları GG ve KG'den anlamlı olarak yüksek bulunmuştur. Üç grup ön ve son testleri arasındaki farklılıklar bakımından anlamlı olarak farklılık göstermiştir (p< 0.05). Grup içi karşılaştırması, deney gruplarının ikinci dilde okuma motivasyonunda anlamlı bir artış olduğunu göstermiştir (p< 0.01 ve p< 0.05, sırasıyla IG ve GG). Fakat, bu iki grup ikinci dilde okuma motivasyonu son-test sonuçları bakımından bir farklılık göstermemiştir. Deney gruplarının dil yeterliliği son-test sonuçları ve ikinci dilde okuma motivasyonu son-test sonuçları arasında anlamlı bir ilişki saptanmış (p< 0.01), fakat bu ilişki KG'nin aynı değişkenlerinde tespit edilememiştir. Görüşme analizinden elde edilen veriler ise deney gruplarının uygulanan programları sözcük dağarcığını geliştirme, okuma hızını, okuduğunu anlama, okuma motivasyonunu arttırma, anlama teknikleri geliştirme ve edinilen sözcükleri üretici becerilerde kullanma gibi pek çok bakımdan yararlı bulduklarını ortaya çıkarmıştır.

**Anahtar sözcükler:** webquestler, derecelendirilmiş kitaplar, dil yeterliliği, ikinci dilde okuma motivasyonu

# **ABSTRACT**

# The Effects of Web-based Reading Activities as Extensive Reading on the L2 Reading Motivation and Language Proficiency

# Münevver Büyükyazı

This study investigates the effects of web-based reading activities as extensive reading (ER) on the L2 reading motivation and language proficiency on learners. The research was conducted on 36 pre-intermediate level preparatory class students of Celal Bayar University. The Traditional Group (TG) followed an ER program via graded readers; the Internet Group (IG) followed a program of web-based activities (webquests) for six weeks. The control Group (CG) received no ER. These groups were given pre- and post-tests to elicit data on L2 reading motivation and language proficiency. The learners in the experimental groups were also given an interview after the treatment. Quantitative data was analyzed using SPSS program; qualitative data was analyzed descriptively. The proficiency post-test scores of the IG showed a significant difference from those of the TG and the CG. The three groups also showed a significant difference from each other in terms of the differences obtained from their pre- and post-test proficiency scores (p< 0.05). Within-group comparisons of the experimental groups revealed a significant difference in their L2 reading motivation (p< 0.01 and p< 0.05 for the IG and TG, respectively). However, they were not different from each other in terms of their L2 reading motivation post-test scores. There was also a positive correlation between the post-test proficiency and L2 reading motivation scores of the experimental groups (p< 0.01), which was not the case in the CG. The analysis of the interview revealed that the learners in the experimental groups found the programs beneficial from many respects such as an increase in their vocabulary storage, reading speed, reading comprehension, motivation in reading in English, developing some comprehension techniques, and transferring the vocabulary items gained through ER to the productive skills.

**Key Words:** Webquests, graded readers, language proficiency, L2 reading motivation

# **CHAPTER I**

# INTRODUCTION

# **Background of the Problem**

## **Definition of Reading**

Reading means to apprehend the meaning, to understand what is written more than simply decode symbols (letters). The reading process thus requires an analysis about the context that surrounds the text. Penny Ur (1996: 140) starts defining reading as "reading and understanding". According to the author, there are some aspects about the nature of reading that must be considered to reach an accurate and satisfactory result when the teachers teach their students how to read and understand any text. The first one is concerning the assumption that it is necessary to perceive and decode letters so that we can read words. She argues that it is possible to read and understand words without decoding single letters, just by fitting its general "shape" into a sense context. As Penny Ur asserts (1996:140), "a successful reading results from the understanding you bring to a text, which is often based on previous knowledge of a type of story or context". When there is little information about the context, however, students have the tendency of decoding letters to understand words. Establishing a clear definition of reading provides an important perspective for evaluating approaches to teaching word-identification skills.

Two of the most widely cited and agreed-upon definitions of reading are the following: "Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information." (Anderson, Hiebert, Scott, & Wilkinson, 1985) "Reading is the process

of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation." (Wixson, Peters, Weber, & Roeber, 1987)

Reading has been the skill most emphasized in traditional foreign language (FL) teaching, and even today is the mainstream of English as a foreign language (EFL) instruction in many countries. English instruction at the university level is usually the "intensive reading procedure," which implies close study of short passages, including syntactic, semantic, and lexical analyses. This, as Alderson & Urquhart (1984) have argued, is not a reading but a language lesson.

Today, FL / EFL / English as a second language (ESL) reading instruction is moving increasingly from teaching texts to teaching readers (Haas & Flower, 1988: 169). Specifically, learners are taught reading skills/strategies for understanding such elements as content, textual features, rhetorical elements, and cultural background. "Skills building" emphasizes skills/strategies for text comprehension (Hamp-Lyons, 1985; Mikulecky, 1985). There has been much research on skillsbased teaching procedures, including basic skills (finding the main idea, skimming, inferencing) and advanced skills (schema-building, metacognitive skills). In other words, while reading, learners are engaged in activities such as recalling word meanings, inferring, drawing conclusions, and so on, but these are all aspects of the act of comprehending (i.e., reading). They cannot be separated into discrete skills, either statistically or by task-specific testing. Whatever problems there might be with "intensive reading" and "skills building" as procedures for teaching reading, they represent the mainstream of FL/ESL/EFL reading instruction today. The "extensive reading" on the other hand, while often used, has attracted comparatively less research interest than has intensive reading. As a result, we know little about either its pedagogical aspects or its effectiveness.

It can be quite difficult to convince adult learners, in an EFL or ESL environment, with an already tight work and school schedule, to make the time to read if they do not already have the habit. Nuttall (1996) points out that teachers have

to create the right conditions for reading to become a valuable part of every student's life. They first have to ensure that attractive books are available and second, use every trick available they know to persuade students to 'get hooked on books'. If a school has a class library, and teachers purposely take their students into it and actively promote reading, the chances of people beginning to read are greatly improved. There are four essentially important points to keep in mind if we want our readers to be successful and want to continue reading, which is the primary goal of any extensive reading program. Nuttall (1996) offers an attractive acronym to aid teachers and administrators in expressing these four points: SAVE. S for short. A for appealing. V for varied. And E for easy.

# **Extensive Reading Procedure**

# **Definition of Extensive Reading**

Extensive reading (ER) has been defined in several ways. For instance, Hafiz & Tudor (1989: 4) defined ER as "the reading of large amounts of material in the second language over time for personal pleasure or interest, and without the addition of productive tasks or follow up language work". Likewise, Grabe & Stoller (2002: 259) in a comprehensive discussion of L2 reading stipulate that ER is an "approach to the teaching and learning of reading in which learners read large quantities of material that is within their linguistic competence". The latter definition appears to implicitly recognize Krashen's (1982) Input Hypothesis, a cornerstone of many ER programs in place today. The Input hypothesis is Krashen's attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen's explanation of how second language acquisition takes place. So, the Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that 'natural communicative input' is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1'

input that is appropriate for his/her current stage of linguistic competence. (Krashen, 1988) In practice, this means that students are to read materials that are a little beyond their current reading skills levels.

While definitions vary, experts agree that extensive reading (ER) involves the independent reading of a large quantity of material for information or pleasure. Most ER procedures also capture the essence of "students learn to read by reading" slogan (Smith, 1983). In addition, ER has been defined by contrasting it with intensive reading, the reading of fewer texts in detail accompanied by linguistic activities of all sorts, teacher's explanation of discourse, vocabulary exercises grammar and text analysis, among other things. These two approaches to teaching reading –intensive and extensive reading –are not seen as being in opposition, as both serve different but complementary purposes (Nuttall, 1982).

The working definition of "extensive reading" as a language teaching/learning procedure is that it is reading of large quantities of material or long texts for global or general understanding with the intention of obtaining pleasure from the text. In addition, in ER, reading is individualized since students choose the books they want to read and the books are not discussed in class. (Bamford, 1987; Barnett, 1989; Brumfit, 1984, Grellet, 1981; Hedge, 1985; Krashen, 1982; Krashen & Terrell, 1983; Thompson, 1984). It is important to note that upon examination of Bamford's (2000) annotated bibliography on ER, one quickly discovers that a good number of ER programs use simplified books or graded readers as the basic reading material (Day and Bamford, 1988).

## **Extensive Reading Before 1990s**

In a survey of the literature on FL extensive reading, Brumfit (1978) noted: (a) the role of the extensive reader in the curriculum has been surprisingly little studied; and (b) the discussion of teaching methods is conducted at a low theoretical level if it is conducted at all. MacLean's (1985) bibliography of reading in a second or foreign language lists only four items on extensive reading. Zvetina's (1987) survey of research on second language (L2) reading does not even mention extensive

reading. Swaffar's (1988) survey of FL reading research mentions only one article on extensive reading out of 221 items.

Most general works on FL reading discussed extensive reading in terms of book selection and course administration. Some even had detailed drawings showing how to display books (Nuttall, 1982). Only a few experimental studies of FL extensive reading existed: Hafiz & Tudor, 1989; Hafiz & Tudor 1990; Petrimoulx, 1988. However, these studies are limited for two reasons: First, methodological problems make many of their results worthless. Hafiz and Tudor (1990), for instance, report "significant post-treatment gains" for students who read extensively, but the gain could be the result solely of the 90 additional hours of exposure to English that the experimental group received, rather than from the extensive reading procedure itself. A second problem with studies on extensive reading is that the theoretical problems which underlie the extensive reading procedure –the definition of extensive reading, the nature of the materials to be read, and the transfer of first language (L1) reading ability –have not been resolved.

# **Extensive Reading After 1990s**

The 1990s saw renewed interest in ER and the role it plays in second language learning. Some researchers argue that ER should be given a larger share in our language curriculum and present ideas on how to achieve this. The principal theoretical motivation behind the use of ER in second language learning comes from the idea that learners need large amounts of comprehensible input in their new language in order to make progress toward overall command of that language (Krashen, 1982). In this way, ER benefits not only reading proficiency but overall language proficiency as well.

Over the last 15 years a considerable amount of experimental research has been published that deals with some aspect of second language ER. There have been studies that ask whether subjects can learn from ER (including many incidental learning from reading experiments), other studies that compare ER approaches with other treatments (such as with 'normal' approaches or 'translation' approaches), and

yet others that have looked at the effect of ER on other aspects of language learning (such as on writing, confidence and motivation and so on).

The experiment reported by Lituanas, Jacobs, and Renandya, (cited in Renandya, 1999) for instance, demonstrated how remedial students at a secondary school in the Philippines considerably improved their reading skills during a sixmonth ER program. In this experiment, two groups of students received the same amount of daily instruction (40 minutes) during their remedial reading class. However, unlike the control group who were taught the conventional way, the experimental group were given class time to read books, magazines, and newspapers, and were encouraged to continue this ER outside class hours. After six months, the ER treatment was associated with learning gains that were greater to a statistically significant degree than those registered by remedial students taught via the traditional mode of reading instruction.

In addition to being associated with learning gains in experimental studies, ER has also been a reliable predictor of second language proficiency in ex post facto research. In a study of ESL students in the US, Constantino, Lee, Cho, and Krashen (1997) report that, along with amount of previous English study in their home countries and length of residence in the US, the amount of reading was a significant predictor of students' TOEFL scores. In contrast, other variables (i.e., amount of TV viewing in English, frequency and amount of L1 reading, and amount of English study in the US) included in the study were not significantly correlated with TOEFL scores.

In another study involving ESL students in the United States, Lee, Krashen, and Gibbons (1996, cited in Krashen, 1997) report that amount of L2 reading was also a reliable predictor of students' ability to translate and to perform a grammaticality judgment task.

# **Characteristics of Successful ER Programs**

ER programs encourage the reading of a wide variety of texts from a range of genre in the target language. It is important that the material read is well within the student's level of comprehension and that s/he can choose what is read. The primary focus of extensive reading programs is on reading, so that while there may be follow-up activities or monitoring by the teacher these do not deter the student from wanting to read.

Extensive reading is a procedure in which students read large quantities of easy and interesting reading materials for pleasure and for general understanding and meaning. Day & Bamford (1998: 7-8) list the following ten characteristics found in successful extensive reading programs:

- 1. Students read as much as possible, perhaps in and definitely out of the classroom.
- 2. A wide variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
- 3. Students select what they want to read and have the freedom to stop reading material that fails to interest them.
- 4. The purposes of reading are usually related to pleasure, information and general understanding. These purposes are determined by the nature of the material and the interests of the student.
- 5. Reading is its own reward. There are few or no follow-up exercises to be completed after reading.
- Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
- 7. Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.

- 8. Reading speed is usually faster rather than slower as students read books and other material that they find easily understandable.
- 9. Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
- 10. The teacher is a role model of a reader for students an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

Reading is an interactive process between the reader and the reading material. The reader brings the knowledge that he or she has about the world to interact with the text to create or construct meaning. The research of all reading experts indicates that one learns to read by reading. This applies to both first language and foreign language learning. Krashen (cited in Day & Bamford, 1998: 38) makes the point crystal clear. "Reading is the only way, the only way we become good readers." This means that only by reading large quantities of material that are well within their linguistic competence will language learners become fluent readers. This kind of extensive reading, especially for beginning and intermediate level students, means reading mainly graded readers or "language learner literature".

## **Benefits of Extensive Reading**

The specific benefits of extensive reading are manifold and wide-ranging. They have been cited by many teachers who have been deeply involved in this instructional approach for a very long time. From Day & Bamford (1998), Hill (2001), Nation (1997), and Prowse (2003) the following benefits of extensive reading are reported:

- Extensive reading builds automaticity of word recognition.
- Automatic recognition of a word allows lexical access the automatic calling up from memory of a word's meanings and its phonological representation.
- Extensive reading builds vocabulary knowledge.
- Comprehension and fluent reading depend on automatic word recognition and vocabulary knowledge, and thus are advanced through extensive reading.

- Fluent reading allows the reader to move from word-by-word decoding to the processing of ideas, which is essential to higher-level reading and thinking skills.
- Extensive reading builds awareness of grammatical structures and the ability to quickly and accurately process sentence structures.
- Extensive reading enhances learners' background knowledge.
- Extensive reading promotes learners' positive attitude toward reading. It
  fosters their confidence and motivation to read.
- Extensive reading increases exposure to English. The important role of "comprehensible input" in foreign language learning has been strongly demonstrated by Krashen (1993).
- Extensive reading reinforces a grasp of language that is taught in class. It
  provides students with an excellent opportunity to consolidate what they have
  learned, which is an essential aspect of foreign language learning.
- Research studies also show that extensive reading improves learners' writing skills, listening and speaking skills, and examination results.

Numerous research studies have consistently provided empirical evidence for these effects of extensive reading in language learning (Day & Bamford, 1998; Nation, 1997; Sheu, 2003).

# **Effects of ER Programs on Promoting Language Development**

Although there are some negative claims about the role of the extensive reading programs conducted through graded readers on foreign language learning, many researchers of extensive reading programs are very positive about the role such an approach can play in both improving reading skills and developing learner language. It has long been claimed that 'we learn to read by reading' and teachers in most schools are well aware of the importance of wide reading in the language development of their students. Researchers also claim a significant role for reading in the learning of a second language. Nuttall (1996: 128) states, "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it."

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

In other more recent findings, Hayashi (1999), Renandya et al (1999) and Lao and Krashen (2000) confirm this view. Hayashi and Renandya both found a strong correlation between the amount of reading done and student gains. Lao and Krashen (2000) report significant gains in both vocabulary and reading rate made by students on a popular literature course compared with others enrolled in a traditional academic skills class. Their research also showed that students in the popular literature course had a much more positive view of the value of their course for learning English than the other group did.

To be a good reader demands a vast sight vocabulary, general vocabulary knowledge, an awareness of text structures and extensive background knowledge linked together so that comprehension can occur. Reading is the most effective way of building that sight vocabulary, word knowledge and awareness of how text works. Repeated exposure to words in print builds familiarity and automaticity develops. Facing the words in context builds up the knowledge of that word so that comprehension comes more readily and ultimately at a deeper level. Experience with text builds knowledge of how text works and if comprehension occurs, knowledge increases. It is indeed a "virtuous" cycle. (Nuttall, 1996)

The key, however, is that the texts being read must be within the learners' competence. Day and Bamford (1998) refer to this in terms of Krashen's comprehensible input hypothesis and say "the materials must be at 'i minus 1' where "i" is "the student's current level of acquisition." Extensive reading at an 'i minus 1'

level allows for multiple exposures to known words and syntactic structures, encouraging automaticity and faster processing of text which enables comprehension to occur. The importance of comprehensibility is emphasized in Nation's research. Hu and Nation's study (2000) suggests, "with around 98% coverage almost all learners have a chance of gaining adequate comprehension... (but)... at 95% coverage some gained adequate comprehension but most did not."

Vocabulary gains are not the only positive outcome from extensive reading programs. Extensive reading also develops general knowledge which is a crucial factor in comprehension. Research has shown that students who have background knowledge of a topic have a much better chance of making sense of it than if they read a similar level text on an unknown topic. But if learners are reading text on an unknown topic within their "i minus 1" range they are also building their knowledge of that topic. Peregoy and Boyle (2000: 240) refer to this aspect, "Wide reading increases general knowledge, which in turn facilitates comprehension when reading texts of all kinds, including content area texts." This is valuable information for teachers in different curriculum areas. They should be aware that by providing extensive reading opportunities for their students and materials which are comprehensible to them, the students are more likely to build the vocabulary and background knowledge which will facilitate understanding of that topic.

Extensive reading encourages exposure to a wide range of text types. Explicit teaching of text types may help students recognize the patterns of different genre more easily, but learners need repeated exposure to a text type to build up their experience of how it works. "Familiarity with text types facilitates reading comprehension." (Peregoy & Boyle, 2000: 240) Extensive reading helps students to recognize the format, internal text structure, language patterns and vocabulary associated with particular text types and it is this knowledge of how texts work gained by wide reading that enables learners to construct their own texts of that type.

Day and Bamford (1998) also refer to affective reasons why ER extends language proficiency. ER encourages learner autonomy and "there is substantial

evidence that learners taking responsibility for their own learning succeed in second language learning." (Day & Bamford, 1998: 27) In addition, ER can help them develop positive attitudes and a strong motivation to read.

ER enables learners to make gains in the development of knowledge that contributes to comprehension, vocabulary, reading and writing proficiency. Day and Bamford (1998: 38) quote Krashen who puts an extremely high value on the extensive reading approach: "Reading is good for you. (...) Reading is the only way, the only way we become good readers, develop a writing style, an adequate vocabulary, advanced grammar, and the only way we become good spellers." If we accept this view, and it is well supported by research, there is obvious value in having extensive reading as a part of the second language curriculum.

# **Graded Readers: Language Learner Literature**

There are many different kinds of good reading material available for extensive reading, such as carefully chosen English language books, magazines, and newspapers. Graded readers are well known by both teachers and students, readily available, generally of high quality, easy to use, and very effective for the purposes of extensive reading. Exactly what are graded readers? Simensen (1987: 42-43) distinguishes three types of graded reader: (a) authentic readers, not written for pedagogic purposes; (b) pedagogic readers, specially written for EFL/ESL students; and (c) adapted readers, which have been adapted from authentic texts. Strictly speaking, materials in her first category are "graded" after the fact; they include L1 children's literature and books for young people, known as high interest low vocabulary books" (the ERIC descriptor), "young adult literature" (Reed, 1985), High interest-easy reading (Matthews, 1988), or "easy read books" (Abrahamson & Conlon, 1988: 686). Hill and Thomas (1988: 44) define a graded reader as a book "written to a grading scheme," whether it is a simplified version of a previously written work or an original work written in simple language.

Graded readers are fiction and non-fiction books written or adapted for language learners of various ability levels. Grading means the material has been

simplified according to vocabulary, phrasing, sentence structure, and information. Illustrations and other reading aids may be included within the text. There is a rich variety of genres available which are appropriate to college and university students of many interests, including modified versions of popular novels, novels based on popular movies or TV shows, classics, original stories written for EFL language learners, science fiction, biographies, travel books, other non-fiction works, and so on. Hundreds of titles are available from the principal publishers of English language teaching materials.

Many graded readers now are skillfully and excellently written. A great variety and quantity of high-quality books is published for English language learners of all ability levels. Day and Bamford (interviewed in Donnes, 1999: 5) speak strongly on the authenticity of these reading texts for EFL learners.

Writing for language learners is like any other kind of writing in that the writer tries to communicate in a way the intended audience will understand. The defining characteristic of an audience of language learners is its limited linguistic ability (....) As a result of the writers' communicative intent, they write authentic, natural, fully-formed discourse (....) These books deserve the name 'language learner literature,' analogous to children's literature and teenage literature. Increasingly skillful writing and enlightened editing have given language learner literature the two characteristics teachers want: appropriateness and authenticity.

Swaffar (cited in Day & Bamford, 1998: 60) clarifies the issue of the authenticity of graded readers in a convincing manner. "The relevant consideration here is not for whom the text is written but that there has been an authentic communicative objective in mind."

As Sheu (2003) correctly points out, effective extensive reading programs rely heavily on the teacher to make good judgment about the purchase and use of appropriate reading materials and rely as well on the teacher's ability to effectively guide students in their choices. Thus, for teachers setting out to establish a graded reader library and to implement an extensive reading program with these books, it is imperative that they consult these invaluable guides.

Although graded readers are widely used, research has pointed out some important problems with them. It is not possible to expect that the simplified version will reflect the rich language and descriptive elements of the original one, but we do expect that the graded version will be written in correct English. However, there are many examples of graded readers that are written in poor English or are empty of content (Davison, 1986: 20-21; Wallace, 1988: 153-154). In some cases, understanding the simplified version may become more difficult than the original version because, for example, cohesion, coherence, and discourse structure are impaired (Anderson & Armbruster, 1986: 154; Beck & McKeown, 1986: 122; Harrison, 1980: 134; Hedge, 1985: 20-21; Yorio, 1985: 160).

Some reading experts argue that denying FL learners access to complicated prose will prevent them from ever learning to comprehend it. Lautamatti (1978:104) says that we cannot use graded readers because

(...) the reading process relies on a selective use of all possible levels of the text, and is based on the maximum use of minimum clues [so] it is only by giving the student material containing all the features naturally occurring in informative texts, that we can make it possible for him to learn to take advantage of these.

Despite all these claims, it can be said based on the grounds of experience that there are good reasons for using the extensive reading procedure much more than it is being used today. One could argue that students "learn to read by reading" (Smith, 1985: 88) and that "comprehension will take care of itself" (Pearson, cited in Cooper, 1987: 77). In other words, students with a certain level of ability in English can learn to read by extensive reading alone.

In brief, the results of various studies with ER have reported positive gains in different language fields, such as vocabulary, grammar, reading comprehension, writing, and even listening and speaking. In addition, some researchers have tried to draw guidelines for successful ER programs so that the practitioners can make use of them thoroughly. They also indicated that ER programs might have positive effects on affective variables such as motivation and attitudes. Therefore, defining

motivation in general, some information about the types of motivation and its importance on foreign language learning is important. Equally important is to define and the need to measure L2 reading motivation, since motivation is a multi-dimensional concept.

#### Motivation

## **Definition of Motivation**

There is considerable interest today in the notion of motivation to learn a second or foreign language, but it wasn't always this way. Before the research of Gardner and Lambert, it was generally agreed that learning another language involved intelligence and verbal ability. Concepts like attitudes, motivation and anxiety were not considered to be important at all. Today, much of this has changed, and one sometimes gets the impression that affective variables are considered to be the only important ones. It is clear, however, that learning a second language is a difficult, time-consuming process, and it would not be surprising if it turned out that a number of variables, not considered important so far, are found to be implicated in learning a second language.

However simple and easy the word "motivation" might appear, it is in fact very difficult to define. It seems to have been impossible for theorists to reach consensus on a single definition. According to the <u>Webster's</u>, to motivate means to provide with a motive, a need or desire that causes a person to act.

Motivation is also defined as the impetus to create and sustain intentions and goal-seeking acts. It is also a desire to achieve a goal, combined with the energy to work towards that goal (Ames & Ames, 1989).

According to Keller (1983), motivation by definition is the degree of the choices people make and the degree of effort they will exert. Harmer (2001: 51) defines motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". As stated by Brown (1994a: 152), motivation

is a term that is used to define the success or the failure of any complex task. Steers and Porter (1991: 6) deal with three matters while discussing motivation:

- what energizes human behavior,
- what directs or channels such behavior and
- how this behavior is maintained or sustained.

Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001a: 8). Ryan and Deci (2000: 54) state "to be motivated means to be moved to do something". Unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of a task. "Interest, curiosity, or a desire to achieve" (Williams & Burden, 1997: 111) are the key factors that compose motivated people. However, they believe that arousing interest is not enough to be motivated. This interest should be sustained. In addition to this, time and energy should be invested and the effect which is required needs to be sustained so as to reach the aim. According to Steers and Porter (1991: 6), motivation can be characterized as follows:

- needs or expectations,
- behavior,
- goals, and
- some form of feedback.

Past studies indicate that motivation is affected by affective, social, and cognitive factors (Relan, 1992). Keller (1983) identified four components of motivation – i.e., attention, relevance, confidence, and satisfaction –and strategies to design motivating instruction. Clark (1998) developed a CANE (Commitment And Necessary Effort) model that identified two processes of motivation: commitment and necessary effort.

Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal involvement in L2 learning. (Oxford & Shearin, 1994)

# **Types of Motivation**

Motivation is essential for successful language learning. Motivation is the factor that arouses, directs, and sustains increased performance (Duttweiler, 1986). According to Krashen (1985), learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety, on the contrary, can combine to raise a learner's affective filter and form a mental block to impede language acquisition. Disagreeing with the concept of cognitive-centeredness, both Horwitz (1988) and Brown (1987) point out that along with other affective factors, motivation plays a very important role in language learning. In addition, Gardner and Lambert's studies (Gardner & Lambert, 1972; Gardner, 1985) found a relationship between degree of motivation and successful language learning.

But not all motivation functions the same. From a socio-psychological perspective, Gardner and Lambert (1972) distinguished instrumental motivation, a pragmatic purpose to learn the language, from integrative motivation, the desire to know the people of target language; and found a link between integrative motivation and higher level of language level achievement. Similarly, Graham (1984) found that learners' desire to assimilate into the culture of the target language is a key factor for the development of learners' communicative competence. Nevertheless, results on the study of integrative motivation are not consistent (Au, 1988). Some findings have indicated that instrumental motivation is as much as or even more related to language proficiency than integrative motivation (Chihara & Oller, 1978; Oller, Hudson, & Liu, 1977). As a result, alternative approaches to the study of foreign language learning motivation have been adopted (Brown, 1990; Crookes & Schmidt, 1991), and one that has received much attention and is particularly relevant to learning in the language classroom is the model that distinguishes between intrinsic and extrinsic motivation (Brown, 1994b; Dicinson, 1995; Williams & Burden, 1997). Intrinsic motivation is the drive inherent in an activity itself, as when we engage in an activity for its own sake or merely because it is fun. That is, a student who is intrinsically motivated undertakes an activity because of the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. Extrinsic motivation, on the other hand, is the force that stems from the work environment external to the task. Therefore, an extrinsically motivated student performs because of rewards and/or punishments external to the activity itself. In terms of the impacts of motivation on learning, it is believed that learners with intrinsic motivation are more successful on the account that they are willing to accept and meet challenges in order to achieve satisfaction and enjoyment inherent in the activity or task itself (Deci & Ryan, 1985). Learners with extrinsic motivation, on the other hand, try to keep away from difficult tasks to avoid punishment or gain rewards. Chang and Lehman (2002) have found that students who are more highly intrinsically motivated perform better academically and are more motivated by an instructional computer-based language-learning program.

# Importance of Motivation in Learning a Foreign Language

Before examining the effect of motivation on second language learning it is first important to realize that it is one variable, which, combined with other factors, influences a learner's success. Gardner (1982), in his socio-educational model, identified a number of factors which are interrelated when learning a second language. Within the model, motivation is perceived to be composed of three elements. These include effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect illustrates the learner's emotional reactions with regard to language study.

Gardner's Socio-Educational Model of language learning includes "Integrative Motivation" as a key construct, and attempts to measure it together with other motivational constructs such as "Instrumental Orientation" using a standardized motivation assessment instrument called the "Attitude/Motivation Test Battery" (AMTB). The results of Gardner and his associates' work (Gardner 1979, 1985, 1988; Gardner and Lambert 1959) repeatedly suggest a strong correlation between

integrative motivation and achievement, and between integrative motivation and motivational behavior.

Although no one seems to argue against the importance of sociopsychological aspects of motivation in language learning, a number of criticisms have been raised against Gardner's socio-psychological approach to motivation. First of all, the definition of integrative motivation is ambiguous (e.g. Crookes and Schmidt 1991). Secondly, too much emphasis has been given on integrative motivation. As summarized in Au (1988) as the "Integrative Motive Hypothesis", Gardner and his associates (Gardner 1979, 1985, 1988; Gardner & Lambert 1959) consistently found the significant role "Integrative Motivation" plays in second language. However, many studies (Au 1988; Crookes & Schmidt 1991; Dörnyei 1990; Ely 1986; Oller 1981) carried out in different contexts, especially in EFL contexts found contradictory results. Dörnyei (1990), for instance, developed a motivational questionnaire in order to investigate the components of motivation in foreign-language learning, assuming that the parameters created for second-language learning contexts are not directly applicable. The results of the study indicated that "Integrative Motivation" was weaker than "Instrumental Motivation" for predicting proficiency. Schmidt, Boraie and Kassabgy (1996) also argued in their study of Egyptian learners of English that Gardner's model couldn't be assumed appropriate to an EFL context where learners have limited interaction with the target language. In an EFL context where this study was carried out, it could be assumed that the concept of "Integrativeness" or "Integrative Orientation" may be a weaker predictor of success in language learning since students in such a context rarely have chance to integrate themselves into the target society.

It is clear from these criticisms that unlike other research carried out in the area, Gardner's model looks specifically at second language acquisition in a structured classroom setting rather than a natural environment. His work focuses on the foreign language classroom. The model attempts to interrelate four features of second language acquisition. These include the social and cultural milieu, individual

learner differences, the setting or context in which learning takes place and linguistic outcomes (Gardner 1982).

The social or cultural milieu refers to the environment in which an individual is situated, thus determining their beliefs about other cultures and language. It is these beliefs which have a significant impact on second language acquisition. The second phase of Gardner's model introduces the four individual differences which are believed to be the most influential in second language acquisition. These include the variables of intelligence, language aptitude, motivation and situational anxiety (Giles & Coupland, 1991). Closely interrelated with these variables is the next phase of the model, referred to as the setting or context in which learning takes place. Two contexts are identified, namely, formal instruction within the classroom and unstructured language acquisition in a natural setting. Depending upon the context, the impact of the individual difference variables alters. For example, in a formal setting intelligence and aptitude play a dominant role in learning, while exerting a weaker influence in an informal setting. The variables of situational anxiety and motivation are thought to influence both settings equally. The final phase of the model identifies linguistic and non-linguistic outcomes of the learning experience. Linguistic outcomes refer to actual language knowledge and language skills. It includes test indices such as course grades or general proficiency tests. Non-linguistic outcomes reflect an individual's attitudes concerning cultural values and beliefs, usually towards the target language community. Ellis (1997) reasons that individuals who are motivated to integrate both linguistic and nonlinguistic outcomes of the learning experience will attain a higher degree of L2 proficiency and more desirable attitudes.

# Why Should Foreign Language Reading Motivation Be Measured?

Although the significance of socio-psychological aspects of motivation in language learning is widely accepted, as mentioned above, the concept of integrative motivation has often been an object of criticism. Some researchers (e.g., Crookes & Schmidt, 1991; Dörnyei, 1994) argue that Gardner's definitions of integration-related

terms are ambiguous whereas other researchers (Crookes & Schmidt, 1991; Dörnyei, 1990; Oxford & Shearin, 1994) claim that the integrative motivational subsystem is more multifaceted than originally proposed. In part due to such dissatisfaction with Gardner and his associate's dominant models of motivation, there have been numerous attempts to redefine second/foreign language learning motivation in the past decade, (e.g., Crookes & Schmidt, 1991; Dörnyei, 2001b).

Wigfield and Guthrie (1995) tried to conceptualize the nature of motivation specifically for reading, arguing that motivation to learn can be domain-specific. Using some motivational theories as reference points, they divided L1 reading motivation into the following three categories, which entail 11 sub-components:

# 1. Competence and Reading Efficacy

- 1) reading efficacy
- 2) reading challenge
- 3) reading work avoidance

## 2. Achievement Values and Goals

## Intrinsic motivation:

- 4) reading curiosity
- 5) reading involvement
- 6) importance of reading

## Extrinsic motivation:

- 7) competition in reading
- 8) reading recognition
- 9) reading for grades

## 3. Social Aspects of Reading

- 10) social reasons for reading
- 11) reading compliance

Based on their 11 theoretical aspects of reading motivation, Wigfield and Guthrie (1995) developed the Motivation for Reading Questionnaire (MRQ). Baker and Wigfield (1999) also administered the MRQ to 371 fifth- and sixth-graders in the

United States. The statistical analyses of the data obtained confirmed Wigfield and Guthrie's claim for the multidimensionality of L1 reading motivation.

Considering these findings that suggest the multidimensionality of reading motivation, Mori (2002) attempted to investigate what comprises foreign language reading motivation, but with a different sample. His study was designed to fit an EFL context, drawing upon the model proposed by Wigfield and Guthrie (1995). It was hypothesized that foreign language reading motivation, although different in some respects from L1 reading motivation, would be a multidimensional construct, and, to a certain degree, independent of general motivational constructs. He tried to find out the major sub-components of motivation to read in English for a sample of university students in an EFL setting. The results suggest that foreign language reading motivation closely resembles more general forms of motivation as laid out in expectancy-value theory and his research confirm the multidimensionality of reading motivation. The results of a statistical analysis suggest that motivation to read in English may be divided into four sub-components, namely Intrinsic Value of Reading in English, Attainment Value of Reading in English, Extrinsic Utility Value of Reading in English, and Expectancy for Success in Reading in English.

Most students who decide to learn a foreign language may have a mixture of the above-mentioned reasons. Whether motivated extrinsically, intrinsically, integratively or instrumentally, it is admitted that learners with high degrees of motivation are more successful than the ones who are not. What the teachers of foreign languages should consider is that motivation is a multi-dimensional concept and the learners need to be motivated. In order to increase learning motivation, teachers should make use of different techniques including the latest improvements. One of the main issues in the field of foreign language instruction is the integration of new technologies in the foreign language classroom.

# **Technology and Foreign Language Education**

# A Brief History

Technology and foreign language education are no longer stranger to one another. In the sixties and seventies, language laboratories were being installed in numerous educational settings. The traditional language laboratory was comprised of a series of booths, each providing a cassette deck, and accompanying microphone and headphone. Teachers monitored their students' interactions by using a central control panel. The basic premise behind this technology was that if verbal behavior was modeled, and then reinforced, students would quickly learn the language in question. The language lab activities were therefore grounded in a stimulus-response behavior pattern. The more drill practice the students encountered, the faster they would learn the second language. While the language laboratory was a positive step in linking technology and language education, it was soon recognized that such activities were both tedious and boring for learners. Furthermore, the amount of student-teacher interaction was minimal, and individualized instruction was irrelevant. Besides the pedagogical deficiencies, the audio equipment was cumbersome and prone to breakdown, and had only one function -to disseminate auditory input. These factors put together led to a shift to the communicative approach to second language education, namely, computer assisted language learning (Singhal, 1997).

# **Usage of Computers in Language Education**

In recent years, computers have started to take place in education. Even though adopting computer-assisted language learning (CALL) is still a controversial issue, many new generation students and teachers believe that computer-based education will improve learning. At the same time, experienced teachers may be afraid of using this technology in the classroom because they are not familiar with the technology while novice teachers are more confident, because they might have experience in using computers when they were students (Russell, Bebell, O'Dwyer, & O'Connor, 2003; Smith, 2003). However, as we enter the new millennium, there

are two realities that few people would contest. The first is that English is an essential world language today. The second is that the computers are here to stay.

Computers were first used for language learning in the 1950s. In 1960s, new language programs and computer-based activities, which aimed to investigate how computer-based activities could be developed, took their place in educational settings. These early examples of CALL, however, were only available at research facilities of universities, which severely limited their access. With the continuing development of technology day-by-day, new software and more sophisticated computers have increased access and expanded capabilities (Chapelle, 2001; Beatty, 2003)

Microcomputers and quality CALL software provided another medium for language learning. Its potentials as both a teaching and learning tool are widely written about in the educational literature. At present, there are a variety of computer applications available including vocabulary, grammar, and pronunciation tutors, spell checkers, electronic workbooks, writing and reading programs, as well as various authoring packages to allow instructors to create their own exercises to supplement existing language courses. In addition to the range of software available, CALL has also been shown to increase learner motivation (Blake, 1987). Chun and Brandl (1992) also propose that the interactive and multimedia capabilities of the computer make it an attractive teaching/learning tool. Computers can provide immediate feedback to students and students can work at an individualized pace. Software can be designed to include sound, graphics, video, and animation. Moreover, information is presented in a non-linear sequence enabling learners to select the exercises or concepts they wish to review.

Despite the advantages and widespread use of CALL, it continues to suffer from criticisms for several reasons. Many believe that learning and practicing grammar rules of a foreign language through fill-in-the-blank exercises, for example, does little to improve a speaker's ability to produce grammatically appropriate utterances (Armstrong & Yetter-Vassot, 1994). Others point out that CALL suffers

from its rigidity in light of the complexities of natural languages. For example, a program designed to provide drill practice on French verb conjugation is useful for only that and nothing else. Recently, however, we are beginning to see encouraging and promising results in the area of CALL software development. Interactive video and programs which provide more authentic and communicative task-based activities are being created, which are more in line with the current theoretical and pedagogical views of learning.

#### What is the Internet?

While the computer is now used in some form or another in most language classrooms, and is considered standard equipment in some institutions, the Internet is also gradually being introduced in the second language classroom as teachers become more familiar with it. The Internet is a confederation of thousands of computers from various sectors of society such as education, business, government and the military. It is a network of thousands of computer networks (Lewis, 1994). Each individual system brings something different to the whole (databases, library services, graphs, maps, electronic journals, etc), and the end result is a vast accumulation of information. It is a worldwide network of computers that interact on a standardized set of protocols which act independently of particular computer operating systems, allowing for a variety of access methods to the Internet. There are two main sections of the Internet. Gopherspace is that part typically accessed through character-based computer terminals (e.g., a VAX terminal or an older IBMcompatible personal computer). The World Wide Web, also referred as WWW or the Web, incorporates graphics and multimedia and it is much more colorful and visually engaging. It is also easier to use even for new users.

The Web is the fastest growing and most dynamic part of the Internet. The number of Web sites is increasing at a rate of 3,000% per year as hundreds of new sites are added each week. As a mirror on society, the Web reflects both depth (i.e., there often is a great deal available on a particular subject) and breadth (i.e., an extremely wide variety of subjects are available). For example, 293 Web sites are accessible for those interested in dance. There are 698 sites devoted to hobbies, 3,713

to games, and 4,576 to sports. World Wide Web documents are generally written in nonsequential sections, or hypertext. In hypertext, the user can jump from topic to related topic throughout the Web, picking out a path along the way (the term for this kind of navigation is "surfing"). The emergence of hypertext as an organizational feature of the Web is significant; it may influence literate behavior and textual forms well into the next century (Reinking, 1994).

It can be used to both exchange information through electronic mail, newsgroups, listservs, professional on-line discussion groups, and so forth, as well as to retrieve information on a variety of topics through the World Wide Web. Regardless of whether one uses the Internet or not, one must be clear about the fact that we have entered a new information age and the Internet is here to stay. Because the use of the Internet is widespread in numerous fields and domains, without doubt, it carries great potential for educational use, specifically second and foreign language education.

# The Internet as a Teaching and Learning Tool

Although the Internet has been available to most people, only recently have educators been realizing the potential the Internet can have in second and foreign language classrooms. The Internet has been used by some language instructors in creative ways - one of these innovations being use of electronic mail (e-mail), a specific feature of the Internet. E-mail can encourage students to use computers in realistic, authentic situations in order to develop communicative and thinking skills.

Chat rooms can also be carried out through e-mail. In this situation, two or more individuals can talk on-line about various topics or issues. Such experiences once again stimulate authentic communication and assist students in developing specific communication skills such as arguing, persuading, or defending a particular point. Listservs from around the world can offer news and discussion groups in the target language providing another source of authentic input and interaction. Cononelos and Oliva (1993) organized e-mail exchanges between entire classes of students in order to generate discussion, improve writing skills, and promote peer

interaction. In this particular project, advanced level Italian students employed e-mail newsgroups to improve both their writing, as well as their knowledge of contemporary Italian society. In this manner, the teaching of culture was also facilitated through the immediate feedback and contact of L2 speakers who were interested in informing others about their culture. Without a doubt e-mail can provide authentic communication and can foster awareness of both the language learner and the languages they are learning.

In addition to the communication benefits of the Internet, the Internet can be used for retrieving and accessing information. The World Wide Web is a virtual library at one's fingertips; it is a readily available world of information for the language learner.

The Web pages contain not only text and pictures but also sounds, music, animation and movies and are linked together differently to the linear method of books and page numbers through the use of hyperlinks whereby clicking on a textual or graphic link transports you directly to a different page in a different book.

Linda Mak (1995) lists some ways in which language learning on the Web is different from conventional classroom learning:

Traditional Language Learning	Web-based Language Learning
Linear presentation	Hypertext, Multimedia
Not motivating	High motivation
Receptive learning	Self-paced, Self-access
High teacher control	High learner control
One-to-many (teacher to students)	Individual + many to many
Limited resources	Unlimited, update information

Perhaps one of the most essential pedagogical principles of language teaching is one that emphasizes the study of language in a cultural context. It is believed that language and culture are inextricable and interdependent; Understanding the culture of the target language enhances understanding of the language. To this end, the Internet is a valuable resource to both language teachers and learners. The Internet can also be used to acquire information from language resources for a variety of purposes. For example, students can access current information from countries around the world. They can obtain geographical, historical, social/cultural, economic, and political information from the countries in which the target language is spoken. Students can read web versions of daily newspapers and same-day news reports from various sources (Armstrong & Yetter-Vassot, 1994). Such experiences can allow learners to participate in the culture of the target language, which in turn can enable them to further learn how cultural background influences one's view of the world.

The Internet also serves as a medium for experiencing and presenting creative works. While students can peruse the information on the Net, they can also use it as a platform for their own work such as essays, poetry, or stories. Numerous public schools, for example, are making use of the World Wide Web for publishing student work which can be accessed by other web users. Students therefore become not only consumers of content, but in fact generate the content.

As Mike (1996) describes, the use of the Internet has also been shown to promote higher order thinking skills. A language teacher, for example, may instruct learners to search for specific information. Searching the Web requires logic skills. Once information has been obtained, the results must be reviewed which requires scanning, discarding, and evaluative judgment on part of the learner. The information must be put together to make a complete and coherent whole which entails the synthesis process. Such an endeavor permits students to practice reading skills and strategies. The Internet also promotes literacy for authentic purposes, as stated previously. In addition to being a supplement to reading materials, especially current information, when students are exploring the Net, they are essentially exploring the real world. Such browsing or exploration can also lead to incidental learning as they encounter a variety of information in this way.

Lastly, the Internet provides supplemental language activities which can provide students with additional practice in specific areas of language learning. These include reading tests and comprehension questions, grammar exercises, pronunciation exercises possible through the available multimedia capabilities, cloze tests, vocabulary exercises, and so forth. Students can search the Web for such sites, or teachers may recommend specific sites on the Web. Published lists are also available from various sources. For example, Paramskas (1993) offers a list of sites for both language teachers and language learners, some of which relate to issues of language learning, others which use language as a medium for discussion of culture or current affairs, and others which assist in locating native speakers.

# **Reasons for Using the Internet in English Classes**

Learning to use computers provides a strong intrinsic motivation for learning English. For most of the students, using computers is still a relatively new (and thus exciting) experience, so students are eager to use computers in class. The effect of computer use on the motivation of students has been investigated in detail (Chang & Lehman, 2002; Gale, 1991; Klein, 1990; Song & Keller, 2001; Watts & Lloyd, 2001).

In addition to increasing student motivation, the Internet has tremendous potential as a tool for teaching EFL. Sayers (1993) mentioned that network-based technology can contribute significantly to:

- 1. Experiential Learning: The World Wide Web makes it possible for students to tackle a huge amount of human experience. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge. Information is presented in a non-linear way and users develop more flexible thinking skills and choose what to explore.
- Motivation: Computers are most popular among students as they are often associated with fun and games. Student motivation is therefore increased, especially whenever a variety of activities are offered. This in turn makes students feel more independent.

- Enhanced student achievement: Network-based instruction can help pupils
  strengthen their linguistic skills by positively affecting their attitude towards
  learning and by helping them build self-instruction strategies and promote
  their self-confidence.
- 4. Authentic materials for study: All students can use various resources of authentic reading materials either at school or from their home. Those materials can be accessed 24 hours a day at a relatively low cost.
- 5. Greater Interaction: Random access to Web pages breaks the linear flow of instruction. By sending E-mail and joining newsgroups, EFL students can communicate with people they have never met. They can also interact with their own classmates. Furthermore, some Internet activities give students positive and negative feedback by automatically correcting their on-line exercises.
- 6. Individualization: Shy or inhibited students can be greatly benefited by individualized, student-centered collaborative learning. High fliers can also realize their full potential without preventing their peers from working at their own pace.
- 7. Independence from a single source of information: Although students can still use their books, they are presented with opportunities to escape from canned knowledge and discover thousands of information sources. As a result, their education fulfils the need for interdisciplinary learning in a multicultural world.
- 8. Global Understanding: A foreign language is studied in a cultural context. In a world where the use of the Internet becomes more and more widespread, an English Language teacher's duty is to facilitate students' access to the web and make them feel like citizens of a global classroom, practicing communication on a global level.

Using the Internet for Strengthening Reading Skills.-An important principle of communicative language teaching is the use of authentic materials. A great deal of research has been conducted on how to integrate such materials along with pedagogically well-designed reading tasks into the foreign language curriculum (Lee & VanPatten, 1995; Omaggio-Hadley, 2001).

In principal, the approach to task and lesson design of Internet-based reading materials should follow the same guidelines suggested in the literature on reading methodology. Needless to say, the open-ended structure of the Internet limits the possibility of a text-specific and interactive teacher-student approach. Furthermore, the use of the Internet as a learning environment requires some technological skills and knowledge. This raises the question on how to take full advantage of the vast amount of Internet resources. In particular, what technological skills are necessary and how learning tasks that make Internet-based resources accessible to the learners can be designed.

Furstenberg (1997: 24) suggests student tasks should "exploit the associative nature of hypertext or hypermedia so that students can collaboratively discover and construct new connections, which they combine in a coherent whole". She sees the role of the instructor or Web designer as that of designing "tasks that enable students to tell us what they have seen, learned, or understood and that enable students to work collaboratively to create valid arguments, contexts, and stories that they can support, illustrate, and justify."

An effective way to engage FL students in an active-interactive reading process is also to have them write about what they read. Writing about one's reading experience seems to facilitate reading comprehension and leads to the discovery of the different factors that intervene in the reading process (Martinez-Lage, 1995). In addition, the choice of tasks to be given to the learners is of great importance. Warshauer & Whittaker (1997) recommends that computer-mediated communication activities be experiential and goal-oriented, and that tasks be consistent with principles of situated learning (i.e., that learners engage in meaningful tasks and solve meaningful problems that are of interest to the learners and can also be applied in multiple contexts).

When shifting from teacher-centered to student-centered designs, the students' levels of proficiency play an increasing pivotal role that also need to be taken into account. The learners need to have a minimal functional proficiency that

allows them to explore an open-ended environment as the Internet without the intervention of an instructor. Nevertheless, the degree of teacher and student involvement in making decisions regarding the choice of resources, the scope of learning environment, and comprehension tasks closely correspond to the learner's level of language expertise.

# **Extensive Reading through the Internet**

Encouraged by students' reaction, a reading online project was started in 1999. The diskette was partially eliminated and a new version of the ER emerged. Thus, by the time Discover, Scientific American, the Economist, Newsweek, Time, and a host of magazines went online, the author turned to the Internet to give complete freedom to students to access texts of their choices and submit their work to a web site. Two procedures were designed, one involving the author's own web page and one involving a Yahoo Group. The former procedure, simply asked students to open two websites: www.discover.com and www.Juanpino.com. In the first site, students would find authentic, scientific texts written in English for native speakers and in the second site, students would find the electronic version of the worksheet used in the paper-based program. The worksheet was programmed in Java script and required students to provide the information by clicking their mouse to mark a simple checkmark. A space was left at the end to write the main idea of the text. By pushing the button submit, all the data and main ideas written by the students were housed in a server that kept all the information collected in the electronic worksheets. By using these two web pages, students worked outside classtime at their own pace and their own time in a completely autonomous manner.

After three years in place, this fancy arrangement ran into problems. First, personal fundings were quickly running out and attempts to finding alternative funding sources failed. Secondly, by the third year, the program was attracting an average of 40 to 58% of students in whole classes. Compared to the face-to-face scheme, web-based extensive reading program was falling behind expectations. A new perspective was deemed necessary. The second procedure was implemented in 2002. It involved the use of a Yahoo Group – readingonline1 – perhaps the most

successful and cheapest tool thus far at the disposal of teachers who may wish to adopt an ER approach. This site immediately attracted a larger number of students to do the extensive reading through the Internet, mainly because students were familiar with the Internet and Yahoo was already familiar to most students for different reasons. A web page Http://USB.Profs/jpino, held some 100 suggested texts, categorized by scientific discipline (Biology, Chemistry, etc), from which students selected the text to be read online. The same page had a link to the yahoo group where students posted the main idea of the texts they read.

This web-based ER procedure is in constant change following research and students', teachers' and research assistants' suggestions. A case in point is the follow-up task. At this point only the main idea is being requested and although it appears to be working well, this is yet to be confirmed by on-going research (Pino-Silva, 2006).

#### **Internet-based Activities**

According to March (1998) the Internet holds such a wealth of possibilities that it is important to choose the kind of Internet site that supports the learning goal. He describes six different types of web activities as follows:

- 1) Topic Hotlists, which are simple theme-based links to resource sites.
- 2) **Knowledge Hunts**, which also include worksheets to guide students and encourage them to find specific pieces of information.
- 3) **Subject Samplers**, which are similar to the above, but intended to provoke an emotive response, or help students "connect emotively with a subject."
- 4) Insight Reflectors, which ask students to "look more deeply" into a subject, examine their own point of view, and produce written work based on that examination.
- 5) Concept Builders, where students "analyze a series of examples that illustrate a concept," and develop their own explanations and hypotheses to describe it.
- **6) Webquests**, where students "engage in critical thinking," most often by adopting different roles that orient their investigations towards specific goals.

# What is a Webquest?

Bernie Dodge of San Diego State University was one of the first people to attempt to define and structure this kind of learning activity. According to him, a webquest is an "inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet (....)" (Dodge, 1995)

This definition has been refined over the years, and adapted for various different disciplines. Benz (2001) describes a webquest as follows: A "Webquest" is a constructivist approach to learning (....) Students not only collate and organize information they have found on the web, they orient their activities towards a specific goal they've been given, often associated with one or more roles modeled on adult professions. Since students have to participate in the elaboration of their learning strategies, the level of autonomy and creative production they attain is increased. With the proper guidance and "scaffolding" students can accomplish far more actual learning than in traditional transmission-of-knowledge situations that so often leave them wishing they were anywhere but in the classroom.

According to March (2003: 43) a "Webquest" is

(...) a scaffolded learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding.

Essentially, then, we might consider webquests to be mini-projects in which a large percentage of the input and material is supplied by the Internet. Most Webquests are designed so that students can integrate complex concepts of a specific discipline—for example, science, music, art, or history—with new technologies (Dodge, 1995; Abraham, 1998; Cotton, 1998). The principles underlying Webquests are those of constructivism. Internet technology is integrated into the course curriculum, thus enabling students to learn by constructing their perceptions of complex concepts.

**Parts of a Webquest.-** Webquests have now been around long enough for them to have a clearly-defined structure. However, this structure should only really be taken as a basic guideline and teachers should design their webquests to suit the needs and learning styles of their group.

Webquests are deliberately designed to make the best use of a learner's time. There is questionable educational benefit in having learners surfing the net without a clear task in mind, and most schools must ration student connect time severely. To achieve that efficiency and clarity of purpose, Webquests should contain at least the following parts:

- An **introduction** that sets the stage and provides some background information;
- A **task** that is doable and interesting;
- A set of information sources needed to complete the task. Many (though not necessarily all) of the resources are embedded in the Webquest document itself as anchors pointing to information on the World Wide Web. Information sources might include web documents, experts available via e-mail or realtime conferencing, searchable databases on the net, and books and other documents physically available in the learner's setting. Because pointers to resources are included, the learner is not left to wander through webspace completely adrift.
- A description of the process the learners should go through in accomplishing
  the task. The process should be broken out into clearly described steps. Some
  guidance on how to organize the information acquired. This can take the
  form of guiding questions, or directions to complete organizational
  frameworks such as timelines, concept maps, or cause-and-effect diagrams.
- A conclusion that brings closure to the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains.

Why Webquests Are Used in Second Language Instruction.- From the point of view of second language learning, webquests are in connection with the methodological approaches of Content Based learning and Task Based Learning.

Exposure, use and motivation are three essential conditions for language learning. One without the others, or even two without the third, will not be sufficient. (...) W

e have a fourth condition, which although not totally essential, is highly desirable. (...) It is generally accepted that instruction which focuses on language form can both speed up the rate of language development and raise the ultimate level of learners' attainment. (Willis, 1996: 15)

Chapelle (2001) establishes six criteria for CALL evaluation: Language learning potential, meaning focus, learner fit, authenticity, impact and practicality. If an element of direct instruction is included in the original webquest model, this will guarantee that the webquest is a language oriented activity and the student will be aware of their language learning experience. Thus, the webquest will fulfill the criteria and the four essential conditions for language learning.

According to March (1998), there are many compelling reasons for using webquests in the classroom, including:

- They are a relatively easy way for teachers to begin to incorporate the Internet into the language classroom, on both a short-term and long-term basis –no specialist technical knowledge is needed either to produce or use them.
- Webquests foster cooperative learning. Since Webquests are concerned with complex topics, students have to cooperate and take on specific roles to complete the task.
- They can be used simply as a linguistic tool, but can also be interdisciplinary, allowing for cross-over into other departments and subject areas (where

- applicable). This can often give them a more 'real-world' look and feel, and provide greater motivation for the learner.
- They encourage critical (or higher level) thinking skills, including: comparing, classifying, inducing, deducing, analyzing errors, constructing support, abstraction, analyzing perspectives, etc. Learners are not able to simply regurgitate information they find, but are guided towards a transformation of that information in order to achieve a given task.
- They are both motivating and authentic tasks (if well-designed) and encourage learners to view the activities they are doing as something "real" or "useful". This inevitably leads to more effort, greater concentration and a real interest in task achievement. This, coupled with real-life material and input, can be a greater motivator than outdated course books and other such teaching materials.

How Webquests are Used in Second Language Instruction.- In a Webquest, students go beyond mere fact finding by studying a controversial issue in order to analyze its components and suggest a solution (Krauss, 2000). First, they need to learn some basic background information about the issue. Then, working in small groups, students become "experts" on some aspect of the problem by analyzing the Web sites given to them by the teacher. Finally, students complete a real world activity such as e-mailing elected officials or presenting their interpretation to recognized experts on the topic (Krauss, 2000). Research on Webquests has focused on their use for interdisciplinary teaching (Pohan & Mathison, 1998) and cooperative learning (Brucklacher & Gimbert, 1999). Webquests also promote learner motivation and skills in problem solving and decision-making (Cotton, 1998; Seamon, 1999). Most Webquests are intended for middle or high school, but their use at university level has also been explored (Abraham, 1998).

# **Purpose of the Study**

Research in ER has been undertaken to demonstrate that language gains of many types occur from exposure to simplified second language texts. Research by Hafiz & Tudor (1990), Cho & Krashen (1994), and Renandya, Rajan & Jacobs (1999) among others, report linguistic gains as a result of ER. Reading extensively has also been reported to increase motivation to read and the development of a positive attitude to reading in the second language (Cho & Krashen, 1994, Evans, 1999; Hayashi, 1999). Oral proficiency was (anecdotally) said to have improved after reading large amounts of text (Cho & Krashen, 1994). There are a considerable number of vocabulary studies that report gains in vocabulary from ER (Dupuy & Krashen, 1993; Grabe & Stoller, 1997; Hayashi, 1999; Mason & Krashen, 1997 are just a few examples). Almost all of this research has been done by researchers who wish to show ER in a good light and there is considerable cross-citation within this literature which is used as evidence to support the claims made in the research.

The studies aiming to highlight the gains from ER have some concerns. Firstly, in several studies (e.g. Evans, 1999; Mason & Krashen, 1997) extra time for contact with English was given to the experimental group. In Evans (1999) the ER group had extra reading while the controls did not. This means that with this design we will not be able to see the comparative benefit of ER over other methods as more exposure in one group will bias the results to that group, thus we should be cautious in interpreting the effectiveness of this research over other methods.

Secondly, there are some outside factors affecting the subjects and their gains from ER. In one study (Hafiz & Tudor, 1989) the data were collected in the UK despite the fact that the subjects were living in a Punjabi community. The effect of outside exposure in the community at large and from their other classes at school was hardly mentioned as influential in the study.

Thirdly, ER is typically compared with instructional approaches which do not have the benefit of the 'rich' environment of the ER approach (Coady, 1997a).

Comparisons are made with 'audiolingual approaches' (Elley, 1991), or 'regular classes' (Mason & Krashen, 1997).

The positive effect of ER on motivation and attitude to reading is very commonly reported (e.g. Evans, 1999; Elley, 1991; Hayashi, 1999). Some of these data come from formal post-reading interviews but much of this evidence is anecdotal. While there are measures of motivation and ways to reading confidence, only in very few of them these techniques have been used to provide quantitative data.

Quite a number of these studies were probably influenced by contaminating factors. Firstly, the subjects did not finish all their reading (Pitts, White & Krashen, 1989), or the same children were used as both the experimental and control group (Elley, experiment 1, 1991). Secondly, contamination was in evidence when the instruction was very similar in both control groups and treatment groups. For example, in Robb and Susser (1989) both the treatment group and the control group received reading strategy. Thirdly, in Dupuy and Krashen (1993) for example, the subjects were told to expect a test at the end of the reading and viewing, which in their academic settings it is to be expected that students who are told they will be tested would try extra hard to do well and this may have affected the results to reach above a 'natural' acquisition level.

In some studies there was excellent reporting and in others there was very little detail. For example, we know very little about the effect of the subjects' background in learning French in the Dupuy and Krashen's (1993) study. In other studies the amount of reading that was done was left unreported (e.g. Elley, 1991, experiment 2; Constantino, 1994), or there is insufficient reporting on how much was read. Not knowing how much was read makes interpretation almost impossible, but a lack of detail can also affect interpretation.

The use of computer as a teaching/learning tool has been investigated in many studies. However, the studies have revealed conflicting results. While some

studies related to computer use or CALL (Computer Assisted Language Learning) programs revealed very positive results on the motivation of the students (Chang & Lehman, 2002; Gale, 1991; Klein, 1990; Song & Keller, 2001; Watts & Lloyd, 2001) and tried to show the improvements as a result of computer use (Pennington, 1989; Stevens, 1984; Taira, 1994; Windeatt 1986), in the others authors reported the discontent of the teachers or learners with the computers or CALL. (Chen, 1996; Mohan, 1994; Windeatt, 1986) Similarly, the use of Internet as a foreign language teaching/learning tool has some controversies.

In the studies mentioned above, the effects of ER on different language fields have been studied. However, most of them have some limitations and their methodology brings about some questions on the interpretations of the results. Furthermore, to our knowledge, the usage of webquests as extensive reading have not been used in scientific research yet. In addition, the effects of conventional ER activities and webquests on several variables known to affect language capacity of EFL learners have not been studied, either. In the age of technology and Internet, some research investigating the effect of webquests on EFL learners should be done. This study will provide the field of language teaching with more sound information on the effect of these web-based projects and will enable the experts and professionals in the foreign language instruction field to compare the conventional extensive reading programs to web-based extensive reading activities.

# Significance of the Study

Researchers of extensive reading programs are very positive about the role such an approach can play in both improving reading skills and developing learner language. It has long been claimed that 'we learn to read by reading' and teachers in most schools are well aware of the importance of wide reading in the language development of their students. Researchers also claim a significant role for reading in the learning of a second language. Nuttall (1996: 128) states, "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it." Combining technology and EFL methodology has a rising trend in recent years. In the age of information, the

Internet, without doubt, is the largest information source. Therefore, integrating the information presented via the Internet to the EFL classes is inevitable. Knowing the effects of this source on the language abilities of the learners is quite exciting. As language teachers, our purpose should be to have our students make use of this vast source effectively. However, letting our students alone in this wide area will cause them to waste a lot of time and use this technology for harmful purposes. Therefore, in this age of technology and information, each foreign language teacher should know how to integrate this technology in their classes to be helpful to their learners.

Since the positive effects of ER is known to improve language abilities, it is also important to know how the Internet can be utilized as an ER source. The findings are supposed to help scientists and instructors in the field of English language teaching to be aware that whether web-based activities or conventional ER activities are more effective to enhance the EFL students' language abilities in different fields in addition to increase their L2 reading motivation. In addition, this research makes a path for further research and gives some implications to anyone in the field.

### **Research Questions**

The research questions to be answered in this study are as follows:

- 1. Do traditional ER and web-based reading activities (webquests) differ in enhancing EFL learners' language proficiency?
- 2. Do traditional ER and web-based reading activities (webquests) differ in enhancing EFL learners' foreign language (L2) reading motivation?
- 3. Is there a relationship between L2 reading motivation and language proficiency?
- 4. What are the thoughts of learners on traditional ER activities and web-based reading activities (webquests)?

### **Assumptions of the Study**

The study was conducted under the following assumptions:

- The students included in this research answered the questions in the proficiency tests, the items in the scales aiming to measure their foreign language reading motivation, and the questions in the interview honestly and sincerely.
- 2. The research sampling represents the whole group.
- 3. The research model used is congruent with the purpose and the subject matter of the study.

# **Limitations of the Study**

This study was conducted with only 24 students serving as experiment groups and a 12-student control group. To supply close interaction with the subjects, the researcher avoided forming more crowded treatment groups. In addition, due to the technical requirements, i.e. the necessity to have a computer with the Internet connection, experimental group subjects were chosen from among the ones who fulfilled this requirement. Moreover, beginner and Elementary level students were excluded because in order to follow both the conventional and the web-based ER programs, the level of the students should be above the elementary level. Experimental groups were formed randomly from among the ones fulfilling the aforementioned criteria.

# **CHAPTER II**

### LITERATURE REVIEW

In this chapter studies on extensive reading through graded readers and studies related to the use of the Internet on language teaching and learning are presented in detail.

# **Studies on Extensive Reading through Graded Readers**

Despite the growing amount of research supporting the use of extensive reading for improving second language competence, many teachers are still uncertain about how effective it is. Mason and Krashen (1997) carried out a series of research to see whether extensive reading is also viable in a foreign language acquisition environment; whether the students lacking the grammatical knowledge and vocabulary can benefit from extensive reading as well as the motivated and successful students; whether extensive reading can be enhanced by the use of output/writing activities in the foreign language and whether the effect of extensive reading is reliable.

In the first experimental procedure they investigated whether so-called bad students or failures in EFL could improve with an extensive reading treatment. Subjects were members of two EFL/reading classes at a women's university in Osaka, Japan. The comparison group consisted of second year students in the general education curriculum. The experimental class was designed for students who had failed EFL classes, termed a Sai Rishu (retakers) class. Since The Sai Rishu class

students were not successful in adopting the traditional curriculum followed in the first semester, a new approach was tried for the second semester with them.

While the comparison group continued with traditional instruction, the Sai Rishu class spent the second semester reading graded readers, both in class and as homework. Students were required to read 50 books during the semester, and were also required to write short synopses and keep a diary in Japanese recording their feelings, opinions, and progress. Books ranged from the 600 to the 1600 word level. During class sessions, the teacher checked students' notebooks, discussed their reading with them, and encouraged them. By the end of the semester, some students had read over 40 books, and the average number of books read was about 30. A 100-item cloze test, written at the sixth grade level, was given as a pre-test and post-test to both groups.

Experiment 2 was designed to establish the reliability of the effect of extensive reading with two additional groups, one from a prestigious university and one from a junior college in one academic year. A total sample size of 128 students, from the English literature department and from a junior college participated in this experiment. The experimental classes in each institution read from graded readers. Students read at their own level and at their own pace. When students finished a book, they wrote a summary of the book in English (from a half to a whole page), then wrote an "appreciation" of the book in Japanese as well as reflections on their reading comprehension. Students also chose one book each week and told a partner about the book in English. Regular classes were taught the traditional way, focusing on direct teaching of reading comprehension and intensive reading of short, difficult, assigned passages, which necessitates a great deal of dictionary work. All students were pre- and post-tested on the same 100-item cloze test used in Experiment 1. In addition, the experimental students wrote a summary of the first book they read, and repeated this procedure with a different book at the end of the academic year. These summaries were rated by three native speakers. They were asked to rate each essay as "good", "average", and "not good", using any criteria they wished. In addition, experimental subjects also filled out a brief questionnaire during the final session.

Experiment 3 was designed to test the possibility of the "simple writing hypothesis", the claim that writing without feedback will cause language acquisition. In the third study, groups differed in the language used for writing their summaries. In addition, a comparison group was used that had extensive work on cloze exercises. Another way in which this study differed from the others was the fact that more books were available. In Experiments 1 and 2, a total of about 100 texts were available. In Experiment 3 setting, there were over 3000 books from which the subjects had the chance to choose.

The clearest result they found is that extensive reading was a consistent winner in all three studies. In the first study, "reluctant" EFL students who did extensive reading for one semester made superior gains compared to a traditional class, nearly catching up to them by the end of the semester. In the second study, which lasted for one year, extensive readers in four-year and two-year colleges outperformed traditional students. In the third study, extensive readers who wrote summaries of the books they read in English outperformed traditional students who focused on practicing cloze exercises on a test of reading comprehension and had better gains on a cloze test. A group that wrote their summaries in Japanese also outperformed comparisons, but the difference was only significant for the reading comprehension test. This group, however, made the best gains in writing and reading speed, exceeding both the comparison group and the group that wrote summaries in English.

Taking all cloze and reading comprehension comparisons into consideration, extensive readers made better gains in six out of seven cases and were worse in none. Study 3 attempted to determine whether the fact that students wrote their summaries in English had any impact on their progress. While the results of one comparison supported the output hypothesis, most of the data did not. In fact, those who wrote summaries in their first language made superior gains in writing and reading speed.

An interesting study was carried out by Leung (2002), in which the researcher acted as the subject of this research and called herself Wendy. Wendy lived in Hong Kong for 20 years where she learned Chinese as her first language and English as a second language. She had taken a few Japanese lessons 10 years before the study, but she had forgotten most of the expressions she had learned. Therefore, she had to relearn hiragana as a beginning learner of Japanese at the time she began this study. The goals of this study were to discover the effectiveness of extensive reading and to better understand the extensive reading process from the perspective of a foreign language learner. She wanted to see whether extensive reading leads to vocabulary acquisition; whether extensive reading promotes reading comprehension and positive attitudes toward reading; and what challenges a beginning foreign language learner faces in the extensive reading process and how the learner deals with these challenges.

Since Wendy could not find any Japanese courses featuring extensive reading for beginning learners, an ideal way to carry out her study was to set her own course. After the necessary preparation, she set some goals for her depending on the suggestions from the research in this field and furthered her study accordingly. By the end of the study, Wendy had read 32 books which covered about 1,260 pages of simple Japanese text, of which 483 pages came from comic books and 170 pages from children's textbooks. Due to Wendy's limited Japanese proficiency, she was not able to read a variety of materials in terms of genre. However, she was able to read a variety of children's stories of interest to her which included some traditional Japanese stories. She read books with which she felt comfortable and ones that were interesting to read. Since Wendy did not study Japanese in a classroom setting, there were no follow up tasks in the study. She only kept a journal regarding her own progress and experience about her study could be considered as a task related to Wendy's reading which was done in a low anxiety environment. Wendy spent an average of one hour studying and reading Japanese each day. Every day after her study, Wendy reflected on what she learned that day and wrote in her journal issues that concerned her. Then she gathered her notes and made one to two diary entries recording her experience and progress for the week. The diary was written in English, which is the language she had been using to write her personal journal for more than 8 years.

In order to triangulate the subjective data from journal entries and provide a more objective view, other sources of data were used to evaluate Wendy's progress in her learning as part of the study during the second stage. First, the tutoring sessions containing discussions of various reading passages and Wendy' questions about Japanese and her tutor's comment and oral reading were tape-recorded. A second source of evaluation was a vocabulary test created by a Japanese graduate student who randomly selected a sub-sample of 150 words from a word list of 689 words in Japanese for Busy People. 50 words were randomly selected for the first test (version A) and 50 words for the second test (version B). The answers were marked by the test constructor and scored by the researcher.

Results of the vocabulary test showed that Wendy's vocabulary knowledge improved by 23.5% in one month. The largest improvement was manifested in her ability to identify words and use them to construct more semantically and grammatically correct sentences in the second test (from 10% on the first test to 16% on the second test). In addition, her responses in the "don't know the word" answers (categories 0 and 1) decreased slightly in the second test. The gain in vocabulary knowledge as assessed by Wendy's ability to use words in sentences resulted form the largest linguistic input she received through extensive reading and her increased knowledge in Japanese grammar and sentence structure through self-study.

As a result, the researcher suggested that language learners, especially those who have never experienced the benefits of extensive reading, may find it challenging to find the time, discipline, and commitment to read extensively at the beginning. The problem will probably be resolved as they begin to experience the impact of extensive reading during the reading process. Once a routine is established, with constant encouragement from friends and teachers, reading can become a part of learners' daily activities and provide a nice break from other intensive studies.

The researcher concluded that learning to read a new language is not an easy task, but it does not necessarily mean that one cannot find enjoyment in the process. If learners are given the opportunity to read extensively for pleasure and develop a passion for reading, they can become more eager to learn the necessary reading skills and vocabulary they need in order to enjoy what they read. In addition, extensive reading also gives learners more control over and confidence in their own learning. She emphasized that in light of research that shows the benefits of extensive reading, it is worth incorporating extensive reading into the reading curriculum.

In recent years, there are studies confirming the view that vocabulary in second or foreign language can be acquired through reading. The following table taken from Waring and Takaki (2003) is a summary of the studies in which vocabulary gains of the subjects as a result of extensive reading are given:

Table 1

A Representative Sample of Often Cited Studies of Vocabulary Growth from Reading in a Foreign Language

Study	Population	Exposure	Materials read	Type of test used	Vocabulary gains
Pitts, White & Krashen (1989) experiment 1	35 ESL learners	6700 words	2 chapters of Clockwork Orange with 123 nadsat words	Multiple- choice (MC) test	6.4%
Pitts, White & Krashen (1989) experiment 2	16 ESL learners	6700 words	2 chapters of Clockwork Orange plus 2 scenes of the video	MC test	8.1%
Day, Omura & Hiramatsu (1991)	92 High school EFL & 200 university EFL learners	1032 words	Short story	MC test	1/17 words (5.8%) and 3/17 words (17.6%) (scores above controls who did not see the text)
Dupuy & Krashen (1993)	42 ESL learners	15 page of text	French text plus watched a video	MC test	6.6 words above controls
Hulstijn (1992)	65 EFL learners	907 words	Advertisemen t in Dutch	State the meaning of 12 words	1 of 13 words (7.6%)
Horst, Cobb & Meara (1998)	34 EFL learners	21.232 words	A full native speaker novel	MC & word association test	4.62 of 23 MC the words unknown before reading (20.0%) 1.8 of 13 (16%) of the word associations

However, some studies suggest that incidental vocabulary acquisition is a time-consuming and unpredictable process and, therefore, the researchers cannot help thinking whether this approach is suitable for second language learners (Paribakht & Wesche, 1997; Zimmerman, 1997; cited in Pigada & Schmitt, 2006). Studies of implicit vocabulary acquisition have shown that learning through extensive reading is not only possible, but is almost certainly the means by which native speakers acquire the majority of their vocabulary (Saragi, Nation, & Meister, 1978). For such learning to occur, however, the reader must understand approximately 95% or more of the running words in the text (Laufer, 1989; Nation, 1990; Parry, 1991) in order to infer meaning.

Despite the abundance of the studies, the limitations related to extensive reading makes the process quite controversial and one cannot easily claim that the process of incidental vocabulary acquisition has been thoroughly understood. In an attempt to further this understanding, Pigada and Schmitt (2006) conducted a case study to investigate the relationship between incidental vocabulary acquisition and extensive reading, with a particular focus on a variable that is commonly assumed to affect the retention of words; that is, the number of times a word occurs in the text. They tried to find out whether extensive reading leads to increased word knowledge, in terms of spelling, meaning and grammatical behavior of words; these three aspects are equally affected by extensive reading; and words that occur more frequently in the texts are more affected in these three aspects of word knowledge. Graded readers from the "Lectures CLE en Français facile" collection (Level 1) were used in this study. The vocabulary lists on which readers in Level 1 are based range from 400 to 700 words. The participant was a 27-year old intermediate level learner of French and he was called G throughout the study. His mother tongue is Greek, and he also speaks fluent English as a second language. At the time of the study he was living and studying in England as a postgraduate student in a non-linguistic field. Apart from the readers, G had no other exposure to French. Therefore, the gains in his vocabulary acquisition are purely the result of the graded readers. The target words consisted of 70 nouns and 63 verbs (133 words in total). Although one-on-one interview is a time consuming method, the researchers employed it because of its highly informative nature. The interview was given both before and after the treatment to test the spelling, meaning and the grammatical behavior of the words. Substantial learning of the target words occurred during the extensive reading treatment, although this was not uniform across the three types of word knowledge. For spelling, there was relatively strong enhancement, with improvement in all noun frequency groups and in all but two of the verb groups; for the 6-10 and 20+ groups there was no improvement, as the participant already knew how to spell most of the words. For all target words, G earned 98 spelling points out of a possible 266 (36.8%) in the T1, but improved to 159 out of 266 (59.8%) in the T2. For meaning, there was also improvement in all but one frequency category. The T1 meaning scores were 22 points out of 266 (8.3%), moving up to 63 out of 266 (23.7%) in the T2. On the other hand, although there was an improvement in the grammatical mastery of verbs (i.e., knowledge of appropriate preposition) for all but the 10+ group, the percentages were much lower: for T1, five out of 126 (4.0%); and for T2, 26 out of 126 (20.6%). In short, the results suggest that spelling is a type of word knowledge that is especially amenable to exposure to comprehensible input. On the other hand, the same cannot be argued for prepositions of verbs, at least in French. Thus, the authors suggest the language teachers that they should first consider which language feature they want to focus on before they try to decide which type of learning (intentional or incidental) is more effective.

Coady (1997b) studied the possibility of learning vocabulary through reading in a second language. While proponents of the input hypothesis claim that the best way to learn second language vocabulary is through extensive reading, some research has indicated that this may not be true. This researcher sought to explain the research on extensive reading and how extensive reading might be best applied.

Proponents of incidental vocabulary learning claim that vocabulary is learned gradually with repeated exposure. They estimate that second language learners need about ten to twelve exposures to a word in a comprehensible context over time in order to learn it well. While some L2 vocabulary acquisition research indicates that this can happen through reading, most of these studies did not provide

adequate controls and were conducted with intermediate to advanced level learners. Other studies have failed to show any benefits from extensive reading to vocabulary acquisition. These explain the foundations of the beginner's paradox, which is Coady's focus here.

The beginner's paradox comes from two competing ideas in the L2 literacy acquisition literature. The input hypothesis states that a second language learner can learn vocabulary through reading. However, bottom-up processing research has indicated that there is a vocabulary threshold for reading. Learners cannot read in a second language at a level of comprehension sufficient to learn new words from context until they have gained a certain threshold of vocabulary in the second language. This threshold has been estimated to be in the range of 3,000 to 5,000 word families, or 5,000 to 8,000 lexical items. Before attaining this level, it will be impossible for readers to comprehend with accuracy. This is the paradox: beginning language learners need to read to gain vocabulary, but they need to gain vocabulary to read.

Coady (1997b) suggests that special attention be given to vocabulary learning until learners have reached the vocabulary threshold. He also suggests that top-down processing will be more effective—and better able to overcome the effects of limited vocabulary—if the student reads texts that are personally interesting and familiar. He suggests that the bottom-up processing instruction in vocabulary and structures be complemented with an emphasis on reader interest and a match between the text and the reader's background knowledge.

The article clearly explains the nature of the beginner's paradox and the need to support beginning students through both vocabulary and reading instruction. It articulates a rationale for attending to both bottom-up and top-down processing in literacy instruction. It also emphasizes the fact that different learner background knowledge may preclude the possibility of effective homogenized instruction at the beginning level. Beginning level readers especially need to read texts that match their background knowledge, as they will already have the structure needed to understand

the reading, thus freeing resources for lower-level vocabulary processing. When learners have mixed backgrounds and interests, instruction will have to be individualized to allow for comprehension and vocabulary learning.

The study suggests that teachers should incorporate vocabulary instruction in high-frequency English vocabulary for their learners. Also, teachers should match texts to student experiences, and facilitate the more exact transfer of schema when students may not have sufficient bottom-up processing capacity to activate appropriate schema on their own.

In a series of studies with young second-language learners in South Pacific islands and first-language learners in New Zealand, Elley (1989) found that children typically learned the meanings of many unfamiliar words from context alone, when they were read to three times over a period of a week, from selected high-interest stories. Such effects were not significant in a story with less appeal. When teachers explained word meanings, in passing, the learning was greatly increased, and was still present three months later. Both amount of input and level of motivation appeared to be important in these studies.

Waring and Takaki (2003) examined the rate at which vocabulary was learned from reading the 400 headword graded reader *A Little Princess*. Fifteen 19 to 21 year-old Japanese female students from a university in Western Japan were the subjects in this experiment. All the subjects were at the lower-intermediate level or above. This was determined by their class assignments and ongoing teacher evaluations.

To ascertain whether words of different frequency of occurrence rates were more likely to be learned and retained or forgotten, 25 words within five bands of differing frequency of occurrence (15 to 18 times to those appearing only once) were selected. Three tests (word-form recognition, prompted meaning recognition and unprompted meaning recognition) were administered immediately after reading, after one week and after a three-month delay. The results show that words can be learned

incidentally but that most of the words were not learned. More frequent words were more likely to be learned and were more resistant to decay. The data suggest that, on average, the meaning of only one of the 25 items will be remembered after three months, and the meaning of none of the items that were met fewer than eight times will be remembered three months later. The data thus suggest that very little *new* vocabulary is retained from reading one graded reader, and that a massive amount of graded reading is needed to build new vocabulary. The researchers also suggested that the benefits of reading a graded reader should not only be assessed by researching vocabulary gains and retention, but by looking at how graded readers help develop and enrich *already known* vocabulary.

The effects of extensive reading on different language fields such as reading comprehension, reading speed, appropriate grammar use, pronunciation, and writing have also been studied in detail.

In a study by Schon, Hopkins, and Davis (1982), 49 Hispanic 7-to-9-year-olds in four U.S. elementary schools in Tempe, Arizona were given access to a great variety of high-interest illustrated books in Spanish and allotted 60 minutes a week for free reading over a period of eight months. Compared with a comparable control group of 44 children, who followed the normal instructional textbook, without free reading time, the book flood pupils made large and significantly superior gains in Spanish reading comprehension, vocabulary, and reading speed for 8- and 9-year-olds, and in vocabulary but not comprehension, for 7-year-olds. Treatment effects by effect-size indices were over 0.6 in four of the five comparisons made. The book flood groups also improved significantly in attitudes toward reading.

Many studies claim that extensive reading has beneficial effects on one's reading speed. In order to measure the reading speed gains as a result of extensive reading, Bell (2001) conducted a study with two groups of elementary level learners (n = 26) at the British Council English Language Center in Sana'a, Yemen. He hypothesized that learners in the 'extensive' group will achieve significantly faster reading speeds than those in the 'intensive' group as measured on relatively easy,

non-problematic texts and learners in the 'extensive' group will achieve significantly higher scores on a test of reading comprehension containing texts at an appropriate level, than those in the 'intensive' group. The students were exposed to differing reading programs. The experimental group (n= 14) received an extensive reading program consisting of class readers, a class library of books for students to borrow, and regular visits to the library providing access to a much larger collection of graded readers (up to 2000 titles). The study extended over a period of two semesters and the reading program covered one quarter of the total class time (36 out of 144 hours). An inventory of readers was compiled, and reading records maintained to record titles read and the time subjects spent reading each week. The control group (n = 12) received an entirely different reading program which was intensive in character, being based on the reading of short passages and the completion of tasks designed to 'milk' the texts for grammar, lexis, and rhetorical patterns. The reading time of the subjects in each group was controlled and there was not a significant difference between them. (t = 0.32). The reading done by both groups was carefully monitored by the teachers. In measuring reading speed, subjects were given a time limit of three minutes and told that when the researcher banged on the desk they were to mark the word they had reached with a cross (x). Measurements were taken twice using selected texts. Speeds were then calculated in words per minute and tabulated. For the reading comprehension tests, a time limit of 30 minutes was set for each test. All tests were administered prior to and again on completion the study.

Large and significant differences between the groups were recorded on all three tests, with the extensive group obtaining significantly higher post-study scores and large and significantly greater gains in reading speed. It can be concluded therefore that the extensive reading program based on graded readers has led to much greater improvement in learners' reading comprehension than traditional text-based, intensive language exploitation activities.

Hafiz and Tudor (1989) conducted a study with Pakistani EFL students in the U.K. This study was designed to test Krashen's Input Hypothesis. In this study the researchers made available over 100 graded English readers to a group of 16 Pakistani-born students who spoke Punjabi at home, but were taught in English. During a 12-week period they read silently from their chosen books in daily one-hour sessions. By comparison with two comparable control groups, who did little reading, they showed impressive and significant gains on tests of reading comprehension, vocabulary, and writing; by contrast, the gains from pretest to posttest were significant in only 2 of the 14 comparisons of the control groups. The author noted larger gains in writing, supporting a transfer effect from enhanced reception to expression. They also caution, however, that the possibility that Hawthorne Effects contributed to the results cannot be ruled out in such a relatively short story.

Ricketts (1982) studied the effect of regular reading aloud in Fiji. In a follow-up study to the Fiji Book Flood, Ricketts investigated and hypothesized that two classes of 11-year-old pupils, exposed to daily reading aloud for 20 minutes from high-interest illustrated story books provided by the researcher, would improve their reading and listening skills. After eight months, comparisons with two matched classes of control groups, who were not read to, showed significantly greater gains for the experimental classes on standardized tests of both skills.

In a study by Asraf and Ahmad (2003) the application of a guided extensive reading program is explained with reference to the English language development and reading habit. They stated that they chose graded readers because they found these books simple enough for the students to read and understand. Although they believed that they could lead the students to read to some extent if they let them alone since the students' vocabulary was very limited. Therefore, they decided to have the program as part of an in-class program so that they could be guided and helped by their teachers. They felt that once the learners could see the value of reading, they would be more likely to read on their own. They aimed to get a "truer" picture of the students' attitudes towards reading in English as well as how they felt about the guided extensive reading (GER) program. Four classes three of whom were 7<sup>th</sup> grade classes and one was a 9<sup>th</sup> grade class participated in the study. Prior to the start of the program, the teachers were briefed on its aims and objectives as well as the rationale for implementing it. Data were gathered from several sources such as

from in-depth classroom observations of the Guided Extensive Reading Program sessions which were videotaped; from the discussions of the teachers who performed this program; from the researchers' perspectives, in which they played the role of participant observer. Data were also gathered from the teachers' diaries and from open-ended, in-depth interviews with the teachers and students with regard to the GER program. Triangulation through multiple modes of data collection and prolonged engagement were used to enhance the credibility or trustworthiness of the findings and to enable them to provide a thick and rich description of the students' as well as the teachers' perceptions towards the reading program, as well as the difficulties students may have had in reading in English.

The majority of the students in this study developed positive attitudes towards reading in English as the term progressed, although they were initially reluctant readers. However, the authors stated that it was not so easy to conclude whether extensive reading helped to increase their proficiency in English since the study was conducted over a period of four months, and the effects of extensive reading on the students' language proficiency could best be seen in the long term. The findings were also consistent with that of Krashen's (1993), who found that studies on free reading that last longer (especially if they are conducted for more than a year) show more consistently positive results on tests of reading comprehension. However, the authors argue that given the improvement in the students' attitudes towards reading in English and their motivation to read English books, their proficiency in English will increase in the long term if the students keep up reading.

According to the researchers, this study has revealed that the success of a reading program depends on several factors, among which are: How the teachers (or researchers) are able to motivate the students to read; how the program is organized and implemented; and how their reading is monitored. It also depends on how teachers feel about extensive reading. Unless the teachers are of the view that extensive reading is beneficial in promoting English language development among their students, they are not likely to exert their efforts to make the program a success.

Therefore, they concluded that these factors should be given careful consideration when implementing an extensive reading program.

The study conducted by Yamashita (2004) tried to find out the relationship between attitudes in L1 and L2 reading; the relationship between learners' L1 and L2 reading attitudes and their L2 proficiency; and the relationship between learners' L1 and L2 reading attitudes and their performance in L2 extensive reading. The participants of the study were 59 Japanese university students enrolled in the author's two EFL extensive reading classes (male: 44, female: 15, ages: 19 to 23 with the mode 19). The students were from different departments of the university but they were all native speakers of Japanese and had studied EFL through formal instruction at school for at least seven years. Data were collected via a five-point Likert scale questionnaire and an L2 proficiency test, which were administered as pre- and post-tests. The learners' performance in extensive reading classes was also determined by operationally defining as the average number of pages read per week.

After the administration of pre-tests, the extensive reading program which lasted for 13 or 14 weeks (this one week difference was because of the academic calendar of the university and the researcher indicated that it did not have a significant meaning for the study) started. Students were required to write a book report for each book they read. They were encouraged to read at least one book per week and were required to read 13 or 14 books per semester in order to complete the course. Factor analysis was applied to determine how many factors were involved in students' responses to the questionnaire. The unweighted least-squares method was used to extract the factors, which was followed by varimax rotation. The eigenvaluemore-than-one criterion was adopted to determine the number of factors. The results of the correlation analysis on the attitudes toward different variables in L1 and L2 revealed the following results: comfort (positive feeling) and anxiety (negative feeling) correlated negatively in both languages. Self-perception correlated positively with comfort in each language. The results related to the relationship between attitudes in L1 and L2 reading showed significance between the same L1 and L2 attitude variables. The results, therefore, suggest that L1 and L2 reading attitudes are related. Differences between attitude variables between L1 and L2 were examined by a matched t-test. This result indicates: (1) anxiety in reading is higher in L2 than in L1, (2) comfort in reading is higher in L1 than in L2, (3) the value that the students attached to reading does not differ between L1 and L2 and (4) self-perception as a reader is more positive in L1 than in L2.

The analysis trying to show the relationship of L1 and L2 reading attitudes and L2 proficiency revealed no significant differences. This indicates that L2 proficiency does not have a strong influence on reading attitudes. The analysis to reveal the L1 and L2 reading attitudes and the learners' performance in L2 extensive reading compared the average number of pages read in a week and attitude variables. Only comfort and self-perception showed significant correlations suggesting not all attitude variables affect students' performance in extensive reading. The researcher concluded that the motivating factor for extensive reading is not a negative feeling, nor is it rational thinking about a value. Instead, it is a positive feeling towards reading. The mere absence of negative feeling is not motivating enough for extensive reading, either. Both L1 and L2 reading attitudes affect L2 extensive reading performance in a similar way.

Walker (1997) reported the results of a self-access extensive reading project using graded readers with particular reference to students of English for academic purposes. First they carried out a pilot test to gauge the approximate distribution of the level of their students and the number of books per level they would require. They bought the required books. At the beginning of the new term, the students were tested, informed of their reading levels, and were given information about the project and they were encouraged about it. The project was set up as an open self-access system and the students were asked to read an average of one book a week in the first term, and in the second term they were encouraged to read two a week. Two parallel cloze tests were used as pre- and post tests. Pre-test (Test A) results were also used to determine the level of the students. Post-test (Test B) was given at the end of each term to measure any progress made over 10 weeks. Each student was required to keep a book report. These book records were collected in at the end of each term.

Individual tutorials were held every two or three weeks to get the general attitude of the students and to encourage them to read. Questionnaires were issued at the end of each term for further evaluation of the project. Finally, structured and recorded interviews were carried out with a number of students at the end of terms 2 and 3.

When the progress of the students and the quantity of the material read are correlated, the results show that the amount students read have a beneficial effect on their ability to perform on the cloze test, and over time, the effect increases. The interviews revealed that students found graded readers beneficial in language improvement (82.8%), in reading speed (51.7%), in comprehension (41.4%). The books also developed a positive attitude to reading (37.9%). The interviews also showed that students were successful in improving themselves in different language areas. For example 29 over 45 students (64.5%) indicated that they improved their reading speed. 44.4% of them said they learned new vocabulary; 37.8% said they improved their reading comprehension; 24.4% admitted that extensive reading had beneficial effects on speaking fluently; 22.2% showed improvements in their grammar, and so on. In short, the researcher suggests that the self-access model for extensive reading provides an alternative for adult L2 learners and is effective in reducing some of the problems learners face while trying to improve their L2 reading.

In his study, Mori (2004) attempted to investigate the relationship between how students' motivation/attitudes toward reading in English and a specific reading task, and how much they read outside of class. In the study, he tried to identify the components of English learning motivation, English reading motivation, task-specific motivation for a sample of university EFL learners in Japan, and to identify relationships between the identified components of motivation and the amount of extensive reading students do outside of class. The participants (N=100) in this experiment were first year non-English major students at a four-year women's university in Japan. All of the participants were intact groups whose instructor was the researcher. Although the participants were separated into four classes, all were in intermediate sections of the required English reading/listening course in the

institution on the basis of their placement test scores at the beginning of the school year. At the beginning of the study, the reading proficiency of the students was determined with a SLEP test and in order to obtain information regarding students' motivation, a questionnaire was created and administered in Japanese. The Science Research Associates Multilevel Reading Laboratory (SRA) was used to acquire information regarding the amount of extensive reading done by the students. The students were asked to read the books present in SRA in their leisure time. The students were not told from which level to start, but they were told to continue with the next level if they answered 80% of the questions correctly. Students were told to keep reading reports and at the end of the study period they were given the taskspecific motivational questionnaire. Three principal components analyses were performed for three parts of the questionnaire in order to determine the interrelationship among the items. In order to determine the best items for each of the motivational sub-components, the items which did not load high on any factors and/or items which seemed to be rather confusing based on the previous administrations of the questionnaire were eliminated and the correlation matrix was re-analyzed. After varimax rotation, a three-factor solution was chosen, which accounted for 58.73% of the total variance in the motivation subset of reading. In order to investigate which of the 11 factors chosen for parts I, II and III plus reading proficiency were significant predictors of the amount of reading, a forward stepwise multiple regression analysis was computed. The results of the multiple regression indicated that one of the general motivation factors, namely Study Habits, and one of the task-specific motivation-related factors, namely Intrinsic Value of Stories, contributed significantly to the prediction of variance (p< .05). The results also suggest that reading proficiency is not a significant predictor of the amount of reading.

The detailed analysis of the literature related to ER and language improvement has revealed the positive effects of ER on foreign language learning. However, only a small number of studies have compared the effects of ER programs carried out using different methodologies. In other words, the studies mentioned above have generally focused on the benefits of ER programs conducted by means of

graded readers, but there may be alternatives to these ER programs. In the age of technology, it is important to see whether the Internet can be used as an ER tool. Besides, all these studies took place in different educational settings than Turkey. Therefore, it is necessary to carry out further studies comparing two different techniques, namely, graded readers and the Internet activities, so-called Webquests, as ER in a Turkish setting with Turkish learners.

# Studies on the Use of Computer as a Teaching/Learning Tool

With the start of the new technologies to be used in the field of education, a large number of studies have been conducted investigating the effect of the technology use in education, and especially foreign language learning. Most of the studies conducted have been attempted to show whether the computer, as a novice teaching/learning tool, has any effects on enhancing student motivation. For example, Klein (1990) examined the effect on motivation of using an instructional game and supplemental reading with 75 undergraduate education majors. In the treatment group, subjects used an instructional game developed by the researchers while the control group used a worksheet containing the same review questions as the game. It was found that using the instructional game had a significant effect on motivation. Gale (1991) used courseware consisting of an event on the screen that required the students to respond by making a decision and speaking in Spanish class. Research results showed that students were motivated and liked working with the computer-based courseware very much. Watts and Lloyd (2001) evaluated a classroom multimedia program for teaching literacy. The outcomes demonstrated that children become self-directive and very active and exploratory in a very short time. Song and Keller (2001) examined the effectiveness of a motivationallyadaptive computer-assisted instruction on Grade-10 students' motivation (n= 60). Three treatment conditions included motivationally adaptive computer-assisted instruction (CAI), motivationally saturated CAI, and motivationally minimized CAI. Motivationally adaptive CAI was superior to the motivationally saturated CAI and motivationally minimized CAI for the enhancement of overall motivation and attention. Chang and Lehman (2002) examined the effect of relevance on learners'

motivation in a multimedia-based language-learning program. It was found that the group learning from the program with relevance enhancement outperformed than the group without relevant enhancement in terms of motivation perception. The group with the higher level of intrinsic motivation that also learned from the relevance enhancement program had the highest score on motivation perception.

In addition to the studies that showed positive effects of computer use on motivation, some studies have also been conducted on the effect of computer use in different language fields. However, the results of these studies revealed conflicting results. Although there are studies attempting to analyze the improvements made by learners using computers and CALL software (Pennington, 1989; Stevens, 1984; Taira, 1994; Windeatt, 1986), some studies have revealed that learners or teachers are not completely contented with this new technology. For example, Windeatt (1986: 86) concluded from his evidence that 'the students were not more motivated by having an activity presented in one medium (computer format) rather than the other (paper format)'. Mohan (1994: 124) similarly concluded from experimental data that 'the computer role as a stimulus for speaking may not be an entirely appropriate one'. Furthermore, teachers and students often demonstrate unrealistic expectations of CALL, sometimes leading to complete aversion (Chen, 1996) to computers.

### Studies on the Use of Internet as a Teaching/Learning Tool

CALL has been a part of many foreign language institutions in recent years. In addition to CALL programs, the Internet, a productive result of the computer has also been used in the field of education in recent years. Since the focus of this present study is the use of web-based activities as extensive reading, in this section, literature dealing with the Internet use in foreign language teaching and learning will be explained in detail.

In an article by Andrews (2000), project-oriented use of the World Wide Web in an elective unit on French and francophone cultures at first-year university level was reported. In the study, the author tried to find out whether project-oriented

use of the World Wide Web gave students a more authentic contact with the target culture than is possible in the traditional classroom; altered their perceptions of the target culture, putting cultural stereotypes into question; fostered critical reflection on the Web medium itself.

The participants of the study were the French classes of 1998 and 1999, composed of six and eight students respectively. The students had chosen to participate in the PrOCALL project by taking a mini-option called 'French cultures on the Web' in the second semester of their first-year course. In groups of three or four, students produced Web pages on topics relating to French or francophone cultures. The four topics chosen over the two years were: Jacques Brel, Surrealism and its heritage, electronic dance music, and French cuisine and wines. In 1999 certain students used a Web forum to correspond with partners at the University of Rouen, as well as entering into e-mail contact with French webmasters.

Data were collected via weekly teacher's logs, interviews with students conducted by the project co-coordinator, class observations (participant, non-participant and video-taped), 'portraits' or 'vignettes' of the 1998 classes written by the teachers, documents produced by students, including messages posted on the Web forum, Web pages and e-mails.

A review of the data set identified the documents that contained evidence relating to the three research questions. The relevant passages in the reduced corpus were then annotated and grouped under three headings: authenticity, stereotypes and critical reflection.

Based on the data, it was pointed out that the project-oriented use of the World Wide Web provided a more authentic contact with the target culture than traditional classroom activities because it gave students access to fresh information and allowed them to communicate with native-speaking informants in the here and-now of the classroom, and because the students had a freer and wider choice of information sources. However, it did not alter their perceptions of the target culture

as rapidly as a more teacher-centered approach might have done. There was a tradeoff between students' ownership of their work ('personally meaningful tasks') and the pace at which their cultural knowledge was restructured. One of the most valuable aspects of the project-oriented approach was that it fostered critical reflection on the Web medium, both directly, through evaluative activities built into the syllabus (formulating criteria for judging websites), and indirectly, by engaging students in challenging practical tasks that revealed the workings of the medium from a producer's point of view.

In an article, Toyoda (2000) tried to explain the program in which the learners were exposed to information technology (IT) skills. In the institution where he worked, the students are involved in project-oriented work with technology. Therefore, the author decided to prepare the students for this challenge in terms of their IT skills. The author claims that unreliable technology spoils the enthusiasm of language learners and helping his students reach the threshold level of IT skills before they start working in a technology-enriched environment as part of the project-oriented CALL (ProcalL) project became his objective. Therefore, they incorporated the goal of familiarizing students with multimedia tools into the curriculum of the Japanese 5A course, which took place in the first semester of 1998 and led to the PrOCALL project in the following semester. As a consequence, in Japanese 5A, the students learned to: browse websites relating to topics of their readings; they viewed a variety of sites to get accustomed to various Web designs and formats; they also learned to e-mail in Japanese on various issues relating to the topics of the selected readings. Their e-mail partners were native speakers of Japanese who were language trainees at Tohoku University in Japan.

The creation of positive attitudes towards project-oriented learning was also important. From the beginning of the year, the author described what the projects would be about and what challenges the students would be confronted with when working on Web pages in Japanese 5B. He also showed them some students' homepages created at other universities. At the end of the semester, he asked the students to present a plan of their Web project including the topic, the reason for

choosing it, methods of data collection, page design and format. 17 students who followed this syllabus (Japanese 5B) participated in the class. The syllabus of Japanese 5B involved two types of classes: a reading class (two contact hours) and a project-oriented class (two contact hours). In the reading class, the students explored Japanese views of Australian culture and society and improved their language skills by reading some sections of books on Australian society written by Japanese authors. In the PrOCALL class, they worked in groups to create Web pages on topics of their choice. In the process of project work, they expanded their knowledge and skills in the language by reading Japanese websites through Internet searches and exchanging e-mails with the partner students at Tohoku University in Japan. They also exchanged information with their classmates by posting messages in Japanese on the Web Forum, a bulletin board facility.

From the weekly recorded observations, the following five themes emerged as best describing the dynamics of the PrOCALL class: (1) group work: The researcher observed two types of group collaboration patterns among the students: Being good friends and sharing common interests; (2) language use: In fact the author hoped the learners to use Japanese during the preparation of the projects but the learners shifted to English as soon as they started to have technical problems although they were encouraged to use the target language. As they did not have enough technology-related Japanese vocabulary and they were working under time pressure, they naturally gravitated towards their first language. There was a noteworthy change in the sixth week. Although English was still exclusively used for group discussion, the students started to ask the teacher some questions in Japanese on Japanese language use. This tendency became even stronger during weeks 7 and 8. Gradually, technology-related questions became less frequent and, instead, language-related questions were asked more often; (3) communication with the teacher and the classmates: Communication between the students and the teacher also increased. There were times when the teacher initiated interaction with the students, and there were times when students would initiate exchanges. According to him, the students and the teacher developed a much closer relationship than in many other more 'traditional' classes; (4) connection with e-mail partners in Japan: The

number of e-mails written differed from student to student. The good correspondents received a lot of mail and the lazy ones rarely received any. Some students had written six messages to Tohoku students and had received five messages while others had sent only one message and had one reply. This difference mainly resulted from the different breaks between these two schools; and (5) student attitudes: Communication among the classmates improved with time. Intense negotiations started from the fifth week. At the beginning of Japanese 5B, the students were very passive, waiting for the teacher. The turning point came in the third week, when the students learned how easily they could search for topic-related pages and copy the URLs of useful pages onto their own composer pages. They became able to continue their work without the teacher's detailed instructions once they had mastered the technology. In conclusion, the author stated that he observed a marvelous transformation of attitude in his students: they learned to be autonomous through their project work.

In a study by Chen, Belkada, and Okamoto (2004), the authors stated their main focus of the experimental study as to examine the effectiveness of different forms of interactivity on language acquisition in the Web-based listening environment. They wanted to find out what mode of interaction (i.e., negotiation of meaning in inter-personal versus intra-personal activities) facilitates comprehension better and could lead to more effective language acquisition and whether negotiation of meaning facilitates greater comprehension and production. Twenty university students (non-native English speakers, majoring in Computer Science) from Southwest Normal University in China participated in this experiment via the Internet. The participants were randomly divided into two groups and assigned to different treatment conditions. The first group was assigned to the intra-personal treatment (i.e., where language is used for a functional purpose) comprised of a notetaking task and a dictation task (N + D). The other group was assigned to interpersonal treatment (i.e., where language is used for a communication purpose) comprised of an information-gap task (IG). Furthermore, two environmental conditions were defined: in one condition students were able to manipulate their learning path while performing the task (LP condition); in the other condition

students were not allowed to manipulate the learning path while performing the task (NLP condition). The study consisted of six one-hour sessions and took place over a 2-week period. The participants were required to access the course at the same time each session. The first three 1-hour sessions were placed in the NLP condition; the second three 1-hour sessions were with the LP condition. Participants were asked to complete a questionnaire to assess their background knowledge. Participants in this study were asked to access the course three times a week, for at least 1 hour per lesson. Each time, the participants were allowed to select their preferred video clips. While listening, they participated in question and answer sessions and received feedback from remote sites after each interaction. Afterwards, they could choose either to exchange comments with the teacher and/or other students in the same group, to continue the lesson, or to end the session. At the end of each course the participants were asked to fill out a 5-statement questionnaire. It was expected that the participants' attitudes would gradually change as they got more familiar with the Web-based course. At the end of the experiment, they filled out an open-ended questionnaire (e.g., Did you experience any communication problems? If yes, what were they? If no, please elaborate on the advantages of the course.). The data from the post-treatment questionnaire were used to measure the participants' attitudes towards the Web-based course. For the different dependent variables (i.e., achievement and attitude), the values of the means and standard deviations (SD) were calculated for the 10 participants in each group. For the independent variable (i.e., treatment condition), the Mann-Whitney's method was used to compute the rank sums and two-tailed probability (p) values. The mean difference in attitude values toward language learning experiences was significantly higher for both groups under the LP condition: mean = 4.7, SD = .61, t(10) = -2.23, p = .001. Moreover, positive attitudes were also found towards participant's autonomy over the Web-based environment, (mean = 4.7, SD = .51), t(10) = -1.34, p = .003.)

The main conclusion related to the first research question is that selfinitiated clarification attempts and self-negotiated comprehensible output involved in the learner-content interaction should be encouraged as one of the preferred instructional strategies in a CALL environment. In relation to research question two, there is no data revealing that negotiation of meaning facilitates comprehension and production, although the negotiation of meaning does occur with the purpose of task completion or information exchange. The analyses of the open-ended questionnaire revealed different ideas. Almost all of the participants under the NLP condition indicated that there were problems with the form of communication/interaction in this environment. The complaints were generally of two types: conflict with traditional way of communication and conflict with freedom in their learning paths. Regarding communication effectiveness, comments from both groups under the LP condition were similar. The comments supported the results of the attitude questionnaire. The overwhelming majority of subjects stated that such an environment provides an effective setting for SLA. The number of positive and negative responses on human teacher's interference varied. Some participants stated that they didn't care whether the human teacher was available or not, because there were enough alternate tutorial functions, such as the learning path function, learning history information, and the chat tool for talking with online students. On the other hand, positive opinions on the interaction with a human teacher mainly stated that the teacher can give them positive reinforcement on their language knowledge and that this type of support can greatly reduce the fossilization of errors. All participants expressed positive feelings towards the simultaneous feedback.

Chang (2005) conducted a research to explore students' perception of motivation and responses to web-based instruction through the aid of self-regulated learning strategies. He tried to find out whether the students learning from a web-based instruction and applying self-regulated learning strategies improve their perception of intrinsic goal orientation, perception of task value, control of learning beliefs, and self-efficacy for learning and performance. The course, targeted at first-and second-year college students from different majors, was designed as a semester-long, 2-credit-hour class. The entire class, consisting of 28 students, met every three weeks to discuss problems and give presentations. The class provided students with exposure to global issues through the web and self-record forms for recording study time and study place. Students also participated in discussions on various topics through the web, conducted two group projects, and kept journals on their learning

process during the semester. 28 vocational university students (2 males and 26 females) participated in the study. None of them had previous experience taking a web-based course. The Motivated Strategies for Learning Questionnaire, a 7-point Likert Type scale, designed to measure university students' motivational orientations and their use of different learning strategies was delivered both at the beginning and at the end of the study period. T-tests were conducted to answer the research questions about students' goal orientation, perception of task value, students' control of learning beliefs, and students' self-efficacy for learning and performance. Findings of this study reveal that the application of self-regulatory strategies within web-based instruction can improve learners' motivation perception, which includes students' goal orientation, students' perception of task value, students' beliefs of learning control, and students' expectancy for success and self-efficacy. Students in this study became more confident, more challengeable and more greatly valued what they learned after experiencing the web-based instruction with self-regulatory strategies. In addition, students learning within this environment were more likely to feel responsible for their own learning. They believed that their efforts to study made a difference in their learning. The author states that the results of this study provide a reference for both instructional designers and instructors who utilize web-based instruction. Findings of the study also imply that teachers can shift responsibility for the learning process through helping students develop self-regulatory skills. Learners who develop their self-regulation skills are able to take more responsibility for their own learning and learn with less intervention for the teacher. As a result, teachers may be able to spend less time delivering content and more time guiding learners and modeling ways to learn.

Reading in a second language is considered to be a meaningful language learning activity that can lead to actual language acquisition. There are studies indicating that during normal reading activities, readers incidentally 'pick up' new words. While reading, learners seem to 'guess', 'reconstruct' or 'derive' the meaning of unknown words from the context, so that they can recall them afterwards. However, when they are not able to guess the meaning of unknown words from the context, they consult dictionaries. Nevertheless, researchers agree that inferred

meanings are still remembered better than given meanings (Hulstijn, 1992; cited in De Ridder, 2000) and that dictionary use therefore should remain 'well-determined'. Inferring word meanings from the context is still considered to be one of the most effective strategies to learn new words (Pressley et al., 1987; Sternberg, 1987, cited in De Ridder, 2000).

New technology serves for the educational purposes. Therefore, every possible language-learning tool has become available at the click of a mouse. While studying, learners can consult grammar books or dictionaries without any interruption in their concentration. All kinds of help functions, exercises and examples are ready-made and waiting to be activated in order to improve the language of our learners. De Ridder (2000) conducted a study in which she tried to explain how the information that would be useful for the learners should appear on the screen. In this study, the researcher decided to include vocabulary acquisition since it has the advantage of being a measurable language item.

Before the study it was hypothesized that students will spend more on 'clicking' (i.e., looking up words) in the condition using highlights preventing the learners from inferring word meanings from the context, which will result in a lower amount of incidental vocabulary acquisition and in this same condition text comprehension will be less profound, since students will spend more time on reading the marginal glosses than on reading the overall text. The participants were seventeen voluntary Dutch native speakers of second-year students of applied economics (computer-literate). They were advanced learners of French as a second language; no bilinguals were involved. In two separate sessions, the students individually read two glossed authentic economic texts (of about 2,000 words each) in French on screen. The glosses could be obtained by clicking on the individual words in the text. Two conditions were provided: one in which the glossed words were highlighted (i.e., were in blue and underlined) and another one in which the difficult words continued to be 'clickable'—the link towards the dictionary definition remained—but were not marked in any specific way. Immediately after reading the text, the students took a multiple-choice comprehension test and an unannounced receptive, multiple-choice

vocabulary test of 27 items. The tested items were selected from the glossed words. To detect the long-term recall the vocabulary test was repeated one week later. During the sessions, additional data were collected with a tracker, registering where the students clicked and at what specific time by using a Microsoft Camcorder. After having read the text and completed the tests, the students answered some general questions concerning their reading and surfing-on-the-Internet habits. A small interview allowed the students to reflect on each session, evaluate the texts they had read and formulate their overall impressions.

The results of the data revealed that the mean of the test in the marked condition was higher than the mean of this same test in the unmarked condition. Students thus seemed to score higher on the vocabulary test in the marked condition. The analysis of Wilcoxon Signed Ranks test showed that the results of the two conditions were statistically different (Wilcoxon Signed Ranks, 2-tailed, p= .078, p< 2 x .05). There is no longer a statistical difference between the scores of the marked and the unmarked condition, since the p-value indicated by the Wilcoxon Signed Ranks test is greater than or 2 x .05. The results of the comprehension test, taken immediately after reading showed that the difference between the scores of the marked and unmarked condition was not statistically significant (Wilcoxon Signed Ranks, 2- tailed, p= .129, p> 2 x .05).

In a study, Vallance (1998) tried to introduce a completely new medium for EFL learners by developing a unique Internet Aided Language Learning (INTALL) resource for business English learners, entitled *Business Meetings*. 110 pages were written, providing learners with the opportunity to review exponents and lexis associated with starting meetings, presenting opinions, accepting and rejecting proposals, presenting alternatives, building up arguments, and concluding the meeting. From a multiple-choice questionnaire survey of 65 students connected to *Business Meetings* worldwide, 93% thought the activity was a useful resource. Learners said that the Internet activity was a 'comfortable method to learn some particular expressions in business English', 'imaginative', and that they 'would like to see more in the future'. On the other hand, a number of them suggested there was too

much information on each linked page, while others were unsure of technical operations on the Internet, such as downloading sound files and the use of scrolling pages. Ninety-five per cent of students said they would like to see further similar activities available on the Internet. The response from EFL professionals was similarly favorable. A negative feature of a hypertext activity is the potential for passive viewing, with the learner failing to engage with the materials in ways which result in effective learning. However, if learners understand what is required of them, and actively think about the materials, their structure, and their relationship to learning, the opportunity for communication and linguistic development may be enhanced by decision-making hypertext activities available on the Internet. Questionnaire feedback suggested that the activity motivated learners, providing them with a valuable resource that can be referred to at any time either as a group activity or for individual self study. Furthermore, personalized learning programs may be authored by teachers who are able to negotiate individual learning activities.

The close look at the previous research in the field of extensive reading and the use of technology, specially computers and the Internet has confirmed the benefits of extensive reading and technology use in different language fields such as vocabulary enhancement, language proficiency, and enhancement knowledge in the target culture; in different language skills such as reading comprehension, writing, even speaking and listening; and on affective variables such as motivation and attitude towards learning a foreign language. The studies mentioned above involve different techniques to elicit data on the effect of ER programs conducted using graded readers and the effects of the Internet on different language skills. However, the use of traditional ER programs and webquests as ER programs and their effects on language proficiency and L2 reading motivation have not been compared in any of these studies. Besides, all these studies took place in different settings other than Turkey.

#### **CHAPTER THREE**

#### **METHODOLOGY**

# **Research Model**

For the study, a group of students from pre-intermediate language level of Celal Bayar University, Department of Foreign Languages was chosen as subjects. Their language level was determined via an 80-item multiple-choice proficiency test delivered at the beginning of the 2005-2006 academic year. This study is composed of quantitative and qualitative parts. The quantitative part has an experimental model with two experimental groups and a control group. The experimental group members in the first group followed a conventional ER program composed of six graded readers from three different levels. The second group was exposed to web-based reading activities having the same content of the books read by the members of the first group. Control group members were also chosen from the same language level-students; however, they were not exposed to an extensive reading program. They just followed their school routine.

A proficiency test modified from the proficiency test given at the beginning of the 2005-2006 academic year was delivered as pre- and post-tests of the study. The reliability of this modified test was measured by Spearman Brown coefficient. The content validity was determined via the opinions of the experts from the testing committee members of Dokuz Eylül University, Anadolu University and Pamukkale University.

The motivation of the students was measured via a scale called "Foreign Language Reading Motivation", developed by Mori (2002) based on the model proposed by Wigfield and Guthrie (1995). This 6-point Likert-type scale in which (1) means strongly disagree; (2) means disagree; (3) means partly disagree; (4) means partly agree; (5) means agree and (6) means strongly agree, is composed of nine sections, namely: Reading Efficacy, Reading Challenge, Reading Curiosity, Reading Involvement, Importance of Reading in English, Reading for Grades, Reading Compliance, Reading Avoidance, and Integrative Orientation. The content validity was determined via the opinions of experts working in the Department of Foreign Languages at Celal Bayar University, Dokuz Eylül University, Anadolu University and Pamukkale University.

## The Universe and the Sample

The universe of the study is the students of Celal Bayar University, Department of Foreign Languages, having pre-intermediate English level. The sampling of the study was chosen from among these students, and they were appointed as two experimental groups and a control group. The students from the three groups continued to have their routine education supplied by their teachers at school.

The groups were intended to be composed of 15 students and the pre-tests were delivered to totally 45 students, however, during the experimental process, three students from the first and three students from the second experimental group left the study. The main reasons of their leaving were the difficulty of Internet access and having limited time due to their heavy weekly schedule. Therefore, in order to make the number of the students in each group equal three students from the control group were also cut off by drawing lots. Hence, the post-tests were delivered to totally 36 students.

The first experimental group (n= 12) followed an ER program prepared considering the characteristics of a conventional ER program. The other

experimental group (n= 12) was exposed to an ER program supplied via the web-based activities (webquests). The control group members (n= 12) were not exposed to an ER program. They only followed the foreign language instruction provided by their teachers and textbooks. Control group students were given the proficiency test and the two scales to compare the results to the other two experimental group members. Having a control group is vitally important since we have to determine whether the changes result form the ER programs or from the language instruction given at school.

The subjects of the experimental groups were the subjects of the qualitative study as well. Since all the subjects took part in the interview, there is not a change in the number of the students in the Traditional Group (TG) and the Internet Group (IG) depending on the quantitative and qualitative studies. Control group (CG) subjects did not participate in the qualitative study.

Table 2
The Distribution of Participants in the Groups in the Quantitative Study

Sex	Traditional Group (TG)	Internet Group (IG)	Control Group (CG)
Female	11	4	7
Male	1	8	5
Total	12	12	12

### **Data Collection**

In this study, data were collected both quantitatively and qualitatively. The quantitative part is an experimental study, and the qualitative part is a semi-structured interview.

#### The Quantitative Study

In the quantitative study, a proficiency test was given as pre-test and posttest, preceding and following the experimental period. The proficiency test was a multiple-choice test composed of 70 multiple-choice items having different parts such as items about vocabulary, grammar, and reading comprehension. A Likert-Type Scale measuring students' foreign language (L2) reading motivation was delivered to all groups before and after the treatment.

# **The Proficiency Test**

The proficiency test prepared by the testing committee of Celal Bayar University Department of Foreign Languages was used for measuring the reliability of the items. This test was delivered to 811 examinees at the beginning of the 2005-2006 academic year to determine the proficiency levels and placement of the students. The test was composed of different sections aiming to measure the proficiency related to sentence structure, vocabulary knowledge and reading comprehension. It was a test consisting of 80 multiple-choice questions. This test was evaluated using the program belonging to Izmir Institute of High Technology and the test scores were analyzed using SPSS 9.0 Package Program. To measure reliability, Spearman Brown coefficient was used but this test showed a low reliability with a Spearman Brown coefficient of .5912 and the majority of the questions had to be omitted either because their level of difficulty was found too high or too low as a result of item difficulty analysis. The criteria for the item difficulty analysis was omitting the questions having been answered by more than 70% of the examinees and the questions could not have been answered by less than 30% of the examinees. With the rest of the questions a new proficiency test with 100 items and having more reading sections was prepared. The new test was delivered to 50 students at Celal Bayar University, Department of Foreign Languages. The calculated Spearman Brown coefficient revealed a reliable result with the value of .8623. Reliability coefficient of Alpha was .8011. Therefore, the test was accepted reliable.

The content validity of the test was determined by expert opinions. Three experts from the testing committees of Dokuz Eylül University, Anadolu University, and Pamukkale University School of Foreign Languages stated that the content of the test was valid. However, some questions had to be omitted as a result of item

difficulty analysis, the criteria of which were explained above. Thirty questions out of 100 were taken out and the remaining 70 questions were given to all three-group members as the pre-test.

Upon the completion of reliability and validity studies, the proficiency test was delivered to the subjects of the study as pre-test and post-test. The students of the three groups were gathered into a classroom on 4<sup>th</sup> March, 2006, two days prior to the experimental period. The test consisting of 70 multiple choice questions was given as pre-test in their first and second class hours in the morning, and lasted 80 minutes. The same test was given as the post-test on 17<sup>th</sup> April, 2006; two days after the experimental period ended, at the same class hours. There were no absentees in none of the groups.

# The Scale for Foreign Language Reading Motivation

All ER programs are expected to enhance student motivation. In most studies, motivation is determined via interviews and reported anecdotally. However, there are scales that can determine the learners' motivation quantitatively. For this purpose, a scale called "Foreign Language Reading Motivation", developed by Mori (2002) based on the model proposed by Wigfield and Guthrie (1995, 1997) was used. This 6-point Likert-type scale in which (1) represents being strongly disagree and (6) being strongly agree is composed of nine sections, namely: Reading Efficacy, Reading Challenge, Reading Curiosity, Reading Involvement, Importance of Reading in English, Reading for Grades, Reading Compliance, Reading Avoidance, Integrative Orientation. The scale was translated into Turkish so that any language problems could be avoided. The translated form underwent some operations for reliability. Since there were 30 items in the scale, the new version was delivered to 150 students from the same age university students. Reversed scores were assigned to negatively termed items. The results were analyzed using SPSS 9.0 Package program. Split Half analysis was used for reliability. The split half analysis for part one revealed an alpha coefficient of .8513, and for part two an alpha coefficient of .9006. Cronbach's alpha coefficient for the whole scale was .9346. These results suggested that the translated version of the scale was reliable. The Turkish version of

the scale was also translated into English by two experts and the results did not reveal any differences that might cause misunderstanding between the original form and the translated form of the items. The content validity was determined via the opinions of experts working in the Department of Foreign Languages at Celal Bayar University, Dokuz Eylül University, Anadolu University and Pamukkale University. Since they reported the scale as valid and since the statistical analysis revealed reliable results, the scale was given as pre-test and post-test to all study groups at the beginning and at the end of the experimental period on the same day of the proficiency test after the subjects had completed their proficiency tests. It was applied in the first class hour in the afternoon.

## The Qualitative Study

The qualitative part of the study consisted of an interview with only the students in the experimental groups. The thoughts students who were treated differently throughout the experimental period were collected through an interview.

Brown and Rodgers (2002: 290) define an interview as "a survey done orally in a face-to-face format, on the telephone, or in groups." Wray, Trott and Bloomer (1998) believe that with the help of the face-to-face interview, it is possible to elicit language forms, to ask for intuitions, and to question the interviewees generally.

The interview of this study was in a face-to face format with participants, and was carried out individually. The questions were prepared to elicit data for the two different ER programs. Therefore, the questions were related to the conventional ER activities for TG and they were about webquests (web-based projects) for IG. After preparing the questions to have a semi-structured interview, the questions were checked by the other instructors and experts in the fields of Teaching of English as a Foreign Language and Measurement and Evaluation in Educational Studies at Dokuz Eylül University and Celal Bayar University, to take the opinions of the experts. Necessary changes were made accordingly.

# The Procedure

In this section, the procedural steps of the study are presented under the subheadings of Activities of Preparation, Activities of Introduction, Pre-test, Treatment, Post-test, Preparation of the Interview Questions, Interview, Validity and Reliability of the Qualitative Study and Data Analysis Techniques.

## **Activities of Preparation**

This step of the study consists of determining and deciding on the school as the setting of the study, getting permission from the school administration, and informing the class teachers about the study and assigning the subjects.

After considering the access, relations with the class teachers, and possible benefits of the study, Department of Foreign Languages of Celal Bayar University was chosen as the setting of the study.

The aim, content and the methodology of the study were introduced to the administration. After taking permission from the administration, the lecturers of the two pre-intermediate level classes of the department were requested to give permission to a group of students from their classes as the participants of the study. Since this was an extensive reading program, the lecturers were persuaded that the program would not interfere in the school routine of the students. The choice of these specific classes was important for two reasons: (1) the level of the students had to be above elementary so that they could follow the materials to be found on the Internet. (2) The lecturers who taught Main Core, Reading and Listening & Speaking Courses to these two classes were the same. Only the lecturer who taught Writing and Computer Lab Courses were different. Having the same teachers for the courses in which grammar, vocabulary, reading comprehension, reading skills, pronunciation, speaking skills eliminated the teacher factor, since the improvement in their proficiency might be the result of the teachers' using different activities and teaching techniques. The proficiency test applied as the pre-test to the students who wanted to participate in the study showed the students to be at similar levels.

The researcher took the students of two classes to the seminar room for a presentation about the research. The researcher presented the students the benefits of extensive reading programs via a Power Point presentation. The aim of the study, the methodology, and the criteria in the subject selection were also explained in detail. Totally 59 students attended the presentation and 45 of them volunteered to participate in the study.

## **Subject Selection**

After the presentation about the aim, methodology, and criteria for subject selection, 45 students volunteered to participate in the study. These students were inquired about their opportunities for computers and Internet access. The students who did not have computer facilities with an Internet access were appointed to as control group members. The other students who informed that they could find an Internet access either at their homes or in their dormitories or in the Internet cafes they could find in their neighborhood were randomly appointed to either the Traditional Group (TG) or the Internet Group (IG). As 45 students were volunteered, the groups were consisted of 15 students. However, throughout the study three students from TG and three students from IG had to leave the study due to some personal reasons such as their heavy burden at school and the difficulty of Internet access. As a result, three students from the CG were taken out of the study by drawing lots in order to equalize the subject numbers in each group.

In order to supply close connection with the students, the telephone numbers and e-mail addresses of all the students in the three groups were collected. Consent was also taken from all the participants.

#### **Activities of Introduction**

The daily routine of the students were not changed for the study. They would follow their courses at school and they would fulfill the requirements of the research after school: at home or in their dormitories. The methodology of the study

was introduced to the school administration, and the dates and the period of the study were negotiated.

Before the treatment period, the students in the TG were given a cloze test to test the starting level of the books. For this purpose, three 200-word passages from the first pages of level 3, level 4 and level 5 books were chosen. Every 7<sup>th</sup> word was replaced by a space which required students to fill using a suitable word of theirs. Every possible answer was accepted as correct. The tests were evaluated and the level 4 was determined as the starting level since level 3 was too easy and level 5 was a bit difficult for the students. They were also assigned to read a book from level 3, which was not one of the books to be read in the ER program. The students in the IG were sent a project via e-mail to make the students familiar with the system and to detect some possible problems. By doing so, the students in two experimental groups got acquainted with the two different extensive reading programs they would follow throughout the study.

#### The Pre-tests

The pre-tests in proficiency and the scale to measure their L2 reading motivation were applied to both experimental groups and the control group on 4<sup>th</sup> March 2006, two days before the start of the treatment period. The proficiency test with 70 multiple-choice questions had sections like vocabulary, grammar, and reading comprehension and lasted for 80 minutes. It was delivered at the first and the second class hours in the morning. The students participated in the study were taken to another class and took the test altogether. The researcher and another teacher from their school were with the students throughout the test. Before the test started, the students were informed about the content of the test, its duration and they were requested to answer the questions as carefully as possible. They were cautioned that answering the questions correctly was vitally important to see the improvement in their language proficiency even though the results of the exam would not be counted as a regular exam of theirs and they were given the necessary instructions about the test and the scale.

The students were also given a 30-item Likert-Type Scale to measure their L2 reading motivation, on the same day. It was given in the first class hour in the afternoon. As in the proficiency test, the members of the three study groups were taken to another class altogether. The researcher and another teacher from the institution guided the students. They were explained the purpose of the scale and they were requested to answer the questions frankly and sincerely since their answers were of great importance for the success of the research. It took them about 20 minutes to complete the scale.

#### The Treatment

After the experimental and control groups were determined, they took the proficiency test, and the scales prepared to measure their L2 reading motivation as pre-tests. The treatment was carried out in two experimental groups for 6 weeks after the class hours. The treatment applied in the two groups was as follows:

## The Traditional Group

The first experimental group; Traditional Group (TG) started to follow a conventional extensive reading program composed of graded readers. The program was prepared based on the criteria by Day and Bamford (1998):

- 1. Students read the assigned materials out of the classroom.
- 2. A wide variety of materials on a wide range of topics was chosen to encourage reading for different reasons and in different ways.
- 3. The purposes of reading were set and the students were required to write a book report upon finishing their reading. The main purpose was to understand the gist of the books; they were not interested in details.
- 4. Reading was its own reward. There were no follow-up exercises to be completed after reading except for the book reports, which were taken as the evidence for their reading.
- 5. Reading materials were well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries were rarely used while

- reading because the constant stopping to look up words makes fluent reading difficult. (The interview with the students confirmed this principle)
- 6. Reading was done at the student's own pace, and, outside class, when and where the student chose.
- 7. Reading speed was faster rather than slower as students read books and other material that they found easily understandable.
- 8. The researcher oriented the students to the goals of the program, explained the methodology, kept track of what each student read, and guided students in getting the most out of the program.
- 9. The researcher was a role model of a reader for students she had read all the books chosen before the start of the program.

As it was mentioned before, a close-test was used to determine the starting level of the graded books. The first 200 words were taken from three different-staged books (stage 3, stage 4, and stage 5) and every 7<sup>th</sup> word of the passage was replaced by a space and the students were requested to fill these spaces using their own words. There was not a single correct answer for each space; any meaningful answers were accepted as correct. According to the results of the cloze test, the students were able to get more than 95% of the answers right from the level 3 book. This one was accepted as too easy for them. They were able to complete only 67% of the blanks in the passage from level 5; which was accepted as above their present levels. 86% of the blanks were completed correctly in the passage from the stage-4 book. Therefore, stage 4 was accepted as the right level and they started the program by reading books from stage 4. They read three books from stage four, one book from stage five, and two books from stage 6 by the end of the experimental period. The purpose of the ER programs is to give the chance to the learners to read from a wide variety of books so that each learner in the program would have something to their taste (Day & Bamford, 1998). Besides this, extensive reading encourages exposure to a wide range of text types. When the learners come across different text types, they may recognize the patterns of different genres more easily. Peregoy and Boyle (2000: 240) indicate, "Familiarity with text types facilitates reading comprehension". Extensive reading helps students to recognize the format, internal text structure, language patterns and

vocabulary associated with particular text types, and the knowledge of how texts work gained by wide reading enables learners to comprehend the texts more easily. Therefore, the books were chosen from a different range of genres, including science fiction, adventure, spy, classics, horror, and romance, and from different literatures. The list of the books they read during the experimental period is given below:

Table 3
The Titles, Authors and Levels of the Graded Readers

	Name of the Book	Author	Level
1	Tales of Mystery and Imagination	Edgar Allan Poe	4
2	The Picture of Dorian Gray	Oscar Wilde	4
3	The Doll's House and the other stories	Katherine Mansfield	4
4	The Firm	John Grisham	5
5	Brave New World	Aldous Huxley	6
6	Cry, The Beloved Country	Alan Paton	6

The materials were supplied by the researcher. Thus, for each week, each student was made to read the same book. The study period started on 6<sup>th</sup> March 2006 and lasted for about one and a half months, thus, the participants read approximately one reader per week. This amount of reading is considered by Day and Bamford (2002) as the goal for a successful extensive reading program. It is also consistent with Nation and Wang's (1999: 355) suggestion that "learners need to read about one graded reader per week in order to meet repetitions of the new words soon enough to reinforce the previous meeting," assuming that the learners do not meet the words in other language activities.

The students in this group were given reading logs so that they could write a short summary, the main characters of the book, and their feelings and opinions about the book. These book reports were not evaluated as part of the research. They allowed the teacher and students to regularly check on student progress towards their reading goals. Students who lagged behind were continually reminded to keep up with their reading. The students were not given any oral or written exam, but the researcher occasionally had oral interviews with the learners to discuss about the most important points in the books and to solve the problems of the learners if they had some.

#### **The Internet Group**

The second experimental group, the Internet Group (IG) started to follow a program made up of web-based reading activities. The members of this group were chosen from among the students who had either their own computer with the Internet access or the Internet access from Internet cafes or from different sources, and their e-mail addresses were taken to form a group.

In order to determine the improvement in their language proficiency and L2 reading motivation, the learners in the two experimental groups went through two different ER programs. However, the topics of these programs had to be the same. In other words, the topics covered in both groups were the same, but how they covered these topics had differences. Therefore, some web-sites about the books of the graded readers group were found and some activities were designed according to the principles of webquest preparation, put forward by Dodge (1995):

- 1. Each Webquest started with an Introduction that set the stage and provided some background information.
- 2. A doable and interesting task was given.
- 3. A set of information sources needed to complete the task was given. Information sources included web documents, searchable databases on the net, and books and other documents like encyclopedias or dictionaries, physically available in the learner's setting. Because pointers to resources were included, the learners were not left to wander through webspace completely adrift.
- 4. The process the learners should go through in accomplishing the task was described in detail. Sometimes the process was broken out into clearly described steps. Some guidance on how to organize the information acquired was also given. This was in the form of guiding questions, or directions to complete organizational frameworks such as timelines, concept maps, or cause-and-effect diagrams.
- 5. The last section was a conclusion that brought closure to the quest, reminded the learners about what they learned, and sometimes encouraged them to extend the experience into other domains.

At the beginning of this process, a pilot study was conducted in order to detect some difficulties that might occur throughout the study. The students were sent a webquest that was not a part of their routine experimental process. This pilot study revealed the following problems:

- 1. Some students stated that they didn't receive an e-mail including such an attachment.
- 2. Some students had difficulty in opening the attachments.
- 3. Some of the messages were sent to their bulk files.
- 4. Some students had difficulty in opening the web sites given in the resources section of the webquest.
- 5. Some students said they had no time to check their mailboxes within the time required by their system supplier. Therefore, their messages were deleted.

The solutions found to these problems can be listed as follows:

- 1. The students were required to have at least two e-mail addresses and the messages were sent to both of the addresses given.
- 2. The webquests were sent both as attachments and as the body in the message.
- 3. The web sites were double-checked during the preparation stage and they were rechecked just before the message was sent in case there might be some problems related to opening those sites or downloading the information given in that site.
- 4. The phone numbers of the students were taken and they were informed about the new project either calling them or sending messages through mobile phones or the Internet.

Upon completing this period, the students in the IG were sent the webquests prepared in the view of webquest preparation rules as attachments via e-mail. As was mentioned earlier, the contents of the graded readers and the webquests were equalized to supply control. The list of the projects the learners sent is given below:

Table 4
Titles of the Webquests Sent to the IG

	Title of the Webquest	
1	Edgar Allan Poe: Father of Horror	
2	The Picture of Dorian Gray	
3	The Doll's House	
4	The Firm	
5	Brave New World	
6	Cry, The Beloved Country	

The experimental period for IG also started on 6<sup>th</sup> March 2006 and lasted six weeks. The students received the webquests through their e-mail; fulfilled the requirements assigned in each project; and sent the end-products to the researcher via e-mail. When they faced any problems, they contacted the researcher either via e-mail or telephone. The researcher tried to solve the problems and answer their questions. The subjects were alarmed both by e-mail and mobile phone in case of delays in receiving their end-products. Similar to the TG members, the students in the IG were not given any exams or quizzes based on the projects, but the researcher had occasional visits to the institution to have face-to-face interaction with the participants in addition to the electronic contact.

#### **The Control Group**

Control group (CG) members continued only their school routines. They did not follow any ER programs and they were requested not to read anything except for their textbooks.

#### The Post-tests

The post-test in language proficiency was applied in two class hours on 17<sup>th</sup> April 2006. The scale to measure their L2 reading proficiency was also applied on the same day, right after the proficiency test. The pre-test and post-tests of the proficiency and the scales had the same questions and items. The students were exposed to 70 multiple-choice questions in the proficiency test and there were 30 items in the L2 reading motivation scale. The students in the three study groups were given the proficiency test at the same time of the day; they were delivered the scales

in the first class hour of the afternoon session. There were no absentees in none of the groups.

## The Preparation of the Interview Questions

The second part of the study is composed of a qualitative research. In order to get qualitative data, the subjects were interviewed at the end of the treatment period. With the help of the interview, it is possible to elicit data on the thoughts, beliefs and ideas of the interviewees (Powney and Watts, 1987). The questions in this interview were prepared as open-ended questions to inquire the thoughts of the participants both in TG and IG. The questions were written according to the principles required for interviews (Yıldırım and Şimşek, 2004). They were checked and revised by the scholars in this field. Two sets of interview were prepared, one for TG and another for IG. The sets had some questions in common, but some questions showed differences depending on the nature of the ER programs they followed.

#### The Interview

Both experimental group members were given the interview about the treatment they had during the study. CG members were not given the interview as they were not treated, but they only followed their own schedule. The interview questions were developed with the support from the scholars and instructors in the field of Teaching English as a Foreign Language and Measurement and Evaluation in Educational Sciences Departments of Anadolu University, Celal Bayar University and Dokuz Eylül University. Necessary changes were done based on their suggestions. The interview was given by the researcher on 18-19<sup>th</sup> April 2006. It took approximately 10 minutes for each student. The interview with each student was videotaped for further analysis.

The interview took place in the seminar room of the institution and the students were taken into the room one by one. The size of the room was about 60 meters square, well lit with large windows. It had a table for the presenter, a board, and a computer with a projector. There were about 50 chairs for the audience. The

students had the interview face-to-face with the interviewer at the presenter's table. The interviews were recorded on a video-recorder (SONY-DCR-HC30E).

# The Validity and the Reliability of the Qualitative Study

The following issues were considered for the validity of the qualitative study:

- 1. The findings of the quantitative and qualitative study formed a meaningful unit.
- 2. The setting, sampling and procedure of the research were described in detail to make the findings comparable with the other studies.
- 3. This study would help the reader associate the findings with their own experience, since the place and the significance of the study in the literature were well defined.
- 4. To provide readers with the comparisons of this study with other studies in the field, necessary explanations were made. Thus, findings of the study can be tested in similar settings.

In addition to the validity, the reliability of the qualitative study was increased by considering these following points:

- 1. The characteristics of the participants were described in detail.
- 2. The setting of the research was also described in detail.
- 3. The framework predetermined for the study was well described to support further studies.
- 4. Methods of data collection and data analysis were described as a procedure in detail.
- 5. No hypotheses were made before the study in order to avoid biases and prejudices.
- 6. All kinds of statements by the participants were taken into consideration as data.
- 7. All the data from the study is kept by the researcher for other researchers and scientists.

- 8. Another researcher from the field (from Anadolu University, School of Foreign Languages) took part in the study to check the compiled and analyzed data to prevent any possible errors.
- 9. The findings of the study were read by another researcher from the field (Pamukkale University, Faculty of Education) to get rid of some personal comments to increase the objectivity as proposed by Fanselow (1992).

# **Data Analysis Techniques**

The quantitative data collected throughout the study were analyzed through the following techniques using SPSS Package Program for Windows, Version 9.0: Mean scores and standard deviations for each variable were calculated and given in tables. In order to determine the differences among the three groups in the pre- and post-tests one of the nonparametric tests, Kruskal Wallis Test was used. Within group comparisons of the three groups were conducted using a Wilcoxon Signed Rank test for it is a non-parametric test, which is used whenever it is uncertain what kind of distribution the results follow. Upon detecting a significant difference in the post-test results of the three groups, in order to determine the difference between which two groups caused the significance, Mann-Whitney U test was applied. In the analysis of the L2 reading measurement the same data analysis techniques were used. In order to see whether there was a correlation between language proficiency and L2 reading motivation Spearman Brown Coefficient, a nonparametric correlation test, was applied.

Qualitative analysis of the study was conducted via the analysis of the data obtained from the interviews with the members of the two experimental groups. The interviewees were asked open-ended questions related to the last research question.

The interviews were recorded on a video-recorder (SONY-DCR-HC30E), and the recordings were written on a computer word file manually. Some phrases, words, and sentences that were emphasized by the interviewees were categorized under some themes using specific codes. First of all, the typescripts of the recordings

were read thoroughly. Then, the coding section was completed. Using these codes, some themes were formed. Each theme was categorized according to the two different experimental groups. After forming these themes, some further themes were formed. For the themes and coding, the indexes were formed for the TG and IG members. Using these data indexes, frequencies related to the themes were determined. For each of the subunit of the themes, the typescripts were read once again and they were written as reports.

In quantitative studies, the reliability of the instruments to be used is calculated using some statistical procedures. Unlike quantitative studies, in qualitative studies, the reliability of the researcher is important. Therefore, the coding or grouping of the data should be investigated in terms of the reliability. This can be carried out either by two different coders or by the same researcher at least two weeks after the first coding. For the reliability of the qualitative part of this study, the researcher repeated the coding procedure two weeks later upon accomplishing the procedure of the first coding. The reliability was carried out using the following formula proposed by Miles & Huberman (1994: 64).

As a result of the first and the second coding procedures the total number of codes determined was 151. After the second coding procedure the number of agreement was 130 and the number of disagreement was 21. When these figures were operated in the formula given above, the result was 0.86. Miles and Huberman (1994: 64) suggest that final intercoding agreement in qualitative data analysis should approach or exceed 90%. Therefore, the analysis of the qualitative part of this study can be accepted as reliable.

#### **CHAPTER IV**

## FINDINGS AND INTERPRETATIONS

In this chapter, the findings from the research based on the methodology introduced in the previous chapter and the interpretations of these findings are presented with respect to the research questions of the study. The research has two main parts: quantitative and qualitative.

# The Quantitative Study

The quantitative study aimed to find out the effects of two different ER programs on the proficiency and motivation in L2 reading of learners. In addition, it aimed to find out whether there was a correlation between language proficiency and L2 reading motivation of the learners. The findings of the quantitative study are presented in terms of the test scores and the statistical analysis of these scores.

# The Effects of Two Different Extensive Reading Programs on the Proficiency of the Learners

In order to study the effects of two different ER programs, namely traditional ER and web-based activities, on the proficiency of the learners, the participants in the two experimental groups and the control group were given a pretest before and a post-test after the treatment. By doing so, the score differences between the pre-tests and the post-tests were obtained and further analyzed to find out if those differences were statistically significant. That is to say, the statistical analysis of the scores indicated whether or not these score differences of the two

experimental groups depended on the treatment. For this purpose, the mean scores and standard deviations of the pre-tests and post-tests were obtained.

First of all, the mean scores and standard deviations for the pre-test scores of the proficiency test of the two experimental groups and the control group were calculated and Kruskal-Wallis test, one of the non-parametric tests, was applied to see whether there was a significant difference among the pre-test scores of the three groups. The findings are presented in Table 5.

Table 5
Pre-test Proficiency Test Scores of the Groups

Groups Pre-test (X±SD)		p
TG (n: 12)	62.41 ± 5.69	
IG (n: 12)	60.96 ± 10.19	.817
CG (n: 12)	$62.75 \pm 7.90$	

p> .05; TG= Traditional Group; IG= Internet Group; CG= Control Group

Table 5 indicates that the mean score of the TG (62.41) is higher than that of the IG (60.96). The highest pre-test scores belong to control group members (62.75). However, the non-parametric analysis of Kruskal-Wallis revealed no significant difference among the pre-test scores of these three groups. Therefore, one can easily claim that these three groups were homogenous at the beginning of the treatment period in terms of their language proficiency levels.

Another statistical test was performed for the analysis of the post-test scores in order to discover if the three groups significantly differed from each other as a result of the treatment given. For this purpose, the mean scores, standard deviations were calculated, and the Kruskal-Wallis test was applied to the post-test scores. The findings are presented in Table 6.

Table 6
Post-test Proficiency Test Scores of the Groups

Groups Post-test (X±SD)		р
TG (n: 12)	$65.95 \pm 6.04$	
IG (n: 12)	69.92 ± 7.88	.086
CG (n: 12)	64.02± 8.78	

p>.05

Table 6 indicates that the highest post-test mean score belongs to the IG (69.92), and the lowest mean score belong to the control group (64.02). However, the Kruskal-Wallis analysis of these scores revealed no significant difference among the post-test scores of the three groups.

The difference between the pre- and post-test scores of the individual groups is of great importance. When the pre- and post-test scores of the individual groups were analyzed by means of the Wilcoxon Signed Ranks Test, some significant differences were obtained between pre- and post-test scores of the Traditional and the Internet Groups. However, no significant difference was observed between pre- and post-test scores of the control group. The findings are presented in Table 7.

Table 7
Within-group Comparisons of the Groups in terms of Their Pre- and Post-test
Proficiency Test Scores

Groups	Pre-test (X±SD)	Post-test (X±SD)	р
TG (n: 12)	62.41 ± 5.69	65.95 ± 6.04	.033*
IG (n: 12)	$60.96 \pm 10.19$	69.92 ± 7.88	.003**
CG (n: 12)	62.75 ±7.90	64.02 ± 8.778	.638

\*p< 0.05; \*\*p< 0.01

Within-group comparisons show some gains in terms of language proficiency as a result of the treatment given to the groups. However, talking about the gains by taking the pre-test results into consideration is important. That means, the difference between pre- and post-test scores of the groups should be calculated and compared in order to see the real difference as a result of the experimental procedure. Kruskal-Wallis test was applied to the differences of the pre-and post-test scores of the groups and the results are given in Table 8.

Table 8
The Comparison of the Differences Among the Groups in Terms of Their Preand Post Test Proficiency Test Scores

Groups	Pre-test (X±SD)	Post-test (X±SD)	Difference (X±SD)	р
TG (n: 12)	$62.41 \pm 5.69$	$65.95 \pm 6.04$	$3.53 \pm 4.86$	0.1.
IG (n: 12)	60.96 ± 10.19	69.92 ± 7.88	$8.95 \pm 4.89$	.017*
CG (n:12)	62.75 ±7.90	64.02 ± 8.778	$1.26 \pm 9.98$	

<sup>\*</sup>p< 0.05

Table 8 indicates that the biggest gain was obtained in the IG as a result of the treatment  $(8.95 \pm 4.89)$ . The smallest difference is seen in the control group (1.26). The analysis that was applied to see whether there was a significant difference among the gains of the three groups in terms of their language proficiency revealed a significant difference at p< 0.05 level. This result led us to a further analysis to determine the difference of which group caused this significance. In order to determine this, Mann-Whitney U test was applied to the differences of the Traditional and Internet, The Traditional and the Control and the Internet and the Control groups. The results of this analysis are given in Table 9.

Table 9
The Comparison of the Differences Obtained in the Groups in Terms of Their Proficiency Test Scores

Groups	Pre-test	Post-test	Difference	p
TG (n: 12)	62.41 ± 5.69	65.95 ± 6.04	$3.53 \pm 4.86$	.017*
IG (n: 12)	60.96 ± 10.19	69.92 ± 7.88	$8.95 \pm 4.89$	
TG (n: 12)	62.41 ± 5.69	65.95 ± 6.04	$3.53 \pm 4.86$	.671
CG (n: 12)	62.75 ±7.90	64.02 ± 8.778	$1.26 \pm 9.98$	
IG (n: 12)	60.96 ± 10.19	69.92 ± 7.88	8.95 ± 4.89	.013*
CG (n: 12)	62.75 ±7.90	64.02 ± 8.778	1.26 ± 9.98	

<sup>\*</sup>p < 0.05

The findings of Table 9 indicate that both experimental groups differ from each other in terms of the differences occurred as a result of the experimental procedure. The IG also differs from the control group, but the TG showed no significant difference from the control group in terms of the differences in their proficiency test scores.

If the results of the quantitative study on the language proficiency of the learners are analyzed closely, it is understood that a significant positive difference in the proficiency levels of the experimental groups occurred as a result of the treatment they were given. The results obtained in the TG find support from the literature, in which ER programs carried out by means of graded readers showed positive effects on the language proficiency of the learners. For example, Mason & Krashen (1997) found in a series of experiments that the learners in the ER group outperformed the traditional learners. These students had better gains not only in reading comprehension, but also on a cloze test than the traditional students who focused on practicing cloze exercises. Similarly, Leung (2002) reported that her vocabulary knowledge improved by 23.5% in one month as a result of the ER program study she conducted for herself. In this study, she acted both as a researcher and a participant. She stated that she was able to identify words and use them to construct more semantically and grammatically correct sentences in the second test (from 10% on the first test to 16% on the second test). Constantino, Lee, Cho, & Krashen (1997) indicated that reading was a significant predictor of students' TOEFL scores. However, they found that the other variables such as amount of TV viewing in English, frequency and amount of L1 reading, and amount of English study in the US were not significantly correlated with TOEFL scores. In another study, Pigada & Schmitt (2006) investigated in a case study whether ER leads to increased word knowledge, in terms of spelling, meaning, and grammatical behavior of the words, since these aspects are equally affected by ER. For all the target words, their participant G, earned 98 spelling points out of a possible 266 (36.8%) in the test 1, but improved to 159 out of 266 (59.8%) in the test 2. For meaning, there was also an improvement. The Test 1 meaning scores were 22 points out of 266 (8.3%), moving

up to 63 out of 266 (23.7%) in the test 2. In the grammatical mastery of verbs, the results were five out of 126 (4.0%) for the test 1, and 26 out of 126 (20.6%) for the test 2.

Research done on computer use and web activities generally focus on the motivation, attitudes, and autonomy of the learners. Of the studies we have investigated, none of them reported quantitative positive gains on language proficiency. Therefore, this present study may have an importance in that it reports some quantitative data on the gains in the proficiency level of the learners in the Internet group, which outperform the ones obtained from the traditional ER group.

# The Effects of Two Different Extensive Reading Programs on the L2 Reading Motivation of the Learners

This study also aims to investigate the effects of two different ER programs on the L2 reading motivation of the learners. For this purpose, the subjects in the three groups were administered a Likert-Type Scale before and after the treatment.

The scale was a 30-item 6-point Likert-Type Scale. Each individual's score was calculated by adding the numbers they circled. The highest point to be obtained form the scale was 180; the lowest was 30. The pre-test results of the three groups were obtained and their means, standard deviations were calculated. Kruskal-Wallis test, one of the non-parametric tests, was applied to see whether there was a significant difference among the pre-test scores of the three groups. The findings are presented in Table 10.

Table 10 L2 Reading Motivation Pre-test Scores of the Groups

Groups Pre-test (X±SD)		р
TG (n: 12)	138.41 ± 8.87	
IG (n: 12)	131.00 ± 9.31	.247
CG (n:12)	127.91 ± 22.69	

p> .05

The table indicates that the highest pre-test score was obtained in the TG (138.41); and the lowest score belonged to the control group (127.91). Despite these differences, no significant difference was found among the three groups in terms of their pre-test scores of the L2 reading motivation scale. Therefore, at the beginning of the experimental procedure, the groups are accepted as homogenous in terms of their L2 reading motivation.

The post-test results of the three groups were also calculated and their means, standard deviations are shown in Table 11. The results of the Kruskal-Wallis test are also given in Table 11.

Table 11 L2 Reading Motivation Post-test Scores of the Groups

	Post-test (X±SD)	p
TG (n: 12)	148.91 ± 11.42	
IG (n: 12)	139.91 ± 9.14	.000**
CG (n:12)	$124.50 \pm 9.51$	

<sup>\*\*</sup>p<0.01

As the table indicates, the post-test results of the groups show a significant difference at p<0.01 level. It means that the groups are different from each other in terms of their L2 reading motivation after they were given the treatment.

In order to see the difference each group has undergone, another analysis was performed. The Wilcoxon Signed Ranks Test enabled us to determine whether the pre- and post-test differences were significant in each group. The means, standard deviations and Wilcoxon Signed Ranks Test results of the three groups are given in Table 12.

Table 12
Within-group Comparisons of the Groups in terms of Their Pre- and Post-Test
Scores of L2 Reading Motivation

Groups	Pre-test (X±SD)	Post-test (X±SD)	p
TG (n: 12)	138.41 ± 8.87	148.91 ± 11.42	.011*
IG (n: 12)	131.00 ± 9.31	139.91 ± 9.14	.004**
CG (n: 12)	127.91 ± 22.69	124.50 ± 9.5	.307

<sup>\*</sup>p<0.05; \*\*p<0.01

Within-group comparisons show some significant gains in terms of L2 reading motivation in experimental groups as a result of the treatment given to them. As the table indicates, no increments were found in the control group in terms of L2 reading motivation. In contrast, though not significant, there was a decrease in their L2 reading motivation.

In order to see the results of the experimental procedure, the difference between pre- and post-test scores of the groups should be calculated and compared. Kruskal-Wallis test was applied to reveal the differences of the pre-and post-test scores of the groups and the results are given in Table 13.

Table 13
The Comparison of the Differences Among the Groups in terms of Their Preand Post-Test Scores of L2 Reading Motivation

Groups	Pre-test (X±SD)	Post-test (X±SD)	Difference (X±SD)	p
TG (n: 12)	138.41 ± 8.87	148.91 ± 11.42	$10.50 \pm 10.37$	
IG (n: 12)	$131.00 \pm 9.31$	139.91 ± 9.14	$8.91 \pm 9.03$	.015*
CG (n:12)	127.91 ± 22.69	$124.50 \pm 9.5$	-3.41 ± 19.96	

<sup>\*</sup>p< 0.05

Table 13 indicates that the biggest gain was obtained in the TG as a result of the treatment (10.50). The difference in the IG was a bit smaller than the difference in the TG (8.91). The difference observed in the control group was negative. It means

that there was a decrease in their L2 reading motivation (-3.41). The difference among the three groups was found significant at p<0.05.

The analysis that was applied to see whether there was a significant difference among the gains of the three groups in terms of L2 reading motivation revealed a significant difference at p< 0.05 level. This result led us to a further analysis to determine the difference of which group caused this significance. In order to determine this, Mann-Whitney U test was applied to the differences of the Traditional and Internet, The Traditional and the control and the Internet and the control groups. The results of this analysis are given in Table 14.

Table 14
The Comparison of the Differences Obtained in the Groups in Terms of Their L2 Reading Motivation Scores

Groups	Pre-test	Post-test	Difference	p
TG (n: 12)	138.41 ± 8.87	148.91 ± 11.42	$10.50 \pm 10.37$	
IG (n: 12)	$131.00 \pm 9.31$	$139.91 \pm 9.14$	$8.91 \pm 9.03$	.524
TG (n: 12)	$138.41 \pm 8.87$	148.91 ± 11.42	$10.50 \pm 10.37$	
CG (n: 12)	127.91 ± 22.69	$124.50 \pm 9.5$	$-3.41 \pm 19.96$	.014*
IG (n: 12)	$131.00 \pm 9.31$	139.91 ± 9.14	$8.91 \pm 9.03$	
CG (n: 12)	127.91 ± 22.69	$124.50 \pm 9.5$	$-3.41 \pm 19.96$	.013*

<sup>\*</sup>p< 0.05

The findings of Table 14 indicate that experimental groups do not differ from each other in terms of the differences in their L2 reading motivation they revealed as a result of the experimental procedure. However, the gains of both experimental groups showed significant differences when compared to those of the control group.

As Krashen (cited in Day & Bamford, 1998: 38) stated, "Reading is the only way, the only way we become good readers." The significant increase in the L2 reading motivation of the learners in the experimental groups, and –though not significant –the decrease in the motivation of the control group learners confirm his

words once again. They also confirm the principle by many researchers in this field that extensive reading promotes learners' positive attitudes toward reading. It fosters their confidence and motivation to read (Day & Bamford, 1998, Hill, 2001; Nation, 1997; Prowse, 2003). The more a person reads, the more motivated he can become in L2 reading. If the students are not exposed to extensive reading programs, as in the case of CG in this present study, their motivation to read may completely vanish.

The results of this study showed similarities with the previous research indicating increases in the motivation of the learners who carried out ER programs. For example, Asraf and Ahmad (2003) reported that the learners in the guided ER group developed positive attitudes toward reading in English although they were reluctant readers. They concluded that, as the attitudes and motivation of the subjects in their study towards reading in English were improved, it is very likely that their proficiency in English will increase in the long term. Leung (2002) also pointed out that if an individual is given the chance to read for pleasure, he could improve his confidence and have positive attitudes towards reading in the target language. In his study, Mori (2004) tried to identify the components of English learning motivation, English reading motivation, task-specific motivation for a sample of university EFL learners in Japan, and to identify relationships between the identified components of motivation and the amount of extensive reading students do outside of class. The results of the multiple regression indicated that one of the general motivation factors, namely Study Habits, and one of the task-specific motivation-related factors, namely Intrinsic Value of Stories, contributed significantly to the prediction of variance (p<. 05).

Previous research on the effect of computers on learner motivation has revealed contradictory results. While some studies reported positive effects of computers on student motivation (Chang & Lehman, 2002; Gale, 1991; Klein, 1990; Song & Keller, 2001; Watts & Llyod, 2001), some studies reported lack of motivation and content of both learners and teachers as a result of computer use for instruction (Chen, 1996; Mohan, 1994; Windeatt, 1986). As for the studies related to the Internet use, they generally report the positive effects of the Internet on students

being autonomous learners. For example, in an article by Toyoda (2000), learners were exposed to information technology skills. At the end of the study period, the researcher observed some changes in the classroom dynamics related to group work, language use, communication with the teacher and the classmates, connection with email partners, and student attitudes. According to the researcher, the most outstanding outcome of the program was that the students changed their attitudes and learned to be autonomous. Similar to the studies the results of which revealed some positive effects on the roles of the Internet on enhancing motivation to read and developing positive attitudes toward reading, the results of this present study are important since they provide the field with some quantitative data related to the role of the Internet and web-based activities on increasing the learners' L2 reading motivation. The significant increase obtained in the IG of this study is a clear sign of the effects of the Internet on increasing the learners' motivation to read in the target language. Therefore, one may conclude that web-based extensive reading activities may trigger the learners' motivation to read in foreign language and they can be used as an alternative to traditional ER programs.

The third research question aimed to find out whether there was a correlation between the measured variables, namely language proficiency and L2 reading motivation of the learners. For this purpose, Spearman Brown Correlation Coefficient, a non-parametric correlation analysis, was used for each group. First of all, a correlation was sought between the pre-test scores of the proficiency test and the pre- test scores of the L2 reading motivation scale for each group. The pre-test results of this analysis for the TG is shown in Table 15:

Table 15
Pre-test Relationships Between Variables in the Study for the TG

Variable	<b>Proficiency Pre-test</b>	L2 Reading Motivation Pre-test
<b>Proficiency Pre-test</b>	1.00	.492
L2 Reading Motivation Pre-test	.492	1.00

p > .05

Table 15 indicates that there is not a significant correlation between the pretest scores of the variables in the study in the TG (r=.492; p=.104). However, as a

result of the treatment, a significant correlation occurred between the post-test scores of the proficiency test and the post-test scores of their L2 reading motivation in this group (r= .864; p= .000). The results are given in Table 16.

Table 16
Post-test Relationships Between Variables in the Study for the TG

Variable	<b>Proficiency Post-test</b>	L2 Reading Motivation Post-test
<b>Proficiency Post-test</b>	1.00	.864**
L2 Reading Motivation Post-test	.864**	1.00

p < .01

When the same statistical procedure was applied to the pre-test scores of the IG for the same variables, similar results were obtained to those of the TG. In other words, no significant correlation was determined between the pre-test scores of the analyzed variables in the IG (r= .221; p= .490). Table 17 shows the pre-test relationships for the IG.

Table 17
Pre-test Relationships Between Variables in the Study for the IG

Variable	<b>Proficiency Pre-test</b>	L2 Reading Motivation Pre-test
<b>Proficiency Pre-test</b>	1.00	.221
L2 Reading Motivation Pre-test	.221	1.00

p > .05

However, a significant correlation was determined between the post-test scores of the proficiency and L2 reading motivation in the IG. The results of the analysis are given in Table 18.

Table 18
Post-test Relationships Between Variables in the Study for the IG

Variable	<b>Proficiency Post-test</b>	L2 Reading Motivation Post-test
<b>Proficiency Post-test</b>	1.00	.818**
L2 Reading Motivation	.818**	1.00
Post-test		

p < .01

As Table 18 shows, the relationship between the post-test scores of the variables in the IG was significant at p< .01 level (r= .818; p= .001).

As Table 16 and 18 show, the treatment resulted in a significant correlation between the post-test scores of the proficiency test and L2 reading motivation of the experimental group learners (r= .864; p= .000 and r= .818; p= .001, TG and IG, respectively). The increase in the relationship between the measured variables is a clear sign of the treatment given. This result can be interpreted as the more motivated someone becomes in L2 reading, the more proficient he becomes in the target language.

Studies in both second- and foreign-language acquisition confirm that those who read more do better on a wide variety of tests. In Stokes, Krashen, and Kartchner (1998), students of Spanish as a foreign language in the United States were tested on their knowledge of the subjunctive on a test that attempted to probe acquired competence. Formal study was not a predictor of subjunctive competence, nor was length of residence in a Spanish-speaking country. Stokes, Krashen, and Kartchner also asked subjects about the quality of instruction they had had specifically in the subjunctive. This variable also failed to predict performance on the subjunctive test. The amount of free reading in Spanish, however, was a clear predictor (p= .034).

Lee, Krashen, and Gribbons (1996) reported that for international students in the United States, the amount of free reading reported (number of years subjects read newspapers, news magazines, popular magazines, fiction, and nonfiction) was a significant predictor of the ability to translate and judge the grammaticality of complex grammatical constructions in English (restrictive relative clauses; p= .0002). The amount of formal study and length of residence in the United States were not significant predictors.

Constantino, Lee, Cho, and Krashen (1997) reported that the amount of free reading international students living in the United States said they did before taking

the Test of English as a Foreign Language (TOEFL) was an excellent predictor of their score on this examination (p= .002).

When the correlation between the pre- and post-test scores of the variables in the CG were analyzed, no significant correlation was found in their neither pre-tests nor post-test scores. The results of the analysis are shown in Tables 19 and 20.

Table 19
Pre-test Relationships Between Variables in the Study for the CG

Variable	<b>Proficiency Pre-test</b>	L2 Reading Motivation Pre-test
<b>Proficiency Pre-test</b>	1.00	.307
L2 Reading Motivation Pre-test	.307	1.00

p> .05

Table 20 Post-test Relationships Between Variables in the Study for the CG

Variable	<b>Proficiency Post-test</b>	L2 Reading motivation Post-test
<b>Proficiency Post-test</b>	1.00	.479
L2 Reading motivation Post-test	.479	1.00

p > .05

As Tables 19 and 20 show, no significant correlation was found in their neither pre-tests nor post-test scores of the variables for the CG. These results are confirmed by some studies in literature that show the difference between the groups that performed reading and did not read at all and continued only the traditional education given by their institutions. For example, Elley's data (Elley 1989) from South Africa and Sri Lanka indicate that in all cases, children who were encouraged to read for pleasure outperformed traditionally taught students on standardized tests of reading comprehension and on other measures of literacy. In this study, EFL students who lived in print-poor environments were given access to sets of sixty high interest books, which were placed in classrooms, with another sixty made available in sets of six identical titles. The books were used for read-alouds by the teacher, for shared reading, and for silent reading. In every case the readers outperformed those in comparison classes, and the gap widened with each year of reading. For example,

in Natal, the results on a standard test of the read and non-read groups in the fifth grade were 63.1 versus 35.1.

The quantitative part of this study indicated that either performed traditionally or using the Internet; ER programs have significant effects on the language proficiency of the learners in the experimental group learners. In addition, the significant differences between the control group and the experimental groups in terms of their L2 reading motivation can be admitted as the confirmation of Krashen's words, which said, "Reading is the only way, the only way we become good readers." (cited in Day & Bamford, 1998: 38). Furthermore, the positive correlation obtained between the post-test proficiency and L2 reading scores of the experimental groups enables us to talk about the relationship between the L2 reading motivation and language proficiency. This study also confirms the results of the previous ones that indicated the relationship between reading extensively and the success in language proficiency.

# The Qualitative Study

The qualitative part of the study was designed to search for the thoughts of the learners in the two experimental groups: the TG and the IG. To this end, the learners in the two experimental groups were interviewed. The semi-structured interview was prepared within the framework of the two different extensive reading programs. In addition to the learner thoughts on the ER programs applied, some other issues concerning the implementation of these two ER programs and the effects of these programs on different areas were quested for the data collected through the interview. Shortly, the qualitative data were analyzed under the following headings:

- 1. Learner thoughts on the language skills and their previous experience in language learning and ER programs,
- 2. Learner thoughts on the implementation of ER programs in this study,
- 3. The effects of the ER programs on different language fields.

The thoughts of the learners were analyzed with direct questions from the interviews, and the issues in the implementation and the effects of these programs were also derived from the thoughts of the learners.

## Learner Thoughts on the Language Skills, Their Previous Experience in Language Learning and ER programs

In the first two sections of the qualitative research, there were some questions trying to obtain some demographic and general language information about the learners. As the main concern of this study is the effect of ER programs on the proficiency and L2 reading motivation of the learners, it would be beneficial to get some information related to their previous experience in language learning and their thoughts on different language skills.

Previous experience in learning a language may be important. It is clear that there are differences between real beginners and the learners who have spent longer time on learning a language. Therefore, determining the time learners have spent on learning English is necessary. As the tables 21 and 22 indicate, the participants in this study had similar characteristics related to their previous experience in English.

Table 21
Experience of TG in Learning English

<b>Experience in English</b>	n	%
5-8 years	10	83
More than 8 years	2	17
Total	12	100

According to Table 21, 83% of the learners in the TG had a learning experience between 5 and 8 years. Only 17% of them had more than 8 years of experience.

Table 22 Experience of IG in Learning English

Experience in English	n	%
5-8 years	9	75
More than 8 years	3	25
Total	12	100

Similar to the TG members, the majority of IG members had the learning experience of 5-8 years (75%), and only 25% of them had the experience of more than 8 years. This data suggest that the group members were similar in that they had spent similar amount of time on learning English.

For more than 60 years now, research and practice in English language teaching has identified four skills—listening, speaking, reading, and writing. When these four skills are mastered, we can talk about language performance. Attention to the four different skills does indeed pay off as learners of a second language discover the differences and interrelationships among these four primary modes of performance (Brown, 2001).

According to Day & Bamford (1998), Hill (2001), Nation (1997), and Prowse (2003) ER has beneficial effects on different language abilities. For example, extensive reading builds automaticity of word recognition, which in turn allows lexical access – the automatic calling up from memory of a word's meanings and its phonological representation. Extensive reading builds vocabulary knowledge. Comprehension and fluent reading depend on automatic word recognition and vocabulary knowledge, and thus are advanced through extensive reading. Fluent reading allows the reader to move from word-by-word decoding to the processing of ideas, which is essential to higher-level reading and thinking skills. Extensive reading builds an awareness of grammatical structures and the ability to quickly and accurately process sentence structures. Extensive reading enhances learners' background knowledge. Extensive reading promotes learners' positive attitude toward reading. It fosters their confidence and motivation to read. Extensive reading increases exposure to English. The important role of "comprehensible input" in

foreign language learning has been strongly demonstrated by Krashen (1993). Extensive reading reinforces a grasp of language that is taught in class. It provides students with an excellent opportunity to consolidate what they have learned, which is an essential aspect of foreign language learning. Research studies also show that extensive reading improves learners' writing skills, listening and speaking skills, and examination results.

As literature indicates, ER has beneficial effects on four language skills, namely listening, reading, speaking and writing. In addition, some studies resulted in positive gains in grammar as a result of ER programs. Therefore, it is necessary to get the thoughts of the learners on different language skills and grammar. The answers of the TG the IG are given in Tables 23, 24, 25 and 26, respectively:

Table 23
Thoughts of the TG on Language Skills

	Learner thoughts	n	%	nx100/N
<b>t</b>	Reading	1	8	4
The most important skills	Writing	1	8	4
The imp skill	Speaking	11	84	44
	Total	13	100	52
east rtant	Reading	2	17	8
The least important skills	Writing	10	83	40
	Total	12	100	48
	TOTAL	25	100	100

Table 24
Thoughts of the IG on Language Skills

	Learner thoughts	n	%	nx100/N
<b>1</b>	Reading	2	15	8
The most important skills	Listening	2	15	8
The n impos skills	Speaking	9	70	36
	Total	13	100	52
st	Reading	4	33	16
The least importan t skills	Writing	7	59	28
Th imj t sl	Listening	1	8	4
	Total	12	100	48
	TOTAL	25	100	100

As can be seen in Tables 23 and 24, both group members found speaking as the most important skill (84%, 70%, TG and IG, respectively). The rate of students who found reading as the most important skill was 8% in the TG and 15% in the IG. Similarly, 33% of the students in the IG found reading as the least important skill while only 17% of the students found reading the least important skill in the TG. It is clear from the data presented in the tables that the majority of the students in both groups agreed on writing to be the least important skill (TG vs. IG: 83% vs. 59%, respectively).

The thoughts of the learners on grammar were also sought. Their thoughts on the importance they give to grammar are given in Table 25 and Table 26.

Table 25
Thoughts of the TG on Grammar

Learner thoughts	n	%
Grammar is very important	8	67
Grammar is not as important as speaking	4	33
Total	12	100

Table 26
Thoughts of the IG on Grammar

Learner thoughts	n	<b>%</b>
Grammar is very important	4	36
Grammar is not as important as	6	55
speaking		
Grammar is not important at all	1	9
Total	11	100

The answers of the two experimental group learners revealed that the majority of the learners in the TG found grammar important (67%) while only 33% of them said that grammar was not as important as speaking. Unlike TG learners, the learners in the IG did not find grammar as important (36%) as the TG members did. The majority of the learners in this group indicated that grammar was not as important as speaking (55%). Even nine percent of them found grammar not important at all.

Language areas that are easy and difficult for the students should also be determined in order to talk about the effects of these ER programs on different language fields. Table 27 and Table 28 present the ideas of the learners.

Table 27
Easy and Difficult Language Fields for the TG

	Learner thoughts	N	%	nx100/N
	Grammar	3	21	12
ult	Learning new words	6	43	23
Difficult	Listening comprehension	4	29	15
	Pronunciation	1	7	4
	Total	14	100	54
	Reading	3	25	12
S	Speaking	1	8	4
Easy	Grammar	7	59	26
	Learning new words	1	8	4
	Total	12	100	46
	TOTAL	26	100	100

Table 28
Easy and Difficult Language Fields for the IG

	Learner thoughts	N	%	nx100/N
lt	Grammar	6	46	23
Difficult	Learning new words	5	39	19
	Listening comprehension	2	15	8
	Total	13	100	50
	Reading	2	15	8
S	Speaking	4	31	15
Easy	Grammar	4	31	15
	Pronunciation	3	23	12
	Total	13	100	50
	TOTAL	26	100	100

Table 27 and Table 28 show some differences in the language fields that the learners in the two experimental groups find easy and difficult. Of the students who indicated their opinions on the easy and difficult language fields, 54% of the TG learners found grammar (21%), learning new words (43%), listening comprehension (29%), and pronunciation (7%) difficult; 46% of them found reading (25%), speaking (8%), grammar (59%), and learning new words (8%) easy. When we look at the opinions of the learners in the IG, we can say that 50% of them found grammar (46%), learning new words (39%), and listening comprehension (15%) difficult; 50% of them found reading (15%), speaking (31%), grammar (31%), and pronunciation (23%) easy. When we have a close look at these percentages, we can interpret that there is a similarity between the learners in each group in that they find learning new words difficult. 43% of the TG and 39% of the IG stated that learning new words was difficult for them. This data also clarifies a big issue in language learning: the role of learning new words and there is evidence in literature that extensive reading builds automaticity of word recognition, which in turn allows lexical access - the automatic calling up from memory of a word's meanings and its phonological representation. Extensive reading builds vocabulary knowledge. Comprehension and fluent reading depend on automatic word recognition and vocabulary knowledge, and thus are advanced through extensive reading (Day & Bamford, 1998; Hill, 2001; Nation, 1997; Prowse, 2003). Therefore, it is interesting to see that reading does not take place among the difficult skills in neither of the groups. In contrast, 25% of the TG and 15% of the IG learners found reading easy. This might be the result of the ER programs, since they indicated that they developed some techniques to read and understand better during the study.

The results did not reveal a consensus on the ease or the difficulty of grammar since the majority of the IG learners (46%) found grammar difficult, but the majority of the TG learners (59%) found it easy.

Another issue considered in the qualitative study was whether the learners in both groups had a previous experience with another ER program. However, as the Table 29 and 30 indicate, the majority of the learners had not participated in an ER program before the ER programs carried out for this research.

Table 29
Previous Experience of TG in an ER Program

Previous Experience in an ER program	n	%
Yes	1	8
No	11	92
Total	12	100

Table 30 Previous Experience of IG in an ER Program

Previous Experience in an ER program	n	%
Yes	2	17
No	10	83
Total	12	100

## **Thoughts of the Learners on the ER Programs**

In the third part of the interview there were questions related to the thoughts of the learners on the ER programs carried out for this research. The questions in this section can be grouped under three headings: (1) questions on the thoughts of

learners about the programs; (2) questions on the thoughts of the learners about the implementation of the programs; (3) questions on the thoughts of the learners about the effects of the programs on their present and future studies.

The learners in the two experimental groups were asked four questions related to their thoughts about the ER program conducted for this study:

- 1. What do you think about the ER program carried out for this research?
- 2. What did you like most about the ER program carried out? Why?
- 3. What didn't you like about the ER program carried out? Why?
- 4. Were your expectations prior to the program fulfilled? How? If they weren't fulfilled, what are the reasons for that?

The thoughts of the learners in the TG and the IG on the ER programs they followed are given in Table 31 and 32.

Table 31
Thoughts of the Learners in the TG on the ER program

	Learner thoughts	n	%
	Effective on vocabulary learning	5	39
	Increases reading and comprehension speed	3	23
ficia	Makes people responsible	2	15
Beneficial	Teaches how and where grammar rules are used	1	8
<del> </del>	Makes reading an enjoyable habit	2	15
	Total	13	100

As Table 31 indicates, the learners in TG were very positive on the ER program they followed. All of them clearly indicated that they found the program beneficial from some respects such as its positive effects on increasing vocabulary storage (39%), improving reading and comprehension speed (23%), making the learners responsible individuals (15%), enabling them to notice how and where grammar rules are used (8%), and making reading an enjoyable habit (15%). Below are some examples of the thoughts of the learners supporting these themes:

"It was nice. At the beginning, I had very limited vocabulary. Thanks to the books, my vocabulary storage improved."

"In my opinion, it is very nice. At least it helps us to keep the new words in our minds. As new words are repeated continuously, you can learn better."

"It was useful in learning new words. At least, I learned new words; I learned my reading speed."

"In fact, it was very good. I have learned various new words. I have learned how and where grammar rules are used. I especially underlined them. That is, it was very beneficial."

"I think it is useful because under normal circumstances, I don't open a book to find out what is written in it. It was something like an obligation. That is, I read."

"Frankly, I liked it. I realized last night that I had hated reading books before. Turkish or English, it doesn't matter. Then we started. Then, I started to read my Turkish books as well"

"In my opinion, it has positive effects on one's reading and comprehending speed."

Table 32
Thoughts of the Learners in the IG on the ER Program

	Learner thoughts	n	%	nx100/N
ial	Increases the Internet search skills	3	50	37
Beneficial	Makes English enjoyable	1	17	13
Bei	Teaches the terms in English web sites	2	33	25
	Total	6	100	75
Not very beneficial	Less advantageous than book reading	2	100	25
	Total	2	100	25
	TOTAL	8	100	100

While all the learners in the TG found the ER programs beneficial (100%), 75% of the IG learners stated that they found the program useful; 25% of them indicated discontent with the program. Of the learners in the IG who stated positive opinions on the programs, 50% of them indicated that the program increased their search skills on the Internet. They also mentioned that the programs enabled them to learn the terms used on the Internet (33%) and made English enjoyable (17%). The thoughts of the learners in the IG that support these themes are given below:

"As I was a member of the IG, my skills like searching on the net and reading long passages have been improved. I didn't use to read long passages. Frankly, I used to feel too lazy to read. But now I don't feel so."

"It has been very useful in that it has taught English by making it enjoyable."

"Completing the projects through the Internet has made it a bit difficult because you cannot stay in front of the computer for a long time. It has some positive effects in terms of new words."

"As I was an IG member, my Internet habit has increased; plus, we (usually) enter the Turkish Internet sites but we entered the English sites. We learned the terms there. I recognized a great difference between reading from the books and reading from the Internet, because, somehow, you have to learn the terms there. From the page numbers to the terms there... I found it very useful."

"I think that reading has a great effect on language and I also think that it is very useful"

The learners who said that the program was not beneficial, in fact, made a comparison between the programs carried out by means of graded readers and webquests. They stated that they found the traditional ER programs more advantageous since reading from the computer screen caused some problems and the Internet access was not so easy for some students. The thoughts of the learners supporting these views are given below:

"...Especially for the book readers. IG may find it a bit difficult, but for the book readers, it is a very good program."

"...I think the book readers were more advantageous. We cannot get the Internet access everyday."

When the findings presented in Table 31 and 32 are examined, it is clear that 100% of the TG learners and 75% of the IG members indicated openly that they found these programs useful. However, when the thoughts of the two experimental groups are compared from what perspectives they found the programs beneficial, some differences are found. For example, for the TG learners the program was most useful in terms of new vocabulary learning (39%). However, for the IG learners, increasing the Internet skills was more important than the others (50%). Despite the difference in their opinions, this data can be considered very valuable for the purposes of ER programs. As indicated in literature, ER programs can be considered

as an effective method to gain new vocabulary and increase someone's vocabulary storage (Dupuy & Krashen, 1993; Elley, 1989; Pigada and Schmitt, 2006; Pitts, White & Krashen, 1989; Waring and Takaki, 2003).

As for the opinions of the IG, the ER programs they followed enabled them to develop their search skills through the Internet. It means that the ER program they followed contributed to their experiential and independent learning by making learning English an enjoyable activity, which all find confirmation from the literature (Andrews, 2000; Chang, 2005; Chen, Belkada & Okamoto, 2004; Gale, 1991; Klein, 1990; Song & Keller, 2001; Toyoda, 2000).

In order to learn about the thoughts of the learners related to the ER programs they were also questioned on the points they liked most and did not like at all about the ER programs they followed. The distribution of the thoughts of the TG and the IG on what they liked and what they did not like about the programs are given in Tables 33, 34, 35, and 36.

Table 33
What the Learners in the TG Liked Most

Learner thoughts	n	%
Making the learners responsible	3	23
Improving reading and learning new vocabulary	2	15
Learning new things	3	23
Making the learners read faster	1	8
Writing summaries and answering questions	4	31
Total	13	100

As the table indicates, the majority of the learners in the TG indicated that they liked writing summaries about the books (31%). Although getting reports from the students was not considered as a kind of evaluation, the majority of the students indicated that they liked writing summaries since this gave them a chance to express themselves using their own words, use the words they faced while reading, and

remember the plot of the stories for longer periods. Below are the thoughts of the learners supporting this theme:

"Writing the summaries after reading the books."

"Taking not all the books at once but getting them one by one after having finished. In the book reports we were given, there were good and brief questions related to what we understood."

For most of the learners reading is a kind of burden and they do not like reading unless they are assigned to do. Therefore, some learners stated that they liked the program because it made them responsible (23%). In other words, they had the feeling that they had to finish reading the assigned books within the given period. The following statements were taken from the interview to support this view:

"If there hadn't been this program, I wouldn't have read those books. It was very beneficial."

"Being responsible, maybe. As I said before, I am not a person who is accustomed to do that."

"I didn't use to read English books. Normally, I did not use to read. I felt an obligation."

In addition to the gains in vocabulary, ER has other positive outcomes. ER develops general knowledge. If the learners are familiar with the background knowledge of the texts, they have a much better chance of understanding what the authors mean. According to Peregoy and Boyle (2000), wide reading when accomplished within the "i minus 1" level enhances the learners' general knowledge that facilitates their comprehension. This is very important for the teachers and the curriculum developers since exposing the learners to general reading at a suitable comprehension level presumably results in vocabulary building and enhanced

background knowledge, which will facilitate a better understanding of a specific topic. The learners in the TG used expressions to support these opinions of the researchers in the field since some of them stated that the program enabled them to learn new things (23%), and read and understand faster (%8). The thoughts of the learners on these themes are given below:

"It both improved my reading and I learned new vocabulary"

"I learned different things."

"Learning new things... I think that my reading improved. I liked it most."

"I think that I became faster while reading."

The distribution of the thoughts of the learners in the IG on the points they liked most about the ER program is given in Table 34.

Table 34
What the Learners in the IG Liked Most

Learner thoughts	n	%
Learning through searching	7	46
Improving yourself	1	7
It was interesting	2	13
Using dictionaries through the Internet	1	7
Sources	1	7
Learning the Internet culture	2	13
Finding the answers to the questions	1	7
Total	15	100

As the table above indicates, for the majority of the learners in the IG what they liked most about the ER program they followed was learning through searching (46%). This answer can be a good indicator of the students' tendency to autonomous learning. In the age of technology, the learners are in need of using the technology

for their own learning needs. This theme finds some support from the literature where the researchers tried to prove the beneficial effects of the Internet and webbased activities for learner autonomy and experiential learning (Andrews, 2000; Chang, 2005; Toyoda, 2000; Vallance, 1998). The following sentences are the examples to support this theme:

"Learning through searching."

"Searching of course is a very enjoyable thing. Either from books or from the Internet, searching is good work. I did it with pleasure."

"In my opinion, it was nice not by taking a book but through the Internet. It was more interesting."

"The thing I liked most... Learning something by searching..."

"Sources, and I myself surfed through the Internet."

"I liked searching. Getting information from different sources was important for me."

Some learners stated that they found the program interesting and more different than reading from the books (13%):

"I was in the Internet Group. We usually read books. It is something we have done since our primary and high school. Internet was a bit more different. There was searching, using the dictionaries through the Internet, we entered some sites through the Internet, searched the English web sites. Therefore, it was more different to be in the IG."

Some of them stated that they had the chance to learn the Internet culture (13%); they also stated that the Internet provided them with some opportunities like

using online dictionaries (7%) and using the sources available through the Internet (7%).

"Using the Internet. Nowadays, there is a culture called the "Internet culture" in the world. I had to learn the Internet culture. This program was the beginning of this."

"I could find the answers to the questions in the passages I read. The thing I liked most.... Even if I couldn't understand the whole, I got the general gist and I was able to answer the questions."

"There was searching, using the dictionaries through the Internet, we entered some sites through the Internet, searched the English web sites. Therefore, it was more different to be in the IG."

When the learners were questioned on the points what they did not like about the programs, some differing opinions were reported by the learners in the two experimental groups. The opinions of the learners in the TG and the IG on what they did not like about the programs are presented in Table 35 and Table 36.

Table 35
What the Learners in the TG did not Like

Learner thoughts	n	%
Topics of the books were boring	4	58
Reading is difficult	1	14
I didn't like being limited	1	14
Some books were thick and difficult	1	14
Total	7	100

Of the 12 students, five of them stated frankly that they had nothing they did not like about the ER programs they followed. The remaining seven learners

indicated that there were some points that they did not like. 58% of them said that they did not like the topics of the books since they found some of the books uninteresting. The examples from the statements of the learners are given for this theme:

"If you had chosen the books from more enjoyable topics, it would have been better. There were a few books I liked very much, but the rest of them were a bit boring. However, I read to get information. That is, it was good."

"Some stories were boring. I read since I had to read, but..."

"Some topics were boring. In fact, books are very nice, but it is necessary to read them with pleasure. I realized that I didn't read some of them with pleasure."

"I didn't like the topics of the books. They weren't attractive enough."

In fact, according to the principles of ER programs, learners should be able to choose the books from the genres they like best (Day & Bamford, 1998). But, in this study, the students in the TG were given the books to read by the researcher. That is, they were not allowed to choose the books, and they were not allowed to leave the books if they did not like their topic. Since this was an experimental study, and since there were two experimental groups, the topics of the books in the TG and the projects in the IG had to be the same. Thus, the researcher had to limit the TG learners with the topics of the IG subjects. Finding documents in the Internet including the same topics brought about some problems; therefore, the researcher selected the books whose Internet counterparts were found.

In this group, some learners stated that reading itself was difficult (14%), they did not like being limited (14%), and some books were thick and difficult (14%). The opinions of the learners related to these themes are as follows:

"In fact, there is nothing obvious. It was very good. Reports and so on... but, there were some difficult parts."

"Some of the books, especially the latest ones were quite thick and difficult."

As for the IG learners, they also stated that they had some points that they did not like about the ER program. Their ideas are given in the table below:

Table 36
What the Learners in the IG did not Like

Learner thoughts	n	%
Time was short (limited)	2	22
I couldn't find answers to the questions easily	2	22
I didn't like reading the book summaries	2	22
Some topics were difficult and boring	2	22
We had too many sources	1	12
Total	9	100

As Table 36 indicates, the learners in this group expressed different opinions. However, it is difficult to talk about one or two themes expressed by the majority of the learners. The opinions showed an equal distribution. It means that, the discontent with the program was a bit personal, depending on the problems encountered by the individual learners. Some learners talked about the time being limited and short (%22); some talked about the difficulty in finding the answers required in the projects (%22); some said they did not like reading book summaries, they expected something different (%22); some said that some topics were difficult and boring for them (%22). There was even one learner who complained about having a plenty of sources for the projects (%12). The following statements of the IG learners are given as examples for the themes explained above:

<sup>&</sup>quot;Sometimes reading was difficult."

"The program was a bit intense. The duration was short."

"Having not enough time. Coming one after the other..."

"Sometimes reaching the questions about the stories on the Internet is very difficult. Finding the answers to the questions..."

"It was O.K. but I sometimes had difficulty in finding answers to some of the questions in the projects. That's all."

"Its the book summaries. If there had been different projects, it would have been better."

"Since it lasted quite long on the Internet, some topics became boring."

"Some of the passages were difficult. I generally understood but some of them were difficult for me."

"Having been given too many sources was frustrating. Sometimes being two or three sites different caused a problem on which site I had to make use of."

When the two experimental groups are considered as a whole, one can easily say that the majority of the learners did not find anything they did not like about the programs. In other words, the students were content with the programs they followed. However, in both groups, though not in majority, there were some students who stated that there were some points that they did not like about the program, such as the topics of the books being boring and difficult, the duration being short, and having too many sources.

As explained in the third chapter, the learners were given a briefing about the benefits of such programs, and the duties of the learners throughout the programs. Therefore, in the interview there was a question investigating whether their expectations prior to the program were fulfilled or not. The answers of the learners in the TG and IG revealed some interesting points. Their opinions are presented in Table 37 and Table 38:

Table 37 How were the Expectations of the TG Fulfilled?

	Learner thoughts	n	%
were	I have self-confidence	1	9
ons w d	I can understand the gist	2	18
expectations fulfilled	My vocabulary storage increased	5	46
spec ful	I learned new things	2	18
My e.	I can guess the meaning of the words from context	1	9
	Total	11	100

As the table above indicates, 100% of the learners in the TG expressed their content with the ER program they followed. They indicated that the program fulfilled their expectations in the field of increasing their vocabulary storage (46%), which was previously explained as a problematic language field for the learners. Some examples are given below to support this theme:

"Yes, they were almost fulfilled. I had never read so many books before. My vocabulary storage increased. Now, I can guess the meanings of the words without looking them up the dictionary."

"Yes, they were fulfilled. As I said before, my vocabulary storage was very limited when I started the prep class. My grammar was fine. My vocabulary range was improved."

"Yes. As I had a lot of problems with the words, I had difficulty in keeping the words in my mind. As I read the books, I realized that it gradually improved. My expectations were fulfilled."

"Of course they were fulfilled. I learned new things. My vocabulary storage increased."

One learner talked about the self-confidence he gained by means of the program:

"Most of them were fulfilled. For example, I even did not use to take and read a level-6 book. I would say that I wasn't a person at level 6. But I read the level-6 books you gave. And I saw that there weren't too many differences between them and the other levels. I had self-confidence."

Some learners stated that they started to understand the gist instead of translating the texts into their mother tongue (18%), learned new things (18%), and could guess the meaning of the unknown words from the context (9%). The examples related to these themes are given below:

"Yes. In fact, it was this. Reading and getting information... Not translating word to word, but understanding the whole. Understanding the sentence, the passage."

"Yes, partly. Because I can understand the sentences much better now."

"They were fulfilled. The most important thing for me is that I started to read books. Not books, I even wouldn't read newspapers. I was so bad at first. I had quite a lot of benefits. Reading... vocabulary..."

It was interesting to see that the learners started these programs with some expectations in mind and it was also good to see that nearly all the expectations of

the learners in the TG were fulfilled. It is possible to say that the program fulfilled one of the important characteristics of a successful ER programs put forward by Day and Bamford (1998). According to them, ER programs aim to enable learners to read for pleasure, information and general understanding.

In contrast to the TG learners, there were some learners in the IG who stated that the programs did not fulfill their prior expectations. In this group 83% of the learners indicated that their expectations were fulfilled while there were 17% of them whose prior expectations were not fulfilled. The opinions of the learners in the IG are given in Table 38.

Table 38 How were the Expectations of the IG Fulfilled?

	Learner thoughts	n	%	nx100/N
	My English improved	3	20	17
vere	I learned new words	3	20	17
My expectations were fulfilled	My motivation to read increased	2	13	11
	I improved my search skills	4	27	21
ex /	I can read faster	1	7	6
My	I love English more than before	2	13	11
	Total	15	100	83
lled	Use of Internet is not at a desired level	1	33	6
Not fulfilled	Expected the projects to be different	2	67	11
	Total	3	100	17
	TOTAL	18	100	100

As the table above indicates not all, but 83% of the learners stated that their expectations prior to the program were fulfilled. Three learners (17%) stated that their expectations were not fulfilled. The learners, who stated that their prior expectations were not fully met, had expected their use of the Internet would have been much better (33%) and the content of the Internet projects would have been different (67%). The opinions of the learners on these themes are given below:

"They were not fulfilled. I couldn't make use of the Internet at a desired level. So it was not at an expected level."

"When I started the program I expected something different on the basis of the projects."

"When we started I thought not reading books, but I expected something different."

Totally 83% of the IG learners stated that the program fulfilled their prior expectations; however, how they were fulfilled differed from those of the TG. Of the learners who stated positive opinions on this issue, 27% of them said that they had expected their Internet search skills to be improved, and, as a result of the ER program, they noticed some improvements in their Internet search skills:

"I expected something related to searching and I searched quite well."

"...The thing I wanted most was to use the Internet."

"I expected that my vocabulary storage would increase and my search skills would improve."

"...I can use the Internet more efficiently."

In addition, they felt an improvement in their English (20%) and learned new vocabulary (20%).

"Yes, I can say that they were fulfilled. I learned many new words. I feel that my English is much better now. I started to love English. It wasn't like this in the past."

"Yes. My English has improved. For example, I learned more vocabulary.

My reading motivation increased. I was reluctant (before this program)."

"Almost yes. I wanted to improve my English when I participated in this program and I think it was improved."

"I love English much more than I did before."

As the students themselves reported, students generally do not like and do not do reading unless they are forced to do. They stated that with the help of the program, they started to read. They said that their reading motivation increased (13%) and they started to love English more than before (13%) at the end of the program.

"I didn't use to read any English books before. Never would I read any English articles or passages. They wouldn't attract me. I participated in this program and I read." (I10)

"I started to love English. It wasn't like this in the past."

Reading speed is an important factor in reading comprehension. One of the aims of ER programs is to increase reading speed of the learners (Day & Bamford, 1998). However, only one student stated that his prior expectation related to increasing reading speed was fulfilled. The other students did not state anything related to their expectations related to increasing reading speed.

"Now, I can read faster. My reading speed increased."

## **Learner Thoughts on the Implementation of the ER Programs**

In this study, the thoughts of the learners on the implementation of the ER programs were also surveyed. For this purpose, the data were collected through an interview and analyzed to discover the issues related to the duration, the time they

spent for each book or project, difficulty level of the books and projects, what the learners did when they faced some parts they could not understand, problems occurred throughout the experimental period, and the role of the researcher. The following questions were asked to gather data in this section:

- 1. What do you think about the time allocated for each book/project?
- 2. How much time did you spend for each book/project?
- 3. What can you say about the difficulty levels of the books/projects?
- 4. Were there any sections you could not understand?
- 5. If yes, what did you do to understand?
- 6. What were the problems you faced during the implementation of the program?
- 7. What can you say about the roles of the lead teacher?

Time is an important factor in ER programs. Therefore, the same amount of time was given to both group members by the researcher. As stated before, one week was given for each book and the project. Day and Bamford (2002) consider this amount of reading in one week as the goal for a successful extensive reading program. Nation and Wang (1999: 355) also suggest "learners need to read about one graded reader per week in order to meet repetitions of the new words soon enough to reinforce the previous meeting". The opinions of the learners on the time allocated for each book or project revealed that 100% of the learners in the TG and 83% of the learners in the IG found the time given by the researcher sufficient. Only two learners in the IG said that they found the time a bit short. The researcher also tried to find out how much time an individual student spent to complete each book or the project. The answers of the learners are given in Table 39.

Table 39
The Estimated Time Spent on Each Book or Project

TG (n: 12)	n	%
3 hours	2	18
4 hours	4	36
5 hours	2	18
More than 5 hours	3	28
Total	11	100
IG (n: 12)	n	%
3 hours	1	10
4 hours	2	20
More than 5 hours	7	70
Total	10	100

If table 39 is examined, it is understood that the majority of the learners in the TG spent four hours (36%) to complete a single book. On the other hand, the majority of the learners in the IG spent more than five hours to complete a single project (70%). This difference might have resulted from some technical problems such as available Internet access or the speed of the Internet access of their computers. The learners in the IG had to enter the sites they were given and download the pages they found related to their projects. This might have taken more time than the researcher expected. On the other hand, the time spent by the TG can be accepted only the time spent for reading since they did not have to spend time on finding the documents. However, the IG learners spent time not only on reading but also reaching the materials. Therefore, it is normal that they spent more time on each project than the TG learners.

Difficulty level of the materials plays an important role in ER programs. As stated by many authorities in the field, materials should be within the comprehension level of the learners so that they can understand the content without any difficulty and without frequent recourse to dictionaries and other reference books (Day & Bamford, 1998; Nation, 2001; Peregoy & Boyle, 2000). Even though the levels of

the learners were predetermined and the starting level of the graded readers was determined by means of a cloze test, it was difficult to adjust the levels of the materials for the IG learners. Therefore, the learners were asked to express their thoughts on the difficulty level of the books and the projects. The thoughts of the learners on the difficulty level of the books and projects are given in Table 40 and 41.

Table 40
Thoughts of the Learners in the TG on the Book Levels

Learner thoughts	n	%
They were at our level	8	67
The first ones were easy but the latter ones were difficult	4	33
Total	12	100

As the table above indicates, majority of the learners (67%) in the TG found the level of the books at their level. Only 33% of them found the first books easy but the books they read towards the end of the experimental period were quite difficult. As stated above, the level of the books were determined by means of a cloze test. Therefore, as the students themselves indicated, there were no problems when they started to read, but they had difficulty in reading the stage-5 and stage-6 books. The learners in this group read three stage-4, one stage-5, and two stage-6 books. Within this period, despite a significant increase in their proficiency level, this improvement may not have been enough for them to follow a stage-6 book easily. Therefore, despite not in majority, some learners may have expressed that the level of the last two books were difficult for them. The thoughts of the learners on this theme are given below:

"The first four ones were good but I didn't like the advanced ones very much. Since I couldn't read, I started to feel bored because I couldn't understand."

"I didn't have any difficulty up to stage 5, but frankly stage 6 was very difficult."

The majority of the learners in this group stated that the levels of the books were suitable for them and they did not have difficulty in understanding them. Some students indicated that the level of the books got more difficult but since their English level also improved they overcame the problems that might have hindered them from understanding. Below are the examples to support this theme:

"Since our level improved they were not very difficult but from time to time, on the turning points I had difficulty. Both the school and reading books... but then I didn't have any difficulty."

"They were not as difficult as I supposed. I used to exaggerate the advanced ones a lot. But they were in fact easy."

"They were good. They were appropriate to my level."

"The first ones were good. The later ones were at my level. There were only some unknown words."

"The first books were at our level, they were even below our level. But the books given later required more attention."

Table 41 presents the thoughts of the learners in the IG on the levels of the projects they carried out:

Table 41
Thoughts of the Learner in the IG on the Levels of the Projects

Learner thoughts	n	%
They were at our level	3	25
Some of them were very difficult	3	25
The first ones were easy but the last ones were difficult	6	50
Total	12	100

As the table displays, similar to the thoughts of the TG, half of the learners in the IG stated that the first projects were easier but they said that the projects sent towards the end of the experimental period were rather difficult. The other half had two major opinions: 25% of them stated that they were at their level while the remaining 25% said that some of the projects were difficult for them. Some sentences supporting theses views are given below:

"Moderate. In my opinion, they were neither very easy nor very difficult."

"There were projects above my level and the projects that I couldn't cope with, but I tried to understand."

"They got harder."

"The first ones were easy but later they got difficult."

"As you sent in an order, as the stages increased, they got more difficult. They were not over our level but the last projects were a bit more difficult. The rest of them were not very difficult."

"The ones in the last period were difficult. But it must have been like this."

"I found some of them quite difficult and I had difficulty in completing them."

The thoughts of the learners in the TG and IG show some differences on the difficulty level of the books and projects. The majority of the learners in the TG found the levels of the books appropriate for them (67%), while only 25% of the learners in the IG found them at their level. 50% of the learners in this group indicated that the first ones were easier but they became difficult in time. Since the level of the materials followed in the TG was adjusted precisely, this is an expected result. However, finding materials precisely adjusted to the level of the learners in the Internet is very difficult and sometimes impossible. Therefore, the learners sometimes had to read passages above their levels or below their levels. The answers of the IG learners clarify this issue. However, exposing the learners to heavier language is not always discouraging if they are balanced with easily understandable materials. Besides, it is in accordance with Krashen's input hypothesis (Krashen, 1988). In addition, the bigger difference in the pre- and post-test proficiency scores of the IG when compared to those of TG can be accepted as a support for Krashen's input hypothesis in second language learning.

When learners are exposed to long reading passages or ER programs, one of the biggest problems they face is comprehending the texts. There are sections they cannot understand easily or clearly. Sometimes the vocabulary items of the texts are above their levels; sometimes there are sentence structures that they have not learned before. Such difficulties may result in dislike or discontinuation in reading. Keeping these points in mind, the researcher asked the learners in the two experimental groups if they had any problems while reading and how they overcame those problems.

Out of 12 learners in the TG, only three of them (25%) stated that there were no sections that they could not understand. Similarly, only one student (8%) in the IG stated that there were no problems. The other learners in both groups stated that they faced some problems and they used some techniques to overcome those problems. The distributions of the opinions of the learners in the TG and IG on the techniques they developed or used while reading are given in Table 42 and Table 43.

Table 42
Comprehension Techniques Used by the Learners in the TG

Learner thoughts	n	%
I read twice	5	31
I linked with the other paragraphs	1	6
I used context clues	1	6
I guessed the meaning from context	2	13
I asked for someone's help	2	13
I used a dictionary	4	25
I read aloud	1	6
Total	16	100

As the table above indicates, the students used or developed some techniques to overcome the problems related to comprehension. The learners in the TG stated that they read twice or reread some sections if they had difficulty in understanding (31%). Some of them expressed that they used a dictionary to look up the meanings of the unknown words (25%). As the students stated previously, their major problem is their limited vocabulary range. Therefore, they had comprehension problems while reading due to the number of words the meaning of which they did not know. Despite being not in majority, some learners stated that they started to guess the meaning from the context (13%) and asked for someone's help (13%). Among the techniques used were making linkages with the preceding and following paragraphs, using context clues and reading aloud, but these were used by fewer learners when compared to the other techniques (6% each). The thoughts of the learners in the TG are given below to support these themes:

"There were, but I didn't miss the context clues. The sections I couldn't understand were not the main topics. There were a few paragraphs I couldn't understand."

"I read twice. Or I tried to link with the preceding and following paragraphs."

"Of course. For example, there were (some sections) in the last book we read. There were excerpts from Shakespeare. There were sections I couldn't understand in those excerpts."

"If I couldn't understand because of a word, I looked at the whole sentence. If I couldn't understand the sentence, I asked my friends. I consulted Cihangir Bey, one of my teachers."

"There were. I used a dictionary. I asked my friends."

"There were. I turned back and reread those sections."

"There were. I reread. For example, if I couldn't understand a paragraph, I read this paragraph once again."

"Yes. At the 6<sup>th</sup> stage."

"I used dictionaries. I used grammar books. In some sections American English was used. I had difficulty in those sections."

"Sometimes there were."

"I reread those sections. Then I skipped them. I looked up the words in the dictionary or I tried to guess their meanings. When I couldn't guess, I looked up the dictionary."

"There were no sections that I couldn't understand completely, but there were sections that I couldn't understand what the writer meant."

"I looked up the word in the dictionary. I turned back and tried to understand what it meant. By reading aloud, I tried to understand better."

The techniques developed or used by the of the learners in the IG are given in the table below:

Table 43
Comprehension Techniques Used by the Learners in the IG

Learner thoughts	n	%
I read twice or reread	4	25
I linked with the other paragraphs	2	13
I asked for someone's help	1	6
I used a dictionary	5	31
I tried to understand the whole from the parts	3	19
I used translation programs	1	6
Total	16	100

As the table above indicates, the learners in the IG also used similar techniques to the learners in the TG. However, their most favorite technique was using the dictionary (31%). The second most used technique in this group was rereading (25%). Similar to the TG learners, the IG learners also reread (25%) and made linkages with the other sections (13%) to solve comprehension problems. Instead of trying to understand single sections or sentences they preferred to understand the whole (19%). It is also interesting to see that a student used a technological improvement, translation programs, to overcome the problems related to reading comprehension, which was not a case in the TG. The thoughts of the learners in the IG are given to support these themes:

"In order to understand I tried to read the other sections of this passage again."

<sup>&</sup>quot;Not as a whole, but partly."

<sup>&</sup>quot;I reread to understand. I tried to think about the links with the other paragraphs."

"Sometimes there were because I came across new words"

"I looked them up in the dictionary. I looked up specific words, the words that can give meaning (keywords)."

"Sometimes"

"I tried to guess the meaning from the passages I could understand. I tried to understand by using the principle of understanding the whole from the part. I understood at last."

"There weren't many."

"I tried to comprehend from the whole without taking the words into consideration individually."

"Of course I couldn't understand some of the sections."

"I used to share with my friends. I downloaded a few dictionaries from the Internet. I used them. I have some translation programs. I had them translate some of the passages."

"Yes, there were."

"I sometimes read them once again. I had a look at the paragraph before or after the section I couldn't understand."

An important point to be considered while conducting an ER program is the difficulties the learners may encounter. An ER program prepared considering the characteristics of successful ER programs determined by authorities (Day & Bamford, 1998) probably prevents the learners from facing problems; or the problems are minimized. In fact, the ER programs for the TG in this present study were prepared by considering the guidelines put forward by Day & Bamford (1998). In the preparation of the programs for the IG the guidelines determined by Dodge (1995) were considered. Therefore, the researcher expected very few problems. However, for further studies, there was the need to detect whether the learners had

faced any problems. Table 44 shows the thoughts of the learners in the TG about their problems:

Table 44
The Problems the Learners in the TG Faced

	Learner thoughts	n	%	nx100/N
No problems	I had no problems	5	100	42
	Total	5	100	
S	I couldn't time myself	6	86	50
Problems	Some books were boring	1	14	8
	Total	7	100	58
	TOTAL	12	100	100

Of the 12 learners in the TG, five indicated that they did not have any problems (42%). The remaining learners (58%) talked about some problems they faced. However, the biggest problem they expressed was about their own personality since the majority of them stated that they had difficulty in timing themselves, therefore they had difficulty in completing the books within the required time (86%). Below are the thoughts of the learners on this theme:

"Some problems resulted from myself occurred. I sometimes couldn't spend enough time, then I had to be in a hurry."

"No problems occurred. I couldn't read some of them on time but I tried to do my best."

"There were some books that I couldn't read within the time you determined. I finished some of them a bit late."

"I couldn't read the books on time. I couldn't time myself."

Only one learner talked about the topic of some books as being boring and she stated this as a problem (14%):

"I didn't want to finish the books the topics of which I didn't like."

The opinions given above reveal that the ER program prepared for the TG is a successful one since nearly none of the learners talked about the poor nature of the programs. As the statements of the learners have revealed, the only problem they encountered was that they couldn't read the books on time. The learners in the TG were given one week for each book they had to read. In fact, according to literature, one week for each graded book should be the goal of the programs (Day & Bamford, 1998). Although the time allocated was enough, they couldn't plan themselves precisely; therefore, they had difficulty in finishing the books.

The thoughts of the learners in the IG on the problems they faced during the program are given in Table 45:

Table 45
The Problems the Learners in the IG Faced

	Learner thoughts	n	%	nx100/N
No problems	I had no problems	2	100	16
	Total	2	100	16
Problems	There were some technical problems	6	55	46
	I couldn't time myself	5	45	38
	Total	11	100	84
	TOTAL	13	100	100

Unlike the TG learners, the majority of the learners in the IG indicated that they faced some problems (84%). Of the ones who stated that they had some problems, 55% of them indicated that there were some technical problems related to their computers, e-mail addresses, or the Internet access. The thoughts of the learners on this theme are given below:

"Only once there was a technical problem related to the Internet. I solved it."

"There were some problems related to the Internet. I tried to solve them."

"For example, I couldn't receive some of your messages. I received them from my friends."

"There were some problems related to the Internet. I couldn't enter it whenever I wanted since I stay in the dormitory. Apart from this, I didn't encounter any problems."

The others stated that they did not time themselves precisely so they could not complete the projects on time (45%):

"I couldn't finish them on time. I couldn't search thoroughly. I couldn't complete the projects on time."

"There were some problems related to us, not to you. We had difficulty in completing them on time. As they had to be together with our lessons...We didn't have an available Internet access."

"I had a small problem with my e-mil address. There was some accumulation due to my limited time."

"Because of our exams, quizzes, I completed some of the projects a bit late.

I once sent 2-3 projects together because there was an accumulation."

Even though computers and the Internet are widely used nearly in all fields of our lives, the problems they cause are inevitable. As the learners in the IG indicated, most of the problems they faced resulted from the Internet access or the email addresses. Even though some precautions were taken before the start of the experimental process, the researcher could not prevent the learners from having some technical problems.

Day & Bamford (1998) put forward the roles of a teacher during ER programs. According to them, the teacher orients students to the goals of the program, explains the methodology, keeps track of what each student reads, and guides students in getting the most out of the program. In addition, the teacher is a role model of a reader for students - an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader. Guidance is one of the most important factors for the success of an ER program. According to Asraf & Ahmad (2003) the success of an ER program depends on several factors. They stated that how the teachers (or researchers) are able to motivate the students to read; how the program is organized and implemented; and how their reading is monitored are widely important. It also depends on how teachers feel about extensive reading. If the teachers do not feel that extensive reading is beneficial in promoting English language development among their students, they are not likely to exert their efforts to make the program a success. Thus, the role of the teacher should be given careful consideration when implementing an extensive reading program.

In order to detect the roles of the lead teacher in this study, the learners were asked to express their thoughts and feelings on the role of the lead teacher. The distribution of the opinions of the learners in each group is given in Table 46 and Table 47.

Table 46
Opinions of the Learners in the TG on the Roles of the Lead Teacher

Learner thoughts	n	%
Did her best	3	19
Helpful	5	31
Motivated and encouraged us	3	19
Made us feel conscious and responsible	2	12
Tolerant, positive, and patient	3	19
Total	16	100

The example sentences of the TG learners are given below to support these themes:

"In my opinion you did your best."

"First of all thank you very much since you gave us such an opportunity. We became more conscious due to this program. On reading book ...etc."

"You were patient. Even though we couldn't hand in some reports on time, you did not behave angrily."

"You led us."

"I think that you were of great help. You fulfilled your duties."

"It was good. You were very tolerant."

"The first program you introduced to us attracted me. That's why I thought it would be beneficial for me, so I participated."

"With the useful suggestions, you contributed to our reading positively."

Opinions of the learners in the IG on the roles of the lead teacher throughout the study are given in the table below:

Table 47
Opinions of the Learners in the IG on the Roles of the Lead Teacher

Learner thoughts	n	%
Did her best	2	11
Helpful	9	50
Motivated and encouraged us	4	22
Made us feel conscious and responsible	2	11
Tolerant, positive, and patient	1	6
Total	18	100

The example statements of the IG learners are given blow on these views:

"In my opinion it is a study that has to be done to improve the learners' English. For me you were very useful for the students."

"You did your best to help us. When I asked something, I was able to get its answer at most times."

"You were very interested. You encouraged us."

"Finding the sites beforehand was very helpful for us. She spent time for us. If she hadn't had any roles, I wouldn't have been interested. She made me feel responsible."

"She was always with us. She always triggered (stimulated) us. She explained what to do and how to do. She opened all the paths."

"The lead teacher was of great help. You did your best for us. Either for the book or the Internet (groups), you were very positive."

"You were very useful for us. Especially, for making us improve our English and practice it. And also you encouraged us to make use of the Internet."

"You were very patient. You didn't get angry when I said I couldn't finish my project. You also answered our questions and explained us what to do when we had problems."

The answers of the experimental group learners on the roles of the lead teacher revealed the following results: 19% of TG and 11% of IG learners stated that the teacher was perfect and did her best throughout the study. The majority of the students in both groups found the teacher helpful and stated that the teacher was a good leader (31% and 50%, TG and IG, respectively). They also found the teacher motivating and encouraging rather than forceful (19% and 22%, TG and IG, respectively). Interestingly, the percentages of the learners in both groups who stated that the teacher made them conscious and feel responsible were very similar 12% and 11%, TG and IG, respectively). The adjectives the learners mostly used for the lead teacher were "patient", "positive", and "tolerant". The percentage of the learners in the TG who used these adjectives was 19, while only 6% of the learners in IG used these adjectives to describe the lead teacher.

When the thoughts of the learners in both groups are considered as a whole, the following table can be made on the roles of the lead teacher throughout the study:

Table 48
Learner Thoughts on the Roles of the Lead Teacher

Learner Thoughts (n: 24)	n	%
Helpful	19	51
Consciousness raiser	4	11
Motivating and encouraging	7	19
Patient and tolerant	4	11
A good leader	3	8
Total	37	100

As the table above indicates, the researcher of this study has fulfilled the requirements put forward by Day & Bamford (1998) since the students expressed nearly all the peculiarities a teacher must have during an ER program. According to the table, 51% of the students described the lead teacher as a person who did her best to help the learners throughout the program. Students also indicated that the teacher motivated and encouraged them (19%) to read the given texts rather than force them. The students also said that the teacher was patient and tolerant (11%) and led them throughout the program (8%). They also stated that the teacher made them more conscious on reading (11%).

## **Effects of the ER programs**

The research conducted in the field of ER has proven that ER programs have beneficial effects not only on reading but also on the other language fields and skills. In order to detect whether the ER programs followed in this research have any effects on the different language fields, the students in the two experimental groups were asked some questions in the interview. The learners were asked the following questions:

- 1. How can you use the vocabulary you learned in this program in the other lessons?
- 2. What can you say about your frequency of dictionary use?
- 3. What do you think about the contributions of this program to the English you will use in the future?
- 4. What kind of changes do you feel at the end of the program?
- 5. Do you recommend such a program to your fiends? Why?

As the learners of both experimental groups indicated previously, vocabulary is the biggest hindrance not only in reading comprehension but also in speaking and writing. It has been shown by many studies that ER programs have beneficial effects on vocabulary learning [(Day, Omura & Hiramatsu, 1991; Hulstijn, 1992; Horst, Cobb & Meara, 1998, cited in Waring & Takaki, 2003); Dupuy & Krashen, 1993; Pitts, White & Krashen, 1989]. Similarly, the learners of the

experimental groups of this study have indicated that they learned new words or their vocabulary storage was increased.

As stated previously, many learners in the experimental groups stated that their vocabulary storage was increased by means of the ER programs they followed. They were asked to indicate how they used the vocabulary items they gained from these programs. The distribution of the opinions of the learners in the TG and the IG are given in Table 49 and Table 50.

Table 49 Vocabulary Use for the TG

Learner thoughts	n	%
I use them in speaking	9	69
I use them in writing	4	31
Total	13	100

As Table 49 displays, the learners in the TG stated that they used the vocabulary items mostly in speaking (69%) and in writing (31%). The following sentences are given to show these themes:

"Since we very frequently emphasize, I can remember the words. I use them in speaking and writing."

"For example, they were of great help especially in speaking lessons. They were also useful in writing. In fact they were helpful in all lessons because our vocabulary storage was increased."

"In the other lessons, for example, in speaking lessons I use very often. I face the words I saw in the books."

<sup>&</sup>quot;I generally use them in speaking lessons."

"Generally in the speaking lesson... I made use of them in the last week's speaking exam for example."

The distribution of the opinions of the learners in the IG on how they used the vocabulary items they learned by means of the ER program they followed is given in Table 50:

Table 50 Vocabulary Use for the IG

Learner thoughts	n	%
I use them in speaking	10	56
I use them in writing	5	28
I use them in grammar	1	5
I use them appropriately	2	11
Total	18	100

Similar to the TG learners, the majority of the IG learners also indicated that they used the new words they learned in speaking (56%) and in writing lessons (28%). The following statements support these themes:

"I made use of them in our speaking lesson. Some words in the books... The English we learn has some limits. But the words in the books are very different. As there were different books and as we learned different word groups in each of them... that is, I learned different words."

"For example, while speaking I use those words. They enable me to speak fluently."

"Mostly in speaking lessons, I try to speak with the words I can remember; I use them very frequently in the writing lesson. I even stress some of the words very much and I use them more often."

"I usually use them in writing. I am a person who likes to express himself with the same words instead of adding new vocabulary to my existing vocabulary storage. Generally in writing, instead of finding new words, there are places where I insert these words."

Unlike the TG, the IG learners stated that they also made use of the new words in grammar (5%) and in how to use them appropriately (11%). The following statements of the learners indicate these views:

"The new words I learned have been very effective in speaking, writing and grammar."

"I very frequently use them in our listening-speaking lesson. I try to use them appropriately."

"Especially in the speaking lessons we try to use as we remember, appropriately."

Similar to the findings in literature, the learners of this research indicated that they could use the words they learned during the program quite effectively in different language fields. When the learners of the both experimental groups are considered as a whole, it is clear that the majority of the learners make use of the words they gained through the ER programs they followed both in speaking and writing. Thus, reading as a receptive skill becomes effective on the productive skills of speaking and writing. These results can be accepted as the confirmation of the previous studies in the literature that showed the positive effects of vocabulary gains on different language skills (Hafiz & Tudor, 1989; Ricketts, 1982; Walker, 1997).

One of the aims of ER programs is to enable the learners to understand the passages or books without consulting the dictionaries very often. Using the dictionary very frequently spoils the concentration of the learners and they do not want to complete the books. Therefore, the frequency of the dictionary use was also

investigated in both experimental groups and it was determined whether there was a difference in the frequency of dictionary use as a result of the ER programs they followed. The distribution of the opinions of the learners in both groups is given in Tables 51 and 52.

Table 51
Frequency of Dictionary Use of the Learners in the TG

Learner thoughts	n	%
I would use very often	6	26
I don't use very often now	10	43
I guess the meaning of the words from the context	7	31
Total	23	100

When Table 51 is examined carefully, one can easily determine that the frequency of dictionary use of the learners in the TG was reduced since 26% of them indicated that they would use the dictionary very often; however, 43% of them indicated that they do not use the dictionary very often as a result of the ER program they followed because they started to guess the meaning of the unknown words from the context (31%). The data in this table can be accepted as a clear evidence that ER programs carried out by reading graded readers reduce the dictionary use since the level of the books are adjusted precisely to the level of the learners and repeated occurrence of the words make the learners learn and recall the words more easily.

The following statements are given to support these themes:

"Before I started this program I used to find the meaning of each word. I used to look up the dictionary. It used to take up a lot of time. Then, since there were too many documents you gave, I decided to read fast, without using a dictionary. I told myself to continue with what I understood from the sentence and see how much I could understand. I very rarely, that is when there is more than one word whose meaning I didn't know, then I used the

dictionary. Then I told my friends the story and they said, 'yes, you have understood."

"I used to use very much at first. But then I learned the reading style. I decided not to look up each word. It was much better. I didn't use it very often after that."

"I used to use a lot in the past. But while reading these books, I gradually started to guess the meanings. Now I don't use the dictionary very often."

"While reading the books I generally tried to guess the meaning from the context because as I looked up each word, I lost my concentration. That's why I tried to guess from the general. Of course there were a few words the meanings of which I couldn't guess at all, and then I looked up the dictionary."

The opinions of the learners in the IG are given in the following table:

Table 52 Frequency of Dictionary Use of the Learners in the IG

Learner thoughts	n	%
I would use very often	2	13
I don't use very often now	5	31
I use very often	5	31
I guess the meaning of the words from the context	4	25
Total	16	100

From Table 52, one can easily infer that there has been a great reduction in the number of the learners in the IG, who had used dictionary very often (31% versus 13%). However, the rate of the learners in the IG who stated that they used the dictionary very often is 31% despite the fact that 25% of them started to guess the meanings of the unknown words from the context. This high rate might be due to the

availability of the dictionaries through the Internet. During the interview, some learners said that they had downloaded some dictionaries and had looked up the words quite easily. The following statements from the interview support these themes:

"I read the passage first; I try to guess the meaning of the parts whose meaning I don't know from the parts whose meaning I know. Then, if there is no way out, I look up the dictionary."

"Frankly, I am not a person who uses dictionary very much. I generally try to guess the meaning from the general meaning of the passage. In fact, I used to use more often earlier, but I don't use very often now."

"I use quite often. When I look up the meaning of a word, I don't try to learn it; there were times when I had to look up the meaning of the same word again."

"If the words that I tackle cause trouble, I use the dictionary. I think I looked up at most 3-5 words because I tried to guess from the context. There was about a 10% reduction in my dictionary use."

"I cannot say that I am successful in using dictionaries. My dictionary use increased. I have a dictionary in my computer. I generally use it while reading the stories."

"I used to use the dictionary very often in the past. But reading the passages is not easy if you look up the dictionary very often, so I decided not to use it so often while doing the projects. Now, I can guess the meanings from the general."

When Table 51 is compared to Table 52, some differences can be seen in the frequency of dictionary use of the learners in the two experimental groups. Unlike TG learners, only 13% of the learners in the IG indicated that they had used the dictionary very often. Interestingly, the rate of the learners in IG, who said they did not use the dictionary very often and stated that they used the dictionary very often, was found to be the same: 31% each. The analysis of the two tables on dictionary use clearly shows that the rate of dictionary use in TG reduced more than the rate in IG, since 43% of TG reported that they did not use dictionaries then in contrast to 31% of the IG learners. This difference might have resulted from the ease of dictionary use through the Internet and computers when compared to printed dictionaries. As a result, the learners in the TG appear to improve their ability to guess the meaning of the unknown words from the context more than the learners in the IG (31% vs. 25%; TG and IG, respectively). Despite these differences, it is clear form the data in tables 51 and 52 that there has been a reduction in the dictionary use of the learners whether they followed a traditional ER program or an ER program through the Internet. The thoughts of the learners on the dictionary use reveal that there has been a reduction in the dictionary use of the learners, especially in the learners of the TG, since they started to guess the meanings of the unknown words from the context and they started to draw linkages with the previous and following sections of the text to get the meaning. Their opinions find confirmation from literature since Day & Bamford (1998), Hill (2001), Nation (1997), and Prowse (2003) have indicated the benefits of ER on vocabulary development, automatic word recognition, and an inclination to the processing of ideas from word-to-word recognition.

While preparing and implementing ER programs, the biggest concern is to cause an improvement in the target language so that it can be used effectively not only during the present education, but also during the further education and future lives of the learners. Since the participants of this study are preparatory class learners, they have at least four more years to complete their education and English will always take place in their future curriculums. In addition, in order to graduate from the university, they will have to prepare a lot of projects and they will have to

submit a graduation thesis. Moreover, if they want to further their education, they have to prove that they are proficient in English. Furthermore, when they start to find a job, one of the primary prerequisites for them will be to be a proficient person in English. Therefore, whatever the learners do to improve their English has contributions to their future education and future life. When the learners of the two experimental groups were interviewed, they were asked about their thoughts on the benefits of the ER programs they followed on the English they would use in the future. The distribution of the thoughts of the learners in the TG and IG are given in Table 53 and 54.

Table 53
Thoughts of the Learners in the TG on the Benefits of the ER Programs for Their Future Life

Learner thoughts	n	%
My motivation to read has increased	4	33
It will make reading fast	4	33
It has improved self-confidence	1	9
It has improved my English and myself	2	16
It will improve my pronunciation	1	9
Total	12	100

According to the table above, the learners in the TG believe that the biggest contribution of the program is to their reading motivation and reading speed (33% each). This data confirms Krashen's (cited in Day & Bamford, 1998: 38) statement, "Reading is the only way, the only way we become good readers." This means that only by reading large quantities of material that are within their linguistic competence will language learners become fluent readers. The following statements are given to support these themes:

"I think that the program reached its main purpose. No more do I feel any prejudice towards reading.... My motivation to read long passages has increased. I didn't use to think like that before."

"The biggest contribution... it really increased my reading speed."

"It has a lot of contributions to me so I always think positively. It has especially contributed to me because I didn't use to read any books, I started reading books."

"I can understand by reading faster. Before that I used to read slowly in order to understand, but now I can understand by reading fast."

They stated that the other benefits would be on increasing their proficiency in English and some improvements in themselves (16%). One student mentioned that the program helped him to gain self-confidence, and the other student said that she believed she would have a better pronunciation as a result of the ER program she followed. The following statements support these themes:

"It will make my reading faster. I think that my pronunciation will become better."

"I believed that I improved my English much better. And I became a more comprehensive person. I improved myself."

"Advanced English is necessary for our career, and to achieve this, a reading habit is required. When we start reading for the first time, we cannot understand directly. Perhaps, we make word-to-word translations, but then, after reading and understanding the sentence completely, this becomes permanent..."

"It increased my self-confidence. I am not afraid of advanced levels any more. I am even thinking of reading original texts now."

The distribution of the thoughts of the learners in the IG on the benefits of the programs for their future life are presented in Table 54:

Table 54
Thoughts of the Learners in the IG on the Benefits of the ER Programs for Their Future Life

Learner thoughts	n	%
My motivation to read has increased	2	13
It will make reading fast	2	13
It has improved self-confidence	1	7
It has improved my English and myself	4	27
It will improve my speaking	3	20
It has improved my search skills	3	20
Total	15	100

According to the learners in the IG, the biggest contribution of the program would be to their proficiency in English and the development in themselves (27%). The following statements support this theme:

"I think that it will contribute positively to our self-improvement. It will have positive effects on vocabulary and self-confidence."

"Indeed, if we think about either speaking or the exams like TOEFL, it will be useful."

They also stated that it would have beneficial effects on their speaking (20%), their reading speed (13%), motivation to read (13%), and their search skills through the Internet (20%).

"I have learned to be able to speak English fluently, and read and comprehend the things I read faster."

"My reading speed has increased a bit more. It will have such a positive effect."

"It has a positive contribution in terms of the Internet. In terms of searching the Internet... Apart from this, it can have a positive effect in speaking and writing."

"I believe that I will use the vocabulary I learned. It will influence my reading and comprehending the books and articles related to my subject field."

"I will read the original novels from now on."

"I believe that my vocabulary storage has increased a lot. Using the Internet through English is very important for me. I developed it. I am planning to go abroad in the future. I think that having such a habit will be of great advantage for me in the future..."

"...My reading habit in English has increased because I didn't have any before."

When the learners were asked to express themselves in terms of the changes they observed, the answers of the learners in the TG revealed some important issues, which are parallel to the objectives of the ER programs put forward by researchers. The distribution of the thoughts of the learners in the TG on the changes they observed as a result of the ER program is given in Table 55.

Table 55
The Differences the Learners in the TG Felt at the End of the ER Program

Learner thoughts	n	%
My motivation to read has increased	6	32
I started to understand what I read	3	16
My vocabulary storage has increased	4	21
My English has improved	1	5
My self-confidence has increased	2	10
My reading speed has increased	3	16
Total	19	100

When Table 55 is examined, it is possible to say that there is a similarity between the thoughts of the learners on the changes they felt as a result of the ER program and the results of the quantitative study on the L2 reading motivation. As a result of the quantitative analysis, a significant increase was determined in the L2 reading motivation of the learners in the TG since their pre-test result was  $138.41 \pm 8.87$  and post-test result was  $148.91 \pm 11.42$ . There was a  $10.50 \pm 10.37$ -point increase in their L2 reading motivation value (p= .011). Similarly, 32% of the learners indicated that their reading motivation in English increased as a result of the ER program they followed.

The following statements were taken from the interview with the learners in the TG to support this theme:

"As I said before, my reading motivation has increased. I cannot say that it has become a habit; there wasn't a long time, but at least my motivation to read has increased."

"In fact I am a person who doesn't like reading very much. Not only English books; I don't like Turkish books very much, either. But, of course, at first, I said speaking but, I think, in order to learn the foreign books, reading is a must. For example, like the words we find themselves while listening to

songs, there are sentences I find myself while reading books. I can memorize very quickly. It was useful for me in that sense."

"I started to love reading. I started to love understanding when I read something."

In addition to the motivation increase in L2 reading, the learners stated that they observed some positive changes in themselves in terms of their vocabulary storage (21%), reading comprehension (16%), their reading speed (16%), and their self-confidence (10%). The following statements support these themes:

"At first, before we started to read the books, I didn't use to try to understand thoroughly; I used to try to understand the visa exams or quizzes more. Even so, it has a report and since it will be useful for you, you try to understand better. Thus, in the other lessons, for example, in reading, I wouldn't try so hard. There was not such a thing in the other times."

"It has been very useful in terms of vocabulary. The number of books I read increased. My English has improved. It had positive effects on the reading sections of the exams given at school. There were some associations."

"At least I gained reading speed. And also I learned the words the meanings of which I didn't know."

"I can understand by reading faster. Before that, I used to read slowly to understand. But now I can understand by reading fast."

"My self-confidence increased. I can learn vocabulary now. And my reading habit became better."

"You improve yourself. You see how (the structures) are used. You learn different topics. When you read books written in the other cultures, you can see their life styles. And a different world opens in front of your eyes."

The distribution of the thoughts of the learners in the IG on the changes they observed themselves at the end of the ER program is displayed in Table 56:

Table 56
The Differences the Learners in the IG Felt at the End of the ER Program

Learner thoughts	n	%
My motivation to read has increased	4	22
I started to understand what I read	2	11
My vocabulary storage has increased	3	17
My English has improved (speaking and writing)	4	22
My self-confidence has increased	2	11
My reading speed has increased	1	6
My search skills have increased	2	11
Total	18	100

Similar to the TG, the thoughts of the learners in the IG also show similarities with the results of the quantitative research. In the quantitative study, the learners were given a Likert-Type scale to measure the changes in their L2 reading motivation. The results of the analysis of this scale revealed some significant changes in the L2 reading motivation of the learners in the IG. The difference between their pre- and post-test results was  $8.91 \pm 9.03$  points (p= .004). In the qualitative study 22% of the learners indicated that they felt an increase in their motivation to read in English as a result of the ER program they followed. 22% of them also stated that they observed an increase in their English, which is also parallel to the results of the quantitative part of this study since there was a significant difference between pre- and post-test proficiency scores of the learners in the IG. Their proficiency level was

found to have increased from  $60.96 \pm 10.19$  to  $69.92 \pm 7.88$  (p= .003). The opinions of the learners in the IG on this issue are as follows:

"My motivation to read has increased. I can read longer passages now. Before that I used to avoid reading them. I think I gained self-confidence. In addition, I learned many new words."

"I had the habit of reading. For example, I have learned to consider the passages as a whole, not as isolated elements."

"My motivation to read has increased."

The learners in this group also stated that they observed some positive changes in their vocabulary storage (17%), search skills (11%), self-confidence (11%), and their reading comprehension (11%). The following statements are the examples to support these themes:

"I believe that my vocabulary storage has increased plus, as I read these books, I believe that I have improved myself in terms of literature."

"I loved both reading in English and searching in English. From now on, I don't think that I will face problems while doing these."

"My reading speed has increased. I didn't use to like using dictionaries. I still don't like, but at least I can look them up faster."

"I can understand English much better. In the past, I would turn back to the sections I couldn't understand about five times; now I can understand when I read only once."

"I gained self-confidence because I didn't expect that I would succeed at the beginning. It was a system that we hadn't tried before. My self-confidence has increased."

The points put forward by the learners in both experimental groups indicate the beneficial effects of the ER programs on language learners. As stated by Day & Bamford (1998), Hill (2001), Nation (1997), and Prowse (2003), ER has benefits on the automaticity of word recognition. Automatic recognition of a word is of great importance for readers since it allows lexical access – the automatic calling up from memory of a word's meanings and its phonological representation. It builds vocabulary knowledge and fluent reading. Fluent reading allows readers to process the ideas, which is essential to higher-level reading and thinking skills. ER is effective in enhancing the learners' background knowledge. It also promotes learners' positive attitude toward reading. It enhances their confidence and motivation to read. ER increases exposure to English. Beneficial effects of ER on vocabulary increase, language proficiency, positive attitudes toward reading and increase in L2 reading motivation and reading speed and comprehension have also been displayed by different researchers who carried out studies using ER programs (Cho & Krashen, 1994; Elley, 1991; Hafiz & Tudor, 1989; Hedge, 1985; Mason & Krashen, 1997; Nuttall, 1996; Renandya, Rajan & Jacobs, 1999; Walker, 1997). The use of computers and the Internet provide the learners with authentic materials so learning becomes more natural and more life-like (Lee & VanPatten, 1995; Omaggio-Hadley, 2001). As a result of the use of such activities, learners become experiential, goal-oriented, and learning becomes more meaningful (Furstenberg, 1997; Martinez-Lage, 1995; Warshauer, 1997). According to March (1998), the use of webquests motivates learners to read more, and encourage critical thinking skills. As they are the authentic materials, learners find themselves in real life, and have the chance to use the language they learn in the classroom –an artificial atmosphere, in a natural setting. That the learners in the IG of this study indicated similar thoughts to the results of the previous research may lead us think that the programs have been effective on causing desired changes on the learners.

## **CHAPTER V**

# CONCLUSIONS, DISCUSSIONS AND SUGGESTIONS

In this chapter, conclusions made as a result of the findings of this study, discussions on the conclusions and some suggestions for scientists, teachers, institutions, and further studies are presented.

#### **Conclusions and Discussions**

In this study the effects of two different extensive reading programs, namely traditional ER carried out by means of graded readers and ER programs carried out by means of Internet activities or Webquests were investigated, and also the thoughts of the learners in both experimental groups were surveyed. The findings from the quantitative and the qualitative parts of the study lead to the following conclusions:

1. The quantitative study displayed that both traditional ER and web-based ER activities caused significant changes in the proficiency levels of the learners. However, the difference obtained in the Internet group was greater when compared to the difference in the traditional group. For the proficiency, the IG accomplished a difference of 8.95 ± 4.89 points and the TG 3.53 ± 4.86 points. The difference obtained in the CG was only 1.26 ± 9.98, which did not cause a statistically significant difference.

With respect to the proficiency post-test scores of the experimental groups, the mean scores of the TG (65.95  $\pm$  6.04) and IG (69.92  $\pm$  7.88) differed significantly, which was proved with the Mann-Whitney U analysis. Our results can be accepted as confirmation of the previous research that found positive effects of

ER programs on language proficiency of the learners (Constantino, Lee, Cho, & Krashen, 1997; Leung, 2002; Mason & Krashen, 1997; Pigada & Schmitt, 2006).

2. The results of the quantitative study indicated some significant changes in the pre- and post-test L2 reading motivation scores of the experimental groups. This can be interpreted as the experimental group learners displayed some significant increases in their L2 reading motivation. Even though the increase found in the TG (10.50 ± 10.37) was greater than the IG (8.91 ± 9.03), the difference observed between the two experimental groups was not statistically significant. On the other hand, the experimental groups showed a significant difference from the CG, whose members did not follow an ER program, but followed only their school curriculum. The pre- and post-test score difference in this group was determined as negative.

These results support the view by different researchers who emphasized the importance of reading to become good readers (Day & Bamford, 1998, Hill, 2001; Nation, 1997; Prowse, 2003). In addition, the results of this study confirmed the previous research on the effects of ER programs on the increase in motivation (Asraf & Ahmad, 2003; Leung, 2002; Mori, 2004). This study is also similar to those that displayed positive effects of computers and the Internet on enhancing positive attitudes towards language learning and increasing motivation (Chang & Lehman, 2002; Gale, 1991; Klein, 1990; Song &, Keller, 2001; Toyoda, 2000; Watts & Llyod, 2001)

In this study, one of the research questions was whether traditional or web-based extensive reading activities affected L2 reading motivation of the learners. However, in literature, we could not find any quantitative data on how web-based extensive reading activities affect learners' L2 reading motivation. The results of this present study provide the field with some quantitative data related to role of the web-based reading activities on L2 reading motivation. The IG of this study showed a significant increase in its L2 reading motivation in terms of its pre- and post-test results with a mean of  $131.00 \pm 9.31$ , and  $139.91 \pm 9.14$ , respectively. The difference

was statistically significant at p< 0.01. Therefore, one may conclude that web-based extensive reading activities may foster the learners' motivation in foreign language reading, and they can be used as an alternative to traditional ER programs.

3. One of the concerns of this study was to find out whether there was a relationship between proficiency in foreign language and L2 reading motivation. The statistical analysis by means of Spearman Brown Correlation Coefficient revealed no significant correlation between the pre-test scores of the variables in none of the groups. However, the analysis between the post-test scores of the same variables revealed significant correlations for the experimental groups (r= .864; p= .000 for the TG and r= .818; p= .001 for the IG). These results may be interpreted as the more the learners become motivated in L2 reading the more proficient they become in the target language.

Our finding shows a parallel with the suggestions of Asraf and Ahmad (2003), who found out a positive change in the attitude and motivation of the participants in foreign language as a result of a guided ER program. Even though they could not obtain an increase in the proficiency of the learners, they stated that the learners would improve their proficiency in the long term if they pursued the habit of reading extensively. They stated that three months was not long enough to alter their proficiency levels. However, the ER programs carried out in this present research were able to positively alter the proficiency levels of the both experimental groups despite its relatively short duration (6 weeks). In addition, our results are parallel to those that found out positive correlations between language proficiency and ER programs (Constantino, Lee, Cho & Krashen, 1997; Lee, Krashen & Gribbons, 1996; Stokes, Krashen & Kartchner, 1998)

The biggest role in the increase in the proficiency levels of the IG might be attributed to the use of the Internet as a medium of an ER program since the biggest change in the foreign language proficiency was observed in the IG. In addition, the results of this study may be accepted as valuable since they provided this field with

some quantitative data because the studies with the use of the Internet are generally qualitative studies in which the data have been obtained by means of observations, learner logs, interviews, and questionnaires.

4. The present study aimed to investigate the thoughts of the learners in the TG and IG on the implementation of the programs, their benefits on different language fields, and their contributions to the students' present and future studies. To do so, they were asked for their opinions about how the programs were implemented. The questions tried to investigate what kind of problems the learners faced during the implementation of the programs; whether they found the time allocated sufficient; their opinions about the difficulty levels of the books and the projects; whether there were any sections they could not understand, and how they overcame their problems; and the roles of the lead teacher during the experimental process.

When the learners in each experimental group were asked about their thoughts on the ER programs they followed, 100% of the learners in the TG and the majority of the learners in the IG (75%) stated that they found them very beneficial. When the learners were asked to state what they liked about the implementation of the programs, the TG learners focused on some important issues which form the rationale for an ER program. They stated that they found the program effective on vocabulary learning (39%); the program increased their reading and comprehension speed (23%); it made them responsible and made reading an enjoyable activity (15%). There were also learners who stated that the ER program enabled them to use the grammar more effectively (8%). These issues and percentages indicate that ER programs carried out by means of graded readers were highly enjoyed and appreciated by young adults. Vocabulary learning was one of the most important outcome of this present study since 39% of the learners in the TG stated that the program was effective in vocabulary learning. This finding was confirmed by many studies carried out by means of ER programs with graded readers [(Day, Omura & Hiramatsu, 1991; Hulstijn, 1992; Horst, Cobb & Meara, 1998, cited in Waring & Takaki, 2003); (Dupuy & Krashen, 1993; Pitts, White & Krashen, 1989)].

The thoughts of the TG and IG showed some similarities as to the benefits of the programs. As stated above, 75% of the IG learners found the program beneficial. 37 percent indicated that the program improved their search skills on the Internet. The rate of the learners who found it useful in learning English terms related to the Internet use was 25%. 13% of them stated that the program made English enjoyable. However, there were also learners who found web-based activities less advantageous than graded readers did (25%).

When the learners were asked what they liked most about the programs, the learners in the TG stated that writing summaries on the books (31%), being a responsible person as a result of the programs (23%) and learning new things (23%) were among the aspects of the programs they liked most. The rate of the IG members who stated that they liked learning through searching was 46%.

It is interesting to see that 100% of the learners in the TG stated that the program fulfilled their prior expectations. However, this rate is a bit lower in the IG (83%) since some learners expected the contents of the projects to have been different (17%). These results display that the learners in both experimental groups valued the effects of ER programs and had positive attitudes towards reading in English, which was also largely explained in literature (Asraf & Ahmad, 2003; Day & Bamford, 1998; Hill, 2001; Leung, 2002; Nation, 1997; Prowse, 2003; Toyoda 2000)

The learners in both experimental groups were also asked for their opinions on the implementation of the programs. First of all, they were asked whether they faced any problems, and how they overcame these problems if they had some. The rate of the learners who stated that there were no problems was 42% in the TG. The rest of them stated that they had some problems (58%). Of the ones who pointed out some problems, 86% said that the problems resulted from the fact that they could not time themselves precisely. Only one learner said that the boring topics of the books gave rise to some problems. As for the IG learners, the percentage of them who

stated that they had some problems was bigger than that of the TG learners (84%). They stated that the problems mainly resulted from either the computers or the Internet (55%). In addition, they found themselves as a source of the problems because they explained that they were not successful enough to time themselves appropriately (45%). The explanations of the learners in both groups indicated that the problems were not solely resulted from the poor nature of the programs. Therefore, while preparing ER programs by means of graded readers or webquests, the learners should be warned on how to use their time effectively. In addition, the technical problems should be considered prior to the program and necessary precautions should be taken.

Another point investigated in the qualitative research was the difficulty level of the books and the projects. The difficulty level of the books is vitally important for comprehension; therefore, the language of both the graded readers and the materials on the Internet should be within the competence of the learners. Day and Bamford (1998) try to explain this in terms of Krashen's comprehensible input hypothesis and they say the material chosen must be at "i minus 1", where "i" refers to the person's present level and "minus 1" refers to a level a little bit below the person's current level. ER at "i minus 1" level allows for multiple exposures to known words, sentence structures, encourages automaticity, and learners can process the texts faster, which enables comprehension to occur. Therefore, the materials chosen for both experimental groups were carefully examined and designed by the researcher. The starting levels of the books were determined via a cloze test, which is accepted as a good determiner of their acquisition. After the implementation of the program, 67% of the learners in the TG stated that they found the books at their level, and some of them stated that they found the last two books a little bit more difficult (33%). As for the IG, the rate of the learners who found the materials related to the projects at their level was only 25%. Half of the learners in this group said that they found the earlier projects quite easy, but they found the projects given towards the end of the program difficult; and 25% found them too difficult. As explained before, webquest preparation is a hard job. The teachers who would like to adopt this technique to their schedule must be very cautious on the difficulty levels of the texts that can be found on the Internet. For this present research, materials which had the same content as the graded readers had to be chosen, and this caused some limitations since some of the materials found on the Internet had a language level far above the learners' present level. Therefore, texts that were simplified or summarized were chosen. Even so, 50% of the learners in the IG stated that they found the texts on the Internet difficult to understand.

Lead teacher is one of the important aspects of a good ER program. The teacher plays an important role in that s/he orients students to the goals of the program, explains how the program will be implemented, monitors what each student reads, and guides students throughout the program. The teacher should also be a role model for the learners, and an active member of the program (Day & Bamford, 1998). When these points about the lead teacher are considered, one can conclude that the lead teacher, that is the researcher, in this present study fulfilled her duty because, according to the thoughts of the learners in both groups, she was helpful (51%), motivating and encouraging (19%), patient and tolerant (11%), consciousness raiser (11%), and a good leader (8%).

The last section of the qualitative research dealt with the effects of the ER programs on the present and future studies of the learners. As the learners indicated, one of the most outstanding outcomes of this program was its effect on their vocabulary learning. Therefore, the researcher wanted to find out how they used the vocabulary they learned in their lessons. The answers of the TG learners revealed that they used the vocabulary in their speaking (69%), and writing (31%) courses. The majority of the students in the IG indicated that they used the vocabulary they learned in speaking (56%) and in writing (28%); only one student stated that he used them in grammar. More importantly, 11% of the learners stated that they learned how to use the words appropriately, which means that the ER program contributed to their communicative competence. The opinions of the learners on how they use the vocabulary they gained by means of the programs are in accordance with the researchers who indicated the benefits of ER programs in different language fields (Day & Bamford, 1998; Hill, 2001; Nation, 1997; Prowse, 2003)

One of the aspects of ER programs is to enable the readers to read the texts without frequent recourse to dictionaries. As Day and Bamford (1998) suggested, in an ER program, reading materials should be within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading, because the constant stopping to look up words makes fluent reading difficult. In order to detect the effect of ER programs on the dictionary use of the learners, a question was asked in the qualitative research. 26% of the learners in the TG said that they had used them very often, but during the program they stopped not using them so often (43%) because they started to guess the meaning of the words from the context (31%). However, only the 13% of the learners in the IG stated that they would use them very often. The number of the learners who said they used dictionaries very often was equal to the number of learners who stated that they did not use them very often (31%). In the IG 25% of the learners said they started to guess the meaning from the context. The increased rate of the learners who stated that they did not use the dictionary very often can be interpreted as one of the positive effects of the ER programs. The number of learners who said they used the dictionaries very often is greater in the IG. This might have resulted from the fact that dictionary use through computers and the Internet is readily available and does not take up as much time as it does when the printed ones are used.

The thoughts of the learners on the effects of ER programs on their future studies of the TG revealed that the programs would have positive contributions for their future life since their motivation to read in English increased (29%) and they started to read and understand faster (29%), their English improved and they observed some improvements in themselves (14%) and they had self-confidence (7%). Similar to the TG, the IG learners also stated that the program would have positive contributions to their future studies since both their English and they themselves improved (27%), their search skills (20%), their speaking skills (20%) improved and they gained self-confidence (7%). They also indicated that their motivation to read in English (13%) and their reading speed (13%) increased. On the whole, these thoughts of the learners show that they have positive feelings on the

contributions of these programs to their future studies; therefore, all of the learners in both experimental groups stated that they would recommend these ER programs to their friends.

The learners in both experimental groups were also asked for their opinions on the implementation of the programs. First of all, they were asked whether they faced any problems, and how they overcame these problems if they had some. Some of them in the TG stated that they did not have any problems (42%), but the others indicated that they had some problems (58%). Of the learners who faced some problems, the majority of them explained that they had difficulty in timing themselves (86%); only one learner stated the topics of the books being boring as a problem (8%). This result shows that the learners did not face any problems related to the nature of the programs; the only problem resulted from the learners themselves. As for the IG learners, the ones who stated that they had faced some problems were more than the TG learners (84%). Their problems mostly resulted form the technical reasons due to the computers (55%) and poor timing of themselves (45%). This explanation of the learners is of great importance for the future studies with computers and the Internet. Even though some precautions were taken before the programs started, the learners stated that they faced some technical problems throughout the study. Therefore, the researchers who intend to conduct studies by means of computers and the Internet should be aware of these problems and be more cautious.

## **Suggestions**

Depending on the conclusions and discussions presented above, the following suggestions could be made for the teachers of English, syllabus designers, material designers, English language teacher training institutions and universities, scientists in the field and researchers planning further studies:

1. Both the quantitative and the qualitative studies displayed that ER programs either carried out traditionally or by means of web-based activities

(webquests) had significant effects on the language proficiency of the learners. The difference between the IG and the TG in terms of their language proficiency results is outstanding and the teachers of English should not ignore the use of the Internet activities to improve the language proficiency of their learners.

- 2. Although the quantitative research did not display any significant difference between the L2 reading motivations of the experimental group learners, the effect of ER programs on L2 reading motivation should not be ignored since there was a significant difference between the pre- and post-test L2 reading scores of the experimental groups. In addition, the experimental groups were found significantly different from each other in terms of their L2 reading motivation. Therefore, the teachers of English should always keep in mind the words by Smith (1985: 88) that "we learn to read by reading".
- 3. The positive correlation between the post-test scores of the L2 reading motivation and the language proficiency of the experimental group learners should be taken into consideration by the English teachers if they want to increase the proficiency levels of their students. They should always bear in mind that reading is an important factor to have positive gains in language proficiency.
- 4. Some students stated that they do not read books if they do not participate in a regular program. Therefore, adopting an ER program in their syllabus would be very beneficial in order to make students read a number of books in English. The sentence uttered by a student in the TG was very interesting. He said, "You gave us the books and we read so there were no problems." If the institutions provided the students with an ER library, there would be no financial problems for the students in terms of purchasing books.
- 5. Many of the students in the IG stated that they liked the program because it enabled them to improve their search skills on the Internet and they liked

learning by searching. In other words, they became autonomous, independent learners and experiential learning was in force during the program. Thus, the teachers should make use of the technology and the students should be assigned projects that can be completed through the Internet.

- 6. The learners in the TG found writing reports about the books very beneficial. They stated that their learning became long-lasting and they had the chance to see in what parts they had problems and in what parts they had weaknesses and strengths. Therefore, teachers should assign book reports both for their control over the students and for the students so that they can have the chance to use the sentence structures and the vocabulary they have learned while reading the books.
- 7. Learning new vocabulary items and how to use them appropriately is vitally important in language learning. During the interview, most of the learners indicated that learning new words was very difficult for them, but the ER program enabled them to learn new words and use the vocabulary appropriately. They also stated that they started to guess the meanings of the unknown words from the context. Considering this fact, teachers should make use of ER programs for effective vocabulary learning and teaching.
- 8. The learners in both groups indicated that the lead teacher was tolerant, patient, helpful, and well-organized. To them, the teacher encouraged them without forcing. In order to motivate the learners and have them positive attitudes toward reading in English, teachers should be aware of the roles and duties of the teachers during an ER program. In addition, the teachers should be aware of the benefits of an ER program in language teaching and learning. Therefore, they should do their best to lead their students.
- 9. According to Day and Bamford (1998), the level and the content of the books should be appropriate to the learners. However, some learners talked about the difficulty of the projects in the IG and some learners in the TG stated that

they found the content of the books quite boring and uninteresting. Therefore, the choice of the books and the projects should be within the linguistic competence and the interest of the learners. Before starting such a program, a survey aiming to determine the interests of the students can be given. Afterwards, the books can be selected or the Internet projects can be prepared accordingly.

- 10. The main purpose of ER programs is pleasure. "Gain without pain" can be used as the motto of the ER programs. Learners should not be restricted with heavy and long discussions, quizzes, or oral presentations.
- 11. Syllabus and material designers also should take the benefits of the Internet into consideration due to positive feelings they create in learners. Therefore, they should develop syllabi and materials taking the Internet activities into consideration. In the textbooks, at the end of the units or at least after some units, they may give place to the projects that can be conducted by means of the Internet.
- 12. English language teacher raising institutions and universities should introduce ER programs. Guidelines for their implementation, their benefits on language learning, activities that can be carried out during and after their implementation and the roles of the teachers during these programs should thoroughly be explained.
- 13. More research should be devoted to the effects of ER on language proficiency and L2 reading motivation since the field lacks research carried out by means of different ER techniques.
- 14. The research in the field of ER on different language fields has revealed controversial results since controlling the study groups is extremely difficult. There should be more controlled studies in which the researchers control the amount of reading, reading time, and the content of what is being read.

- 15. The present study was conducted with a group of preparatory class learners of a state university. More studies are needed with more participants from other age groups and types of schools.
- 16. The present study included the learners only from pre-intermediate level. Further studies can be conducted with different level of students and the researcher can compare the results to be obtained from these different groups.
- 17. The present study did not focus on the gender differences, learning strategy differences, or the differences in their multiple intelligences. Additional studies can be carried out by focusing on different variables as such.

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### **APPENDECIES**

## APPENDIX I THE PROFICIENCY TEST

#### A. Mark the alternative which best completes each sentence given below:

As soon as he     a) arrived	, tell him to see me. b) is arriving	c) arrives	d) will arrive
It's necessary     a) changed	the system. b) changing	c) to change	d) to be changed
	st night so she feels tire	d today. She wishes she	to bed earlier
last night. a) went	b) had gone	c) would have gone	d) should have gone
4. If I his pho a) knew/would call known/would call		him. c) knew/would have cal	led d) have
methods which l			e. They try to find out d) the /
			d) tile /
6. She went to get her via) did she	isa to the USA, b) had she	? c) didn't she	d) hadn't she
7. A: I don't understand B: I think	him at all when he speal che should speak more	ks. slowly.	
a) So can I			d) So do I
8. His car was stolen a) while it is parked	 b) by locking	c) while parked d) alth	ough it was locked
9. I want to learn English a) in order to get a good c) before I went to the U	job.	b) because I have been d) when I was in Englar	
10. Our friends called on a) just as we were leavin c) when they are on holid	ig the house.	b) because it is rather la d) after it is eleven o'clo	ate to leave the house
11. You'd better read all a) before you signed the c) unless you wanted a foontact	m.	b) so that you can unde	rstand the conditions. et a clear picture of thei
12. 'George doesn't spea	k English fluently.' `H	e won't speak English	he joins a
a) even though	b) though	c) unless	d) if
13 I apologi	sed, he looked as if he v b) even though	vanted to kill me. c) because	d) therefore
14. These flowers	twice a week, b	ut I always forget to water	them.
<ul><li>a) ought to water</li><li>c) should be watered</li></ul>		<ul><li>b) ought to have been w</li><li>d) needn't have been w</li></ul>	
15. 'I'm sorry sir, but yo a) parking	u aren't allowed b) to park	your car here.' c) not parking	d) not to park
	provided by charities	, otherwise, the vic	
a) would be increased increased	b) must be inc	creased c) may be incre	eased d) had to be

B: Mark the mistake in	each sentence		
	<u>ıt</u> me <u>a</u> letter if she <u>knew</u> ı B C D	my address.	
18. She prefers working in	n the garden <u>to than</u> sittin C D	g at home.	
19. In spite his injured leg	g he <u>managed</u> <u>to win</u> the r C D	race.	
C: Mark the alternative	that completes the dial	logue best:	
	is too bad we don't." " er car, we wouldn't have to ee economical, you know. with me	o spend so much money o	n repairs.
<ul><li>a) I can't say I'm u</li><li>b) I am very annoy</li><li>c) My secretary will</li></ul>	you say that?" vays making spelling mista nhappy with my secretary.		
Clerk: "" Customer: "I see. Wh a) It works miracles b) It can be used or	nat about other metals. Ca s on all metals nly with brass and aluminu inds. It is very good on alu	ım.	o clean metal?"
D: Mark the correct for	m of the given vocabula	iry:	
		y has created serious c) unemployment	
24. They in var a) participation	rious activities organized b b) participant	by the social club. c) participative	d) participate
		ldren. They don't look like c) differentials	
26. The womana) kindly	_ explained the purpose of b) kind	f her visit. c) kindness	d) unkind
27. She hoped the differe a) peace	nt ethnic groups in the are b) peaceful	ea could live together in _ c) peacefully	co-existence. d) peacefulness
E: Mark the best alternation	ative that has the close	st meaning to the <u>unde</u>	<u>rlined</u> word:
28. The <u>initial</u> step is ofto a) quickest	en the most difficult but or b) longest	nce you start, the rest con c) first	nes. d) last
29. Officers and policeme a) formal	n can only wear <u>casual</u> clo b) informal	othes when they don't hav c) loose	re to work. d) tight
30. A <b>shortage</b> of food ir a) poor farmland tall enough	n a poor country can cause b) not enough	e people to die of hunger. c) unlimited	d) plants that are not
	n. She <u>earns</u> twelve dollar b) given	s an hour. c) pays	d) is paid for working

F: (	Choose the alternati	ve that most	logically follows the g	jiven sentence:
32.	<ul><li>a) his grades were</li><li>b) His grades were</li><li>c) His grades were</li></ul>	good, so they l good. Consequ not good. Cons	bought him a new came lently, they are going to sequently, they are not g	s were good. Yet, ra. buy him a new camera. going to buy him a new camera. ng to buy him a new camera.
	For many people, Colneologists, however, _ a) in 1492 his three b) Many European c) The Vikings were d) He was financial	e ships landed i explorers arrive there 400 yea	n the Bahamas. ed after Columbus. ars before him.	the new world. According to
time	e, researchers are not a) eating too much b) those suffering f c) eggs which have standard eggs d) eating eggs in no	w supporting the eggs sends blow in the sends blow in the sends blow in the sends are sends and the sends in	e idea that  bod cholesterol levels fly sterol must stop eating with omega-3 fatty acid does not damage heart	eggs ds have more vitamin E than
rush get (37 (38 ope stop (41 doc doc	n hour was over befor some fresh air since i ) I wouldn ) out in fron the day on the day of the driver got o ) up. The day of the said, "You (43)	e I went out. (() t was my last o 't get wet. While ont of me. I sho ut and offered l driver gave me ) to ys later, I went	and the stay of th	cycling. I waited (35) the rainy day, I still wanted to go out and xams. I put on my rain coat he bridge, a dog suddenly o hit the dog but I did. When I a few minutes (40) a car bleeding, I could hardly we arrived home, we called the s." I gave my leg a good rest as the opened four months ago. I used to
35. 36. 37. 38. 39. 40. 41. 42.	a) when a) However a) because a) run	b) during b) b) when b) running		d) until d) If d) so d) ran d) any d) later d) standing d) And d) have d) anymore
н: І	Find the <u>missing se</u>	<u>ntence</u> that be	est fits the blank spac	e in the paragraph:
46. Folk	de it were badly injure  a) A traffic policem  b) The small car tu  c) The drivers bega  d) They both stopp  Every country has its  tales show somethin  rywhere are alike.	ed. The police to an who was on the over. In shouting at each, and the drive own stories the givery importal	ook them to hospital. duty there stopped botl each other, blaming each vers came out, shouting at people tell each other	n other for the accident.
	<ul><li>b) They don't show</li><li>c) However, they d</li></ul>	us that we are liffer from one o		ieties.

#### I: Mark the alternative that is <u>closest in meaning</u> to the given statement:

- 47. In spite of the rain, the ceremony was not cancelled.
  - a) The ceremony was not held because it rained.
  - b) Rain caused the cancellation of the ceremony.
  - c) The ceremony was held because it did not rain.
  - d) Although it rained, the ceremony was held.
- 48. Jack is better-looking, but his brother is more popular with their friends.
  - a) Their friends like Jack's brother more than they like Jack.
  - b) Jack looks like his brother.
  - c) Jack is as popular as his brother with his friends.
  - d) Their friends like Jack's brother more because he is more handsome.

#### J: Find the statement which is true according to the given sentence.

- 49. The doctor gave my sister some medicine, but it did not change her condition.
  - a) My sister did not like the medicine.
- b) My sister took the medicine
- c) The medicine made my sister sick.
- d) The medicine changed her condition.
- 50. When I went to the travel agency to get my plane ticket to the USA, I learned that the price of the tickets had been increased.
  - a) It is difficult to fly to the USA.
  - b) There was a reduction in the price of the plane tickets.
  - c) The price of the plane tickets had risen.
  - d) I had learned the change in the price of the plane tickets before I went there.
- 51. "Mr. Brown might bring his wife and daughter to the party, but I really doubt it." Jane said.
  - a) Jane won't go to Mr. Brown's party.
  - b) Jane thinks Mr. Brown will definitely bring his wife and daughter to the party.
  - c) Jane doesn't think that Mr. Brown will bring his wife and daughter to the party.
  - d) Jane doesn't think that Mr. Brown will attend the party alone.
- 52. The author had written the book four years before he got married.
  - a) He got married four years ago.
  - b) He needed four years to write the book.
  - c) He wrote the book four years ago.
  - d) He got married four years after he wrote the book.

#### K: Choose the sentence that best expresses the main idea of the following paragraph:

- 53. If we get the answer to a question in a short time, it is more useful to us and we are more interested in it. For example, when you take a quiz, and get the results back a moth later, it is usually not helpful because you are already working on another subject. But the answers come back the next day can be extremely useful in helping you understand where your learning needs to be improved.
  - a) Questions that are answered quickly are most useful to us.
  - b) Everyone's learning needs to be improved.
  - c) Quizzes are not helpful.
  - d) Every question needs a suitable answer.

#### L: Reading comprehension

Relate questions 54-56 to the following passage

The presence of fever in a patient does not necessarily prove that he is suffering from an infection. An accurate clinical diagnosis will depend on several important factors –the age and sex of the patient, the clinical history and any physical signs which point to a focus of infection. Whatever may be the underlying cause of fever, the important thing is to keep the patient as comfortable as possible. This will include keeping temperature down. Further, good nursing in clean surroundings with frequent bed bathing will add greatly to the patient's well-being and may even prove life-saving.

54. It is pointed out in the passage that fever in a patient	54.	It is	pointed	out in	the	passage	that	fever	in	а	patient	
--	-----	-------	---------	--------	-----	---------	------	-------	----	---	---------	--

- a) is very rarely the sign of infection
- c) may be due to a variety of factors
- b) is very often underestimated d) seldom responds to good nursing

	rding to the passage, a well-beir reflects the accuracy of clinical of quality of nursing		th fever b) depends, to a large extent, on the
	is related to the type of infection ession		d) is of little concern in the nursing
a) b) c)	to be inferred from the passage may, in themselves, be sufficien do not necessarily take the patie basically mean physical cleanling are essential for the success of	t to save a patien ent's comfort into ess	
Relate q	uestions 57-60 to the following p	assage	
improved humans. factory h test the shelter to compilat human collistening music an	d mood and performance, some Some studies have already suggeners and milk production in cowseffect of music on dog behavior. To four different types of noise. The ion tat included Britney Spears; conversation; or an album by heat to Metallica but became more question.	may lead to increagested that classica. But what about A group of animate dogs were give a "Best of Classica vy metal rockers uiet and lay downake little differences.	Thile certain types of music may result in ased stress and agitation. And not only in the call music increases egg production in dogs? Recently, a study was carried out to a behaviorists exposed 50 canines in a sen either a middle-of-the-road popula!" CD; a radio program which only had Metallica. The dogs barked a lot when more when listened to the classics. Population of the classics of the control of the classics.
a)	study has revealed that dogs get pop compilation heavy-metal	least agitated wh b) classical mu d) human conv	sic
a) b) c)	understand from the passage tha not the first to test the effects o sponsored by famous pop star B conducted by the same people v made in the middle of a road to	f music on mood ritney Spears /ho worked on he	ns and cows
a)	, ,	essage mostly listo sical music compilations	ens to
a) b)	passage is largely concerned with major differences between certa reasons why classical music is fa relationship between music and a study about the effects of mus	in music types vored by both hu improved human	performances
Relate q	uestions 61-64 to the following p	assage	
has dran comes in strongly things. A of absorb	natically different effects depend nto direct contact with life forms with other molecules, large cond at higher altitudes, where 90 perc	ng upon its locati s, it primarily show entrations of ozon ent of our planet absence of this ga	nree oxygen atoms bound together. Yet it on. Near Earth's surface, where ozone ws a destructive side. Because it reacts he near the ground prove toxic to living sozone resides, it does a remarkable job iseous shield in the stratosphere, the like Earth.
a) c)	ne will have destructive effects or reacts with other molecules in th binds oxygen atoms h's surface		en b) fails to change location d) appears in large concentrations near
62. It is a)	pointed out in the passage that a loses its concentration of the earth forms 90% of our planet's atmo	b) play	, ozone  ys a very important role for the well-being es its ability to absorb radiation

63. We learn from the passage that the main function of ozone in the stratosphere is to  a) form the 90% of our planet's atmosphere b) stop harmful radiation from striki the Earth  c) allow the smooth transition of harmful radiation d) absorb the dangerous gases in the	_
atmosphere	
<ul> <li>64. The main purpose of the writer in writing this paragraph is to</li> <li>a) highlight some possible effects of ozone on human health</li> <li>b) inform us of the role of ozone and factors affecting this role</li> <li>c) give us information about the chemical composition of ozone</li> <li>d) encourage us to avoid direct contact with ozone</li> </ul>	
Relate questions 65-66 to the following passage	
That was the question medical researchers wanted to answer. The French eat much more cheese than other Europeans but they have the lowest rate of heart disease. Cheese is bad for the heart because, like butter and cream <u>it</u> has a lot of fat. The results of the research are surprising, and go news for wine lovers everywhere. The French are also the biggest wine drinkers in Europe and drinking wine with food reduces the risk of heart attack. And if you are not a wine lover, no problem daily aspirin has the same result.	000
The ancient Greeks were also lucky, it seems. Their diet of olive oil, garlic, fish, vegetables, and bread was very healthy. They ate very little meat, fat, or sugar. The experts today tell us to eat le meat and more vegetables, fruit, fish, pasta, bread, and potatoes. Chicken is healthier than beef because it has less fat. Garlic also has a good effect on the heart, as well as other <b>benefits</b> , which perhaps why the ancient Greeks ate so much of it. So, if you love your heart, add a little more gain and wine to your diet!	:h is
<ul> <li>65. According to the text which of the following is NOT true?</li> <li>a) Experts recommend us to eat a little meat</li> <li>b) Butter and cream provide you a lot of fat.</li> <li>c) The French eat too much cheese so they have the highest rate of heart disease.</li> <li>d) Beef is unhealthier than chicken.</li> </ul>	
66. The word " <b>benefits</b> " in line 9 could best be replaced by which of the following? a) advantages b) disadvantages c) effects d) harms	
Relate questions 67-70 to the following passage	
People say that pubs are as important as museums in Great Britain. Their long history has played big role in shaping the customs and culture of this country but they have also become very popular other European countries and all over the world.  English public houses or pubs are one of the characteristic features of British life. They are visited members of every social class, both young and old, men and women. In London alone, there nearly seven thousand pubs. Going to a different one every night for a 'pint of beer' would take around twenty years.  The most popular name for a pub is 'The Red Lion'. You can find several types of beer, gin, Rum other drinks. You can eat a little, play darts, billiards or discuss events of the day. In many p you can even watch TV sports programs. Some pubs offer live music to listen to.  At present, there about seventy-three thousand pubs in Great Britain Many of them date back the seventeenth or eighteenth century. All of them offer new quests a warm welcome and a n friendly atmosphere. There are, however, a few rules which you must follow. For example, should always order a drink in a pub. You should also know when to leave. There are always bells to warn you to finish your drink- at 10.50 p.m. and 11.00 p.m. you must leave the pub 11.20 p.m.	d by are you and but to be to
67. There are nearly 7,000 pubs a) in Great Britain b) in Europe c) in the capital of England d) in Engla	and
68. What can't you do in a pub?  a) have a meal  b) have fun	

70. What does "**Their**" in line 1 refer to? a) People b) Great Britain

c) sing to the music you hear

a) order a drink

c) watch a football match

69. What is important to do when you come to a pub?

c) pubs

d) museums

b) bring a friend ( old or young) d) dance to the rhythm

d) stay there after midnight

# APPENDIX II THE SCALE FOR FOREIGN LANGUAGE READING MOTIVATION (THE ENGLISH VERSION)

#### Scale for Motivation to Read in a Foreign Language

#### **Scoring Key:**

- 1. Completely disagree
- 2. Disagree
- 3. Partly disagree
- 4. Partly agree
- 5. Agree
- 6. Completely agree

1. By learning to read in English, I hope I will be able to	1	2	3	4	5	6
read English novels.	-	_	_	_	-	
2. I get immersed in interesting stories even if they are written in English.	1	2	3	4	5	6
3. Learning to read in English is important in that we need to cope	1	2	3	4	5	6
with internationalization.	<u> </u>	_	_	_	_	
4. I am learning to read in English because I might study abroad in the future.	1	2	3	4	5	6
5. By being able to read in English, I hope to understand more deeply about	1	2	3	4	5	6
lifestyles and cultures of English speaking countries (such as America and England).	<u> </u>				_	_
6. Even if reading were not a required subject, I would take a reading class anyway.	1	2	3	4	5	6
7. I am learning to read in English merely because I would like to get good grades.	1	2	3	4	5	6
8. Long and difficult English passages put me off.	1	2	3	4	5	6
9. I am taking a reading class merely because it is a required subject.	1	2	3	4	5	6
10. I would like to get a job that uses what I studied in English reading class.	1	2	3	4	5	6
11. I am good at reading in English.	1	2	3	4	5	6
12. I like reading English novels.	1	2	3	4	5	6
13. I liked reading classes at junior and senior high schools.	1	2	3	4	5	6
14. By learning to read in English, I hope to be able to read English	1	2	3	4	5	6
newspapers and/or magazines.						
15. It is fun to read in English.	1	2	3	4	5	6
16. I like reading English newspapers and/or magazines.	1	2	3	4	5	6
17. English reading is my weak subject.	1	2	3	4	5	6
18. Learning to reading in English is important because it will be	1	2	3	4	5	6
conducive to my general education.						
19. By learning to read in English, I hope to learn about	1	2	3	4	5	6
various opinions in the world.						
20. I think learning to speak and/or listening is more important than	1	2	3	4	5	6
learning to read in English.						
21. My grades for English reading classes at junior and senior high schools	1	2	3	4	5	6
were not very good.						
22. I enjoy the challenge of difficult English passages.	1	2	3	4	5	6
23. I do not have any desire to read in English even if the content is interesting.	1	2	3	4	5	6
24. Learning to reading in English is important because it will broaden my view.	1	2	3	4	5	6
25. By learning to read in English, I hope to search information on the Internet.	1	2	3	4	5	6
26. Reading in English is important because it will make me a	1	2	3	4	5	6
more knowledgeable person.	1	_				
27. It is a waste of time to learn to read in English.	1	2	3	4	5	6
28. I would not voluntarily read in English unless it is required	1	2	3	4	5	6
as homework or assignment.	1			-		
29. I tend to get deeply engaged when I read in English.	1	2	3	4	5	6
30. It is a pain to read in English.	1	2	3	4	5	6
50. It is a pain to read in English.			3	4	J	О

# APPENDIX III THE SCALE FOR FOREIGN LANGUAGE READING MOTIVATION (THE TURKISH VERSION)

#### YABANCI DİLDE OKUMA MOTIVASYONU ÖLÇEĞI

#### Değerlendirme:

- 1. Hiç katılmıyorum
- 2. Katılmıyorum
- 3. Kısmen katılmıyorum
- 4. Kısmen katılıyorum
- 5. Katılıyorum
- 6. Tamamen katılıyorum

		-	-			
1. İngilizce okumayı öğrenerek, İngilizce romanlar okuyabileceğimi umuyorum.	1	2	3	4	5	6
2. İngilizce yazılmış olsalar bile ilginç hikayelere konsantre olurum.	1	2	3	4	5	6
3. Uluslar arası ilişkilerde bulunmak için İngilizce okumayı öğrenmek	1	2	3	4	5	6
önemlidir.						
4. İngilizce okumayı öğreniyorum çünkü ileride yurt dışında öğrenim	1	2	3	4	5	6
görebilirim.						
5. İngilizce okumayı öğrenerek, ABD ve İngiltere gibi İngilizce konuşan	1	2	3	4	5	6
toplumların yaşam biçimlerini ve kültürlerini daha iyi anlayabileceğimi						i
umuyorum.						
6. Okuma zorunlu bir ders olmasa bile, okuma dersini seçerdim.	1	2	3	4	5	6
7. İngilizce okumayı sadece iyi notlar almak istediğim için öğreniyorum.	1	2	3	4	5	6
8. Uzun ve zor İngilizce parçalar beni okumaktan alıkoyuyor.	1	2	3	4	5	6
9. Okuma derslerini sadece zorunlu olduğum için alıyorum.	1	2	3	4	5	6
10. İngilizce okuma derslerinde öğrendiğimiz konuları kullanabileceğim bir	1	2	3	4	5	6
mesleğim olsun istiyorum.						i
11. İngilizce okumada başarılıyım.	1	2	3	4	5	6
12. İngilizce roman okumayı seviyorum.	1	2	3	4	5	6
13. Ortaokul ve lisede İngilizce okuma derslerini severdim.	1	2	3	4	5	6
14. İngilizce okumayı öğrenerek İngilizce gazeteler ve/veya dergiler	1	2	3	4	5	6
okuyabileceğimi umuyorum.						İ
15. İngilizce okumak zevkli.	1	2	3	4	5	6
16. İngilizce gazete ve/veya dergi okumayı seviyorum.	1	2	3	4	5	6
17. İngilizce okuma benim başarısız olduğum bir ders.	1	2	3	4	5	6
18. İngilizce okumayı öğrenme önemli çünkü benim genel eğitimime de etkisi	1	2	3	4	5	6
olacak.						İ
19. İngilizce okumayı öğrenerek dünyadaki değişik görüşler hakkında bilgi	1	2	3	4	5	6
sahibi olabileceğimi umuyorum.						i
20. Bence İngilizce konuşma ve dinlemeyi öğrenme, okumayı öğrenmeden daha	1	2	3	4	5	6
önemli.						İ
21. Ortaokul ve lisedeki İngilizce okuma derslerindeki notlarım çok iyi değildi.	1	2	3	4	5	6
22. İngilizce parçaların zorlayıcı olması hoşuma gidiyor.	1	2	3	4	5	6
23. İçerik ilginç olsa bile İngilizce okumak için herhangi bir isteğim yok.	1	2	3	4	5	6
24. Görüş açımı genişleteceği için İngilizce okumayı öğrenme önemlidir.	1	2	3	4	5	6
25. İngilizce okumayı öğrenerek İnternet taraması yapabileceğimi umuyorum.	1	2	3	4	5	6
26. İngilizce okumayı öğrenme beni daha bilgili bir kişi yapacağı için	1	2	3	4	5	6
önemlidir.	1					Ĭ
27. İngilizce okumayı öğrenme bir zaman kaybıdır.	1	2	3	4	5	6
28. Ödev olarak verilmedikçe İngilizce okumayı istekli olarak yapmam.	1	2	3	4	5	6
29. İngilizce okurken okuduğum şeye kendimi kaptırırım.	1	2	3	4	5	6
30. İngilizce okuma işkence gibidir.	1	2	3	4	5	6
50. mgmzee okuma işkence giridir.	1		J	+	J	U

#### Mori, S. (2002)'den uyarlanmıştır.

Mori, S. (2002). Redefining Motivation to Read in a Foreign Language. Reading in a Foreign Language, 14(2), 91-110.

## APPENDIX IV THE BOOK REPORT

#### **BOOK REPORT**

Name:			Date	:
Book #:				
		Daniel Control		and the color of
Reading time: ho	urs	Report writing ti	me:	minutes
Briefly summarize the book (			at is it about? V	Vhat happened?
Describe the most important	events.			
Write down at least one ques	tion abo	out this reader	that you would	like to discuss
in the class this week.				
Express some of your though		eelings about t	his book (5-6 s	entences) The
following questions may help				
Which characters did or     What did the start make				
<ol> <li>What did the story make</li> <li>What experiences/memore</li> </ol>			you think of?	
4. What did or didn't you li			ou tillik or.	
5. Anything else you would			ry?	
		•		
		0:1		
Answer the following question		Circle your an		c
How much did you like this book		2 ly didn't like it	3 4 It was O.K	5 I loved it!
How hard was the book for you?		2	3 4	5
, , , , , , , , , , , , , , , , , , , ,		oo easy	At my level	Much too difficult
		-	-	

## APPENDIX V SAMPLES FROM THE BOOK REPORTS

### APPENDIX VI WEBQUESTS

## Project #1

## Edgar Allan Poe Father of Horror



#### Introduction

Everyone loves a horror story. Stephen King, the master of 20th century horror has over forty novels and numerous box office hits. From his first novel and movie hit *Carrie* in 1974 to his latest movie hit *The Green Mile*, Stephen King is often compared to the 18th century weaver of horror tales, Edgar Allan Poe. Poe's troubling life shaped his stories of hauntings and death.

#### The Task

The local theatre consortium has decided to hold a Poe Festival. They have narrowed the number of selections to four, namely: The Black Cat, The Masque of the Red Death, The Fall of the House of Usher, and The Tell-Tale-Heart. You will create a program that includes:

- 🥯 a timeline of major events in Poe's life biography
- 🥯 a short biography of events that affected his life and works
- a summary of each of the selected works
- a cast/character list of the selected works

While describing his life, the following questions will help you:

- 1. In what ways was Poe's life remarkable?
- 2. In what ways was Poe's life admirable?
- 3. Did Poe make any major mistakes or bad decisions? If so, what were they and how did Poe handle or not handle them?
- 4. What the two or three most important lessons you or any other person might learn from the way Poe lived?

5. An older person or mentor is often very important in shaping the lives of gifted people by providing guidance and encouragement. To what extent was this true about Poe? Explain.

And if you visit this site, you can find information about his life: <a href="http://go.grolier.com/">http://go.grolier.com/</a>

http://www.fantasticfiction.co.uk/p/edgar-allan-poe/ → biography of Poe.

You can also find information about Poe by giving keywords to Google or Yahoo search engines.

#### The Process

To accomplish the task, you will **first** become an expert on Poe's life and the events that later affected his literary work. Visit the sites to find out more about Poe's life. Once you have finished your research, prepare a timeline of important events from Poe's life that affected his works. The questions given above may guide you.

**Second**, you need to read the selected literary works. Visit the given sites in the resources section to read the selected literary works of Poe.

●Last, you need to bring together all your information. You should put Poe's biography making sure to include all the details required at the top. After that, you will write short summaries of the four selected works, and some brief information about the main characters in these works.

#### Resources

In order to find information about the selected works of Poe visit the following sites:

http://www.classic-literature.co.uk/american-authors/19th-century/edgar-allan-poe/the-black-cat/

http://www.classic-literature.co.uk/american-authors/19th-century/edgar-allan-poe/the-masque-of-the-red-death/

http://www.classic-literature.co.uk/american-authors/19th-century/edgar-allan-poe/the-tell-tale-heart/

http://www.classic-literature.co.uk/american-authors/19th-century/edgar-allan-poe/the-fall-of-the-house-of-usher/

You can find the summaries and the commentary on the selected works in the following sites:

http://www.bookrags.com/notes/poe/PART1.htm

http://www.bookrags.com/notes/poe/PART2.htm

http://www.bookrags.com/notes/poe/CHR.htm

http://www.bookrags.com/notes/poe/PART5.htm

http://www.bookrags.com/notes/poe/PART6.htm

http://www.bookrags.com/notes/poe/PART19.htm http://www.bookrags.com/notes/poe/PART20.htm

http://www.bookrags.com/notes/poe/PART3.htm

http://www.bookrags.com/notes/poe/PART4.htm

<u>http://www.netspun.com/mbook/poe/indexHM.htm</u> → you can find the original versions of these works in this site.

#### Conclusion

Congratulations! You are now an expert on the life of Edgar Allan Poe. Having read four of his stories, you are now ready to move on. If you liked those stories, you would read the other stories written by him. Do not forget to mail your end-product to the teacher.

### Project #2

#### **KATHERINE MANSFIELD**

## Introduction

Have you ever heard about Katherine Mansfield?

You are about to read four stories written by her and prepare a report about these stories. I hope that you enjoy it.

## Task

In order to accomplish this project you will have to implement the following tasks:

- 1. Get the following stories or their summaries and some critics about them.
  - Bliss
  - Mr. Reginald Peacock's Day
  - The Doll's House
  - The Garden Party
- 2. Read the stories or their summaries and answer all the questions in the following section named PROCESS.
- 3. English will be the only language used during the process.
- 4. When you send the paper include all the web sources that you have used.
- 5. All the research must be done on the Internet.

## **Process**

- I. Find information about Katherine Mansfield and write something about her literary career.
- II. Answer the following questions. Try not to quote the text; use your own words as far as possible.

#### **Bliss**

What spoils Bertha's happiness?

Mr. Reginald Peacock's Day

Look up the word "peacock" in the dictionary. Why do you think this name suits Reginald?

The Doll's House

What had really made Aunt Beryl behave so angrily?

**The Garden Party** 

Laura is a young lady, still growing up and learning to be responsible. What does she learn about herself and about other people on the day of the Garden Party? How do you think this will change her?

III. Give your opinion about each story (about 100 words)

## Resources

http://www.bookrags.com/notes/dh/SUM.htm

http://www.novelguide.com/adoll%27shouse/summaries/actone.html

http://www.novelguide.com/adoll'shouse/characterprofiles.html

http://www.novelguide.com/adoll'shouse/metaphoranalysis.html

http://www.novelguide.com/adoll'shouse/themeanalysis.html

http://digital.library.upenn.edu/women/mansfield/bliss/story.html

http://digital.library.upenn.edu/women/mansfield/bliss/day.html

http://www.eastoftheweb.com/short-stories/UBooks/Blis.shtml

http://www.enotes.com/bliss

http://www.enotes.com/garden-party/

http://www.enotes.com/dollshouse/ http://www.enotes.com/bliss/

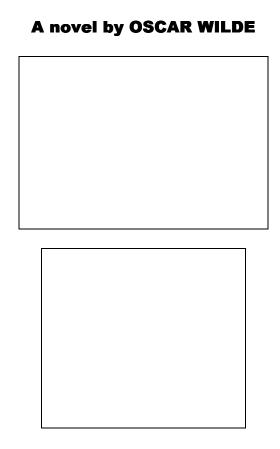
## Conclusion

Congratulations!! You have successfully finished and handed in your paper. I hope that you have learnt many new things about Katherine Mansfield and that you have improved your English.

Do not forget to mail your end-product to the teacher.

## Project #3

#### THE PICTURE OF DORIAN GRAY



## Introduction

Had you ever heard about Oscar Wilde before now?

You are about to read one of his novels and write a short dissertation about his and his life as a writer. I hope that you enjoy it.

## **Task**

In order to accomplish this webquest you will have to implement the following tasks:

- 1. Get the novel or its summary and some critics about this novel.
- 2. Read the novel or its summary and answer all the questions in the following section named PROCESS.
- 3. English will be the only language used during the process.
- 4. When you send the paper include all the web sources that you have used.
- 5. All the research must be done on the Internet.

## **Process**

I. Find information about Oscar Wilde and write something about his literary career.

#### II. THE READER

As the reader, answer the following questions. Try not to quote the text, but use your own words as far as possible.

- 1. What are Basil Hallward's feelings for Dorian Gray?
- 2. Dorian doesn't think he is heartless. What do you think?
- 3. Why do you think Dorian kills Basil?
- 4. How does the portrait change after the

#### death of Basil?

5. What did the servants find when they finally enter the room where the portrait was?

#### III. THE WRITER

Imagine that you are the writer of the story. Mention the things that you do not like and change them.

#### **IV. THE CRITIC**

Give your opinion about the story (about 100 words)

## Resources

http://www.bookrags.com/notes/dg/SUM.htm

http://www.novelguide.com/thepictureofdoriangray/summaries/preface%26chapters1%2D3.html

http://www.novelguide.com/thepictureofdoriangray/characterprofiles.html

http://www.novelguide.com/thepictureofdoriangray/themeanalysis.html

http://www.enotes.com/dorian-gray/

http://education.yahoo.com/homework\_help/cliffsnotes/the\_picture\_of\_dorian\_gray/16.html

http://www.readprint.com/work-1508/Oscar-Wilde

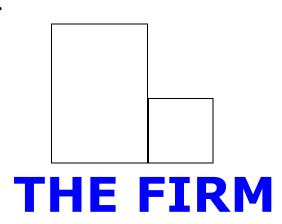
http://www.literaturepage.com/read/doriangray.html

## Conclusion

Congratulations!! You have successfully finished and handed in your paper/webquest. I hope that you have learnt many new things about Oscar Wilde and that you have improved your English.

DO NOT FORGET TO MAIL YOUR END-PRODUCT TO THE TEACHER.

Project #4



BY JOHN GRISHAM

## Introduction

You are about to read about a novel written by John Grisham and prepare a report about it. I hope that you enjoy it.

## **Task**

In order to accomplish this project you will have to implement the following tasks:

- 2. Get the novel "The Firm" or its summary and some critics about it.
- 2. Read the novel or its summary and answer the questions in the following section named PROCESS.

- 3. English will be the only language used during the process.
- 4. When you send the paper include all the web sources that you have used.
- 5. All the research must be done on the Internet.

## **Process**

- I. Find information about John Grisham and write something about his literary career.
- II. Answer the following questions. Try not to quote the text; use your own words as far as possible.

What tempted Mitch to join Bendini, Lambert and Locke?

What was his first mistake?

What comments does John Grisham make about modern America? Is he critical in any way?

III. Give your opinion about this novel (about 100 words)

## Resources

http://www.allreaders.com/Topics/Info\_671.asp http://www.retirementwithapurpose.com/johngrisham.html http://www.book-summary-review.com/The-Firm-044021145X.htm

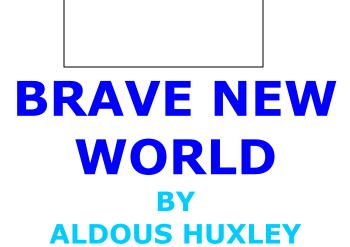
http://www.enotes.com/firm-qn/

## Conclusion

Congratulations!! You have successfully finished and handed in your paper. I hope that you have learnt many new things about modern America and that you have improved your English.

Do not forget to mail your end-product to the teacher.

Project #5



## Introduction

You are about to read about a novel written by Aldous Huxley and prepare a report about it. I hope that you enjoy it.

## Task

In order to accomplish this project you will have to implement the following tasks:

- 3. Get the novel "Brave New World" or its summary and some critics about it.
- 2. Read the novel or its summary and answer the questions in the following section named PROCESS.
- 3. English will be the only language used during the process.
- 4. When you send the paper include all the web sources that you have used.
- 5. All the research must be done on the Internet.

## **Process**

- I. Find information about Aldous Huxley and write something about his literary career.
- II. Answer the following questions. Try not to quote the text; use your own words as far as possible.
  - Describe the world explained in Huxley's novel.
  - Why are the people in this new world unhappy?
  - Explain the "Caste System" in Huxley's novel.

III. Give your opinion about this novel (about 100 words)

## Resources

http://www.bookrags.com/notes/bnw/SUM.htm

http://www.novelguide.com/bravenewworld/novelsummary.html

http://www.novelguide.com/bravenewworld/characterprofiles.html http://www.novelguide.com/bravenewworld/metaphoranalysis.html http://www.novelguide.com/bravenewworld/themeanalysis.html

http://www.enotes.com/brave/

## Conclusion

Congratulations!! You have successfully finished and handed in your paper. I hope that you have learnt many new things about the life in the future and that you have improved your English. Do not forget to mail your end-product to the teacher.

### Project #6

## CRY, THE BELOVED COUNTRY



## Introduction

You are about to read about a novel written by Alan Paton and prepare a report about it. I hope that you enjoy it.

## **Task**

In order to accomplish this project you will have to implement the following tasks:

- 4. Get the novel "Cry, The Beloved Country" or its summary and some critics about it.
- 2. Read the novel or its summary and answer the questions in the following section named PROCESS.
- 3. English will be the only language used during the process.

- 4. When you send the paper include all the web sources that you have used.
- 5. All the research must be done on the Internet.

## **Process**

- I. Find information about Alan Paton and write something about his literary career.
- II. Answer the following questions.
  - Why can't Stephen Kumalo persuade his sister to change her ways?
  - Imagine you are Absalom. Write a statement for the police telling your story about the events that led to the shooting of Arthur Jarvis.
  - Imagine you are James Jarvis. Write a letter to your daughter-in-law, Mary, explaining why you have given money to build a new church in Ndotsheni.

III. Give your opinion about this novel (about 100 words)

## Resources

http://www.bookrags.com/notes/cbc/SUM.htm http://www.novelguide.com/crythebelovedcountry/summaries/bookichapters13%2D17.html

http://www.novelguide.com/crythebelovedcountry/characterprofiles.html http://www.novelguide.com/crythebelovedcountry/themeanalysis.html http://www.enotes.com/cry-beloved/

## Conclusion

Congratulations!! You have successfully finished and handed in your paper. I hope that you have learnt many new things about the life in the future and that you have improved your English. Do not forget to mail your end-product to the teacher.

## APPENDIX VII SAMPLES FROM THE END-PRODUCTS OF THE WEBQUESTS

#### N.G.

#### About first topic WHO IS EDGAR ALLAN POE?

Poe was the son of the English-born actress Elizabeth Arnold Poe and David Poe, Jr., an actor fromBaltimore. He is a most famous original writer in American letter. And he lived between 1809 (JANUARY 19) and 1849(OCTOBER 7). He died in his forty. He has got very important place in American science fiction and other writing items. He wrote over than a hundred books about different kinds.

I read that four short stories:

#### THE BLACK CAT

#### DETAIL OF MAIN CHARACTERS (EDGAR ALLAN POE)

- 1.He likes feeding and caressing pets. Feeding pets started in his early ages. And it grew day by day. He likes nature and it's important parts, animals ...
- 2.But he has got a problem with his wife. Before she didin't say anything about his dogs, cats and others. But later she got angry with them.
- 3. His favorite animal is cat whose name is Pluto, he liked Pluto more than others.
- 4. Suddenly, he found himself in extreme terror. He came into his final.
- 5. And he started to wait his destiny in prison.
- 6. And He found a black cat like his cat Pluto but it has got differences on body.
- 7. When he was in prison he thought about his life, wife and cat.
- 8. After he went out from prison. He killed his wife by the axe and hide her corpse in the cellar.
- 9. By the following days police came his house for searching. They invited him into the station.
- 10.At last he checked her corpse in the cellar.

#### THE MASQUE OF THE RED DEATH.

- 1. Red death is name of city which is different from others.
- 2. There were sharp pains.

- 3. There is a kingdom of Prince Prospero and he organized a mask ball in his gigantic castle. In the castle there were ballet dancers and musicians, beauty and wine.
- 4.He invited his friends to this mask ball.
- 5.In the castle there were a lot of suits but they were decorated with different colors .
- 6.On this party goes on very different. Because music starts and finishes with clock.

#### The Tell-Tale Heart

- 1. Main character thinks that he can hear voice from hell and heaven.
- 2. One day he saw an old man and later he killed him.
- 3. And he thinks he isn't insane.
- 4. And story finishes in police station.

#### The Fall of the House of Usher

- 1. Main character is Roderick USHER
- 2. He takes a strange letter.

In conclusion I read summary of that four book. And they are a bit same as a topic. I am sorry not to do the best because they were a bit difficult to understand. They are original American. Writer is very different person and he wrote detective story and a bit horror. Thanks see you later....

#### S. K.

#### 1. ABOUT WRITER AND CAREER

1. Katherine Mansfield is famous for with her short stories. Her favorite boks are called bliss and garden party. She use psychological topics to write and find complex cahracters. Her characters and topics are so real to see in a daily life.

#### 2.ANSWERS OF READER PART

#### Bliss

1. She is sad. Because she learned that her husband has a love affair with her affair.

#### Doll's House

1. She was angry because of his husband's friendly and honesty behavior.

#### The Garden Party

1.I think she will be more carefull than before because she realised that she had a lots of mistakes about her life. And she is ambitious to change her mistakes to true.

#### 3.MY OPINION

In my opinion her boks are very interesting and real. My favorite short story of her is Bliss. Because Katherine Mansfield tried to show us a fact view of love and relationship of partner. Rarely your partner who you trust a lot, can find another person to change his or her life. And second good book is The Garden Party because it shows me to be responsible is more important than not.

#### N.G.

#### 1. ABOUT WRITER AND CAREER

Oscar Wilde was born in 1854 to William Ralph Willis, a surgeon, and Jane Francesca Elgee Wilde, who supported the movement for Irish independence. Educated at the Portora Royal School, Trinity College in Dublin, and Oxford University, he married Contance Lloyd in 1884 and had two children, Cyril and Vyvyan.

#### **2.ANSWERS OF READER PART**

- 1.Basil Hallward thinks Dorian is very handsome and sensitive person. He likes him because of his painting. Dorian helps Basil on painting portrait. And Basil thinks Dorian is really gentler. Basil needs Dorian because his work is depend to Dorian's physical appearance.
- 2. I think he is heartless.Because he killed Basil Hallward who had made his portrait .
- 3. He killed Basil because of mystery of portrait. It has got a secret which gives Dorian a youthful forever. I want to add that there is incitement of Lord Henry Wotton.
- 4. After he died portrait was getting older but Dorian wasn't getting old He was always young.
- 5. Servants find that Dorian was old, ugly and lie on the floor but the portrait was a new when it had made by Basil.

#### 3. AS A WRITER

If I am writer of this book or novel. I change the process of story and add people as rich person. And I give more information about Dorian's family And Maybe I add a story of lack of money and family.

#### **4.MY OPINION**

I think this story is not very interesting as first topics. And it includes cultural ideas. On the other hand we must know the idea of writer. Because he writes this novel according to his ideas or religion. As a topic it's very basic someone paint a portrait and after the painter death it gives a youth forever.

#### R. A. (THE PICTURE OF DORIAN GRAY)

#### **I.PART**

#### LITERARY WORKS

1878 Ravenna

1881 Poems

1888 The Happy Prince and Other Tales

1889 The Decay of Lying

1891 The Picture of Dorian Gray

1891 Lord Arthur Savile's Crime and Other Stories

1891 Intentions

1891 Salome

1892 The House of Pomegranates

1892 Lady Windermere's Fan

1893 A Woman of No Importance

1893 The Duchess of Padua

1894 The Sphinx

1895 An Ideal Husband

1895 The Importance of Being Earnest

1898 The Ballad of Reading Gaol

Wilde wrote many short stories, plays and poems that continue to inspire millions around the world.

By the time William Wilde, Oscar's father, was 28, he had graduated as a doctor, completed a voyage to Madeira, Teneriffe, North Africa and the Middle East, studied at Moorfields Eye Hospital in London, written two books and been appointed medical advisor to the Irish Census of 1841. When the medical statistics were published two years later they contained data which had not been collected in any other country at the time, and as a result, William became the Assistant Commissioner to the 1851 Census. He held the same position for the two succeeding Censuses and, in 1864, he was knighted for his work on them. Before he married, William fathered three children. Henry Wilson was born in 1838, Emily in 1847 and Mary in 1849. To William's credit, he provided financial support for all of them. He paid for Henry's education and medical studies, eventually hiring him into St. Mark's Hospital as an assistant. Sadly, Mary and Emily, who were raised by William's brother, both died in a fire at the ages of 22 and 24.

#### **II.PART**

1.Basil Hallward likes him and he has been captivated by Dorian.He fells in love with Dorian.

- 2.Yes I think Dorian is a heartless man because he doesn't want to understadnt Basil about his love and in the end he kills him. And Dorian's father had died before he was born and his mother died when he was 1 year old. Maybe he can be heartless because of that reasons.3.Dorian murdered Basil for made him degenerated about his
- 3.Dorian murdered Basil for made him degenerated about his behaviours. Because he heard from his friends some gossip about his degeneration.
- 4. Dorian stabs the portrait with the knife that he killed Basil.
- 5. They saw an old, ugly man that lying on the floor it was Basil.

#### III.PART

I didn't like the story if I were a writter I wouldn't write a story like that I didn't like that Basil loved Dorian and I didn't like Dorian that he killed a person. I would change the whole story.

#### **IV.PART**

As I said I didn't like the story from the biggennig. A man loves another man and he makes him degenerated about his life and behaviours. Dorian has't got a mother and a father he grows without love, it would be better Basil wouldn't love him and Dorian wouldn't kill Basil and stab the portrait. I don't like the stories like that I like the stories that finishes in happiness.

N. A.

Project No: 4

#### THE FIRM

#### I. JOHN GRISHAM

He was born on February 8, 1955 in Jonesboro, Arkansas. His father, a cotton farmer and itinerant construction worker moved the family frequently, from town to town throughout the Deep South, settling in Southaven, Mississippi in 1967. Although his parents lacked formal education, his mother encouraged him to read and insisted that he prepare himself for college.

He attended Northwest Junior College, Senatobia, Mississippi; Delta State University, Cleveland, Mississippi; and finally enrolled in the accounting program at Mississippi State University. He received a B.S. in accounting in 1977.

Grisham then studied tax law at the University of Mississippi, Oxford, Mississippi. He soon discovered that he did not enjoy his chosen specialty. Once again he changed course and turned his attention to criminal law. In 1981, he earned his law degree and soon after opened a law practice in Southaven. As a criminal lawyer he had opportunity to experience the drama and pathos of the courtroom. He also saw lawyers and judges at their best and worst.

In 1983, the voters of Mississippi's Seventh District sent Grisham to Jackson as their State Representative. By his second term he held the vice chairmanship of the Apportionment and Elections Committee as well as memberships on the Insurance, Judiciary A, and Military Affairs Committee. Grisham, however, missed the company of his family and was frustrated by the frequent inactivity of the state legislature. Boredom and his sense of humor were evident when Grisham introduced a resolution-commending singer Herbert Khaury, better known as Tiny Tim.

#### II. ANSWER THE FOLLOWING QUESTIONS:

What tempted Mitch to join Bendini, Lambert and Locke? Mitch McDeere has just graduated from law school. When he graduated, a firm which is called Bendini, Lambert & Lockre offer him for a job. With the job comes a new house, a new BMW and a high salary.

#### What was his first mistake?

His first mistake was to speak with Wayne Tarrence who is an FBI agent in a cafe.

What comments does John Grisham make about modern America? Is he critical in any way?

There are lots of illegal events in Modern America. And he is critical that.

#### III. GIVE YOUR OPINIONS ABOUT THIS NOVEL:

This story tells us illegal events in America. Everyone takes pains to live like in America. But it doesn't like it seems. And that story shows us medallion's other side. It was interesting and fluently.

#### O.S.

**Project: 5** 

#### **BRAVE NEW WORLD**

#### I. ALDOUS HUXLEY (1894 - 1963)

Aldous Leonard Huxley was born on July 26, 1894.

Huxley was the product of a long line of scientific and literary figures. His paternal grandfather was Thomas Henry Huxley, the biologist who supported Darwin and his theory of evolution. Huxley's brother, Thomas, followed this tradition, also becoming a biologist. But Aldous was to follow other members of his family into the literary world. Huxley's great uncle was Matthew Arnold, the humanist poet, his aunt was a novelist and his father, Leonard, was a poet and biographer. His mother's death from cancer when he was 14. This, he said later, gave him a sense of the transience of human happiness.

He had intended to study medicine but at the age of 16, while studying at Eton, an eye illness left his sight permanently damaged. He went on to graduate with honours from Oxford, but English had replaced medicine as his subject of choice. Although he recovered from the total blindness he suffered for 18 months after his illness, Huxley remained near blind for the rest of his life. It was perhaps this misfortune that turned him towards writing.

Huxley wrote two volumes of poetry whilst still at Oxford, the first of which was published in 1916. His first novel was a social satire called *Crome Yellow* (1921). This was followed by *Antic Hay* (1923), *Those Barren Leaves* (1925) and *Point Counter Point* (1928). Some of his early work has been criticized for being issue and idea-based at the expense of solid characterization. But it is in these works that Huxley's style emerged as a combination of dialogue and cynical social criticism – the same voice that was to preoccupy much of his later work.

In 1919, Huxley married Belgian born Maria Nys. They had one son, Matthew, in 1920. After his wife death he married Laura Archera. Aldous then spent most of the 1920s living in Italy and traveling with his great friend, D H Lawrence. It was in 1931, however, that Huxley produced the novel he is most remembered for — *Brave New World*. Huxley's death was overshadowed in the media by the assassination of John F Kennedy on the same day, 22 November 1963. History remembers him, however, as a writer with vision and foresight.

#### II.

#### Describe the world explained in Huxley's novel.

In this story scientists establish a new world. In that world, human beings are fertilized and custom-made, and shows them the Social Predestination room, where workers create the social castes. They pass onto the conditioning rooms, where they reinforce the caste divisions by sleep-teaching. Scientists manage these people. There is some groups: alfa, beta, and epsilon. Alfa: They have the highest life standard, educated and they manage the government

Beta: They have normal life standard, educated Epsilon: Their standard is not good. They are poor These people communicate with their own groups.

#### Why are the people in this new world unhappy?

They are unhappy because they don't know human's feeling. For example they have sex. But after that night they don't know each other. They don't get married. They don't feel love, excitement... Life is nothing without feelings and they don't have feelings so they are unhappy.

#### Explain the "caste system" in Huxley's book.

#### III.

I read this story and first of all I think that "is it possible a life without feelings?" The answer is "no". life is beautiful with love, excitement, to cry, agitation, fear... sometimes we have bad feelings but if we don't know pain, we can't realize good thinks. Maybe I find the story unreal but it is interesting. I read some of criticism everyone likes this novel.

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#### F.B.

#### **Project: 6**

#### **CRY, THE BELOVED COUNTRY**

#### 1. ABOUT WRITER AND CAREER

After Alan Paton graduated from college. He became a teacher. After a while, he had a serious health problem. And he changed his position, started in huge prison. When he was working in prison he started to write his article and his literary career started at there.

#### 2. ANSWERS OF READER PART

- 1.Because his sister became a prostitute and she became richer than before. If she returns to the village she will be poor again. And other problems cause her not to go there.
- 2. If I were Absalom, I will tell the police I shoot the gun because I was afraid killed by Jarvis. I went there for talking with him but he started an argument with.

  And I was afraid and I was controlled by devil and I would shoot the gun with scare.
- 3. If I were Jarvis and I have to write a letter to my sister -in law why I was giving money to rebuild the church in Ndotsheni. I will say that I read my son's articles about blacks in their and my son decided to help them to be better than now. And they have got problem about religion. I think I have to help them to rebuild their church. As an extra I have sent food for poor children and hungry people and I sent a trainer to them to teach how grow up vegetables and found water.

#### 3. MY OPINION

I think writer write this story because of his life. He was working in the prison and it caused to write this story. And I found it uninteresting. Because all bad things happened like his sister became a prostitute and his son killed someone. And this story told me inequalities between white and a black in America where is famous for freedom. I don't recommend it to read.

# APPENDIX VIII INTERVIEW QUESTIONS FOR THE TRADITIONAL GROUP (THE TURKISH VERSION)

#### GÖRÜŞME SORULARI (KİTAP OKUMA GRUBU İÇİN)

#### Demografik Sorular

1. Ad ve Soyad:

	2.	Cinsiye	et:						
	3.	3. Yaşınız:							
	4.	4. Mezun olduğunuz lise ?							
	5.	5. Bölümünüz:							
	6. Ne kadar süredir yabancı dil öğreniyorsunuz?								
Genel Dil Soruları									
	7. Bildiğiniz yabancı diller:								
	8. Aşağıdakilerden hangisi en önemli dil becerisidir ?								
	a) (	Okuma	b) Yazma	c) Dinleme	d) Konuşma				
	9. Aşağıdakilerden hangisi en önemsiz dil becerisidir?								
	a) (	Okuma	b) Yazma	c) Dinleme	d) Konuşma				
	10. Yabancı dil öğreniminde dilbilgisinin önemi konusunda ne düşünüyorsunuz								
	11. Yabancı dil öğrenirken en çok nelerde zorlanıyorsunuz?								
	12. Yabancı dil öğrenirken size en kolay gelen şey nedir?								
	13. Daha önce herhangi bir yaygın okuma programında yer aldınız mı?								
	Evet ise,								
	13a. Ne zaman?								
	13b. Nerede?								
	13c. Ne kadar sürdü?								
	13d. Kaç kitap okudunuz?								
	13e. Ne tür kitaplar okudunuz?								
	13f. Bu program sonucu sizde meydana gelen değişimler ölçüldü mü?								
	13g. Ölçüldüyse nasıl ölçüldü?								

#### Yöntemle İlgili Sorular

- 14. Uygulanan yaygın okuma programı hakkında ne düşünüyorsunuz?
- 15. Uyguladığımız yaygın okuma programında en çok hoşunuza giden taraf ne oldu?
- 15a. Neden?
- 16. Bizim uyguladığımız yaygın okuma programında en beğenmediğiniz taraf ne oldu?
- 16a. Neden? Açıklar mısınız?
- 17. Programa başlarkenki beklentileriniz karşılandı mı?
- 17a. Evet ise nasıl?
- 17b. Hayır ise karşılanamama nedenleri nelerdir?
- 18. Program sırasında ne gibi aksaklıklar oldu?
- 19. Rehber öğretmenin rolü ve yardımları konusunda neler oldu?
- 20. Süre olarak her bir kitap için yaklaşık ne kadar zaman harcadınız?
- 21. Kitapların zorluk dereceleri nasıldı?
- 22. Kitapları okurken hiç anlayamadığınız bölümler oldu mu?
- 23. Olduysa anlayabilmek için neler yaptınız?
- 24. Her bir kitap için verilen süre hakkında ne düşünüyorsunuz?
- 25. Her bir kitap için yazılan raporlar hakkında ne düşünüyorsunuz?
- 26. En çok hangi kitabı beğendiniz?
- 26a. Neden?Açıklar mısınız?
- 27. Beğenmediğiniz kitaplar oldu mu?
- 27a. Neden? Açıklar mısınız?
- 28. Kitaplardan edindiğiniz sözcükleri diğer derslerinizde nasıl kullanıyorsunuz?
- 29. Sözlük kullanma sıklığınız hakkında neler söylersiniz?
- 30. Bu programın ileride kullanacağınız İngilizce'ye nasıl bir katkısı olacağını düşünüyorsunuz?
- 31. Program sonunda kendinizde ne gibi değişiklikler hissediyorsunuz?
- 32. Böyle bir programı arkadaşlarınıza tavsiye eder misiniz?

32a. Neden?

33. Sizce bu program nasıl uygulanmalıydı?

# APPENDIX IX INTERVIEW QUESTIONS FOR THE TRADITIONAL GROUP

(THE ENGLISH VERSION)

## INTERVIEW QUESTIONS (FOR THE TRADITIONAL GROUP)

#### **Demographic Questions**

1. Name and Surname:

2.	Gender:								
3.	3. Age:								
4.	4. Which high school did you graduated from?								
5.	5. Your Department:								
6.	6. How long have been learning English?								
<b>General Language Questions</b>									
7.	7. The other languages you know:								
8.	8. Which of the following is the most important language skill?								
a)	Reading	b) Writing	c) Listening	d) Speaking					
9.	9. Which of the following is the least important language skill?								
a)	Reading	b) Writing	c) Listening	d) Speaking					
10	10. What do you think about the importance of grammar in language learning								
11	11. Which fields are the most difficult for you in learning a foreign language?								
12	12. Which fields are the easiest for you in learning a foreign language?								
13	13. Have you ever participated in an extensive reading program?								
If	If yes,								
13	13a. When?								
13	13b. Where?								
13	13c. How long did it last?								
13	13d. How many books did you read?								
13	13e. What kind of books did you read?								
13	13f. Were the changes occurred at the end of the program measured?								
13	13g. If yes, how were they measured?								

#### Questions about the procedure

- 14. What do you think about the extensive reading (ER) program followed?
- 15. What did you like best about the ER program you followed?
- 15a. Why?
- 16. What didn't you like about the ER you followed?
- 16a. Why? Can you explain?
- 17. Were your prior expectations fulfilled?
- 17a. If yes, how?
- 17b. If no, why were not they fulfilled?
- 18. What kind of problems you faced during the program?
- 19. What can you say about the role and the assistance of the lead teacher?
- 20. How much time did you spend on each book?
- 21. What can you say about the difficulty level of the books?
- 22. Were there any sections you could not understand at all while reading the books?
- 23. If yes, what did you do to understand?
- 24. What do you think about the time allocated for each book?
- 25. What do you think about the reports you wrote for each book?
- 26. Which book did you like most?
- 26a. Why? Can you explain?
- 27. Were there any books you did not like?
- 27a. Why? Can you explain?
- 28. How do you use the words you gained from the books in your lessons?
- 29. What can you say about the frequency of your dictionary use?
- 30. What do you think about the contributions of this program to the English you will use in the future?
- 31. What kind of changes do you feel at the end of the program?
- 32. Do you recommend such a program to your friends?

32a. Why?

33. In your opinion, how should have this program been implemented?

## APPENDIX X

## STUDENTS' INTERVIEW STATEMENTS IN TURKISH

(THE TRADITIONAL GROUP)

- I. S.I.
- 1. S.I.
- 2. kız
- 3. 20
- 4. Anadolu Ticaret
- 5. Uluslar arası Ticaret
- 6. 8 yıl
- 7. Yok
- 8. Konuşma
- 9. Okuma
- 10. Dilbilgisi bir yere kadar önemli ama kelime ve konuşma daha önemli.
- 11. Gramerden hoşlanmıyorum. Hoşlanmadığım için de zorlanıyorum. Listeningde gerçekten zorlanıyorum.
- 12. Okumak diğerlerine göre daha kolay.
- 13. Havir
- 14. Bazen zorunluluk getirmek lazım bazı şeylere bence iyi oldu.
- 15. Eğer bu program olmasaydı, o kitapları okumazdım. Çok yararlı oldu.
- 16. Beğenmediğim yön yok.
- 17. Karşılandı çoğu ama kendimle ilgili olan beklentilerim çok karşılanamadı. Daha programlı çalışacağımı umuyordum. Bazı kitapları ve raporlarını geciktirdim.
- 18. Benim gecikmelerim dışında hiçbir aksaklık olmadı.
- 19. Elinizden geleni yaptınız bence.
- 20. Hiçbir kitabı bir günde okumadım. Bölümler halinde okudum. Genel olarak ortalama 5 diyebiliriz. Advanced olanlar biraz daha uzun sürdü.
- 21. İlk 5 tane iyiydi ama advancedlerden pek hoşlanmadım. Okuyamadığım için de sıkılmaya başladım. Anlayamadığım için.
- 22. oldu ama ipuçlarını kaçırmadım. Anlayamadığım bölümler temel konular değildi, birkaç paragraf anlayamadığım yerler oldu.
- İki kere okudum. Ya da diğer önceki ve sonraki paragrafla bağlantı kurmaya çalıştım.
- 24. Yeterliydi.
- 25. Yazmamız gerekliydi. Sizin bizden almamızı istediğiniz bilgilerin yanı sıra biz de ne kadar öğrendiğimizi anladık. Ne kadar anladığımız ortaya çıktı.
- 26. Picture of Dorian Gray. Konu diğerlerine göre daha güzeldi.
- 27. Beğenmemek değil ama benim tarzım olmayan kitaplar vardı. Tales of Mystery. İçerik olarak beğenmedim.
- 28. Genellikle speaking dersinde kullanıyorum.
- 29. Ben daha fazla sözlük kullanacağımı ümit ettim ama o kadar çok kullanmadım.
- 30. Bu programın ana fikrine ulaştığını düşünüyorum ben okumaya karşı bir ön yargı duymuyorum artık.
- T: Okumanın gereksiz olduğunu söylemiştin galiba önce, önemsiz bir beceri demiştin.
- S: Gereksiz değil de, bir ön yargı yok. Uzun bir yazı gördüğümde okuma isteğim arttı. Önceden böyle düşünmüyordum.
- 31. Dediğim gibi okuma isteğim arttı. Alışkanlık olduğunu söyleyemem hala ama uzun bir süre yoktu ama en azından istek arttı.
- 32. Evet. Bu programda olmasalar çok okuyacaklarını zannetmiyorum. Benim için de öyle ama küçük zorunluluklar bazen başarıyı getirebilir.
- 33. Gayet iyiydi. Süreç iyiydi. Her şey iyiydi ama kitaplar değil de 3-4 sayfalık kısa hikayeler şeklinde olabilirdi. Konusu daha heyecanlı hikayeler olabilirdi. Ama çok da fena sayılmaz. İyiydi.

#### II. O.B.

- 1. O.B.
- 2. erkek
- 3. 19
- 4. 19 mayıs Anadolu Lisesi
- 5. İşletme
- 6. 5 yıldır.
- 7. Hayır.
- 8. Bence konuşma önemli ama yazma da olmadan konuşma yapılamaz herhalde.
- 9. En önemsiz. Yazma.
- 10. Bence önemli.
- 11. Kelime konusunda.
- 12. Ezberlemek.
- 13. Hayır.
- 14. Bence çok iyiydi çünkü diyebilirim ki bu yıl bütün İngilizce hayatımda daha doğrusu 5 yıldır ilk defa bu sizin yaptığınız uygulama ile yaklaşık 6 kitap okudum.
- 15. En çok hoşuma giden taraf... kitapları siz verdiniz. Biz de okuduk.
- 16. Kitapları biraz eğlenceli konulardan seçseydiniz daha iyi olacaktı. İçlerinde birkaç tane çok beğendiğim kitap vardı ama gerisi biraz sıkıcıydı. Ama bilgi amaçlı olarak okudum yani güzeldi.
- 17. Çoğunluk karşılandı. Mesela ben bu tip bir programa girmeden önce level 6 bir kitabı elime bile almıyordum. Diyordum ki ben level 6 seviyesinde değilim. Ama sizin verdiğiniz level 6 kitapları okudum ve diğer levellerle aralarında çok fazla fark olmadığını anladım. Güvenim geldi kendime.
- 18. Aksaklık olmadı. Program normal devam etti.
- 19. Hem organizasyon, hem yönetim hepsi için mükemmeldiniz.
- 20. Süre olarak başladığım zaman hemen bitirdiğim kitap birkaç tane oldu. Diğerlerini 1-2 seferde okudum. Level 6 advanced olanlar biraz zorladı ama en fazla 7-8 saat, değişiyordu, heyecanına göre.
- 21. Benim gözümde büyüttüğüm kadar zor değilmiş. Advancedi falan çok büyütüyordum gözümde. Ama gerçekten kolaymış yani.
- 22. Tabi, bazı mesela son okuduğumuz kitapta vardı. Shakespeare'den alıntılar var. O alıntılarda bazı anlamadığım yerler oluyordu.
- 23. Önce kelimeden anlamadığım olduğu zaman bütün cümleye bakıyorum. Cümleden anlamadığımda bilen arkadaşlara soruyorum. Bulamazsam Cihangir Hocamıza falan danışıyordum.
- 24. Bir hafta yeterliydi tabi fakat quizler falan olduğu için 1 hafta bazen yetmiyor gibi geliyordu ama akşam evde oturduğun zaman, kitap sürükleyici olduğu zaman bir oturduğunda hayli okunuyordu.
- 25. Bence çok aşırı faydalı oldu. Normalde kitapları okurken böyle raporlar falan yazmam; okurum geçerim, aklımda kalanları anlatırım ama rapor tuttuktan sonra yani bir rapor tutmamakla rapor tutmak farkı ayırt edilebilecek kadar büyük. Mesela bir kitabı okuyunca en fazla 3 gün içinde biri bana bir şey sorarsa aklımda kalıyordu, rapor tuttuğum zaman şimdi bile ilk verdiğiniz kitabı anlatabilirim.
- 26. The Firm'ü beğendim macera olarak; science-fiction olarak da Brave New World.
- 27. The Doll's House'u beğenmedim. Bizdeki eski Türk filmlerine benziyordu. O kitapta da gördüm ki yabancılarda da pek farklı değil.
- 28. Ben genelde kelimelerin basit kısımlarını öğreniyormuşum. Ama anladım ki aynı kelimenin başka anlamları olduğunu da öğrendim.
- 29. Bu uygulamaya başlamadan önce her kelimenin manasını bulmaya çalışıyordum. Sözlük karıştırıyordum. Çok aşırı vakit alıyordu. Sonra sizin verdiğiniz çok doküman olduğu için sözlük kullanmadan hızlı okuyayım dedim. Cümleden anladığım kadarıyla devam edeyim bayayım ne kadar anlıycam. Çok nadiren yani bir cümlede birden fazla olursa bilmediğim sözcük o zaman kullandım. Sonra arkadaşlara anlattım romanı. Herkes "evet, anlamışsın" dedi.
- 30. En büyük katkısı kitap okuma hızını gerçekten arttırdı. Güven kazandırdı. Advanced seviyelerden korkmuyorum. Orijinal textleri bile okumayı düşünüyorum şu anda.
- 31. Aslında ben fazla okumayı sevmeyen bir insanım. Sadece yabancı değil Türkçe kitapları da fazla sevmem. Fakat yabancı kitapları, tabi başta konuşma dedim ama öğrenebilmek için okumak şart diye düşünüyorum. Mesela şarkı sözlerini dinlerken

- kendimizi bulduğumuz sözler olur ya, kitap okurken de kendimi bulduğum cümleler oluyor. Çok çabuk ezberleyebiliyorum. Bana bu şekilde faydası oldu.
- 32. Evet. Ben koşullardan dolayı mı bilmiyorum belki deneysel bir uygulamadır ama keşke elimizde olanak olsaydı da bütün okula uygulasaydık. Ben gerçekten büyük bir gelişme olacağına inanıyorum.
- 33. Sistem güzeldi. Rapor tutması, verilen süreler yeterliydi. Sizin ilginiz iyiydi. Programda nasıl bir değişiklik olabilir? kitaplar seçilirken biraz daha gençlere verilen kitleye hitap etmesi sağlanabilirse biraz daha güzel olurdu.

#### III. D.A.

- 1. D.A.
- 2. kız
- 3. 21
- 4. Karşıyaka Anadolu Ticaret Lisesi
- 5. Uluslar arası Ticaret
- 6. 8 yıl
- 7. Hayır
- 8. konuşma
- 9. yazma
- 10. Aslında konuşma daha önemli. Gramerde doldurmadır vs.dir. şu tense'de şu olur bu tense'de bu olur falan. Çok lüzumsuz geliyor. Konuşmada sen bunu yine öğrenebilirisin gibime geliyor.
- 11. Aslında belirli birşeyde zorluk hissetmiyorum ama dinleyip de anlamak istemek yoksa normalde çok fazla zorluk çekmiyorum.
- 12. Dilbilgisi direk çünkü veriyor. Formülize edilmiş şekilde.
- 13. Hayır.
- 14. Faydalı olduğunu düşünüyorum çünkü normalde bir kitabı açayım da okuyayım bakayım burada ne demiş diye bir durumum yoktu. Bu mecburiyet gibi bir şey oldu. Okumuş oldum yani.
- 15. Sorumluluk sahibi olmak belki de. Çünkü ben bunu çok fazla yapan bir insan değilim dediğim qibi.
- 16. Aslında belirli bir taraf yok. Çok güzel zaten raporlar falan de şey... bazı zorlayıcı yerleri vardı.
- 17. Evet işte zaten buydu. Okuyup da bilgi sahibi olmak. Kelime kelime tam olarak çeviri değil de onu anlamak. Cümleyi pasajı anlamak.
- 18. Benim kendimden kaynaklanan bazı şeyler oldu. Zaman ayırmadım kimi zaman, daha sonra işte sıkıştım.
- 19. Öncelikle teşekkürler bize böyle bir imkan sunduğunuz için. Bu sayede daha bilinçli olduk bu konuda. Kitap okumadır vs.dir.
- 20. Levelleri düşük olanlarda 1.5 saat falan. Diğerleri için aynı şeyi söyleyemeyeceğim. Zaten parça parça okudum. Yaklaşık olarak 4-5 saat olmuştur.
- 21. İlk kitaplar kolaydı. Tabii diğerleri zordu.
- 22. Oldu.
- 23. Sözlük kullandım. Arkadaşlarıma sordum.
- 24. Yeterliydi.
- 25. Kolaydı yanı çok fazla zorlayıcı değildi.
- 26. Tales of Mystery. Farklı buldum. Konusu ilginç geldi.
- 27. kjk
- 28. Sözcük olarak aslında ayırt etmiyorum da dediğim gibi okuyup da anlamaya çalışıyorum. Eğer çok fazla anlayamıyorsam o zaman sözlükten buluyorum. Çok fazla sözlük kullanmadım açıkçası.
- 29. Dersler için kullanıyorum da bu kitaplar için çok fazla kullanmadım. Daha çok anlamını çıkarmaya çalışıyorum.
- 30. Belki daha uzun pasajlar verildiğinde belki daha rahat okurum. Belki daha fazla nasıl okuyabilirim, daha kolay nasıl anlayabilirim açısından yararlı olabilir.
- 31. İlk daha kitapları okumadan önce anlamaya çok fazla çalışmıyordum. Vize veya quiz olduğunda onu daha çok anlamaya çalışıyordum. Böyle olunca, onun bir raporu var, sizin de işinize yarayacağı için insan daha çok anlamaya çalışıyor. Bu yüzden diğer derslerde atıyorum readingde daha fazla çabalamamış olabilirim diye düşünüyorum. Diğer zamanlarda böyle şeyler söz konusu olmamıştı çok fazla.
- 32. Tabii ederim. Hem kendilerini geliştirme açısından hem de daha kolay öğrenebilme açısından.
- 33. Belki şöyle bir şey olabilirdi. Herkes önce kitabı okurdu. Karşılıklı olarak bu konuda ne düşünüyorsun gibi olabilirdi yani her kitap bittikten sonra yarım saatlik falan.

- IV. D.Ç
- 1. D.Ç.
- 2. kız
- 3. 20
- 4. Balıkesir Lisesi (süper lise)
- 5. İşletme
- 6. 8 yıldır.
- 7. Yok.
- 8. Konuşma
- 9. Yazma
- 10. Önemli. Dilbilgisi olmadan dil olmaz diye düşünüyorum.
- 11. Kelimelerde zorlanıyorum en fazla.
- 12. Gramer.
- 13. Hayır.
- 14. Kelime öğrenme açısından faydası oldu.
- 15. Hem okumamı geliştirdi hem de fazla kelime öğrendim.
- 16. Bazı hikayeler sıkıcı geldi. Okumak zorunda olduğum için okudum ama...
- 17. Hemen hemen karşılandı.
- 17a. Daha önce bu kadar kitap okumamıştım. Kelime hazinemi arttırdı. Sözlüğe bakmadan kelimenin anlamını çıkartabiliyorum artık.
- 18. Konusunu beğenmediğim kitapları bitirmek istemedim.
- 19. Biri zorlamadan kitap okumak biraz zor oluyor. Bitirmek zorunluluğu var bu nedenle okumak zorunda kaldık.
- 20. En fazla 3-4 saat.
- 21. Çok zor değildi. Kitaplar 6. stageler biraz zordu. Kelimeleri.
- 22. Oldu.
- 23. Tekrar geri dönüp onları bir kez daha okudum.
- 24. Süreler yeterliydi.
- 25. Raporlar şeye yarıyor bence kitabı özetlemeye, kelimeleri tekrar gözden geçirmeye.
- 26. The Picture of Dorian Gray.
- 26a. Konusu çok ilginç geldi.
- 27. Tales of Mystery ve The Doll's House.
- 27a. Bölüm bölüm olduğu için onlar hoşuma gitmedi. Ben genelde roman türünde olanları seviyorum.
- 28. Çok üstünde durduğumuz için kelimeler akla geliyor. Konuşmada, yazmada kullanıyorum.
- 29. Başta daha çok sözlük kullanıyordum. Sonra anlamlarını daha çok kendim çıkarmaya başladım.
- 30. -
- 31. Okumamı geliştirdi. Kelime açısından.
- 32. Ederim.
- 32a. Hem okumayı geliştiriyor, hem de daha fazla kelime öğreniyorsun. Onları başka yerlerde kullanıyorsun.
- 33. Uygulama iyiydi bence. Onun haricinde başka bir şey düşünemiyorum.

- V. F.T.
- 1. F.T.
- 2. kız
- 3. 20
- 4. Denizli Anadolu Ticaret Lisesi
- 5. Uluslar arası Ticaret
- 6. 6 yıldır.
- 7. Yok
- 8. Konuşma
- 9. Okuma
- 10. Tabii ki önemli. Cümleleri kurmakta, doğru zamanları kullanmada önemli.
- 11. Kelimeleri bilmede. Türkçe her şeyin net bir karşılığı olmuyor.
- 12. Gramer konuları.
- 13. Hayır.
- 14. Güzeldi çünkü kelime bilgim çok azdı benim başta. Kitaplar sayesinde kelime bilgisi gelişti.
- 15. Değişik şeyler öğrendim.
- 16. Beğenmediğim taraf yok.
- 17. Karşılandı. Dediğim gibi benim ilk hazırlığa başladığımda kelime sayım çok azdı. Gramerim iyiydi. Kelime sayım arttı.
- 18. Aksaklık olmadı. Bazılarını tam zamanında yetiştiremedim. Elimden geleni yapmaya çalıştım.
- 19. Siz sabırlı davrandınız. Bazen raporları geciktirsek bile herhangi bir sert çıkışınız olmadı.
- 20. 4 saatte bitiyordu.
- 21. Çok zorlamadı. Kolaydı.
- 22. Olmadı.
- 23. -
- 24. Uzundu. Yeterliydi.
- 25. Aklımızda ne kadar kaldığını kendi cümlelerimizle yazıyorduk. Tabii ki gereksiz değildi.
- 26. The Firm. Daha böyle maceraya dayalı ve gerçekçi olduğu için.
- 27. Olmadı.
- 28. Speakingde konuşurken kelimeler geliyor aklıma.
- 29. Sözlük kullanmadım doğru-dürüst, cümlenin gelişinde, sonraki kısmından anlamaya çalıştım.
- 30. Tabii ki iyi şeyler kattı bize.
- 31. Kelime açısından çok iyi oldu. Okuduğum kitap sayısı arttı. İngilizce'm gelişti. Okuldaki sınavların reading bölümlerine etkisi oldu. Bazı çağrışımlar oldu.
- 32. Ederim.
- 33. Bence böyle iyiydi. Verilen süre, verilen kitaplar gayet iyiydi.

#### VI. S.N.B

- 1. S.N.B
- 2. kız
- 3. 18
- 4. Süper Lise
- 5. Maliye
- 6. 5 yıldır.
- 7. Hayır.
- 8. Okuma
- 9. Aslında önemsiz bir dil becerisi yok ama en son sırayı belki yazma alabilir.
- 10. Bence çok önemli ama konuşurken tam gramer de kullanmayabiliyorsun. Onun için çok fazla önemi yok gibi geliyor ama bir dereceye kadar önemli.
- 11. Kelimelerde.
- 12. Gramerini öğrenmek.
- 13. Hayır.
- 14. Bence çok güzel en azından kelimeleri aklımızda tutmamıza yardımcı oluyor. Yeni kelimeleri sürekli tekrarlandığı için daha iyi öğrenebiliyorsun.
- Yeni bir şeyler öğrenmek, okumanın daha iyi geliştiğine inanıyorum. En çok o hoşuma gitti.
- 16. Bazı konuların çok sıkıcı gelmesi, yoksa kitaplar çok güzel ama sonuçta zevkle okumak gerekiyor o kitabı. Bazılarını zevkle okumadığımı hissettim.
- 17. Evet. Kelimelerde çok zorlandığım için kelimeleri aklımda tutmakta zorlanıyorum. Ve kitap okudukça bunun daha iyi geliştiğini gördüm. Beklentilerim karşılandı.
- 18. Aslında bir aksaklık olmadı. Kitaplar elimizdeydi. Okuduğumuzda bitecekti.
- 19. Bizi yönlenirdiniz.
- 20. En zorlandığım seviye 4. düzey oldu, aslında o dönem yeni başladığımız için yoksa çok fazla vakit harcamadım.
- 21. Bizim de seviyemiz geliştiği için çok fazla zor gelmedi ama dönem dönem, düğüm noktasında zorlanmıştım. Hem okul, hem kitap okumak, fakat sonra zorluk çekmedim.
- 22. Oldu.
- 23. Tekrar gözden geçirdim acaba bir yanlışlık mı var diye. Yeniden başa aldım. Mesela bir paragrafı tam anlayamadıysam o paragrafı yeniden okumaya çalıştım.
- 24. Bence çok uygundu. Yeterli bir süreydi.
- 25. Raporlar, zaten bizim ne kadar geliştiğimizi gösteriyor. Ve kendimiz yazdığımız için daha iyiydi. Kalıcı oldu.
- 26. İki tane kitabı beğendim ben Brave New World ve Tales of Mystery. Konularından dolayı sevdim. Diğerlerini de sevdim aslında ama onların konuları daha ilginçti.
- 27. Çok olmadı.
- 28. Mesela özellikle konuşma dersinde çok yardım etti. Bize yazmada da yararlı oldu. Yani hepsinde yardımcı oldu çünkü kelime dağarcığımız daha fazla gelişti.
- 29. Başta çok kullanıyorum ama sonra kitap okumak stilini öğrendim. Her kelimeye bakmamaya karar verdim. Böyle daha iyi oldu. Çok kullanmadım sonradan.
- 30. İngilizce'nin daha geliştirildiğine inandım. Ve daha fazla gelişmiş bir insan oldum. Kendimi geliştirdim.
- 31. Kendime güvenim arttı. Kelime öğrenebilirim artık diyorum. Ve okuma alışkanlığım daha fazla gelişti.
- 32. Kesinlikle. Yeni yeni şeyler öğreniyorlar. Okuma alışkanlıkları gelişiyor. Kelimeleri daha kolay öğrenebiliyorlar. En azından ezber yeteneği yok. Ezbere gerek yok yani.
- 33. Bence böyle uygulanmalıydı. Çok fazla bir değişikliğe gerek yok.

#### VII. T.K

- 1. T.K
- 2. Kız
- 3. 18
- 4. Anadolu Lisesi
- 5. Maliye
- 6. 8 yıl.
- 7. Almanca da var çok az.
- 8. Bence konuşmadır. Sonuçta öğrendiklerimizi konuşurken aktarabilirsin karşına. Bilgini göstereceksin.
- 9. Bence yazma.
- 10. Bence İngilizce öğreniyoruz ve gelecekte gramer bilmek ve bunu iş hayatımızda kullanmak zorundayız. Her alanda çıkacak. İsteyecekler. Başka ülkeleri ziyaret ettiğimizde gramer önemli.
- 11. Benim ezberim kuvvetli değil. Kelimelerde biraz problem yaşıyorum. Gramerde pek bir sorunum yok. Bir de listeningde zorlanıyorum.
- 12. Grameri seviyorum. Gramer kolay geliyor.
- 13. Evet lisedeyken sanırım 3 tane okumuştuk. Fakat onların seviyesi düşüktü; hocalar bize aldırıyordu bu kitapları ve okuyorduk sınavlarda çıkıyordu. Bir süresi yok. 4. seviyeye kadar olan kitaplardı. Genelde bilim-kurguya ait. yok hayır ölçülmedi.
- 14. Aslında çok iyi oldu. Farklı farklı kelimeler öğrendim. Gramerlerin ne şekilde ve nerelerde kullanılabildiğini gördüm. Onların özellikle altlarını çizdim. Yani yararı oldu.
- 15. Yeni şeyler öğrendim. Kitapların konuları hoşuma gitti.
- 16. Bazen okumak zor geldi.
- 17. Tabi karşılandı. Yeni şeyler öğrendim. Kelime hazinem arttı.
- 18. Sınavlarla çakıştığı zaman okumakta zorlandım.
- 19. Sonuçta siz bize kitaplarınızı verdiniz. Bu yönden bir problemimiz olmadı. Herhangi bir problemle karşılaşmadık.
- 20. Saat olarak mı? 4 saat. Bu son stage 6'da 4 saat oldu ama öncekilerde 2.5-3 saat. Değişiyordu.
- 21. Ben 5'e kadar hiç zorlanmadım da açıkçası 6. stage bana ağır geldi.
- 22. Evet 6. seviyede oldu.
- 23. Sözlük kullandım. Gramer kitaplarına baktım. Bazı bölümlerde Amerikan İngilizce'si kullanılmıştı. Onlarda zorlandım.
- 24. Normalde ben bir kitabı okumaya başladığımda, 4. kitabı bir günde bitirmiştim. Diğerlerini hafta sonları okudum. Fakat bu 6. kitap daha bir uzun sürdü. 1 haftalık süreler yeterliydi. Fazla bileydi.
- 25. Orada yol gösterici sorular vardı. Özetini de verdik. İyiydi yani.
- 26. Brave New World'ü beğendim. Bilim-kurgu kitabıydı. Farklı düşünmeye itiyordu. Nasıl bir hayat olabileceğini.
- 27. Doll's House. Eski Türk filmleri gibiydi.
- 28. Genelde writing derslerinde, kompozisyon yazarken kullanıyorum.
- 29. Eskiden çok fazla kullanıyordum. Fakat bu kitapları okurken yavaş yavaş artık kendim çıkartmaya başladım. Şu anda çok fazla sözlük kullanmıyorum.
- 30. Farklı bir deneyimdi. Farklı kelimeler öğrendik. Kesinlikle katkısı olacaktır.
- 31. Kendime daha çok güvenim geldi İngilizce'de.
- 32. tabii ki ederim.
- 32a. Kendinizi geliştiriyorsunuz. Neyin ne şekilde kullanılacağını görüyorsunuz. Farklı konuları öğreniyorsunuz. Başka kültürde kitaplar okuyunca onların yaşam tarzlarını görebiliyorsunuz. Ve farklı bir dünya oluşuyor.
- 33. Bence bu sekilde güzeldi.

#### VIII. A.D

- 1. A.D
- 2. kız
- 3. 20
- 4. Çorum Anadolu Lisesi
- 5. İktisat
- 6. 8 yıldır.
- 7. Yok
- 8. Konuşma
- 9. Yazma
- Gramer önemli ama konuşma daha önemli. Hayata geçirebilmek, sadece kağıt üzerinde kalmaması
- 11. Gramerde herhangi bir sorunum olmuyor ama ne derecede kullanacağımı bilemiyorum.
- 12. Çok çabuk kelime ezberlerim. Onları rahatça kullanabilirim.
- 13. Hayır.
- 14. Daha önce hiç denemediğim için iyi bir deneyimdi.
- 15. Ben hiç İngilizce kitap okumuyordum. Normalde de okumuyordum. Biraz zorunlu hissettim kendimi. Okurken daha hızlandığımı düşünüyorum.
- 16. Kitapların konuları hoşuma gitmedi. Çok çekici gelmedi.
- 17. Yani oldukça. Sadece konuları biraz daha farklı olsaydı daha iyi olurdu.
- 18. Kitapları zamanında okuyamadım. Sınavlar falan.
- 19. Yeterince yardımcı olduğunuzu düşünüyorum. Üstünüze düşen görevi yaptınız.
- 20. Eğer hiçbir şeyle meşgul olmazsam, müzik dinlersem süre daha uzadı. Kendimi direk kitaba verirsem 3 saatte bitirdim.
- 21. Güzeldi. Seviyeme uygundu.
- 22. Bazen ama devam ettikçe çözümledim o an anlayamasam da.
- 23. -
- 24. Yeterliydi.
- 25. Kitap özetlerini çıkarttık, ne kadar anladığımız ortaya çıktı.
- 26. Dorian Gray.
- 26a. Konusu çok ilginç geldi.
- 27. Evet oldu. Edgar Allan Poe.
- 27a. Farklı geldi. Hep kötülük anlatılıyordu. O yüzden.
- 28. Bazı hatırladıklarımı kullanabiliyorum. Sözcük çıkarsa anlamını biliyorum.
- 29. Kitapları okurken daha çok parçanın içinde anlamaya çalıştım. Her kelimeye baktıkça kitaptan uzaklaştım çünkü. O yüzden genelden anlamaya çalıştım. Birkaç kelime oldu mutlaka hiç anlam veremediğim o zaman baktım.
- 30. Okumamda hız kazandıracak bana. Telaffuzumun daha iyi olacağını düşünüyorum.
- 31. Önceden hiç kitap okumuyordum diye suçluluk duyuyordum, şimdi en azından 6 kitap okudum. Biraz daha iyi hissediyorum.
- 32. Kitap okumayanlara evet.
- 33. Bence yeterince iyiydi.

#### IX. Ö.E

- 1. Ö.E
- 2. kız
- 3. 18
- 4. Anadolu Lisesi
- 5. İktisat
- 6. 5 yıl.
- 7. Az miktarda Almanca.
- 8. Konuşma
- 9. Yazma olabilir.
- 10. Bence önemli. Gramer olmadan karşımızdakine anlatacağımız şeyleri anlatamayız.
- 11. Gramerde
- 12. Okuması
- 13. Hayır.
- 14. Yararlı oldu kesinlikle.
- 15. Okuduktan sonra onların özetlerinin çıkarılması.
- 16. Öyle bir şey yok.
- 17. Yani kısmen. Daha iyi çünkü okudukça cümleleri daha iyi anlayabiliyorum şu anda.
- 18. Belirlediğiniz süre içerisinde okuyamadıklarım oldu. Geç bitirdiğim oldu.
- 19. İyiydi. Gayet hoşgörülüydünüz.
- 20. Aslında değişti. Okuldaki vizelere, quizlere göre değişti. Yaklaşık 5-6 saat.
- 21. Seviyeye uygundu.
- 22. Hiç anlamadığım olmadı.
- 24. Süre iyiydi aslında, seviyesine göre iyiydi.
- 25. Onlar da iyiydi. Kitap hakkındaki sorular falan iyiydi.
- 26. Edgar Allan Poe. Stories of Mystery. Değişik hikayeler vardı. Gerçekten korkunçtu.
- 27. Beğenmediğim de oldu. Picture of Dorain Gray. Onda çok sıkıldım.
- 28. Diğer derslerde mesela konuşma dersinde çok kullanıyorum. Kitaplarda gördüğüm sözcükler geçiyor.
- 29. Sözlük hiç kullanmıyorum okurken.
- 30. Sonuçta kariyerimiz için daha iyi bir İngilizce gerekiyor. Onun için de okuma alışkanlığı olması gerekiyor. İlk okumaya başlarken direk anlamıyoruz. Kelime kelime çeviriyoruz belki ama sonra cümleyi tam olarak okuyup anladıktan sonra o iyi bir şekilde yerleşiyor.
- 31. Okumam hızlandı. İngilizce okumam. Daha çok sevmeye başladım.
- 32. Kesinlikle. Okumamız gerekiyor. Bir de İngilizce okumamız kariyerimiz için, kendi mesleğimiz için...
- 33. Aslında daha planlı bir şekilde yapılabilirdi ama o bizden kaynaklandı. Tam süreleri ayarlayamıyoruz. Tam süreleri ayarlanabilseydi, herkes tam zamanında bitirebilseydi. Bir kitabı bitirdikten sonra oturup onun hakkında konuşsaydık belki daha iyi olurdu.

- X. A.Ö
- 1. A.Ö
- 2. kız
- 3. 20
- 4. Ahmet Ergün Anadolu Ticaret Meslek Lisesi
- 5. Uluslar arası Ticaret
- 6. 6 yıl
- 7. yok
- 8. konuşma
- 9. yazma
- 10. Gramer... önemli bir şey bence. Yani gramer olmazsa olmaz herhalde.
- 11. En çok konuşmada, bir de kelimeleri telaffuz etmede.
- 12. yazma
- 13. Hayır
- 14. Ben açıkçası beğendim. Dün akşam onu fark ettim. Önceden kitap okumaktan nefret ediyordum. Türkçe veya İngilizce hiç fark etmez. İşte başladık. Daha sonra ben Türkçe kitaplarımı da okumaya başladım. Türkçe kitap okumak kolaymış dedim.
- 15. Okuyup da soruları cevaplayabilmek.
- 16. Böyle sınırlandırılmak. Soruların falan sınırlandırılması.
- 17. Karşılandı. En önemlisi benim için şu ana kadar ben kitap okumaya başladım açıkçası. Hiç kitap okumuyordum. Değil kitap gazete bile okumuyordum. O kadar ki kötüydüm yani. Bayağı katkısı oldu yani kelime... okuma...
- 18. Bazen kitapları okuyamadım. Sonra arkadaşlarımdan yardım istedim. Zaten sınav dönemimize falan denk gelmedi. Yine de okuyamadık tam vaktınde.
- 19. Bize ilk verdiğiniz programda hoşuma gitti. Zaten o yüzden, bana da katkısı olacağını düşünerek girdim.
- 20. Ben bir gün harcadım.
- 21. Aslında çok zor değildi. Ama bazıları saçmaydı, çok sıkıldım.
- 22. Olmadı.
- 24. Normal.
- 25. Gerekli bir şey, sonuçta yani iyi oldu.
- 26. En çok Cry the Beloved Country hoşuma gitti. Konusu, içeriği.
- 27. Çok olmadı. Ama bazılarında sıkıldım açıkçası. Belki beni çekmedi konusu ondan.
- 28. Konuşma dersinde oluyor genellikle. Geçen gün speaking dersindeki sınavda yaradı işime açıkçası.
- 29. Hiç kullanmadım çok seviniyorum o yüzden.
- 30. Bana çok katkısı olduğu için ben sürekli olumlu düşünüyorum. Özellikle bana çok katkısı oldu. Çünkü hiç kitap okumuyordum. Kitap okumaya başladım.
- 31. Okumayı sevmeye başladım. Okuyup da berşeyler anlamak hoşuma gitti.
- 32. Ederim. Hatta aileme bile tavsiye ederim.
- 33. Böyle güzel. Bilmem hiç düşünmedim. Ama böyle güzel.

- XI. H.A
- 1. H.A
- 2. Kız
- 3. 19
- 4. Anadolu Ticaret Lisesi
- 5. Uluslar arası Ticaret
- 6. 9 yıl
- 7. yok
- 8. konuşma
- 9. yazma
- 10. Gramer olmadan yabancı dili konuşamayız. Ama benim açımdan daha çok kelime bilmek önemli. Daha çok kelime bilirsem eğer daha çok konuşurum.
- 11. Aslında biliyorum ama konuşamıyorum. Aslında kendim konuşuyorum ama o sırada dökemiyorum. İngilizcesini gördüğüm zaman Türkçe aklıma geliyor fakat konuşurken İngilizcesi aklıma gelmiyor. İngilizce-Türkçe ezberlediğim ya da öğrendiğim için gelmiyor. Türkçe-İngilizce belki bilsem o zaman daha rahat belki konuşabileceğim.
- 12. Gramer kolay geliyor.
- 13. Hayır.
- 14. İşte kelime bakımından iyi oldu. Kelimeleri en azından öğrendim. Yeni kelimeler öğrendim. Okuma hızımı öğrendim en azından ne kadar sürede okuyabiliyorum diye.
- 15. Özet çıkartmak oldu.
- 16. olmadı.
- 17. Genellikle ever ama kendim çok adapte olamadığım için okumaya. O yüzden kendi açımdan belki biraz şey oldu.
- 18. Kitapları böyle hep son ana bıraktım, zamanımı ayarlayamadım.
- 19. Daha iyi oldu bizim okumamız için. Sizin verdiğiniz kitaplar, o test filan yaptınız bizim için iyi oldu. En azından kendimizi ölçtük. Nelerde eksiğiz, nelerde tamamız. En azından final için iyi oldu.
- 20. İlk kitaplar 1.5-2 saat. Son verdiğiniz kitapların seviyeleri de daha zordu. Sözlük kulandım onlar daha uzun sürdü.
- Başlar iyiydi sondakiler de benim seviyemdeydi. Sadece bilmediğim kelimeler vardı.
- 22. Bazen oldu.
- 23. Oralarını tekrar okudum ama ondan sonra geçtim. O kelimelere baktım veya kendim çıkarmaya çalıştım. Çıkaramadıysam sözlüğe baktım.
- 24. İyiydi. Yeterliydi.
- 25. Onlar benim için yararlı oldu özetler. Kendimi ölçebildim en azından ne kadar anlayabilmişim, ne kadar anlayamamışım.
- 26. Brave New World. Günümüzde olabilecek bir şeyler olduğu için daha çok ilgimi cekmis olabilir.
- 27. Korku hikayeleri vardı. İlgimi çekmedi. Anlatan yazarın ruh halini anlatıyordu. Sevmiyorum korku hikayelerini.
- 28. İşte belki konuşmama yansıyor. En azından aklıma geliyor, bu bu diye.
- 29. Sözlük kullanıyordum. Son kitaplarda kullanmamaya, kendim çıkarmaya çalıştım, ama ilk başlarda kullanıyordum.
- 30. En azından okuduğumu genel bir şekilde özetleyebilmemi sağladı. Yargılamamı sağladı.
- 31. Okuma hızı kazandım en azından. Bir de bilmediğim kelimeler öğrendim daha çok.
- 32. Ederim. Eğer okumalarını geliştirmek istiyorlarsa, kelime bakımından eksiklerse, uygulayabilirler.
- 33. Bu şekilde güzel. Ama beraber toplanıp, o şeyin özetini beraber anlatsak en azından daha iyi olabilirdi.

#### XII. G.Ö

- 1. G.Ö
- 2. Kız
- 3. 20
- 4. İzmir Havva Özişbakan Süper Lisesi
- 5. malive
- 6. orta 1'den beri
- 7. Fransızca biraz
- 8. Ben en kullanışlısı konulma ve yazma
- 9. Yazma olabilir.
- Düzgün ve anlaşılır bir şekilde İngilizce konuşabilmek için gramer kurallarını iyi bilmek gerekir.
- 11. Bazı ince detaylı gramer konularını anlayamıyorum.
- 12. En kolay gelen şey...Öğrendikten sonra akıcı bir şekilde konuşmak.
- 13. Bu ilk defa oluyor.
- 14. Bence insanın daha hızlı okuma ve kavramasına olumlu etkisi var.
- 15. Kitapların hepsinin bir arada değil de okunduktan sonra teker teker verilmesi. Bize verilen özet kağıtlarında da okuduğumuzu anlamaya yönelik güzel ve öz soruların yer alması.
- 16. Bazı kitapların özellikle son verilen kitapların biraz kalın olması ve zor olması.
- 17. Hemen hemen evet. Kitaplar güzeldi ve ilgi çekiciydi.
- 18. Fazla aksaklık olduğunu söyleyemem. Kitapların verilme tarihleri bazen sınavlarımızla çatışabilmesi oldu. Bu kadar.
- 19. Siz de güzel tavsiyelerle okumamızın gelişmesine yardımcı oldunuz.
- 20. Bir kitabı okumak için 4-5 saat verdim.
- 21. İlk verilen kitaplar düzeyimizdeydi hatta aşağımızdaydı. Ama son verilen kitaplar biraz daha özen istiyordu.
- 22. Hiç anlayamadığım değil ama bazı bölümlerde ne demek istediğini anlayamadığım yerler oldu.
- 23. Sözlükten kelimeleri inceledim. Tekrar dönüp ne demek istediğini anlamaya çalıştım. Sesli okuyarak daha iyi anlamaya çalıştım.
- 24. Verilen kitapların süreleri yapabileceğimiz düzeydeydi.
- 25. Verdiğimiz raporlar, özetlerini yazarak size okuduğumuzu kanıtladığımız raporlar güzeldi. Bir eksiği yoktu bence.
- 26. En çok The Firm. Çok ilgi çekiciydi. Ve macera kitabıydı.
- 27. Sadece korku olduğu için Tales of Mystery. Biraz
- 28. Özellikle derste hocamız bilmediğimiz kelimeleri sorduğunda söyleyebilme yeteneği kazandım. Bu bakımdan faydası oldu.
- 29. Okuma alışkanlığımızı hızlandırdı. Ve olumlu katkıları oldu. Konuşma becerilerimizi yükseltti. Nasıl cümle kuracağımızı daha iyi anladık. Konuşma dilimizde acemiliğimizi azaltmaya başladık.
- 30. Daha hızlı ve daha çabuk okuyarak anlayabiliyorum. Önceden anlamak için yavaş okuyordum ama hızlı okuyarak anlayabiliyorum.
- 31. yapabileceklerine inanıyorsam tavsiye ederim. Çünkü İngilizce'sini hem kitap okuyarak, değişik hikayeler öğrenerek, hem de dikkat çekici bir şekilde kelime bilgilerini arttırarak geliştirebilirler.
- 32. Şimdi uygulanan programda ters bir yön göremiyorum ama kitaplar verildikten sonra belli bir süre verilerek... yani öğrencileri sıkmadan... güzel bir programdı.

## APPENDIX IX INTERVIEW QUESTIONS FOR THE INTERNET GROUP

(THE TURKISH VERSION)

#### GÖRÜŞME SORULARI (INTERNET GRUBU İÇİN)

#### Demografik Sorular

1. Ad ve Soyad:

2	2.	Cinsiyet:			
3	3.	Yaşınız:			
4	1.	Mezun olduğu	nuz lise ?		
5	5.	Bölümünüz:			
Ć	5.	Ne kadar süred	lir yabancı dil öğ	ğreniyorsunuz?	
Gene	el l	Dil Soruları			
7	7. E	Bildiğiniz yaban	cı diller:		
8	3. <i>A</i>	Aşağıdakilerden	hangisi en öner	nli dil becerisidi	r?
		a) Okuma	b) Yazma	c) Dinleme	d) Konuşma
9	). <i>F</i>	Aşağıdakilerden	hangisi en öner	nsiz dil becerisi	dir?
		a) Okuma	b) Yazma	c) Dinleme	d) Konuşma
1	10.	Yabancı dil öğ	reniminde dilbil	gisinin önemi k	onusunda ne düşünüyorsunuz?
1	11.	Yabancı dil öğ	renirken en çok	nelerde zorlanıy	vorsunuz?
1	12.	Yabancı dil öğ	renirken size en	kolay gelen şey	nedir?
1	13.	Daha önce herl	hangi bir yaygın	okuma progran	nında yer aldınız mı?
I	Ev€	et ise,			
1	13a	. Ne zaman?			
1	13t	o. Nerede?			
1	13c	. Ne kadar sürd	ü?		
1	13d	l. Kaç kitap oku	dunuz?		
1	13e	. Ne tür kitaplaı	r okudunuz?		
1	l3f	. Bu program so	onucu sizde mey	dana gelen deği	şimler ölçüldü mü?
1	139	. Ölçüldüyse na	ısıl ölçüldü?		

#### Yöntemle İlgili Sorular

- 14. Uygulanan yaygın okuma programı hakkında ne düşünüyorsunuz?
- 15. Uygulanan yaygın okuma programında en çok hoşunuza giden taraf ne oldu?
- 15a. Neden?
- 16. Bizim uyguladığımız yaygın okuma programında en beğenmediğiniz taraf ne oldu?
- 16a. Neden? Açıklar mısınız?
- 17. Programa başlarkenki beklentileriniz karşılandı mı?
- 17a. Evet ise nasıl?
- 17b. Hayır ise karşılanamama nedenleri nelerdir?
- 18. Program sırasında ne gibi aksaklıklar oldu?
- 19. Rehber öğretmenin rolü ve yardımları konusunda neler söylersiniz?
- 20. Süre olarak her bir proje (aktivite) için yaklaşık ne kadar zaman harcadınız?
- 21. Projelerin zorluk dereceleri nasıldı?
- 22. Okumanız gereken parçalarda hiç anlayamadığınız bölümler oldu mu?
- 23. Olduysa anlayabilmek için neler yaptınız?
- 24. Her bir proje için verilen süre hakkında ne düşünüyorsunuz?
- 25. Her bir projede sizden yapılması istenen şeyler hakkında ne düşünüyorsunuz?
- 26. En çok hangi projeyi beğendiniz?
- 26a. Neden?Açıklar mısınız?
- 27. Beğenmediğiniz projeler oldu mu?
- 27a. Neden? Açıklar mısınız?
- 28. Bu program sonucu edindiğiniz sözcükleri diğer derslerinizde nasıl kullanıyorsunuz?
- 29. Sözlük kullanma sıklığınız hakkında neler söylersiniz?
- 30. Bu programın ileride kullanacağınız İngilizce'ye nasıl bir katkısı olacağını düşünüyorsunuz?
- 31. Program sonunda kendinizde ne gibi değişiklikler hissediyorsunuz?
- 32. Böyle bir programı arkadaşlarınıza tavsiye eder misiniz?

- 32a. Neden?
- 33. Sizce bu program nasıl uygulanmalıydı?

#### **APPENDIX XII**

## INTERVIEW QUESTIONS FOR THE INTERNET GROUP

(THE ENGLISH VERSION)

## INTERVIEW QUESTIONS (FOR THE INTERNET GROUP)

#### **Demographic Questions**

1. Name and Surname:

2. Gender:				
3. Age:				
4. Which high school did you graduated from?				
5. Your Department:				
6. How long have been	ı learning Englis	sh?		
General Language Q	uestions			
7. The other languages	you know:			
8. Which of the follow	ing is the most i	important langua	age skill?	
a) Reading	b) Writing	c) Listening	d) Speaking	
9. Which of the follow	ring is the least i	mportant langua	ige skill?	
a) Reading	b) Writing	c) Listening	d) Speaking	
10. What do you think	about the impor	rtance of gramm	ar in language learning?	
11. Which fields are th	ne most difficult	for you in learn	ing a foreign language?	
12. Which fields are th	ne easiest for you	u in learning a fo	oreign language?	
13. Have you ever participated in an extensive reading program?				
If yes,				
13a. When?				
13b. Where?				
13c. How long did it la	ast?			
13d. How many books did you read?				
13e. What kind of books did you read?				
13f. Were the changes occurred at the end of the program measured?				
13g. If yes, how were they measured?				

#### Questions about the procedure

- 14. What do you think about the extensive reading (ER) program followed?
- 15. What did you like best about the ER program you followed?
- 15a. Why?
- 16. What didn't you like about the ER you followed?
- 16a. Why? Can you explain?
- 17. Were your prior expectations fulfilled?
- 17a. If yes, how?
- 17b. If no, why were not they fulfilled?
- 18. What kind of problems you faced during the program?
- 19. What can you say about the role and the assistance of the lead teacher?
- 20. How much time did you spend on each project?
- 21. What can you say about the difficulty level of the projects?
- 22. Were there any sections you could not understand at all while completing the projects?
- 23. If yes, what did you do to understand?
- 24. What do you think about the time allocated for each project?
- 25. What do you think about your requirements for each project?
- 26. Which project did you like most?
- 26a. Why? Can you explain?
- 27. Were there any projects you did not like?
- 27a. Why? Can you explain?
- 28. How do you use the words you gained from the projects in your lessons?
- 29. What can you say about the frequency of your dictionary use?
- 30. What do you think about the contributions of this program to the English you will use in the future?
- 31. What kind of changes do you feel at the end of the program?
- 32. Do you recommend such a program to your friends?

32a. Why?

33. In your opinion, how should have this program been implemented?

# APPENDIX XIII STUDENTS' INTERVIEW STATEMENTS IN TURKISH (THE INTERNET GROUP)

- 1. F.B
- 1. F.B
- 2. Erkek
- 3. 18
- 4. Süper Lise
- 5. İşletme
- 6. 7 yıldır.
- 7. Hayır.
- 8. Okuma. Okumanın gerek gramere gerek konuşmaya çok büyük etkisi oluyor. ÖSS Yabancı Dil birincisiyle yapılan röportajda bu başarıyı nasıl kazandığı sorulmuştu, o da okuyarak demişti. Ailesi de desteklemişti. Sadece İngilizce kitaplar okuyarak demişti.
- 9. Bence yazma.
- 10. Sağlam bir dilbilgisi olmadan diğer becerilerin kazanılamayacağını düşünüyorum.
- 11. Gramerdeki kalıpları ezberleme, onda sıkıntım var.
- 12. Bana en kolay gelen ve en zayıf kaldığım şey okuma.
- 13. Hayır.
- 14. Okumanın dile çok büyük etkisi olduğunu düşünüyorum ve çok faydalı olduğunu düşünüyorum.
- 15. Bir okuma grubu vardı, bir internet grubu vardı ve bir de kontrol grubu vardı. Bu üç grup arasındaki farkın ortaya çıkarılması çok güzeldi.
- 16. Yok
- 17. Evet. Fazlasıyla. Gerçekten de çok karşılandı.
- 18. Sadece bir kere internette teknik bir problem oldu. Onu da hallettim zaten.
- 19. Çok iyi bir roldesiniz. Sonuçta bunu planlayan sizsiniz. Gerçekten de ben bir hata bulmakta zorlanıyorum açıkçası.
- 20. Maksimum bir hafta minimum 3 gün.
- 21. Çok kolay da demek istemiyorum, çok zor da demek istemiyorum. Orta seviyede.
- 22. Zaman zaman.
- 23. Bazı anlayabildiğim parçalardan tamamını çıkarmaya çalıştım. Parçadan bütünü çıkarma esasını kullanarak anlamaya çalıştım. Sonunda da anladım zaten.
- 24. Biraz kısa olduğunu düşünüyorum açıkçası.
- 25. Yeterli, hatta ayrıntı biraz fazlaydı.
- 26. Edgar Allan Poe. Benim yazara da özel bir ilgim var. Daha önce de okumuştum.
- 27. Yok.
- 28. Yeni öğrendiğim sözcüklerin gerek konuşma dersinde olsun gerek okuma dersinde olsun, gramerde olsun çok büyük etkisi oldu.
- 29. Önce parçayı okurum, bildiğim parçalardan bilmediğim parçaları çıkarmaya çalışırım, daha sonra hiçbir çare kalmadığında en son sözlüğe bakarım.
- 30. Gerçekten de konuşma olsun, TOEFL gibi bir sınav düşündüğümüzde faydası olacaktır.
- 31. Konuşurken ve yazarken değişiklikler hissediyorum.
- 32. Tabi ki. İngilizce'lerini en iyi geliştirebilmek, kontrollü bir şekilde geliştirebilmek ve gelişmelerin anlamını takip edebilmek için.
- 33. Açıkçası bu program şöyle olabilirdi: Tamamen derslerden izole edilip bir grup daha, gruplara ilave bir grup da gramer grubu olabilirdi. Onlara sürekli gramer verilip karşılaştırma böyle daha kolay olurdu.

- 2. F.P
- 1. F.P
- 2. erkek
- 3. 20
- 4. Anadolu Ticaret
- 5. Uluslar arası Ticaret
- 6. 8 yıl
- 7. yok
- 8. konuşma
- 9. yazma
- Birebir irtibatlarda dilbilgisi fazla önemli değil fakat yazışmalarda çok önemli diye düşünüyorum.
- 11. En çok kelime ezberlemekte zorlanıyorum. Kelime ezberlemeyi sevmiyorum.
- 12. Kelimelerin telaffuzu kolay geliyor.
- 13. Havir
- 14. Benim internet grubu olmam dolayısıyla internetten araştırma ve okuma becerilerim biraz arttı. Uzun yazıları pek okumazdım açıkçası üşenirdim. Şimdi o kadar pek kalmadı.
- 15. Araştırarak öğrenmek.
- 16. Programın biraz sıkışık olması. Kısa zaman olması.
- 17. Evet. İngilizce'm daha çok gelişti. Mesela daha fazla kelime öğrendim. Okuma isteğim arttı. İstekli değildim açıkçası.
- 18. İnternetle ilgili biraz aksaklıklar oldu, gidermeye çalıştım.
- 19. Rehber öğretmen ilgilendi bizimle.
- Her bir proje için yaklaşık 2 gün falan, 2saat 3 saat falan uğraşıyordum. Toplam olarak 6 saat.
- 21. Bazen beni aşan ve benim kaldıramayacağım zorluklarda olanları vardı ama anlamaya çalışıyordum.
- 22. Tamamıyla değil de bölüm olarak oldu.
- 23. Anlayabilmek için tekrar okudum ve paragraftan diğer paragraflarla ne bağlantısı var diye düşündüm.
- 24. Biraz kısa, süreler biraz kısa çünkü sadece biz bununla ilgilenmiyoruz. Quizlerimiz oluyor, ondan biraz zorlandık.
- 25. Bence bizim kendi İnqilizce'mizi qeliştirmeye yönelik şeyler. Olumlu buluyorum.
- 26. Edgar Allan Poe. Biraz daha akıcı geldi bana.
- 27. Beğenmediğim değil de zorlandığım oldu. En son gelen "Cry the Beloved Country". Biraz ağır geldi bana.
- 28. Speaking derslerinde ilgili konular geçince kullanıyorum.
- 29. Açıkçası ben pek sözlük kullanan birisi değilim daha çok parçanın tamamından anlamını çıkarmaya çalışıyorum. Önce aslında fazla kullanırdım da şimdi pek kullanmıyorum.
- 30. Olumlu bir katkısı olacağını düşünüyorum. Kendimizi geliştirme adına. Kelime olarak gerek medeni cesaret olarak katkıları olacak.
- 31. Kelime bilgim arttı. Okuma isteğim arttı.
- 32. Evet. Çünkü sadece bugün değil ileride de kendilerinin İngilizce'lerine yardımcı olacak. İngilizce'lerini geliştirebilecek, eğer sadece sınıf geçme değil de İngilizce geliştirmeyi düşünüyorlarsa, yarın öbür gün de İngilizce kendilerine lazım olacağını düşünüyorlarsa, İngilizce'lerini geliştirmeleri lazım. İngilizce geliştirmek için de böyle bir program iyi olur.
- 33. Bence bu program sene başından beri daha yaygın, biraz daha önemi belirtilerek verilmiş olabilirdi.

- 3. M.O.S
- 1. M.O.S
- 2. erkek
- 3. 21
- 4. Çeşme Anadolu Lisesi
- 5. Maliye
- 6. 10 yıldır
- 7. Almanca var ama fazla değil.
- 8. Konuşma
- 9. Yazma
- 10. Gramer çok fazla önemli değil ama konuşacak kadar bilmeniz lazım. İletişim için.
- 11. Anlamadığım kelimeler çok olabiliyor. O zaman anlayamıyorum okuduğumu.
- 12. Konuşma.
- 13. Hayır.
- 14. Geliştirici. Düzgün, detaylı şekilde çalışırsan çok yararlı.
- 15. Kendini geliştirmek, okuyarak daha çok İngilizce bilgiye sahip olabiliyorsun.
- 16. Bazen hikayelerde sorulara internetten ulaşmak baya zor oluyor. Soruları bulup bulmama konusunda.
- 17. Hemen hemen karşılandı. İngilizce'mi geliştirmek istiyordum bu programa katılırken. Geliştiğine inanıyorum.
- 18. Mesela bazı mesajlarınız gelmedi. Onları arkadaşlardan aldım.
- 19. Öğrencilerin İngilizce'lerini geliştirmek için bence yapılması gereken bir çalışma. Bence siz öğrenciler için çok yararlı oldunuz.
- 20. Ben Cumartesi-Pazar internete girdim. Çünkü evdeydim. Çalışma imkanım var.
- 21. Orta. Bence çok kolay değil, çok zor da değil.
- 22. Bazen oldu çünkü bazı yeni kelimelerle karşılaştım.
- 23. Sözlükten baktım, belli başlı kelimelere anlam oluşturabilecek kelimelere baktım.
- 24. Bence yeterliydi.
- 25. Bence yazarın hayatı pek gerekli değildi. Ama kendini geliştirmek için o sorular gerekliydi.
- 26. The Firm. Çünkü o avukat, yaşamla mücadele ve olumsuzluklara karşı mücadeleyi anlatıyordu.
- 27. The Doll's House. Sıradan bir konusu vardı.
- 28. Mesela konuşurken o kelimeleri kullanıyorum. Akıcı bir şekilde konuşmamı sağlıyor.
- 29. Bazı anlamadığımız sözcükler oluyor, bakma ihtiyacı duyuyorsunuz, ama kelime hazinem gelişti.
- 30. İngilizce günümüzde hangi mesleği seçerseniz seçin bilmeniz gereken bir şey. O nedenle sürekli kendinizi yenilemeniz lazım.
- 31. -
- 32. Tabi ederim. Çünkü İngilizce'yi geliştiriyorsunuz. Dünyada yaygın olan bir dil. İyi bir iletişim kurmak için şart.
- 33. Sizin yaptığınız gibi.

- 4. İ.O.A
- 1. İ.O.A
- 2. erkek
- 3. 20
- Bornova Anadolu Lisesi
   İktisat
- 6. 8 yıl
- 7. Fransızca
- 8. Konuşma
- 9. Okuma
- 10. Gramer o kadar önemli değil, konuşma, pratik daha önemli bence.
- 11. Gramerde zorlanıyorum.
- 12. Pronunciation.
- 13. Hayır.
- 14. Faydalı olabilir. daha az öğrenci sayısıyla, daha çok bilgiyle belki daha etkili olabilir.
- 15. Araştırmak tabi çok keyifli bir iş. Kitap üzerinden olsun, internet üzerinden olsun, araştırmak güzel iş. Bunu zevk alarak yaptım.
- 16. Biraz sıkışık olması, zamanın olmaması, yani ard arda, üst üste gelmesiydi.
- 17. Hemen hemen. Araştırma anlamında birşeyler bekliyordum. Güzel bir şeklide arastırdım.
- 18. Yetiştiremedim zamanında, tam araştıramadım, tamamlayamadım zamanında projeleri.
- 19. Rehber öğretmen önemli bir faktör. Bizi zorlama anlamında değil de teşvik etme anlamında bir şeyler başardınız.
- 20. 1 hafta.
- 21. Gittikçe zorlaştı.
- 22. Tabii ki.
- 23. Anlayamadığım kelimeleri açıp sözlükten baktım.
- 24. Biraz sıktı aslında, biraz daha esnek davranabilirdiniz.
- 25. Normaldi.
- 26. Dorian Gray. Daha çok ilgi alanım yani sanatsal bir şey.
- 27. Yok. Hemen hemen hepsini beğendim.
- 28. Daha çok speaking dersinde hatırladığım kelimelerle konuşarak, writing derslerinde sık kullanmaya çalışıyorum. Hata bazı kelimelerin üzerinde çok fazla kalıyorum ve onları çok fazla kullanıyorum.
- 29. Sözlük çok kullanıyorum. Sürekli kitap okurken çok kullanıyorum.
- 30. Araştırmacı olmak bence her zaman güzel. Bu anlamda da çok şey katacağına inaniyorum.
- 31. İngilizce kitap okumayı da İngilizce araştırma yapmayı da sevdim. Bundan sonra bunu yaparken herhangi bir sıkıntı yaşamayacağımı düşünüyorum.
- 32. Ederim. Kesinlikle. O dile olsun, o konuya olan bağlılığınızı arttırıyor. Bana göre daha zevkli.
- 33. Bu program sene başından itibaren uygulanabilirdi. Daha yaygın sürelerde olsa daha iyi olurdu.

- 5. A.K
- 1. A.K
- 2. kız
- 3. 19
- 4. Zahide Zorlu Anadolu Ticaret Meslek Lisesi
- 5. Uluslar arası Ticaret
- 6. 10 yıldır
- 7. yok
- 8. Bence konuşma
- 9. Okuma
- 10. Ben açıkçası gramerin çok fazla önemli olmadığını düşünüyorum. Konuşurken kelimeleri yan yana koyduğunuzda da konuşabiliyorsunuz. Ama grameri biliyorsun ve konuşamıyorsun. Bu İngilizce bildiğini göstermiyor bence.
- 11. Ben kelime öğrenmekte zorlanıyorum.
- 12. En kolay gelen... grameri kolay öğrenebiliyorum ben.
- 13. Hayır.
- 14. Yapabildikten sonra güzel bir şey. Benim 1-2 eksiğim oldu. Eğer tamamlayabilseydim onları çok daha fazla işe yarayacaktı bence.
- 15. Elime kitap alıp okumak değil de internetten olması daha iyi oldu bence. Daha ilginçti.
- 16. Kitap özeti olması, daha farklı projeler olsaydı daha iyi olurdu.
- 17. Programa başlarken ben daha farklı şeyler bekliyordum proje olarak. Kitap özetinden daha farklı. Onun dışında başka yok.
- 18. İşte bazı özetlerin içinden aradığım cevapları bulamadım. Kitabın orijinalini okumuş olsaydım daha iyi olurdu herhalde.
- 19. Elinizden geldiğince yardımcı olmaya çalıştınız. Bir şey sorduğumda cevaplarını alabildim çoğunlukla. Ama dediğim gibi farklı projeler olsaydı daha başarılı olurdu. İçerik olarak yani.
- 20. Hepsine farklı zamanlar harcadım. Kimisine 2 saat harcadım ve bitirebildim. Kimisine yarım gün harcadım ama bitiremedim.
- 21. Zor değildi aslında. Ama her defasında aynı yere geliyoruz aslında. Ben o özetler içinde bazı soruların cevaplarını bulamadım.
- 22. Oldu.
- 23. Birkaç tane yanımda sözlük bulundurdum. Sözlük dışında tekrar tekrar okudum.
- 24. Süreler bence yeterliydi. Normaldi.
- 25. Bunlar olmalıydı zaten bir projede bence.
- 26. En çok Picture of Dorian Gray'i beğendim. Değişik bir şey anlatıyordu. İlk okuduğumda neden bahsettiğini anlayamadım. Daha sonra arkadaşlarla tartıştık. Şöyleymiş, böyleymiş diye. Değişik geldi bana.
- 27. Beğenmediğim... The Firm. O da bana konusu ilginç gelmedi.
- 28. Açıkçası çok fazla kullanamıyorum.
- 29. Sözlüğü daha fazla kullanır oldum.
- 30. Okuma hızım biraz daha arttı tabi ki. Böyle bir katkısı olur.
- 31. Okuma hızım arttı. Sözlük kullanmayı sevmezdim. Hala sevmiyorum ama en azından daha hızlı kullanabiliyorum. Okurken tabii ki çok sıkıldım ama sonucunda çok fazla bir değişiklik yok.
- 32. Ederim. Sana kattığı bir şeyler var. Hiçbir şey yapmamaktansa bunları yapmak daha mantıklı.
- 33. Dediğim gibi kitap özeti değil de daha farklı projeler olsaydı internet için daha uygun olurdu bence.

- 6. E.A
- 1. E.A
- 2. Kız
- 3. 184. Anadolu Ticaret Lisesi
- 5. Uluslar arası Ticaret
- 6. 10 yıl.
- 7. Yok.
- 8. Dinleme ve okuma önemlidir.
- 9. Yazma.
- 10. Kendini ifade edebilmek için çok önemlidir bence.
- 11. Gramerde.
- 12. Kelimelerin pronunciationlarını yapmak kolay geliyor.
- 13. Hayır.
- 14. İngilizce'yi eğlenceli hale getirerek öğretmesi açısından çok yararlı oldu.
- 15. En çok hoşuma giden taraf... araştırarak bir şeyler öğrenmek oldu.
- 16. İnternette biraz uzun sürdüğü için, bazı konular biraz sıkıcı oldu.
- 17. Karşılandı.
- 17a. Daha hızlı okuyorum şu anda. Okumam hızlandı ve İngilizce'yi daha çok seviyorum.
- 18. Internet konusunda aksaklıklar oldu. Her zaman giremedim. Yurtta kaldığım için. Onun dışında başka aksaklıkla karşılaşmadım.
- 19. Çok ilgiliydiniz. Bizi teşvik ettiniz.
- 20. Yaklaşık 3 saat.
- 21. İlk baştakiler kolaydı ama sonra zorlaşmaya başladı.
- 22. Oldu.
- 23. Anlayabilmek için o parçanın başka bölümünü tekrar okuyarak anlamaya çalıştım.
- 24. Bir hafta yeterliydi bence.
- 25. Bazı sorular ağır geldi. Bir-iki alıştırma zordu ama genel olarak iyiydi.
- 26. En çok The Firm.
- 26a. Çünkü konusu çok hoşuma gitti.
- 27. The Doll's House vardı.
- 27a. İçinde hikayeler olduğu için kesik kesik geldi.
- 28. Başka kitapları okurken karşıma çıkıyor bu kelimeler. Bir daha sözlüğe bakmak zorunda kalmıyorum. Listenin-speaking dersinde duyduğumda yabancı gelmiyor.
- 29. Ben pek sözlük kullanmadım. Daha çok cümlelerin içinden anlamını çıkarmaya çalıştım. O şekilde daha çok aklımda kalıyor. Tekrar döndüğümde o cümle aklımda kalıyor. Yapısı falan.
- 30. Akıcı bir şekilde İngilizce konuşabilmeyi ve hızlı okuyabilmeyi ve okuduğumu daha hızlı kavrayabilmeyi öğrendim.
- 31. İngilizce'yi daha iyi anlıyorum. Eskiden anlayamadığım yerlere 5 kez dönüyordum. Şimdi bir kez okuyunca anlayabiliyorum.
- 32a. Belki İnternet üzerinden değil de kitap programına katılmalarını tavsiye ederim çünkü internette zorluklar çıkıyor ama çok yararlı oluyor okumak gerçekten. Ben bunu anladım bu projede.
- 33. Internetten verilen konular kitap araştırma şeklinde değil de değişik konularda olsaydı daha iyi olurdu ama böyle de güzeldi.

- 7. N.A
- 1. N.A
- 2. kız
- 3. 21
- 4. Nilüfer Anadolu Ticaret Lisesi.
- 5. Uluslar arası Ticaret
- 6. 8 yıldır.
- 7. Almanca.
- 8. Dinlemedir. Neden derseniz çünkü ne söylendiğini anlamazsanız siz de konuşamazsınız yada konuştuğunuzun bir anlamı olmaz o nedenle önce dinleme.
- 9. Belki okuma ama o da önemli, hepsinin ayrı bir önemi var bence.
- 10. Gramer akıcılık açısından karşımızdakini anlamak açısından önemli. Bizim konuştuklarımızın da net olarak anlaşılması bakımından önemli.
- 11. Kelime öğrenmede.
- 12. Gramer yapılarını öğrenmek kolay.
- 13. Hayır.
- 14. Bu program bizim için değişiklik olmuş oldu. Hazırlık döneminde farklı bir etkinli oldu.
- 15. Ben İnternet grubundaydım. Kitap okumayı normalde de yapıyoruz. İlk okuldan beri liseden beri sürekli yaptığımız bir şey. İnternet biraz daha farklıydı. Araştırması vardı, İnternet üzerinden sözlük kullanma, İnternetten bazı yerlere girdik, İngilizce siteler baktık. Bu nedenle İnternet grubunda olmak daha farklıydı.
- 16. Olmadı.
- 17. İlk başlarken kitap okuma değil de daha farklı olacağını düşünmüştüm.
- 18. Bizden kaynaklanan aksaklıklar oldu. Sizden değil de. Tam zamanında yetiştirmekte zorlandık. Derslerle birlikte yürüdüğü için. Elimizin altında hemen girebileceğimiz İnternet yoktu mesela benim.
- 19. Vallahi çok yardımcı oldunuz hocam sağ olun.
- 20. Ne kadar... yani 4 saat falan harcadım.
- 21. Zaten sizin de sırayla gönderdiğiniz gibi stageler arttıkça zorlandı. Seviyemizin çok üstünde değildi ama son projeler biraz zorladı, onun dışındakiler fazla zorlamadı.
- 22. Olmadı.
- 23. -
- 24. Ben bir projeyi 4 saatte yapabildiğime göre dolu dolu yeterliydi.
- 25. Genel olarak almamız gereken şeylerdi. Ne yapmış, ne etmiş bunları anlamamız açısından önemliydi.
- 26. The Picture of Dorian Gray'i beğendim. Konusu çok farklıydı. İnsanın hayata bakışının aynada yansıması gibi. Konusunu beğendiğim için...
- 27. Belki Brave New World diyebiliriz. Ama o da farklı bir projeydi yani çok fazla gerçeklikle çarpışmadığı için o biraz farklı geldi ama o da ilginçti.
- 28. Mesela bunları konuşmada kullanabiliyoruz, yazmada kullanabiliyoruz.
- 29. Ben biraz sık kullanıyorum. Bir sözcüğün anlamına baktıktan sonra onu çok fazla önemsemiyorum kafama yerleştirmek için, aynı kelimeye sonra dönüp tekrar bakmak zorunda kaldığım oldu. Sözlüğü biraz sık kullandım.
- 30. İnternet açısından bir artı sağlar, internette araştırma açısından sağlar, bunun dışında yine genel anlamda konuşmada, yazmada bir artı olur.
- 31. Kelime bilgisi olarak biraz daha gelişmiş buluyorum kendimi.
- 32. Evet. Çünkü hem İngilizce açısından hem de bir etkinliktir bu, sosyal bir etkinliktir o nedenle tavsiye ederim.
- 33. Artı olarak söyleyebileceğim bir şey yok. Gayet güzeldi.

- 8. N.G
- 1. N.G
- 2. erkek
- 3 20
- 4. Anadolu Ticaret Meslek Lisesi
- 5. Uluslar arası Ticaret
- 6. Arapça, Almanca
- 7. Konuşma
- 8. Yazma
- 9. Gramer fazlasıyla zorlayıcı
- 10. Kelime ezberlemede
- 11. Günlük konuşma
- 12. Geçici süreyle evet.
- 13. Ortaokul Lise başları; 3 ay; 25-30 kitap; Kısa romanlar; ufak raporlar hazırladık, onlara göre değerlendirmeler yapıldı.
- 14. İnternet üzerinden olması okumayı biraz zorlaştırıyordu çünkü bilgisayar karşısında çok uzun süre kalınamıyordu. Kelime bakımından artıları oldu.
- 15. Kaynaklar artı kendim internette sörf yaptım.
- 16. Çok kaynak verilmesi kafa karıştırıcı oluyordu. Bazen 2-3 tane sitenin farklı farklı olması hangisinden yararlanacağım diye biraz zorluk yarattı.
- 17. Kısmen karşıladı. Kelime bilgisinin artmasını ve araştırma yeteneğinin artmasını bekliyordum.
- 18. e-mail adresimde ufak bir sorun yaşandı. Kendi zamanımın yetmemesinden dolayı birikme oldu.
- 19. Sitelerin bulunması bize büyük yardımcı oldu. Bize zaman ayırdı vs. Rolü olmasaydı ilgilenmezdim çünkü kendimi sorumlu hissetmemi sağladı.
- 20. Yaklaşık, internet sayfasını bulma ve kopyalama 2 saat, okuma ve analiz etme 5 saat toplam 7 saat.
- 21. Sonlara doğru klasik romanlar incelediğimiz için zorlaşmaya başladı.
- 22. Okurken kelimelere takılmadan parçanın anlamından çıkarmaya çalıştım. Takıldığım yer fazla olmadı.
- 23. --
- 24. Süre normalde yeterliydi.
- 25. Yazar hakkında araştırma yapılması gerektiğine inanıyorum. Çünkü adamın ne zaman yaşadığı ve nelerden etkilenip yazdığını bilmek anlamak için gerekliydi ama "my opinion" bölümünü kendimi bir eleştirmen olarak nitelendirmediğim için gereksiz buldum.
- 26. Bliss romanını beğendim. Gerçek hayatta yaşanabilirliği çok daha fazla.
- 27. Çok uzun olduğu için yaparken sıkıldığım projeler oldu.
- 28. genellikle yazmada kullanıyorum. Konuşmada kelime eklemektense aynı kelimeleri kullanarak kendimi ifade etmeyi seven bir insanım. Genelde yazmada kelime aramaktansa bu öğrendiğim kelimeleri yerleştirdiğim yerler oluyor.
- 29. Takıldığım kelimeler çok zorluyorsa sözlük kullanırım. Fazla sözlük kullanmadım. En fazla 3-5 kelimeye bakmışımdır. Çünkü parçanın gelişinden çıkartmaya çalıştım. Sözlük kullanmamda %10 gibi bir azalma oldu.
- 30. Bundan sonra roman okuyacağım.
- 31. Kendime güvenim geldi. Çünkü başarabileceğimi tahmin etmemiştim başta. Daha önce hiç yapmadığımız bir sistemdi. Kendime güvenim arttı.
- 32. Yapabileceğine inandıklarıma tavsiye ederim.
- 33. İnternet üzerinden olması zorlayıcı oluyor. Sağlık açısından çok fazla uzun saatler bilgisayar başında kalmak sakıncalı. Daha kısa konular olabilirdi. Başka türkü yapılması da zor bir proje.

- 9. S.K
- 1. S.K
- 2. erkek
- 3. 20
- 4. Ordu Süper Lisesi
- İktisat
- 6. 8 yıldır
- 7. yok
- 8. konuşma
- okuma
- 10. Gramerin olması gerekiyor ama bizim eğitim sistemimizdeki gramer bir şekilde çok fazla yüklenildiği için speakinge önem verilmiyor. Bizim sadece temelimiz sağlam oluyor ama bunu aktifleştiremiyoruz bir şekilde. Pasif kalıyoruz.
- 11. Gramer konularındaki bazı bölümlerde çok çok zorlanıyorum. Çünkü karıştırıyorum. Mesela pasiflerle causativeleri çok karıştırıyorum.
- 12. Okumak bana çok kolay geliyor.
- 13. Hayır.
- 14. Ben internet grubu olduğum için internet alışkanlığım şimdi daha fazla arttı. Artı biz şimdi Türkçe sitelere giriyoruz ama İngilizce sitelere girdik. Oradaki terimleri öğrendik. İnternetten okumak çok daha farklı geldi bana kitap okumaktan çok daha farklı çünkü bir şekilde bazı terimleri öğrenmek zorundasın. Sayfa sayısından tutun da oradaki bazı terimlere kadar. Çok faydasını gördüm.
- 15. İnterneti kullanma. İnternet kültürü diye bir kültür var zaten artık dünyada. İnternet kültürünü öğrenmem gerekiyordu. Bunun da başlangıcı bu şekilde oldu.
- 16. Kitap olayı bizi biraz sınırladı.
- 17. karşılandı diyebilirim çünkü istediğim şey buydu zaten. İnterneti kullanabilmekti benim en çok istediğim.
- 18. Bizim sınavlarımızdan, vizelerimizden dolayı ben biraz geç yaptım bazı projeleri. Bir ara 3-4 tane birden gönderdim çünkü cok toplanmıştı.
- 19. Her zaman birlikteydi. Her zaman bizi tetikledi. Söyledi ne olacağını, nasıl olacağını. Bütün yolları actı.
- 20. bir hafta, belki 10 gün falan.
- 21. Son dönemdekiler biraz zordu ama olması gereken buydu.
- 22. Tabi bazı bölümleri anlayamadım.
- 23. Paylaşıyorduk arkadaşlarımızla. Olmadı, internetten birkaç tane sözlük indirdik, onları kullandık. Bende bazı metin çeviren programlar var. onlara çevirttim. Ama bulduk yanı bir şekilde.
- 24. İdealdi ama bizim vizelerimiz, quizlerimiz bu arada writing raporlarımız... Onlar karıştığı için biraz zor oldu.
- 25. İstenen şeyler normaldi. Ve ben çoğu zaman zevk alarak yaptım.
- 26. The Firm'ü beğendim. Çekici geldi bana.
- 27. Olmadı çünkü yapmakta zorlandığım Oscar Wilde oldu. Bir şekilde biraz karmaşıktı. Biraz bocalama dönemiydi. Ondan sonra alıştım.
- 28. Speaking dersinde çok faydasını gördüm. Kitaplardaki bazı kelimeler. Bizim gördüğümüz İngilizce belli sınırlar içerisinde. Ama kitaplardaki kelimeler çok farklı. Farklı farklı kitaplar olduğu için hepsinde farklı kelime grupları öğrendiğimiz için, farklı kelimeler öğrendim yanı.
- 29. Gittikçe düştü. Level arttıkça ben tam tersine sözlük kullanmayı azalttım.
- 30. Bir şekilde benim kelime hazinemi çok çok geliştirdiğine inanıyorum. Artı interneti İngilizce kullanmak diye bir şey var. o benim için çok önemli. Onu geliştirdim. İleride ben yurt dışına gitmeyi düşünüyorum. Böyle bir kültüre sahip olmak ileride benim için çok büyük avantaj olacak diye düşünüyorum.
- 31. kelime hazinemin geliştiğine artı kültür olarak da bu kitapları okuduğum için edebiyat olarak da benim kendimi geliştirdiğime inanıyorum.
- 32. Tabii ki. Çünkü bir şekilde okulda İngilizce çok bir yere gidemiyor. Kitap var, hep ondan yapılıyor ama bu şekilde okul dışında da isteyerek yaptığınız zaman bu işi çok faydalı oluyor çünkü kalıcı oluyor. Her şeyi kendiniz yaptığınız için kendinize ait oluyor bunlar.
- 33. Belki bir grup olup yaz okulu tarzında olabilirdi. Bizim bu sene hazırlıkta cidden çok yüklenmeler oldu. Bunu belki bir ayrı ders olarak uygulanabilir. Öğrenciler o derste sadece bunu yaparlar. Ya da dediğim gibi yaz okulu tarzında olabilir. çok faydalı bir şey ama biz okulla birlikte olduğu için belki %100 değil de %60-70 civarında faydalanabildik.

- 10. R.A
- 1. R.A
- 2. Kız
- 3. 20
- 4. İzmir Vali Nevzat Ayaz Lisesi (Süper lise)
- 5. Maliye
- 6. 8 yıl
- 7. Arapça
- 8. Konuşma
- 9. Dinleme olabilir.
- 10. Gramer bir yere kadar önemli yani grameri aldıktan sonra önemli olan pratik yapmak.
- 11. Gramerin bazı bölümlerinde. Bir de dinlemede.
- 12. Sınıfta kendi aramızda konuşmak. Bazı gramer yapılarını öğrenmek.
- 13. Hayır katılmadım.
- 14. Çok güzel bir uygulama. Gerektiği gibi uygulanırsa eğer, çok güzel bir uygulama. Özellikle kitap okuyucuları için. İnternet grubu belki biraz zorlanıyor ama kitap okuyanlar için çok çok güzel bir program.
- 15. Okuduğum parçalarda soruların cevaplarını bulabildim. En hoşuma giden, tamamını anlamasam bile genel olarak anladım ve verilen soruları cevaplayabildim.
- 16. Parçaların biraz ağır olması. Genellikle anladım ama parçalar biraz ağır geldi.
- 17. Evet
- 17a. Önceden hiç İngilizce kitap okumazdım. Herhangi İngilizce bir makale olsun, bir parça olsun hiç okumazdım. Hiç dikkatimi çekmezdi. Bu programa katıldım ve okudum.
- 18. Benim kendimden kaynaklanan aksaklıklar oldu. Bazılarını zamanında yetiştiremedim. Bunun dışında herhangi bir aksama olmadı.
- 19. Rehber öğretmen çok yardımcı oldu. Elinizden geleni yaptınız bizim için. Kitap olsun, internet olsun siz çok olumluydunuz.
- 20. Bir tanesi için 3-4 saat, bir tanesi için hemen hemen bir günüm gitti. Otur-kalk. Diğer için biraz daha uzun. Değişiyordu. Yaklaşık 7-8 saat uğraştım diyebilirim. Zorluğuna göre değişiyordu.
- 21. 2. proje biraz zordu. Onda biraz zorlandım. Kelimeler biraz ağırdı. Kelimeleri bulmak için zaman harcadım. Onun dışında gayet iyiydi.
- 22. Evet oldu.
- 23. Oraları artık genel yapısına bakarak değerlendirdim. Kelime yüzünden anlamakta zorlandım.
- 24. 1 hafta gayet iyi bir süre.
- 25. Oradan çıkarttığımız şey, parçada temel başlıklar var, temel unsurlar var. Okurken de onları bulmak yeterli olur. Kitabı okumak için ve okuma amacımıza ulaşmak
- 26. Edgar Allan Poe.
- 26a. Heyecan, gerilim olduğu için. O tür eserleri daha çok beğeniyorum.
- 27. Picture of Dorian Gray.
- 27a. Konusunu beğenmedim.
- 28. Listening-speaking derslerinde bolca kullanıyorum. Yeri geldiği zaman kullanmaya çalışıyorum.
- 29. Sözlük kullanma konusunda çok başarılı olduğumu söyleyemem. Sözlük kullanma miktarım arttı. Bilgisayarda sözlüğüm var. Daha çok hikayeleri okurken bakıyorum.
- 30. En azından biraz da olsa, yani az yada çok şu an onu tam olarak değerlendiremiyorum, okuma alışkanlığım arttı İngilizce'de, önceden hiç yoktu çünkü.
- 31. Okuma alışkanlığı elde ettim. Mesela bir parçayı okuduğumda tek tek bütün unsurlarını değil de bütün olarak üzerinde durmayı öğrendim.
- 32. Evet.
- 32a. Kendilerine güvenleri artar. Okuma alışkanlıkları gelişir. Sözcük bilgileri artar.
- 33. Soru-cevap şeklinde olan projeler çok iyiydi. Çok uzun olunca internet başında kalmak çok zor oluyordu.

- 11. O.Ö
- 1. O.Ö
- 2. Erkek
- 3 21
- 4. Süper Lise
- 5. Maliye
- 6. 5 yıldır.
- 7. Yok.
- 8. Konuşma
- 9. Yazma olsa gerek.
- 10. Gramer önemli tabi bir noktaya kadar ama o noktadan sonra konuşmayla geliştirilmesi lazım.
- 11. Dinlemede.
- 12. Konuşma.
- 13. Lisede düzenli kitap okuma alışkanlığımız vardı. Ayda bir kitap okuyorduk. Toplam 6 kitap. Hikaye kitapları. Hayır.
- 14. Çok faydalı buluyorum yani ben İnternet grubunda olmama rağmen. Kitap okuyanların daha avantajlı olduklarını düşünüyorum. İnternetten biz her gün sürekli faydalanamıyoruz.
- 15. Araştırma kısmı hoşuma gitti. Farklı kaynaklardan bilgi edinmek benim için önemliydi.
- 16. Aslında beğenmediğim bir taraf yoktu.
- 17. Karşılanmadı. İnternetten dilediğim gibi faydalanamadım bu yüzden beklediğim seviyede olmadı.
- 18. Bir aksaklık olmadı.
- 19. Çok faydalı oldunuz bize özellikle bizim İngilizce'yi geliştirmemiz hakkında, pratiğe dökmemiz açısından bir de internetten bizim yaşımızdaki öğrencilerin Internetten faydalanması açısından bizi teşvik ettiniz. Bu açıdan.
- 20. Ortalama 3-4 saat.
- 21. İlk projeler kolaydı ama giderek zorlaştı.
- 22. İnternet dili biraz ağır olduğu için anlayamadığımız çok yapılar vardı.
- 23. Bazen sözlüğe baktım. Sözlüğe bakıp da yaptığımız zaman daha uzun sürdü.
- 24. Yeterli.
- 25. Planı kapsamlı bir plan. Yazarın hayatı olsun, kitabın içeriği olsun, bizim görüşlerimiz olsun, oldukça yararlıydı.
- 26. En çok Edgar Allan Poe hikayeleri.
- 26a. Çünkü fantastik şeyleri severim.
- 27. Hayır.
- 28. Özellikle konuşma derslerinde aklımıza geldikçe, yeri geldikçe kullanabiliyoruz.
- 29. Sözlük kullanma alışkanlığımın pek iyi olduğunu söyleyemem. Eskiye göre biraz arttı sözlük kullanmam ama yeterli değil.
- 30. İleride faydası olacaktır tabi ama bölümüm Maliye olduğu için özel sektörde iş olanağımız pek olmayacak onun için İngilizce'nin ileride ne gibi önemi olacağını pek bilmiyorum. Ama üniversite hayatımızdaki derslere mutlaka faydası olacaktır.
- 31. İngilizce'yi daha akıcı kullanma açısından faydalı oldu bir de genel kültür açısından faydası oldu.
- 32. Tavsiye ederim. İngilizce'nin günümüzde önemli bir yeri var. Geliştirmek istiyorlarsa, muhakkak böyle gruplarda yer almalarında fayda var.
- 33. İnternet grubu biraz ağır geldi bence. Ne bileyim kendi ilgi alanımıza göre konular belirlense, bizden görüş alınsa daha iyi olur. Çünkü ilgi alanımızda olduğunda daha çok araştırma yapıp daha faydalı olacaktır.

#### **BOOK REPORT**

	BOOK REPU			
Name:		Date:		
Book #: The fun				
Reading time: hours	Report writing time:		minutes	
Briefly summarize the book (10- most important events.  Mitchell Mc Deere work house, cor , power.  Aw firm of bendin', ho them. They offered him the the low firm. Two lowy on accident. The two low were killed. Two men who microphone in Mitch's hous whe firm by agent, FBI, many. They received. Mitch awyers learned it, The free earned it. He his brother ow firm at Bendin: The free from newspaper that members write down at least one question	12 sentences). What is a lawyer. The manifest of Locke of the months of the price The work (Memphis lawyer told the firm mode o lot of the mode o lot of the mode of the firm and the firm	sit about? What cried with About About ombit wery ambit wery ambit wery ambit wery ambit about the firm of Be work with the firm what did acoped from didn't find	happened? Describe the lay.  I, money, a big ious. The Memphisto work with led to work in the firm. It was the firm. So, they ending put a three him. He worked the file's copies. The limitch do, Mitch them. They knew them.	)
Express some of your thoughts an questions may help you:  1. Which characters did or didn't in the story make you in the story make you in the story make you in the story make you in the story make you in the story make you in the story make you in the story make you in the story make you in the story make you in the story make you in the story make you like at the story make you in the story	't you like? I think about? did the story make you toout the story?		nces) The following	`
5. Anything else you would like  T didn't like Mitch.  Wife lived a lot of prosterns because  Liked the money very  Liked it very  fluent. I said that  I continued to read.	Because, he was of the fact to	•		•
Answer the following questions: dow much did you like this book? downward was the book for you?	Circle your answe 1 2 I really didn't like it 1 2 Much too easy	3 (4) It was O.K I	5 I loved it! 5 Much too difficult	

Name:
Book #: Brane New World
Reading time: hours Report writing time:
Briefly summarize the book (10-12 sentences). What is it about? What happened? Describe the most important events.
There To a low grey building. There are several people in this building. The received the training and education for their particular social class or group. The world State decided what sort of people they should become. That we then meaning of CONDITIONING. There is a director who directs these people and Eposions were treated with x-roys and drugs. This company is growing him eggs received the minds and bodies that the world state decided to give the these bodies are copied. In the real life, there are the same people, when they need to help the company takes this peoples organs. And they are tilled. Henry faster, a yellow-haired, healthy-looking young man Irons acything, when they won't be kill a young garl, he helps and they goes away. They exposes everything All people in the building and they monoge to escape topether. Henry and the young girl lave each other over it they haven't got ony feeling week.
ixpress some of your thoughts and feelings about this book (5-6 sentences) The following  1. Which characters did or didn't you like? 2. What did the story make you think about? 3. What experiences/memories did the story make you think of? 4. What did or didn't you like about the story? 5. Anything else you would like to say about the story?
I didn't like director. His purpose is illegal
-) Bad people will never armive their purpose.
In the future, people who are rich con true langer life than this life.
-I didn't like this composies aftertudes to the people in the building.
didn't understand have see it -
reacht understand, how can they use a person's body whom they work. we of they haven't got any feelings, they are people. It to never explains -) Nothing.
swer the following questions: Circle your answer (1-5)

wer the following questions:
w much did you like this book?
w hard was the book for you?

Circle your answer (1-5)

1 2 3 4

I really didn't like it It was 0 K

1 2 3 4

5 I loved it! 5

Name:	
Book #: Cry, the Beloved Country	
Reading time: hours Report writing time: minutes	
Briefly summarize the book (10-12 sentences). What is it about? What happened? Describe to	he
There is a mon who is a priest in a church - His none is Kumalo. One.	_(_
his son brought him a letter from Johannesburg. It's about hes moter. It!	200
told that his sister is very sick. According to the letter he has to po there.	And
he decides go there. He hasn't got enough money. But he goes, He surpris	20.1
He comes a very different city. Fortunately he needs a priest who called Main	nozey!
He helps him because of his dother. And he finds his sister and brother t	te
asked them why didn't call him. Then he helps his sister and herson . Then I	re
begins to research his son with maimangu. He finds his son. His son tills a white	man.
The police arrest him. Kumalo finds his girlfriend, He specks to herabout his so Absolom who is Kumalo's son is married with the girl. At lost Kumalo comes box	Ek
with the girl and his sister's son. Jours helps them to find food, Because	
there is drought in the utilispe trinolly, its basion is killed in the original	07
becase of his micher.	
Write down at least one question about this reader that you would like to discuss in the class tweek.	his
Everything to clear.	
Express some of your thoughts and feelings about this book (5-6 sentences) The following juestions may help you:  1. Which characters did or didn't you like?  2. What did the story make you think about?  3. What experiences/memories did the story make you think of?  4. What did or didn't you like about the story?  5. Anything else you would like to say about the story?	
-) I liked Marmorgs. Because he helped kumalo to And his suter, brotherord	
17350n. Despite of the fact that, he didn't know ogything about him	
-) Amon's confage can manage everything.	
) Even of you don't know anything about a problem, you have to trust you	Pla
) I didn't like Kumalo's brother's behaviours. He didn't interested with	
nything about kumalo, and he didn't help them to find his son.	
Nothing.	
w much did you like this book?  Circle your answer (1-5)	
w hard was the book for you?  I really didn't like it It was O.K I loved it!	
Wildred was the book for you? 1 2 3 4 5	

BOOK REPORT Date: Book #: Doll's House and Other Stories Reading time: \_\_\_\_Six Briefly summarize the book (10-12 sentences). What is it about? What happened? Describe the most important events. The book has got four stories. These stories are funny, sad, cruel and moody. This stories none one "Bliss", am Regnald Peorcock's Day", "The Dolly's House" and "The Gorden Porty" "Bliss" stry is a sad story. Bertha Young was thirty and married woman. Her hisband was Hory. They had got one baby- One day they had a forty and they called their friends to their house for porty. And Miss Fulton came there. Miss Fulton was their priesds. The porty was very exciting Then Miss Fulton wonted too go her house. Harry waited her front the door the come here And she said that she loved him. Sudderly Horry's wife heard them. But they didn't son her. This stry is very spectfing Write down at least one question about this reader that you would like to discuss in the class this week. Express some of your thoughts and feelings about this book (5-6 sentences) The following questions may help you: Which characters did or didn't you like? 2. What did the story make you think about? 3. What experiences/memories did the story make you think of? 4. What did or didn't you like about the story? 1) I didn't like Horry's characters, Because he had pot baby and beautiful woman but he wasn't a loyal people. 5. Anything else you would like to say about the story? 2) 3) 4) I filed all stories - Because they included real issue. Circle your answer (1-5)

Answer the following questions:
How much did you like this book?

How hard was the book for you?

Circle your answer (1-5)

1 2 3 4 5

I loved it!

How hard was the book for you?

At my level

Much too difficult

BOOK REPORT

-	Name: Date:	
and the same of th	Book #: The Picture of Dorian Gray	
-	Reading time: 3,5 hours Report writing time: 15 minutes	Account and the second
-	Briefly summarize the book (10-12 sentences). What is it about? What happened? Describe the	Andrews Andrews
-	Bost Hollward is a painter. He paints a wonderful portrait whose name	
	Bost Hollward is a painter. He paints a worker for the one day, he weeks to Dorion Gray. But he doesn't went to exhibit it - one day, he weeks	
	Dorion Groy. They worship eachotics basil introduces card trong to	
	Dorion Gray. Dorion never use a actress there. But when Borron, Bostl ond	
	sibly. He loves the attle theatre, they doesn't like her acting; therefore	1
	They worship each other. Basil introduces land Henry to Dorion Gray. They worship each other. Basil introduces land Henry to Dorion Gray. Dorion never lose his beauty. In a theatre Dorion meets with Sibly. He loves her she is an actives there. But when Dorion. Basil and Henry 90 to watch at the theatre, they doesn't like her active; therefore you wonts to see her again. He feels sorry, but he learn to dre Sibly. Later. Dorion have his portrait put in attic. Be cause, his	2
	to dre Sibly Later. Dorion have his portrait put in attic. Because, his	
	actor't starts to be uply and grows old. One day idasil wents to see	
	portrait starts to be uply and grows old. One day Basil wents to see portrait starts to be sees if hos terrible signs of age and corrupt his portrait. When he sees if hos terrible signs of age and corrupt his portrait.	19
	his portrait. When he sees the ways cred to Dorren. Dorren takes a knyt Basil surprises. Later, Basil always cred to Dorren. Dorren takes a knyt	9
	and kills him. Next Doriand Gray says to Hanry I will be best a but	1
	basil surprises. Later Bosil allegs says to Hanny I willed Basil - But I and kills him. Next Doriend Groy says to Hanny I willed Basil - But I doesn't know what he will do. Finally Dorien wents to destroy wis portrait.	
	he does everything can be right. When the proksup the knife and pushs it in to proture. Thereis a cry, He wants to be free. But he killed himself. The proture becomes up. He has a knife in his hearth the class this Write down at least one question about this reader that you would like to discuss in the class this	
	Write down at least one question about this reader that you would like to discuss in the class this	
	D) why does Dorion want to put Portrait in affic?	
	2) why does Dorion kill Basil?	
	3) why does not borrow become orughy man	
	Express some of your thoughts and feelings about this book (5-6 sentences) The following questions may help you:	
	<ol> <li>Which characters did or didn't you like?</li> <li>What did the story make you think about?</li> </ol>	
	<ol><li>What experiences/memories did the story make you think of?</li></ol>	
	<ol> <li>What did or didn't you like about the story?</li> <li>Anything else you would like to say about the story?</li> </ol>	
	±	
	Answer the following questions: Circle your answer (1-5)	
	How much did you like this book? 1 2 3 4 5  I really didn't like it It was O.K I loved it!	
	How hard was the book for you?  1 2 3 4 5  Much too easy At my level Much too difficult	

#### **BOOK REPORT**

Name: Date:
Book #: Tales of Mystery and imprination
Reading time: hours Report writing time: minutes
Briefly summarize the book (10-12 sentences). What is it about? What happened? Describe the
These stories take the mon of imagination, dieans, terrors and
madness. These are five stories. First story is being talked
about Usher families' stronge Illness, a stronge book and Usher's
sister second story is being talked about black cost, murder
and murder's result the third story is being talked about
the red death, maked ball and a black room. When a person is tached by the Red Death, a person feels pains and a person is
is tached by the Red Death, a person feels pairs and continued
dead. Forth story is being talked about William Wilson fight with himself and a some of cards. Fifth story is being talked about a blue eye. Unrator hated the mon eyes. So, he killed him for the solimon what he did because of the noise
with himself and a game of colds. Fifth one ones so, he killed
about a blue eye. Whator hated the not eyes. Soft the noise him. But, he explained the policemen what he did because of the noise
min. but, he explained the policemen
Write down at least one question about this reader that you would like to discuss in the class this week.
According to you, is the narrator mod!
Express some of your thoughts and feelings about this book (5-6 sentences) The following
questions may help you:  1. Which characters did or didn't you like?
<ul><li>2. What did the story make you think about?</li><li>3. What experiences/memories did the story make you think of?</li></ul>
<ul><li>4. What did or didn't you like about the story?</li><li>5. Anything else you would like to say about the story?</li></ul>
1. I didn't like nonotor Becowse, he said that he wasn't mad-
Priording to me, he was mad because of the fact that he killed
According to me, he was mad because of the fact that he killed his wife, he killed the man because of his blue eyes. Only,
lac and alone tilled.
2. I didn't like the stories. Because, the stories aren't fluent.  And I didn't like the hornific story, So, I didn't like it.
And I didn't like the homitic story, so, I didn't like it
Answer the following questions: Circle your answer (1-5) How much did you like this book? 1 2 (3) 4 5
I really didn't like it It was O.K I loved it! How hard was the book for you? 1 (2) 3 4 5
Much too easy At my level Much too difficult