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**THE RELATIONSHIP BETWEEN EXTENSIVE READING  
AND LANGUAGE PERFORMANCE OF HIGH SCHOOL  
LEARNERS OF ENGLISH**

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THE RELATIONSHIP BETWEEN EXTENSIVE READING AND LANGUAGE  
PERFORMANCE OF HIGH SCHOOL LEARNERS OF ENGLISH


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## TUTANAK

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## ETİK BEYANI

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Tez Yazım Kılavuzuna uygun olarak hazırlanan “The Relationship Between Extensive Reading and Language Performance of High School Learners of English” başlıklı Yüksek Lisans çalışmasında;

- Tez içinde sunulan veriler, bilgiler ve dokümanların akademik ve etik kurallar çerçevesinde elde edildiğini,
- Tüm bilgi, belge, değerlendirme ve sonuçların bilimsel etik ve ahlak kurallarına uygun olarak sunulduğunu,
- Tez çalışmasında yararlanılan eserlerin tümüne uygun atıfta bulunarak kaynak gösterildiğini,
- Kullanılan verilerde ve ortaya çıkan sonuçlarda herhangi bir değişiklik yapılmadığını,
- Bu tezde sunulan çalışmanın özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. 20/06/2019

  
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## ABSTRACT

### THE RELATIONSHIP BETWEEN EXTENSIVE READING AND LANGUAGE PERFORMANCE OF HIGH SCHOOL LEARNERS OF ENGLISH

TÜLİN AKTÜRK

Master Thesis, Department of Foreign Language Teaching

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The aim of this study is to examine the relationship between the extensive reading and language performance of high school students who are learning English. At the same time, it aimed to focus on students' development of language skills during the application of extensive reading.

Turkish high school students learning English were included in this study. As a part of data collection procedure, a 40-item pre-test was applied to the students. With this test, students' reading, reading comprehension, grammar and vocabulary skills were evaluated. The students who were below the arithmetic mean were included in the experimental group of the study and the students above the arithmetic mean were excluded. A 10-week program was implemented. Each week, participants were given books at Stage 2. The books were given to each student at the beginning of the week (Monday) and changed at the beginning of the next week. They were given time to read and write reviews. At the end of 10 weeks, a post-test was applied to observe the general language development of the students.

In this study, the experimental design was applied. The participants were given a pre-test and post-test in order to see the cause-effect relationship in order to record the development of the students. The results of this study showed that students' grammar skills and reading comprehension skills improved. At the same time, it was noted that the students were more positive about reading classes. These results were obtained by comparing the pre-test and post-test results of the students.

**Keywords:** Extensive reading, English teaching, Writing skills, Grammar and Vocabulary Skills, reading, language performance.

# ÖZET

## İNGİLİZCE ÖĞRENİM GÖREN LİSE ÖĞRENCİLERİNİN KAPSAMLI OKUMA VE DİL BECERİLERİ ARASINDAKİ İLİŞKİ

TÜLİN AKTÜRK

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı

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Bu çalışmanın amacı İngilizce öğrenen lise öğrencilerinin kapsamlı okuma ve dil performansları arasındaki ilişkiyi incelemektir. Aynı zamanda, öğrencilerin kapsamlı okuma uygulamaları sırasında dil becerilerini geliştirmelerine odaklanmayı amaçlamaktadır.

Bu çalışmada İngilizce öğrenen Türk lise öğrencileri yer almıştır. Öğrencilere 40 soruluk bir ön-test uygulanmıştır. Bu test ile öğrencilerin okuma, okuduğunu anlama, dilbilgisi ve kelime becerileri değerlendirilmiştir. Aritmetik ortalamasının altındaki öğrenciler çalışmanın deney grubuna dahil edildi ve aritmetik ortalamasının üzerindeki öğrenciler hariç tutuldu. 10 haftalık bir program uygulanmıştır. Her hafta katılımcılara Stage 2 seviyesinde kitaplar verilmiştir. Her haftanın başında (Pazartesi) verilip sonraki haftaya kadar okumaları ve değerlendirme yazmaları için süre tanınmıştır. 10 haftanın sonunda öğrencilerin genel başarılarını gözlemlemek adına bir son-test uygulanmıştır.

Bu çalışmada deneysel desen uygulanmıştır. Öğrencilerin gelişimini kaydetmek adına sebep-sonuç ilişkisini görebilmek için katılımcılara bir ön-test ve son-test uygulanmıştır. Bu çalışmanın sonuçları ile öğrencilerin dil bilgisi becerileri ve okuduğunu anlama becerilerinde gelişme gözlenmiştir. Aynı zamanda öğrencilerin kapsamlı okumaya daha olumlu baktıkları kaydedilmiştir. Bu sonuçlar öğrencilerin ön-test ve son-test sonuçları karşılaştırılarak elde edilmiştir.

**Anahtar kelimeler:** Kapsamlı Okuma, İngilizce Öğretimi, Yazma Becerisi, Dilbilgisi ve Kelime Becerisi, Okuma, Dil Becerisi.

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## **LIST OF ABBREVIATIONS**

L2: Second Language

SPSS: Statistical Package for the Social Sciences

EFL: English as a Foreign Language

FFL: Foreign Language Learning

## **LIST OF APPENDIXES**

**Appendix 1:** Example of Writings of Participants

**Appendix 2:** Reviews of Participants

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## CHAPTER I

### FIELD AND CONTENT OF THE TOPIC

#### 1.1. Introduction

Throughout the years second language teaching has shown significant changes and improvements. The once prosaic, one-way process of teaching language is now a multi functional process which lets students share the burden of teachers' and gives them the opportunity to contribute to classroom learning activities together. Today, teachers are facing more and more challenges in the classroom. More often they adopt experimental language teaching models in order to reinforce their students' foreign language comprehension (Zhang, 2015). Moreover, they may also turn to older language models which see learning as a process of transmission.

A teacher-centered model is ordinary and tedious not only for the student but also for the teachers. It is seen as an out-dated approach for second language learning. This model acknowledges that the teacher has the main role and the students consider that they have no role in the process. Therefore, they fail to actively participate in exercises. They are led by teachers blindly. Hence, they are highly dependent on their teachers. They fail to facilitate or empower autonomous study skills of a learner and as an aftermath lifelong learning skills (Trilling & Fadel, 2009). It hinders their language learning.

A newer model of language teaching focuses not only on teachers but also on the students. It views language learning as a process of discovery. The main goal of every language learner is gaining the ability to communicate. It can be possible through participation. This technique encourages both teacher and student alike to participate and engage in the language learning process.

There are many techniques in EFL practices. Teachers try to find right technique for their students in order to achieve better learning process. Vocabulary is the key of L2 learning. Ability to read better leads to increase in vocabulary (Duff, Tomblin, & Catts, 2015). There are two techniques frequently used compared to others. These are intensive reading and extensive reading.

Renandya (2007) explains first the difference between extensive and intensive reading (IR) as “In intensive reading, students normally work with short texts with close guidance from the teacher. The aim of intensive reading is to help students obtain detailed meaning from the text, to develop reading skills -such as identifying main ideas and recognizing text connectors- and to enhance vocabulary and grammar knowledge” (p.135). Thus, extensive reading is such a technique, is a teaching method that is widely adopted by second language teachers’. In the early years of the 21<sup>st</sup> century, extensive reading took on a special meaning in the area of second language learning (Bamford & Day, 1997).

My own experiences working with 9, 11 and 12<sup>th</sup>-grade high school students throughout the years, led us to understand the significance of participation in the classroom. One of the most popular ways to ensure that is to use extensive reading. In this study, extensive reading and its effects on language learning were examined.

## **1.2. Statement of the Problem**

Learning a foreign language, the easiest and quickest way has been a topic of interest for many years. Learning a second language is an extensive process in which learners should not only participate in classes regularly or follow the assigned guidelines but also they should make use of other learning methods such as extensive reading. Moreover, traditional methods to learn language through vocabulary teaching, grammar and other skills including listening speaking may not be sufficient to meet the demand of particular learner groups, especially teenagers. Therefore, extensive reading proposes an elaborated and satisfactory learning process by teaching vocabulary with repetition and thereafter it contributes to the L2 learning process.

Nation (2015) approaches extensive reading from a positive view and states the benefits of extensive reading as "...each new meeting with a word during extensive reading is highly likely to enrich knowledge of that word through its varied contexts as well as strengthen knowledge through repetition" (pp.137-138). Learners, especially who are trying to learn new vocabularies in order to express themselves clearly and properly, need to concentrate on extensive reading practices so as to acquire the skill of guessing the meaning from context. Nation (2015) emphasizes the importance of this acquisition as: "Where a word is repeated, the occurrences of the word after the first meeting provide an opportunity for a combination of guessing from context clues and retrieval of the meaning of the word gained from previous meetings" (p. 138). Thereby, one learns not only vocabularies from extensive reading activities but also acquires a possible supporting skill to guess meanings.

As a consequence, extensive reading applications at classrooms become vital for more effective second language teaching processes. Moreover, these applications should be evaluated analytically and monitored objectively in order to contribute to language teaching literature.

### **1.3. Topic of the Study**

The importance of extensive reading lies in its potential to improve the students' autonomy easily and effectively. The necessary tools for this activity can be easily found anywhere and anytime. Besides, the readers can visualize and interpret what they read from their point of views. In the institutions in which the language is taught as a second language, reading functions as the most readily available comprehensible input. This kind of experience will help the students to strengthen what they have already known. The outcomes of extensive reading among a volunteer group of students, predominantly 17-year-old high school students, will be evaluated in order to see the effects of extensive reading activities.



"With respect to the role of implicit learning in L2 reading fluency development, extensive reading provides L2 learners with the appropriate conditions through consistent reading practice with extended texts. L2 learners can obtain the ability to read longer texts comfortably at a reasonable rate, a unique ability that can be developed only through extensive reading." (Suk, 2017).

Therefore, this study mainly focuses on the benefits of extensive reading among highschool learners and their process throughout the implementation of extensive reading practices. As a method, extensive reading explicitly meets the demands of learners thanks to its extensive and practical nature; furthermore, it implicitly supports the process of comprehension. Eventually, extensive reading practices are necessary to back up teaching activities in lessons which are designed to teach a second language properly.

#### **1.4. Aim of the Study**

The aim of this study is to examine the relationship between the extensive reading and language performance of high school students who are learning English. At the same time, it aimed to focus on students' development of language skills during the application of extensive reading.

"Extensive reading technique", which has a key importance in the course of language development, constitutes the context of the study. Therefore, the ultimate aim of this study is to examine and analyze how the second language learning process is in the context of extensive reading technique. However, as a result of observations made by the teachers during the application of this technique, it is another aim of this study to determine how effective the practice is on students' language skills.

### **1.5. Significance of the Study**

Extensive reading technique has been the subject of many researches so far with its field of application and its findings. In many countries, this technique, in which its impact on many second language learning processes is tested, is accepted in terms of its contribution to the learning process, but the findings of each study in its own context also reveal the importance of each study.

In line with the objectives stated in the previous section, it is very important to determine the effect of extensive reading technique on the applied group and to ensure that it is located in a leading position by determining its possible effects on similar groups. Thus, the contribution of this study to the literature, as well as the applicability of the study to different groups will prove the importance of the study.

In addition, the fact that the group in which the extensive reading technique is applied is the students of "science" and the importance of the findings of the study increases. As a matter of fact, considering that a new language learning is evaluated in the status of social skills, the results of the students who are at the forefront of natural sciences skills are of particular importance.

There are many studies about extensive reading and its effects on language performance. However; there are quite a few studies dealing with both correlation between them and measuring the effects by using proper test. This study was intended to show teachers that, they can observe and understand about reactions of students to extensive reading techniques. It is also effective for developing better language teaching plan.

Moreover, teachers are able to decide that combining their teaching style and extensive reading research in this study together to build the best method for their students. In this study, there is numerical data about the performance of extensive reading. Therefore, it is easy to observe and evaluate the results for the other researches.

## 1.6. Research Questions

In view of the literature findings and the ultimate goal of the study, the main issue that led to the emergence of this study is how effectively an extensive reading technique plays a second role in learning a second language. However, other problems that are shaped around the main problem are listed as follows.

Research questions were listed below;

- Is there any relationship between student L2 performance and extensive reading practice?
- Is there a difference in the development of L2 learning performance of 11<sup>th</sup> grades in Halıcı Ahmet Urkay Anatolian High School before and after implementation of the extensive reading practice?

## CHAPTER II

### THEORETICAL FRAMEWORK AND LITERATURE REVIEW

There are four basic language skills in language teaching. These are listening, speaking, reading and writing. Reading is the most important and effective one. There are many positive effects of extensive reading on language performance.

#### 2.1. The Effects of Extensive Reading on Performances

Reading is such a process which is coordinated by the attention, memory, perception and comprehension process. People are encountered with a model that includes many strategies and dimensions when reading in foreign language learning (Er, 2005: 215). In this process, which requires both knowledge and mechanical skills, the reader should be able to benefit from his own knowledge in order to understand the meaning of the text. Furthermore; being able to use the cognitive strategies necessary to create the meaning in a holistic way (Er, 2005: 216).

Literacy skill is the key factor of language learning. Ability to read and write needs motivation to improve. Extensive reading is one of the most efficient motivation factors in all practices. It has effects not only on reading but also on other skills. If we see language learning as a chain, reading is the first chain. And the others are writing, listening and speaking.

*Table 1*

*Language Skills*

	<b>Oral</b>	<b>Written</b>
<b>Receptive</b>	Listening	Reading
<b>Productive</b>	Speaking	Writing

Vocabulary is one of the fundamental elements of language learning. It is crucial for both reading and writing. There is a simple process that starts from a letter to a text. Vocabulary makes that process work. The proper meaning of the word should be known to write or understand context. Reading is the most effective way to increase vocabulary (Iqbal, 2017). More reading makes possible to see different ways to use languages. Extensive reading techniques encourage the students to read more. Therefore, it has positive effects on vocabulary.

Liu & Zhang (2018) did research about effects of extensive reading on vocabulary. They found that extensive reading practices have significant positive effects. Participants increased their vocabulary learning success by 242%. Research also showed that longer period of practice makes more increasing in vocabulary. Therefore, extensive reading is an important assistant for teachers.

Reading is the first language skill we may acquire in language teaching. It helps to develop language intuition in the corrected form. Then the brain imitates them, producing similar sentences to express the desired meaning. Using skimming or scanning technique to read quickly is highly effective. Reading skills help our students comprehend the content. The students should also make it a point to familiarize themselves with the jargons and new words by making reading a habit. Such as reading newspapers, articles, books, magazines, thesis, novels, texts, etc. As Abi (2014) mentioned in his study, it seems that the trend will go on like this and reading will preserve its popularity as the subject of research sees new means of reading is emerging together with the technology and changing world (p. 44).

In addition to this view claiming that reading will continue its popularity with the changing world and technology, Grellet (2006: 4) lists the sub-skills of reading as follows:

1. Describing the subject: To define what is written about the text. It is mentioned that how can we describe a text better, we can process it more effectively.
2. Predictive skills: After defining the subject, it is estimated what is going to be explained.
3. Speed reading skills: Readers are expected to make correct inferences about these points by reading important points rather than reading each word in the text.

*Skimming:* Skimming is one of the speed reading skills. In order to understand the main idea in the text, it is a quick overview of the text. In this way, readers can easily comprehend the structure of the text and decide how much the text is necessary for their own purposes according to their needs.

*Scanning:* Scanning is also one of the speed reading skills. It requires focusing on a particular structure or knowledge when reading or listening. In this way, readers can easily find certain words or phrase structures in the text, understand shapes and percentages, and find specific names in the directory and certain names in the bibliography list.

*Search reading:* Readers can collect information about a predetermined topic.

4. General reading: It focuses on the more general, reading the details through the surface.
5. Intense reading: It is focused on detail while reading the text. Intensive reading is done when the exam is prepared or if a subject is learned in the finest detail.
6. Interpreting the text: It requires understanding and interpreting the meanings of words or phrases in the text beyond the meaning of the dictionary.
7. Deducing the attitude and opinions: While reading the text, it is about defining the author's style. When the author produces a text, he/she reflects his own style with certain linguistic structures which he/she chooses to use and the reader tries to define this style while reading the text.

According to Grellet (2006) and Huges (2003) Some techniques and activities that can be used to improve reading skills are classified as follows:

1. *Multiple-choice questions:* Multiple choice questions; in particular, it can be said that it is given to developing the functions of identifying, completing, explaining, identifying synonyms and opposing words.
2. *True/False questions:* It is questioned in order to find out how effectively students figure out the context of the reading texts.
3. *Short answer questions:* Short-answer questions can be used to identify specific posts. In addition, this type of question is also effective in removing unknown words from context and improving the ability to scan. Yes / no questions are considered within the scope of short-answer questions.

4. *Filling in the blanks:* In cases where the answer to the question is difficult or complicated, the gap filling technique can be used. In addition, the ability to realize the information that shows the detailing supporting the main idea can be developed with the gap filling technique. In the space-filling technique, the reading piece can be summarized by the examiner and some parts of the abstract text may be omitted and the reader may be asked to fill in those parts. This technique is called “summary cloze”. In addition, gap filling can be used to improve students' browsing skills.

5. *Transfer of information:* One of the techniques that can be applied is the information transfer technique in order for the reading task to be carried out successfully. The reader is given simple information and is asked to fill the gaps in the table.

6. *Deducting.*

7. *Understanding in-sentence relationship.*

8. *Linking phrases with the link elements.*

9. *Predicting.*

Writing skills are affected by reading habits. The proper and effective thinking process is needed for writing. Research on language shows that people should read more to express thoughts both in a written or verbal way. Writing process consists of two elements. These are knowledge and thinking. There are many ways to gain knowledge; however, reading is one of the best ways to obtain. As I told above, reading authentic texts helps students think broader perspective. Therefore, extensive reading techniques have positive effects on writing.

Kirin (2010) researched that 15 weeks of extensive reading study. It was founded that extensive reading practice led to boost participants writing capacity. EFL learners showed a great deal of increasing in writing score during the research. Writing is a production process which includes both thinking and creating (Dörnyei, 1994). Motivated students tend to be more productive. Reading better and understanding better help student about expressing their thoughts accurately. Therefore, they are motivated to read more and write better.

Language, which is the most important element that enables communication among people, is the basic element of the language, including the native language, which is learned. In other words, the first contact with both the native language and the foreign languages is carried out through hearing and listening.

Listening is the act of understanding the meaning of meaningful information from other people or other audio tools when the language-ear-brain relationship is active. Listening involves a process that ends with meaningful (Melanlıoğlu, 2016: 1207) but in every listening comprehension action may not take place. Therefore, listening means "understanding, evaluating, organizing, identifying the relationships between them and determining the relationships between them and selecting and separating what we find worth preserving in our memory" (Karadüz, 2010: 1585).

According to Daracık (2012: 256-257) listening, which is one of the stages of developing foreign language, consists of three sub-stages within itself. These are the first stage in which listening and verbal exchange of information are involved, the second stage in which listening and written exchange of information is, and the third stage called the "living dictionary".

In the first stage, the text is heard from the tape of the text or from the CD, if there is no such material, a speaker with good pronunciation can read the text to the listeners. However, the speaker should also pay attention to the speed of reading and the emphasis in the words. Before starting to read / listen to the text, listeners should warn them to listen carefully. After the first listening, the listeners share their understandings in pairs. In this process, students are allowed to use their native language.

In the second stage, the text is played back again, taking into account the degree of difficulty. After the last listening, they are asked to note the words that the audience is interested in or that they do not know. Then the listeners are divided into groups of two, three or four, and they are asked to discuss in their native language what the words they do not know. At this stage, listeners are not allowed to use the dictionary.

In the last stage, which is called "living dictionary", the words that are not understood within the groups are directed to all listeners. If the words cannot be answered, the speaker is engaged in explaining the meaning of the words and these are noted by the audience. After this operation, the text is played back two or three times.



This time different groups are created from the first and the same process is repeated and the information obtained is shared within the group. The aim of repeating this process is to fuse students with different groups and share different information.

Therefore, listening education is discussed under three main headings as 'listening before', 'listening order' and 'after listening'. The succession of these three stages is very important in order to gain listening skills and turn into habit (Melanlioğlu, 2016: 1208). Pre-listening to the process of preparation, listening to the material to draw attention to the content, to predict the content, the purpose of determining the purpose of listening and the appropriate method for this purpose, such as the selection of the steps include technical. During the listening process, managing the process, giving attention to the text, checking the accuracy of the estimation and taking notes are made. An evaluation is made after listening. This assessment covers not only the text but also the evaluation of the listening process. The main purpose is to give the audience the habit of listening and using them rather than memorizing these stages during the listening education. Listening can only show a planned and robust development in this way, but as the listener's knowledge and use of the target language increases, the skill level of listening will also improve positively (Melanlioğlu, 2016: 1208).

Although communication is a process involving a transmitter and a receiver, the roles of individuals in a communication process can be shifted. In other words, individuals are both listeners and speakers in communicating. Thus, in this way, the basic functions of language in a type of mutual communication, speaking, listening and listening comprehension skills come to the fore (Aktaş, 2005: 92). At this point, the act of speech, as it expresses, is the four-dimensional (producer, sensory, auditory, visual) as it expresses the voice, grammar, or both in terms of organization, as well as the perception and participation of both producers, not only the production of sound but also the facial and body movements, action as seen (Demircan, 1990: 252).

So when speaking is used by people to express their needs, it often means speaking a language to know a language. One of the general aims of foreign language teaching is perhaps that students can speak the language they have learned in an understandable way (Barın from Widdowson). As Gümüş states; it is very important to understand the sound characteristics of the language especially learned in speech.

Otherwise, having only a large vocabulary is not enough to agree. Besides; discussion, debate etc. issues, read the text, newspaper news or oral comments about the book, interpreting a topic followed in visual broadcasts and so on. Some of the types of speech can be listed as:

- Imitative: Repeats to perform a specific speech rather than meaning.
- Intensive: limited conversations with individual or bilateral work for the correct use of a linguistic structure.
- Transactional: Transactions that are carried out for the sharing of a specific information in a question-and-answer mechanism.
- Common: Presenting oral reports, short presentations, abstracts with a more formal language preference (Commission, MEB, 2011: 8).

## **2.2. What is reading?**

There are four basic skills of language development which are reading, writing, listening and speaking. Reading is one of them; however, what is reading? What does reading consist of? (Falk-Ross, 2015). “Reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning” (Falk-Ross, 2015: 61). Therefore, reading is such a process that written messages are interpreted by critical and analytic reflection. Moreover, “reading is the construction of the meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning, at an understanding” (Day & Bamford, 2010: 13).

Reading is such a significant process of meaning construction. Wixson and Weber (2010) shows that construction of meaning includes the dynamic interaction between the elements. They are existing knowledge of the reader, information in the text and context of the reading situation. Reading skill is not only important for language learning. It is also significant for the life itself. For example, children need to read well to be successful in school. Therefore, it has effects on their future. It is almost impossible to get a job and make a good career without a good reading skill in the world (Anderson, 2012).

To sum up, reading is a sophisticated process that people recognize words from written materials such as book, news, articles, texts etc. Meaning of the words is constructed from brain with past experiences. In order to design the reading tasks, students are given examples of different text types such as textbooks, reports, articles, columns, poems, encyclopedias, dictionaries, letters, updated articles, booklets, advertising texts, novels and stories. These different types of texts are formed by using description, discussion, teaching and storytelling.

Information in some texts can be enriched with tables, charts, diagrams, shapes, graphics and visuals. While the subject of the text to be given to the students can be given specifically or more generally, the student group to be given the text can be very specific (for example, native speakers who study in linguistics) or general (eg Turkish speaking native speakers). The length of the text will vary according to the level of the student.

Pre-reading, while-reading and post-reading, a list of words used in the text can be given. Particularly some sections of the textbooks, a list of grammatical structures used in the text can be included. In order to improve students' reading comprehension skills, all these variables should be taken into consideration when creating reading tasks. Bloom (1956) in his book about how to create reading tasks, reveals that planning of reading tasks can be done according to the following classifications:

1. Remembering and recalling the information.
2. Understanding, comprehension and interpretation.
3. Implementation.
4. Resolution.
5. Combination.
6. Evaluation.

According to Yu (2007: 40): the teacher should mobilize the background information of the students at the pre-task stage and draw the attention of the students with different activities. As for Willis (1996) the role of the teacher during the task is to observe the students in performing their tasks. After the task, the language is focused and linguistic structures are presented in a certain context.

“Students must have a general idea of how to use the grammatical rules before passing on to their actual task. At this stage, students may be asked to underline the language structures and to read them in front of the class” (Yu, 2007: 41).

One of the most important points in the development of reading skills is the selection of the material to be read. Hughes (2003) lists the points to be considered in the selection of reading texts as follows:

1. Considering the evaluation criteria, a sample of the text should be selected which can best measure the gain to be measured. All texts of the same type should be avoided.
2. Texts should be chosen in accordance with the level of the students.
3. As many and different types of text as possible should be included.
4. In order to be able to test pre-research skills, texts with many different information should be investigated.
5. In order to improve the ability of browsing, it is necessary to find texts with some predetermined linguistic elements.
6. In order to develop the ability to quickly comprehend the structure of the text, texts should be selected in which the text type can be easily identified
7. Texts that attract the attention of the students should be selected, but such texts should not be distracting or distracting.
8. Texts created with questions that can be answered by general information should be avoided as much as possible, and some readers should be able to answer questions without reading the text with background information.
9. Texts similar to those previously read by students should not be selected (p.142).

### **2.3. The Significance of Reading**

Reading and writing are key elements of literacy. It is assumed that literacy is one of the most significant tools for country development (Eide, 2012). Ability to read is crucial for every step-in life. For instance, people need to read to have solid thoughts about economy, politics, etc. It means that reading is principal for having and improving free will. A person called “free” should be assumed that a person has positive attitudes and welfare among others (National Endowment for the Arts, 2007).

Teachers should take into consideration that reading is the key of the success for their student. Poor ability to read leads to low performance and low self-esteem. Moreover, low performance on reading has negative effects on writing skills. Conceptual, linguistic and structure of writing tend to get low because of inability to read (Bharuthram, 2012). Getting attentions of students in to the context could be the way of better teaching.

### **2.4. Bottom-up and top-down processing in reading skill**

Johnson (2001) asserts three basic models in order to explain the progress of reading a text produced in a foreign language. These are:

- Bottom-up processing model,
- Top-down processing model
- Transactional model.

From the two basic categories that schema theory has for the development of reading skills, some processes, known as top-down and bottom-up activities, which can help foreign language learners to develop reading, have emerged. The researchers of this project emphasize the importance of applying these processes in an EFL classroom but, first it is important for the teachers to know what the bottom-up and top-down processes are.

### **2.4.1. What is bottom-up processing?**

In the bottom-up reading model, the reader starts reading from the bottom of the text and continues to read the text in a linear line with sequential and different stages by extracting meanings from letters, words, experiences and sentences. According to the bottom-up reading model developed by Gough (1972) in the process of the written text, there is, first of all, the graphics. Then it is presented that the words, the structures at the sentence level, and finally the texts, are solved as a whole. According to Bernhardt (1991) these models, which are text-driven reading models that L2 reading experts do not accept, analyze reading as a process which short-text parts are examined, solved in and which was gradually added to the following parts until it becomes meaningful. In addition to this, some researches like Chen (2002) and Johnson (2001) have criticised this model on account of the fact that the pairing graphics-voice is complicated.

Bottom-up processing focuses on word recognition that is a method of improving reading ability by getting students to discover and then prioritize their own reading difficulties after reconstructing a text. This basically focuses on teaching students how to cope with authentic language and real-life situations as part of the communicative approach. Moreover, bottom-up reading activities can help learners to understand linguistic elements of what they have read and then be able to use their top-down skills to fill in the gaps with information that comes from the message itself (Ambuyat, 2013). In other words, students rely on the language, in the message that is the combination of sounds, words and grammar that helps them to create meaning.

Dambacher (2010) remarks that the reading process is “determined by the bottom-up processing of visual information” (p. 8). Bottom-up is a processing strategy of the reading system (Birch, 2015). This process follows an order; first it is important to interpret letters and words. Then, in this process the reader has to perceive phrases and paragraphs in order to interpret the whole text. The most important characteristic for developing this processing is to observe the sequence in which the words occur in order to identify and understand the text (Dambacher, 2015).

Bottom-up processing has some strategies that must be taken into consideration during the reading activity.

1. Phonological strategies permit readers to be aware of the sounds that each word has. Also, it lets the reader use letter-sound knowledge for a successful reading and for building words.
2. Orthographic strategies are very important for recognizing letters, words, and everything related to the writing system. These strategies can be combined with phonological ones in order to have a meaningful visual and auditory representation of a word.
3. Lexical strategies help the reader to recognize a word and immediately bond this word with its definition. If the reader cannot associate a word with its meaning, he/she can use these strategies in order to remember or learn a new word.
4. Syntactic strategies help readers to deal with phrases and sentences unconsciously through the recognition of words to construct the meaning of a text (Birch, 2015).

The researchers of this project conclude that bottom-up processing has to do with how a text is structured. The presence of words, the connection of sentences, and paragraphs are important in a text. Also, the researchers think that without this processing and its strategies, the development of the reading skill will not be enhanced or improved.

#### **2.4.2. What is top-down processing?**

As for the top-down reading model, though they generally regard the reading as a linear process, it is proceeded from the top, namely from the high-level cognitive phases to the text itself. According to the model, predictions about the text that will be read and background information play an important role, in the reading process (Hayes, 1991; Smith, 2004). It is also named as a reader-driven model. In other words, the readers use their general knowledge and specific text elements in order to predict what they will confront with, while the text maintains. If needed to transfer Chinwonvo's (2001) expressions, the readers, first of all, focus on the whole text and search for contextual clues in the text.

Top-down processing allows readers to bind their knowledge with the text (Goodman,1967). Goodman's thought about the fact that a meaningful reading is not the result of a perfect perception of details or elements. For Goodman it is even significant to assimilate the most relevant elements that will give the reader some prompts for guessing or inferring the idea that a phrase or sentence is trying to transmit. In agreement with the Ecuadorian English Curriculum, "Reading lessons should start with a global understanding," based on top-down processing (Ministerio de Educación, 2016: 262).

Schema theory helps students to develop their top-down processing skills by encouraging them to use their knowledge about the topic to support their understanding of the content. This is an essential process which uses real-life reading situations and helps learners to come across some unknown vocabulary by using their knowledge of context and co-text. Also, they should either be able to guess the meaning of the unknown word or understand the general idea without getting distracted (Lingzhu, 2003).

The transactional model which associates the bottom-up and top-down models, state that the text processing process does not only in a linear form like bottom-up or top-down; many other factors influence one another except for the first two models while the text is read (Grabe & Stoller, 2002). According to Rumelhart (2004) as part of this model, reading comprehension is a result of the meaning-formation process.

These findings, which were asserted by some researchers like Nunan (1999) O'Donnell and Wood (2004) reveal that the readers who do read in their mother language or in a foreign language undergo some similar processes. The skill of reading comprehension can vary from the amount of interest to the text, the suitability of the aim of reading, the background information about the subject and the awareness on the reading process, etc. to many other factors that are about the reader (Eskey, 2005).



## **2.5. The influence of bottom-up and top-down process in the reading skill**

According to Birch (2015) getting to the bottom, some teachers and teacher trainers discuss which one is the best, bottom-up or top-down processing, for developing the reading skill. The author mentions that in a successful reading both processing strategies work together. The reader needs to analyze the written form through letters and words in order to construct meaning. Therefore, word knowledge or background is needed to make the construction of meaning and understanding even easier. The researchers remark upon the importance of the combination of top-down and bottom-up strategies. These strategies will become more effective in the learning process because students will be in touch with real-life situations.

Bottom-up is viewed as a process of decoding messages proceeding from grammatical elements focusing on macro-features of discourse such as the speaker's or reader's purpose. Whereas, top-down is viewed as a process of activating students' background information for a global understanding of the message. Birch (2015) mentions that the skill of reading is dynamic. Readers can become better and better each time. It depends on how they are being trained in this skill. Chall (as cited in Birch's work, 2015) presented five stages in learning about how to read in a foreign language. Stage 0, Chall mentioned that it is a prereading stage. Pre-readers can name alphabet words and write just their own names. They have a meaningful reading through pictures and guesses according to their previous knowledge.

In this stage (Stage 1) readers are focused on the written part and sounds. This is the introductory part of reading in which readers practice how to read aloud. At stage number 2, successful readers have a strong connection with the two processing stages. They can combine bottom-up and top-down processing when reading a text. Also, they have the needed time for decoding letters, words, and meaning using their prior knowledge. However, the great development and success at this stage depend on the fact that the readers are still motivated for reading. Many causes such as teachers forcing readers to read long, difficult, and non-motivating texts, or readers dropping the practice of reading, not allowing the proper development of this skill.

Stage number 3 focuses more on top-down processing. The readers use acquired knowledge to decode the meaning of new reading texts and vocabulary. Also, they connect reading with other learning methods such as testing, listening, etc. Finally, stages numbers 4 and 5 are more focused on critical analysis. These stages become a very important part of learning at school.

Stage number 4 is developed in high school and number 5 in college. These readers “must be skillful at analysis, criticism, synthesis and detecting a second meaning” through previous experience applying both top-down and bottom-up processing (Birch, 2015: 9). To conclude this literature review, it is worth mentioning that both processes explained above are relevant for this study. These processes and all the aforementioned strategies must work together for a better development of reading skills.

## **2.6. Speed and Comprehension**

Reading is a skill that can be explained by many factors as a technique. Students' interest in improving their language skills can be explained by different approaches such as students' psycho-motor skills and ability to make sense from written text.

“Reading is the activity of meaningful expression of written symbols through the collaboration of cognitive behavior and psychomotor skills” (Demirel, 2004: 109). According to Grellet (2006) reading comprehension is the ability to deduce the meaning in a written text. In line with these definitions regarding reading and reading comprehension, Yu (2007: 1) states that the purpose of reading teaching is “to increase students' interest in reading and to help students to acquire linguistic information”.

Ay (2008) criticized that there is not enough study to improve reading skills in a foreign language and this criticism is expressed as follows. “Reading studies in foreign language teaching are usually limited to either specially prepared texts or to specific materials according to the level of the learners and the individual characteristics of the learners are not taken into account in these studies” (p. 9).

While manufacturer symptoms such as speech and writing have their equivalents as a product, receptive skills such as reading comprehension and listening appear to have no equivalent as a product because they are related to perception. Reading and listening are receptive skills, but this does not mean that the reader or the listener is passive in the communication process. All these skills require effective participation in the communication process.

For what purpose text is read and different text types change how the text is perceived. According to Hughes (2003) people who are successful in reading comprehension can adapt their reading strategies according to changing aims and texts. Harmer (2003) mentions that different procedures are made while reading a short story, listening to poetry or reading the instructions to understand how a device works. Likewise, Grellet (2006) mentions that we use different reading strategies when reading an ad text or reading a scientific article. Even if the meaning of all the words in the text is unknown, the meaning of the unknown words can be deduced through context. When reading the text, continuous inferences are made about the event, person or situations in the text.

A successful reader uses both deductive and inductive strategies in the text reading process. Again at this point, according to Ay (2008) the most valid way to determine the appropriate strategies is to examine the strategies implemented by successful learners (p. 8). While giving reading tasks, time limitation should be put in place, activities should be included to make sense of the meaning of words in context, it should be told what the purposes are before reading and individual differences of students should be taken into consideration (Hughes, 2003). The reading process is divided into two stages: decoding and interpretation. A useful and relevant course content should be established. Likewise, the length of the text should be appropriate to the level.

The methodological principles set out to improve reading skills are as follows (Sarosdy et al., 2006: 55):

- The teacher must first introduce the subject.
- Then, prepare the warm-up activity. For example, if students are going to read a text about England, some visuals can be showed or songs can be played about England. The purpose of this section is to prepare the student for the actual activity. It is aimed to develop students' ability to practice.
- Making pre-reading tasks: The teacher gives pre-reading tasks; in these tasks, he/she tries to attract the attention of the students to certain structures.
- Making while-reading tasks: During reading, the teacher may ask students to highlight certain words or to focus on specific words.
- Making post-reading tasks: After reading the text, students can define the postings, discourse determinants, type of text, and the reader's audience. It may not be written out what is meant to be expressed in complex sentences and phrases, and may prepare drafts for the preparation of the text and the creation of the basic argument in the text, and distinguish general expressions from the examples. He/she can determine the main idea given explicitly or implicitly, can deduce the communicative intention, emotions and attitudes of the author, distinguish the findings from the experiment and derive the meaning of an unknown word. Responding to questions starting with "who", "what" or "when" he/she can make inferences about propositional knowledge or make a statement with answering to questions starting with "why" and "how".

There is a positive relationship between extensive reading, reading speed and comprehension. If people like to do an activity, they tend to do it more. Researches showed that students like to read out-class materials more than in-class ones. Therefore, they urged to read more when they use extensive reading techniques. More reading helps to increase speed and comprehension. Shiki (2011) claims that reading rates of the students, who read more than 30,000 words regularly, has improved. According to that research, increasing reading speed leads to having chance sparing more time to understand the context.

According to the results of the correlational analysis (Baştuğ & Akyol, 2012: 395) moderate-level correlations were found among reading comprehension, reading accuracy while a high-level correlation was found between reading comprehension and reading rate.

The language phenomenon requires the learning of "speaking-listening" and "comprehension" skills for verbal communication, "reading-reading" and "comprehension" skills for written communication. While it is necessary to acquire these skills to learn our own mother tongue, it is necessary to learn any foreign language (Aktaş, 2005: 94) and, as it is seen, reading is one of the basic conditions for learning and understanding a language.

According to the definition of Demirel (2014) reading, cognitive behavior and psychomotor skills combined with the meaning of the meaning of the written symbols (p. 109) while reading Grellet (2006) has defined the ability to understand the meaning of a written text.

The "reading phase", which Darancık (2012) described as "the second basic stage" in foreign language teaching, was shaped to develop three different skills. In these stages, the text is read, then it is tried to understand and then the text is spoken (p. 257). These stages are detailed as follows:

#### *Stage 1: Individual Reading*

First of all, the reading texts should be based on facts, rich in form and content and of a measured length. It should also be of interest to students and teachers (Ortner, 1998: 109). At this stage, after the listening stages, the listeners are asked to read the text they listen to in a foreign language and to read it alone, quietly and carefully, and then to discuss what the text is about in small groups.

#### *Stage 2: Underlining Individual Reading and Interesting (Unknown) Words*

In the second careful reading, individuals are asked to underline the words they want to learn or find interesting during the reading. It is tried to find out what they mean by discussing the meanings of these words in binary groups.

### *Stage 3: Joint Dictionary, Individual Reading*

In the first two stages, after the discovery of unknown words and taking notes, a common dictionary is formed by bringing them together. The individuals then re-read the text, underline the words and exchange information between the groups. As a result of these repetitive stages, new unknown words are added to both the dictionary of the individuals and the common dictionary, thus increasing the word capacity (Darancık, 2012: 257-258).

With these stages, Harris and Sipay (1990) argue that the following sub-skills should be developed in order to be more successful in understanding what you read:

1. Selecting and producing the main idea in the text,
2. Taking notes, associating and remembering important details in the text,
3. Reading and scanning to find a special knowledge of the text; (scanning and skimming)
4. Understand cause-effect relationships
5. To follow the sequence of events,
6. Follow the instructions in the text,
7. Recall what was previously read. (pp. 586-593)

### **2.7. Ways of Reading**

Methods of reading can be listed in many ways, however, two of them take the lead. These are intensive reading and extensive reading. Both have the same goal which is, learning second language, but different way for learning. These two methods have both advantages and disadvantages. In this study, Intensive Reading and Extensive Reading are examined; however, focus of the study is extensive reading.

## 2.8. Extensive Reading

History of extensive reading dates to early 20th century. Harold Palmer is the first person who used extensive reading term in 1917 (cited in Bamford & Day, 1997). Harold Palmer (1921/1964: 111) pointed that “rapidly, book after book and with a focus on the meaning and not the language of the text”. He also thinks that people should be able to be delighted for reading long texts.

Extensive reading means basically reading large amounts of reading material whether in a foreign language or one's mother tongue. Another definition may be “reading in great amounts for the purpose of a general understanding of the text or the enjoyment of the reading experience” (Rodrigo et al. 2007). Carrell and Carson (1997) have an overview definition of extensive reading which claims that it includes the quick reading of large amounts of material such as whole books for general understanding. Renandya (2007: 134) states that extensive reading focuses "generally on the meaning of what is being read than on the language". "In extensive reading readers are more anxious about the meaning of the text rather than the meaning of individual words and sentences" (Bamford & Day, 1997).

As Nuttall (1982) claimed that “the best way to improve your knowledge of a foreign language is to go and live among its speakers and the next best way is to read extensively in it”. (as cited in Hafiz, Tudor, 1989: 5). Therefore this is a technique adapted widely among the second language teaching community.

While evaluating extensive reading, it should be noted that it differs from intensive reading. They are both approaches to language learning and teaching. However, contrary to extensive reading, intensive reading focuses mostly on shorter texts in a detailed way, doing exercises on it, identifying main ideas and analyzing connections normally with the direction of teachers (Carrell & Carson 1997; Nuttall 1982). This method uses a wide spectrum of exercises to complement reading itself.

Many of the globally known language educational institutions have conducted a variety of programs and methodological studies about the relationship between extensive reading and language performance. There are several projects carried out in order to analyze the effect of the extensive reading on people's language performance. For instance, the British Council has been regarding extensive reading as a new approach to language learning for many years. British Council English Language Centres employ extensive reading as a methodology in order to enhance language skills of their students. There are several types of research that the British Council English Language Centres made in order to test their extensive reading programs one of which is their Yemen project (Bell, 1998).

Extensive Reading is a resource heavy technique used in second language acquisition in which language learners read large amounts of texts for enjoyment, with the expectation that they will improve their vocabulary and fluency as a result of exposure to the written language (Sharon Bryan, 2011). “The benefits of extensive reading include fluency, vocabulary acquisition, awareness of grammar, models for writing, and an immersion in the culture of the second or foreign language” (Mikulecky, 1990).

Hafiz and Tudor's (1989) study indicated that extensive reading for pleasure over a 12-week period (1 hour every day for 5 days a week) among 16 ESL learners (aged 10-11) of Pakistani origin in the UK resulted in statistically significant levels of improvement on both tests of reading and writing. This study was inspired by Krashen's Input Hypothesis. The Input Hypothesis, also known as a monitor model for the second language acquisition, consists of five hypotheses created by Krashen in the 1970s and '80s. Krashen is an expert in the field of linguistics and known for his theories and studies about language acquisition and development. The aim of the program was to find whether extensive reading could improve language performance or not. According to the results, most participants showed significant development in their language skills.



Day and Bamford (1998) have documented the benefits of extensive reading, which include: Development of a positive attitude toward reading in a second language. Motivation to read more. Increased reading fluency. Gains in vocabulary and grammar knowledge. Improvement in writing in the second language. According to Krashen (1982) extensive reading enriches the vocabulary knowledge as well as speaking and listening abilities of people.

There were also studies conducted in Turkey on the mentioned topic. According to Aytaş (2005) reading is as important as listening and observation and that reading is a crucial fulfillment of these two methods in terms of language performance. Aytaş's (2005) study was made upon the inadequate reading activities in the education system and it approaches reading from different perspectives and evaluations. It considers the fact that reading is not only needed in education and teaching but also in every stage of our lives. Another study conducted by Savaş (2009: 18) ‘‘discusses the need for an extensive reading component in English for Academic Purposes programs at the tertiary level as a way of improving students’ academic literacy’’.

This study mainly focuses on determining the influence of extensive reading. Moreover, Savaş (2009: 19) states that within the study: ‘‘Efficiency of extensive reading was evaluated by comparison of academic literacy development of the experimental group who learned academic English through extensive reading with tasks...’’.

Moreover, there are various data about extensive reading comprehension which will help this study to scrutinize the pros and cons of extensive reading in the language learning process. Combining all the facts on the topic of the thesis, this paper focuses on the relationship between extensive reading and language performance which will be analyzed by researches and studies in detail and with a specified methodology and is applied gradually to a group of student in order to form argumentation of the thesis. Palmer contested for the need for language learners to be able to enjoy reading large volumes of text for the real–world purposes of gaining information and pleasure from reading.

In contrast, intensive reading (IR) concerns itself with language learning and is deemed to be using reading in order to study vocabulary and grammatical structures. Undoubtedly, the predominant approach taken to language learning in Japan is the use of IR strategies. With regards to teaching approaches, IR in its most extreme form manifests itself in the translation method. Most educators agree that both, ER and IR strategies can be beneficial to learners, and as such, learners should have the opportunity to acquire and learn English according to the respective approaches. Day and Bamford (1998: 5) attest that two important characteristics of an effective ER program are self-selection of readers and no follow-up activities. This, they claim, maintains an emphasis on student autonomy, developing good reading habits and enhancing intrinsic motivation towards reading.

One study conducted by Mason (2004) substantiates this pedagogical procedure whereby it was deemed that no significantly greater language gains were attained by groups who were asked to write book summaries, with or without teacher feedback. Mason (2005) even contests that “an excessive amount of speaking and writing actually detracts from students’ ability to speak and write.”

### **2.9. What Might Be The Link between Language Performance and Extensive Reading?**

Motivation is the key of successful language learning. Students need to be positively motivated about their process. Dörnyei, (1990) showed that instrumental motives, which are practical or pragmatic reasons, have significant contribution effect on FFL. Therefore, teachers should keep the harmony while teaching. Extensive reading practices help teachers for both high performance and high motivation.

Extensive reading techniques help students read longer and understand better. Students can have control over their learning process. Their main focus is only on reading. Vocabulary and grammar are also in the context; however, they are not in like studying text or tests. These techniques increase the interests of students on L2. Therefore, language performances of students tend to go up.

There is a link between language performances and extensive reading. In this study, a detailed examination of this connection is made. There are many kinds of research and studies on extensive reading. They indicate that it has crucial benefits for L2 learning. I examine cases of the extensive reading separately to understand how it works and its positive effects. Cumulative knowledge about extensive reading is used for supporting my research and test.

### **2.10. Readings from Graded to Authentic Text**

There are two significant materials in L2 learning. Both should be used for effective language practices. Graded materials focused on levels. They are produced differently for teaching each level of language. On the other hand, authentic texts are more than a classroom language. They also have levels; however, the context of authentic texts has a more charming effect than graded texts. For example, if the context is about the future, whole sentences in graded texts are in the future tense. On the contrary, in authentic texts context tells us about the future. Extensive reading with authentic texts helps students understand that there are many ways to talk about a subject.

## CHAPTER III

### METHODOLOGY

#### 3.1. Research Design

In this study, one group pre and post test design (Nunan, 1992; Nunan & Bailey, 2009) was applied and it was supported with qualitative data.

In this study conducted among Halıcı Ahmet Urkay High School students; the students were given a 40 questions pre-test. This test was the August 2015-2016 ELS Placement test. Via the test the students' reading, reading comprehension, grammar and vocabulary abilities were evaluated. Following the test; students whose correct answers were below the arithmetic mean experimental group of this study.

Students, whose correct answers were higher than the arithmetic mean were excluded from this study. The 10 students who were taken as the experimental group continued a ten-week program as a part of the experimental study.

#### 3.2. Sampling and Data Collection Tools

In order to be consistent with the findings of the research design, the most important consideration when creating the sample group is that the students who were included in the sample group are at the same level of education. On the other hand, applications with students of different educational levels eliminate the causal relationship that forms the basis of the research.

In this application, a 40-question pre-test was applied to whole class which consisted of 19 students. As a result of this pre-test, 10 students who were below the arithmetic mean were identified as a design of one group pre-post test and included in the study.

In this direction, 10 students (who below the average of pre-test) from 11 th grade students studying at Halıcı Ahmet Urkay High School in Marmaris were determined as the sample of this study. However, the students included in the sample group are students of science and maths classes. A pre-test was applied to the students in order to compare the development levels before measuring how well they would improve their language performance with the extensive reading technique to be applied to the determined student group. ELS Level Determination 2015-2016 test was applied to 10 students who were below arithmetic mean. In addition, expert opinions were taken from the field the suggestions of Mugla Sıtkı Koçman University, Department of English Language members were taken and the ELS Level Determination 2015-2016 test was approved by the members. Considering the question quality and measurement adequacy, the ELS Level Determination Exam, which was applied in 2015- 2016 education period and in August, was determined as the test to be applied to the sample group. The test consists of 40 questions with a multiple-choice format. Table 2 below shows, the contents of the test questions which was applied.

*Table 2**Contents of Test Questions*

<b>Types of Questions</b>	<b>Question Range</b>	<b>Number of Questions</b>
Vocabulary	1-4	4
Grammar	5-16	12
Sentence Completion	17-18	2
Translation (English-Turkish)	19-21	3
Translation (Turkish-English)	22-24	3
Reading Comprehension	25-30	6
Finding the Closest Meaning of the Sentence	31-34	4
Finding the Appropriate Situation Sentence for the Situation	35-36	2
Finding the Irrelevant Sentence	37-38	2
Dialogue Completion	39-40	2

As a result of this preliminary test, the arithmetic mean of the points obtained by the students was taken and the sample group was divided into two groups as the ones below mean and the ones above it. The students who were below the arithmetic mean were the experimental group.

Students, whose correct answers were higher than the arithmetic mean were excluded from this study. The 10 students who were taken as the experimental group continued a ten-week program as a part of the experimental study.

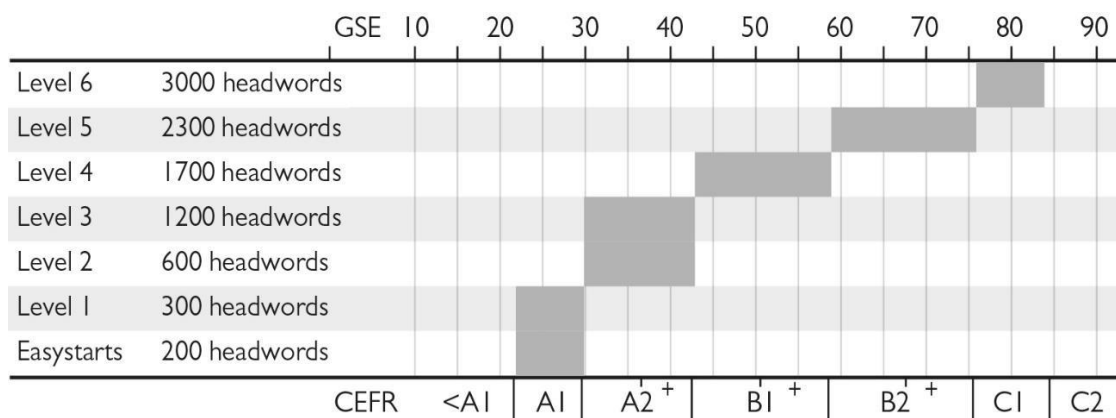
### 3.3. Procedure

At this stage, it would be useful to address the advantages of the selected sample group. Although the sample group of 19 students seems quantitatively less, it is meaningful for the number of samples in this context, in order to reveal the causality link within a single group instead of comparing the different groups. In addition, the fact that the students in the sample group were educated in the same class was of great importance both for their accessibility and for the effective application of the extensive reading technique. As a matter of fact, an application to be made for students studying at different levels of education and at different levels may not yield sufficient results on how positive the reading technique will be. Therefore, it was thought that it would be more beneficial to measure the effects of a program to be applied to students at the same educational level.

After the determination of the sample group, the duration and calendar of the study were designed. As mentioned above, it is very important that a program such as an extensive reading technique is implemented in a sustainable manner both in terms of its implementation and the expected result. Therefore, the study was applied in the 14-week education period in the fall semester of the 2017-2018 academic year in order to avoid any disruption. Following the application and evaluation of the pre-test exam in the first week of the period, extensive reading technique was started.

The research, which is planned to be implemented in a total of 10 weeks between the 3rd and 12th weeks of the period, has been carried out without interruption.

Within the scope of the extensive reading method applied to expand the vocabulary a total of 10 reading books have been determined, one book per week. Two factors were considered when determining these books listed below. The first is the level of the students, and the second is that the books are of interest.



Source: <https://readers.english.com/levels>

*Figure 1. English Regular and Active Readers*

Figure 1 illustrates the link between vocabulary and level, showing the quality of books to be read for each level. The scoring evaluated over 100 points in the horizontal axis indicates the students' level of language and vocabulary at this level, while the 7 reading levels on the vertical axis indicate the level at which level books should be read. Therefore, considering the average of the pre-test (44,21) applied to the students who are the subject of this research, it is considered appropriate to have the books to be in Level 2. Following the determination of the level, the books that were thought to be interested in science fiction, crime, utopia and love subjects were chosen in order to keep the students' enthusiasm for reading. The pre-test results were analyzed and the arithmetic mean was calculated. After the pre- test, the 10 students who were placed below the arithmetic mean were given a stage 2 level book. All the participants were 11th grade science and math students.

All the students were selected on a voluntary basis. Prior to the start of the study, a single-group of 19 students was informed about the research design and their approval was taken. All of the students volunteered to participate in this study. Their English classes are 4 hours for a week. The books were given on Monday and the students had a week to read and write an assessment on the book.



This period lasted for ten weeks and the students took turns reading 10 different stages 2 reader books. Prior to this period, the students had taken their first written English exam. According to the results, the students below a certain mean in the exam were the same student who was below the arithmetic mean in the pre-test. In other words; students whose English levels were lacking, intermediate. The students who got lower scores in the pre-test took turns reading the following books;

1. The Canterville Ghost
2. Treasure Island
3. The Piano
4. The Love of a King
5. The Birds
6. Sky Jack
7. Robinson Crusoe
8. The Children of The New Forest
9. Alice's Adventures in Wonderland
10. Three Short Stories of Sherlock Holmes

Each student took turns reading these stage 2 books. Every Monday, after school they wrote a summary of the books they read. They answered the overall comprehension questions at the end of each book. And they had to look up the English and Turkish meanings of unknown words. Students mostly enjoyed reading stage 2 books in their field of interest. It was observed that they were eager to read the books and enjoyed doing so. Although at first some of the students had trouble meeting the deadline, by the fourth week they succeeded in reading the book, writing a summary, finding unknown words, answering questions and filling in the blanks on time.

### **3.4. Data Analysis**

Both L2 learning and teaching process are complicated issues. There are many variables and factors. Each human being has different characteristics. In this study, a 40 item multiple choice test was used. With this multiple choice test, students reading comprehension, grammar and vocabulary skills were evaluated to minimize conflicts.

Progress measured by administering a pre-test before the intervention and a post-test after the stories have been finished. This was implemented by using statistical procedures, which is SPSS 20.

Furthermore, the teacher log helped us to understand which books can be given to the students, which approaches are used by the students, what kinds of problems do the students face, do they have problems in understanding the words of the books or in writing the summary.

## CHAPTER IV

### RESULTS

Is there any relationship between student L2 performance and extensive reading practice?

After determining the methodical model of the study and explaining how it was constructed, this section presents the findings of the first and last tests applied to the 11th grade science students of Halıcı Ahmet Urkay High School. Findings; The results of the comparison of the general evaluations of the two tests as well as the comparison of the ones obtained above and the above with the arithmetic mean of the points obtained from the students who participated in both the first and last exams.

In this context, first test results of 19 students included in the sample group will be evaluated. After these results in Table 3, the findings of the students who are below the average in the first test are given in Table 4 and 5, respectively. In the same way, Table 6, 7 and 8 have the results of the final test, the students who are below the average in the final test and the findings of the students who stay on.

In the first test, Table 6, which includes the first final test results of the students who constitute the experimental group of the study, is important for showing the effect of the 10-week education process on the students. Likewise, Table 8 contains the results of the exam applied to the same group of students in the school they study and is also valuable for measuring the performance of this group of students.

Table 3

## Pre – Test Results

Student No	Correct	False	Null	Score	Average
1	16	24	0	40	Below
2	24	16	0	60	Above
3	22	18	0	55	Above
4	24	13	3	60	Above
5	13	27	0	32,5	Below
6	15	25	0	37,5	Below
7	18	21	1	45	Above
8	18	22	0	45	Above
9	17	23	0	42,5	Below
10	19	21	0	47,5	Above
11	28	12	0	70	Above
12	14	26	0	35	Below
13	27	13	0	67,5	Above
14	6	32	2	15	Below
15	9	31	0	22,5	Below
16	15	19	6	37,5	Below
17	33	7	0	82,5	Above
18	5	13	22	12,5	Below
19	13	18	9	32,5	Below
<b>Average</b>	<b>17,6</b>	<b>20,05</b>	<b>2,26</b>	<b>44,21</b>	

A multiple-choice exam consisting of 40 questions and a total of 100 points, with a score of 2.5 points, is evaluated in Table 3. According to this; while the highest score was 82.5 with the 17th student, the lowest score was 12.5 points with the 18th student, while the average score of all the students was 44.21. The number of students who are above this general average is 9 (47%) and the number of students is below 10 (53%).

However, the number of correct, false and blank answers of 19 students and their averages were also evaluated. The 17th student gave 33 correct answer whereas the 18th student gave 5 correct answers and the average number of correct answers of the 19 students was calculated as 17.6. While the 14th student with the wrong number of answers is the one who gives the wrongest answers, the 17th student with the most correct answers is also the student with the least wrong with 7 wrong answers. The average of the wrong answers of all students was 20.05 and the correct answer was in front of the average. While 13 students answered 40 questions, about 32% of all students (6, 4, 7, 14, 16, 18, 19) left some questions blank. Based on all students, the average of the questions left blank was found to be 2.26.

*Table 4*

*Students Below Average in the Pre-Test*

<b>Student No</b>	<b>Score</b>
1	40
5	32,5
6	37,5
9	42,5
12	35
14	15
15	22,5
16	37,5
18	12,5
19	32,5
<b>Average</b>	<b>30,75</b>

In the Pre-Test application, which has an overall average of 44.21, the students who are below this average and the students who are at the top are listed in Table 3 and Table 4, respectively.

As seen in Table 4, 10 students (students 1, 5, 6, 9, 12, 14, 15, 16, 18 and 19) received below average results after the 40-item Pre-Test application. When this group was evaluated within itself, the highest score was taken as student number (42.5) and the lowest score was 18 (12.5) and the average of these 10 students was 30.75. When the number of correct and incorrect answers of these students is taken into consideration, it is calculated that the average number of correct answers is 12.3 and the mean of wrong answers is 23.8. As a matter of fact, the number of false answers (13) of the student with the lowest score may be below the average, the fact that there are 22 blank answers is noteworthy in the context of the fact that they may affect the average.

After the pre-test application, a 10-week training program was applied to 10 students who were below the average. On the first day of each week (Monday) selected books at stage 2 were given to the participants. They were expected to read and write reviews about the books in one week. At the end of the 10-week period, 10 students were re-subjected to the multiple-choice test with the same questions as the Pre-Test and the data obtained from this second exam, called the Post-Test, was evaluated below.

*Table 5*

*Post-Test Results*

<b>Student No</b>	<b>Correct</b>	<b>False</b>	<b>Null</b>	<b>Score</b>
1	19	19	2	47,5
5	14	24	2	35
6	17	23	0	42,5
9	19	17	4	47,5
12	14	24	2	35
14	8	28	4	20
15	10	27	3	25
16	15	22	3	37,5
18	6	19	15	15
19	14	15	11	35
Average	13,6	21,8	4,6	34

The general results of the Post-Test application which is one-to-one with the pre-test application are given in Table 5.

While the number of students who were below the average after the pre-test application was 10, this number decreased by 20% and decreased to 8. The number of students above the average increased by 22.22%. In the pre-test application, students 1 and 9 below the average were included in the student group above the average in the Post- Test application. Overall success from 44.21 in pre-test to 46.57 in post-test. And it showed a 5.33% increase. Despite the average increase, there is a decrease in the number of students staying below the average, and the increase in the number of students above the average is a very important data.

Is there a difference in the development of L2 learning performance of 11<sup>th</sup> grades in Halıcı Ahmet Urkay Anatolian High School before and after implementation of the extensive reading practice?

Given the correct and incorrect answers and the number of questions left blank, there is data that can be compared between the Pre-Test and the Post-Test. While the average of the correct answer given by the students in the Pre-Test application was 17,6, this average increased by 5,85% in Post-Test and increased to 18,63. The number of incorrect answers decreased by 8.12% from 20.05 to 18.42. While the ratio of the number of correctly answered questions is increasing, the rate of the number of incorrectly answered questions is one of the important findings.

Another consideration that should be considered when comparing Pre-Test and Post-Test is related to blank answers. The average of blank answers, which was 2.26 in the Pre- Test, increased by 30.08% and reached 2.94. Together with this important data, the increase in the number of vacant responders is also interesting. In the Pre-Test, the number of students with vacancies was 6, while this number increased by 116.6% to 13, in other words, more than doubled. Therefore, the increase in the rate of vacant response and the proportion of students who respond more blankly than this rate may be considered as an indication that the students tend to give blank answers instead of doing wrong.

As seen in the pre and post test comparisons of the 10 students who applied extensive reading, it was observed that there was a decrease in the number of students' wrong answers. Accordingly, it has been observed that students' success in school exams during the semester increased. As it is seen in the feedback requested from the students, extensive reading practices have a positive effect on the school success of the students.

As some of the students who applied extensive reading practices said;

“While I was reading these books, I generally faced with vocabulary problems. While I was searching for other words, I learned the synonyms which have the same meanings. At first, I struggled with pronunciation but with the help of audio my reading got more fluent. I had the chance to use different tenses. Generally, I was able to fix my reading and transfer them on to paper in a simple way.”

“These books enabled me to learn new words and helped me to remember some grammatical patterns. While I was reading the books, I guessed the meanings of the worlds logically. This helped me to keep them in my mind easily.”

“Before starting this assignment, I didn't have enough vocabulary. To be honest this was the reason I started this assignment. My ability to make sentences and understand what I read improved. I'm very grateful I chose this assignment.” The Birds” was the book I enjoyed most because I understood it easily after reading it once.”

“In my opinion, reading and writing summaries improved my English because I read the books out loud when I was alone at home it helped me improve my pronunciation.”

These findings above shows that students' participation in extensive reading practices improves their development of language skills and language performance. From the narratives of the students, it was observed that students developed their reading comprehension skills, grammar skills, vocabulary and writing skills. As a result of this study, it was seen that students improved positively from extensive reading practices.

Every study has limitations that improve the quality of the findings. Therefore, in order to obtain better results, the findings of each study and the limitations they have, are guided by subsequent studies. Therefore, with the findings of each study, indicating which limitations it has will also guide the subsequent studies to achieve better results.



In this context, as stated in the section on the methodological model of the study; the size of the sample group to which the study is conducted, the number of the group in which they are enrolled, the school they are studying, the number of questions of the test applied together with the year and the time interval of the study constitute the limitations of this study and it is foreseen that more qualitative results will be achieved if these limitations are eliminated.

This study was applied to Turkish students in Turkey. On the other hand, studies on a group of students at different school with a different level of english or different level of education may reveal a different dimension of development between extensive reading method and language performance..

*Table 6*

*Post-Test Resluts of the Students Below Average in the Pre-Test*

<b>Student No</b>	<b>Score</b>
1	47,5
5	35
6	42,5
9	47,5
12	35
14	20
15	25
16	37,5
18	15
19	35
<b>Average</b>	<b>34</b>

Table 6 is of importance in terms of revealing one of the most critical indicators of the study. As stated before, 10 students under the general average of 44,21 in the Pre-Test exam applied to 19 students were the experimental group of this study.

Therefore, it should also be shown how these 10 students have captured a graph in the Final Test after 10 weeks of training. Table 6 shows that these 10 students have an average of 34 points after the Post-Test application. This clearly indicates that this group, which had a Pre-Test average of 30.75, had a 10.56% improvement after a 10-week training program. Again, if we compare the averages of the correct and incorrect numbers of this experimental group before and after the training; the number of correct numbers increased by the same ratio (10.56%) and the average number of false numbers decreased by 8.40%.

*Table 7*

*Comparison of Pre and Post Test Results*

<b>Student No</b>	<b>Pre-Test Score</b>	<b>Post-Test Score</b>
1	40	47.5
5	32.5	35
6	37.5	42.5
9	42.5	47.5
12	35	35
14	15	20
15	22.5	25
16	37.5	37.5
18	12.5	15
19	32.5	35
<b>Avarage</b>	<b>30.75</b>	<b>34</b>

After the pre-test application, a 10-week training program was applied to 10 students who were below the average. Selected books at the Stage 2 were given to the participants. They were expected to read and write reviews about the books in one week. At the end of the 10-week period, 10 students were re-subjected to the multiple-choice test with the same questions as the Pre-Test and the data obtained from this second exam, called the Post-Test, was evaluated below.

As seen in the pre and post test comparisons of the 10 students who applied extensive reading, it was observed that there was a decrease in the number of students' wrong answers. Accordingly, it has been observed that students' success in school exams during the semester increased. As it is seen in the feedback requested from the students, extensive reading practices have a positive effect on the school success of the students. As seen in the table 7, the pre-test score increased from 30.75 to 34 after the post-test. This led to a positive increase in students' success after extensive reading practices.

*Table 8*

*School Exam Results of the Students Below Average for the Pre-Test*

Student No	Score	
	1. Exam	2. Exam
1	64	70
5	33	45
6	79	55
9	65	65
12	63	77
14	70	70
15	71	83
16	84	76
18	33	75
19	22	46
<b>Average</b>	<b>58,4</b>	<b>65,8</b>

Students who attended a special education program for 10 weeks after being included in the Pre-Test application, continued their education in their own schools. Table 8 shows the scores obtained by the experimental group of 10 students who were below arithmetic mean, after the Pre-Test in their school exams during the same period with the 10- week training program.

Accordingly, the first thing that stands out in the data in the table is that the average score of these students in their first exams increased in the second exam. With an average of 58.4, the average increased by 12.67% to 65.8. On the other hand, students with numbers 6 and 18 stand out. The student number 6 who was below the average in both the Pre-Test and the Post-Test applications is noteworthy in the two school examinations. This student who got 79 points in his first exam dropped 55.3% to 55 points in his second exam. However, student number 18 who achieved the most interesting results in school exams. The increase in school exams is very important. As a result, the student who got 33 points in her first exam succeeded to get 71 points with a big increase of 115.15% in the second examination. It is noteworthy that this person, who is the most unsuccessful student of the test, is the most progressive member of the experimental group on the basis of school exams.

There is a remarkable difference in the development of L2 learning performance of 11<sup>th</sup> grades in Halıcı Ahmet Urkay Anatolian High School before and after implementation of the extensive reading practice. The scores in Table 8 show the increase in the school exams of 10 students who were below arithmetic mean. The average of 58.4 increased by 12.67% to 65.8.

## CHAPTER V

### CONCLUSION AND IMPLICATIONS

In the last part of the study which is applied on 11th grade maths-science students of Marmaris Halıcı Ahmet Urkay High School, the findings obtained in accordance with the quantitative data obtained will be evaluated. For this purpose, in addition to the detailed analysis and comparison of the pre-test and post-test results applied to the students, the effects of the ten-week program applied after the pre-test exam on the students' language performance will be discussed.

While the findings obtained from the field research section of the study are very important for revealing the relationship between the extensive reading method and the language performance development, it is also important to underline the conditions under which the current limitations of this study can give better results and to guide the future studies in this context.

#### **5.1. Limitations of the Study**

Although it is important to observe the contribution of an extensive reading technique to a second language learning process, the nature of this process itself and thus the nature of the findings is very important. Therefore, some limitations related to the process and findings have come to the fore in the realization of this study. The size of the sample group to which the study was conducted, the number of the question of which nation they were enrolled, the school they were studying, the grade level and the number of questions that were applied together with the year and the time interval of the study were the limitations of this study.

This study was not free from some limitations;

- It was conducted in Turkey with Turkish students. Results may vary by country and nationality.
- All the participants are 11<sup>th</sup>-grade Halıcı Ahmet Urkay High School students in the term of 2015-2016. Results may vary by schools, age and year.
- There are 10 participants in this study. Results may vary by larger number of participants.
- The test was the August 2015-2016 ELS Placement test. It has 40 questions. Results may vary by other tests and more questions.
- This study was conducted within a limited time. Results may vary by long duration research.

## **5.2. Discussions and Conclusion**

A second language learning process is a multi-layered process where each layer affects each other. The combination of these two elements is of paramount importance in the learning of and learning of the language, rather than the formal structure and vocabulary of a language. As a matter of fact, the size of this learning is reflected in the reading, speaking and writing stages of the learned foreign language, and the continuity of these stages and the practices to be done in each of them contribute to the elimination of the learned language and the improvement of the language performance.

This study focuses how extensive reading enhances these stages, which precisely determines and improves language performance. Rather than grammar rules and patterns of the learned foreign language, it is the main purpose of the study to establish a causal relationship between an extensive reading method and the language performance development of individuals depending on the development of their vocabulary. Marmaris Halıcı Ahmet Urkay High School the 11th grade students of the 11th grade maths-science study shows that there is a positive causal relationship between the extensive reading method and language performance. More precisely, as the extensive reading method increases, word development increases and this leads to an increase in language performance.

It is important and necessary at this point to make an overall assessment of the findings of the field work that led to this conclusion. As mentioned in the method part of the study, first of all, the application of the selected group of students to students studying in the field of maths-science instead of social sciences reinforces the importance of the findings of the study.

The first finding that demonstrates the positive causality relationship between extensive reading method and language performance is obtained from the pre-test and post-test results applied to all 19 students. After the 40-item test that was applied at the beginning of the study, the average of the 19 students tested was 44,21; after the 10-week training program, the average of the final test has increased to 46,57 with an increase of 5,33%.

A comparison between the pre-test and post-test is the findings of the students who are below the average in the first test and the final test. While the number of students who were below the average after the pre-test application was 10, this number decreased by 20% and decreased to 8. The number of students above the average rose from 22 to 22 with an increase of 22.22%. In the pre-test application, students 1 and 9 below the average were included in the student group above the average in the post-test application. While an average increase of 5.33% in the general average increased from 44.21 to 46.57, the number of students above the average is quite important, although the average number of students is below the average.

Again, between the two tests, the findings obtained as a result of the comparison made with the correct and incorrect answers and the questions left blank are also very important. As a result, the average of the correct answer given by the students in the pre-test was 17.6, and this average increased by 5.85% to 18.63 in the final test. The number of incorrect answers decreased by 8.12% from 20.05 to 18.42. While the number of correctly answered questions increases, it is noteworthy that the number of incorrectly answered questions declines.

Looking at the questions left blank; The average of 2.26 pre-tests increased by 30.08% and reached 2.94. Together with this important data, the increase in the number of blank respondents is also interesting. In the pre-test, the number of students with vacancies was 6, whereas this number increased by 116.6% to 13, in other words, more than doubled. Hence, the increase in the rate of vacant response and the proportion of students who responded more blankly and more significantly than this rate is considered as an indication that the students tend to give blank answers to the questions instead of doing wrong.

Another comparison with the findings of the effects of the application is the group of students who are below the average of the pre-test and post-test, and the groups of students above. First of all, it is necessary to examine the student groups that are below the average; When the first test was lower than the average in the pre-test, the number of correct numbers of the group below the general average decreased by 0.40%, whereas the average of the wrong numbers decreased by 4.41%. In the final test, the average of the group below the average was reduced to 0.46% with a decrease of 0.42% compared to the pre- test results.

Even though it is observed that the data is negative compared to the first group, it should not be overlooked that the number of the students who fall below the average in the pre- test is lower than the average of the correct number of the wrong number and that the group passes the above-average group. When the two groups were higher than the average in both tests; in the last test, the average number of the correct number of the group dropped by 1.64% and fell from 23.66 to 23.27.

On the average of the wrong number, this average, which was 15.88 in the pre-test, decreased by 3.84% and was determined as 15.27. The general average of the group decreased according to the pre-test application and the ratio of this decrease which decreased from 59.16 to 58.18 was calculated as 1.65%. Therefore, since the mean number of points in the group decreases with respect to the pre-test, it is seen that the mean number of false numbers decreases with a higher rate, so the positive causality relationship is based on the decrease in the wrong number instead of the increase on the correct number.



One of the most important findings is the results obtained in the final test of 10 students who are below the average in the pretest and who constitute the experimental group of the study. The final test of these 10 students after the 10-week training program with extensive reading technique includes the most critical findings of the study. According to this; It is clear that these 10 students with an average score of 34 after the final test have developed a 10.56% of the pre-test average of 30.75 after a 10-week training program.

Again, if we compare the number of correct and incorrect question numbers of this experimental group before and after the 10-week training program; while the number of correct numbers increases with the same ratio (10.56%) the mean number of false numbers decreased by 8.40%. Therefore, as the experimental group of the study clearly demonstrates the positive causality relation between extensive reading technique and language performance, pre-test and post-test results of this group of students prove the success of this study.

It was clearly seen that the students had no trouble looking up and learning new vocabulary and using their phones and digital dictionaries when doing so. They learned the words by heart and wrote them down, in English and Turkish, alongside the weekly summaries, the questions and their answers they were to turn in.

They were tasked to form sentences with every new word they learned. They successfully carried out this task and expanded their vocabulary. Before the study was carried out structural mistakes were observed. The students also had difficulty expressing themselves and failed to choose correct vocabulary and tenses. They also formed sentences that were too short, lacking and meaningless and in many cases formed with the Turkish sentence structure in mind.

After the study began, in the later stages of the study, a significant increase and progress were observed in their writing skills. For example; students formed better sentences, chose correct sentence and grammar structures and chose the correct words when writing their summaries.

These 10 students showed that extensive reading practices helped to improve their reading, writing and vocabulary skills. They can think better and express their thoughts better after the practices. Their own reviews also support this argument. We can clearly see that their literacy in L2 significantly improved.

In addition to all these findings, it is important to examine similar studies in the literature. For example, the study of Asraf and Ahmad (2003: 98) which is similar to the ten-week extensive reading method applied in this study, is important in this context. The research they conducted in four classes, weekly visits and practices gives us an idea of the problems students face while learning English and illustrates the aspects that are similar to this research.

For example, the main problem faced by Asraf and Ahmad (2003) in their research is that the group of students they are researching lack of some basic language skills. When the first test results are taken into consideration, it can be observed that this is the main problem in the students who are the subject of this research. In addition, Asraf and Ahmad (2003) observed that while students have the motivation to learn English, the basic skills that they are inadequate create a sense of concern and self-confidence, and at times this is an obstacle for students to participate. Therefore, the finding that the participation of the students in the classes will increase if they do not perceive them as a threat and provide a supportive and encouraging environment is one of the most important elements of Asraf and Ahmad. For this reason, it is important for teachers to be sensitive to students' emotional states and attitudes, to carry out their lessons in a comfortable and supportive environment, especially for students when it comes to extensive reading. As a matter of fact, in this research, every method applied during the research is designed and applied in order to maintain the students' learning process in a pleasant environment, especially the books selected for the purpose of maintaining the extensive reading method.

If we consider that the main element of this research is the extensive reading method and thus the progress of the students' word capacity along with this method, it will be useful to mention Guo's (2012) work with Taiwanese university students.

Although two factors similar to the causal relationship between the extensive reading method and the word capacity increase, there were some differences between the student group in this study and the group of students who were the subject of Guo's research. Guo (2012: 203) examined the effects of extended and active reading on the language proficiency of Taiwanese university students and examined the attitudes of students towards the authentic texts he preferred for these readings. As mentioned above, the results of this study are very similar to Guo's conclusion that extensive reading has a measurable positive effect on students' language skills, regardless of the difference between the texts and other factors. In his research, Guo also supports the findings of this research, demonstrating that intensive readings improve the vocabulary capacity as well as the fact that the students gain different language skills and participate more in class discussions.

Lastly, Robb and Susser's study (1989: 248) should be mentioned in order to emphasize the importance of the materials to be read / read in order to enable the extensive reading method to function. In his research, Robb and Susser stated that reading English in Japan is an effective method as an alternative to improving translation and language skills. In this process, it was found out that students' not being free in the choice of reading materials is the most challenging situation. Robb and Ross stated that reading the materials of their choice would help them to improve their learning motivation and that this would further facilitate the learning process of the target language. Therefore, even though the reading materials subject to this study are not determined by the students, it is presented to the students in a compilation of the types that they can read with pleasure, and it is seen that the right choices have been made considering the improved language performance of the students.

To sum up, teachers should take extensive reading into consideration for their teaching styles. It has flexible but clear positive effects on learning process. It is suggested to be patient for the teachers who wants to practice. Time is the key for the success. Motivating students to read more, helps to understanding to language itself then the world.

As shown in Appendix 2, the students were asked to draw out abstracts of the books they read and search the unknown words they did not know in English. Students summarized each book after they completed reading tasks. Compared to the first summaries, the students' writing and reading comprehension skills improved. In addition, it was observed that the students' longer writing ability developed. Although the language skills improved, the minor grammar errors still continued. Their reading comprehension skills also enhanced, and they expressed their ideas more clearly.

### **5.3. Recommendations for Further Research**

This study, which was conducted on a sample of 19 students consisting of 11th grade maths-science students in Marmaris Halıcı Ahmet Urkay High School, demonstrates the positive effect of extensive reading technique on language performance development. Therefore, this study is an example of similar studies to be carried out after its findings.

The books which were given to the students were selected randomly. If students had chosen their own reading lists according to their wishes, they could have increased their enthusiasm to participate in the research. Therefore, such a study, which will be realized by reading the books of their choice, will provide a source for further researches.

According to the data obtained from the field notes and the narratives of the students, the students expressed that they read some of the books at stage 2 level more enthusiastically. The most prominent of these are Skyjack (by Geoffrey Gray) and The Birds (by Daphne Du Maurier). If we think that these books are of adventure and thriller type, it is determined that students like books that are in their field of interest. This directly affects students' achievement levels.

Finally, the change in the question structure, number and level of the applied test may reinforce the causal relationship that this study aims to reveal or may consider different impacts. Most importantly, this causal relationship can be tested in various respects by narrowing and extending the scope of the curriculum for the extensive reading technique applied within the scope of this study, both in terms of its duration and the material covered. Although this study has results of positive correlation between extensive reading practice and L2 learning performance, it also has limitations as mentioned before. It is recommended that researchers should take these limitations into consideration for their research.



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## APPENDIXES

### Appendix 1: Example of Writings of Participants

# The Love of a King

**Author:** Peter Dainty

**Characters:** Prince Edward  
Mrs. Wallis Simpson  
Queen Mary  
King George V

**Summary:** The story talked about Edward and women called Wallis. They are the main characters.

One day Edward and Mrs. Wallis met when he was staying with his friend in a house. Edward met a pretty woman called Wallis he fell in love with her but she was married with her but she was married with a man called

Winfield but she divorced him because he was an aggressive man. Wallis got married with Ernest a very interesting man.

After his father died Wallis went with him to the cemetery. Wallis wrote Ernest that she wanted a divorce.

Edward was happy because he wanted to marry with her. People thought that falling in love with her was a crime because she wasn't Queen or a Princess. The story impacted all people of the world. Edward and Wallis got married but his mother didn't want that Edward and Wallis lived in Paris. They were together for a time.

Needless to say this is story about love. I think wonderful story.

### Glossary:

**Divorce:** to finish a marriage by law (boşanmak)

**Fall in love:** to begin to love somebody very much (aşık olmak)

**Allow:** give permission to (izin vermek)

**Get in:** entered (girmek)

# Skyjack

**Author:** Jim Vicary

## Characters:

**Carl Sandberg:** A businessman and the husband of Helen, a prime minister

**Harold:** A police officer and the bodyguard of Carl

**Helen Sandberg:** Prime minister and wife of Carl Sandberg.

**Miss Conner:** A colonel of the Special commands Section, who helps the prime minister with the hijacked plane

**Miss Holm:** An inspector

**The hijackers:** A woman and two men. They are of the People's Liberation Army

## Summary

The story begins when Carl and Harold steps on the plane after their business trip. The two men decide to get some sleep. When Carl woke up, half an hour before they land, he sees a stewardess talking with two suspicious men. The two men walk into the cab where the pilot sit. A few minutes later, the pilot announced through the speaker that the plane must land at another airport. Carl and Harold find this very strange.

At the same time, the wife of Carl, Helen comes home. She drinks some coffee, talks with her daughter and goes to bed. When she is just sleeping, the phone ring. She must as quickly as possible go to the airport. The plane where Carl and Harold participates in is hijacked. The plane had landed in another airport.

The airplane is hijacked by a stewardess of twenty years old and two young men. These are of the People's Liberation Army and they want in exchange for the passengers, their 2 brothers, who are trapped in a prison for thirty years because they have a bomb in a plane.

When the hijackers wanted all the passenger's passports Harold eats the passport of Carl and when the hijackers come by he said that Carl was his prisoner and that he had to bring him away that's was Ok. When one of the hijackers wasn't paying any attention, Carl jumped on him but he missed and the hijacker put his gun on him.

Then he saw the paper in his pocket with Carl and Harold on it, in the told Harold to stay, if Helen didn't see the brothers free he'll shoot him first. Then the prime minister lets the plane refuel with two bushes, but in one of them there are FBI agents in it and they throw smoke bombs into the plane and shoot the hijackers down. They capture the hijackers and free the passengers.

## Glossary

Handcuff: to lock someone's hands together with handcuffs (kelepçe)

Hijacker: a person who takes control of a plane during a journey (hava korsanı)

inspector: an important police officer (müfettiş, denetmen)

Journalist: a person who writes for newspapers (gazeteci)



## Appendix 2: Reviews of Participants

Kitapları okurken genellikle kelime sıkıntısıyla karşılaştım. Başka sözcükler ararken aynı anlama gelen birde fazla kelime kalıplarını öğrendim. Telaffuzlarda bosta sıkıntı yaşamıştım ama sesli çevirilerin yardımıyla okumamda akıcılık oldu. Çesitli tensleri kullanma şansım oldu. Genel olarak okuduklarımı raporlayabildim ve bunları en basit haliyle kağıda geçirebildim.

Bu ödevi bitirmeden önce kelime durcığım yoktu. Ancak bu ödevi bitirme isteğim bundan dolayı. Kitap okuma ödevi ciddi anlamda işe yaradı, Cümle kurma becerim arttı ve okuduğumu anlamaya yetim kuvvetlendi. İyi ki bu ödevi seçmişim. Enkezyetle okuduğum kitap "The birds" da cümle bir okuyuşta kalıncıca anladığım bir kitap.

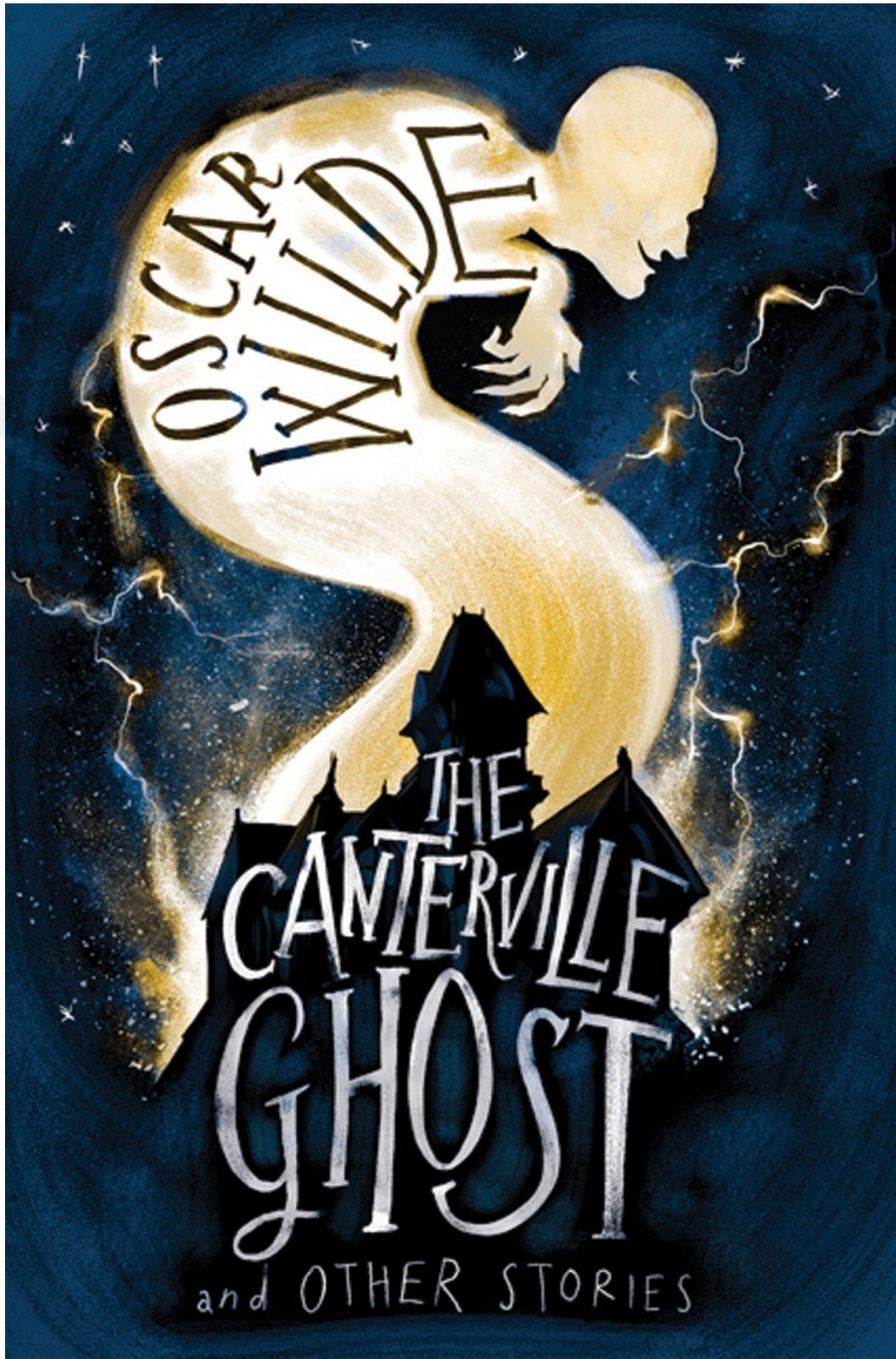
Bence kitap okuma ve özetini çıkarma ödevi, İngilizce mi geliştirdi. Kitapları okurken sesli okuduşum için telaffüz açısından iyileştirmemi fark ettim.

Kitaplar yeni kelimeler öğrenmemi sağladı ve gramer konusunda bazı kalıplar okumada kaldı. Kitap okurken mantıken kelimelerin neler olduğunu anladığım için daha kolay okumada kaldı.



1. While I was reading these books, I generally faced with vocabulary problems. While I was searching for other words, I learned the synonyms which have the same meanings. At first, I struggled with pronunciation but with the help of audio my reading got more fluent. I had the chance to use different tenses. Generally, I was able to fix my reading and transfer them on to paper in a simple way.
2. Before starting this assignment, I didn't have enough vocabulary. To be honest this was the reason I started this assignment. My ability to make sentences and understand what I read improved. I'm very grateful I chose this assignment." The Birds" was the book I enjoyed most because I understood it easily after reading it once.
3. In my opinion, reading and writing summaries improved my English because I read the books out loud when I was alone at home it helped me improve my pronunciation.
4. These books enabled me to learn new words and helped e to remember some grammatical patterns. While I was reading the books, I guessed the meanings of the worlds logically. This helped me to keep them in my mind easily.

Appendix 3: Reading Materials







OXFORD BOOKWORMS LIBRARY  
2

THE  
**PIANO**

ROSEMARY BORDER



# The Love of a King

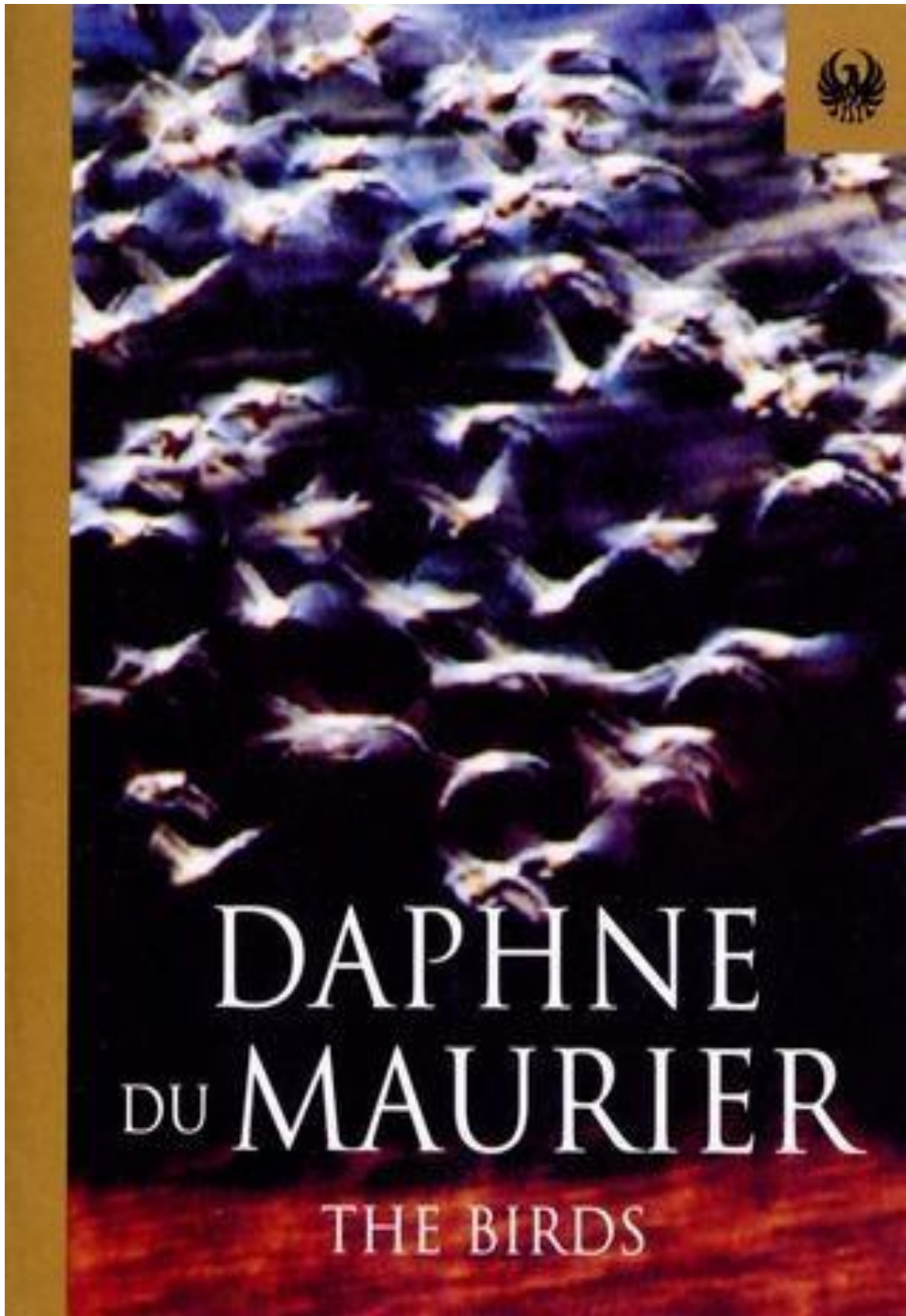
PETER DAINTY



2

OXFORD BOOKWORMS





DAPHNE  
DU MAURIER  
THE BIRDS

THE NEW YORK TIMES BESTSELLER

"Here is writing and storytelling that is  
vivid and fresh—a delectable adventure  
from a talented new author."

—GAY TALESE

Now with a new afterword



# SKYJACK

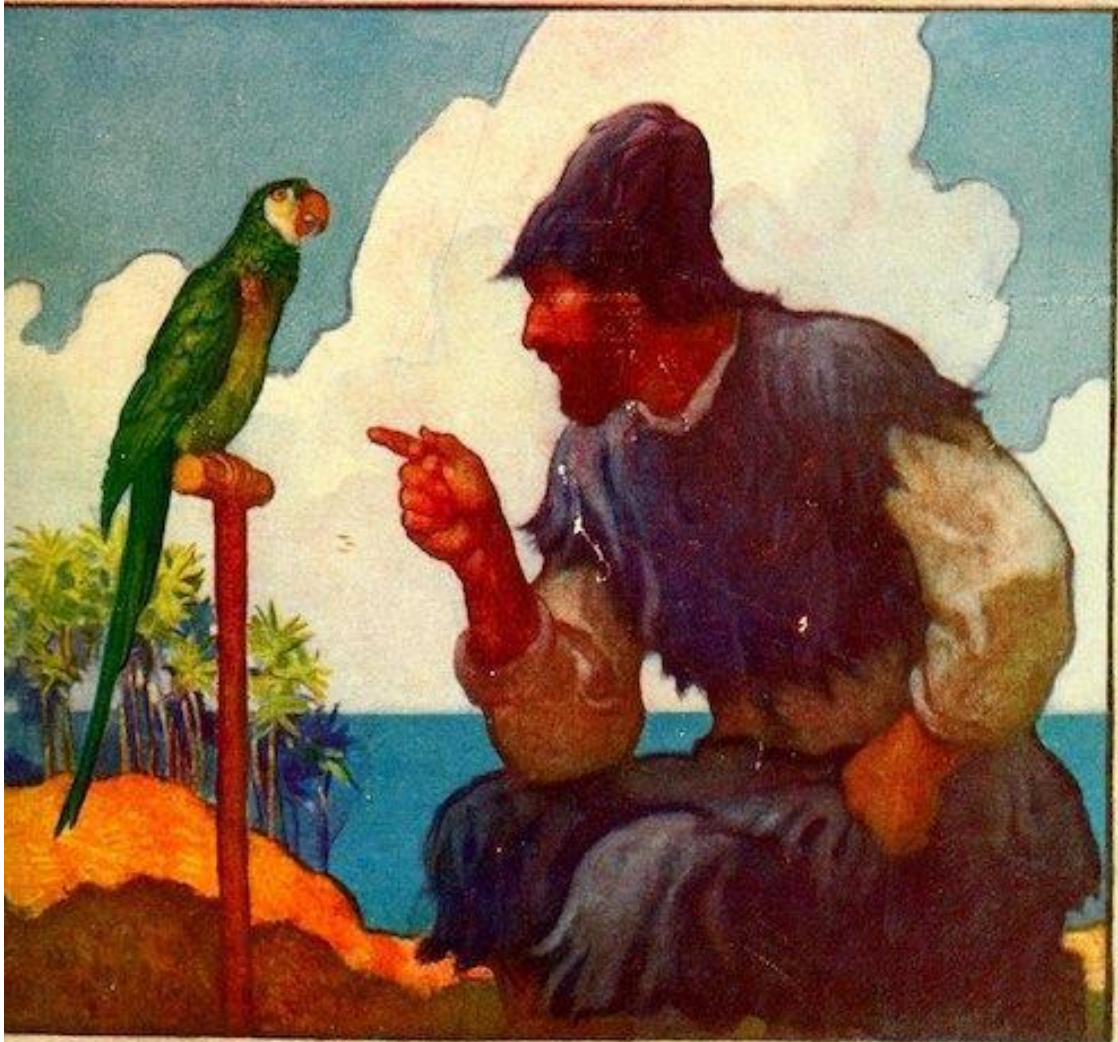
THE HUNT FOR D.B. COOPER

GEOFFREY GRAY

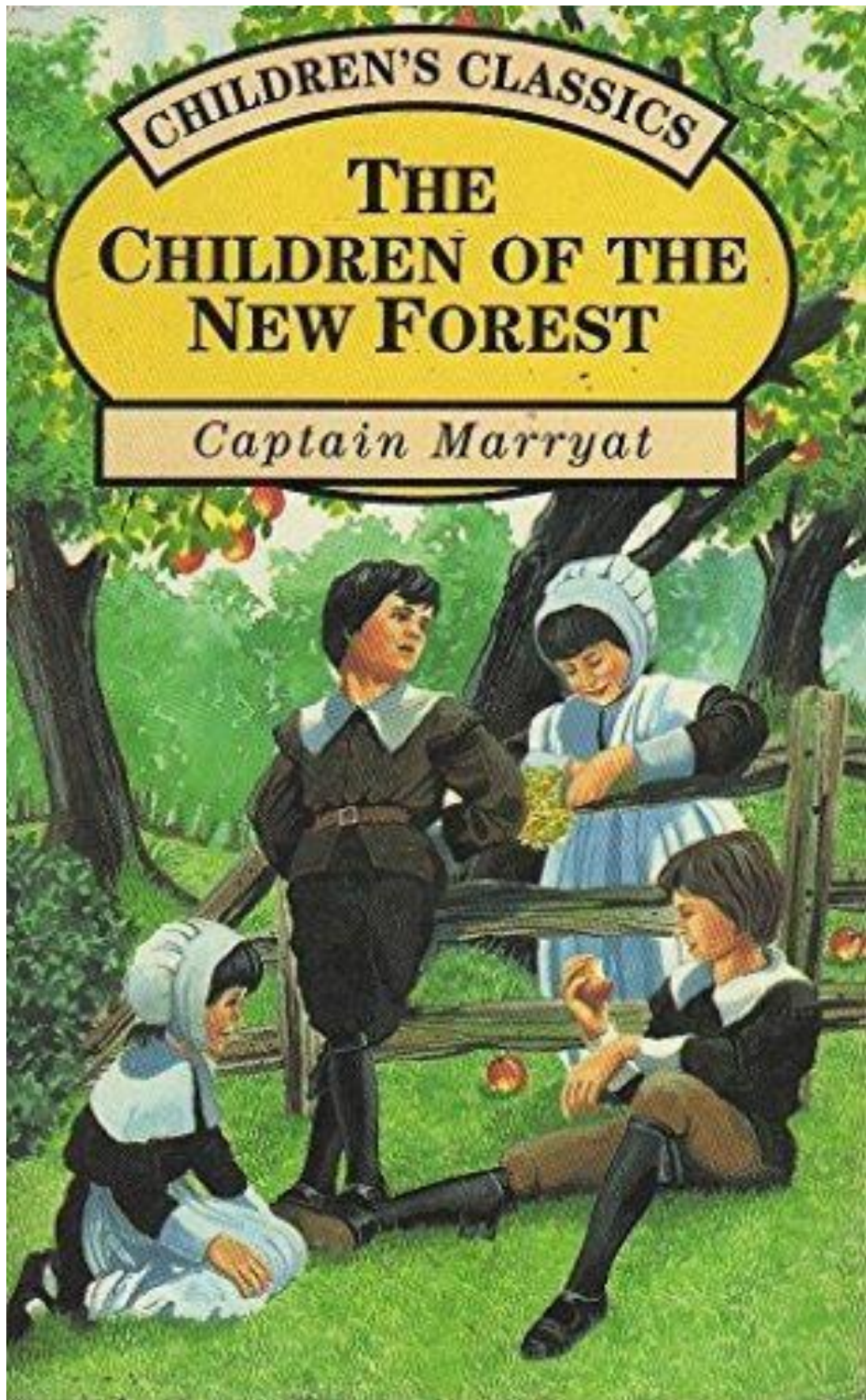


# ROBINSON CRUSOE

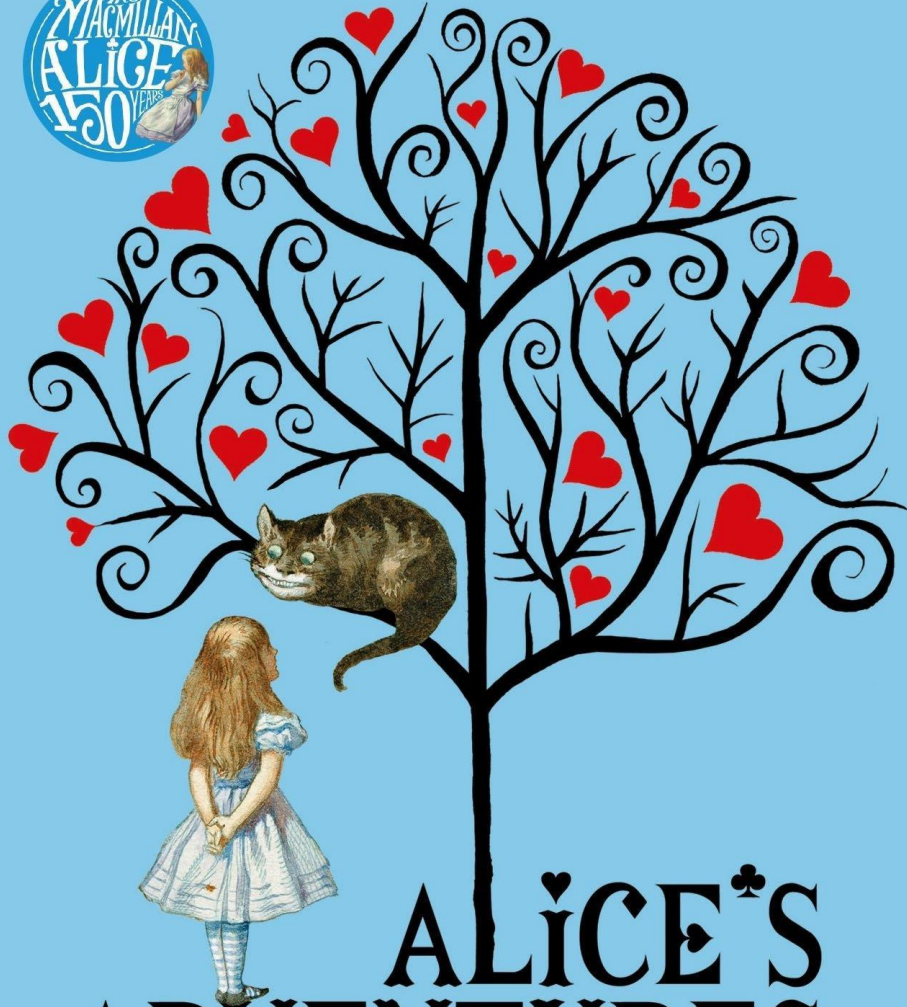
*Illustrated by* N.C. WYETH



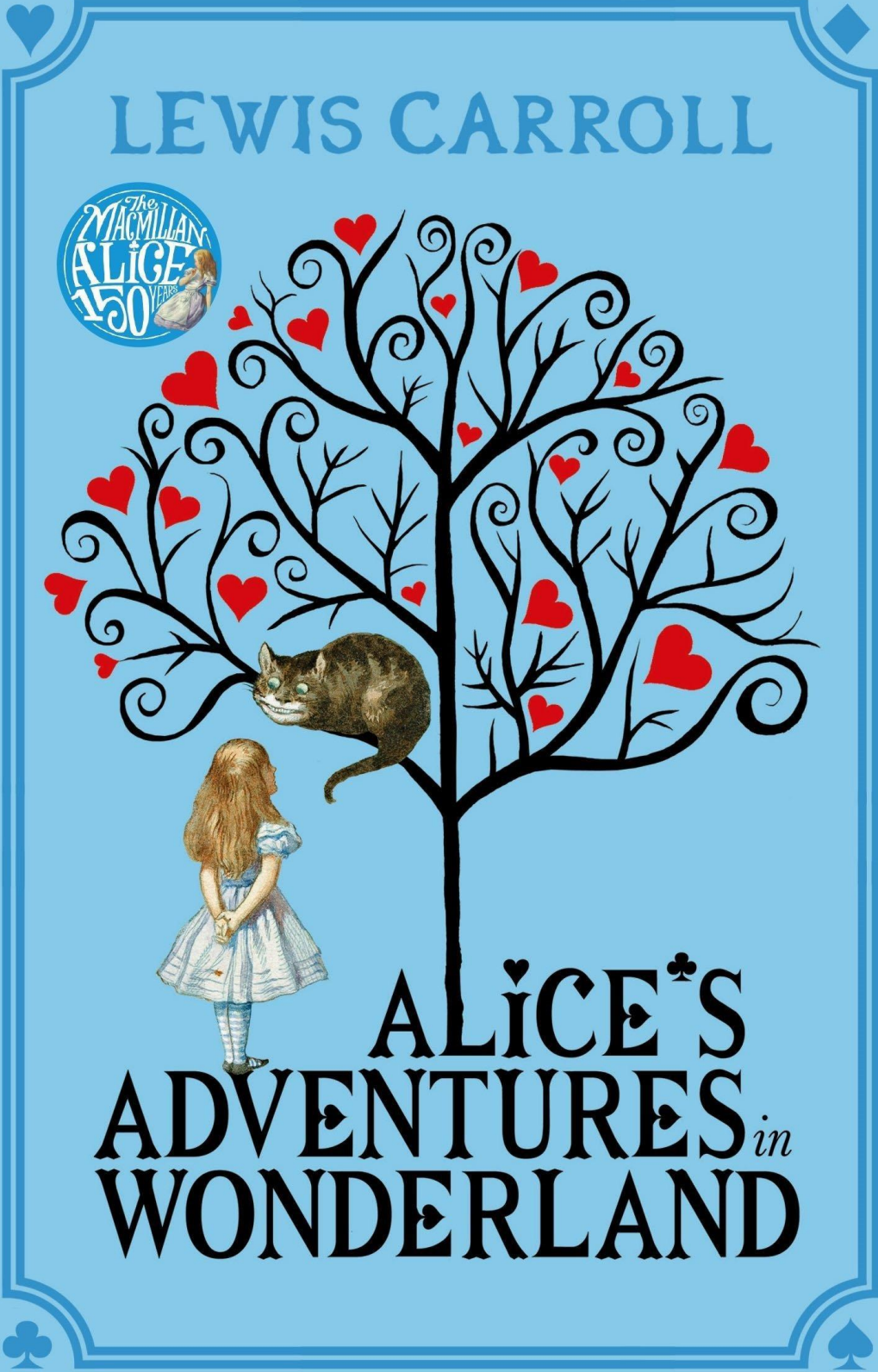




LEWIS CARROLL



ALICE'S  
ADVENTURES *in*  
WONDERLAND







LEVEL 2

Pearson English Readers  
**Three Short Stories  
of Sherlock Holmes**

Sir Arthur Conan Doyle

## ÖZGEÇMİŞ

### KİŞİSEL BİLGİLER

**Soyad, Ad:** Aktürk Tülin

**Doğum Yeri ve Tarihi:** Çine / 01.01.1968

**Eposta:** tulinakturk@hotmail.com

### EĞİTİM BİLGİLERİ

Derece	Kurum	Yıl
Gazi Üniversitesi, Gazi Eğitim Fakültesi İngilizce Öğretmenliği- Ankara		1984-1988
Lise	Çine Lisesi-Aydın	1981-1984

### İŞ TECRÜBESİ

Görev	Kurum	Yıl
İngilizce Öğt. Lisesi Marmaris	Halıcı Ahmet Urkay Anadolu	1994-2019
İngilizce Öğt. Marmaris	İhsan Mermerci İlköğretim Okulu	1990-1994
Gazi Üniversitesi Fen – Edebiyat Fakültesi-Ankara		1988-1989
İngilizce Öğt.	Özel Yükseliş Koleji-Ankara	1988-1989

## MESLEKİ ÖDÜLLER VE SERTİFİKALAR

Cinsi	Kurum	Yıl
Teşekkür Belgesi	İlçe Milli Eğitim Müdürlüğü	2010
Teşekkür Belgesi	İlçe Milli Eğitim Müdürlüğü	2001
Aylık Ödülü	İlçe Milli Eğitim Müdürlüğü	2000
Takdir Belgesi	Kaymakamlık	1996
Teşekkür Belgesi	Kaymakamlık	1991
Özel Eğitim Hizmetleri Semineri	İlçe Milli Eğitim Müdürlüğü	2016
İngilizce Dersi Öğretim Prog. Yöntem ve Teknikleri Semineri	İl Milli Eğitim Müdürlüğü	2010
Uzman Öğretmenlik Sertifikası	Millî Eğitim Bakanlığı	2006

## YABANCI DİL

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