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**ENHANCING STUDENTS' READING COMPREHENSION
THROUGH EXTENSIVE READING**

Case study: First Year LMD Students of English at Biskra University.

**A Dissertation Submitted in Partial Fulfillments of the Requirements for the Master
Degree in Sciences of Languages.**

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Dedication

All my praise is due to Allah, TheMost Merciful and Grateful

I dedicate this work:

To my parents for their support and encouragement.

To my lovely sisters **HANA** and **AHLAM**

To my dear brothers **ABD EL MOUMEN** and **NIDAL**

To my best friends **SAFIA**, **AMINA** and **DALILA**.

To all my relatives.

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ABSTRACT

This study aims at investigating the role of extensive reading in enhancing the students' reading comprehension, for first Year LMD students of English at Mohammed Kheider University, Biskra. Many students find difficulties at the level of comprehension. We hypothesize that if students read extensively, they may improve their reading comprehension ability. To examine this skill and to gather the needed data, the descriptive method was used. Two main questionnaires were administered, one for teachers and another one for first year English students. The results showed that extensive reading is very important, it makes students acquire new vocabulary which facilitate the reading comprehension, besides that; extensive reading promotes a reading habit and offer better reading skills. To sum up, the research hypothesis is accepted. Students will master the reading skills if they read extensively.

المخلص

تهدف هذه الدراسة إلى الكشف عن أهمية المطالعة لطلبة السنة الأولى LMD تخصص انجليزية كلغة أجنبية ثانية على مستوى جامعة محمد خيضر بسكرة ولبلوغ هذه الغاية , قمنا بتوزيع 30 استبيان على 30 طالب وأيضا 10 استبيانات وزعت على 10 اساتذة . نتائج الاستبيان أظهرت أن طلبة السنة الأولى يهتمون بالمطالعة ويعتبرونها أهم وسيلة لكسب المعارف. جاء الاستبيان في صالح الفرضية ليثبت أن المطالعة هي إستراتيجية فعالة لتحسين مهارات القراء لدى الطلاب.

List of abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

SLL: Second Language Learners

LMD: License Magister Doctorate

NRP: National Reading Panel

TL: Target Language

%:Percentage

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General Introduction

In language learning, there are mainly four skills which are writing, speaking, reading, and listening. Writing and speaking are the productive skills while reading and listening are the receptive ones. The more students listen, the more they speak well. The more students read, the more they write well.

Reading is a very critical skill; it is one of the most important skills for learning. Reading is necessary in improving learning skills and it is the best way to have students deal with the content. If students read a lot, they will acquire new and large vocabularies.

Many learners do not like to read because they do not have much vocabulary knowledge or due to the lack of fluency. They do not realize that they can improve the reading skill. Developing the reading skill is very important because it enables students to increase their level of understanding and concentration. Teachers should spotlight on the reading skill and encourage students to read more. If learners develop good reading skill, it will be very helpful to their future.

There is a difference between reading and reading comprehension, the aim of reading is understanding texts; students as they read need to construct meaning.

Extensive reading is a type of reading in which students read large enjoyable materials that makes students acquire many vocabularies which facilitate the comprehension. Extensive reading also supports students' fluency and it promotes a reading habit.

1-Statement of the problem

Reading is a very essential skill. Unfortunately, most of the students fail to comprehend written materials because they do not have much vocabulary knowledge due to the lack of reading.

Many people find it difficult to understand texts, so they find that reading is a hard and a boring activity, some learners avoid reading because they lack fluency and they face significant problems at the level of comprehension, the problems are due to limited vocabulary knowledge.

2-Significance of the study

Extensive reading is very important because it makes students acquire new words which in turn facilitate the comprehension process.

This research is an important one for the students to develop their reading comprehension ability.

3-Research questions

1-What is the role of extensive reading in enhancing the students' reading comprehension?

2-How can extensive reading influence the students' reading comprehension?

3-To what extent does extensive reading improve the reading skill.

4-Research hypothesis

-If teachers encourage students to read inside and outside the classroom, students may improve their reading comprehension skill.

5-Aim of the study

The aim of this study is to show the importance of extensive reading in developing the students' reading comprehension skill and to help students achieve good understanding of a written material.

6-Methodology

This research is conducted through the descriptive method, by using questionnaires for both teachers and students in order to know both opinions concerning the importance of extensive reading in enriching the EFL students with much vocabulary ;therefore facilitating the reading comprehension process.

7-Population

This study will take place at Mohamed Kheider University of Biskra. It involves first year LMD students of English. So, we are going to choose randomly a sample of students to investigate the use of extensive reading in order to increase students' reading comprehension

8-The structure of the study

This research is divided into three main chapters .The first chapter represents the reading comprehension. The second chapter deals with extensive reading. The last chapter is the practical part in which we will attempt to analyze the findings obtained from both the questionnaire for teachers and the questionnaire for students.

Literature review

Effective readers know that comprehension is not something that just happens; Readers have a role in the reading process. So, the purpose of reading is to understand the material. While the ability to understand what is written is critical to success, comprehension problems become most apparent when students are faced with textbook material (McNamara 2007)

Reading was thought to be passive. The words of the text contained meaning; reading simply entailed decoding the words on the page. However, recent research indicates that learning and reading are active process (Billmeyer & Brown 1998). Another research done by Anne indicates that the more students read and write, the more their prior knowledge grows, which in turn, strengthens their ability to construct meaning as they read. To be engaged reader, students must recognize the value of reading and their own potential as readers and learners (1993).

There are many reading strategies which positively affecting understanding of text. McNamara states that reading strategies refer to the different cognitive and behavioral actions readers use under the purpose of achieving comprehension in reading (2007).

Krashen (1993) says that instructional programs in reading should give strong consideration to the teaching of extensive reading. Also, brown (2001) lists some important micro skills that learners should use in reading tasks, he also shows that students should follow some principles for designing interactive reading techniques (balance extensive and silent reading),use techniques that are motivating.

Balance authentic texts, encourage the development of reading strategies. The main goal of English as a foreign language or English as a second language, reading teachers is to

minimize reading difficulties and to maximize comprehension by providing culturally relevant information. Goodman puts the issue into focus when he says that even highly effective readers are severely limited in comprehension of texts by what already know about a topic (1970) .

Learning to use strategies effectively is essential to constructing meaning. In English as a foreign language, there has been a growing recognition that reading provides important opportunities for second language learners' development.

Finally, we consider reading very important skill that attracts scholar's attention all over the world.

Introduction

Reading is the key to any door of knowledge; it gives access to information and enriches our minds with new experience. Reading is an essential skill in learning any subject matter .So, students should develop the reading skill because there is a great relationship between reading and academic success. Most of the information students learn is through reading. Students do not know the value of the reading skill but they may read some words a day without even looking at a book, magazine or newspaper. This chapter will investigate the reading skill and the reading comprehension process, in addition to the models of reading, this chapter includes also activities before, after and while reading. The last part of this chapter deals with the reading strategies.

1_READING COMPREHENSION SKILL

1-1- Reading?

Students can read everywhere and at any time, reading is an individual process, learners should always search for ways to develop the reading process because it helps students learn new knowledge.

There are many definitions of reading. For example, Oxford Dictionary (2008) defines reading as “ a way in which something is understood” so reading means making things clear with no misunderstanding ,whereas Carrel (1985.p.145)states that “reading is getting meaning from printed or written message” which means that the reader should decode the message and interpret the meaning of the written passage. Another definition of reading was proposed by Rumelhart (1977.p.5) who claims that “reading involves the reader, the text “. The reader is the first important factor in the reading process, the reader should have

the ability to relate the new information with his existing knowledge, then Rumelhart passed to the text ,students read a variety of texts such as leisure texts, factual texts and instructional texts.....each type of text has its own features. The interaction between the reader and the text must result in comprehension.

Goodman (1967) affirms that reading is a receptive skill, which means that the students receive knowledge through reading or listening, this knowledge is internalized in the brain, and the latter transmit this knowledge as product, writing or speaking.

Over the past, reading was known as a passive process, the reader just receives information (Billmeyer and Barton 1998). However, many researchers show that reading is an active process; the reader has to interact with the text and constructs meaning.

Driscoll (2008) assumes that the reading skill can be divided into three kinds:

*Recreational reading: it is pleasure reading. It is when students read a story only for entertainment.

*Study –type reading : this type of reading requires from the reader to pay close attention to the ideas and details. It is a slow reading.

*Survey reading: in this type of reading, the reader aims to achieve a general idea about the context. This type usually involves reading a large amount of material.

1-2-Reading Comprehension

Reading comprehension is an individual task and students may read the same passage but interpret it in various ways.

Reading comprehension is the ability to understand a written passage of text. Comprehension is the bridge from passive reading to active reading. A person will be able

to understand the words, if he is able to decipher the words without difficulties. The lack of strong reading comprehension skill obviously affects students' success. Some students face many problems at the comprehension level because they find it difficult to know how the words come together; sometimes the students understand the meaning of each word but they fail to understand the relationship between the sentences and the meaning of the entire text.

Comprehension is the product of reading. Reading comprehension activities are very important because they facilitate texts for students.

Comprehension instruction (2002) defines reading comprehension as the ability to interact and derive meaning from print material .So the reading comprehension skill is based on the reader and the printed text. Comprehension is the essence of reading, without comprehension reading is a senseless exercise.

Driscoll (2008) suggests that the reading comprehension process is as follow:

A-Perceiving reading matter:

The reading process starts when the eyes see visual stimuli; the eye-movements toward symbols capture stimuli. The eye –movements is called **saccadic movements**, when our eyes move through a line, it takes some pauses then it move on .These pauses are called fixation. Another kind of eye –movement is **regression**, it happens as the eyes go back to re-read a word or group of words. There is a movement called a **return sweep**, it occurs when the eyes move from one line to another.

B-Comprehending what perceived:

While reading students acquire many ideas and feelings, which are stored in their memories, these ideas and feelings provides them with background knowledge.

Students use verbal memory in order to know how words join and form complex ideas. Students' background knowledge and verbal memory change and grow with each reading experience. Students will easily understand materials if they are experienced readers. Also, students can use word-recognition strategy in order to get the meaning of unclear words. For instance, a reader who does not know the meaning of a given word, he can search for content clues in the next text, this clues can be semantic or syntactic. When using semantic clues, the reader puts the new word besides known words .However, when using syntactic clues, the reader should know the role of the word and which word class it belongs to, is it a noun, a verb, an adjective or an adverb?

2-The process and the product of reading:

There is a difference between reading as a process and reading as a product.

2-1-The process of reading:

Reading is the interaction between the reader and the text. Students as they read they follow certain stages, they firstly look at print, recognize the words and their meaning, then they see the link between the words and the context in which words occurs. Alderson (2000) argues that the process of reading means "reading proper", according to him reading is a dynamic and individual process it differs from one reader to other.

2-2-The product of reading:

Comprehension is considered as the product of reading. Alderson (2000) shows that students comprehend materials at different levels, sometimes students interpret the same passage from different perspectives and different points of views because each student is

affected by his prior knowledge and his experiences. The product of reading is what readers get from print which is understanding.

3-Cognitive factors that affect reading comprehension:

Reading comprehension is a cognitive process that requires various factors such as background knowledge, vocabulary, fluency, active reading skill and critical thinking.

3-1-Background knowledge:

Oster (2012.p2) points out that “learning happens when you connect new information to existing information” .Also, he said “the prior knowledge you bring to reading is a combination of what you know, what you believe, and what you have experienced”.

This means that when students activate their prior knowledge they relate what they already know to the new information. So, prior knowledge activation is so powerful. Background knowledge helps students become active readers and improves their reading comprehension also they save more time and frustration. Background knowledge is very important in facilitating the reading comprehension skill.

Many researchers indicates that prior knowledge activation is very crucial in order to achieve comprehension; because when students activate their prior knowledge, they relate the new information with already existing knowledge which makes the text easier to understand.

Prior knowledge is organized in two ways, schemas and scripts. Schemas are the abstract pictures stored in our minds, which are available to help us understand new knowledge while scripts are predictable sequence of events.

There are many ways of activating prior knowledge such as brainstorming, asking questions, providing analogies..... The importance of prior knowledge activation is also supported by Krashen's idea; he states that when the students are familiar with the text, they will understand it much better than someone who is unfamiliar with the text. For example, if a student enjoys reading scientific texts, he will find it difficult to read literature or another type of writing.

3-2-Vocabulary:

Shane (2005.p.59) argues that the concept vocabulary refers to "knowledge of word meaning, our vocabulary is the words we understand». This means that vocabulary is the set of words of a given language. Vocabulary knowledge is helpful in understanding a written passage.

3-3-Fluency:

According to the American National Reading Panel (2002.p.18), fluency refers to "the ability to read orally with speed, accuracy and proper expression", which means that fluent readers read correctly, smoothly with appropriate intonation and they monitor their reading speed. With constant practice, students can master the ability to read fluently.

3-4-Active reading:

Good readers monitor their reading comprehension and they overcome comprehension problems when they face it. They apply strategies before, during and after reading and they automatically involve in the reading process. Active readers use some techniques to access the comprehension. For example, they activate their prior knowledge about the topic, predict what is going to be next and they set a purpose of reading.

3-5-Critical thinking

Critical thinking is also known as reading between the lines. Critical thinking enables students to deepen comprehension and to become efficient readers. Critical thinking is the ability to determine the main ideas, supporting details, the sequence of events and the structure of the text.

4-Models of reading

4-1-Bottom-up approach:

This approach requires from students to break down words on a page. Brown (2001) argues that the best way to teach reading is through bottom up method whereas Nuttall (2006) claims that readers adopt a top down approach to predict probable meaning, then move on to the bottom up approach to catch whether it is really what the writer says.

Berardo (2006) affirms that bottom up process is to get the meaning through reading word for word, letter for letter paying attention to both vocabulary and syntax; Which means that the reader breaks down the words into phonemics units. Goodman (1970) states the same idea; he assumes that in bottom up process, the reader recognizes linguistic signals such as letters, morphemes, syllabuses, words, phrases, grammatical clues.

This approach was criticized because it over emphasizes skills when predicting the meaning through context clues or background knowledge. Eskey (1973) argues that the bottom up model is insufficient because it neglects the involvement of the reader who makes prediction and process information. This approach fails to recognize that students use their expectations about the text based on their knowledge of language.

4-2-Top down approach:

This model requires from readers to bring meaning to text based on their prior knowledge. Goodman (1968) states five processes of reading which are: recognition, prediction, confirmation, correction and termination.

Top down model is good for the skillful, fluent readers for whom perception and decoding have become automatic, not for the less proficient readers. When learners use their prior knowledge, this is called top down strategy in which the reader moves from general information and meaning to specific information in the text.

4-3-The interactive approach:

The interactive approach is a combination between bottom-up approach and top-down approach because the two approaches can work together at the same time. The interactive model is “a balance among orthographic, lexical, syntactic, semantic and schematic process employed during reading (Eskey .1988.p.94).when applying the interactive approach, readers use the information gained from bottom-up and top-down approach in order to construct meaning.

The interactive model is very important because it makes students use all the means to make sense of what they are reading.

In fact, the three approaches of reading are important. The Bottom –up approach is concerned with reading letter for letter, word for word. However, the top-down approach has relation with the readers’ background knowledge. The interactive model is a combination of the two approaches.

5-Activities before, during and after reading:

Before, during and after reading activities are used to activate students' existing knowledge and to guide students to actively participate in the reading process.

5-1-Pre –reading activities:

Pre- reading activities prepares students for learning by activating their prior knowledge about the topic .If students bring their background knowledge about a topic, reading will become an easy task because the learners' background knowledge affects their comprehension . Brown (1994) suggests that students should be engaged by introducing the topic, and preparing students for the text.

Many researchers emphasize the importance of prior knowledge activation because they are the most essential element in the pre-reading phase.

Teachers should use different activities in that stage in order to motivate and involve students. Here are some examples of before reading activities: brainstorming, class discussion, semantic mapping, prequestions, visual aids, predicting, and sharing existing knowledge.

5-2-During reading activities:

During reading activities are used to encourage learners to be flexible, active readers and to promote a dialogue between the reader and the writer. The purpose of during reading activities is to teach comprehension through making connections, generating questions and determining importance by guiding the reader to use proficient reading strategies.

Good readers are involved in the text and interact with it .Brown (1994) suggests some strategies which are recommended to be applied during reading: skimming, scanning, modeled reading, making connections, visualizing, inferring, synthesizing, pause and predicting.

5-3-After reading activities:

After reading strategies are used to test students' understanding of a text and they often are questions that follows a text.

Post reading activities requires from students to keep returning to the text and re-reading it, and connect the old and the new information. Brown (1994) assumes that since post reading activities requires that readers transform key information in the text that has been read; teachers should give students short comprehension questions to check students ' understanding and to give them opportunity for discussion.

6-The importance of reading:

The reading skill allows students to become engaged in the world around them. Reading is important; it encourages students to think and to learn a variety of materials.

Reading is a great source of knowledge, as Wallace (1992) affirms that when we read a lot we receive much knowledge. Students should promote the habit of reading books because books are without doubt very faithful friend of a reader.

Eskey (1970) argues that the ability to read the written language with good comprehension is important as the oral skill, if not more important. He compared the reading skill with the oral skill and he considers the reading skill is more important than the oral skill.

Students can read at any time and everywhere, if students read a lot, they will be more confident in their reading abilities, their vocabularies get richer. However, the lack of strong reading comprehension skill obviously affects student's success.

Reading is the fundamental skill, learners have to master the reading skill first, and then they move to the other skills. When students read they acquire new vocabularies which facilitate the reading comprehension, also they improve their writing ability, the more students read the more they writ well.

7-The reading strategies:

The reading strategies help readers better comprehend information because they provide the ways to tackle complex problems in a more efficient way. The reading strategies are important not only to successful comprehension, but also to overcome reading problems and to make students better readers. Students need to apply the reading strategies because they enable them to make sense of what they are reading.

7-1-Skimming:

According to Nuttal (1996), skimming is a rapid glance over the text in order to get the gist. In order words, the reader when skimming runs his eyes quickly over the text in order to keep himself superficially informed. In addition, skimming means getting a general idea about the text and neglecting unnecessary information, when skimming the reader looks at the content page at the chapter heading or he reads the first sentence of each paragraph or section and he do not stop to look at anything in details. This strategy is good for students when there is no time to read the material carefully.

7-2-Scanning:

According to Grellet, scanning refers to “quickly going through a text to find a particular piece of information” (1981. P.4). Which means that scanning is a fast reading in which the reader search about specific information such as a name, a date or statistics..... In other words, scanning is a rapid glance over a text in order to seek for required information or to know whether a passage is appropriate for a given target or not.

Conclusion:

Reading is an interaction between the reader and the text. Teaching reading to EFL students is not an easy task .Teachers need to apply the pre, during, and after reading strategies because they are very effective.

Reading is a process that requires many cognitive skills and most of students' problems at the level of comprehension are due to limited vocabulary knowledge.

INTRODUCTION

Extensive reading is the food of the mind, it is one of the means to gain knowledge, and it enables the reader to contact directly with human knowledge. There is a big difference between a person who reads a lot and gain knowledge and a person who does not read. Extensive reading is one of the means of learning because it enriches our knowledge with new experiences. There are many and different sources of information such as the radio, the television, the internet ...however, books remain the best way of conveying knowledge and information. It is the most effective way of expressing ideas. This chapter will explores reading for pleasure, its importance, and its impact on literacy attainments and other outcomes.

1-Types of reading

1-1-Intensive reading:

Intensive reading is a slow and careful reading. When students read intensively they focus on any small detail. Grellet (1981.p.4) states that “intensive reading means reading shorter texts to extract specific information.” Intensive reading is a focused reading; it requires understanding every drop of information. This means that intensive reading is dealing with small amount of information and paying close attention to any detail.

Intensive reading is a concentrated and a less relaxed activity, it requires from students to focus on the language rather than the text. Intensive reading is the most famous approach to language teaching and often the only one used. Intensive reading is sometimes called study reading, or reading between the lines which means deriving the hidden meaning.

1-2-Extensive reading:

According to Grellet (1981.p.4) extensive reading refers to “reading longer texts, usually for one’s own pleasure. This is a fluency activity mainly involving global understanding” ,which means that extensive reading means reading long materials for pleasure with the aim of achieving general understanding.

Extensive reading can be inside or outside the class and students read books of their own choice. We can say that extensive reading is an extra reading in which students read enjoyable materials excluding school texts.

Extensive reading is also called voluntary reading, spare time reading, recreational reading, and independent reading, reading outside of school, self-selected reading, and leisure reading, individualized reading, and sustained silent reading.

Extensive reading requires from students to read materials which are well beyond their linguistic competence; also it requires from students to read quickly with high level of comprehension and without using the dictionary.

Extensive reading is an approach to language teaching. In extensive reading learners read easy and large texts and they have the freedom to choose books that attracts their attention and read it independently of the teacher, they read for overall meaning, for information and for enjoyment.

Day and Bamford (2004.p.1) affirms that in extensive reading “students are encouraged to stop reading if they material is not interesting or if it is too difficult” which means that students must be able to choose materials that they can read it easily and with confidence.

Extensive reading involves personal choice of the material and dealing with a variety of topics as stated by Day and Bamford (1998.p.11)” extensive reading means having a wide range of books available and allowing students to choose what they want to read”. Students practice extensive reading activity in their spare time in order to develop reading skills and positive reading habit. Reading extensively do not force students to read topics of no interest and they have to neglect difficult parts that they do not understand.

Extensive reading develops the ability of critical thinking which is important for students’ success.

Intensive and extensive readings are two important types of reading, intensive reading presents new language item to the learner and extensive reading improves students ‘speed and fluency of reading.

2-The importance of extensive reading:

Eskey states that “reading must be developed and can only be developed by means of extensive reading” (1968 .p.21). In other words extensive reading makes students better readers and helps them to read in the second language.

Grabe (1991.p.396) asserts that “longer concentrated period of silent reading builds vocabulary and structural awareness, develops automaticity, enhance background knowledge, improve comprehension skill, and promote confidence and motivation.” According to him extensive reading have many advantages, it provide chances that make learners enjoy reading, it promote the love of reading habit and it helps students improve fluency. Grabe (1986) also states that if students read a lot, they will improve creativity and cognitive development.

There is evidence show that extensive reading leads to language development. Students who read extensively read better, writ better, read fast with correct spelling and less memory loss. Unfortunately, the importance of extensive reading is underestimated.

Extensive reading motivate students to read and it foster a reading habit which makes students confidence in their reading abilities which in turn makes the reading task enjoyable and decrease anxiety among students.

Extensive reading allows students gain knowledge beyond linguistic items .It builds students vocabulary and fluency. If students read a lot, they will acquire many new words and they will be able to automatically monitor their reading speed.

Many researchers have emphasized that extensive reading can have great influence on readers and their future. Krashen (1993) suggests that students will gain many positive results if they practice free voluntary reading for a long time. There is a high link between free voluntary reading and literacy development.

Krashen (1993) assumes that the positive consequences of pleasure reading are:

- Enhanced reading comprehension
- Improved writing style
- Greater vocabulary knowledge
- Better spelling
- Well gain in grammar structure.

The same idea presented by Day and Bamford (1998,p33-38) they states that “students who engage in extensive reading increase their reading speed ,

comprehension ,vocabulary knowledge ,motivation to read and positive reading attitudes “,they adds that extensive reading increase students’ motivation and it foster a reading habit.

Nell (1988.p.6) affirms that extensive reading “is an important goal of reading instruction and it offer rewards that are powerful enough both to sustained reading for long period and to support a large publishing industry”. A student who reads a lot improve their education and personal development because there is a high link between extensive reading and students achievements, as stated by krashen (1993) “the free voluntary reading is one of the most powerful tool we have in language education”.

Krashen (1989) in the input hypothesis states that extensive reading generates a continuous hidden learning.

Extensive reading has the advantage of being both informative and pleasurable. It is an important source of ideas and information. Extensive reading has a great role in shaping one’s personality .Students will gain many benefits if they read a great deal of information.

3- Characteristics of extensive reading:

Day and Bamford (2002.p.137-140) suggest ten principles of designing extensive reading:

1-Easy materials: if students choose difficult materials they cannot improve their reading abilities .So students have to choose the right book which is beyond their linguistic competence.

2-Variety of topics: variety of topics means materials which fits students' interest. Skillful readers easily find materials that encourage them to read.

3-Self –selected reading: one reason that many students enjoy extensive reading is that they can choose what they want to read. Students can stop reading if they find that the material is not interesting. The choice of the material is so important.

4- Learners read as much as possible: when students read a large quantity of reading materials they will get many benefits. The more reading done, the better positive results students will gain.

5- Fast speed of reading: extensive reading makes students fluent readers because students read easy materials. Students are not advised to use the dictionary because it hinders and interprets reading. Students must not bother themselves when facing unclear words.

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

7-Reading is individual and silent task.

8-Reading is its own reward. Students must be motivated and engaged in the reading task.

9- The teacher orients and guides the students.

10- The teacher is a role model of a reader .Teachers can recommend reading material to individual students. In this way, teachers and students can become an informal reading community, experiencing together the value and the pleasure to be found in the written word.

Carrel (2005. p.89) suggests that in order to design extensive reading activities in the classroom, the teacher should know:

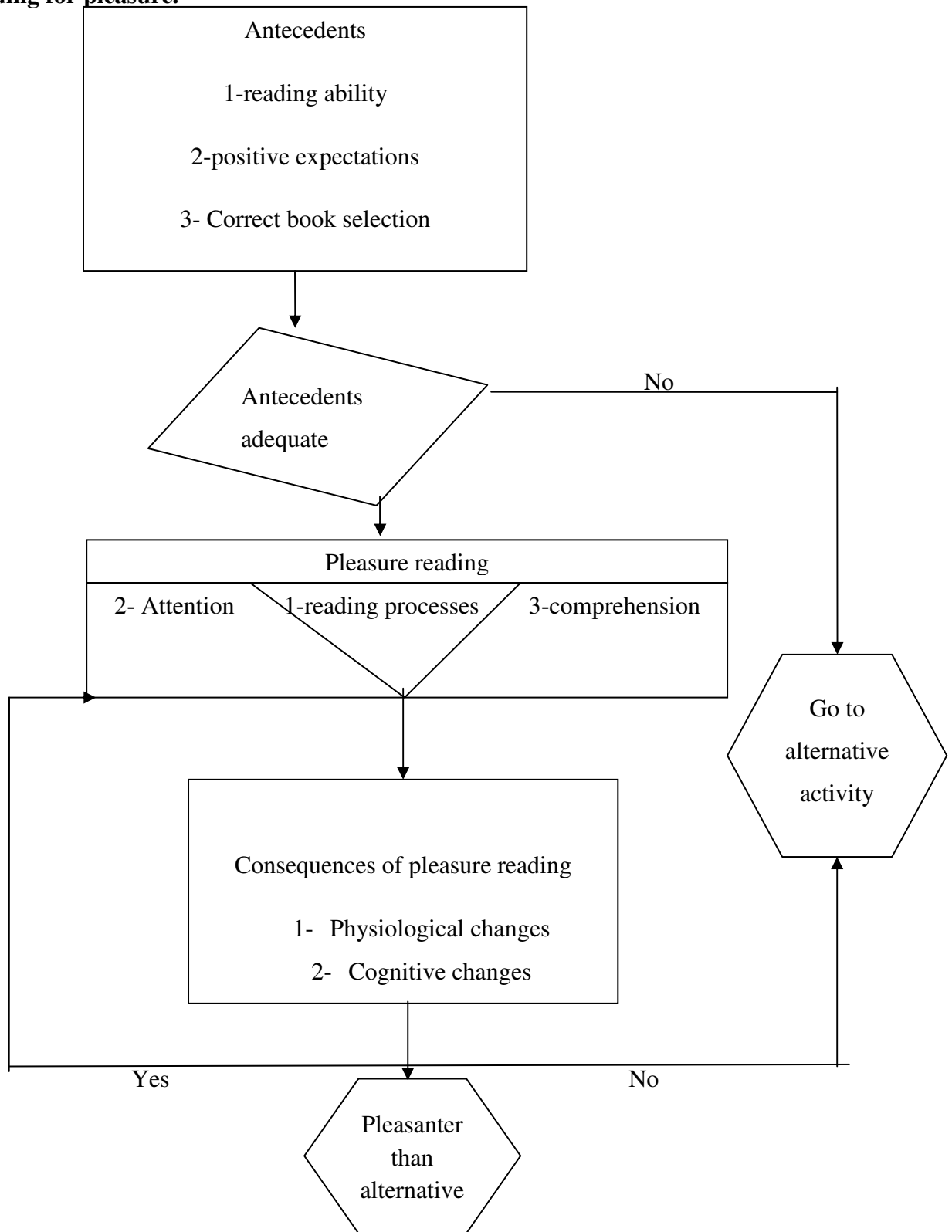
- Students 'level of proficiency
- The purpose of the activity
- Preparation: the teacher should introduce the activity to students
- Procedure: steps of making the activity
- Extensions: ways of expanding the activity
- Variations: ways of performing the activity
- Contribution

The role of the teacher here is to make the extensive reading activity enjoyable.

Nell (1988 p.8) drew up a flow chart, which show the basic premise that unless individuals experience reading as a pleasurable activity ,they will stop reading and choose more enjoyable alternatives . It charts the motivational forces that determine whether an individual reads for pleasure, finds it rewarding and will continue reading.

The first part of the chart shows reading ability and book choice, the second part relates to the actual reading process, which includes comprehensional aspect. Finally, the third part contains the consequences of reading for pleasure, such as the cognitive outcomes (Nell, 1988.p.8-9) this model highlights the individual components that leads to reading for pleasure.

Figure A: motivational flow chart of the antecedents and consequences of reading for pleasure.



Nell (1988.p.8)

According to Nell (1988), in order that reading for pleasure will be beneficial, the learner must have capacity of reading, positive attitudes toward reading, and must chooses material which is beyond their level of comprehension.

The second part of the chart shows that reading for pleasure requires attention, reading processes and comprehension.

The last part of the chart presents the positive results of reading for pleasure namely physiological and cognitive development.

Many researchers suggests that the main crucial materials used for extensive reading are newspapers, magazines, literature, comic book, stories , songs

Newspapers are available everywhere, it usually deals with variety of topic however magazines are usually attractive and colorful. There are the weekly and monthly magazines. Magazines differs than newspapers in that newspapers includes a variety of topics, however magazines emphasizes on a particular topic.

Some researchers states that authentic materials are appropriate for students to read in their spare time. According to Nuttal (1996: p.172) students enjoy authentic materials because “they are by real people and for real-life purposes”

Authentic materials give readers the opportunity to gain real information from a real text. Also, it increases students’ motivation for learning. Authentic materials do not have relation with pedagogical purposes because they are real life texts.

The main advantages of using authentic materials in the classroom include:

- Having a positive effect on students’ motivation.
- Giving authentic cultural information.

- Exposing students to real language.
- Relating more closely to students needs.
- Supporting a more creative approach to teaching.

Krashen (2004) points out some strategies of narrow reading, he said that:

- In order to make extensive reading successful, students need to read enjoyable and funny books
- Students can stop reading if they find that the material is boring.
- Students can move gradually to read difficult materials .
- The students should always carry the magazine or book with him because the world will give him time to read it.

4- Vocabulary knowledge

Reading will be easier and faster if students know the meaning of many words; their reading comprehension skill will also develop.

Vocabulary knowledge is without doubt necessary in reading. There is a high link between reading and vocabulary knowledge. A number of studies have shown that second language learners acquire new words through reading.

Jonson and Jonson (2004.p.1) defines vocabulary as “a list or set of words for a particular language or a list or set of words that individual speakers of language might use” which means that vocabulary is all the vocabulary stock of a given language. According to Jonson and Jonson, the use of vocabulary is individual and it differs from one person to another .So, the vocabulary someone uses are the words he

understands, without an understanding of what words mean, readers face significant difficulties at the reading comprehension level.

Sometimes students are unmotivated to read because they have limited vocabulary and they fail to engage in the reading task.

Many people use the term vocabulary to refer interchangeably to word recognition and word meaning development. Chall (1983) made a clear distinction between those two types of vocabulary.

-Word –recognition vocabulary: are group of words that a student is able to pronounce while they see it in print. Recognition vocabulary is print- bound.

-Meaning vocabulary: meaning vocabulary includes the speaking vocabulary. Students can utter many words although they never seen or tried to read in print.

The report of the NRP (2000) states that vocabulary instruction that is appropriate to the language and ability of students leads to gain in comprehension. Vocabulary knowledge is critical to the improvement of reading comprehension and it promotes further learning.

There are many methods that enable students acquire new words, students can learn new vocabularies from the context of what they are read, hear, or experience in their lives.

Teachers are advised to use knowledge rating in the pre-reading stage in order to know which words students know and which words they need to learn. Teachers always check whether students know the meaning of words in the after reading stage to ensure that students are capable to construct the meaning.

Blachowicz et al (2005) suggests the **STAR** model of explicit vocabulary instruction, STAR stands for the following:

-Select

-Teach

-Activate/analyze/apply

-Revisit

The first task of the teacher is to **select** the appropriate words to receive instructional attention.

-Teach is the second part of the STAR model. It is supportive to the teaching to be done before, during, and after reading.

Before reading: the teacher need to put together any concepts that are essential to understanding.

During reading: it is useful to allocate each new word to a student.

-Analyze: students analyze the meaning of the new word and utilize it in personal context.

Revisit: it is the last step in the model. The teacher checks that the significant words are heard, read, written, and used by students.

Blachowics asserts that synonyms help students define adjectives and adverbs .All synonyms have a slightly different meaning than the target word. Synonyms do not have exactly the same meaning and the meaning of a word usually depends on the context in which it occurs.

Blachowics (2005) show the difference between synonym webs and synonym feature analysis.

-Synonym web:

It is a type of semantic map. Students brainstorm different synonyms, synonym web requires from students to share their understanding of how words are related.

Students can connect words on a web to show their relationships also they can create personal webs for their vocabulary notebooks.

-Synonym feature analysis:

It is concerned with the denotations and the connotations of words. The denotations of a word is its general or literal meaning while connotations are the meaning of words according to the use and the context in which words occurs. The teaching of connotations is difficult because it deals with the hidden and underlying meaning.

To sum up, vocabulary acquisition occurs in the classroom every day. Teachers should make the process of word learning enjoyable, meaningful and effective.

5-fluency

According to the NRP (2000), fluency is characterized by reading orally with speed, accuracy and proper expression, which means that fluency, is the ability of reading smoothly with appropriate intonation. Fluency also can be defined as a set of skills that allows readers to rapidly decode texts while maintaining a high level of comprehension.

The components of fluency are:

A-phrasing: it is the ability to read several words before pausing.

B-pacing: it is the ability of monitoring the reading speed.

C-re-reading: sometimes students need to re-read the texts.

D-expressing: it relates to oral reading which improves students' fluency

E-accuracy: it is the identification and the application of sound –letter relations.

Grabe (2009.p.291) states that “fluency is the ability to read rapidly with ease and accuracy and to read with appropriate expression and phrasing”. Fluent readers can read rapidly, recognize words automatically and interpret phrases correctly. If students read a lot, they will improve their reading fluency.

6- Motivation

Motivation for learning is thought to be one of the most critical determinants of the success and quality of any learning outcomes, good readers tend to read more because they are motivated to read, which leads to improved vocabulary and better skills.

Giving a clear definition to the concept motivation is somehow difficult because the term motivation is complicated and composed of many factors. To take it in its simplest, motivation means focusing on how and why people start actions and how they feel while performing the activity.

The duty of teachers is to keep motivating students to read because once students are motivated they will engage in the activity. Motivation has been developed by

psychologists within one of the three major theoretical frameworks: behaviorism, cognitive psychology and humanism.

Motivation to learn requires taking academic task seriously, attempting to get the most from it, and applying appropriate learning strategies in the process. Motivation is essential to acquiring a second language. Slavin (2003.p.292) states that “the best lesson in the world will not work if students are not motivated “. So, motivation plays a powerful role in the process of learning.

Some researchers think that motivation is a combination of efforts plus pleasure and positive attitude.

Teachers use motivation in order to meet the requirements of learners because motivation is an important factor that pushes someone to do something as stated by Woolfolk (2004.p.350), “motivation is an internal state that makes people read”.

Reading motivation is the individual’s personal goals, values and beliefs toward reading while reading interest relates to people’s preferences for genders, topics, tasks or context.

There are two types of motivation namely intrinsic and extrinsic motivation.

6-1- Intrinsic motivation:

It is motivation to do something when we do not have to perform the task. When students are intrinsically motivated, they do not need a reward because the activity in itself is rewarding.

Many studies states that intrinsic motivation depends on personal interest .Readers who are intrinsically motivated engage in the reading task and they easily find a topic

that attracts their attention. Intrinsically motivated students want to get deep understanding of what they are learning. Intrinsic motivation is more important and powerful than extrinsic motivation.

6-2-Extrinsic motivation:

Many researchers suggest that extrinsic motivation has a relation with external factors; extrinsically motivated students desire to achieve a particular outcome, they perform an act in order to gain something outside the activity itself. Extrinsic motivation leads to surface learning. Students sometimes are motivated to read both intrinsically and extrinsically at the same time. If a student is not intrinsically motivated, the teacher can make him extrinsically motivated. Intrinsic motivation is highly correlated with extrinsic motivation.

7- Promoting reading for pleasure:

There is evidence that in all countries boys enjoy reading less than girls. Girls usually like to read fiction or magazines while boys enjoy reading newspapers or comics.

Many researchers have shown that there are certain activities that could be applied in the classroom to promote reading for pleasure such as designing websites, magazines, meeting authors, celebrities and reading games. Those are the most used activities to promote reading for pleasure for both girls and boys.

7-1- Choice:

There is a great relationship between choice and students' attainments in reading. Choice is an essential element in improving reading for pleasure.

According to Clark and Rumbold (2006), students choose books that interest them. We can say that choice and interest are highly related. There is a positive relationship between choice and motivation. Choice motivates students which in turn promote a reading habit. It is good to give students the opportunity to choose books of their own.

7-2- Reward:

A reward is something given to someone because of worth doing. An evidence shows that a reward builds reading enjoyment. Clark and Rumbold (2006) states that a reward linked to a positive behavior can increase motivation to carry out that behavior. Reward has great impact on students' motivation. A reward motivates students and pushes them to complete a task. A reward can reinforce positive behavior and make it stronger.

7-3-The role of parents:

Parents and the home environment have great impact on students' reading performance. Several studies have shown that a positive home environment promote a reading habit, the studies also shows that:

-when parents involve in the process of educating their child ,the latter will gain many benefits because parental involvement in developing child level of progress is more important than social class, family size ,and the level of parental education.

-when parents have a positive attitude toward reading, this positive attitude will transmit to the child mind and makes the child intrinsically motivated to read.

-when parents give a great importance to reading, the child will become a good reader because children linguistic abilities are linked to their different home backgrounds.

According to Clark and Rumbold (2006), if parents support the child to read and engage with him in the reading process, the child will perform well in reading.

The child of less educated parents tend to perform more poorly in school and complete fewer years of education compared with children of better educated parents. There exist a relationship between home background and school attainments. There is evidence that parenting quality in early childhood and in early adolescence largely accounted for the continuity of education cross generations.

Numerous studies have found that the family context affect individual abilities. The parental support can be a direct factor leading to academic progress.

7-4- The importance of resources:

Having access to resources and having books of their own has a powerful impact on students' achievements in reading .A number of studies have found that girls usually have books of their own. Reading books of their own makes students enjoy reading and read for a long time. Students have to read books which are beyond their level of competence and which are appropriate to their age.

There is a relationship between the number of books at home and students' reading achievements. Owning a book and having access to printed material encourages students to read.

Clark and Rumbold (2006) indicate that the number of books available at home affects students' level of education

7-5- Promoting reading for pleasure in schools:

International studies explores that there are certain activities which enhance students' independent reading, the activities include developing the reading environment, read aloud programmes, book talk and book recommendations and the provision of quality time for independent reading. The role of the teacher is to appreciate and encourage students to read.

According to Clark and Rumbold (2006), extensive reading is affected by certain relationships: between teachers, between teachers and children, between children and families, between children, teachers, families and communities.

Conclusion

This chapter explores extensive reading, besides to the importance of extensive reading namely vocabulary development and fluency. We discuss the characteristics of reading for pleasure. This chapter also shed lights on motivation, its types and its impact on students' achievements. To sum up, we can conclude that free voluntary reading is important, it makes students better readers and confidence in their reading abilities, and it facilitate reading comprehension to students.

Introduction

The purpose of the present study is to investigate the role of extensive reading in developing the EFL Students 'reading comprehension. The method used to carry out the study is the questionnaire. Questionnaires are appropriate tool to gather the needed information. Students have become familiar with questionnaires and know how to deal with them. Questionnaires provide students with the opportunity to express their opinions in a comfortable way because students are free from anxiety or other factors such as the researchers' point of view. The students are asked to answer some questions as freely as possible and they are informed that there is no wrong or right answer, all answers are acceptable.

Sampling:

The participants in the present study are selected randomly out from the large population of the first year LMD students of the English department at Mohamed Kheider University at Biskra, Algeria, during the academic year 2014-2015. A sample of thirty students have been randomly involved (22 females and 8 males).

Description of the questionnaire for students:

The questionnaire includes three main sections. The first section is concerned with general knowledge about participants. The second section deals with reading comprehension, students in this section provide their opinions about reading comprehension. The last section is about extensive reading and students' preferences in reading.

Section One: Background Information

Three questions were put in this section in order to have general information about participants such as gender, the number of years spent in learning English, and proficiency level of participants.

Section Two: Reading Comprehension

This section includes five questions. The reason behind putting these questions is to know students' opinions about reading comprehension, its problems and the strategies applied by learners in order to comprehend texts. Students are asked to justify their answers.

Section Three: Extensive Reading

This section includes five questions. It deals with extensive reading, it attempts to explore the learners' reason of reading and where they prefer to read .Besides to the materials they enjoy to read and how often they read in English.

The questionnaire consists of open –ended questions, multiple-choice questions, and close–ended questions.

The findings of the questionnaire are reported and commented here.

Analyses of the questionnaire for students:

Section One: Background Information

Item one: Gender

Responses	participants	Percentage %
Male	8	27%
Female	22	73%
Total	30	100%

Table 1: gender of students.

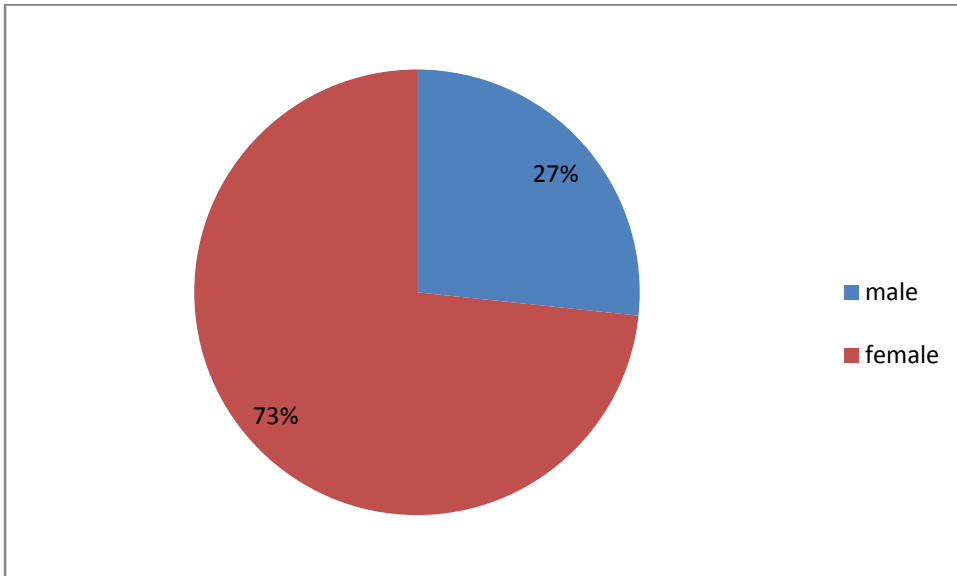


Figure 01: gender of students

As the table shows, the majority of learners (73%) are females while a few number of participants (27%) are males. Females are more motivated to learn English than male students. Female students consider the English language as an easy language to learn and more importantly it is the language of the world.

Item two: the number of years spends in learning English.

Responses	Participants	Percentage%
Seven years	26	87%
Eight years	4	13%
Total	30	100%

Table 02: the number of years spends in learning English.

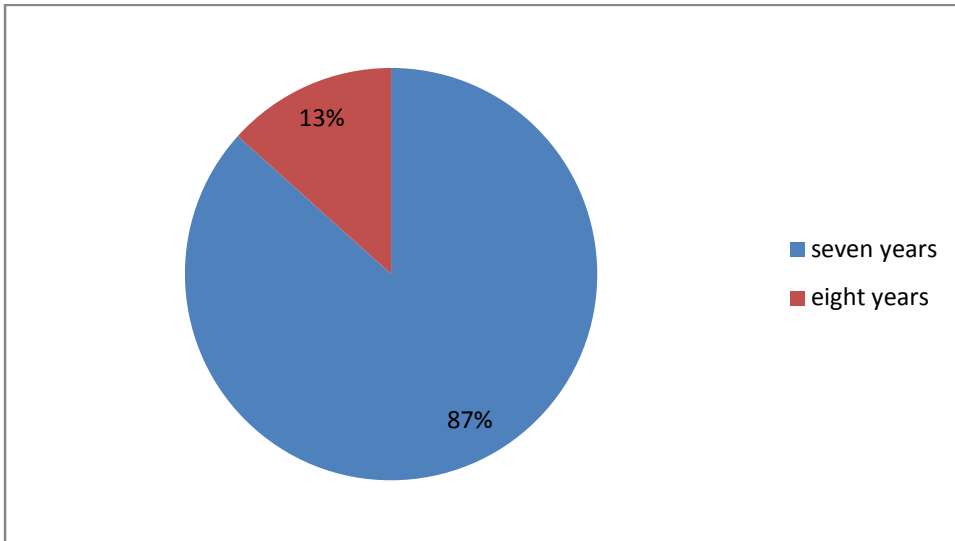


Figure 02: the number of years spends in learning English.

As the table shows, the majority of students (87%) have been learning English for seven years, they learned for four years at secondary school and they spent three years learning the English language at the high school. Thirteen per cent of participants said that they have been learning English for eight years due to repeating one time in an academic year .

Item three: proficiency level in English.

Responses	Participants	Percentage
Very good	00	00
Good	16	54%
Average	13	43%
Low	1	3%
Very low	00	00
Total	30	100%

Table 3: proficiency level in English

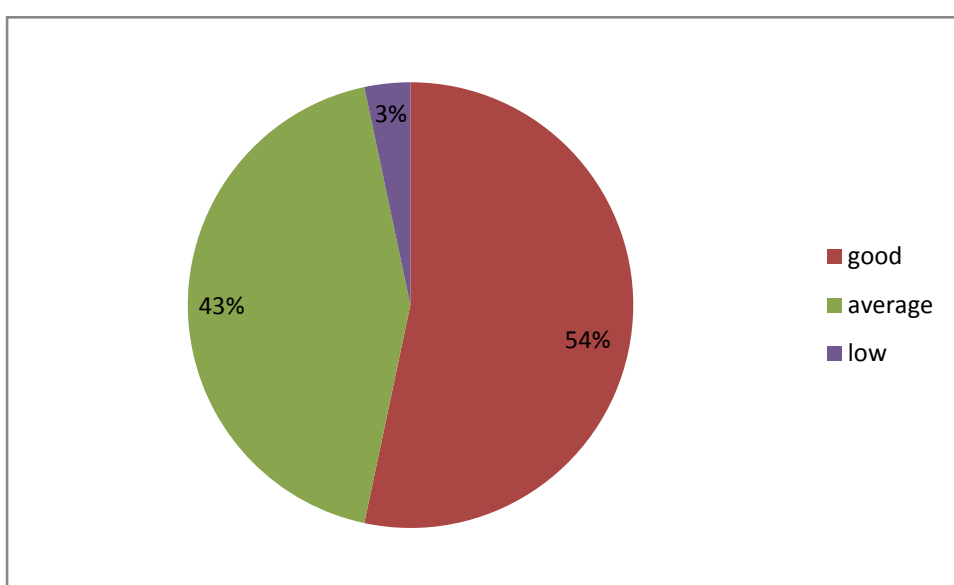


Figure 03: proficiency level in English

None of the respondents said that they have a high level in English. All of them consider themselves as beginners students and they do not yet master English. The majority of participants (54%) indicate that they have a good level because they read a lot in English. Forty three per cent of students show that their level in English is average may be they are first year students of English, they are beginners and with time they will develop the reading skill. Only three per cent of participants answered that their level in English is low because they are not interested in English language.

Section Two: Reading Comprehension.

Item four : which of the following skills are you interested in ?

Responses	Participants	Percentage
Writing	3	10%
speaking	14	46%
Listening	5	17%
Reading	8	27%
Total	30	100%

Table 04 : the skills which students are interested in.

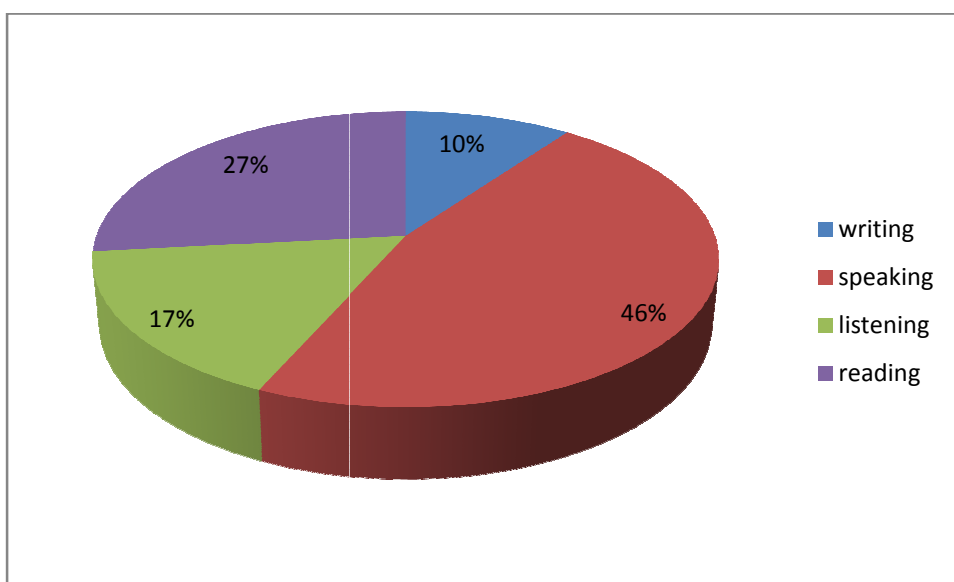


Figure 04: the skill which students are interested in.

The results show that students (46%) focus on the speaking skill, (27%) are interested on the reading skill and (17%) prefer the listening skill and only (10%) are interested in the writing skill which is the most difficult skill. The participants of first year LMD students focus on the receptive skills firstly (listening and reading) then, they can easily master the productive skills. The more students listen and read, the more they speak and write well.

Item five: is reading a great source of knowledge?

Responses	Participants	Percentage %
Yes	28	93%
No	2	7%
Total	30	100%

Table 05: the importance of the reading skill

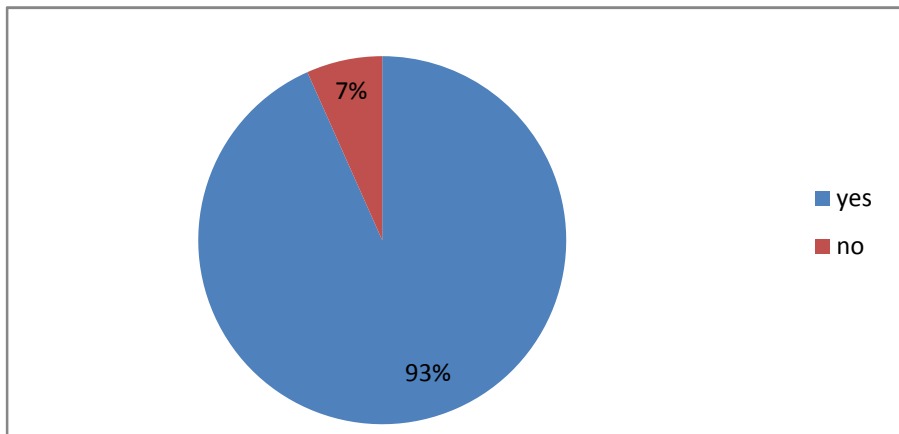


Figure 05: the importance of the reading skill.

The majority of participants (93 %) indicate that reading is important, it is an effective way of vocabulary learning, and acquiring much information, they also said that reading makes them better writers and enrich their background knowledge with many ideas.

Only seven per cent of respondents said that reading is not the only source of knowledge, there are other helpful sources of knowledge rather than reading. They agree that reading is a source of knowledge but they claim that the listening skill provides them with a large amount of information rather than the reading skill.

Item six: how do you consider your comprehension ability?

- a- Very good
- b- Good
- c- Not bad
- d- Bad
- e- Very bad

Responses	Participants	Percentage
Very good	1	3%
Good	20	67%
Not bad	9	30%
bad	00	00
Very bad	00	00
Total	30	100%

Table 06: proficiency level in reading comprehension ability

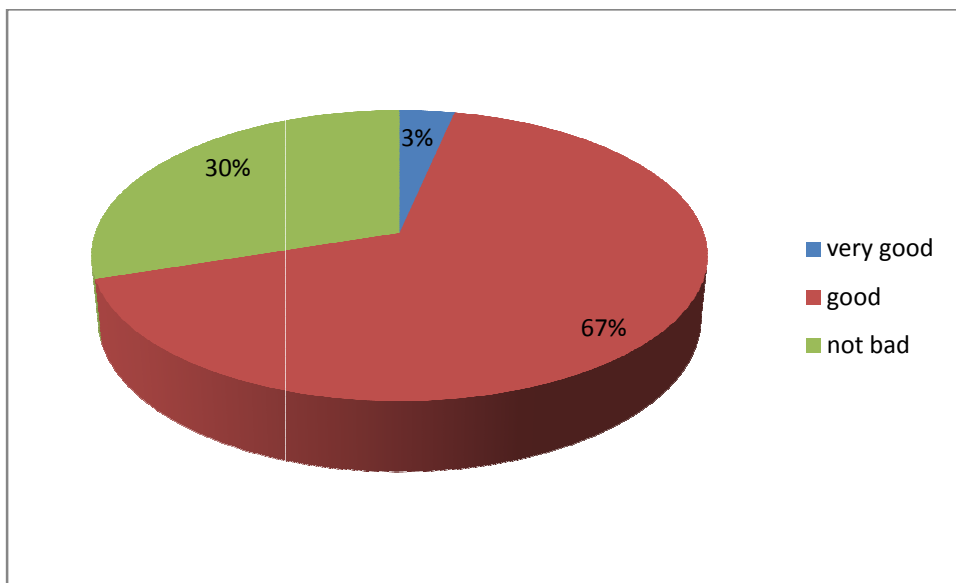


Figure 06: proficiency level in reading comprehension ability

As it is mentioned above, the highest proportion of students (67%) have good reading comprehension ability may be because they read a lot in English. Thirty per cent said that their reading comprehension ability is not bad. They may face difficulties at the level of comprehension due to the lack of background knowledge or large vocabulary. Three per cent of learners mention that they have a very good reading comprehension because they practice various strategies to access the comprehension and they know which strategy works best to comprehend texts. None of the participants cite that they have bad or very bad reading comprehension ability.

Item seven: which of those strategies do you apply to comprehend texts?

- a- Prior knowledge activation
- b- Note taking
- c- Stop and think about what you are reading
- d- Put a purpose of reading
- e- Use the dictionary.

Responses	Participants	Percentage
Prior-knowledge	2	7%
Note taking	7	23%
Stop and think	8	27%
Put a purpose	3	10%
Use the dictionary	10	33%
Total	30	100%

Table 07: strategies which access the comprehension

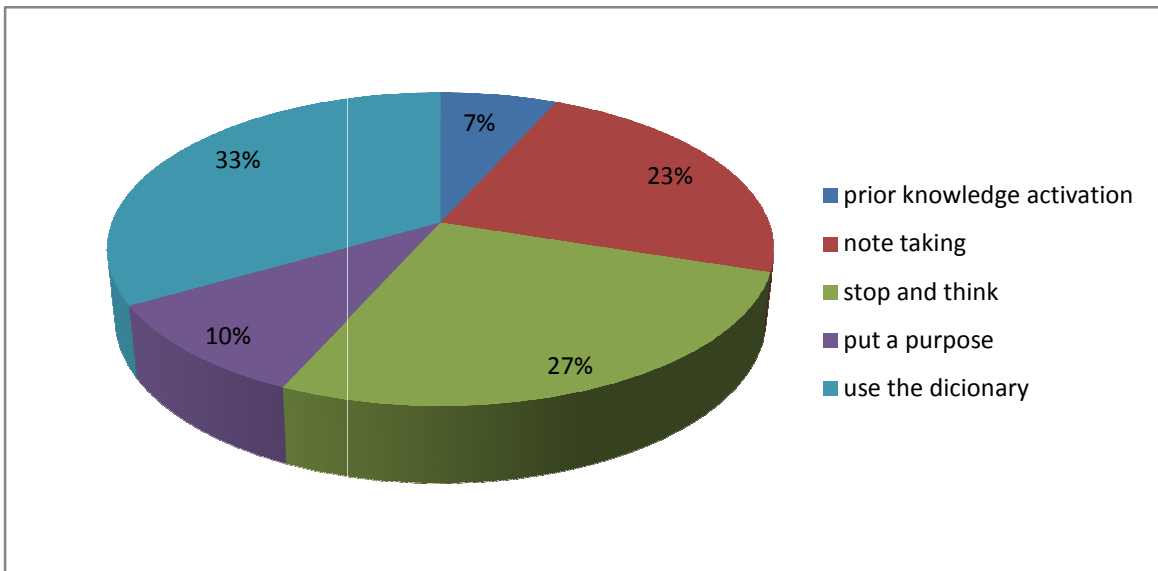


Figure 07: strategies which access the comprehension.

As the table shows, the participants rely heavily on the dictionary. Many students (33%) use the dictionary to know the meaning of unclear words. Others (27%) stop and think about what they are reading. (23%) of learners states that they take notes while reading in

order not to forget the main ideas and to organize the important points. (10%) of participants reported that they put a purpose of reading, they have a clear goal of reading, they know why they are reading and what they are searching for and seeking to understand. Only (7%) activate their prior knowledge about the topic. Students need to practice the prior knowledge activation strategy before reading because the prior knowledge which students bring to the topic facilitates the comprehension.

Item eight: misunderstanding of texts due to:

A- Unfamiliarity with the text.

B- Difficult vocabularies and expressions.

Responses	Participants	Percentage
Unfamiliarity with the text	4	13%
Difficult vocabulary and expressions	26	87%
Total	30	100%

Table 08: problems of comprehension.

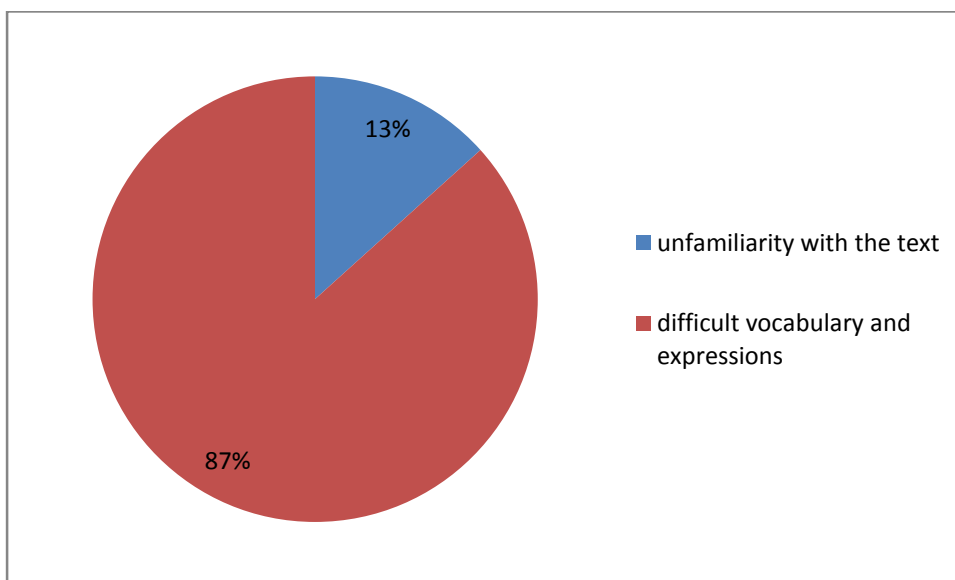


Figure 08: problems of comprehension

The results show that the first reason that make students (87%) do not understood is due to difficult vocabularies and expressions. When students have rich vocabulary, they easily

comprehend texts. Vocabulary knowledge is without doubt necessary in reading comprehension. The minority of participants (13%) face problems if they deal with unfamiliar topic or genre. For instance, a student who always reads scientific texts find it hard to read literature texts. A text is group of words which must be understood so that students achieve comprehension. The more words students know, the easier and faster they will be able to read .Their comprehension will also be improved.

Item nine: does vocabulary knowledge improve the comprehension?

Yes

No

Responses	Participants	Percentage
Yes	30	100%
No	00	00%
Total	30	100%

Table 09: the importance of vocabulary knowledge

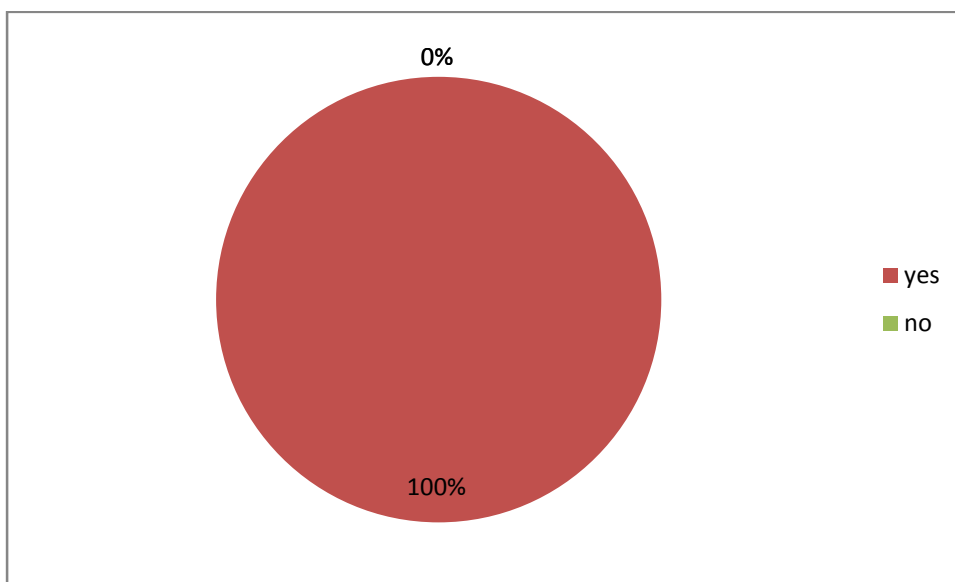


Figure 09: the importance of vocabulary knowledge

The results emphasize the importance of vocabulary knowledge in reading comprehension. All of the participants (100%) agree that vocabulary knowledge develop

the comprehension. Word meaning is highly correlated with reading comprehension abilities. Word meaning is essential to understand texts, without vocabulary nothing can be understood.

Second language Learners acquire and expand their vocabulary knowledge through reading. This answer assures the previous answer, in other words, students rely heavily on word meaning to comprehend print materials.

Section Three: Extensive Reading

Item ten : how often do you read in English?

Responses	Participants	Percentage %
Always	2	7%
Often	6	20%
Sometimes	17	57%
Rarely	4	13%
Never	1	3%
Total	30	100%

Table 10: students' frequency of reading

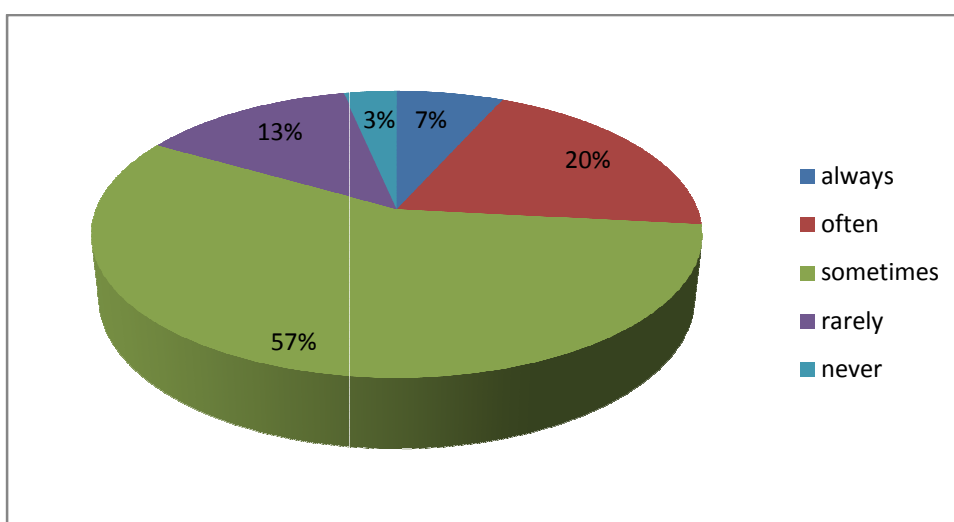


Figure 10: students' frequency of reading

The lack of practice of reading can be noticed from the answers. Seven per cent said that they always read while twenty per cent said that they often read in English. The majority of students said that they sometimes read and they consider reading as an effective way of learning English. Thirteen per cent indicate that they rarely read and reading is just a duty given by the teacher, these students are unmotivated to read because they lack the ability to read fluently. Three per cent show that they never read in English due to some factors such as hesitation and anxiety. They do not have confidence in their reading abilities or they prefer to read in Arabic. Hence, the students need to be encouraged to read more.

Item eleven: your reason of reading.

A-reading for pleasure

B-reading for exams

C-both of them

Responses	Participants	Percentage
Reading for pleasure	7	23%
Reading for exams	7	23%
Both of them	16	54%
Total	30	100%

Table 11: reason of reading

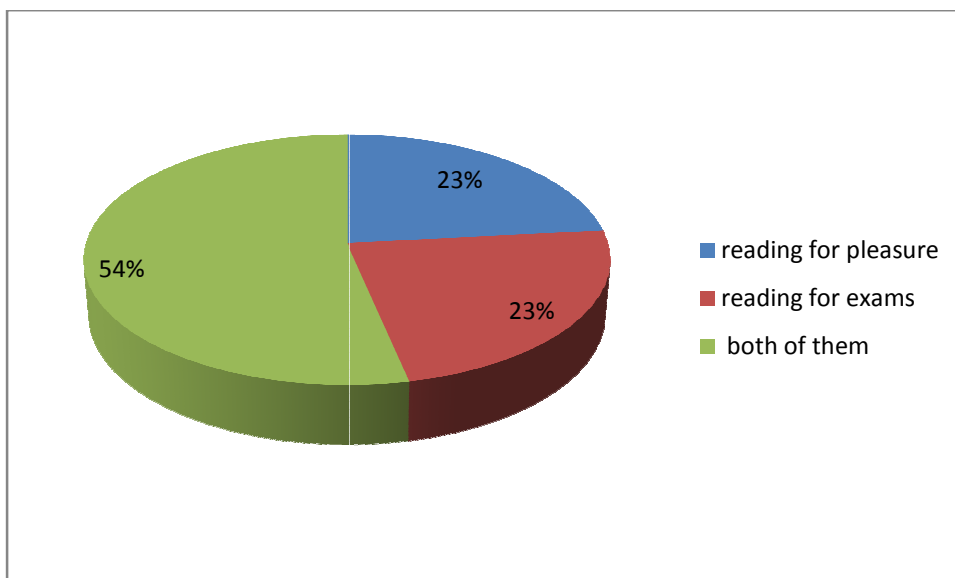


Figure 11: reason of reading

The number of students who like to read for pleasure is equal to the number of students who prefer to read for exams. The majority of students (54%) like to read for both. In periods of tests and examinations students read only materials that are related to their lessons and courses. However, students in their spare time like to read for enjoyment. The students need to be encouraged to read more both for exams and for pleasure. Twenty three per cent of students read for pleasure, they read for the sake of enjoyment. The same percentage (23%) of learners read for exams, they read to discover the language and to look for information.

Item twelve: do you prefer to read:

A-inside the classroom

B-outside the classroom

Responses	Participants	Percentage
Inside the classroom	6	20%
Outside the classroom	24	80%
Total	30	100%

Table 12: the preferred place of reading

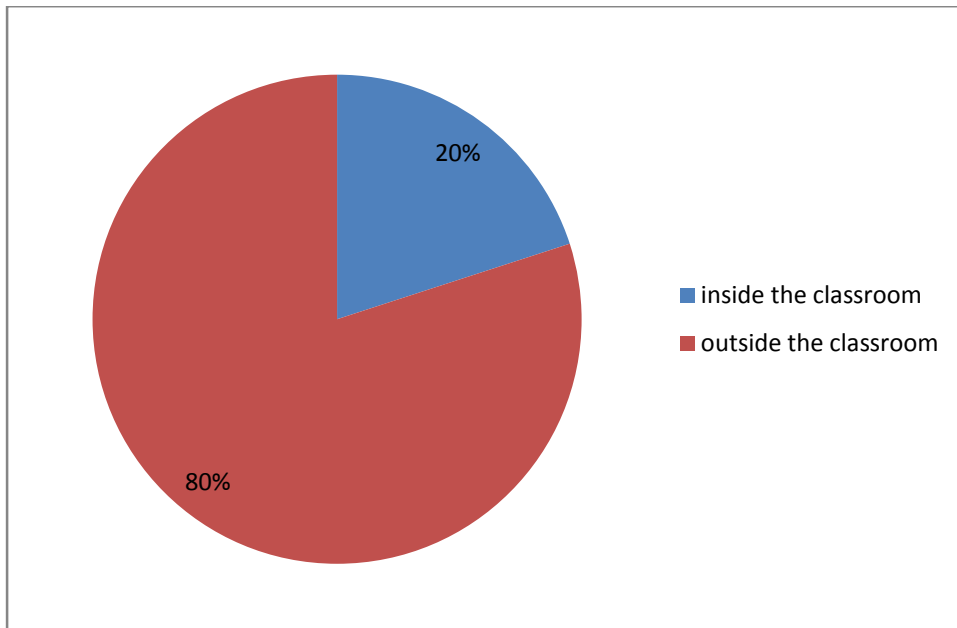


Figure 12: the preferred place of reading

This answer reveals that students prefer to read outside the classroom, eighty per cent of learners like to read at home where they feel comfortable and relaxed. Home makes them decrease anxiety and hesitation. Twenty per cent of participants said that they like to read inside the classroom, may be they want to get feedback from the teacher when they misspell a word for example. Some learners claim that they have to read outside the classroom because the given information from the teacher is not enough.

Item thirty : do you like to read:

a-what teachers asks you to read

B-self-selected materials

c- Both of them

Responses	Participants	Percentage
What teachers asks you to read	5	17%
Self –selected materials	9	30%
Both of them	16	53%
Total	30	100%

Table 13: the choice of the material

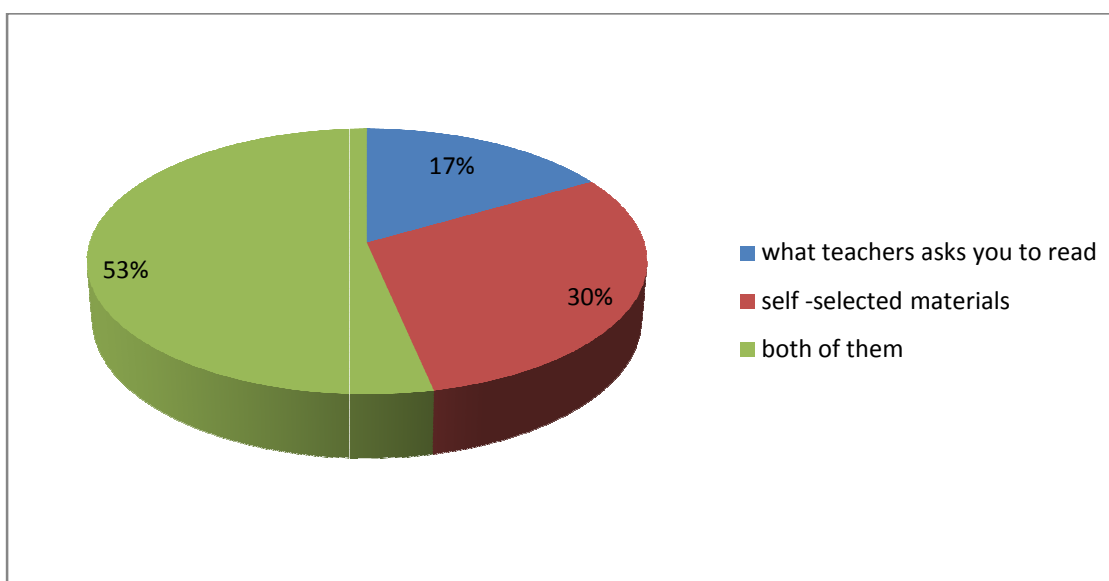


Figure 13: the choice of the material

The table shows that more than half of participants (53%) read both what teachers ask them to read and self-selected materials. Those students read a lot and read a variety of materials which makes them good readers. Seventeen per cent of participants show that they read only what teachers ask them to read, the teacher is the important reason of reading, the teacher plays an important role in reading engagement, they see reading as an obligatory task. Thirty per cent of students indicates that they choose materials to read it, those students usually are intrinsically motivated to read and they want to have deep understanding of what they are reading.

Item forty: while reading, do you try to get:

- a- The main ideas
- b- Detailed understanding
- c- General understanding

Responses	Participants	Percentage
The main ideas	11	37%
Detailed understanding	9	30%
General understanding	10	33%
Total	30	100%

Table 14: the degree of understanding

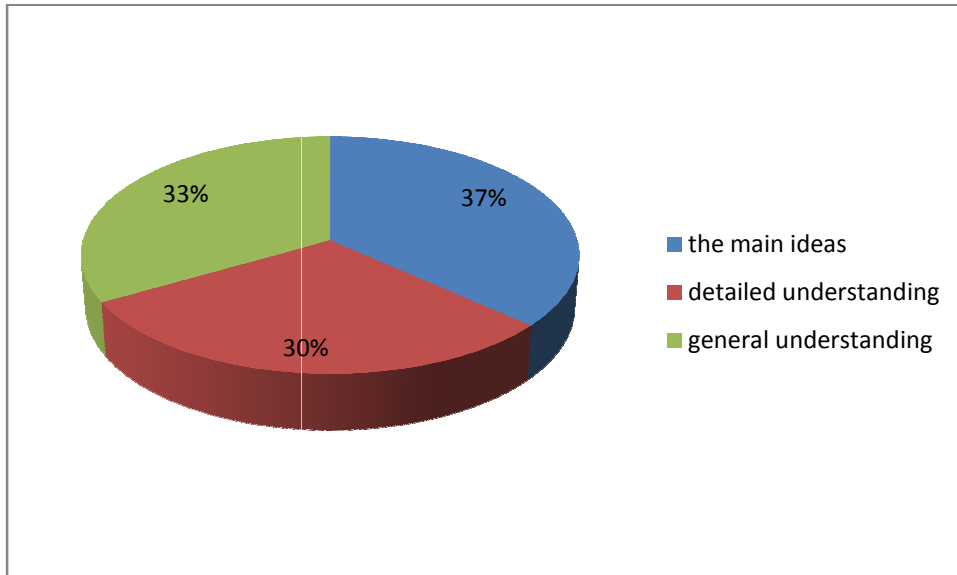


Figure14: the degree of understanding

The table shows that some students (37%) when they read they try to get the main ideas. (30%) mention that they like to reach detailed understanding of what they read, especially when they deal with lessons related to the curriculum. Some participants (33%) indicates that they keep themselves superficially informed such as when reading stories or comics.

Conclusion

The questionnaires addressed to first year LMD students of English at Biskra University reveals that the participants agree that extensive reading is very important for students in order to develop reading skills. However, students argue that they face difficulties in reading. The findings of the questionnaire also show that vocabulary knowledge is very essential to access the comprehension .Students should be willing and motivated to read both for exams and for pleasure.

Description of the questionnaire for teachers:

Introduction:

This questionnaire was addressed to teachers from the department of English at Mohammed Kheider University Biskra. Ten teachers were involved in this questionnaire. The reason behind conducting this questionnaire is to collect data concerning the importance of extensive reading in developing the EFL students' reading comprehension.

The questionnaire consists of sixteen questions. There are both closed-ended questions and open-ended questions, some questions requires justification from teachers. The questionnaire is divided into three main sections.

Section One: Background Information

This section includes four questions. It illustrates general information such as gender, degree held and the teaching length of experience.

Section Two: Reading Comprehension

This section consists of six questions. It is concerned with reading comprehension, besides to the difficulties that students face during reading.

Section Three: Extensive Reading

This section consists of six questions. It deals with extensive reading and its importance. The teachers were asked about the students' preferences in reading such as whether students like to read intensively or extensively and which place they prefer to read

The findings of the questionnaire for teachers are reported and analyzed here.

Analyses of the questionnaire for teachers:

Section One: Background Information

Item one: gender

Gender	Participants	Percentage
Male	6	60%
Female	4	40%
Total	10	100%

Table 01: gender

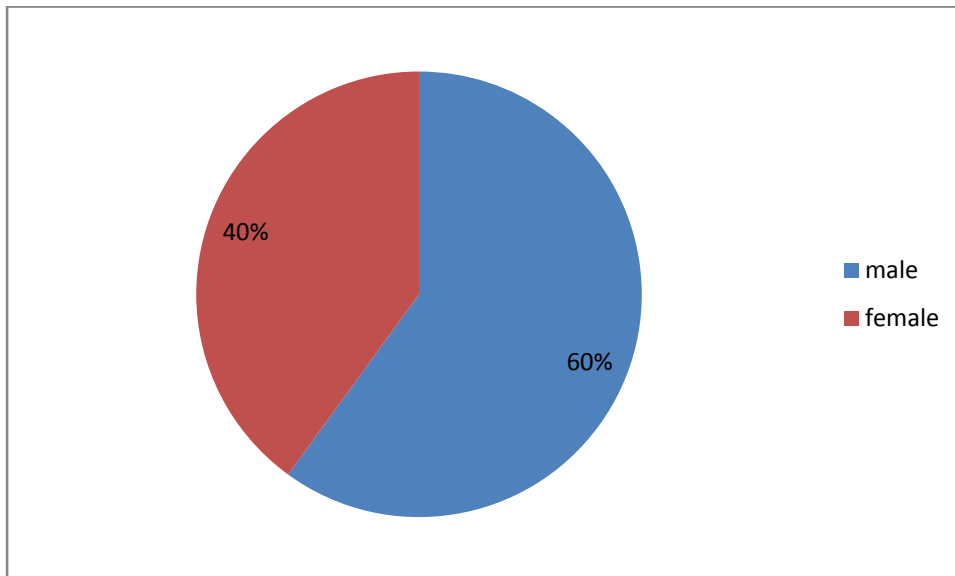


Figure 01: gender

The table shows that the majority of participants (60%) are males, and (40%) are females

Item two: educational level

Responses	Participants	Percentage
License	2	20 %
Magister	5	50 %
Doctorate	3	30 %
Total	10	100%

Table 02: educational level

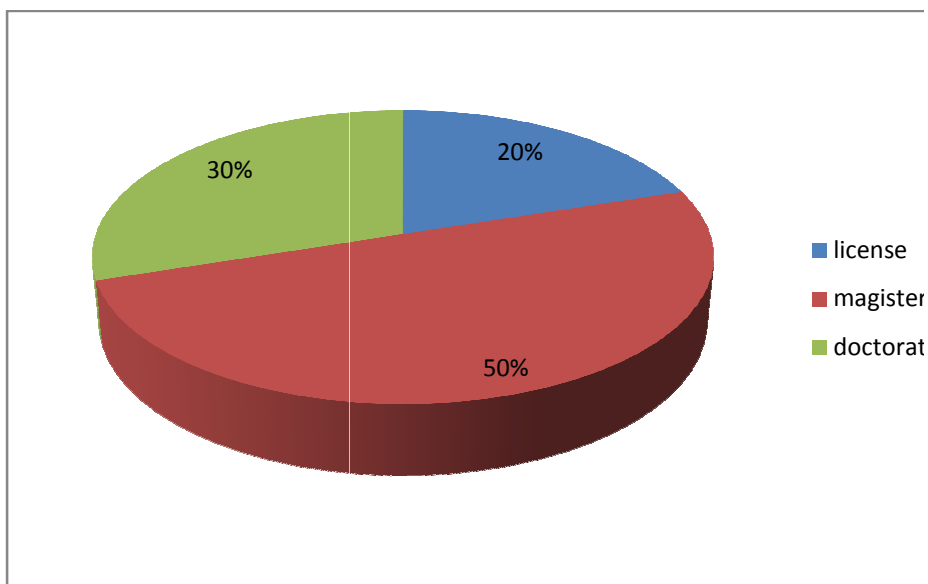


Figure 02: educational level

The majority of teachers (50%) held the magister degree, a low number (20%) have the license degree, and (30%) of them have the doctorate degree. This shows that the teachers to whom the questionnaire was addressed had a high level of education.

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