

Extensive Reading as a Teaching Strategy in Enhancing Learners Reading Motivation

المطالعة الواسعة كاستراتيجية لتحفيز المتعلمين على القراءة

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Abstract:

The current study reports on the use of extensive reading as a teaching strategy implemented within the curriculum to teach reading . It aims at investigating the effectiveness of ER in motivating learners to become life-long readers and achieve better outcomes in reading comprehension . To reach this aim , the study employed an experimental design that involves both quantitative and qualitative tools , students questionnaire , a classroom observation , pre and post tests as well as a teacher's interview . A control and a treatment group from El Emir Abdelkader middle school in Blida level four were randomly selected to participate in the study . Findings revealed that the experimental group had positive improvements in their reading outcomes and were more motivated to read for pleasure . Despite the significant importance of ER in motivating learners to read , teachers believe that implementing ER in middle schools needs more interest . Based on the yielded results , more research is

recommended to prove the effectiveness of such strategy on middle school learners.

Key words : Extensive Reading , Intensive Reading , Reading Comprehension , Motivation , Reading Motivation , Teaching Strategies , Effective Strategy .

ملخص باللغة العربية:

يتضمن فحوى هذه الدراسة الدعوة إلى استخدام القراءة الموسعة كإستراتيجية تدريس يمكن تطبيقها داخل المنهج لتعليم القراءة . كما تهدف إلى البحث عن فعالية القراءة (المطالعة) في تحفيز المتعلمين ليصبحوا قراء مدى الحياة وتحقيق نتائج أفضل في فهم المقروء . للوصول إلى هذا الهدف ، استخدمت الدراسة تصميمًا تجريبيًا يشمل على أدوات كمية و نوعية متمثلة في استبيان للمتعلمين ، ومراقبة حجرة الدراسة ، واختبارات قبلية وبعديّة بالإضافة إلى مقابلة مع المدرس (حوار) . لأجل ذلك تم اختيار مجموعة ضابطة وعلاجية من متوسطة الأمير عبد القادر ، المستوى الرابع بالبلدية للمشاركة في الدراسة ، حيث كشفت النتائج أن المجموعة التجريبية لديها تطور إيجابي في نتائج القراءة الخاصة بهم وكانوا أكثر تحفيزًا للقراءة من أجل المتعة . على الرغم من الأهمية الكبيرة للقراءة الموسعة (المطالعة) في تحفيز المتعلمين على القراءة ، يعتقد المعلمون أن تطبيق هذا النوع من القراءة في المتوسطات يحتاج إلى مزيد من الاهتمام . بناءً على النتائج التي حققها البحث ، يوصى بإجراء المزيد من الأبحاث لإثبات فعالية هذه الاستراتيجية على المتعلمين في المتوسط .

الكلمات المفتاحية: القراءة الموسعة ، القراءة المكثفة ، فهم النص ، التحفيز ، التحفيز على القراءة ، استراتيجيات التدريس ، استراتيجية فعالة .

Introduction:

Due to the globalization and technological advances , there was a need to learn and acquire foreign languages .For this respect , English has acquired a greater attention and importance .The rise of English as a world

language is unstoppable . (David Crystal .1997 , 2003). English became an instrument of modernization , economic progress , social , educational and occupational success . (Tan & Rudby . 2008) . However , teaching English as a SL or a FL is a challenging task especially when it occurs in contexts where learners have different backgrounds and different cultures . Both teachers and learners may face certain difficulties and challenges . It is generally accepted that teaching ESL or EFL faces a bitter fact of outcomes which are below the expectations and despite the efforts exerted to improve the teaching of English the learners proficiency is still inadequate .(Shehda Fareh . 2010).

Respectively , the Algerian Educational System is spending effort and money to cope with the world of modernization and globalization and improve language teaching and learning . However , teachers and learners still face some challenges and the Algerian learners level of English proficiency is lower than expected .As the success or failure of Algerian learners is also related among other factors to age , anxiety and lack of motivation (Nadia, Rezig . 2011)

Moreover ,we all remember the reading course – whatever the language was native or foreign – where students fell asleep , a boring text , a demotivating teacher and uninteresting comprehension tasks .Learning to read texts in English is a very demanding task because teachers' role is to help students understand what they read and help them develop their reading skills , raise their interest and motivation to read and keep them reading continuously to become better active readers . To meet this challenge , it is the teacher's role to use appropriate strategies and effective methods .Consequently , motivating students to read is one of the most important challenges teachers and learners face as motivation is a key factor for English language achievement

Most learners can be motivated for a short time , a fact which explains that motivation can die few months , days , hours later and sometimes it dies few minutes after the lesson starts . Learners motivation declines across the school years , so maintaining and preserving motivation especially intrinsic motivation and encouraging them to find satisfaction is the role and efforts of teachers (Noels et al , 2019) because intrinsic motivation is longer lasting than extrinsic motivation (Mart , 2011) particularly motivation to read . Furthermore ,motivation is enhanced and sustained by the way the instructional materials and effective , fascinating teaching methods are organized (Mart , 2011) .

It is necessary to recognize that teachers are given an important task that is to create and preserve learners' long-life enthusiasm , interest and

enhance their motivation to learn effectively (Vanhala , 2008) . Most studies confirmed that among the external factors that influence learners motivation to learn a SL or FL is the teacher's practices , that is to say the teaching strategies (Cheng & Dornyei 2007 , Guillotteaux & Dornyei 2008) .Recent researchers argued that the choice of the teaching strategy and the way teachers approach their teaching has a great effect on learners motivation (Anjomshoa & Sadighi 2015 , Hung 2013 ; Moskovsky et al 2013 , Bouras 2019) .In short , learners success and motivation to read and achieve in reading lay special weight on teachers practices and teaching strategies applied in the classroom .

The rationale of the study

Reading at schools focuses on vocabulary memorization and grammatical rules , that is why learners get negative attitudes and loose the pleasure and appreciation of reading (Chang Chien & Yu , 2015) . In Algeria , learners learn English input through the teacher inside the classroom . They are not exposed to outside input since they do not use the language outside the classroom . They can get outside input from watching movies or listening to songs but rarely through reading in English .The same situation is prevailing in other countries like Taiwan , Indonesia , Japan , Saudi Arabia and others . (Apple 2005 , Huang , 2015 , Abdullah 2013 , Lake 2014)

Despite the efforts devoted by the Algerian Educational System, middle school learners performance at English is not satisfactory as expected .Algerian learners encounter many challenges among which is the lack of motivation . This is evident in the students scores and grades that downgrade each year . Specifically in reading and writing where the pleasure declines with age (Miller & Meece , 1997 as cited in Emily R, Lai , 2011) .In addition to that English exams are done by reading written texts and answering comprehension tasks out of 7 points .Therefore , motivating learners to read and achieve better becomes a demanding task and one can opt to know whether learners keep on reading when the intensive reading course is over . Therefore , it is the responsibility of the teacher to promote their learners level of motivation by selecting appropriate and effective reading methods and strategies (Dornyei . 2005) among which is extensive reading . However , reading in Algeria is dominated through the teaching of intensive reading with a total absence of ER specifically in middle schools .

The aim of the Study:

Intensive reading is not enough to develop life-long readers , thus it is important to encourage extensive reading to complete and advance in-class

intensive reading . In the light of this idea , the current study is an attempt that ultimately aims at investigating the effectiveness of extensive reading as a teaching strategy practiced by the Algerian middle school teachers to develop their learners motivation in order to achieve better in reading English texts .

Literature Review

Motivation

Motivation is an important issue in the EFL and ESL setting where students need to have extraordinary motives to succeed and achieve better results . Most researchers (Anjomshoa & Sadighi 2015 , Hung 2013, Alizadeh , 2016) agreed on the fact that motivation is a major factor that affects and influences learners success of learning a FL or SL . Without motivation even learners with good abilities are unable to accomplish long-term goals or achieve better outcomes (Dornyei& Csizer ,1994, as cited in in Huang, 2007 and Anjomshoa & Sadighi 2015) . Despite the fact that much has been written about motivation , there is no ample agreement on the definition of motivation . For instance , Gardner(1985) defined motivation as a complex context that involves the combination of attempt and the desire to reach the aim of learning the language. It is based on self-efficacy (Bandura , 1982) to accomplish a given task and on achievement as an overall goal in learning (Pintrich & Schunk , 1996)

Despite the lack of consensus on the definition of motivation , researchers agreed on and supported the existence of a particular sub-theme that is the division between intrinsic and extrinsic motivation also named as integrative and instrumental motivation. According to Gardner (1985) motivation can be divided into two broad categories : integrative motivation and instrumental motivation . Integrative « reflecting a sincere and personal interest in the people and culture represented by the other group » . Instrumental « reflecting the practical value and advantages of learning a new language » However , the concepts of integrative and instrumental orientations could not explain learners motivation when engaged in classroom learning tasks . Thus , the alternative concepts were intrinsic and extrinsic motivation which at some extent succeeded in explaining and analysing language learning within the classroom context . Moreover , the need for achievement is always associated with external factors such as reward and praise for success , good goal setting and strong self-efficacy . That is to say , learning a foreign language either for a purpose or for the sake of enjoyment .

The dichotomy of intrinsic and extrinsic motivation or integrative and instrumental motivation has been the interest of many researchers who

inclined their studies by exploring the participants motivation orientation either intrinsic or extrinsic or integrative or instrumental . Intrinsic motivation or self motivation is an inside motivation because it originated inside a person . It is based on the person's autonomy and personal desire to do the activity without any reward (Anjomshoa & Sadighi 2015) On the other hand , extrinsic motivation is when a person is motivated from an outside source rather than the self like rewards (Anjomshoa & Sadighi 2015) or the desire to get good grades .Part of this , being intrinsically or extrinsically motivated to learn English in Algeria is one of the issues of motivation studied in the current research .

Positive emotions like joy , pleasure , interest , anticipation and curiosity empower learners to learn more and increase the brain work . When learners enjoy the language , their emotions and interest increase , they feel happy , excited and proud to accomplish activities . On the other hand , when they hate the language , they feel bored , their emotions and interest decrease . Additionally ,learners' intrinsic motivation to complete tasks and activities learners liked before can be lost during the learning process because learners' interest may change with age . Learners interest in their childhood may not continue when they become older (Takahashi , 2018) . Sometimes learners motivation decreases because it was sustained only by external rewards .

It is not easy to measure motivation objectively , and it is hard to observe it since behaviors change as a result to different motivational factors (Dornyei & Ushioda , 2011 : 401) For this reason it is important to gather data through self-reports and perspectives (Ibid) like questionnaires, interviews and diaries .However , these instruments are seen as subjective . To minimize the subjectivity of data , the limitations of the instruments in scale and scope more concern and attention have been taken into consideration by some researchers in the field of motivation (Ibid) For instance , to measure motivation Gardner , 1985 , developed the Attitude Motivation Battery AMTB basedon five categories or themes : motivation , integrativeness , attitudes towards learning , language anxiety and other attributes like instrumental orientation and parental encouragement .

Reading

In line to motivation which is associated with learners achievement , reading is an important skill that can influence effective language learning and has a great impact on their outcomes . Learners degree of success in reading is influenced by different factors like : learners age , proficiency , motivation , cognitive processing , teacher practices ,

curriculum , materials , teaching and learning environment and L1 and L2 relationship (Grabe , 2004)

Similarly to motivation , reading has been identified as a complex process since it requires the integration of different aspects of language , memory , motivation , what the writer means and what the reader understands as well as cultural and social aspects (Alsubaie , 2014) Nowadays , most learners enjoy reading the virtual world through internet which becomes a library or the source of reading materials instead of reading graded books (Pirihi , 2017 Birketveit et al , 2018)

It can be argued that people read for different purposes . Some people can read for pleasure , others read to enrich their vocabulary and improve their language skills , others read to develop their writing or speaking , some read to gather information and understand the meaning of a text either to get specific or general information . Others must read because reading is a module or a subject part of the curriculum , others read because reading is part of the exams . In other words , people read either for academic purpose or non-academic purpose (Mustapha Mohamed , 2016) . As a consequence , researchers agreed that there are two types of reading : intensive reading and extensive reading (Harmer 2002 , Nutall 2005 as cited in Mustapha Mohamed , 2016)

Intensive reading is the process of reading short texts to get specific information , it is reading for details that requires a lot of accuracy (Mustapha Mohamed , 2016) . In this context , the teacher plays an important role in setting the purpose of the reading and giving clear tasks and instructions to interpret the text and achieve comprehension .

Again ,there is no consensus on the definition of ER (Hedge , 2000 as cited in Huang , 2015) but most researchers agreed on its importance to promote life-long reading habit (Huang , 2015) . Extensive reading plays an important area in L2 reading research (Grabe & Stoller , 2013 : 105) which foster the habit of reading in English and adds comprehensible input to language (Judge , 2011) .Extensive reading is to read for non-academic purpose , to read for pleasure and select what interest them at any time , it is a source of enjoyment and helps EFL learners to become better readers and fluent speakers (Mustapha Mohamed , 2016) .A great number of researches attempted to reveal the importance and effectiveness of extensive reading in motivating learners to learn and improve their reading skills . Despite all the researches that revealed the importance of extensive reading , few programmes make extensive reading a reality in the schools , this is due to the lack of resources , libraries and reading materials (Grabe & Stoller , 2013 : 266)

Extensive Reading as a strategy to motivate learners to read

Reading in a foreign language is a difficult task , teachers have to raise learners interest and motivate them to read effectively through the implementation of various techniques and strategies among which is ER (Raihani , 2014) . According to Hudson (2007) as cited in Lake (2014) , the goal of teaching is to have learners who read continuously even when the reading class is over . It is worth noting that extensive reading has gained a significant place in the field of language pedagogy .

In fact , there is a wide of literature with respect to the role of extensive reading in enhancing language learning in general and reading learning in particular) .Recently , interest has been turned to ER (Apple , 2005) and a wide range of up-to-date studies examined the effects of ER on learners motivation and reading improvement and revealed the benefits and effectiveness of ER as a successful approach or strategy to improve the teaching of foreign language reading and increase motivation to promote learners reading proficiency (Huang 2015 , Pirih , 2017 , Apple 2005)

ER can increase students motivation to read (Hadiyanto , 2018) the teacher is the most responsible in increasing learners motivation to learn through the practices he/ she exercises and the atmosphere she / he creates . A teacher should be a model of a reader for students to motivate them to read , too . One can say that enthusiasm in reading can be inherited from teachers to their learners . Therefore , there should be a coordination between teachers and training to use ER approach because teachers who are attempting to apply an ER program do not follow certain practices (Huang , 2015) and administrative work and do not use universal instructions (Chang Chien & Yu , 2015)

It is not easy to become a good L2 reader since it needs time , motivation and effort from the part of both the learner and the teacher (Lake , 2014) . Having interest and being motivated to read will help learners read outside the class and become life-long readers (Lake , 2014) . In light of this goal , most researchers recommended the implementation of ER program as a course within the teaching and learning process besides the ordinary intensive reading course. More recently , studies on the effects of ER in enhancing and improving learners reading adopted an ER program over a period of a semester or a year to observe its influence on a long term of learning because the role of ER is to develop a life-long interest for reading in daily lives (Sachs , 2001 as cited in Raihani , 2014) . Among the principles of an ER program is that learners are able to choose the books they like , they can set their own reading goals and can evaluate their reading progress (Hadiyanto , 2018) Unlike the IR program where students

read easy or difficult texts selected by their teacher , the ER program is based on students proper choice of the reading material , stories or texts (Lake , 2014) . According to Raihani (2014) the choice of the material is one of the benefits of ER because it increases students pleasure and interest to read . Respectively , Birketveit et al (2018) supported the idea that motivation to read increases when students self-select what to read .

A substantive number of researches assumed the significance of ER program in improving L2 learners reading skills and quality . For instance , Abdullah (2013) conducted an experimental group design to determine the effect of ER program on learners reading skills in Taiwan University . Participants were divided into two groups a control group and an experimental group. The latter followed an extensive reading program for one semester of four months . Both groups were tested twice before and after the intervention . During the intervention period , students preferences were grouped into fiction and non-fiction themes then grouped into sub-categories (Adventure , fairy tales , romance , history , short stories , ...) Students were encouraged to use the library and choose books they prefer , they should read a book per week . At the end of each book reading they were encouraged to report certain information on a worksheet and exchange the knowledge they got from the book with each other . An Inventory of reading performance for English majors was used to design and develop tests selected to assess learners reading achievement before and after the intervention. The tests consisted of 5 passages with 50 multiple choice questions . In addition to the pre and post tests a T-test was used to measure the difference between the scores of both groups . Results of the pre-test revealed that both groups achieved low in the standard-based reading test . However , a significant difference existed between the two groups in the post-test in favor of the experimental group who achieved higher than the control group after the treatment and ER exposure .

The researcher concluded that reading through other materials rather than the textbook is an effective teaching technique to improve learners reading skills . Learners were motivated to read what interest them at their own space , a fact that positively affect their reading performance . As a result , the researcher recommended the integration of ER within the reading courses in Saudi Arabia Universities . The researcher also called for sustaining the practice of reading for pleasure in all the libraries and providing periodical reading assessment to evaluate learners reading proficiency strengths and weaknesses . Finally , the researcher recommended further studies to explore the effects of ER program on improving student motivation to read . As a attempt to complete this gap in Abdullah research ,the current study sought to investigate the

implementation of ER as a teaching strategy to enhance learners motivation to read efficiently .

Due to the lack of research investigating the influence of ER in motivating learners to read , Apple (2005) conducted a study aiming at investigating whether ER can improve learners motivation to read in English . To reach this aim 330 Japanese students from Foreign Languages Faculty of a private university West of Japan were administered a (AMTB) questionnaire to identify their motivation and their attitudes about reading in L1 and L2 . The participants followed an ER program and were surveyed again about the same questionnaire . At the end of each book reading the participants were asked to write a report .

Findings revealed that ER is not a short term method or strategy , it needs time to realize the effects of ER to motivate learners to read months or years . Moreover students showed both integrative and instrumental reasons to study and read English despite the fact that Japanese context is an instrumental oriented context that do not want to integrate with the L2 culture . Results also revealed that there was no difference between the questionnaire items scores before and after the ER program because students were already motivated and their motivation continued .

Respectively , with regard to motivation , Lake (2014) study aimed at developing good reader motivational characteristics and improving reading motivation through an extensive reading program for one semester of investigation . One of the questions in Lake study was to determine whether ER increases students L2 reading motivation . The researcher also sought the relationship between learners interest , self-efficacy and reading fluency .224 female Japanese university students participated in the study from different departments .The participants passed the TOEFL Score and had nearly the same level of proficiency . Later they were divided into control and experimental groups and were administered a questionnaire to measure their interest , self-efficacy and reading speed .After reading graded books students were asked to write short blogged book reports . At the end of the semesters , a T-test was used to calculate the results of the measured reading speed test and the reading comprehension test .

Findings revealed an increase in learners L2 reading interest and reading self-efficacy with students under the ER program who read a book a week . L2 reading self-efficacy was higher than that of the control group which indicated that reading self-efficacy can lead to important reading outcomes like fluency , engagement and strategy use . According to the researcher , reading can be improved through a semester of ER program implemented within the teaching and learning process . Such a claim comes

to oppose the claim of Apple (2005) who viewed ER as a long-term process .Moreover , ER program has a great effect in increasing learners motivation levels and positively increases certain reading motivational components like L2 reading self , L2 reading interest and L2 reading self-efficacy .

Similar results have been found in Raihani (2014) study . The researcher conducted a qualitative research based on a case study to explore the benefits of extensive reading as a teaching strategy to teach reading . The researcher opted for a triangulation of instruments to collect data from a questionnaire , an interview and a classroom observation .

Findings of the study indicated that extensive reading was a beneficial strategy in teaching reading and that students had positive attitudes toward the use of that strategy since it helped them in increasing their motivation where students experienced an enjoyable and a relaxing reading atmosphere . Results also revealed that students enjoyed choosing the materials they prefer and enjoyed the follow up activities and were enthusiastically participating in the group discussion . The results of the questionnaire revealed that students were motivated to read because the texts were interesting and were happy to be involved in the ER program . The researcher concluded that providing follow up activities for ER materials will help teachers evaluate their reading progress and serve as a self-report about reading followed by a group discussion . The researcher found that among the limitations of ER is the obstacle of providing reading materials that suit learners level and the number of students since ER cannot be applied on large classes .

According to Birketveit et al (2018) ER is an approach rarely and less used in Norway and elsewhere despite its importance . For this reason , the team conducted a study to investigate the best reading materials and learners attitudes toward ER . To reach this aim 83 Norwegian primary school learners aged between 11 and 12 years old from three schools in Norway participated in the study divided into three classes one from each school . To collect data , the researchers administered two questionnaires , one during the reading cycles to explore students perception about the ER program . And the other after the ER project to check the books they read . During the ER project , learners were supposed to read the same books , the books were circulating among the learners . Findings revealed that learners were positively engaged in the ER , a fact which had a positive impact on their motivation . They showed a high level of autonomy since they enjoyed the way of selecting their own reading materials . Learners also enjoyed the variety of the reading materials they had to choose . According to the team ER program should provide learners with rich and varied input . The researchers also stressed the point on the issue of gender in selecting the

reading material . Boys and girls had different tastes and preferences concerning the choice of the material . The study revealed that students were able to use some strategies to comprehend the texts .

The lack of research of reading motivation and ER in the Slovene context and the dominance of research mostly on universities and secondary schools led Pirih (2017) to conduct a mixed method study on elementary learners aged between 11 and 14 to explore their perception about the ER approach and investigate the changes in learners motivation to read extensively .The study lasted 9 months where 10 participants followed an extensive reading program and 192 participants were administered a questionnaire later 10 participants were interviewed . Findings revealed that most participants enjoyed reading in English daily or weekly , and were motivated to read . Their self-efficacy and intrinsic motivation increased through reading. Like Birketveit (2017) study , the issue of gender emerged in the selection of the reading material type and genre . Results also indicated that ER influenced participants positively and benefited them in improving their reading skills and increasing their motivation.

Another interesting study conducted by Huang (2015) aimed at investigating the effects of ER program in promoting Taiwanese learners reading motivation and explore learners and teachers attitudes toward the implementation of the ER program .The researcher also sought to explore teachers perception of the challenges and obstacles they faced when implementing ER . The participants were intermediate learners aged between 16 and 17 from 4 senior high schools in Southern Taiwan who followed an ER activity for 12 weeks . During the beginning of each ER course , the researcher devoted 15 minutes to discuss what participants have read and share their answers. After the intervention some participants were interviewed to explore their perceptions about the ER activity . Moreover , the participating teachers were also interviewed to reveal their perceptions of the ER program as well as the obstacles they encountered during the ER period .

Results of the study indicated that ER activity had positive effects on their attitudes towards reading in English . Most participants revealed that ER promoted their reading ability and expanded their English vocabulary . Moreover , it promoted their interest and autonomy to read more in English . Results also showed that ER raised the participants intrinsic motivation and strengthened their interest and pleasure to read . Findings of teachers interviews revealed that teachers viewed ER as an effective strategy in improving learners reading habit and promoting their English proficiency although the students were passive and reluctant to read . They concluded that ER is not a short term activity but needs time to foster learners

motivation to become good and eager readers . Teachers also revealed that ER was a time consuming activity and some learners could not read regularly and accomplish the reading assignments .Huang concluded that despite the teachers attitudes towards ER as an effective strategy to enhance learners motivation to read in English , they did not call for including ER in the English curriculum . For one reason , that they viewed it as time consuming . Teachers are interested in completing the syllabus and exams , which explains the context in Taiwan that is based on short-term learning to succeed in exams and get better grades . However , ER is based on a long-term learning . Additionally , the 12 weeks period of ER activity was not sufficient to enhance learners motivation to read , because the ultimate goal of ER program is to develop life-long readers and not readers who read to get good grades and pass the exams . As a result , the researcher claimed that the realities and challenges existing in the educational context may impede the implementation of ER in Taiwan as well as in other contexts .

The conclusion that can be drawn from the reviewed studies is that most of the researches revealed the need for replicating the variables of extensive reading in motivating learners to become good and constant readers and recommended further studies to focus on ER as an effective teaching strategy to enhance reading . As a result , in order to fill this gap and need , the current study attempted to investigate the implementation of ER in the middle school teaching and learning program and explore its effects on learners motivation to read more . Furthermore , most of the studies about ER were conducted in university context where students can read books and report on them . Whereas the present research was conducted with middle school students who are beginners and cannot read complicated books so students were not obliged to write reports but to answer comprehension questions or summarize the material .

Research Questions :

Based on the reviewed literature and in order to explore how Extensive reading enhances learners motivation to perform well in reading in English , the following research questions were addressed :

- 1- What do learners read ?
- 2- How often do learners read in English ?
- 3- Why do learners read ? Do they read intensively , for pleasure or both ?
- 4- Are middle school learners motivated intrinsically or extrinsically ?
what are male and female learners motivated to read ?

5- What is the effect of an ER program on learners reading motivation?

What are teachers beliefs about the implementation of ER in Algerian middle schools ?

Methodology

This research falls within the constructivist paradigm as it is based upon getting feedback and data from social educational perspective . In other words , to reconstruct teachers and learners beliefs about how Extensive reading can promote success or failure in reading English . The study undertook an experimental research design to identify the effectiveness of the ER as a teaching strategy in promoting learners reading in English . Hence this design was more rigorous for allowing the study that the treatment of ER had a casual effect on the treatment group of the studied learners .

As it was aforementioned in the review of the literature , ER is difficult to be implemented in large classes ,for this reasonwe divided the class into two groups , a control group and a study group . In order to overcome the weaknesses and biases that may come from one instrument , a combination of quantitative and qualitative approaches was used to strengthen the research design . To collect data quantitatively , a questionnaire and a pre- and post tests were utilized . Respectively a classroom observation and interviews were used as qualitative data tools .

The participants : To investigate how ER can help middle school learners in promoting their motivation when reading , a sample of participants was selected randomly among fourth grade middle school learners of El Emir Abdelkader middle school at Ouled Yaich in Blida during the school year of 2021 . Including girls and boys , the participants were divided into two groups according to their regular study division . The control group which consisted of 19 learners followed an ordinary reading course . Whereas the experimental group which consisted of 18 learners followed a treatment of an ER program in addition to their regular reading courses .

Data collection instruments

The questionnaire :

To explore learners beliefs about reading and extensive reading as well as to identify learners motivation ,the participants of both groups were administered a student questionnaire following the AMTB model . The questionnaire consisted of two parts , part for assessing motivation and part for assessing reading . In order to preserve confidentiality , the questionnaire

was anonymous . Due to the learners age , certain items were explained and translated into the mother tongue (Arabic) . The students consumed about 35 minutes of the allocated time .

Reading tests :

To test learners reading ability and achievement , two reading tests were administered for the two groups : A pre-test and a post-test . The pre-test was taken by both the control and treatment group . The test took place in November , 2021 in their regular English session , it took 45 minutes to accomplish the test which consisted of three stages , a pre-reading question, two during- reading comprehension tasks and a post-reading question . The post- test was administered after the implementation of the ER approach , that is to say in late March , 2021 . The test which was taken by the two groups consisted of five texts , each text containing a comprehension task . The aim was to see the changes in learners reading ability and how much texts students can read .

Observation :

The observed class was an EFL class at El Emir Abdelkader middle school . The experimental group students were from 4 AM class 6 group 1 and the control group from the same class group 2 . Both groups were observed in their regular intensive reading course implemented in their curriculum twice a month .The treatment group followed an additional ER program . The participants ran more than one semester of observation sessions and the two groups observation interpretations and results were compared through checklists completed during the observation .

Interview :

To collect more data about attitudes , motivation and ER , interviews were used . After selecting the participants of the interview , who are four teachers from the same middle school of the study , the interview questions were structured in a semi-structured design . After collecting the data from the interview , the interview was interpreted and transcribed in a written form to be analyzed later on .

Data collection procedure

To reach the aim of the study , the participants were divided into two groups that completed a questionnaire at the beginning of the study and took a pre- and post-test . In a period of four months , from late November to late March of the school year 2021 , the two groups followed ordinary reading courses with suggested texts from their textbook based on the three stages of reading (pre , during and post reading) . However , an ER programme was applied on the study group . The researcher devoted a session in the students

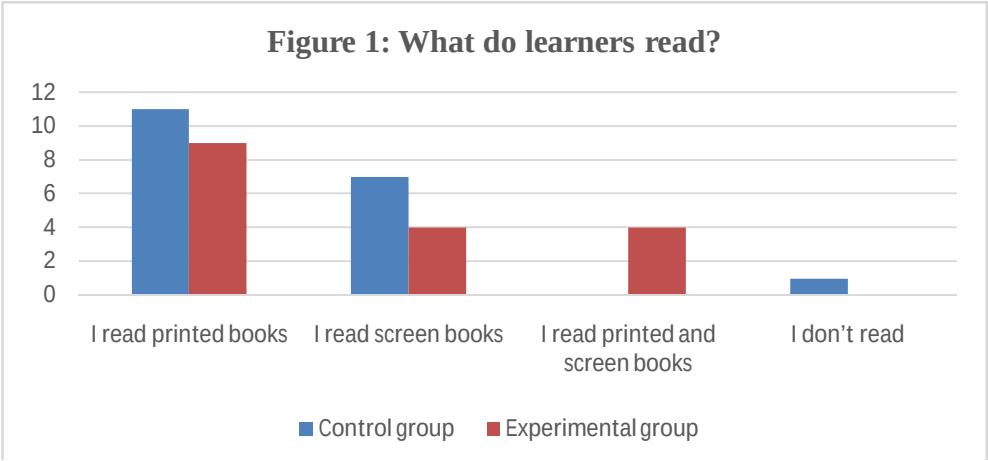
time schedule to practice the ER reading strategy on group 1 . During the first two months , the teacher provided students with graded readers that fit their level of English proficiency , their age and their interest . As it was stated by Huang (2015) , ER materials should be carefully selected to suit the learners linguistic ability and personal interest . These graded readers were short texts with one or two comprehension tasks . the texts were read in the classroom and learners were also asked to choose some texts and read them at home in the week-end .During the beginning of each ER course , students were given 15 minutes to discuss what they have read and share their answers . A strategy used by most researchers who implemented the ER program like Huang (2015)

The school library does not provide authentic English books , most of the available books are grammar books . As a result , the researcher provided copies of printed texts and stories for all participants .In addition to the weekly devoted hour for the ER , The experimental group learners were required to do an extensive reading outside the classroom by reading some texts at home .The researcher distributed extra reading texts and urged them to read them in their free-time .The distributed ER texts were related to the reading topics in the textbook and syllabus .

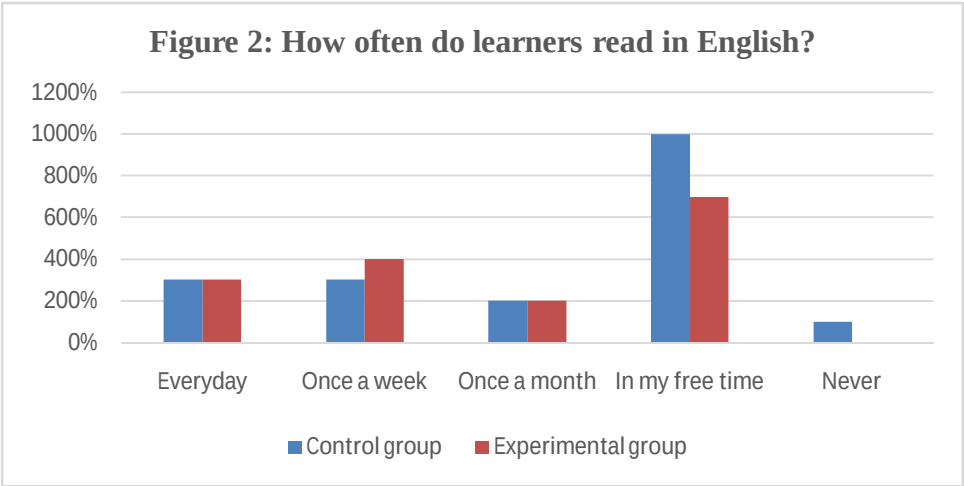
During the last two months , the teacher provided learners with short stories designed for beginners and asked them to read short books or novels they like and read them in their free-time . To trust learners and keep an eye on their continuous reading at home the teacher provided comprehension tasks or asked them to summarize what they read .

Findings and Discussion

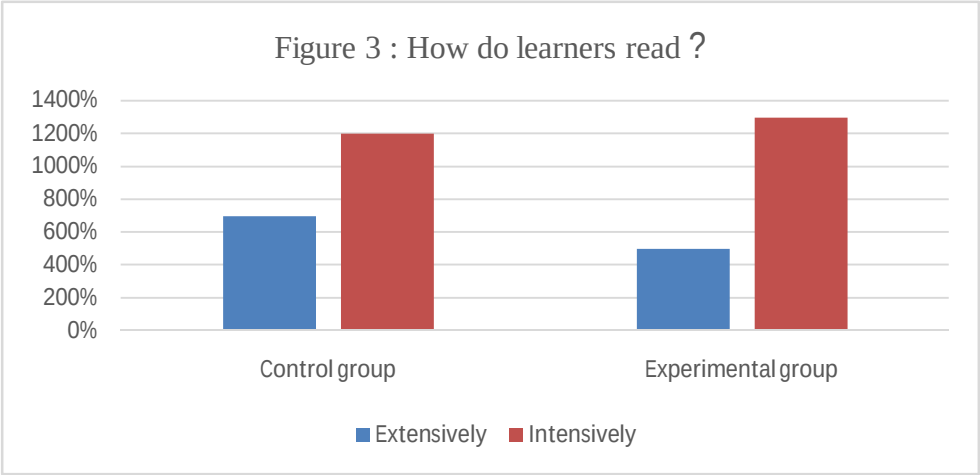
The current article reports the results of a survey designed to explore the effectiveness of ER as a teaching strategy to enhance learners motivation to read . The Results of the study are discussed in a way to answer each research question .



The first question attempted to explore what learners prefer to read and showed that there is some evidence , in fact , that the majority of the participants in the two groups read printed books and some of them read screen books . Although it is the era of internet and computer , the learners prefer to read printed materials . perhaps this can be due to the lack of technological materials in the Algerian society or the incapacity of affording these devices . This question may be a starting point for a new research . These results oppose the results mentioned by Birketveit et al (2018) , most students read on screen and digital versions more than paper versions . Although the digital reading equipments are not available in all schools , but it is high time to rethink about the concept of reading because digital reading is also a motivating approach .



Accordingly , as a response to the second question : How often do students read in English ? The results of figure 2 indicated how much do participants read in English . It is seen that the majority of the participants for both groups read in their free time , and the great number was for reading once a week . This goes in line with the studies reviewed in this research and which confirmed that ER can be done in students free time , according to their space . Moreover , learners can read weekly and ER can be approached weekly .

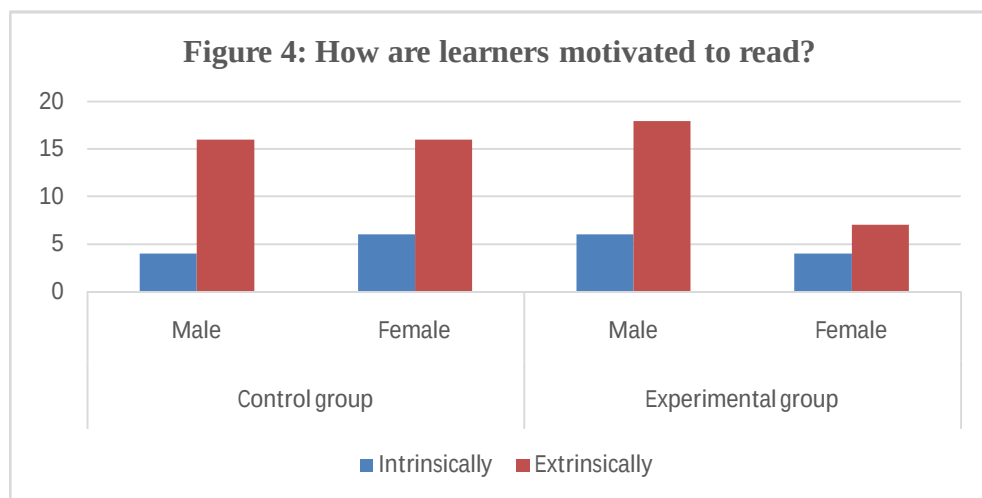


Again , given emphasis on the motivational orientation when learning English the third diagram gives results about the following question : How learners read ? Do they read intensively at schools only or do they read extensively for pleasure , too ? Similarly , the diagram proposes the participants engagement in reading and revealed that most participants for the two groups (experimental and control) are satisfied enough by reading intensively at schools only . Few participants read extensively for pleasure .This is due to some problems learners face when reading in English represented in the first table .

	Participants responses					
Problems	Control group			Experimental group		
	always	sometimes	never	always	sometimes	never
1- Reading in English is a problem for me.	2	16	1	1	10	5

2- I feel anxious when reading	5	5	8	6	6	4
3- I cannot understand the English texts .	4	13	2	1	13	3
4- I use the library .	2	5	12	2	10	5

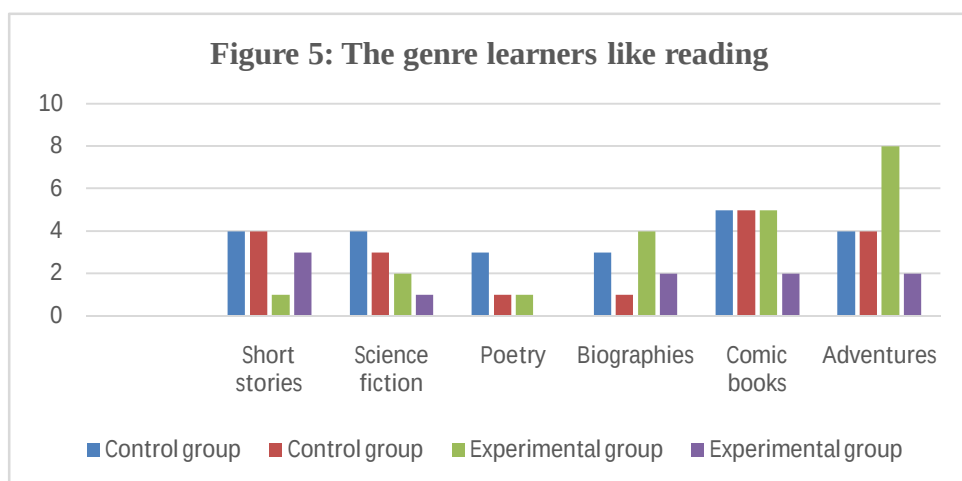
Table 1 : Problems participant encounter when reading in English



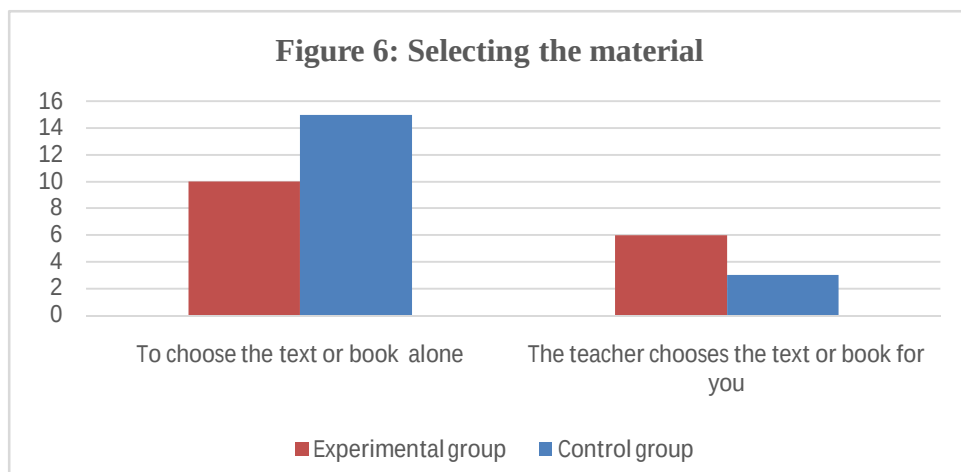
The fourth question “ are learners motivated extrinsically or intrinsically ?” assessed the motivational orientation scale for the nature of engagement in learning for the participants of both groups under investigation . Regarding the measurement of motivation and reading , the utilized questionnaire results as shown in the simple diagram in Figure 4 consistently illustrated that the majority of the participants for both the experimental and the control groups were extrinsically motivated . The participants read English to get new information and get better results in their exams . However , few participants read because they like reading and have the pleasure when reading in English.

Despite the importance of intrinsic motivation in pursuing a long-life learning of a FL or SL , the most widely used orientation of learners for both groups was extrinsic . Research of Apple (2005) showed that despite

the fact that Japan is an instrumental oriented context , Japanese participants showed their instrumental and integrative reasons to read in English . Similar results were shown in the same context in Lake (2014) study where students had a great pleasure and intrinsic orientation to read in English .It can be concluded that Algeria is an instrumental oriented context . However , it is important to promote learners intrinsic motivation to get more pleasure to read . The current ER program implemented in the study is one of the attempts to enhance learners intrinsic motivation .



Putting some detail on the fifth diagram above , a new result can be observed . In other words , depending on the orientation of learners (extrinsic or intrinsic) , the issue of which genre males or females prefer reading . Notice that the number of females participants was less than males in both groups , a weak distinction could be made between the two genders . both males and females in the control group prefer reading short stories , comics and adventures . Whereas , boys are fond on reading science fiction , poetry and biographies . On the other hand , boys of the experimental group expressed the majority for these choices . Although , there was a weak distinction in gender . This result substantially support the the idea of gender preferences in choosing the material and genre raised by both Pirih (2017) and Birketveit (2018)



Apparently , the sixth diagram highlights the fact that engaging learners to select the material for reading promotes their desire to learn and read more . It is seen from the results that many participants for both groups favored to be autonomous in choosing the texts or books they enjoy reading . However , a few participants declared that they enjoy reading the material selected by the teacher . Raihani (2014) , Birketveit (2018) had similar views about the positive benefits of providing learners with a total freedom in selecting the materials that interest them . Birketveit suggested that this will increase learners intrinsic motivation .

The last question is about the effects of the ER program on learners reading motivation.. From the results of the ER observation , there has been no resistance from the part of the learners nor reluctance to read the materials . Findings of the observation indicated that most learners in the treatment group were involved and became motivated to read in English and waited eagerly to attend the ER class . Although the participants were afraid at the beginning and thought they cannot read because they have a lot of studies , in –class tasks and homework.

As far as the second part of the last research question , the interview with teachers showed that the teachers have positive attitudes towards ER in English . Apparently , all the interviewees shared similar views about the importance of reading in improving learners outcomes and declared that ER can be a beneficial and a helpful strategy to enhance learners reading habit . However , the interviewees agreed that it is hard to incorporate an ER program within the Algerian middle schools . The teachers agreed on the

serious challenges they encounter when teaching reading like learners age and level which impede the implementation of ER at this stage . They reported that reading needs time and with the long programs and the number of tests and exams , no time can be devoted for reading extensively , if doing that only excellent learners can read . Another discouraging finding is the lack of English materials in the school library . One of the interviewees pointed the fact that teaching ER needs special skills and instructions and will not be successful if it is taught randomly .These findings coincides with Huang (2015) results were the participants expressed the importance of ER in motivating learners to become good readers , whereas they did not call for including this program in their schools .

	Very poor	poor	fair	good	Very good	excellent
Pre-test	2	5	4	1	2	4
percentage	11,11%	27,77%	22,22%	5,55%	11,11%	22,22%
Post-test	0	3	2	3	3	7
percentage	0%	16,66%	11,11%	16,66%	16,66%	38,88%

Table 2 : Results of the pre and post-tests in the experimental group

Results of the grades in both tests indicated that there was a significant difference between the reading scores of the control and experimental groups . The results shown in table 2 before the implementation of the ER program in the pre-test was not too bad . Only 11,22% of the participants got poor marks and 22,22% marked an excellent performance . However , after applying the ER program , the results changed to better performance . The results of the post-test revealed that the majority of the experimental group were good achievers and obtained better marks as compared to their pre-test scores . The fact that each percentage dropped to less was in favor of better results , for instance , good learners dropped from 26,31% in the pre-test to 12,05% in the post-test because they shifted to excellent scores. The best finding is that there was no very poor performance among learners and that some learners shifted to good and excellent performance. Thus , the improvement of the reading ability of the experimental group students in the post-test is an indicator of the

effectiveness of ER . These results collaborate with the results of both Abdullah (2013) and Lake (2014) were good achievement of the post-test outcomes shifted in favor of the experimental

	Very poor	poor	fair	good	Very good	excellent
Pre-test	2	5	2	5	4	1
percentage	10,52%	26,31%	10,52%	26,31%	21,05%	5,26%
Post-test	2	3	2	4	4	4
percentage	10,52%	15,78%	10,52%	21,05%	21,05%	21,05%

group who followed an ER approach .

Table 3 : Results of the pre and post tests in the control group

As it is seen in the third table , the results of the control group in the pre-test revealed nearly the same performance as compared to the experimental group outcomes . Unlike the experimental students only 5,26% of the learners marked an excellent performance . On the other hand as it is noticed in the same table , the results of the post-test showed that very poor marks were still obtained ; whereas , some learners moved to excellent performance which concluded that if the control group followed an ER program , the results would have been better and as satisfying as the control group .In other words , the control group learners can be motivated to read if they are exposed to an ER program .

Conclusion , implications and limitations

Most Algerian middle school students are not hooked on reading for pleasure . They are obliged to read because reading is part of their curriculum and exams . For this respect , it is the teachers' role to think of an effective strategy that empower students to become continuous readers .Extensive reading has been adopted by a considerable amount of recent researchers specifically , Taiwan , China , Turkey ... and was recognized as an effective and a powerful strategy that enhances learners motivation to read more and better .

As an attempt to apply this strategy in an Algerian middle school , findings of the current study showed that the implementation of an ER program is an ample opportunity that yielded certain level in learners motivation to read more and achieved a significant improvement in their reading outcomes . Consequently students can achieve the pleasure and satisfaction of reading which can enhance their reading habit .Furthermore , students motivation to read in English did not remain the same since they waited for the reading materials eagerly .

The findings indicated that the ER activities applied on the study group had encouraged them to read for pleasure both inside and outside the classroom . The results revealed that the participants doing a silent ER program in class and at home demonstrated positive improvement in reading comprehension outcomes . At the beginning , learners felt that ER reading is a burden for them because it is an extra-work that prevent them from studying regularly . For this reason , it is recommended for teachers to reduce the works for learners to enhance their autonomy and motivation to develop the habit of reading . Based on the data collection results , involving the students in choosing the texts they enjoy to read had raised their motivation and eagerness to read autonomously . A golden advice is to provide a library with various reading materials either paper or digital .

Despite the positive attitudes of teachers about the importance of ER in motivating learners to read , they expressed their disappointment about the incorporation of such strategy in the Algerian middle school curriculum .shortage of library English resources and the limited time devoted for the reading classes were the most affecting obstacles teachers may face .For this respect , it is recommended for teachers to follow an ER training to ensure the effectiveness of a structured and planned ER program. It is also noteworthy to think of the time allotted for reading since reading is important for exams , the number of the reading courses should increase according to the learners level and age .

The current results are the product of a short term treatment . However , as previously addressed , ER has a long term effect . This can be one of he greatest limitations of the study , since it was conducted over a few period of weeks . Whereas , the impact of ER cannot be seen in a short period of time . As a result , a more longitudinal research is recommended to prove the effects of ER in middle school context .

Ultimately , one can argue that ER can be worth implemented in Algerian middle schools . Even though it does not help all the students , it may help some to become good readers . Therefore , it is high-time to consider ER as an effective strategy that enhances life-long motivated readers .

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