

UNIVERSITY OF TARTU DEPARTMENT OF ENGLISH STUDIES

**THE THEORETICAL AND METHODOLOGICAL ASPECTS
OF ESTABLISHING AN EXTENSIVE READING PROGRAMME
FOR ADVANCED STUDENTS OF ENGLISH
AT PÕLTSAMAA CO-EDUCATIONAL GYMNASIUM**

MA Thesis

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TARTU

2017

ABSTRACT

Extensive reading, or reading large quantities of interesting and easily understandable text, has been promoted for many decades by now (Day and Bamford 1998, Grabe 2009). Empirical findings consistently show positive benefit in various aspects of language (Nakanishi 2015, Jeon and Day 2016). Still, adopting this method in foreign language courses has not been as prevalent as many proponents would hope. The purpose of this thesis is to explore the evidence that supports extensive reading programmes and the specific qualities of these, and to use this knowledge in designing a better, more evidence-based reading programme, which would be compatible with the Estonian national curriculum for upper secondary schools and suit the students in advanced English groups at Põltsamaa Co-Educational Gymnasium.

The introduction of this thesis gives an overview of the purposes and structure of the paper; in addition, it gives the definition of extensive reading as it is used in this thesis and its main characteristics, and a short overview of how the method emerged. It also describes the possible meeting points of extensive reading principles and the expectations for teaching English in Estonia. The first chapter provides a literature review on extensive reading, which focuses on the most widely studied benefits, possible limitations and practical characteristics, such as where and how much to read. The second chapter establishes reading goals in terms of the number of words to be read, and describes the methodology, results, limitations and implications of a study into existing reading materials at Põltsamaa Co-Educational Gymnasium. It also includes a set of tasks designed to supplement the extensive reading that the students would do. The conclusion summarises the findings.

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LIST OF ABBREVIATIONS

CAE – Cambridge English: Advanced, an international English language examination

ENCUSS – Estonian national curriculum for upper secondary schools

ENEE – Estonian national examination in English

ER – extensive reading

FL – foreign Language

L1 – first language

L2 – second language

TL – target language

YA – young adult

INTRODUCTION

Bringing peer-reviewed research results into the classroom by informing teaching practises is crucial if we want the best for our students. The purpose of the current thesis is to show how one particular method – extensive reading (ER) – could be used with a group of Estonian upper secondary school students in their English courses. As noted in several key sources for the ER method (Day and Bamford 1998: 46; Grabe 2009: 313; Renandya 2007: 146, 147, Macalister 2010: 71), it is not the reading itself that deters more teachers from using ER but often the fear that it will mean valuable time lost from teaching specific learning outcomes. As every teacher has a set number of lessons to help students reach their goals, devoting a substantial timeslot to a seemingly unstructured for-pleasure activity, which ER is in its purest form (Bamford and Day 2004: 1), may seem too daunting. Therefore, the main issue in incorporating ER into English studies at the upper secondary school level is how to do it in such a way that the reading remains extensive but also accommodates the learning outcomes and advances the competencies outlined in the general provisions and foreign languages appendix of the Estonian national curriculum for upper secondary schools (ENCUSS).

The specific practical focus of this thesis is to compile a reading programme that relies on ER principles and is suitable for advanced-level English groups in Põltsamaa Co-Educational Gymnasium in Estonia. All of the students already have some experiences with reading books in English and completing tasks on them. However, as the underlying purpose of doing these activities is to support the development of the students' comprehension and use of language (reading, vocabulary, writing), and create more enthusiasm for reading in general, it is necessary to root the reading programme more strongly in theory. With this in mind, the key questions to be discussed in the thesis are

whether and how ER offers these benefits and how well this has been proven in previous research. The solid theoretical foundation facilitates the introduction of the ER programme to the students and its more successful implementation within the available time-frame of regular teaching of English.

In order to bring the ER approach in front of the students, the measurable characteristics of ER have to be specified, a variety of reading materials already available in the school library at Põltsamaa Co-Educational Gymnasium have to be assessed, and a set of tasks to use in an ER programme with the students has to be designed. The expected outcome has three key parts. Firstly, with the help of literature on ER, the quantifiable aspects of successful ER programmes will be compiled into a summary, which can be used to gauge how much students should read and how much time it might take. Secondly, an analysis of the students' assessment of currently available reading materials will show what kind of texts they judge to be easy enough and whether additional materials need to be purchased for this group of students. This is crucial as a lot of the success of ER programmes is attributed to having a wide range of suitable materials available. The analysis also shows whether authentic materials such as Young Adult (YA) novels, science fiction, fantasy or popular non-fiction could form a significant part of the suitable reading materials for advanced students in Põltsamaa Co-Educational Gymnasium. Thirdly, a collection of ENCUISS-inspired and ER-compatible tasks will be designed to accompany the reading.

To be able to discuss the ER approach in practice and its possible links with ENCUISS, the general principles of ER must be explored. The term *extensive reading* was probably first coined a hundred years ago in 1917 by linguist and language teaching enthusiast Harold Palmer, who found it important to differentiate between the practises of reading "rapidly" for meaning and carefully for in depth analysis. He chose the words

extensive and *intensive*, respectively, for these and was a proponent of both methods (Day and Bamford 1998: 5). It should be noted, however, that in this thesis, the term ER refers to a somewhat wider sense: reading extensively both in manner (rapidly and for meaning) and in volume (large amounts of text).

Starting from the 1950s, programmes similar to what is known today as ER blossomed under many different names such as ‘hooked on books’ or ‘bookfloods’, all with the same key components: a large variety of reading material was provided to students with the aim of motivating them to read a lot (Grabe 2009: 312). Other similar terms include ‘free voluntary reading’, ‘pleasure reading’ and ‘sustained silent reading’ (Day and Bamford 1998: 7). Research into the efficacy of ER in first (L1), second (L2) and foreign language (FL) learning gained popularity in the 1980s and 1990s (Grabe 2009: 316), and the idea and supporting evidence was formulated into a more clearly defined and thus more educator-friendly method in Richard R. Day and Julian Bamford’s *Extensive Reading in the Second Language Classroom* (1998), which has served as the basis for designing reading curricula and further research.

As evidence of the positive effect of ER programmes accumulated, proponents of the approach saw the necessity to facilitate putting the knowledge into practise and thus The Extensive Reading Foundation was established in 2004 by Day and Bamford. The Extensive Reading Foundation’s *Guide to Extensive Reading* (2011) serves as a general introduction and practical guide to setting up extensive reading programmes in language classes. It defines extensive reading as reading “quickly” and “enjoyably” with “adequate comprehension” so as not to need a dictionary (the acronym *READ*):

Read quickly and
Enjoyably with
Adequate comprehension so they
Don’t need a dictionary. (The Extensive Reading Foundation 2011: 1)

The five key characteristics (author's emphasis) of an extensive reading programme are the following:

1. There are a lot of reading materials (books) available to the students to choose from. Renandya 2007: 144). Although this rarely appears in ER research, Day and Bamford suggest that not only books but also newspapers, magazines, online materials and others can be considered (1998: 97).
2. The materials are easy enough for students to read rapidly and understand without external help, which is usually construed to mean that students know 98% or more of the words on any given page (Grabe 2009: 311; Extensive Reading Foundation 2011: 3), which is similar to the concept of the *i minus 1* level, meaning that the text is slightly below *i*, which signifies the student's "current level of acquisition" (Day and Bamford 1998: 16; Renandya 2007: 145). *i plus 1* texts can be used once the student has settled into reading (Renandya 2007: 145).
3. At least some time from the lessons is set aside for silent ER, usually with the teacher modelling (Day and Bamford 1998: 8; Renandya 2007: 145). To get the most out of the programme, some reading should also be done at home (Extensive Reading Foundation 2011: 8), which is where enjoyment through reading as a tool for creating motivation becomes essential.
4. Perhaps most importantly, students have to end up reading a large amount of text, regardless of the text type (Day and Bamford 1998: 7; Renandya 2007: 144).
5. As highlighted in the acronym READ, the students should be interested in the material and the reading should be as enjoyable as possible. This means that although books can be recommended, they should never be assigned, and students should always have the option to give up on a book which does not appeal to them and choose another one (Day and Bamford 1998: 124).

Programmes which incorporate these characteristics have by now been quite widely studied, especially in English learning settings at universities and at the upper secondary school level, whereas less has been done with younger students (Nakanishi 2015: 31; Jeon and Day 2016: 261). It is also important to note that ER seems to have a similar set-up and expectations on its efficacy in both L1, L2 and FL instruction and all these settings have been studied (Grabe 2009: 323). A lot has been done to study and popularise ER across the English-teaching world, yet in the author's experience, it seems that it gets only passing mentions – if any – in actual school syllabi and teacher training curricula in Estonia.

As mentioned above, ER programmes are mostly implemented alongside regular instruction. One of the purposes of this thesis is to base the reading-related tasks that the students would do on specific competencies or topics outlined in ENCUS; therefore, it is necessary to show where the confluence of ER and ENCUS may lie. In addition, there is a possible overlap with the writing tasks in the Estonian national examination in English (ENEE) and the Cambridge English: Advanced (CAE).

The Estonian Lifelong Learning Strategy 2020 sees learning as a “lifestyle” (2014: 4). This emphasis on learning independently is also present in the ENCUS. As ER is a less formal activity than most others in regular language instruction and aims to create enthusiasm for reading for pleasure, it can be said that it is compatible with the basic principles of education in Estonia. ENCUS also has a foreign languages annex (Annex 2, subject field “foreign languages” 2011), which outlines the purposes and principles of foreign language teaching in Estonia; these are in turn based on the Common European Framework of Reference for Languages. It is relevant to this thesis that the annex emphasises the importance of using study materials that students find interesting and that are appropriate for their language level (2011: 2, 3). In addition, an individual approach and the use of differentiated study materials is encouraged (2011: 6). The specific

integration between languages and literature is also mentioned (2011: 4) and reading literature in a foreign language is seen as a key outcome for a school-leaver at the B2 level (2011: 11). Lastly, under the assessment section, it is claimed that the goal of assessment in foreign languages is to help students persevere in their studies and promote interest in learning languages not only at school, but also later in life (2011: 6).

The competencies outlined in ENCUISS that ER and tasks based on it will help to develop directly are the cultural and value competence, the social and citizen competence, the communication competence and the digital competence. The cultural and value competence can be enhanced when reading in English as books are set in a wide range of real and imaginary locales. The cultural and value competence also emphasises the importance of art and creation, which includes appreciation of literature. The social and citizen competence stresses the importance of acceptance and understanding differences between people, which is a common theme especially in YA fiction. The digital competence can and should be considered when deciding on what different forms students' output can take. Lastly, the communication competence includes both oral and written language skills and makes specific mention of literature. These can also be advanced via the tasks that would accompany the ER programme.

Out of the eight cross-curricular topics outlined in ENCUISS there are five that would probably emerge more often from the reading that the students would be doing: lifelong learning and career planning, the environment and sustainable development, cultural identity, health and safety, values and morals. For example, as a lot of popular YA fiction is also in the dystopian or post-apocalyptic genre, there would be a lot to discuss on the topic of the environment and possible present and future threats. Some students prefer self-help books, which are a popular source for dealing with emotions and mental health, but also for goal-setting and life management. Therefore, through sharing what they read

with the others (via book presentations or reviews, for example), students can improve their understanding of a wide range of cross-curricular topics in addition to advancing their language skills.

The benefits that students should get from ER are likely to help them increase their exam scores as well – better comprehension and a wider vocabulary are useful in every language exam. As for specific tasks that could be taught with the help of the reading that the students do, there are two that can be considered. Firstly, ENEE includes a formal letter task (SA Innove 2017: 5), which would be a reasonable choice as the length (120 words) is not too daunting, and the topic can vary. Secondly, CAE, in addition to a formal or informal letter, includes a review task (Cambridge English: Language Assessment n.d.), where students can usually use their own experiences of film, music or literature. The format of the review could be taught based on the students' reading. The other task types in ENEE and CAE – essays, reports and proposals – are more difficult to adapt to the wide variety of books that the students would be reading; in addition, these text types tend to have slightly negative connotations for the students, which is not a good match with the principles of ER.

This research paper discusses the questions of the benefits and application of ER further using the following two-chapter structure. The first chapter gives an overview of ER as a method. In the first section, it explores the general theoretical background of ER. The second section highlights key studies into the possible benefits of ER and the third discusses two recent meta-analyses on ER and the limitations of ER research. The fourth section of the first chapter explores the specifics of using the ER approach in practice. The second chapter firstly shows how some of the measurable characteristics of ER could be used to calculate the amount of reading students would have to do. Secondly, it discusses the methodology, empirical findings and implications of a practical study into the reading

materials available at Põltsamaa Co-Educational Gymnasium. Lastly, the second chapter outlines the tasks that were designed based on both the ER approach and ENCUISS principles. The thesis also includes appendices, which offer more insight into the study that was conducted.

1. LITERATURE REVIEW ON EXTENSIVE READING

The aim of this chapter is to explore the background, benefits, limitations and practical characteristics of the extensive reading approach. ER as a part of language learning means reading large quantities of easily comprehensible materials in the target language (TL) (Nakanishi 2015: 9). As opposed to intensive reading, where shorter texts are read closely for detailed understanding of either content or language structures, ER focuses on general meaning and enjoyment (Renandya 2007: 135).

ER is not a new phenomenon in language learning. Systematic use of reading large amounts of easy texts to advance language skills dates back to at least the beginning of the 20th century and a number of studies have been published on it since the 1980s. Already in 1998, Day and Bamford were able to list 11 studies, all of which had had one or many positive results; for example, gains in writing, general proficiency, vocabulary, positive affect etc. were reported (1998: 34). Plenty of L1 studies have also been carried out. William Grabe (2009: 320) names several larger research projects and notes that these have shown that extensive reading in the first language is a predictor of “reading-ability differences” and also comprehension, vocabulary, spelling, cultural knowledge, general knowledge and positive motivation. For example, in a 2005 study, Stahl and Heubach showed that a supported (with a high teacher assistance and instruction) extensive reading programme lasting for two years helped most students gain “significantly more than a full grade level” in their reading abilities (Grabe 2009: 321).

1.1. LANGUAGE ACQUISITION AND THE THEORETICAL BACKGROUND OF EXTENSIVE READING

The success of so many ER programmes is usually attributed to theories which value “natural” acquisition over intentional learning. Proponents of ER usually subscribe to at least some language learning theory similar to that of, for example, Stephen D. Krashen’s comprehensible input hypothesis, according to which “we acquire language and develop literacy when we understand messages, that is, when we understand what we hear and what we read, when we receive ‘comprehensible input’” (2008: 81). Therefore, progress in language happens most efficiently when the bulk of the text (or speech) that the student is exposed to is understandable. Krashen himself (2003: 15) proposes that “Free voluntary reading works /.../ because it is a form of comprehensible input delivered in a low-anxiety situation.” In a more recent interview (Latifi et al 2013: 228), Krashen elaborates on the two mindsets which may clash in language learning, saying that

For a lot of people, the Comprehension Hypothesis runs against ‘common sense’ and may even clash with their sense of fair play. For these people, we learn everything through ‘skill-building.’ /.../ In other words, we have to work hard for a long time until we reap the benefits. The Comprehension Hypothesis says real language use begins right away, /.../ and grammar and vocabulary are acquired as a result of getting comprehensible input.

Willy A. Renandya (2007: 133) also considers “lack of suitable input” the reason why some foreign language learners succeed and others do not. Renandya (2007: 134) claims that this is one of the main differences between L1 and L2/FL learning: when learning their mother tongue, children get constant input in the language, often such that is catered to them so that they would understand. Therefore, reading a lot of easy and interesting materials is probably the best way to mimic the natural immersion that happens in the case of L1 (Renandya 2007: 134).

The following sections will discuss the main benefits that ER has been said to have, and the limitations of the approach and its implementation.

1.2. THE BENEFITS OF EXTENSIVE READING

As the purpose of this thesis is to improve on existing use of reading within the English courses of advanced students in Põltsamaa Co-Educational Gymnasium, it is important to explore what kind of positive impact ER might have on students. Three key areas – reading rate, vocabulary and writing were of particular interest and are discussed below. Other possible benefits are also summarised.

1.2.1. READING RATE

One of the most frequently mentioned skills that ER programmes are expected to improve is reading rate. According to Grabe (2009: 22-36) Reading rate depends on many so-called “lower level processes” like word recognition and phonological processing. If a reader wants to read rapidly, these processes have to undergo automatisisation, meaning not only increased speed but also reduction or loss of “introspection” wherein the process of construing meaning cannot be stopped and meanings are activated automatically (Grabe 2009: 27). Developing these skills is “the outcome of thousands of hours of meaningful input” (Grabe 2009: 28). It is therefore reasonable to deduce that ER is useful for reading rate improvement as it offers both crucial aspects – time and easily comprehensible input. Day and Bamford also rely on this aspect of reading when discussing the possible benefits of ER. They highlight the way ER helps to develop sight vocabulary by “overlearning words to the point they are automatically recognised” (Day and Bamford 1998: 16).

These expected gains in reading rate have been demonstrated in a number of studies. For example, in a one-year study at a Japanese university by David Beglar, Alan Hunt and Yuriko Kite (2012: 691) pleasure reading groups showed substantial gains (13-17

words per minute) in reading rate when compared to a control group who did intensive reading in the same academic year. Another year-long project in a Chinese public senior high school compared the reading speed of two groups: a free-reading and an integrated (assigned) reading group. Reading speed increased 45-60% (He 2014a: 24), with smoother although lower progress reported in the case of the free reading group, who had complete control over what and how much they read. A study by Jeffrey Huffman in a private nursing college in Japan showed significant gains (around 20 words per minute) in reading rate compared to an intensive reading group (2014: 27). Importantly, Huffman's study also measured changes in comprehension to ensure that the reading rate gain is actually beneficial; no significant change in comprehension was found (2014: 28). A 2017 study by Namhee Suk showed that a 30-minute per week plus home reading ER programme first passed and significantly outpaced the reading rates of the control groups, which participated in an IR programme with similar time requirements (2017: 82). Suk's study is also discussed in the next section of this thesis.

1.2.2. VOCABULARY

Another proposed benefit of ER is increase in the learner's vocabulary. According to Grabe (2009: 323),

as words are processed together to form comprehension networks, they build stronger long-term associational links in memory; they also create the conceptual space for new words to be learned more quickly over time and multiple exposures.

Day and Bamford (1998: 17) claim that as L2 and L1 reading are similar at their core, it is possible to learn vocabulary through guessing based on context, which is how lots of L1 vocabulary is learned. Proper ER, which offers only a small percentage of unknown words, should create extremely favourable conditions for guessing and then

learning from context. Grabe (2009: 323) also states that studies have clearly shown positive links between ER and vocabulary growth. Estimates of how and how much can be learned vary, but Grabe (2009: 323) cites research which has shown that around 5-15% of new words in the texts might be learned through reading, with around 10-12 “exposures” needed for acquisition.

Vocabulary gains from ER have been suggested from both small-scale case studies and larger studies with control groups, two of which will be discussed here. Firstly, Maria Pigada and Norbert Schmitt’s (2006: 17) one-month case study using French readers explored progress in spelling, content and grammar knowledge, and showed that at least some degree of learning was present in 87 out of the 133 target words, a 65% “pickup rate”. The participant read altogether around 30,000 words during the study (2006: 8). The rate of learning depended on exposure: one to three exposures was not enough, but improvement was shown in words with more exposures (2006: 12).

Suk (2017) studied Korean university students in a 15-week EFL programme. The set-up (2017: 78) included two experimental groups with ER for 30 minutes in a 100-minute lesson, with 70 minutes spent on IR, and two groups with IR only, which consisted of all the textbook-IR activities (vocabulary training, pre-reading and post-reading activities etc.) for 100 minutes a week. The ER groups got only ER as homework, the IR groups got IR for roughly the same amount of time (2017: 79). Reading comprehension, reading rate and vocabulary were tested in both pre- and post-tests (2017: 81). The tests showed that ER groups (pretest mean 51.63, post-test 64.7) outperformed IR groups (pretest mean 54.22, post-test 57.63) in vocabulary even though their vocabulary scores had actually been lower than the IR groups in the pre-tests (Suk 2017: 83).

1.2.3. WRITING

Effect on output has also been studied. Sy-ying Lee and Ying-ying Hsu claim that one year of ER had a significant effect on Taiwanese vocational college students' writing scores from organisation to content to language use (2009: 15). They compared the essays of an experimental and control group, the former of which had gone through a one-year ER programme. The most significant differences were found in fluency, where the mean difference was 40.85 compared to 0.71 in the pre-essay; content (2.46 to 0), and organisation (2.26 to 0.47).

Jeongyeon Park (2016) also studied the effect of ER on writing and found that it had a positive effect on various writing skills, concluding that integrating ER into writing courses has positive outcomes (2016: 293). In this study, 56 pre-test and 56 post-test essays were assessed in terms of content, organization, vocabulary, language use, and mechanics (2016: 291). Again, it was shown that the ER group surpassed the results of the group doing traditional English courses. The gains were generally around three times as large as for the traditional groups: content 12.65% vs 3.85%, organization 12.25% vs 2.20%, and vocabulary 9.25% vs 2.55% (Park 2016: 291).

1.2.4. OTHER BENEFITS

In addition to the benefits discussed in previous sections, ER programmes have also been shown to have other positive influences. Firstly, "under reasonable implementation conditions" ER has a positive effect on motivation to read (Grabe 2009: 322; Day and Bamford 1998: 35). Secondly, improvements in students' grammar have been noted (Lee et al 2015: 47). According to Grabe, another area where benefits are "likely" is world

knowledge (2009: 324, 325). Studies have also suggested that ER may have a positive effect on verbal fluency and listening (2009: 324), but these need more evidence.

1.3. META-ANALYSES, LIMITATIONS AND PROBLEMS WITH APPLICATION

Takayuki Nakanishi's recent (2015) meta-analysis of 34 studies on using ER concluded that "The available extensive reading research to date suggests that extensive reading does indeed improve students' reading proficiency", having found a "medium effect" on both group contrasts ($d = 0.46$) and pre-post contrasts ($d = 0.71$) (2015: 30). Eun-Young Jeon and Richard R. Day's meta-analysis (2016) included 49 studies from 1980-2014. They found an overall effect size of 0.57 in experimental vs control group studies and 0.79 in pre-test vs post-test studies (2016: 253), meaning that ER has a "small to medium" effect with improvements reported in post tests and ER groups outscoring control groups (2016: 255).

These results should be approached cautiously, however. In his meta-analysis, Nakanishi suggests that even though the overwhelming majority of ER studies have shown reading rate, comprehension, vocabulary and other types of growth, most of the studies are not easily comparable, there are few that take the longitudinal method (more than a year), and even fewer longer studies that have been replicated (2015: 7). In addition, as Jeon and Day reported in their meta-analysis, there is still confusion about what ER is among educators and researchers. More specifically, Jeon and Day had to exclude from their analysis studies which claimed to be part of ER programmes, but were actually "assigned readings of long texts", which do not meet the criteria of ER (2016: 249). Lastly, both meta-analyses admit that research on ER is heavily concentrated in the Asia-Pacific region

with only a minute percentage done in Europe or the Americas (Jeon and Day 2016: 257, Nakanishi 2015: 12).

On the whole, the various studies conducted on ER provide evidence of versatile benefits to ER, including reading ability, vocabulary growth, and motivation (Grabe 2009: 313). Still, it is important to note that due to their scope and the particulars of language learning, such studies cannot usually set out to give definite proof of the benefits of ER even when they employ control groups. For instance, in longer studies it is impossible to determine whether a participant really made gains from the reading or whether other formal or informal contact with the target language may have interfered (Grabe 2009: 314). Nevertheless, there is no major reason to doubt all the evidence and at least the moderate efficacy of ER.

If ER is so effective, should this become the main activity that L2/FL learners do? Tom Cobb (2007) argues against Krashen's proposition that comprehensible input is enough to learn a language. Cobb does agree with the claim that vocabulary acquisition from reading might be substantially larger than so far shown in studies (2007: 40). He discusses two studies – Horst (2000), and Waring and Takaki (2003) - which showed that there is a lot of grey area between not knowing and knowing a word. Although a word might not move into the 'know for sure' or 'can translate' category after encountering it in a text, it does often move into 'might know', 'have seen', 'can pick the meaning from a series of options' (Cobb 2007: 40). It is true that this more "hidden" learning is often not applicable in ER studies' post tests, which measure absolute knowledge, so the true benefit of ER might indeed actually surpass what has been revealed in studies by quite a lot (Cobb 2007: 40). What Cobb is interested in, is whether this type of "incremental" learning is actually "sufficient" to meet the needs of the student (2007: 41). He uses linguistic computing to try to disprove the claim that vocabulary can be successfully learned through

ER alone. Cobb (2007: 44) suggests that such learning is possible with up to 2,000 word families, but becomes much less plausible with 3,000+. This is because the learner will not come across the new vocabulary items enough times. The ideal occurrence would be ten or more, with six being the lowest (Cobb 2007: 41), which is similar to Grabe's reported figures of ten to twelve (2009: 323). Cobb's concerns about the potential of ER beyond basic vocabulary are not shared by Jeff McQuillan and Stephen D. Krashen. In their response, they point out that Cobb's estimate of amount of reading done by learners is rather conservative, insisting (2007: 107) that the reading done is actually three to eight times more, which in turn allows for vocabulary learning even in the 5,000 word family range, which is the highest estimate of the "minimal number of word families required for comprehension of non-specialist materials in English" (2007: 104). According to McQuillan and Krashen, 1,460,000 words over two years with 20 minutes of reading per day would be enough to achieve this (2007: 107). Another key researcher in this field, John Nation, suggests that 2,000,000 words could be the reading goal for 5,000 word families, if the reader wants to meet each word family twelve times (2014: 8).

Leaving aside the idea of a reading-only language curriculum, if ER offers all of these benefits, including increase in reading speed, general vocabulary knowledge and writing proficiency, then why is it used (arguably) little in L2 and FL courses? The answer, as with many problems in education, probably lies in perceived or institutional/formal incompatibility between evidence from research and what happens in classrooms. In John Macalister's (2010: 71) study of ESL teachers in university prep courses in New Zealand, most of the interviewees wanted to include more reading, but were faced with time and assessment restrictions as well as incompatibility with traditional perceptions of in-classroom learning. Ching-Yi Tien (2015: 53) argues that in some settings (Taiwan), students' expectations of what constitutes learning make instructors more hesitant to use

ER. In “test centric” traditions it is difficult to engage students in reading for pleasure, because students expect to learn things that will be on the test and schools expect instructors to prepare students for level tests. However, these attitudes usually changed to a large degree after a semester or two of participating in ER (Tien 2015: 52). Other influences may include the need for teachers to re-evaluate and transform their plans and the interests of the ELT industry in general – most popular course books teach and use intensive reading and language focus as their main methods. A study by Atsuko Takase among Japanese high school teachers explored the perceived difficulties in implementing ER and found that teachers who do not use ER yet claimed that the main obstacles are “cost or lack of materials”, “limited class time” and “no support from colleagues” (2007: 8). They saw only students’ unwillingness to read as a non-issue. 40% of ER practitioners, however, reported that student motivation is an issue. The other significant concerns for them were materials and the time that it takes to go through the work that students produce as output.

Takase’s study showed that students’ attitudes towards reading in general can also affect teachers’ decisions on whether to include ER in their programmes and continue using it. This fear is also supported by Junko Yamashita’s (2004: 13) study of student attitudes towards L1 and L2 reading, implying that students’ attitude towards L1 reading is likely to be comparable to their attitude towards L2 reading, regardless of their L2 proficiency, the latter being an issue still under much debate. This might be one of the reasons why the enjoyment and interest factors are stressed so often in ER research and practical guides – students may well be unaccustomed to reading for pleasure, which means that they need guidance into this domain. For teachers who cannot or do not want to spend substantial amounts of lesson-time on ER, this challenge might seem insurmountable.

1.4. THE SPECIFICS OF EXTENSIVE READING PROGRAMMES

The available body of evidence shows that ER programmes are generally beneficial for language learners. As the theory of acquiring language through comprehensible input rather than learning it through traditional instruction (often with intensive reading and grammar focus) is not the only one with evidence to support it, it is probably best to test an ER programme alongside regular instruction at first and try to achieve some curriculum outcomes with the help of ER input. This poses quite a few challenges. The first issue is the selection of reading materials for advanced students from ages 16-19 in an Estonian upper secondary school and what that means in terms of the level of the books. Secondly, for the purpose of this thesis, extensive reading has to be somehow defined in terms of quantity and time. It should be determined how much reading should be done by a student to hope to reap the benefits of ER and how much of this should be done in the lesson. The following section aims at clarifying what extensive reading means from a practical perspective, specifically, how to ensure that the reading that takes place is indeed extensive rather than not.

1.4.1. READING MATERIALS

As emphasised in most ER guides and resources, students are supposed to find ER enjoyable. To best achieve this aim, they have to have access to a wide range of reading materials, which vary in level and topic. To keep the students' interest high, they should be able to choose and abandon books according to their own wishes and also read at their own natural pace. (Day and Bamford 1998: 8)

Although it is easier to set up tasks and class discussions when students all read the same material, assigned reading is not encouraged by Day and Bamford (1998: 48). Indeed, it would be difficult to find a book that all students would enjoy equally, let alone a whole set of such books. In addition, purely in terms of variety, it seems a waste of precious resources for the school to purchase sets of books instead of creating a wide selection that many more readers could enjoy besides the ones currently doing ER at the school.

What Day and Bamford do recommend in *Extensive Reading in the Second Language Classroom* is considering many different types of literature, both fiction and non-fiction, to fill the shelves, with versatility being the key. In chapter 9, “Materials: The lure and the ladder” (1998: 96-105), they discuss language learner literature (various types of graded readers), children’s books, learners’ own stories, newspapers, magazines, popular simple literature, YA literature, comics and translations from the learners’ L1 into the TL. Out of all of these options, most studies on ER seem to be using graded readers – books at different levels, which can come in a variety of genres and be both original or adapted works, but share the common trait of “controlled” language structures, usually both vocabulary and grammar, with the aim of “[making] the content accessible to learners of the language” (Extensive Reading Foundation n.d.). Young Adult literature, which is of special interest to the goals of this thesis, is authentic in the general sense and has some clear advantages that might make it compatible with ER programmes. Day and Bamford (1998: 104) propose that these are the following:

- the possibility of delivering lessons on cultures where the TL is used;
- the books are not very long;
- the plots are usually “straightforward”;
- the content has been tailored for the age group (suspense, coming-of-age, love etc.);

- as they are meant for their age group and written based on their interests, students might have extra motivation to understand them;
- there are many series in this genre that may get students hooked;
- the books usually have larger print than adult fiction (and even many graded readers);
- the chapters are often short, which is crucial for a pleasant ER experience.

In *Extensive Reading Activities for Teaching Language*, Bamford and Day also mention YA literature as a possible “bridge” to regular adult fiction for higher-level learners (2004: 205). The mentions of authentic literature are still quite rare, for example, the Extensive Reading Foundation’s *Guide to Extensive Reading* discusses graded readers at length but does not even list any other possibilities. This tendency to shun authentic literature became the basis of the study carried out among 10th and 11th grade advanced students on the books already available at the school library of Põltsamaa Co-Educational Gymnasium.

Recently, the same issue has been explored by at least one study. Jeff McQuillan was interested in what the next step could be for language learners after they have exhausted the selection of graded readers available to them. He suggests that before students “graduate” to “challenging texts”, they could read higher-level readers or employ “light” or “narrow” reading (2016: 66, 67). Light reading includes children’s and YA literature and narrow reading means reading children’s or YA book series. In his study on 13 book series, he found that it is indeed possible that these meet the 98% vocabulary coverage rule for advanced students who already know four to eight thousand word families (2016: 65).

Another reason to consider such “light” authentic reading is that a brief review of the Oxford Bookworms Library Level 6 (B2-C1) revealed that the highest-level readers are

mostly retellings of classic fiction or modern adult fiction, or non-fiction dealing with foreign cultures and other complex themes (Oxford University Press n.d.). Level 5 and 6 (B2-C1) Pearson English Readers also followed the same formula, but now almost all of them were classic fiction (Pearson Readers n.d.). Would titles such as *Crime and Punishment* by Fyodor Dostoyevsky, which are not even very popular when read in L1, really be of interest to ER if the enjoyment factor is considered so important? In this sense teachers of advanced groups can probably concur with Grabe's view (2009: 327) that "there are several reasons to see authenticity as a non-issue for extensive reading". Even though Grabe's main idea was that graded readers should not be shunned, it also works the other way round – it is not the type of text but what is in it that makes it suitable for ER.

Another way has been proposed by Krashen, who suggests that the digital revolution should not be overlooked in ER programmes. He advocated the use of "free voluntary surfing", where he imagines students "wandering" through the internet looking for materials that interest them as an alternative or perhaps a pre-step to reading books or other printed materials (Krashen 2007: 5). So-called "digital readers" are also discussed in Jeon and Day (2016: 260), concluding that "computer reader programs" are useful and might save time if automatic reading reports are used, but they also point out that evidence in this field has been inconclusive – some studies show the supremacy of digital materials and some that of print materials. Whatever the medium, it is important to keep students interested and reading.

1.4.2. LEVEL

What makes materials suitable, besides the elusive x-factor of "interest", is language level. The materials have to be "well within the linguistic competence of the

students in terms of vocabulary and grammar” (Day and Bamford 1998: 8). The texts have to be easy to read, and this can be expressed in the formula *i-1*, which signifies a level slightly lower than the acquired one (Day and Bamford 1998: 14-15; 91). Day and Bamford also devised a clearer rule to assess the suitability of the reading materials – “the rule of hand”, which means that there should not be over five unknown vocabulary items per page when doing ER (1998: 122). This is consistent with other opinions. For example, Grabe (2009: 311) reports that a learner should know 98-99% of the words in a text. This would mean three to six unknown words on a 300-word page, with 250-350 words being an average per page word count in popular YA novels.

The use of dictionaries should be discouraged or banned according to Day and Bamford (1998: 93-94). This policy aims to help readers become more fluent and use context more effectively; in addition, it is “essential to keep reading speed up” (1998:135). Then again, if students understand the concept of extensive reading (what it should look like and what the various benefits are), they can also be trusted to make their own decisions (1998: 94) about whether to check a few words on their smartphone or not. Most importantly, a teacher should be wary of “punishing” otherwise excited readers for using help if they are meeting other criteria such as enjoyment and amount read. Another way of supporting students, especially to help them get “into” the book, is to provide glossaries for at least the beginning of the book (1998: 78), for example, the first ten or twenty pages. This method takes some time, but is a viable option if made into a project and students get involved.

1.4.3. QUANTITY AND TIME

Day and Bamford (1998: 7) see ER as much more than just reading “a lot” in a foreign language. “A lot” is defined as “as much as possible”. Determining the amount of reading that should be done within an ER programme is not as simple as it seems, mostly because proponents of ER and researchers who have studied it rarely refer to specific comparable numbers. Books or pages or time spent reading are often mentioned, yet these are vague terms. For example, neither Nakanishi (2015) nor Jeon and Day (2016) can discuss this factor in their meta-analyses, as the details given in studies are not quite reliable. Nakanishi agrees that this is a problem, saying that “[presenting the amount read only through time spent reading in the lessons] is precisely the reason why researchers need to describe number of words students read in order to be informed of actual reading progress.” (2015: 14) and that “Overall, more studies that incorporate various instruction periods are required to confidently assess the duration of instruction effectiveness.” (2015: 27). Jeon and Day coded the studies in their meta-analysis according to length of instruction (2016: 250) and gave no information and likely had very little on how much was actually read by the students.

Even in the Extensive Reading Foundation’s *Guide to Extensive Reading*, this crucial question is answered in the Q and A section with “Research suggests they should be reading a book a week or more at their ability level” (2011: 10), which is not very informative considering that even graded readers have different lengths, and definitely are shorter than most authentic fiction. In their debate on whether an ER-only approach would be sufficient for becoming an independent reader, Nation (2014), Cobb (2007; 2008) and McQuillan and Krashen (2008) mention word counts, but in the context of how much should be read to meet common word families enough times to hope to learn them. In his

study of 25 novels in the public domain, Paul Nation measured how much language learners would have to read to meet a word family twelve or more times and found that in order to reach the 9,000 most frequent word families by reading alone, a learner would have to read eleven million words (2014: 8). This would be around 150 short novels. Again, this number is a hypothetical reading amount for one very specific goal and does not fully suit the purposes of this thesis: Nation's calculations cannot be adopted in the context of how much should be read in an ER programme to expect to really start to benefit from it, especially one where students do not start at a very low level of acquisition.

However, there are researchers who have taken a more detailed interest in the quantity factor. One case study which has data on word counts was conducted by Mu He (2014b) and had a control group and two groups doing ER, one of which did it as a supplementary activity to grammar-translation and the other as the main activity (2014b: 237). The "supplementary" group read 226,000 words on average and the ER group read more than 1.1 million words on average (2014b: 238). Both groups generally outperformed the control group (2014b: 241). In their analysis of a 4-year ER programme, Hitoshi Nishizawa, Takayoshi Yoshioka and Momoyo Fukada (2010: 632) report that "Sakai (2002) proposed 1,000,000 words as a milestone for Japanese EFL learners to feel they can read independently." One million words is a noble goal. This would be the equivalent of 13-14 shorter novels, if each novel was around 250 pages long and had 300 words per page. This is actually quite plausible – if students had twelve courses of English in upper secondary school, this would mean reading around one book a course plus some during summer. Nevertheless, it is more likely that students would not have enough time to read at home with all the other schoolwork, especially as the group that is in the centre of this thesis also has other English instruction. Therefore, a minimum amount that could still be considered a beneficial ER programme should be determined. Nishizawa, Yoshioka and

Fukada's study at a Japanese college of technology revealed that the key to the success of an ER programme is how much is read (2010: 637). They used TOEIC scores to measure the effectiveness of ER, the main aim of which was to help underperforming students reach the average scores of their age group. In essence, they compared the amounts read by students with increases in scores, concluding that "A reading amount of 300,000 words was the threshold where many students started to show significant increases." (2010: 637). The other important factor of success was determined to be the low difficulty level of the materials (2010: 637).

The other factor besides word count that should be considered when setting up an ER programme is students' reading speed. Reading "quickly and fluently" is defined by the Extensive Reading Foundation (2011: 1) as at least 150-200 words per minute. Both 150 and 200 were also used as the basis for calculation in Nation's study (2014: 7, 8). Using this estimate one can calculate how much reading could be done, provided that the material is easy and gripping enough. For example, reading a shorter 75,000-word YA novel (250 pages and 300 words per page) would take a student around 8 hours and 20 minutes if they read at 150 words per minute. At a pace of 200 words per minute, it would take around 6 hours and 15 minutes.

1.4.4. PLACE

Reading "as much as possible" (Day and Bamford 1998: 7) means that home reading will inevitably carry the bulk of the weight (Day and Bamford 1998: 91) – 10-15 minutes of sustained silent reading in class once a week is probably not sufficient to reap the benefits of ER. Of course, more time could be allotted for free reading in the lessons, but the pressure of other activities makes this unlikely.

How exactly an ER programme is set up depends on what kind of course structure or curriculum the school has. However, Day and Bamford advise against making ER a purely extracurricular activity, stating that doing at least some reading at school shows students that ER has “value” and “prestige”, which is likely to facilitate acceptance by students (1998: 91). Thomas Robb and Makimi Kano’s study on a course at a Japanese University that required students to read outside of class time seems to support the previous claim, as although they found that ER seemed to have a positive effect, 30% of the participants may have read very little or none at all, with no specific data on how many of the other 70% achieved the requirement of five books (2013: 245). Robb and Kano also suggest that time spent reading in the lessons, smaller groups and the instructor’s personal touch might bring better results (2013: 245). The same sentiment is echoed by Macalister: if students’ motivation to read in their free time seems low, it makes sense to have at least some free reading time in the lessons as well (2010: 69).

1.4.5. TASKS AND ASSESSMENT

As the purpose of this thesis is to incorporate extensive reading into English language studies with a view to achieving some outcomes set in the curriculum, using tasks with ER should also be examined. Day and Bamford’s opinion is that the type of task that is best applicable in ER employs “students’ personal reactions to the reading materials” and avoids tasks with single correct answers (1998: 26). The other crucial criteria for tasks is that they have to suit any book, whether fiction or non-fiction, as students have free choice on what to read. Whatever the task, it has to conform to the enjoyment standard, the “pleasure principle” (Bamford and Day 2004: 6).

Even though a pure ER approach shuns most extra activities, mostly fearing that these deduct from the enjoyment factor, there are also other perspectives on this. For example, in his discussion of integrating ER into a task-based curriculum, Christopher Green suggests that having no tasks accompanying ER might have the opposite effect and confuse students as to the relevance of the reading: “The task-based approach’s requirement that all language learning activities have clear and attainable purposes stands in sharp contrast to extensive reading schemes, which often fail to provide a clear learning purpose for learners” (2005: 309). In addition, Green warns against the idea of seeing ER as something separate from regular language studies and advocates for the need of “seamless integration” of ER (2005: 308).

In their book *Extensive Reading Activities for Teaching Language* (2004), Bamford and Day suggest many tasks they consider suitable and proven in practise to facilitate ER. The ones most relevant to the purposes of this thesis would be the following:

- self-assessment of reading habits and attitudes (2004: 9);
- activities to introduce the available reading materials (2004: 21);
- reading diaries, notebooks etc. (2004: 58, 79);
- oral and written book reports (2004: 93, 137);
- role plays, plays, re-imagining (2004: 113; 157);
- creative writing (2004: 155);
- (literary) analysis (2004: 173).

2. THE DESIGN OF AN EXTENSIVE READING PROGRAMME

The purpose of this thesis is to establish a reading programme rooted in ER for the advanced English courses at Põltsamaa Co-Educational Gymnasium. For a reading programme to be successful, a target audience has to be kept in mind since the early stages of planning. The three steps to designing the programme are as follows: there need to be measurable reading goals, suitable reading materials, and a set of tasks has to be compiled to connect the reading more firmly with ENCUISS and the English examinations that the students would take.

The target audience – upper secondary school students in the advanced English groups of Põltsamaa Co-Educational Gymnasium – was chosen because this is the set of students that the author teaches. As the students had already tried reading authentic literature in English and had previously expressed their opinions on that topic and listed their interests, a decision was made to build the current thesis around new improvements. From the information gathered beforehand, the author could deduce that students were generally interested in the genres assessed in the second subchapter. In addition, few students expressed problems with motivation to read if they managed to find something relevant to their interests. The most common issue was lack of time (too few reading lessons). Therefore, the empirical part of this thesis does not include questionnaires on reading interests or motivation, but concentrates on the aspects that needed improvement.

The first step in designing the reading programme is determining the measurable characteristics of the ER approach and setting reading goals. This is relevant both for the instructor and the students as it can become the basis for progress check. The second step is the assessment of the books available in the school library of Põltsamaa Co-Educational Gymnasium. As stated before, the genres are generally considered relevant enough, so the

study focused on determining whether the books are easy enough to be used with these students within a reading programme that would be compatible with the ER approach. This step informs the library's decisions on possible new purchases for the English-language section. The third and final step is compiling the tasks that would accompany the reading. Here, the author felt that the tasks should have rigorous learning objectives and a wide range of skills and knowledge should be advanced through them, especially communication and digital competencies. Reasonable advice and great activities for the steps beyond the focus of this thesis – introducing and sustaining the reading programme – can be found in resources like Richard R. Day and Julian Bamford's *Extensive Reading in the Second Language Classroom* (1998), the same authors' *Extensive Reading Activities for Teaching Language* (2004) and The Extensive Reading Foundation's *Guide to Extensive Reading* (2011).

2.1. CALCULATION OF READING AMOUNTS

As it was said in the introduction of this chapter, it is vital to have some numbers to introduce to the students together with the ER programme. Although the actual reading amounts may vary (no one can be forced to read), students need to have at least some goal to compare their progress to. These reading amounts are summarised in Table 1, and stem from the information gathered in Chapter 1. The calculations are based on Nishizawa, Yoshioka and Fukada (2010: 637), who found 300,000 words to be the benefit-threshold. As there is little other data to support this, 50% (150,000 words) was added to their estimate to be safe, thus making 450,000 words the main goal for the advanced upper secondary school students at Põltsamaa Co-Educational Gymnasium. This translates into around six books of authentic fiction or non-fiction, if each book is around 250 pages with

300 words per page, or six or more graded readers (these are usually shorter than authentic novels). Students will of course be encouraged to read more.

Table 1. Summary of ER characteristics with calculations for supporting implementation.¹

	Word count	Pages (300 words per page)	Number of books (250 pages per book)	Time in minutes and hours (based on the 150 wpm rate)	Average time spent on reading per course and per lesson (twelve English courses altogether, 34 lessons per course)
TOTAL					
Minimum goal, based on Nishizawa, Yoshioka and Fukada (2010: 637).	300,000	1,000	4	2,000 min	5 minutes per lesson
				33 h	2 h 45 min per course
Estimated goal, based on Nishizawa, Yoshioka and Fukada (2010: 637) + 50%	450,000	1,500	6	3,000 min	8 minutes per lesson
				50 h	4 h 10 min per course
Estimated goal with summer reading, two extra books per summer break (or for voluntary reading during the school year)	750,000	2,500	10	5,000 min	13 minutes per lesson
				83 h	6 h 55 min per course
One million+ words goal, referenced by Nishizawa, Yoshioka and Fukada (2010: 632), meant to establish an “independent reader”	1,000,000	3,300	13-14	6,700 min	17 minutes per lesson
				112 h	9 h 20 min per course

	Word count	Pages (300 words per page)	Number of books (250 pages per book)	Time in minutes and hours (based on the 150 wpm rate)	Average time spent on reading per course and per lesson (twelve English courses altogether, 34 lessons per course)
IN THE LESSON: 25-40% of the reading ²					
Minimum goal	75,000 – 120,000	250-400	4	500-800 min	12-20 reading lessons, 40 min each
				8-13 h	3-5 reading lessons per book
Estimated goal	112,000 – 180,000	370-600	6	750-1,200 min	19-30 reading lessons, 40 min each
				12-20 h	3-5 reading lessons per book
AT HOME: 60-75% of the reading					
Minimum goal	180,000-225,000	600-750	4	1,200-1,500 min	
				20-25 h	
Estimated goal	270,000 – 338,000	900-1,130	6	1,800-2,250 min	
				30-38 h	
Estimated goal with summer reading	Estimated goal + 300,000 words of summer reading	Estimated goal + 1,000 pages of summer reading	10	Estimated goal + 33 h of summer reading	
One million+ words goal	Estimated goal + 550,000 words of extra reading	Estimated goal + 1,800 pages of extra reading	13-14	Estimated goal + 61 h of extra reading	

Other factors	
Level	Easy, 98%+ familiar vocabulary; not more than 5-6 unknown words per 300 word page
Genre	Any, chosen by the student
Reading rate	150-200 words per minute or more

¹All calculations use 150 words per minute as the basis. The actual reading rate may be higher than that.

²25-40% was chosen as the target for reading in the lesson as that would give all students enough exposure to allow them to get engrossed in the book.

2.2. ASSESSMENT OF THE BOOKS AVAILABLE AT PÕLTSAMAA CO-EDUCATIONAL GYMNASIUM

In order to both benefit from the reading amounts listed in the previous section and still find the reading quick and enjoyable, students need suitable reading materials. As discussed in Chapter 1, the notions of language level and material authenticity are key issues. Because the students who would participate in the ER programme at Põltsamaa Co-Educational Gymnasium are in advanced groups, where language levels at the end of upper secondary school vary from B2 to C2 (according to the European Common Framework; estimates based on the authors' experience with similar groups and scores from ENEE and CAE), they are somewhat different from the average participant of an ER study. In the available body of studies on ER, most participants seem to be of low to average language level, even though in the same or older age groups. In addition, the vast majority of studies on extensive reading have been carried out in Asian countries and the programme designs that they have used, including the materials, might not be the best match for Estonian students. Therefore, a need for a practical assessment of available reading materials emerged.

A study was designed with the purpose to determine whether the books that students are able to borrow at the moment – all of which are authentic literature, not graded readers – could be used in the ER programme. The other purpose was to learn what percentage of students would need extra materials in the form of graded readers.

2.2.1. METHOD

In the study students assessed the difficulty level of excerpts of various popular novels that were already available at Põltsamaa Co-Educational Gymnasium. The aim was to see whether any of these would meet the general criteria of “easy” reading. Two measurable characteristics were chosen for the study – reading speed and the number of unfamiliar words per page:

- 1) The preferable reading speed is at least 150-200 words per minute (Extensive Reading Foundation 2011: 1).
- 2) There can be a maximum of six unfamiliar words per 300 words of text. This comes from the 98%+ comprehension rule (Grabe 2009: 311; Extensive Reading Foundation 2011: 3). Day and Bamford suggested the rule of hand, or a maximum of five words per page (1998: 122). This study uses 12 words per 600 words of text as the minimum, because Day and Bamford did not specify how much text they thought a page would have.

The study gathered data using a Google Forms questionnaire. The sample included 10th and 11th grade students in advanced English groups at Põltsamaa Co-Educational Gymnasium. There were 59 participants out of a possible of 66. Participation was voluntary, students under the age of 18 were required to obtain written permission from their parents, and permission slips were provided to them (see Appendix 1). Each student filled in a questionnaire (see Appendix 2) while reading the texts in the study. The questionnaire was anonymous, no questions were asked about the name or gender of the participants. It took students 30-45 minutes to complete the tasks. Students within one

form's advanced group were assigned to one of two smaller groups randomly. Each group had six to eight students and worked on separate texts in the second part of the study.

A trial was conducted with eight students to confirm that the design worked. The trial revealed no major issues. Two changes were made in the final study, however. Firstly, when measuring reading speed, the students first read both texts and then counted the number of words. Waiting for the others to count words before reading the second text was highlighted as too inconvenient by the trial group. Secondly, the option to comment on the reasons why a text seemed difficult was added to get some extra information about this. As the trial was successful, used the same wording as the actual study and was similarly built up, the results of the second part are included in the general analysis.

In the study, students had to first read two different texts for one minute each and count the number of words they read. The texts were around 600-word excerpts from simpler YA or YA/children's novels. All excerpts were photocopies and came from the beginning of the books to avoid comprehension problems stemming from missing context. Simpler texts were chosen in the hopes that they would be easy enough for most students to read comfortably and thus get reasonably accurate reading speeds. Altogether four texts were used for measuring reading speed. As a precaution, the 10th and 11th formers read different texts so as to avoid a situation where one text turns out to be poorly chosen and invalidates too many of the reading speed scores. In addition to recording their reading speed, students gave an assessment of how difficult the text was for them. Scores which were lower than 150 words per minute or where the student reported that they could not follow the main idea of the text were considered below the ER threshold. In the analysis of the study, two responses for the difficulty of the text were considered compatible with ER:

- Easy to understand, easy to read
- Understood most, could follow the main idea until the end

As a test environment always creates slight anxiety, it is reasonable to assume that in a more relaxed, authentic ER environment, comprehension would go up rather than down.

The following assessments were considered incompatible with ER:

- Some places remained unclear
- Didn't understand much, a lot remained unclear
- Didn't understand nearly anything, difficult to read

The second part of the study had the students report how many unfamiliar words they met in around 600 words of text. Four texts were assessed by each student in this part. Using this method, each book received six to eight assessments, which should be enough to see whether it is easy enough for at least some students to use for ER. In the questionnaire, the number of unfamiliar words was capped at 25, which is more than double the maximum number of words (12) that a book used for ER can have per 600 words. An unfamiliar word was explained to the students as a word, which

- a) hinders comprehension;
- b) bothers the student because they do not know the meaning;
- c) makes the student stop reading to think or makes them re-read the text several times to try to guess or remember the meaning.

There are around 150 English-language books currently available to the students at Põltsamaa Co-Educational Gymnasium. 36 books were chosen (see Appendix 3) for reporting unfamiliar words and an additional five for measuring reading speed. One book used in the trial stage for reading speed was used later for reporting unfamiliar words. The books were chosen from the following criteria:

- 1) YA fiction;
- 2) fantasy, science fiction or post-apocalyptic/dystopian fiction, which often have young people as main characters and are currently popular;
- 3) popular non-fiction, biographies;
- 4) adult fiction, historical fiction, classics – more difficult texts to provide a point of comparison.

Every set of four books had at least one YA novel and exactly one piece of adult fiction or another more difficult text. There are more books in the library from all the named genres.

2.2.2. RESULTS AND DISCUSSION

The study showed that the students' reading speed when reading easier authentic texts is sufficient to fall under ER (see Appendix 4 for detailed results). 150 words per minute was taken as the threshold. Four texts were read in total (two per student) for a total of 118 data points. Out of these, 22 (19%) did not cross the threshold either by being below 150 or by the student reporting that there was loss of comprehension when reading. Generally, the results ranged between 150 and 300 words per minute with a few students reporting significantly higher or lower scores. Out of the former, one student remarked in the comments section that their leisure reading usually takes the form of speed-reading. Although there were some differences between the reading speeds reported for different texts, the mean and median word counts remained clearly above the 150 wpm threshold:

Table 2. Mean and median self-reported reading speeds.

Text	Mean wpm	Median wpm	Respondents
<i>Wonder</i> by R.J. Palacio	260	242	32
<i>Speak</i> by Laurie Halse Anderson	235	243	32
<i>A Monster Calls</i> by Patrick Ness	213	189	27
<i>The Julian Chapter: A Wonder Story</i> by R.J. Palacio	211	205	27

The results of the speed reading tests suggest that around 80% of the 59 students would be able to read simpler YA novels rapidly enough without loss of comprehension to meet ER criteria. Based on the students' assessments of the difficulty of the texts, only 11 data points (9%) fell below the threshold. As reading speeds are expected to increase with ER, it is possible that slower readers might close the gap after some time spent on ER, using simpler texts. It is also possible that these students have a high level of comprehension, but tend to translate what they read into Estonian in their heads, which is generally not considered beneficial for developing automatisisation. This habit might also decrease with extensive reading of simpler texts.

In the second part of the study, students read excerpts from novels and counted how many unfamiliar words they found. A total of 36 books were assessed and a summary of the results can be seen in Table 4. A closer look at the data is available in appendices 5-13.

The data shows that the method of counting unfamiliar words per page to get an idea whether it is suitable for ER purposes does not in fact give enough information. There

were substantial differences (20% or more in Table 4) between the difficulty of the texts based on unfamiliar word count and the students' assessment in 15 of the 36 texts assessed (42%). The mean percentage of students who should be able to use the texts for ER was 88% for the unfamiliar words criterion and 76% for the comprehension criterion. This implies that not only vocabulary but also sentence structure, content and formatting may play a role in hindering comprehension. Still, in more than half of the cases (58%), vocabulary knowledge predicted students' reported comprehension. Therefore, when choosing books to read, students should be encouraged to check the vocabulary of the first few pages of the book, but also pay attention to other possible obstacles.

Out of the 36 texts assessed, nine (25%) seemed to be suitable for all students in the sample. These texts received a score of 100% in both criteria (unfamiliar words and comprehension). Another five texts (14%) are also likely to suit the majority of students, having received no score under 90%. The nine more difficult texts that were included in the study for comparison purposes indeed had a lower suitability rate than the other texts. For unfamiliar words, the mean score for the more difficult texts was 80% compared to 90% in all the other tests. Comprehension scores were also lower, 65% and 80%, respectively. The most difficult texts within the 36 were

- a) based the percentage of students who reported low comprehension: *The Road* by Cormac McCarthy, *To Kill a Mockingbird* by Harper Lee;
- b) based on the percentage of students who reported over twelve unfamiliar words: *Gone With the Wind* by Margaret Mitchell, *Midnight's Children* by Salman Rushdie, *The Book of Negroes* by Lawrence Hill.

The questionnaire (Appendix 1) also allowed the students to specify why they thought a text was difficult for them. This was done 60 times, some students gave several reasons. Although this was an open question, some reasons were suggested to the students.

Both these and other reasons were mentioned. A summary of the students' opinions is given in Table 3. These results also support the conclusion that although vocabulary is a key predictor of comprehension, it is not the only one.

Table 3. Students' reasons for finding the texts difficult to comprehend.

Reason for difficulty	Mentions
Difficult or unfamiliar vocabulary	46
Difficult or unfamiliar grammar, long sentences	13
The point was difficult to follow, the text was "weird" or "boring" or too descriptive (no mention of language)	12
Many foreign names (proper nouns)	6
Comprehension was possible only because the student had seen a film version of the book	1

It must also be kept in mind that self-reporting numbers of unfamiliar words cannot be fully reliable. Although the students in the sample were old enough to think critically about their comprehension, it cannot be ensured that they did so. This may explain some slight anomalies in the data. The most significant one in this study was the comprehension level reported in the case of Jane Austen's *Pride and Prejudice*. No student reported more than eight unfamiliar words (100% pass rate) and no student reported loss of comprehension (100% pass rate). The text was originally chosen in the comparison category as it uses old-fashioned language and is culturally distant. It is unlikely that the students would pass a comprehension or translation test on it even if they knew the majority of the words. Therefore, however the students assess the reading materials,

teachers should keep an eye out for suspicious book choices and help students choose the best book through discussion of what they understand.

Table 4. Unfamiliar words and comprehension.

Excerpt from	Number of students who counted 12 or fewer unfamiliar words	Number of students who counted 13 or more unfamiliar words	Number of students who assessed the text to be easy enough	Number of students who assessed the text to be too difficult	Percentage of students who could use the text for ER based on unfamiliar word count ³	Percentage of students who could use the text for ER based on assessment of difficulty	Genre	Appendix
<i>A Game of Thrones</i> by George R. R. Martin	5	1	4	2	80%	70%	Fantasy	Appendix 12
<i>**Atonement</i> by Ian McEwan	6	2	3	5	80%	40%	Historical fiction	Appendix 13
<i>Coraline</i> by Neil Gaiman	7	0	7	0	100%	100%	YA, children's, fantasy	Appendix 5
<i>Divergent</i> by Veronica Roth	6	0	5	1	100%	80%	YA, sci-fi, dystopian	Appendix 12
<i>Eleanor and Park</i> by Rainbow Rowell	8	0	7	1	100%	90%	YA	Appendix 11
<i>Every Day</i> by David Levithan	7	0	7	0	100%	100%	YA	Appendix 8
<i>Fangirl</i> by Rainbow Rowell	7	0	7	0	100%	100%	YA	Appendix 9
<i>**Gone With the Wind</i> by Margaret Mitchell	5	3	7	1	60%	90%	Historical fiction; older	Appendix 6
<i>Good Omens</i> by Neil Gaiman and Terry Pratchett	7	0	5	2	100%	70%	Fantasy	Appendix 8
<i>Holes</i> by Louis Sachar	8	0	8	0	100%	100%	YA, children's, magical realism, satire	Appendix 11

Excerpt from	Number of students who counted 12 or fewer unfamiliar words	Number of students who counted 13 or more unfamiliar words	Number of students who assessed the text to be easy enough	Number of students who assessed the text to be too difficult	Percentage of students who could use the text for ER based on unfamiliar word count ³	Percentage of students who could use the text for ER based on assessment of difficulty	Genre	Appendix
<i>I Am Malala</i> by Malala Yousafzai with Christina Lamb	7	0	7	0	100%	100%	Biography	Appendix 8
**Midnight's Children by Salman Rushdie	5	3	5	3	60%	60%	Adult, magical realism	Appendix 11
<i>Paper Towns</i> by John Green	7	1	8	0	90%	100%	YA	Appendix 10
**Pride and Prejudice by Jane Austen	7	0	7	0	100%	100%	Adult, romance, satire; older	Appendix 5
<i>Ready, Player One</i> by Ernest Cline	4	3	3	4	60%	40%	YA, sci-fi, dystopian	Appendix 9
<i>The Absolutely True Diary of a Part-time Indian</i> by Sherman Alexie	7	1	6	2	90%	80%	YA	Appendix 7
**The Book of Negroes by Lawrence Hill	5	3	5	3	60%	60%	Historical fiction	Appendix 7
<i>The Book Thief</i> by Markus Zusak	8	0	5	3	100%	60%	YA, historical fiction	Appendix 6
<i>The Curious Incident of the Dog in the Night-Time</i> by Mark Haddon	6	0	6	0	100%	100%	YA, mystery	Appendix 12
<i>The Giver</i> by Lois Lowry	7	1	8	0	90%	100%	YA, fantasy, dystopian	Appendix 7
**The Help by Kathryn Stockett	6	0	4	2	100%	70%	Historical fiction	Appendix 12

Excerpt from	Number of students who counted 12 or fewer unfamiliar words	Number of students who counted 13 or more unfamiliar words	Number of students who assessed the text to be easy enough	Number of students who assessed the text to be too difficult	Percentage of students who could use the text for ER based on unfamiliar word count ³	Percentage of students who could use the text for ER based on assessment of difficulty	Genre	Appendix
<i>The Hitchhiker's Guide to the Galaxy</i> by Douglas Adams	6	2	4	4	80%	50%	Sci-fi	Appendix 11
<i>The Hunger Games</i> by Suzanne Collins	6	1	6	1	90%	90%	YA, dystopian	Appendix 5
<i>**The Kite Runner</i> by Khaled Hosseini	4	3	5	2	60%	70%	Historical fiction	Appendix 9
<i>The Maze Runner</i> by James Dashner	6	2	8	0	80%	100%	YA, dystopian	Appendix 6
<i>The Name of the Wind</i> by Patrick Rothfuss.	8	0	6	2	100%	80%	Fantasy	Appendix 13
<i>The Road</i> by Cormac McCarthy	7	1	2	6	90%	30%	Post-apocalyptic	Appendix 10
<i>**The Sense of an Ending</i> by Julian Barnes	7	0	4	3	100%	60%	Adult	Appendix 8
<i>Thirteen Reasons Why</i> by Jay Asher	8	0	6	2	100%	80%	YA	Appendix 10
<i>**To Kill a Mockingbird</i> by Harper Lee	7	1	2	6	90%	30%	YA; older	Appendix 10
<i>Tomorrow, When the War Began</i> by John Marsden	5	2	3	4	70%	40%	YA, adventure	Appendix 9
<i>Unbroken</i> by Laura Hillenbrand	7	1	8	0	90%	100%	Biography	Appendix 6
<i>Wild</i> by Cheryl Strayed	6	2	5	3	80%	60%	Auto-biography	Appendix 7

Excerpt from	Number of students who counted 12 or fewer unfamiliar words	Number of students who counted 13 or more unfamiliar words	Number of students who assessed the text to be easy enough	Number of students who assessed the text to be too difficult	Percentage of students who could use the text for ER based on unfamiliar word count ³	Percentage of students who could use the text for ER based on assessment of difficulty	Genre	Appendix
<i>Wintergirls</i> by Laurie Halse Anderson	8	0	8	0	100%	100%	YA	Appendix 13
<i>Wonder</i> by R. J. Palacio	8	0	8	0	100%	100%	YA, children's	Appendix 13
<i>Year Zero</i> by Rob Reid	5	2	3	4	70%	40%	Sci-fi	Appendix 5

³Due to the small number of assessments (six to eight) that each book received, the percentages are rounded to the nearest 10%.

**These texts were supposed to be more difficult and serve as a comparison.

One of the main purposes of the study was to find out how many students at Põltsamaa Co-Educational Gymnasium would require extra reading materials in the form of graded readers, which the school would have to purchase. According to the data from the reading speed test, around 20% of students would need extra materials. This would mean around 15 students in the 10th and 11th form. In order to create a varied enough library for these students, around 50 books would be needed, considering that students should always have a choice between at least 30 books, especially if they are shorter than authentic texts. The number of books also depends on the average word count per page, which may vary greatly across different levels and series. Some samples should be acquired before the larger purchase. A more extensive library would, of course, be even more beneficial as lower secondary school students and students from the weaker groups of upper secondary school should also be able to do ER in their own lessons. The common estimate for larger audiences ranges from 200 to 500 titles.

According to the data from the text assessments, around 25% of the available books were suitable for all students, which means that there were no students who would not be able to find easily comprehensible materials within the current selection. The results show that pure YA and books leaning towards being for children received the highest suitability ratings. These are the genres where the selection should be expanded to give students more choices. Here the aim should be to increase the number of suitable books to at least 18 titles per student, which would mean that the student would be able to pick and choose which six they would want to read. This would mean around 50 titles minimum so that students would still have choices even if two groups (around 30 students) are reading at the same time. For the average student, there most probably already are more than 50 in the present selection as there were only seven books which suited fewer than 60% of the students in the study sample of 34 books. For even the lowest-level students, there are

already around nine or more books in the study sample alone. As there are actually more available in the YA genre in the library, it would mean that a steady increase of a couple of books per term in the relevant genres would be enough to accommodate to the needs of all students and no bulk purchase of these books is necessary.

2.3. COMPILATION OF READING RELATED TASKS

This subchapter outlines tasks that can be used to supplement an ER programme in an advanced upper secondary school English course in Estonia. As it was established in the introduction of the thesis, it is reasonable to conclude that using ER with Estonian upper secondary school students is compatible with ENCUISS. The overview showed a number of directions to pursue when compiling a set of tasks for the advanced upper secondary school students at Põltsamaa Co-Educational Gymnasium. Firstly, there are two tasks from ENEE and CAE that should be possible to teach with the help of students' reading experience and without losing too much enjoyment. Secondly, the tasks should aim at including the development of competencies listed in ENCUISS. Thirdly, each task could also give the students an opportunity to advance their knowledge in cross-curricular topics, although this will probably be done during the reading itself.

Altogether nine different tasks are described in the following section: a reading portfolio, review, letter, presentation, play, film, cover design, creative writing and theme analysis. These particular tasks were compiled with the students of Põltsamaa Co-Educational Gymnasium in mind but are not limited to them. The tasks can be modified and used in any order depending on the needs of the students. Most tasks include the opportunity to use collaborative learning. The assessment criteria take into account the specifics of ER (the tasks should take away as little as possible from the enjoyment of

reading) and the basic principles of formative assessment, especially the use of peer assessment and democratic learning where students can decide on their own what the assessment criteria should be.

Reading portfolio

Learning objectives:

- 1) Students compile a reading portfolio for their foreign-language reading.
- 2) Students analyse their progress and the possible benefits they are gaining from reading.

Connection with ENCUSSE or exams:

- ENCUSSE digital competence, learning to learn competence.

Compatibility with ER:

- Students have free rein in the design and final content, there is no single correct way of completing the assignment.
- Monitoring their progress is very motivating for some students.

Output:

A digital or paper-based portfolio that outlines the student's progress and experiences with reading books in English.

Task description:

Students compile a reading portfolio based on the reading that they do. This should include details on the books read, the quantity of reading, tasks done on the books and reflections on these. The digital format can be anything from a blog to a continuously updated presentation.

Collaborative learning: Students can ask others to add something to their portfolio (like a reaction if they have read the same book). Reading portfolios can also be compiled in groups or in a blog format.

Assessment options: Peer-assessment according to criteria determined together with the students. Marks may be given according to these criteria. The school's requirements for portfolios may also be used if these apply.

Review

Learning objectives:

- 1) Students employ the CAE requirements to write a review.
- 2) Students describe what a CAE review task usually looks like.
- 3) Students describe and employ the assessment criteria of CAE writing.

Connection with • Part of the CAE exam;

ENCUSS or exams:

- Part of the Common European Framework of Reference for Languages, C1 level writing (Annex 2, subject field “Foreign languages” 2011: 19);
- ENCUSS communication competence.

Compatibility with ER: • The task can be worded so that it invites the student to use their personal reactions to the reading material. There is no single correct answer.

- The task can be made more creative or humorous.
- Although it is a written task, the length is manageable.
- Probably more motivating for those students who are planning to take CAE.

Output: A written review of 220–260 words.

Task description: Students are first given the task to gather information on writing reviews in the CAE exam. They should compile their own “top tips” for this task. After discussing these, students familiarise themselves with the assessment criteria. In writing the review, students must use the book that they read (or one of the books). The review tasks should be similar in nature to real CAE tasks, which means that they include a target audience and a central objective, for example, to compare two books or to compare a book and a film on a similar topic. In addition, tasks can ask students to be excessively praising or critical. Students can also write the review from a different perspective (as a teacher, as a character in the book, as a famous person). After writing the review, peer assessment is used. Students employ the official assessment criteria for this and give feedback.

Collaborative learning: Possible via peer-reviewing the reviews or choosing to write reviews in pairs where one partner’s book is chosen. However, this task could be the most beneficial when done individually, as then each student gains in review-writing based on their own

experience of reading a source text.

Assessment options: Peer-assessment (using the official grading matrix); the teacher's role would be to facilitate peer assessment and give feedback on language. It is possible to give marks for this task by setting up a point-based marking system. However, students should have the opportunity to improve on their writing after initial peer or teacher feedback. This should decrease the chance that the task is seen as a tedious and difficult responsibility.

Letter (informal and formal)

Learning objectives:

- 1) Students employ the CAE and/or ENEE requirements to write a letter.
- 2) Students describe what a CAE and/or ENEE letter task usually looks like.
- 3) Students describe and employ the assessment criteria of letter writing.

Connection with ENCUS or exams:

- Part of the CAE exam;
- Part of ENEE;
- ENCUS communication competence.

Compatibility with ER:

- The task can be worded so that it invites the student to use their personal reactions to the reading material. There is no single correct answer.

- The task can be made more creative or humorous.
- Although it is a written task, the length is manageable.
- Probably motivating for students who care about their foreign language exam.

Output: CAE: a 220–260-word letter;
 ENEE: a 120-word letter.

Task description: Students are first given the task to gather information on writing letters in ENEE or CAE. If both exams are relevant, this can be a comparison task instead, or different students/teams can look for information on different types of letters. They should compile their own “top tips” for this task. After discussing these, students familiarise themselves with the assessment criteria. The letter task has to be worded so that the students can use the book that they read. For example, they could write a thank-you letter or a letter of complaint or a letter of enquiry to the author of the book about their work. They could also write similar letters pretending to be characters in the book. It would be best to give them a choice between a few options. After writing the letter, peer assessment is used. Students employ the official assessment criteria for this and give feedback.

Collaborative learning: Possible via peer-reviewing the letters or choosing to write letters in pairs where one partner’s book is chosen. However, this task could be the most beneficial when done individually, as

then each student gains in letter-writing based on their own experience of reading a source text.

Assessment options: Peer-assessment (using the official grading matrix); the teacher's role would be to facilitate peer assessment and give feedback on language. It is possible to give marks for this task by setting up a point-based marking system. However, students should have the opportunity to improve on their writing after initial peer or teacher feedback. This should decrease the chance that the task is seen as a tedious and difficult responsibility.

Presentation on the book I read

Learning objectives:

- 1) Students compile and present a presentation on the book that they read.
- 2) Students analyse their book to find qualities that other students might be interested in.
- 3) Students describe the characteristics of a good presentation.

Connection with ENCUS or exams:

- ENCUS digital competence, communication competence.

Compatibility with ER:

- Students can concentrate on their own reaction to the reading material. There is no single correct answer.
- The presentation is rather short.

Output: A 5-minute presentation (with slides).

Task description: Before the task, students get an overview of making a good presentation, which includes aspects of speaking and slide design. These will become the assessment criteria later. Students put together a presentation on the book that they read (or one of them). The aim of the presentation is to get at least five other students to be interested in reading the book. After giving the presentation, students vote on which books seemed the most compelling based on the presentations. Afterwards, students reflect on what made them vote for a book – was it about the persuasiveness of the presentation or the factual information they got about the book.

Collaborative learning: Possible, for example, students may help each other make effective slides and practise speaking in small groups before the real presentation.

Assessment options: Peer-assessment according to the assessment criteria introduced (or criteria compiled in collaboration with the students). It is possible to give marks for this task according to a marking scale based on the criteria.

Play

Learning objectives:

- 1) Students employ play-writing conventions to write a short play based on their book.
- 2) Students describe the conventions of writing a play.

	3) Students produce and direct a play.
	4) Students explain the basics of acting in a play.
Connection with ENCUISS or exams:	ENCUISS communication competence, entrepreneurship competence; ENCUISS cross-curricular topic: cultural identity; Foreign languages course content: culture as creation (Annex 2, subject field "Foreign languages" 2011: 12, 13).
Compatibility with ER:	<ul style="list-style-type: none"> • Students use their creativity. • They have free rein in adapting the text, there is no single correct answer. • They can choose the length and complexity of the play according to their skills, humorous takes are welcome. • Time is given from the lessons for rehearsals.
Output:	A short play (3-10 minutes).
Task description:	Before writing, students analyse the text of a short play (many available online) to discover the formatting requirements and other key aspects of play-writing. They may compile this into their own short play-writing guide. Students then write a play based on a key scene in their book. They can also adapt the whole book into a short play if they are very creative. They format it according to the basic formatting rules of plays. Next, they direct their own play – find actors from the group and manage rehearsals. They may or may not take part in their own

play. Every student gets at least one part in someone's play. In order to facilitate acting, students discuss what the actors need to do and pay attention to in order for the play to be successful (volume, flow, facial expressions etc.). Students act out the plays in the lessons or in front of other students.

Collaborative learning: Students may do this task in pairs or groups and decide on their own whose book is the best for adapting. Putting on a play is a collaborative effort.

Assessment options: Peer-assessment based on criteria decided on by the students. Marks can be given for the written copies of the plays according to pre-determined criteria.

Film

Learning objectives:

- 1) Students create a short film depicting or adapting a scene from their book.
- 2) Students use both close-up and wide shots in their film.
- 3) Students can describe the basics of the film-making process.
- 4) Students use film editing software to add subtitles and other elements to their video.

Connection with ENCUS or exams:

- ENCUS communication competence, digital competence, entrepreneurship competence;
- ENCUS cross-curricular topic: cultural identity;

- Foreign languages course content: culture as creation.

Compatibility with ER:	<ul style="list-style-type: none"> • Students use their creativity. • They have free rein in adapting the text, humorous takes are welcome, there is no single correct answer. • They can choose the length and complexity of the film based on their skills.
Output:	A short film with a title screen, end credits and subtitles, using both wide and close-up shots.
Task description:	Students write, film and edit a short film based on a scene from their book. As with the play task, they organise the actors and everything else by themselves. Before the task, requirements are explained and emphasis is put on learning or improving a few basic film-making skills. Those students who are already proficient in this field can teach the others. The requirement of adding one drone shot in the film can be added if these are available.
Collaborative learning:	Students may do this task in pairs or groups and decide on their own whose book is the best for adapting. Making a film is a collaborative effort.
Assessment options:	Peer-assessment using criteria determined together with the students. Marks can be given based on these criteria.

Designing new covers

Learning objectives:	<ol style="list-style-type: none"> 1) Students analyse and compare the covers of books and determine what the crucial elements are. 2) Students design new book covers for the book that they read based on the crucial elements.
Connection with ENCUS or exams:	<ul style="list-style-type: none"> • ENCUS digital competence.
Compatibility with ER:	<ul style="list-style-type: none"> • Students use their creativity. • They have free rein in designing the covers, humorous takes are welcome, there is no single correct answer.
Output:	New covers, presented in a digital format.
Task description:	Students are first asked to compare the covers of the books that they read in groups to determine the elements (illustrations, blurbs etc.) that are always present. They compile their own criteria. Then students design new covers based on these criteria in an online service or software of their choice.
Collaborative learning:	Students can decide on the characteristics of new book covers in collaboration. They can use each other's help to find the best tools for designing the covers.
Assessment options:	Peer-assessment using criteria determined together with the students. Marks can be given based on these criteria.

Creative writing

Learning objectives:	<ol style="list-style-type: none"> 1) Students describe the genre conventions of the text they are writing. 2) Keeping genre conventions in mind, students produce an original work of creative writing.
Connection with ENCUS or exams:	<ul style="list-style-type: none"> • ENCUS digital competence, communication competence; • Foreign languages course content: culture as creation.
Compatibility with ER:	<ul style="list-style-type: none"> • Students use their creativity, there is no single correct answer. • Humorous takes are welcome.
Output:	Any of these can be assigned or given as an option: a short story, a new chapter, an alternative ending, a poem, song lyrics, spoken word poetry.
Task description:	<p>Students are given a creative writing task. This can be loosely or firmly based on the book that they read. For example, they can write a re-imagining of their book, or write a new work with the same title as the book, or mimic the author's style in a different genre. The book can also be used just for general inspiration. The genre can be assigned or chosen freely. Before students start writing, they should find information on how their genre usually works and what they should pay attention to.</p>

Collaborative learning: Collaborative writing can be used in this task.

Assessment options: Peer-assessment according to criteria determined together with the students. These should be based on genre conventions and give students an idea of the quality and quantity expected.

Analysis

Learning objectives: 1) Students analyse an aspect of the book they read.
2) Students compare the setting, events or decisions made by the characters of the book to our current day and age or to Estonia.

Connection with ENCUS or exams:

- Integration with literature lessons (literary analysis);
- ENCUS cross-curricular topics: lifelong learning and career planning, environment and sustainable development, cultural identity, technology and innovation, health and safety, values and morals;
- Foreign languages course content: Estonia and the world; the environment and technology, education and work, people and society, culture as creation.

Compatibility with ER:

- The task can be kept short, students should get only one aspect at a time to analyse.
- Students can express their own opinion, there is no single correct answer.

- Output: A text, a poster, a comic, a presentation or any other suitable format.
- Task description: A written or oral analysis of
- a) the setting compared to Estonia / modern times / the real world;
 - b) the characters, their growth and decisions;
 - c) themes / central issues in the book.
- Collaborative learning: Students may work together if their books have similar themes.
- Assessment options: Peer-assessment according to criteria determined together with the students.

CONCLUSION

Extensive reading, which is reading a large quantity of easy and enjoyable texts, has been an area of interest for language teachers for many years now. Although the benefit of ER is generally accepted and there have been many enthusiastic adopters of this approach, it is still struggling to become widespread. As the meta-analyses by Eun-Young Jeon and Richard R. Day (2016), and Takayuki Nakanishi (2015) revealed, much of the systematic implementation of ER and ER research is concentrated in the Asia-Pacific region. Other studies, as well as theirs, have shown significant progress in students' skills after participating in an extensive reading programme. The most common positive effect that is reported is on students' reading rate and vocabulary knowledge (Day and Bamford 1998, Grabe 2009, He 2014, Nation 2014, Pigada and Schmitt 2006, Suk 2017, Huffman 2014, Beglar and Kite 2012). Other effects include those on students' output (the subskills of writing) and motivation. However, studies also show that the ER approach is being constrained by teacher, student and institutional anxieties (Day and Bamford 1998, Tien 2015, Yamashita 2004, Takase 2007, Macalister 2010).

The purpose of this thesis was to explore the research that has been done in the field of ER and to design an ER programme for the students in the upper secondary school advanced English groups of Põltsamaa Co-Educational Gymnasium in Estonia. An integrated approach was chosen for the programme design – as the students also have other English instruction, it was reasonable to include the reading in this rather than make it a separate activity. The aspects of establishing the ER programme at Põltsamaa Co-Educational Gymnasium that fall under the scope of this thesis were determining the reading goals that would allow students to reap the benefits of ER, assessing the reading

materials already available at the school and designing tasks which would be compatible with the expectations set on Estonian students to supplement the reading.

In order to ensure that the ER programme at Põltsamaa Co-Educational Gymnasium would indeed be ‘extensive’, the thesis explored the measurable characteristics of ER programmes as they have been described in ER guides and research. This resulted in a set of attainable goals, mainly concerning reading materials, reading speed and the amounts of reading that should be done. However, these characteristics were actually rather difficult to establish, even from a large body of available work on the subject. More rigorous research into the benefits of ER in the context of the amount of reading done by the students is vital in the future to facilitate the creation of reading programmes such as the one in this thesis. Nevertheless, the knowledge that emerged from the literature review did allow for cautious reading goals to be set – it was determined that reading at least 450,000 words at a rate of at least 150 word per minute within three years of upper secondary school would probably be sufficient to bring noticeable progress in the students’ reading speed, vocabulary and writing.

The literature review also produced another focus for the thesis, one which is relevant to the teaching of English in Estonia. Due to the requirement that reading materials have to be easily comprehensible, the vast majority of research in the ER field uses graded readers (simplified or purposefully simple texts) and these are also the most often recommended resources. However, the relatively high starting language level of advanced students in Põltsamaa Co-Educational Gymnasium (and most likely in Estonia in general) established the need to investigate whether authentic materials, which are already available at the school, could be suitable in the context of ER. This mainly means that the books have to be easy enough. A threshold for ‘easy’ was suggested in several sources – a student should meet no more than 2% of unfamiliar vocabulary in the text (Day and

Bamford 1998, Grabe 2009, Extensive Reading Foundation 2009, McQuillan 2016). Using these figures and a subjective assessment of whether the text was easy, 59 students measured their reading speed and rated altogether 36 authentic books from the library of Põltsamaa Co-educational Gymnasium. Analysis of the data showed that the reading materials are suitable for most students, although around a fifth will need graded readers to advance their reading speed. It was also determined that the library should continue to purchase popular authentic novels, especially ones that fall in lower range of language difficulty.

The last step of designing the ER programme was to compile a set of tasks that, without being too discouraging, would accompany the reading and help advance the knowledge and skills emphasised in the Estonian national curriculum for upper secondary schools. Day and Bamford's *Extensive Reading in the Second Language Classroom* (1998) and *Extensive Reading Activities for Teaching Language* (2004) were of great importance here as these established the criteria for reasonable ER tasks. Specifically, the tasks should focus on the students' personal reactions on the reading material and should avoid single correct answers. Relying on these and the basics of supportive feedback and assessment nine tasks were outlined: a reading portfolio, review, letter, presentation, play, film, cover design, creative writing and theme analysis.

Overall, the empirical work conducted for the purposes of this thesis shows that incorporating extensive reading into the English studies of advanced students in an Estonian upper secondary school is feasible even without a large number of graded readers – authentic materials are the norm for most advanced students. In the process of designing the programme, it was also found that ER is most compatible with instruction that values the students' individual reactions, which opens the door for creative and collaborative assignments – ones that have sometimes been found lacking in the Estonian school system.

Therefore, this ER project might be useful for many foreign language teachers who are looking to bring yet another research-based method into the classroom.

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APPENDIX 1. PARENTAL CONSENT FORM

11.04.2017

Lugupeetud lapsevanem või eestkostja

Palun nõusolekut kaasata Teie laps enda magistritöö uurimusse, mille valimisse kuulub ka Teie lapse inglise keele rühm.

Uurimuse eesmärgiks on analüüsida kirjanduslike tekstide keerukust ja õpilaste lugemiskiirust inglisekeelsete noorte-, ulme-, fantaasia-, elulooliste ja muude kirjanduslike tekstide puhul. Uurimuse käigus täidetav küsitlus on anonüümne ja uurimisobjektiks on tekstid ja nende sobivus sihtrühmale.

Uurimusega selgitatakse välja, missugused raamatud ja žanrid oleks õpilastele keele arengu seisukohalt kõige sobivamad lugeda. Uurimus toetub ekstensiivse lugemise meetodile, mis julgustab keele arendamiseks lugema suurel hulgal huvipakkuvaid tekste, milles on vähe tundmatuid elemente ja mida keeleõppija suudab lugeda üsna kiires tempos. Sellel alusel on hiljem võimalik näiteks kooliraamatukoguga koostöös laiendada valikut just nende raamatute seas.

Uurimust viib läbi Põltsamaa Ühisgümnaasiumi inglise keele õpetaja ja Tartu Ülikooli anglistika osakonna magistrant Agne Kosk.

Uurimus toimub ühe 45-minutilise tunni jooksul ajavahemikus 17.-30.04.2017.

Tänan Teid koostöö eest!

Lugupidamisega

Agne Kosk

agne.kosk@poltsamaa.edu.ee

Annan nõusoleku uurimuses osalemiseks.

Lapse nimi:

Lapsevanema allkiri:

Kuupäev:

APPENDIX 2. QUESTIONNAIRE

This questionnaire was used for group 6. The questionnaires for the other groups were the same in structure and wording.

GRUPP 6

Tänase katse tulemusi kasutan enda magistritöö kirjutamisel. Magistritöö teemaks on raamatute lugemise kasutamine riikliku õppekava eesmärkide saavutamiseks. Katse on anonüümne ja selle eesmärk on anda hinnang tekstidele mitte õpilastele. Palun ära kasuta katse jooksul abivahendeid (sõnastikke vms).

Aitäh, et osaled! Mul on sellest palju abi.

*Kohustuslik küsimus

1. osa – lugemiskiirus (GRUPP 6)

Alusta teksti lugemist õpetaja märguande peale ja katse lõpus märgi, kuhu lugemisega jõudsid. Tee sama teise tekstiga. Seejärel loe kokku sõnade arvud ja sisesta need numbrid vastavatesse lahtritesse. Lisa ka oma hinnang sellele, kui kerged või rasked tekstid sinu jaoks olid. Loe omas tempos, nii nagu loeksid näiteks kodus diivanil enda lõbuks. Ära kasuta abivahendeid.

Minu loetud sõnade arv: TEKST 1 *

Minu hinnang: TEKST 1 *

- ☐ Sain tekstist kergesti aru, mul oli seda lihtne lugeda
- ☐ Sain enamusest aru, suutsin lõpuni mõtet jälgida
- ☐ Mõned kohad jäid segaseks
- ☐ Ei saanud eriti palju aru, palju kohti jäi segaseks
- ☐ Ei saanud peaaegu midagi aru, mul oli seda raske lugeda
- ☐ Other:

Minu loetud sõnade arv: TEKST 2 *

Minu hinnang: TEKST 2 *

- ☐ Sain tekstist kergesti aru, mul oli seda lihtne lugeda
- ☐ Sain enamusest aru, suutsin lõpuni mõtet jälgida
- ☐ Mõned kohad jäid segaseks
- ☐ Ei saanud eriti palju aru, palju kohti jäi segaseks
- ☐ Ei saanud peaaegu midagi aru, mul oli seda raske lugeda
- ☐ Other:

2. osa - tundmatud sõnad (GRUPP 6)

NB! Kontrolli, et tekstide grupi number (1-8) oleks sama, mis siin määratud! Aitäh!
Sulle on antud neli teksti. Alusta esimesest (TEXT 1), siis võta teine jne. Märgi endale näiteks jooni alla tõmmates rahulikult teksti lugedes sõnad, mis on sulle tundmatud (mis takistavad sul tekstist arusaamist). Kui oled lõpuni jõudnud, loe tundmatud sõnad kokku ja sisesta arv küsimustikku. Seejärel anna jällegi hinnang tekstile. Loe teksti omas tempos, nii nagu loeksid seda näiteks kodus diivanil enda lõbuks. Ära kasuta abivahendeid.

TEKST 1 - Thirteen Reasons Why

TEKST 1 - tundmatute sõnade arv kogu teksti peale *

Minu hinnang: TEKST 1 *

- ☐ Sain tekstist kergesti aru, mul oli seda lihtne lugeda
- ☐ Sain enamusest aru, suutsin lõpuni mõtet jälgida
- ☐ Mõned kohad jäid segaseks
- ☐ Ei saanud eriti palju aru, palju kohti jäi segaseks
- ☐ Ei saanud peaaegu midagi aru, mul oli seda raske lugeda
- ☐ Other:

Kui tekstist ei olnud kerge aru saada, siis miks? Mis takistas? (näiteks: raske sõnavara; laused polnud arusaadavad isegi kui sõnu teadsin; võõrapärased nimed jne.)

TEKST 2 - Paper Towns

TEKST 2 - tundmatute sõnade arv kogu teksti peale *

Minu hinnang: TEKST 2 *

- ☐ Sain tekstist kergesti aru, mul oli seda lihtne lugeda
- ☐ Sain enamusest aru, suutsin lõpuni mõtet jälgida
- ☐ Mõned kohad jäid segaseks
- ☐ Ei saanud eriti palju aru, palju kohti jäi segaseks
- ☐ Ei saanud peaaegu midagi aru, mul oli seda raske lugeda
- ☐ Other:

Kui tekstist ei olnud kerge aru saada, siis miks? Mis takistas? (näiteks: raske sõnavara; laused polnud arusaadavad isegi kui sõnu teadsin; võõrapärased nimed jne.)

TEKST 3 - The Road

TEKST 3 - tundmatute sõnade arv kogu teksti peale *

Minu hinnang: TEKST 3 *

- ☐ Sain tekstist kergesti aru, mul oli seda lihtne lugeda
- ☐ Sain enamusest aru, suutsin lõpuni mõtet jälgida
- ☐ Mõned kohad jäid segaseks
- ☐ Ei saanud eriti palju aru, palju kohti jäi segaseks
- ☐ Ei saanud peaaegu midagi aru, mul oli seda raske lugeda
- ☐ Other:

Kui tekstist ei olnud kerge aru saada, siis miks? Mis takistas? (näiteks: raske sõnavara; laused polnud arusaadavad isegi kui sõnu teadsin; võõrapärased nimed jne.)

TEKST 4 - To Kill a Mockingbird

TEKST 4 - tundmatute sõnade arv kogu teksti peale

Minu hinnang: TEKST 4

- ☐ Sain tekstist kergesti aru, mul oli seda lihtne lugeda
- ☐ Sain enamusest aru, suutsin lõpuni mõtet jälgida
- ☐ Mõned kohad jäid segaseks
- ☐ Ei saanud eriti palju aru, palju kohti jäi segaseks
- ☐ Ei saanud peaaegu midagi aru, mul oli seda raske lugeda
- ☐ Other:

Kui tekstist ei olnud kerge aru saada, siis miks? Mis takistas? (näiteks: raske sõnavara; laused polnud arusaadavad isegi kui sõnu teadsin; võõrapäraseid nimed jne.)

Vabatahtlik lisaülesanne: lisa omal valikul katse teise osa tekstidest sõnu, mis olid sulle tundmatud.

TEKST 1

TEKST 2

TEKST 3

TEKST 4

Kommentaariid katse või selles osalemise kohta:

APPENDIX 3. TEXTS USED IN THE STUDY

* - used for reading speed in the trial phase

** - used in the trial phase for unfamiliar words

*** - used for reading speed in the study

**** - used for unfamiliar words in the trial phase and reading speed in the study (two different excerpts)

A Game of Thrones by George R. R. Martin

****A Monster Calls* by Patrick Ness

** *Atonement* by Ian McEwan

Coraline by Neil Gaiman

Divergent by Veronica Roth

Eleanor and Park by Rainbow Rowell

**Ender's Game* by Orson Scott Card

Every Day by David Levithan

Fangirl by Rainbow Rowell

Gone With the Wind by Margaret Mitchell

Good Omens by Neil Gaiman and Terry Pratchett

Holes by Louis Sachar

**How to Be Popular* by Meg Cabot.

I Am Malala by Malala Yousafzai with Christina Lamb

Midnight's Children by Salman Rushdie

Paper Towns by John Green

Pride and Prejudice by Jane Austen

Ready, Player One by Ernest Cline

****Speak* by Laurie Halse Anderson

The Absolutely True Diary of a Part-time Indian by Sherman Alexie

The Book of Negroes by Lawrence Hill

The Book Thief by Markus Zusak

The Curious Incident of the Dog in the Night-Time by Mark Haddon

The Giver by Lois Lowry

The Help by Kathryn Stockett

The Hitchhiker's Guide to the Galaxy by Douglas Adams

The Hunger Games by Suzanne Collins

****The Julian Chapter: A Wonder Story* by R. J. Palacio

The Kite Runner by Khaled Hosseini

The Maze Runner by James Dashner

***The Name of the Wind* by Patrick Rothfuss.

The Road by Cormac McCarthy

The Sense of an Ending by Julian Barnes

Thirteen Reasons Why by Jay Asher

To Kill a Mockingbird by Harper Lee

Tomorrow, When the War Began by John Marsden

Unbroken by Laura Hillenbrand

Wild by Cheryl Strayed

***Wintergirls* by Laurie Halse Anderson

**** *Wonder* by R. J. Palacio

Year Zero by Rob Reid

APPENDIX 4. RESULTS: SELF-REPORTED READING SPEED

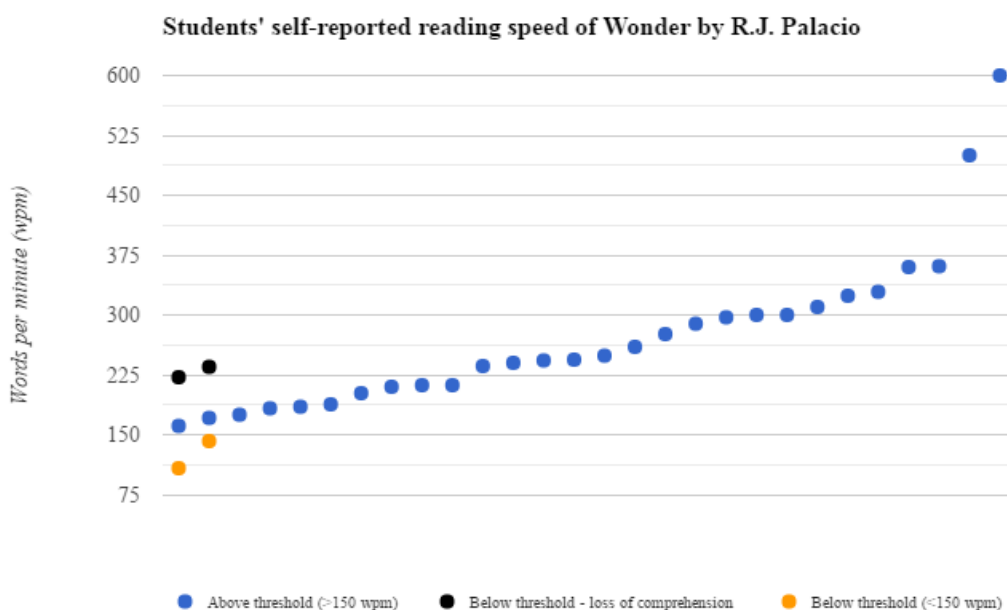


Figure 1. Students' self-reported reading speed of an excerpt of *Wonder*.

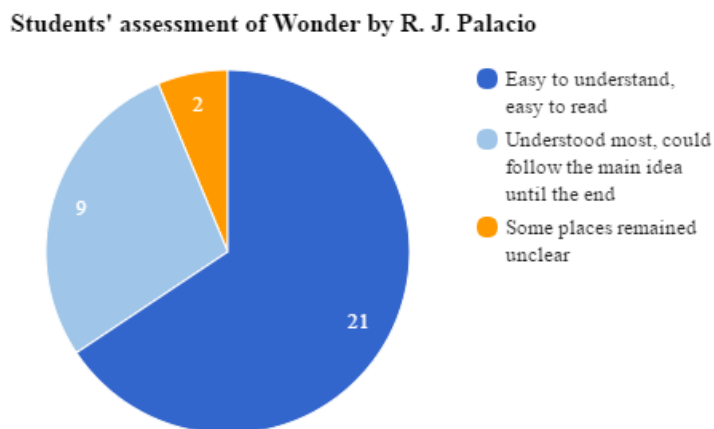


Figure 2. Students' assessment of their comprehension of an excerpt of *Wonder*, read to measure reading speed.

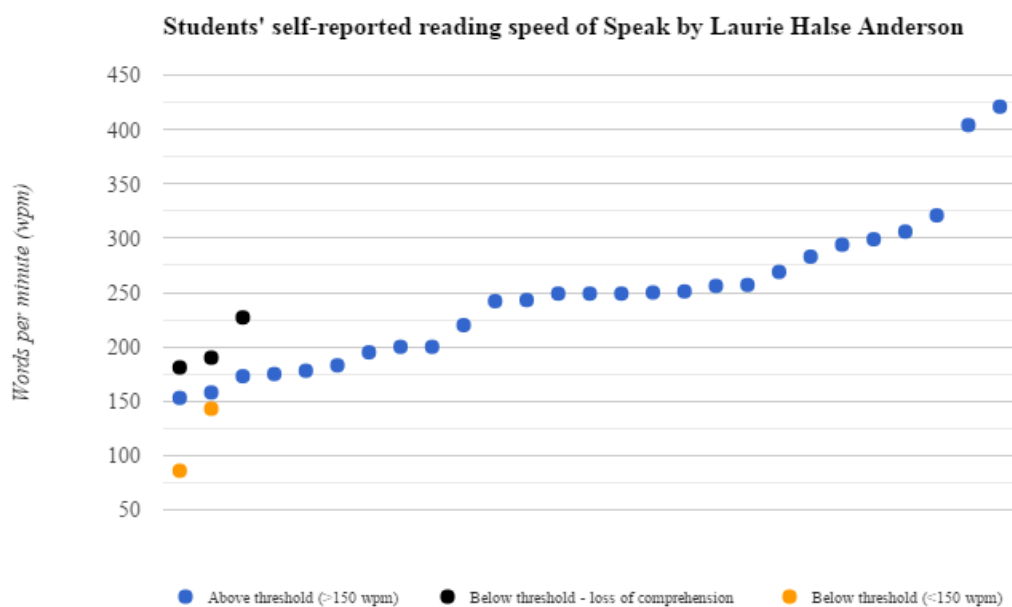


Figure 3. Students' self-reported reading speed of an excerpt of *Speak*.

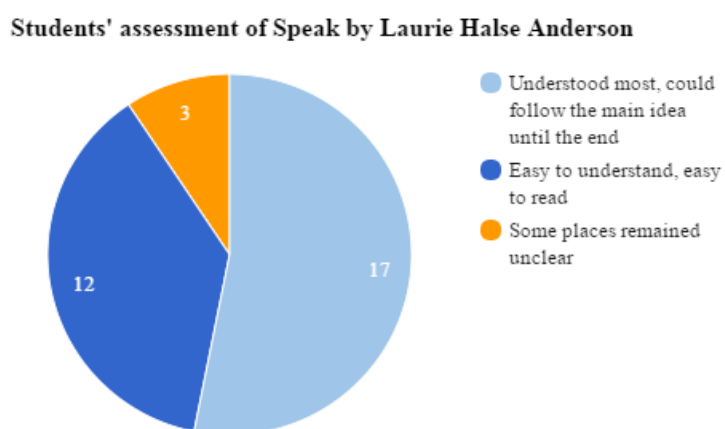


Figure 4. Students' assessment of their comprehension of an excerpt of *Speak*, read to measure reading speed.

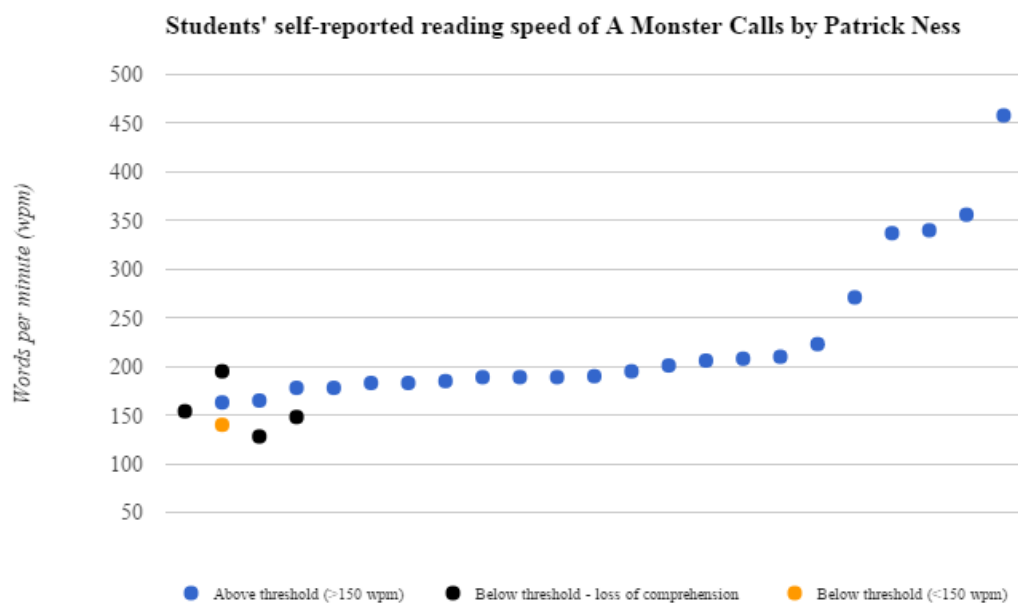


Figure 5. Students' self-reported reading speed of an excerpt of *A Monster Calls*.

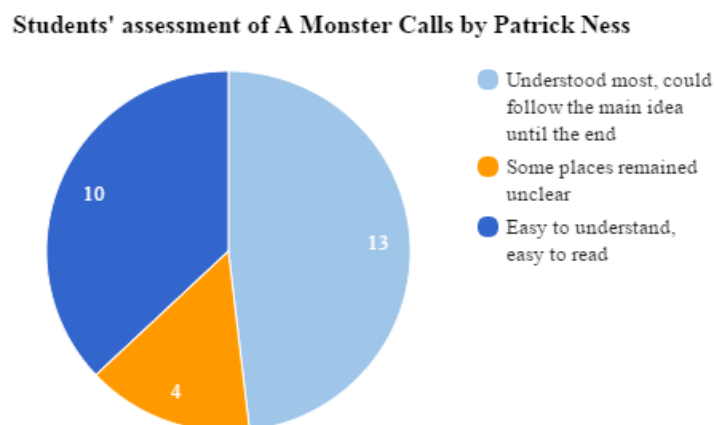


Figure 6. Students' assessment of their comprehension of an excerpt of *A Monster Calls*, read to measure reading speed.

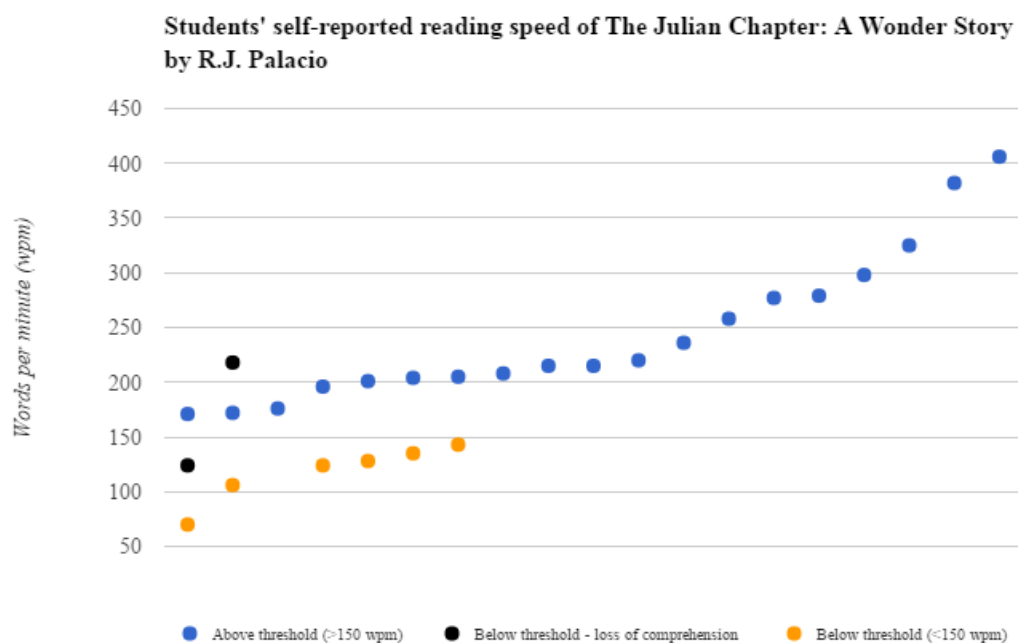


Figure 7. Students' self-reported reading speed of an excerpt of *The Julian Chapter: A Wonder Story*.

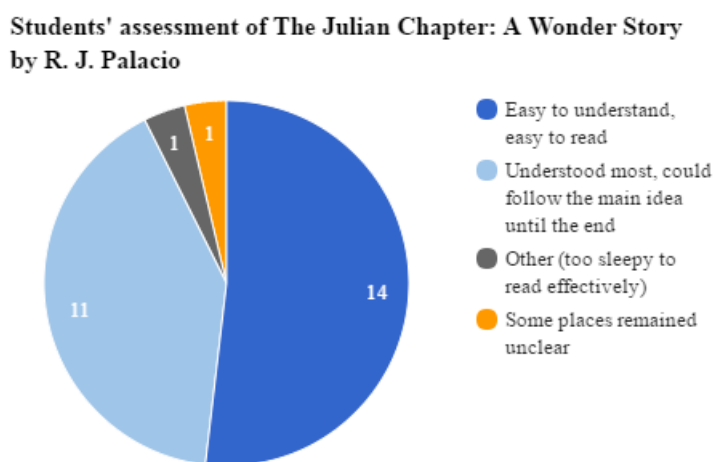


Figure 8. Students' assessment of their comprehension of an excerpt of *The Julian Chapter: A Wonder Story*, read to measure reading speed.

APPENDIX 5. UNFAMILIAR WORDS (GROUP 1)

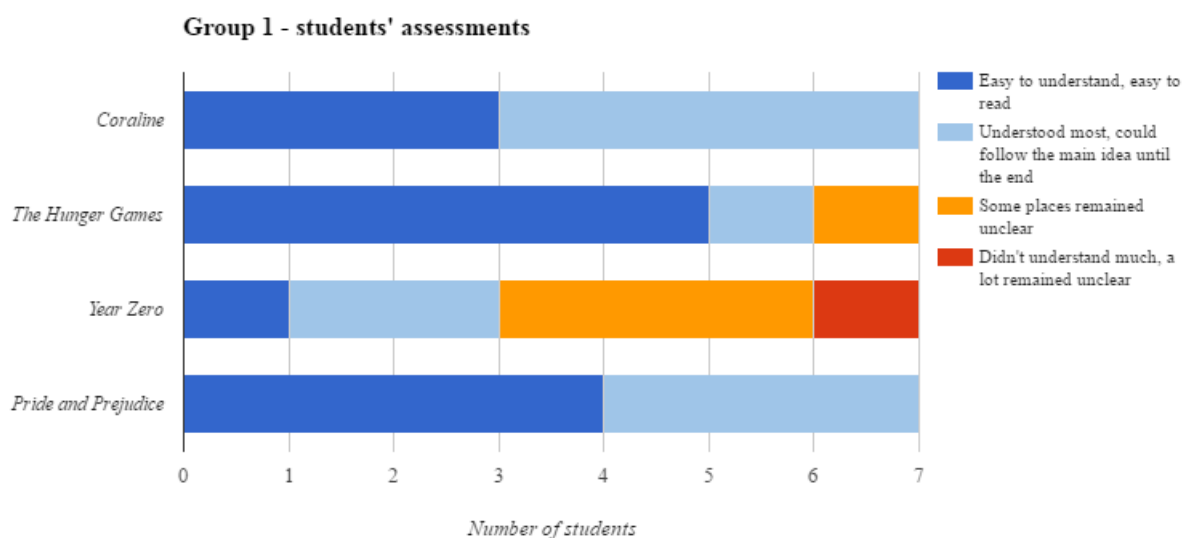


Figure 9. Students' assessments of excerpts of *Coraline*, *The Hunger Games*, *Year Zero*, *Pride and Prejudice*.

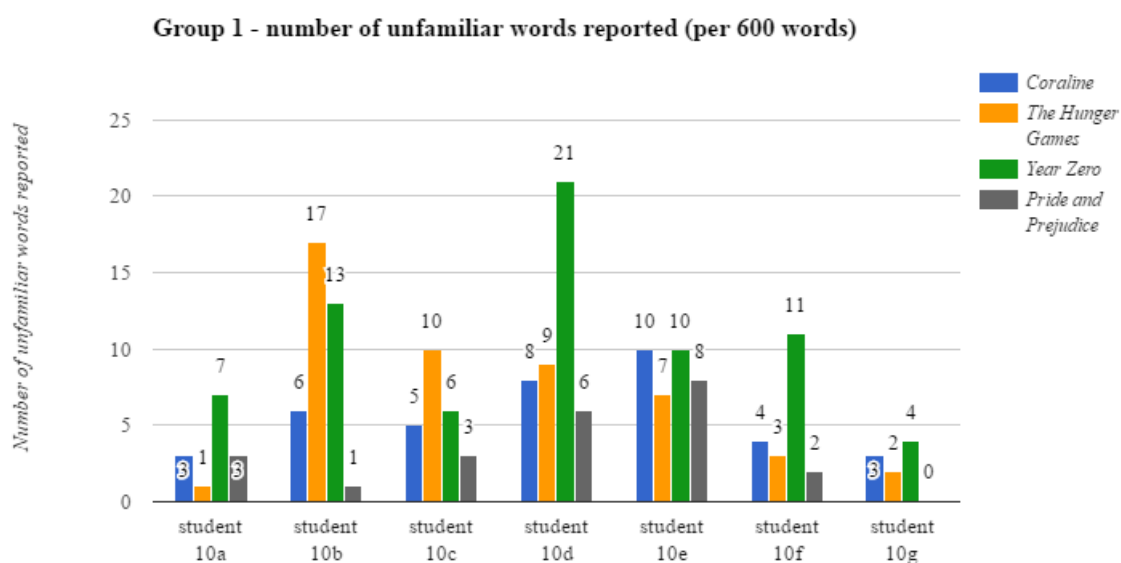


Figure 10. Unfamiliar words in excerpts of *Coraline*, *The Hunger Games*, *Year Zero*, *Pride and Prejudice*.

APPENDIX 6. UNFAMILIAR WORDS (GROUP 2)

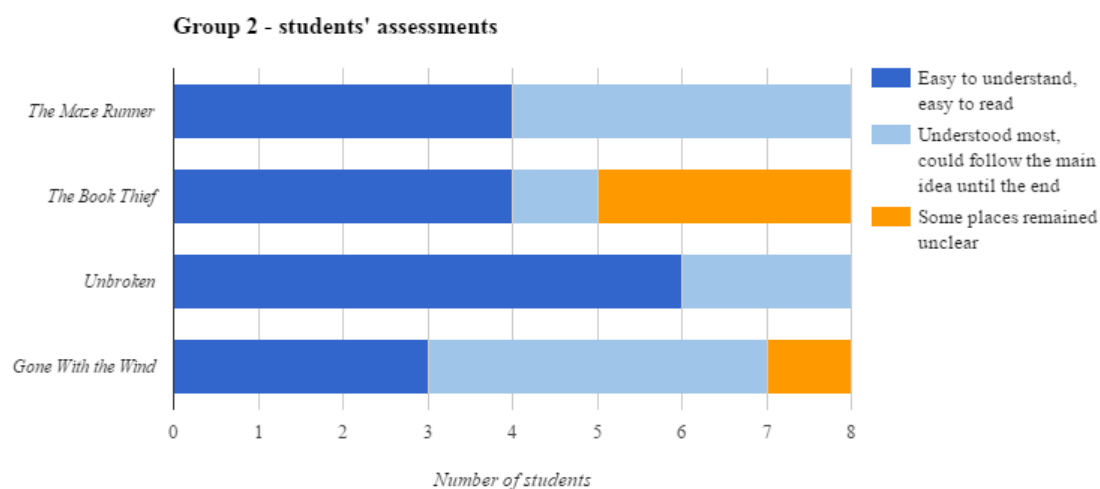


Figure 11. Students' assessments of excerpts of *The Maze Runner*, *The Book Thief*, *Unbroken*, *Gone With the Wind*.

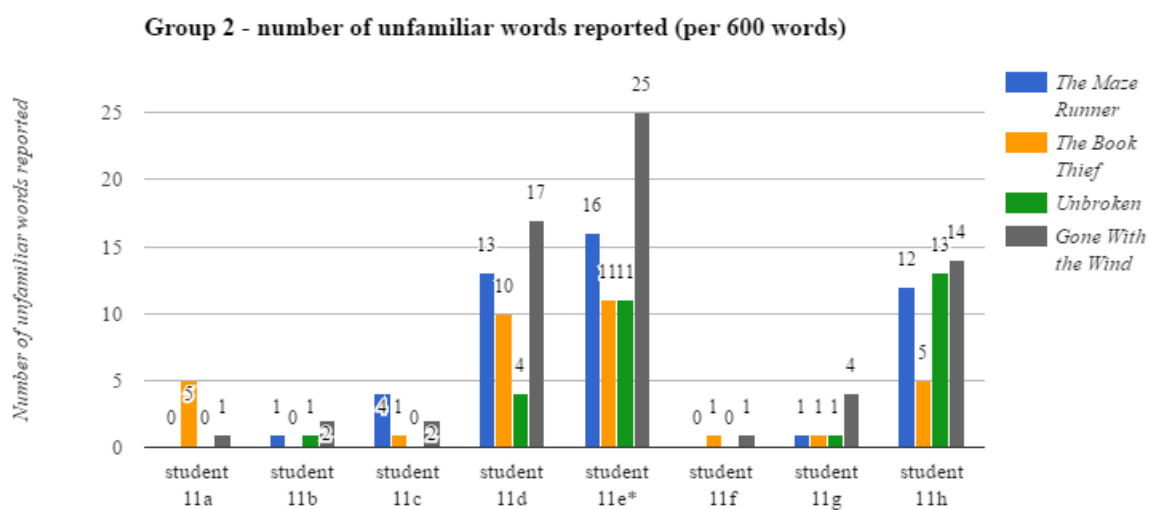


Figure 12. Unfamiliar words in excerpts of *The Maze Runner*, *The Book Thief*, *Unbroken*, *Gone With the Wind*.

* The number of unfamiliar words was capped at 25.

APPENDIX 7. UNFAMILIAR WORDS (GROUP 3)

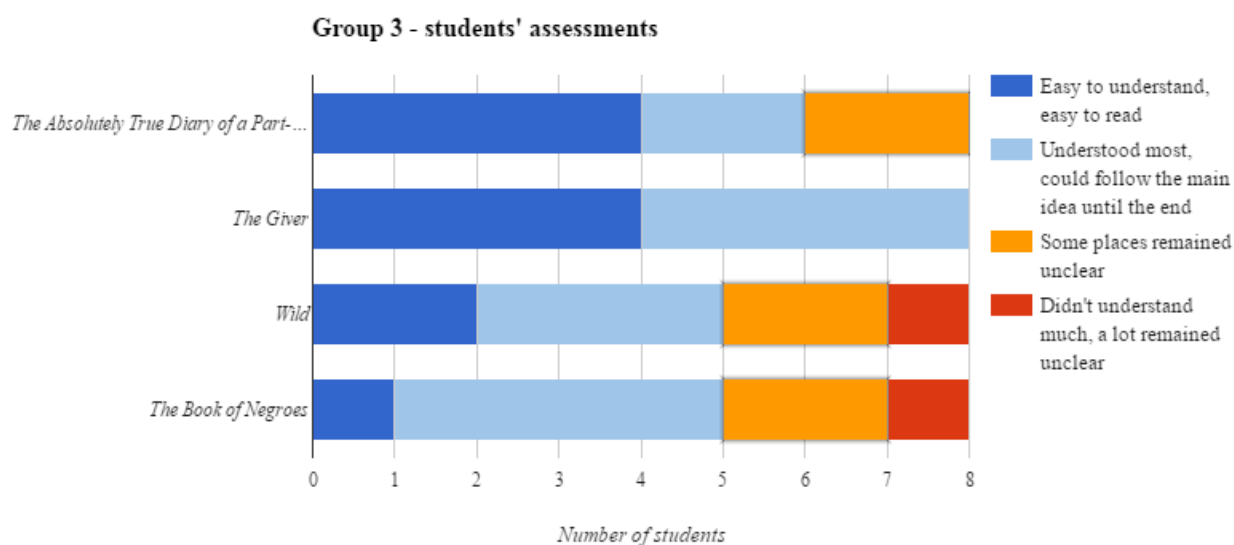


Figure 13. Students' assessments of excerpts of *The Absolutely True Diary of a Part-Time Indian*, *The Giver*, *Wild*, *The Book of Negroes*.

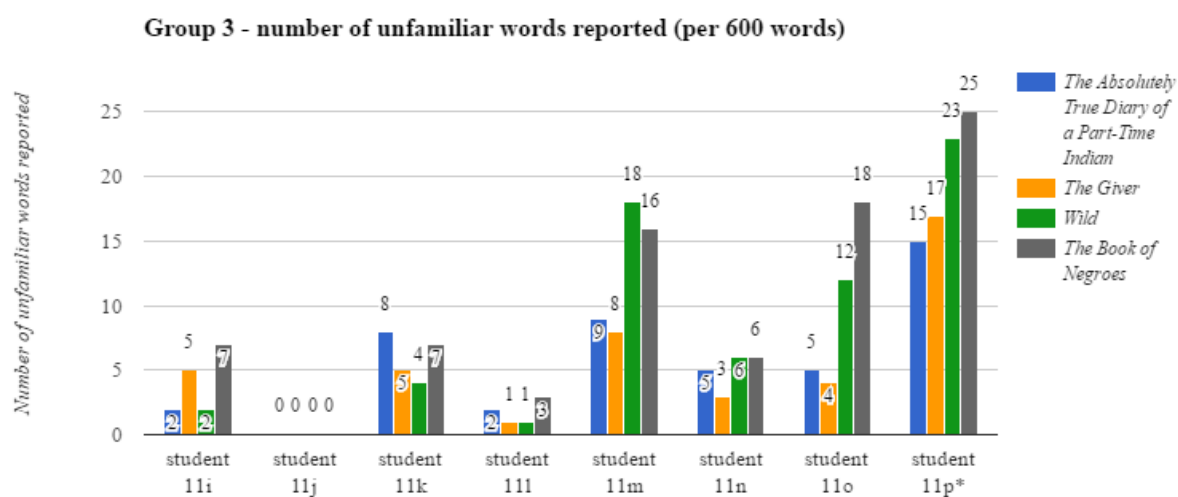


Figure 14. Unfamiliar words in excerpts of *The Absolutely True Diary of a Part-Time Indian*, *The Giver*, *Wild*, *The Book of Negroes*.

* The number of unfamiliar words was capped at 25.

APPENDIX 8. UNFAMILIAR WORDS (GROUP 4)

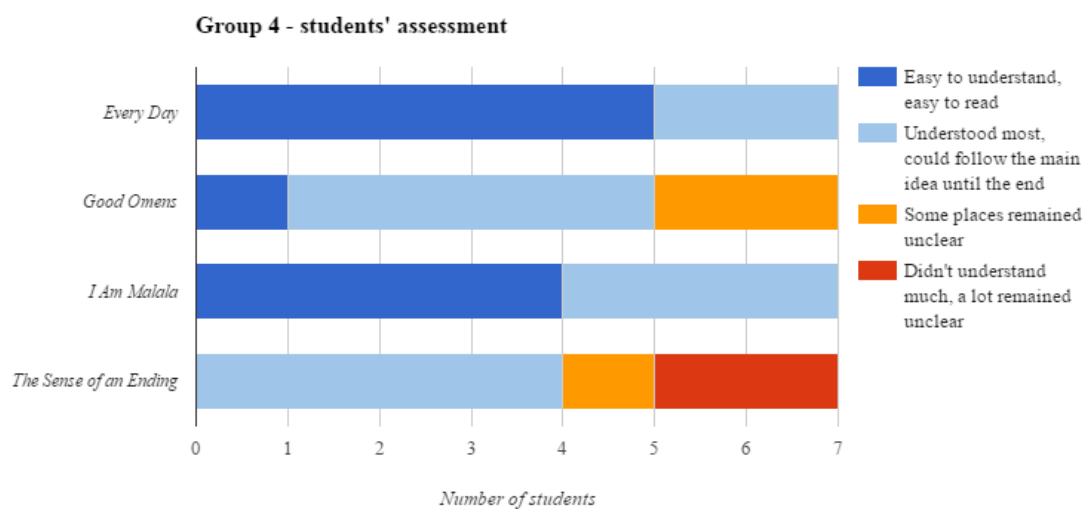


Figure 15. Students' assessments of excerpts of *Every Day*, *Good Omens*, *I Am Malala*, *The Sense of an Ending*.

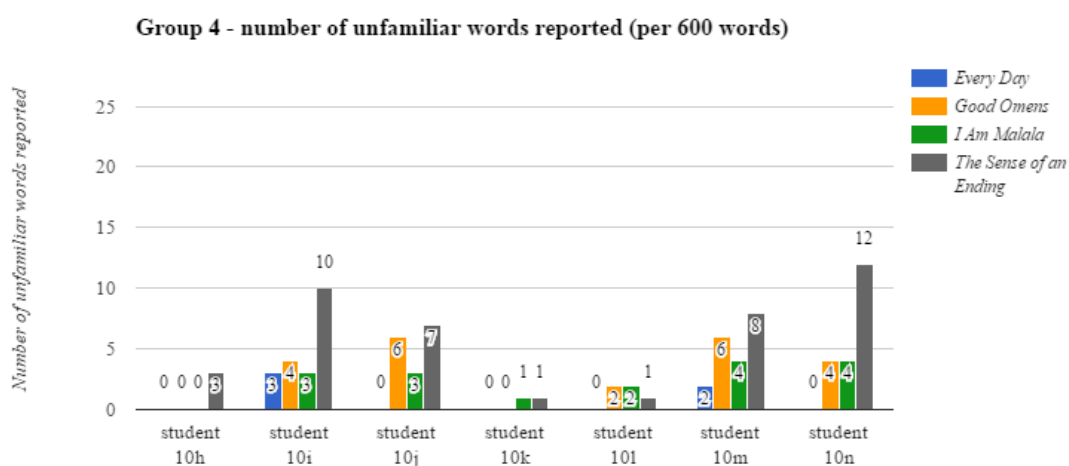


Figure 16. Unfamiliar words in excerpts of *Every Day*, *Good Omens*, *I Am Malala*, *The Sense of an Ending*.

APPENDIX 9. UNFAMILIAR WORDS (GROUP 5)

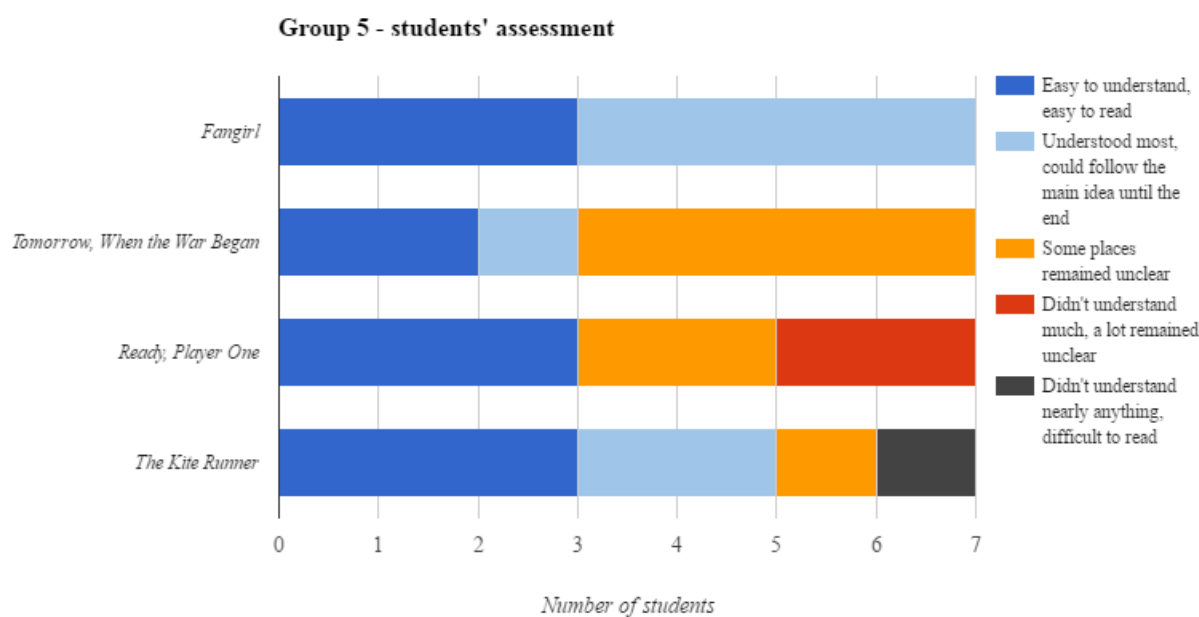


Figure 17. Students' assessments of excerpts of *Fangirl*; *Tomorrow, When the War Began*; *Ready Player One*; *The Kite Runner*.

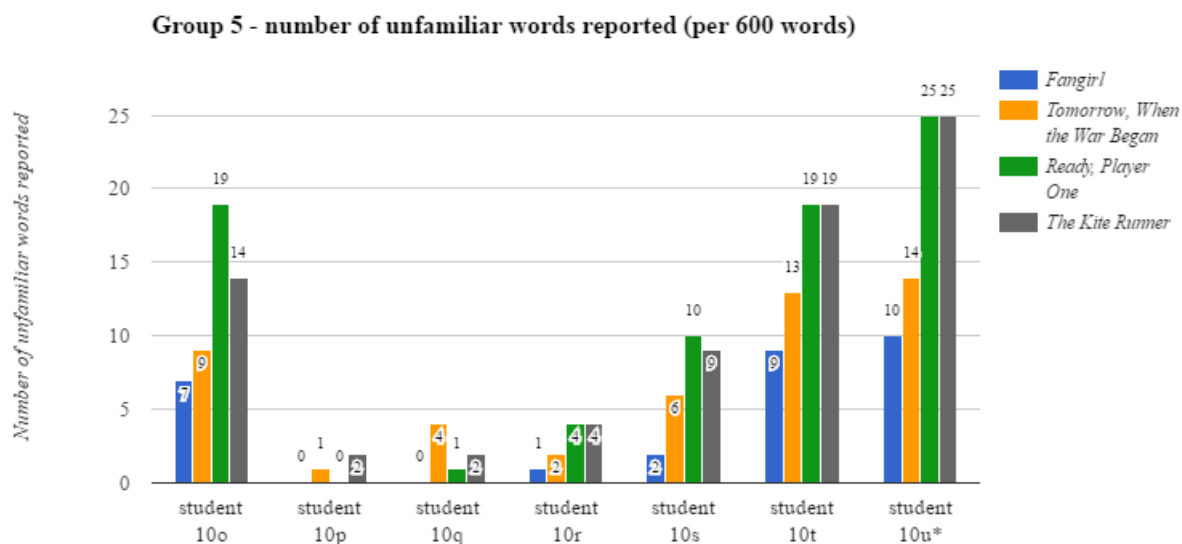


Figure 18. Unfamiliar words in excerpts of *Fangirl*; *Tomorrow, When the War Began*; *Ready Player One*; *The Kite Runner*.

* The number of unfamiliar words was capped at 25.

APPENDIX 10. UNFAMILIAR WORDS (GROUP 6)

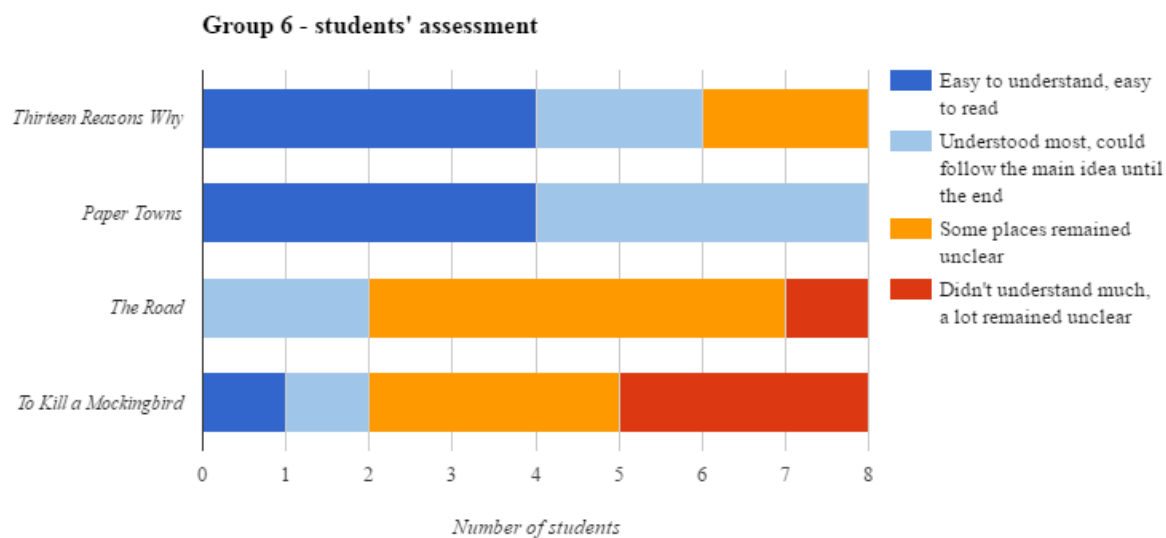


Figure 19. Students' assessments of excerpts of *Thirteen Reasons Why*, *Paper Towns*, *The Road*, *To Kill a Mockingbird*.

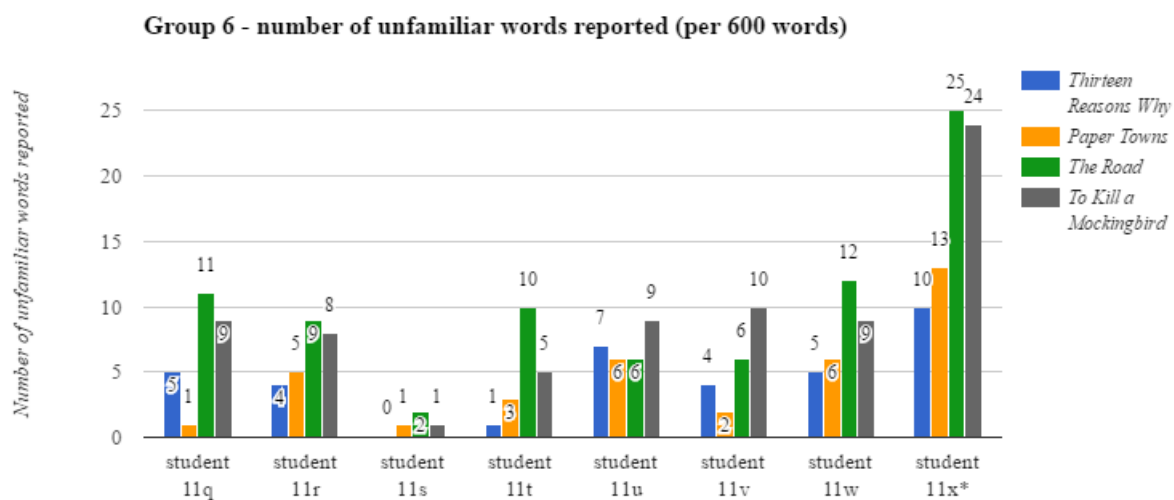


Figure 20. Unfamiliar words in excerpts of *Thirteen Reasons Why*, *Paper Towns*, *The Road*, *To Kill a Mockingbird*.

* The number of unfamiliar words was capped at 25.

APPENDIX 11. UNFAMILIAR WORDS (GROUP 7)

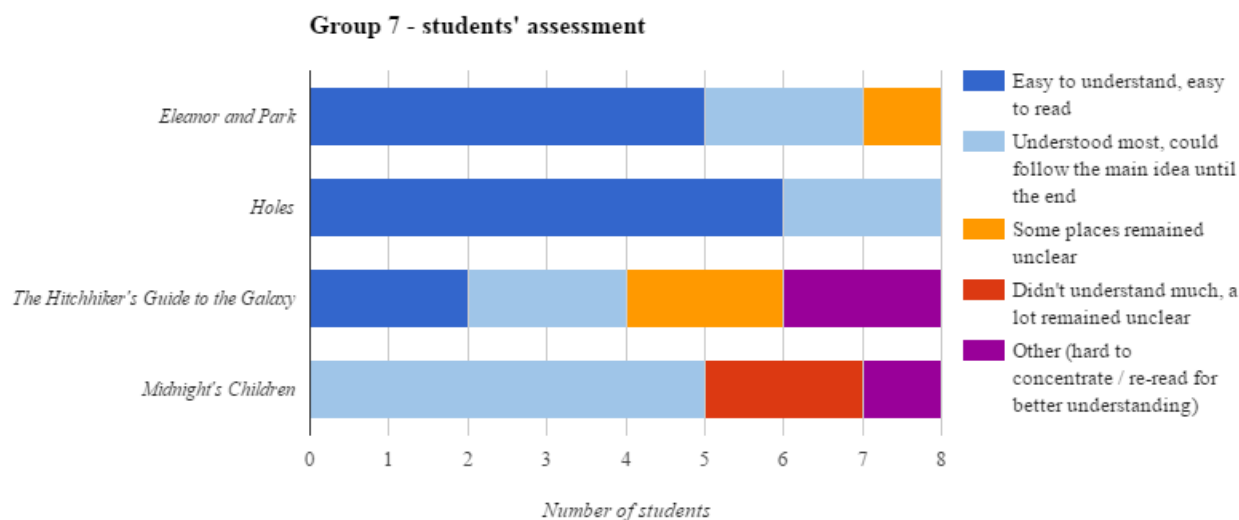


Figure 21. Students' assessments of excerpts of *Eleanor and Park*, *Holes*, *The Hitchhiker's Guide to the Galaxy*, *Midnight's Children*.

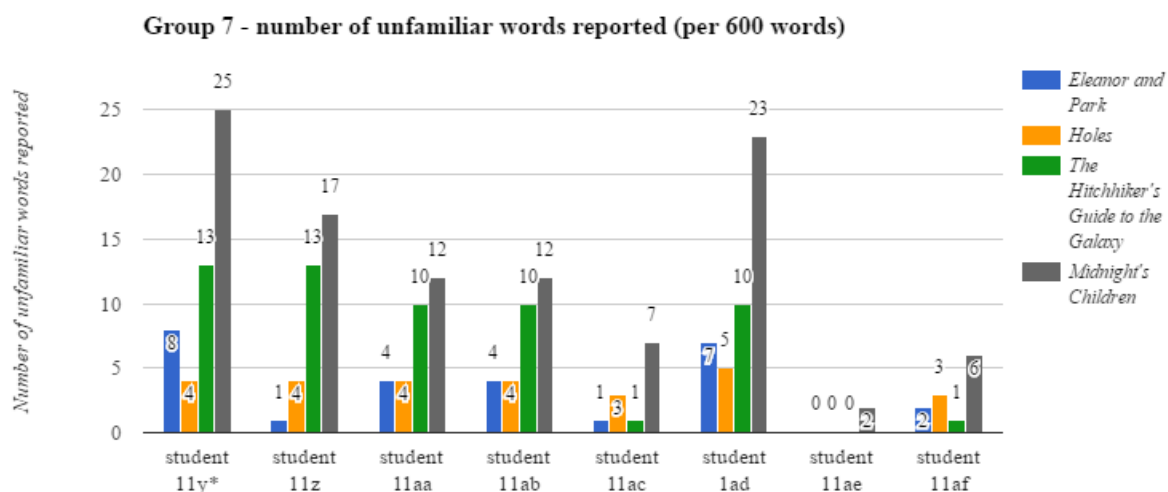


Figure 22. Unfamiliar words in excerpts of *Eleanor and Park*, *Holes*, *The Hitchhiker's Guide to the Galaxy*, *Midnight's Children*.

* The number of unfamiliar words was capped at 25.

APPENDIX 12. UNFAMILIAR WORDS (GROUP 8)

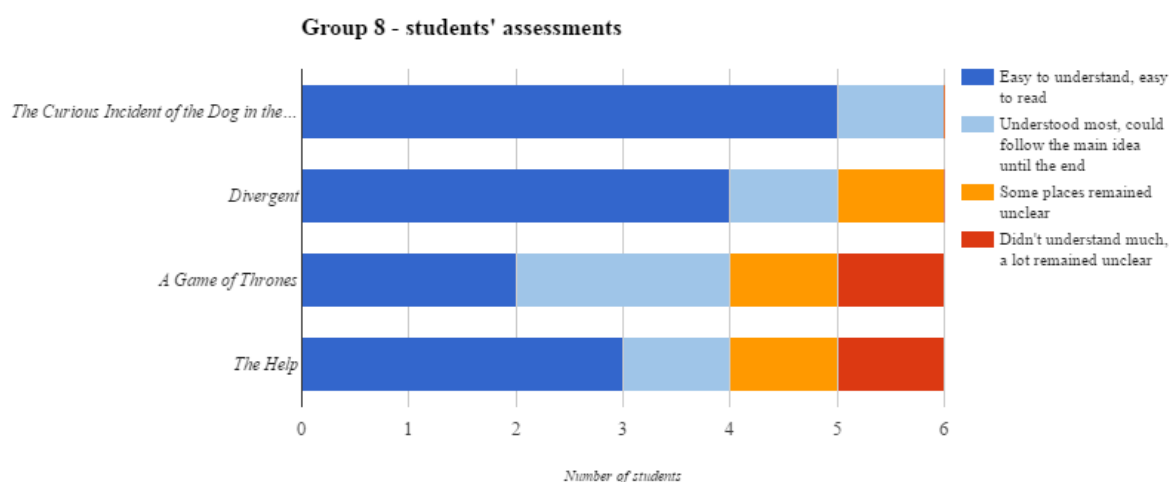


Figure 23. Students' assessments of excerpts of *The Curious Incident of the Dog in the Night-Time*, *Divergent*, *A Game of Thrones*, *The Help*.

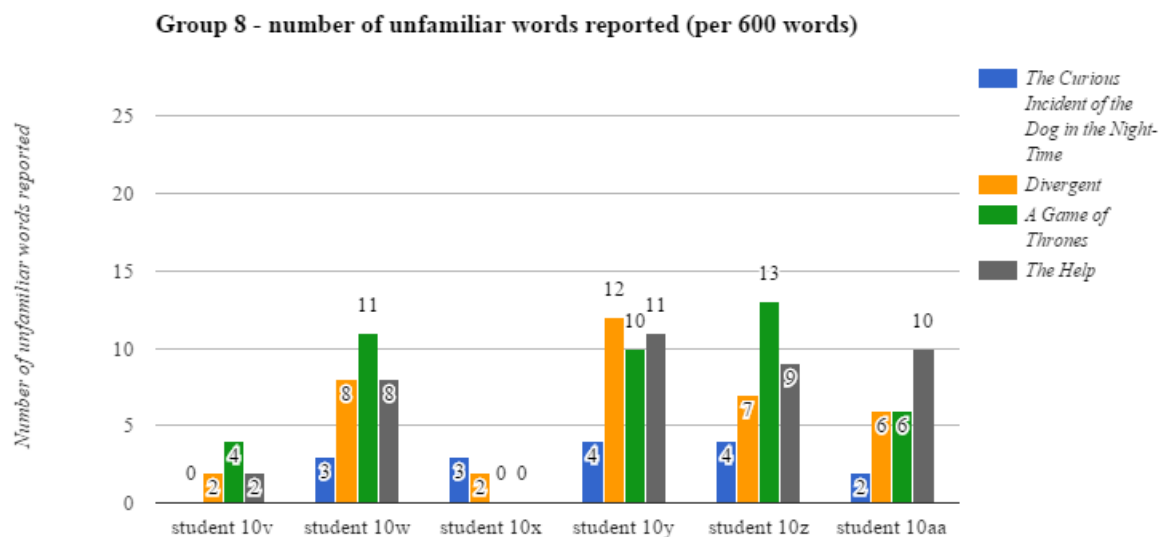


Figure 24. Unfamiliar words in excerpts of *The Curious Incident of the Dog in the Night-Time*, *Divergent*, *A Game of Thrones*, *The Help*.

APPENDIX 13. UNFAMILIAR WORDS (TRIAL GROUP)

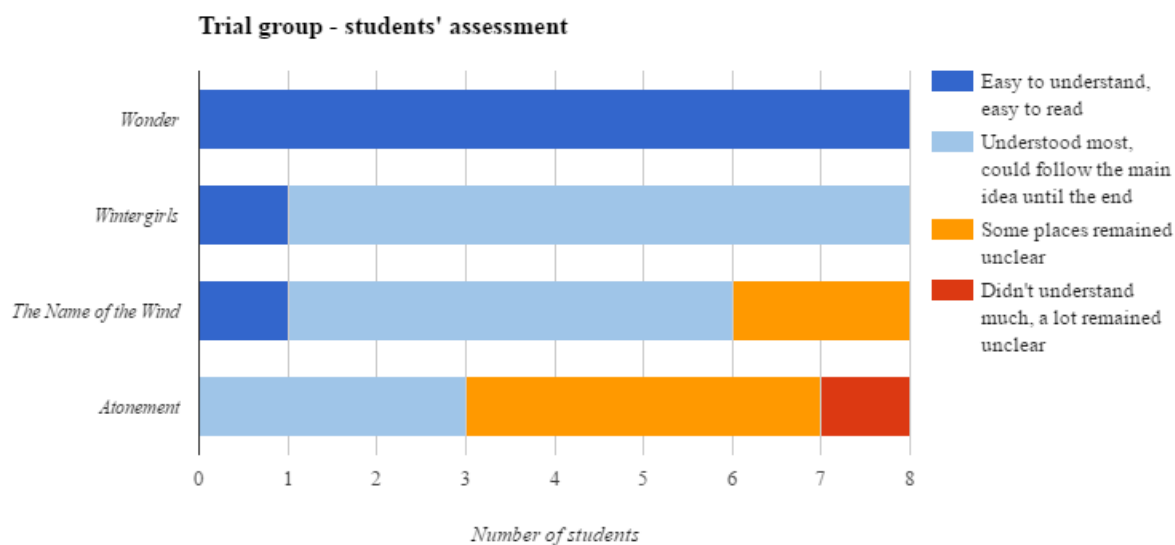


Figure 25. Students' assessments of excerpts of *Wonder*, *Wintergirls*, *The Name of the Wind*, *Atonement*.

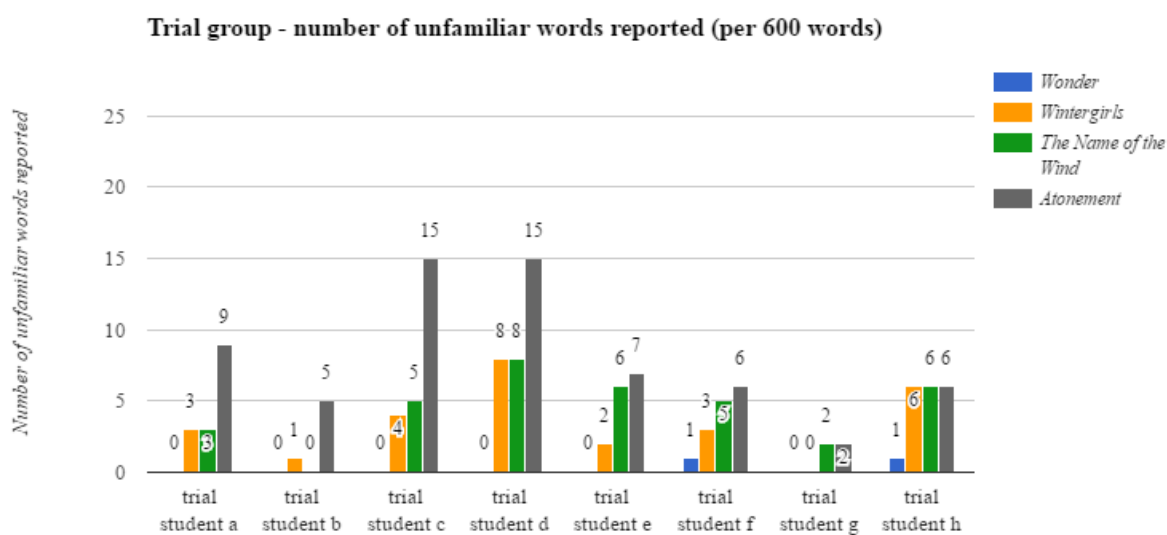


Figure 26. Unfamiliar words in excerpts of *Wonder*, *Wintergirls*, *The Name of the Wind*, *Atonement*.

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Agne Kosk

The Theoretical and Methodological Aspects of Establishing an Extensive Reading Programme for Advanced Students of English at Põltsamaa Co-Educational Gymnasium

Teoreetilised ja metodoloogilised aspektid ekstensiivse lugemise programmi loomisel edasijõudnud inglise keele õpilastele Põltsamaa Ühisgümnaasiumis

Magistritöö

2017

Lehekülgede arv: 97

Annotatsioon:

Käesoleva magistritöö eesmärgiks on ekstensiivse lugemise programmi loomine Põltsamaa Ühisgümnaasiumi gümnaasiumiosa edasijõudnute inglise keele gruppide näitel. Olulisim selle juures on hinnangu andmine olemasolevale lugemisvarale, et suunata raamatukogu täiendamist ning Gümnaasiumi riikliku õppekava ja ekstensiivse lugemise põhimõtetega sobivate ülesannete koostamine. Töö koosneb kahest peatükist.

Esimeses peatükis antakse ülevaade ekstensiivse lugemise uurimisest ja uurimuste tulemustest, keskendudes kolmele olulisemale kasutegurile, milleks on lugemiskiiruse tõus, sõnavara laienemine ja kirjutamisoskuse paranemine. Lisaks kirjeldatakse erinevatest allikatest leitud andmete põhjal ekstensiivse lugemise programmide olulisemaid mõõdetavaid tunnuseid, sealhulgas lugemismaterjalide iseloomu, lugemise mahtu ja tunnis ning kodus lugemise olulisust.

Teises peatükis kirjeldatakse Põltsamaa Ühisgümnaasiumi edasijõudnute inglise keele gruppidele ekstensiivse lugemise programmi loomise olulisemaid aspekte. Teise peatüki esimeses osas antakse ülevaade eeldatavatest lugemismahtudest ja nende arvutamise alustest. Teise peatüki teine osa hõlmab endas Põltsamaa Ühisgümnaasiumi edasijõudnute inglise keele rühmade õpilaste seas läbi viidud uurimuse meetodit, tulemusi ja järeldusi. Töö empiirilises osas kasutati küsimustikku, millele vastates õpilased hindasid ise enda lugemiskiirust (sõna/minutis) ning andsid hinnangu neljale erinevale ingliskeelsele tekstile. Kokku hinnati selle meetodiga 600-sõnalisi lõike 36st eri raamatust. Õpilased loendasid tekstides tundmatuid sõnu ning lisaks valisid, kas neil oli teksti lihtne lugeda või mitte. Uurimusest selgus, et lugemiskiiruselt on enamik õpilasi valmis ekstensiivseks lugemiseks kasutama autentseid tekste, näiteks noorsooromaane. Tekstide raskuse hinnangud näitasid, et edasijõudnute rühmades ei ole neid õpilasi, kellele ei oleks olemasolevas valikus ühtegi raskusastmelt sobivat raamatut. Nendest tulemustest järeldati, et kooli raamatukokku on vaja uusi, lihtsustatud lugemismaterjale umbes 15 õpilasele 60st, peamiselt selleks, et aidata neil arendada lugemiskiirust.

Teise peatüki kolmandas osas selgitatakse saadud teadmise põhjal koostatud ülesannete kogumit. Nende koostamisel sai oluliseks ekstensiivses lugemises rõhutatud nauditavuse faktor, mistõttu ülesanded keskenduvad õpilase isiklikule arvamusele, koostööle ja loomingulisusele.

Käesolevas magistritöös kirjeldatud ekstensiivse lugemise eesmärgid ja programme ise võivad olla lähtekohaks teistelegi uurivatele võõrkeeleõpetajatele, kes soovivad täiendada oma õpilaste keeleoskuse arendamiseks kasutatavate meetodite pagasit.

Märksõnad: ekstensiivne lugemine, inglise keel, keeleõpe, sõnavara, lugemiskiirus, Gümnaasiumi riiklik õppekava

Lihthitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Agne Kosk,

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mille juhendaja on Eva Rein,

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Tartus, 15.05.2017

Agne Kosk