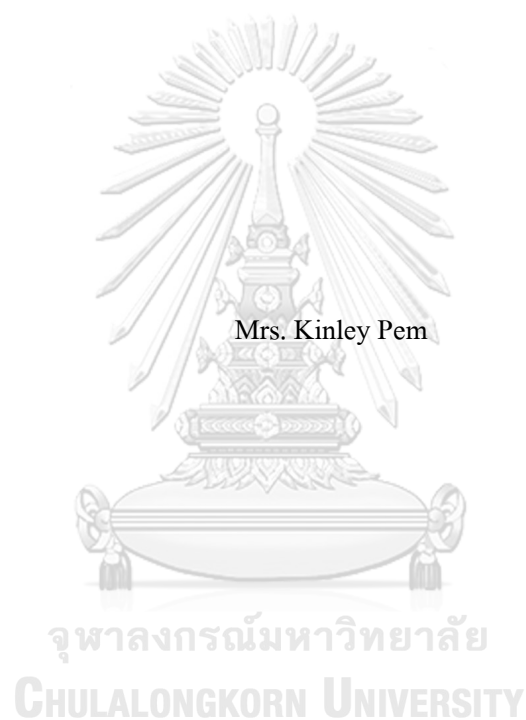


Effects of Extensive Reading on Reading Fluency and Reading Comprehension of Primary Grade  
Students in Bhutanese ESL Context



A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Education in Teaching English as a Foreign Language  
Department of Curriculum and Instruction  
FACULTY OF EDUCATION  
Chulalongkorn University  
Academic Year 2021  
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ผลของการอ่านภาษาอังกฤษแบบกว้างขวางต่อความคล่องแคล่วในการอ่านและการอ่านเพื่อความเข้าใจของนักเรียนภูฏานระดับชั้นประถมศึกษาที่เรียนภาษาอังกฤษในบริบทภาษาต่างประเทศ



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

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Comprehension of Primary Grade Students in Bhutanese ESL  
Context  
By Mrs. Kinley Pem  
Field of Study Teaching English as a Foreign Language  
Thesis Advisor Assistant Professor PORNPIMOL SUKAVATEE, Ph.D.

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CHULALONGKORN UNIVERSITY

กินเลย์ เพม :

ผลของการอ่านภาษาอังกฤษแบบกว้างขวางต่อความคล่องแคล่วในการอ่านและการอ่านเพื่อความเข้าใจของนักเรียนภูฏานระดับชั้นประถมศึกษาที่เรียนภาษาอังกฤษในบริบทภาษาต่างประเทศ . ( Effects of Extensive Reading on Reading Fluency and Reading Comprehension of Primary Grade Students in Bhutanese ESL Context ) อ.ที่ปรึกษาหลัก : ผศ. ดร.พรพิมล สุขะวาที

งานวิจัยนี้ศึกษาการอ่านแบบกว้างขวางต่อความเข้าใจในการอ่านและความคล่องแคล่วในการอ่านของนักเรียน ภูฏาน ชั้น ประถมศึกษา ผู้เข้าการวิจัยคือนักเรียน ชั้น ประถมศึกษาปีที่ 4 จำนวน 16 คน ในโรงเรียนประถมศึกษาแห่งหนึ่งในประเทศภูฏานงานวิจัยนี้ใช้เวลาในการสอนการอ่านแบบกว้างขวางจำนวน 12 สัปดาห์ ผู้เข้าร่วมได้รับการสอนให้รู้จักกับการอ่านแบบกว้างขวาง ทำความคุ้นเคยเพื่อการเลือกหนังสือที่เหมาะสม และจัดหาหนังสืออ่านเสริมนอกเวลาภาษาอังกฤษที่มีเนื้อหาที่สนุกสนานเพื่อให้ผู้เข้าร่วมอ่านหนังสือให้ได้มากที่สุดสำหรับข้อมูลเชิงปริมาณได้มาจากการเปรียบเทียบผลก่อนและหลังการทดสอบของความเข้าใจในการอ่านและความคล่องแคล่วในการอ่าน โดย ใช้ สถิติ แบบ the Wilcoxon signed-rank test สำหรับข้อมูลเชิงคุณภาพได้มาจากการสัมภาษณ์แบบกึ่งโครงสร้างและการบันทึกการอ่าน โดยข้อมูลได้ถูกวิเคราะห์เพื่อหาประสิทธิภาพของการสอนการอ่านแบบกว้างขวาง และเพื่อสำรวจความคิดเห็นของนักเรียนที่มีต่อการสอนนี้

ผลการวิจัยพบว่าคะแนนเฉลี่ยของความคล่องแคล่วในการอ่านภาษาอังกฤษก่อนและหลังการทดสอบแตกต่างกัน อย่างมี นัย สำคัญ ( $p < .05$ ) นอกจากนี้ ยังมี ความแตกต่าง อย่างมี นัย สำคัญ ( $p < .05$ ) ในคะแนนเฉลี่ยความเข้าใจในการอ่านภาษาอังกฤษทั้งก่อนและหลังการทดสอบอีกทั้งผลการวิจัยเชิงคุณภาพจากบันทึกการอ่านยังแสดงให้เห็นถึงการพัฒนามากในด้านความคล่องแคล่วในการอ่านและคะแนนความเข้าใจในการอ่านในสัปดาห์สุดท้ายการสัมภาษณ์แบบกึ่งโครงสร้างแสดงให้เห็นว่านักเรียนส่วนใหญ่ชอบเลือกหนังสือด้วยตัวเองนักเรียนชอบหนังสือที่มีความเหมาะสมซึ่งมีเนื้อหาที่สนุกสนานนักเรียนบางส่วนชอบอ่านหนังสือที่บ้านในขณะที่บางคนชอบอ่านที่โรงเรียนคำตอบที่ได้รับยังแสดงให้เห็นว่านักเรียนพัฒนาความคล่องแคล่วในการอ่าน ความเข้าใจในการอ่าน แ ร ง งู ง ใ จ ขา ล ง น ร ร ม ท า ร ิ ย ย อ ล ั บ น ค ำ ค ั พ ท์ และ การ เขียน ให้ ดี ขึ้น อย่าง มาก ผลการวิจัยชี้ว่าการสอนการอ่านแบบกว้างขวางควรนำไปปฏิบัติต่อสำหรับภาษาอังกฤษเป็นภาษาที่สองของภูฏาน เนื่องจากการสอนนี้สามารถพัฒนาทักษะทางภาษาสำหรับผู้เรียนรุ่นเยาว์อย่างมาก

สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ	ลายมือชื่อนิติศ .....
ปีการศึกษา	2564	ลายมือชื่อ อ.ที่ปรึกษาหลัก .....

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KEYWORD: EXTENSIVE READING, READING FLUENCY, READING COMPREHENSION

Kinley Pem : Effects of Extensive Reading on Reading Fluency and Reading Comprehension of Primary Grade Students in Bhutanese ESL Context . Advisor: Asst. Prof. PORNPIMOL SUKAVATEE, Ph.D.

This study explored the effects of extensive reading on reading comprehension and reading fluency of Bhutanese primary grade students. The participants were 16 fourth grade students in one of the primary schools in Bhutan. The study involved 12 weeks of extensive reading instruction. Participants were introduced to extensive reading, acquainted to selecting appropriate books, and a large number of graded readers with enjoyable content were supplied, and participants read as many books as they could. For the quantitative data, pre-and post-test results of reading comprehension and reading fluency were compared using the Wilcoxon signed-rank test. For qualitative data, semi-structured interviews and reading log responses were analyzed to determine the impacts of extensive reading instruction and to explore students' opinions toward it.

The findings showed that the English reading fluency pre- and post-test mean scores differed significantly ( $p < .05$ ). There was also a significant difference ( $p < .05$ ) in the English reading comprehension pre- and post-test mean scores. Similarly, the qualitative findings from reading logs also depicted drastic improvement in reading fluency and reading comprehension scores in the final week. The semi-structured interview responses revealed that almost all the students preferred choosing books on their own. Students preferred books that are appropriate with pleasurable content. Some students liked reading books at home while some of them favored school. The responses also showed students improvement in reading fluency, reading comprehension, reading motivation, vocabulary, and writing. The findings suggested extensive reading instruction be implemented in other Bhutanese second language learning classrooms due to its massive gains in developing language proficiencies of young learners.

Field of Study: Teaching English as a Foreign Language      Student's Signature .....

Academic Year: 2021      Advisor's Signature .....

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จุฬาลงกรณ์มหาวิทยาลัย  
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Kinley Pem

## TABLE OF CONTENTS

	<b>Page</b>
ABSTRACT (THAI).....	iii
ABSTRACT (ENGLISH).....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
Chapter I.....	1
Introduction.....	1
1.1 Background of the Study.....	1
1.2 Context of the study.....	4
1.3 Statement of the Problem.....	5
1.4 Research Question.....	8
1.5 Objective of the study.....	8
1.6 Statement of hypothesis.....	8
1.7 Definition of terms.....	9
1.8 Significance of the study.....	11
1.9 An overview of the study.....	11
1.10 The variables in the study.....	12
Chapter II.....	13
Literature Review.....	13
2.1 What is reading for young learners?.....	13
2.2 Reading Fluency.....	13
2.3 Reading Comprehension.....	14

2.4 Relationship between reading fluency and reading comprehension .....	15
2.5 Intensive and Extensive reading.....	16
2.5.1 Intensive reading .....	16
2.5.2 Extensive reading .....	17
2.6 Quantity of Reading in ER.....	19
2.7 Theoretical Background on Extensive Reading .....	20
2.8 Benefits of Extensive Reading .....	21
2.8.1 Effects of Extensive reading on Reading Fluency .....	22
2.8.2 Effects of Extensive Reading on Reading Comprehension .....	22
2.8.3 Effects of Extensive Reading in Vocabulary Growth .....	23
2.8.4 Effects of Extensive Reading in Writing Skills and Grammar .....	23
2.8.5 Effects of Extensive Reading in Positive Motivation for Reading .....	24
2.9 Extensive Reading Implementation .....	25
2.9.1 ER Materials.....	26
2.9.2 Extensive Reading Site.....	28
2.9.3 ER Orientation.....	29
2.9.4 ER Evaluation .....	30
2.9.4.1 Book Reports, Summaries, Presentations and Posters .....	31
2.9.4.2 Giving Grade.....	31
2.9.4.3 Measuring Reading Speed .....	31
2.9.4.4 Informal Monitoring .....	31
Chapter III.....	33
Research Methodology .....	33
3.1 Research Design.....	33



3.2 Research Ethics .....	34
3.3 Participants .....	34
3.4 School contexts .....	35
3.5 Research Procedures .....	36
3.6 Research Instruments .....	37
3.6.1 Description of Research Instrument .....	39
3.6.1.1. Reading Fluency Pre-Test and Post-Test .....	39
3.6.1.2 English Reading Comprehension Pre-Test and Post-Test .....	39
3.6.1.3 Texts used in English Reading comprehension tests .....	41
3.6.1.4 Reading Logs .....	41
3.6.1.5 Semi-Structured Interview .....	42
3.6.2 Research Instrument Validation .....	44
3.6.2.1 English Reading Comprehension Pretest and Posttest.....	44
3.6.2.2 Reading log .....	52
3.6.2.3. Interview .....	53
3.6.2.4 The Development of Extensive Reading Instruction .....	55
3.7 Organizing of the ER Instruction .....	56
3.7.1 Assessment .....	59
3.7.2 Extensive Reading Materials.....	64
3.8 Extensive Reading Instruction Validation.....	65
3.9 Data Collection.....	65
3. 10 Data Analysis .....	66
3.11 Chapter Summary.....	67
Chapter IV.....	68

4.1 Results of Research Question 1 .....	69
4.2 The Results of Research Question 2 .....	72
4.3 The results of Research Question 3 .....	78
4.4 The Results of Research Question 4 .....	79
4.5 Chapter Summary .....	82
Chapter V .....	84
Discussion .....	84
5.1 Summary of the Study .....	84
5.2 Summary of the Findings .....	85
5.3 Discussion of the Findings .....	86
5.3.1 English Reading Comprehension .....	86
5.3.2 Students Reading Fluency .....	87
5.3.2.1 Adequate and Suitable Reading Materials .....	87
5.3.2.2 Low Anxiety Environment .....	88
5.3.2.3 Encouraging Faster Reading Speed .....	88
5.3.3 Relationship between Reading Fluency and Reading Comprehension .....	88
5.3.4 Student's Opinion towards Extensive Reading .....	89
5.4 Limitations .....	90
5.5 Implications .....	91
5.5.1 Teacher Researchers Reflection .....	92
5.6 Recommendation for Further Research .....	93
REFERENCES .....	95
Appendix A: Reading Comprehension and Fluency: Pretest .....	105
Appendix B: Reading Comprehension and Fluency: Posttest .....	112

Appendix C: Reading Log .....	119
Appendix D: Extensive Reading Semi-Structured Interview Questions .....	121
Appendix E: ER Sample Lessons .....	122
Appendix F: Flesch Reading Ease Score Mapping Table .....	135
Appendix G: Sample of list of graded Extensive reading materials .....	136
Appendix H: Discrimination Index and Difficulty Index summary (Reading ability Pre-Test) ..	138
Appendix I: Discrimination Index and Difficulty Index (Post-Test).....	139
Appendix J: Approval from the University .....	140
Appendix K: Approval from the Ministry of Education, Bhutan .....	142
Appendix L: Request to conduct Pilot Study.....	143
Appendix M: Seeking approval from the school .....	144
Appendix N: Participant Consent form.....	145
Appendix O: Participant Informed Consent Form.....	146
Appendix P: List of Experts Validating Research Instruments .....	148
REFERENCES .....	149
VITA .....	151

## LIST OF TABLES

Table 2. 1 Differences between IR and ER.....	165
Table 3. 1 Research Tools and Instrument.....	387
Table 3. 2 Test Specification.....	39
Table 3. 3 Levels of Comprehension.....	410
Table 3. 4 Content Validity of Reading Comprehension Pretest (IOC).....	443
Table 3. 5 Revised Reading Comprehension Pretest Items.....	465
Table 3. 6 Content validity of Reading ability Posttest (IOC).....	487
Table 3. 7 Revised Reading comprehension Post-Test Question.....	510
Table 3. 8 The Validation of Reading Log (IOC).....	521
Table 3. 9 The Validation of Semi Structured Interview Questions (IOC).....	532
Table 3. 10 The Revised Semi-Structured Interview Questions.....	543
Table 3. 11 Organization of ER Instruction.....	576
Table 3. 12 Learning Evidences with Assessment.....	58
Table 3. 13 Validation of sample lesson plans.....	654
Table 4. 1 Descriptive statistics of the overall reading fluency .....	68
Table 4. 2 Statistical difference between the reading fluency pre-test and post-test ....	68
Table 4. 3 Students reading fluency (number of words read per minute (WPM)).....	710
Table 4. 4 Descriptive Statistics of the overall English Reading Comprehension test score ...	721
Table 4. 5 Statistical difference between the reading comprehension pre-test and post-test ...	732

Table 4. 6 Levels of Abstraction.....743

Table 4. 7 Total number of tallied responses from students reading logs.....776

Table 4. 8 Correlations among the scores of reading fluency and the reading comprehension 787



**LIST OF FIGURES**

Figure 2. 1 The equation for calculating exact number of books.....276

Figure 2. 2 The Conceptual Framework of the Study.....321

Figure 3. 1 Mixed Methods Research Design.....343

Figure 3. 2 Research Procedures.....365



## Chapter I

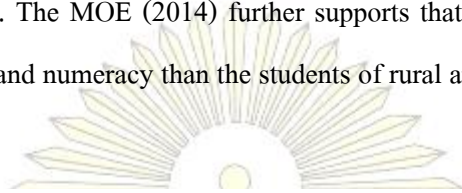
### Introduction

#### 1.1 Background of the Study

Bhutan started its modern education as early as 1914. The first King of Bhutan, Gongsar Ugyen Wangchuck, sent forty-six boys to India for modern education and opened its first school at Haa (Tobgay, 2014). However, Bhutan started modern education rigorously only around the 1960s with just eleven schools in the country and later increased to 512 in 2006 (Denman & Namgyel, 2008). Bhutan's progress in modern education has been delayed abruptly due to the nation's geographical isolation. Rugged terrain, mountains, and fast-flowing rivers deprived students' opportunity for modern education in Bhutan. The physical setting was not only the factor that deprived educational opportunities, but the financial stress, financial state, impairment, and school performance were also a hindrance to educational opportunities in Bhutan (Ministry of Education [MOE], 2014).

Nevertheless, the country strove for the vision 'no child left behind policy' by opening many schools, even in the remote villages all over Bhutan. At present, modern education is accessible to almost all the citizens of the country. However, the country's leading educational challenge is to increase the number of students in each grade to meet the required learning outcomes listed in each stage of the Bhutanese national curriculum (MOE, 2014). The Education Sector Review Commission (2008) found out that over the years from 2001/2002-2006/2007, the overall primary education repetition rate was consistently high at 11.8 percent, and many students completed primary education without acquiring the basic skills of reading, writing, and numeracy. This showed that children in primary grades were not fulfilling the learning outcomes of each stage, resulting in high primary grade repetition and dropout rates (Education Sector Review Commission). It also implies that students may have less or no time to read outside the school, which led to poor in academics.

Moreover, parents in remote areas of Bhutan are usually illiterate who cannot provide any academic assistance to their children. As National Statistics Bureau (2007) found out that, there was a substantial difference in literacy rates between the adults of rural and urban areas. The literacy rate in urban areas was 78 percent, whereas the literacy rate in rural areas was 51 percent. This gap indicates that children of rural areas in Bhutan get minimum support and encouragement from their parents in reading, impeding reading fluency and reading comprehension, resulting in poor academic performance. The MOE (2014) further supports that the students of urban areas performed better in reading and numeracy than the students of rural areas assumed due to unequal educational opportunities.



Further, poor reading habits during the early years of schooling negatively impact reading comprehension in later school years. The findings of the Pisa-D Bhutan national report clearly showed that Bhutanese secondary students struggled to answer questions that required understanding and a general understanding of a text (Bhutan Council for School Examinations and Assessment, 2019). Hence, reading problems faced by Bhutanese secondary students are due to the unsolved reading problems encountered in their earlier grades. Furthermore, for Bhutanese ESL learners in English, reading comprehension is unavoidable; otherwise, their comprehension level would fall below their grade level (Royal Education Council [REC], 2009).

Besides, Royal Education council & education initiatives (2011) showed continuous and meager diminishing scores in English and Maths from students learning assessments for the years 2008, 2010, and 2011 for grades 4, 6, and 8. Where students could only perform better in recall questions, indicating that students across all grade levels lacked comprehension reading abilities in English.

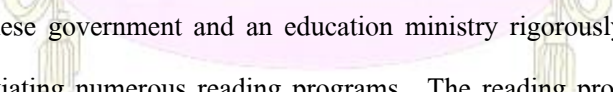
The poor reading comprehension could be due to a lack of fluency in reading because Álvarez-Cañizo, Suárez-Coalla, and Cuetos (2015), clearly stated that the cause of poor reading comprehension is due to the problems faced in reading fluency. Reading fluency is also an unavoidable element to enhance reading comprehension as a theory of automaticity proposed by LaBerge and Samuels (1974) stated that poor readers need to consciously apply a lot of cognitive



effort to decode the words while reading (Rasinski et al., 2005). The authors further reasoned that time for understanding the text is lost to read the words appropriately where comprehension is badly affected by it.

Besides, English as a medium of instruction in Bhutan requires students to develop proficiency in English reading comprehension to learn other content subjects like Science, Mathematics, and Social Studies. Therefore, the lower proficiency in reading skills and lack of English reading comprehension abilities lead to poor academic performance later. The findings of the Education Sector Review Commission (2008) stated that the students would face pressing educational issues in later years of life if children lacked rudimentary language competencies at their primary level of education. The six-year study by the Education Sector Review Commission also found that the repetition rates and dropout rates of secondary education were one of the highest at 10.9 percent and 7.15 percent. The alarming dropout rates undoubtedly showed that Bhutanese primary grade students need to enhance their English reading abilities to magnify their academic performance.

Further, The Bhutanese (2017) informs that, Bhutan's quality of Education is badly off, especially in two areas of English and mathematics, that only had an average national mark in both the subjects as indicated by the national surveys of 2006 and 2013-2014. Additionally, in Bhutan, it is believed that Bhutanese society is not a reading society but an oral society (Wangmo, 2002). She further claims that listening and chatting are the cultural habits of Bhutanese people rather than reading.



However, the Bhutanese government and an education ministry rigorously worked in building reading habits by initiating numerous reading programs. The reading programs such as; made mandatory to observe 2015 as National reading year, conduct reading programs in the schools, and submit a monthly reading report (number of books read) of each student in the school. Despite having various national and school-level reading programs, there are several questions to ask; Do students comprehend what they read? Are there enough pleasurable reading materials other than academic-related books? Do students read-only for the exam? Do students read at

home? Do students read with pleasure, or is it imposed? Do parents and teachers read as role models?

Intensive reading teaching according to Day & Bamford (1998) and William Grabe (2009), is inadequate for ESL students to enhance their reading comprehension and fluency. Instead, students must become familiar with a large amount of comprehensible input (uncomplicated reading materials) and provide opportunities to become independent readers, which would boost their reading comprehension and fluency (Steven Krashen, 2007). Therefore, a new shift in the system from current reading programs to Extensive Reading would promote reading fluency and reading comprehension.

Extensive Reading is reading large quantities of easy and pleasurable text materials with the sole purpose of gaining a general understanding of the text (Bamford & Day, 1998; William Grabe & Stoller, 2011; Suk, 2017). In addition to facilitating vocabulary and grammar, writing, speech, and listening skills, frequent reading makes them a better, and more pleasant reader (Jacobs & Farrell, 2012). Similarly, Extensive Reading also develops students' positive attitude and increase motivation to read (Day, 2018). However, very little or no research has been carried out, especially with primary grade students. Therefore, many Extensive reading researchers (e.g. Jeon & Day, 2016; Ng, Renandya, & Chong, 2019) recommend future ER researchers to study with the primary grade students on Extensive reading. More importantly, no ER research has ever been carried out in Bhutan so far.

Therefore, the study investigated the effectiveness of Extensive reading on reading fluency and reading comprehension of Primary grade students in Bhutan. This introductory chapter begins with the context of the study, a statement of the problem, a description of extensive reading instructions, the purpose, and its significance.

## **1.2 Context of the study**

The kingdom of Bhutan is a small landlocked country, sandwiched between India to the south and China to the North. Bhutan has got steep mountains and deep valleys with scattered

settlements. Bhutan is a Home to 770,000 people, spread over approximately 38,394 square kilometers, and 71% of its land under forest cover (The world Bank in Bhutan, 2019). The research was carried out at Taktse Primary School in Trongsa, in the country's central region. The place is approximately, 5 to 6 hours' drive from the capital city Thimphu. The school has pre-primary till sixth grade. The students in the school are allowed to speak only two languages, English and Dzongkha<sup>1</sup>. Students in the lower primary had three subjects, English, Mathematics, and Dzongkha, and additional subjects Science and Social studies, for upper primary grades.

The school had diverse students from nearby villages, business communities, government officials, camps of the National workforce, hydro project camps, and literally from different parts of the country. Bhutan has got various language speakers. The national language is Dzongkha. The country's southern region speaks Nepali, while the eastern region speaks Sharshopkpa (LaPrairie, 2014). Sharchogpa is a local dialect spoken by the people who live in the eastern parts of Bhutan. There are various other local dialects as well.

However, only Dzongkha and English are the official language of Bhutan. The language policy of Bhutan demands to have proficient language users in both English and Dzongkha. Much of Bhutan's job opportunities and official positions require skills in both languages.

### **1.3 Statement of the Problem**

Reading is the foundational skill for learning a language. Several researchers found that early primary grade students who lack skills in reading have difficulty comprehending curriculum texts and struggle in academic areas (Guthrie, Perencevich, Wigfield, Taboada, Humenick & Barboa 2006; Guthrie 2004; Whitehurst & Lonigan, 2003; Wigfield, Guthrie & McGough, 1996; Treat, 2013, as cited in Grave, 2009). Reading comprehension is needed to comprehend a wide range of reading materials. More importantly, Bhutanese students must be proficient reader to comprehend other English related content subjects.

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<sup>1</sup> Dzongkha is the National language of Bhutan.

Furthermore, reading fluency is also an unavoidable element to enhance reading comprehension because several studies (e.g. Beglar, Hunt, & Kite, 2012; Y. S. G. Kim, 2015) have found a powerful connection between reading speed and reading comprehension. Nakanishi (2015) supports that reading comprehension is strengthened by being fluent, fast, and covering more texts. And, one of the causes of poor reading comprehension could be the result of undeveloped reading fluency (Álvarez-Cañizo et al., 2015). As fluency assists in understanding, that could inevitably facilitate reading comprehension (Adlof, Catts, & Little, 2006). For example, if a child mistakenly read the words, the child cannot understand what he is reading. Similarly, a very slow reader forgets preceding words that he read and ultimately impedes the understanding of an overall meaning of a sentence. Hence, reading fluency is an unavoidable element to enhance reading comprehension.

Additionally, as stated by Creswell (2003), “a research problem can originate from many potential sources, it might spring from an experience the researchers have had in their personal lives or workplaces” p.74. Therefore, through observation and experiences over the past several years of teaching English in primary classes in Bhutan, the main problem faced in the school was a poor reading ability (fluency and comprehension) in English and also a lack of interest in reading. The students of rural Bhutan tend to lack skills in reading because of insufficient exposure to a variety of pleasurable reading materials, reading programs, and a lack of parental support at home. Such hinders students reading fluency and reading comprehension.

Nevertheless, extensive reading research from Modirkhamene and Gowrki (2011) found that the implementation of ER programs had been a productive approach in enhancing reading fluency in EFL settings. The effects of extensive reading on young readers' reading comprehension and fluency, on the other hand, are mostly unknown. According to Jeon & Day's (2016) meta-analysis, there have only been six samples of an extensive reading study conducted in the primary field of education. However, the meta-analysis of Nakanishi (2015) showed zero number of ER research with children (elementary or below).

Therefore, several ER researchers (Ng et al., 2019; Nakanishi, 2015; Jeon & Day, 2016) recommended to carry out Extensive reading research particularly, with elementary/primary grade level students. To supplement, Ng et al. (2019) asserts;

In light of the numerous linguistic and non-linguistic benefits of ER, children have a much better chance of capitalizing on these benefits if they could embark on ER earlier; hence, more research should be carried out with younger learners in the elementary school settings. p.182-183

Besides, Bhutan council for Examination and Assessment (2019), after analyzing the findings of the overall performance of Bhutanese students in PISA-D, recommended the school institutions and teachers to build reading cultures, strengthen teacher model reading, provide a variety of reading materials, and also find 'evolving reading pedagogies' to enhance students reading and comprehension skills. The evolving reading pedagogy could be an implementation of an extensive reading. Several researchers (Tanaka and Stapleton, 2007; Homan, Klesius and Hite, 1993; Kuhn et al., 2006; Stahl, 2004 as cited in Grabe, 2009) have found that extensive reading intervention has significant effects on improving students reading fluency and reading comprehension in the middle, higher and university levels of Education.

Additionally, the longitudinal quasi-experimental study conducted by (Ahmed & Rajab, 2015) investigated the impacts of Extensive reading on second language learners reading comprehension and writing skills of primary school in Arab and Egypt, recommended further to research on the effects of extensive reading in different EFL/ESL context for young children. Therefore, this research looked at the effects of extensive reading on reading fluency and reading comprehension of fourth-grade elementary students in Bhutan. The implementation of Extensive reading in primary grades would also have a positive effect on enhancing students reading fluency and reading comprehension.



The goal of investigating the effects of extensive reading is to enhance reading fluency and reading comprehension. It is also to boost reading curiosity, to promote independent and enjoyable readers.

#### **1.4 Research Question**

The following are the questions that this research intends to address:

1. To what extent does extensive reading improve Bhutanese Primary grade students reading fluency?
2. To what extent does extensive reading improve Bhutanese Primary grade students reading comprehension?
3. Is there any relationship between reading fluency and reading comprehension?
4. What are students' opinions towards Extensive reading instruction?

#### **1.5 Objective of the study**

The research paper addresses the issues of reading fluency and reading comprehension that students experience in Primary school. There are four objectives in the study as follows;

1. To compare reading fluency before and after ER instruction.
2. To compare reading comprehension before and after ER instruction
3. To investigate the relationship between reading fluency and reading comprehension.
4. To explore Students' opinion about extensive reading.

#### **1.6 Statement of hypothesis**

The study used a nonparametric test (Wilcoxon signed ranks test), since the research compares relatively fewer and two related samples (Corder & Foreman, 2011). Moreover, Turner (2014) reasoned that the use of Wilcoxon signed Rank statistics was to (1) determine if there are any differences between the results of pre-and post-test, (2) the two sets of information come from

precisely the same participant. Therefore, according to (Corder & Foreman, 2011; Turner, 2014), the statistical claims for the quantitative tests, the research hypothesis (Ha), stated as follows:

### **Research question 1**

(Ha): There is a statistically significant difference between the test scores of pretests and posttest of reading fluency.

### **Research Question 2**

(Ha): There is a statistically significant difference between the test scores of the pretest and posttest of reading comprehension.

### **Research Question 3**

(Ha): There is statistically significant correlation between the posttest score of reading fluency and reading comprehension.

Since the study is exploratory in nature the alpha is set at .05.

## **1.7 Definition of terms**

### **Extensive reading**

Extensive reading is an intervention to enhance primary grade students reading comprehension and reading fluency. The focus of Extensive reading is not on reading skills but, it's on reading fluency, comprehension, and reading pleasure. Hence, a heap of easy, pleasurable graded materials was made available to all the students. The reading materials were easily accessible to the students.

The extensive reading class would also provide ER activities (Bamford & Day, 2004), mainly to introduce ER, orient to the book selection process, expose various pleasurable reading materials, motivate and inspire them to read more with joy. The ER activities are free of any academic pressure without any grades. In the ER class, sustained silent reading took the majority of the time. Nonetheless, ER time is beyond school, at home, and during students' free hours.

### **Reading Fluency**

Reading Fluency in this study is focused on the definition stated by Rasinski et al. (2005), reading fluency as “students’ reading rate” That is the number of right words read per minute. The number of correct words read per minute as per Tam, Heward, and Heng (2006), is the number of accurate words pronounced from a text, divided by the total amount of time spent reading the passage. So, students reading fluency is calculated, as aforementioned, before and after ER instruction. The aim of reading fluency (number of words read per minute) is set at 100 words per minute, as per (Koorland, Keel, & Ueberhorst, 1990).

### **Reading Comprehension**

Reading Comprehension is students' literal and inferential understanding of the text read. Students can find answers straight from the text for **literal comprehension** or look for what is already there. For **inferential comprehension**, students have to analyze and infer, as they may not find the answer directly stated in the text. Students are required to read a short story to answer both literal and inferential questions in the tests. The researcher compared the reading comprehension pre-and post-test scores to examine the effects of an ER instruction.

### **Opinion towards ER**

The opinion is the student’s beliefs and views about extensive reading. The beliefs included the preferences for the types of reading materials (graded ER materials or content-related textbooks), ways to select books, techniques to assess their reading progress, choice of reading time and place, and finally, the benefits of extensive reading instruction. The data were collected using a semi-structured interview and administered at the end of the ER instruction.

### **Primary Grade students**

The formal school education in Bhutan is divided into four stages. The initial stage is the primary, followed by lower secondary, middle secondary, and higher secondary. The primary stage comprises one year of pre-primary (PP), which allows students to prepare for formal



education, then begins in grade one and continues until grade six. The primary grade students age ranges from 5 to 12 years old. Participants in the study were in grade four and had completed one year of pre-primary education and three years of formal education. The participants were at the beginner to elementary level, in terms of English language proficiency.

### **1.8 Significance of the study**

This study investigates the effects of extensive reading on reading fluency and reading comprehension. The results from the study have a significant impact on curriculum planners, teachers, and parents in building reading culture at school and home. The positive outcomes may convince them to implement ER in developing students' reading comprehension and fluency, expediting academic performance in all the content-related subjects.

### **1.9 An overview of the study**

This study investigated the effects of extensive reading on reading fluency and reading comprehension of Bhutanese primary grade students. The chapter detailed the background of the study and statement of the problems. The research questions and objectives covered the problems of reading fluency and reading comprehension. The scope, limitation, hypothesis of the study, definition of the terms, significance of the study was explained.

Chapter 2 reviews the literature on extensive reading, intensive reading, reading comprehension, reading fluency, benefits of extensive reading and the ways to implement ER.

Chapter 3 explains the Research Methodology. It describes the research design, participants and sample, research instruments, validation of instruments, data collection and data analysis.

Chapter 4 shares the results of the four research questions with both quantitative and qualitative data.

Chapter 5 discusses the summary of the study. The findings of the study are discussed with implications for all the educators, students and parents. Finally, the chapter ends with future research recommendations.

### **1.10 The variables in the study**

The Independent variable is an Extensive reading instruction. The dependent variables are reading comprehension, reading fluency, and students' opinions towards Extensive reading.



## Chapter II

### Literature Review

The first part of the literature review will begin with a brief discussion on reading, definitions of extensive reading, its benefits, principles and theories, and ER implementation.

#### 2.1 What is reading for young learners?

Reading is usually a process of receiving information and interpreting information through the medium of print (Urquhart & Weir, 1998). Grabe (2009) claims that reading has different processes like a speedy efficient process and a comprehending process. He defines that 'rapid efficiency' as fluent in terms of reading 250-300 wpm. However, for the primary grade students the success aim of reading fluency is recommended as 100 words per minute (Koorland et al., 1990). Further, young readers who are motivated to read, discuss favorite books and authors, read broadly across a variety of topics, and talk and write about what they read are successful readers (Baker, Dreher, & Guthrie, 2000).

Nevertheless, reading skill deficits are widespread, occurring in the majority of students referred for special education services, and can obstruct learning, skill development, and achievement in vocational, academic, and everyday activities (Hale et al., 2007). Reading comprehension ability has been a challenge confronting instructors and students who need to commit sufficient time, exertion, motivation, and resources to produce fluent academic reading (Grabe, 2009). As a result, academics and educators have devised several processes and systems that enable educators to swiftly assess the effects of various reading interventions on the development of students' reading skills (Hale et al., 2007). One such of a kind is monitoring systems for various reading skill development progress as provided for reading fluency.

#### 2.2 Reading Fluency

Fluency is a method of fast reading with ease, acceptable expressions, phrases, and precision (Grabe, 2009). The automaticity, accuracy and reading rate are the three subprocesses (Kuhn &

Stahl, 2003). Nevertheless, for this study, the focus of fluency is on the reading speed as reading speed is one of the salient features of the reading process (Álvarez-Cañizo et al., 2015). The measurement of the reading fluency progress is words read correctly per minute (WPM) (Hale et al., 2007). Where students read aloud for one minute before an examiner, and later record the total number of correct words read in one minute.

The reading speed is essential because, the verbal efficiency theory by Perfetti (1985) supports that the readers who are not efficient enough to decode words in the text are at greater chance of failing in reading comprehension. Their time and effort are disposed towards reading the words rather than using them for the comprehending process. Moreover, Grabe (2009) asserts that due to various linguistic abilities of readers in L2 and also the varying outcomes of the reading instructions, L2 readers never become fluent even after reading instructions. He further mentions that the goal of reading in the L2 setting is found not to develop fluent reading but was to develop language skills, vocabulary, grammar, translations, or study skills. Due to this, readers are minimally exposed to words and sentences, limiting language acquisition. Cunningham and Stanovich (1997) clarified that it had a substantial impact on the growth of fluency and other reading skills when learners were exposed to print, even when not taught. This clearly indicates that Extensive reading would have a positive effect on reading fluency with a positive ripple effect on reading comprehension.

### **2.3 Reading Comprehension**

According to Kendeou and Van Den Broek (2007) define reading comprehension as the process of understanding the details in the text and relating the events to form a consistent context meaning. The reading comprehension has got two components, which are literal comprehension and inferential comprehension. Literal comprehension requires students to discuss, explain, and respond to content that they understand, such as when a teacher asks a student to name an object depicted on the cover of a book. (Zucker, Justice, Piasta, & Kaderavek, 2010). Inferential Comprehension, on the other hand, encourages students to use language skills to infer; conceptual information through inference and analysis, such as when a teacher asks a student to guess what



the topic of a book will be (Zucker et al., 2010). For the study, the students were required to write responses to the questions mentioned in the reading log after the ER instruction. The questions in the reading log collect both the literal and inferential responses.

Therefore, the focus of the study is to enhance Bhutanese primary grade students reading fluency and comprehension through extensive reading implementation. The Bhutanese (2017) documents that in the surveys of 2006, 2013, and 2014, Bhutan's quality of education showed poor English and Maths with just average scores in both the subjects. Further, Bhutan Council for School Examination and assessment (2019) Pisa-D Bhutan national report stated, poor reading affected students' performance in science and mathematics. Therefore, it seemed extremely important to enhance Bhutanese students reading fluency and comprehension through extensive reading.

Due to the immense needs and challenges faced by the teachers to develop reading fluency and reading comprehension (Grabe, 2009), the study used extensive reading instruction to enhance the reading skills. Poor academic performance results from a lack of reading skills, especially reading comprehension in English as supported by Álvarez-Cañizo et al. (2015), difficulties in understanding the written text are the leading cause of school failure as readers require mental capabilities such as prior knowledge, inference, and cognitive abilities. And also, according to the simple view of reading by Hoover and Gough (1990), for successful reading comprehension, word recognition, and linguistic understandings are needed. Therefore, reading fluency and reading comprehension are the skills that require serious attention.

#### **2.4 Relationship between reading fluency and reading comprehension**

Further, this study would also add to the research field if there is any correlation between reading fluency and reading comprehension of primary grade students by comparing the post-test scores of reading fluency and comprehension test after the ER instruction.

The study by Kim and Wagner (2015) have shown a strong relation between reading fluency and reading comprehension. Adlof et al. (2006) claimed that fluency increases reading comprehension as it clarifies the interruptions in processing the words. Therefore, fluency is additionally an

unavoidable component that needs to be enhanced. However, there are studies (e.g Basaran, 2013; Klauda & Guthrie, 2008) that showed poor, weak and negative correlation between reading fluency and reading comprehension.

Therefore, this study re-looked at still a debatable inconsistent result of previous studies to reaffirm if there is any relationship between reading fluency and reading comprehension.

## 2.5 Intensive and Extensive reading

Reading usually has two types of classroom performance, that is Intensive and Extensive reading.

### 2.5.1 Intensive reading

Intensive reading is reading every text stressing grammar, interpreting, evaluating, and examining every single piece of detail by constantly using the dictionary (Palmer, 1921). Brown and Lee (2015) also states, “intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of the passage” P. 409. The goals of ER and IR are not the same. ER is purely for pleasure reading whereas, IR is for understanding literal meaning, grammatical structures, and linguistic relationships (Brown and Lee, 2015).

**Table 2. 1 Differences between IR and ER.**

<b>Intensive Reading</b>	<b>Extensive Reading</b>
The purpose is to read accurately	The purpose is to read fluently
Reading purpose is to answer the questions.	The purpose is to enjoy and have fun in reading.
Emphasize on words and pronunciation	Emphasize meaning
Difficult reading Materials	Easy reading Materials
Teachers selects the materials	Students choose their own easy materials

Limited time for reading	A lot of time for reading	
Reading is slower	Reading is faster	
Must complete the text	Can stop if don't like	Adapt
Constant use of dictionary	No use of dictionary	ed
		from

“Extensive Reading in the Second language classroom”. By Day, R.D and Bamford, J. 2002, p.23. Copyright 1998 by Cambridge University Press.

### 2.5.2 Extensive reading

Extensive reading is reading large quantities of comprehensible and enjoyable books that readers enjoy reading for a longer duration, which in turn enhances their language proficiencies (Day & Bamford, 1998). According to Birketveit, Rimmereide, Bader, and Fisher (2018), ER means, to read for an over-all gist of meaning using top-down reading strategies such as: predicting, anticipating what comes next, verifying the information repeatedly, discarding former conclusions, illustration, and the interaction between pictures and verbal text.

Further, Day and Bamford (1998) emphasize that the main purpose of ER is to increase students' reading joy, which in turn improves readers reading fluency and comprehension. Students read more enjoyably in ER, becoming inspired and autonomous reader who develops their vocabulary, grammar, writing, and speaking skills (Day & Bamford, 1998; Grabe, 2009; Jacobs & Farrell, 2012; Nakanishi, 2015; Ng, Renandya & Chong, 2019). There are ten guiding principles of Extensive reading according, to Day and Bamford (2002, pp. 137-139), that are commonly acknowledged ER characteristics. They describe simple ER reading materials, as well as a variety of diverse reading material on a diverse range of themes. Readers choose what they want to read, and students read as much as they can. The purpose of reading in an ER class is to absorb information and gain a general understanding, not to remember facts or information. Reading is a motivation in and of itself. Learners tend to read more quickly, and the reading is generally calm and customized. The class is not centered on the instructor; rather, the teacher orients and guides

the students. In reality, the teacher is an avid reader. Therefore, the present study is based on the aforementioned ten-guiding principles of extensive reading.

Further, extensive reading resembles to the principles of Sustained Silent Reading or SSR (Pratontep, 2007). Sustained silent reading is another name used for extensive reading in the first language reading field that initially began early in the 20th century. Sustained silent reading is an immensely beneficial process to adequately understand the text (Manning, Lewis, & Lewis, 2010). Moreover, some studies (e.g., Anderson, Wilson & Fielding, 1988 as cited in Pratontep, 2007) found that amount of time spent on reading was the highest predictor of primary school reading achievement. From the early twentieth century to the present day, scientific studies showed that sustained silent reading was superior to oral reading concerning reading speed and reading comprehension (Manning et al., 2010). Along with, Nagy, Campenni, and Shaw (2000) stated that Sustained Silent Reading (SSR) practice was based on the conviction that encouragement, engagement, self-selection, modeling, and time spent on reading contribute to the achievement of students' reading. More importantly, the pleasurable reading experiences (comic books, magazines) inspire and encourage readers to read more and wide though some teachers restrict such materials in favor of the literature (Nagy et al., 2000).

However, a lack of reading culture and practical implementation are challenges that teachers face to successfully implement sustained silent reading (Nagy et al., 2000). The emphasis on oral reading, especially in the primary grades, has impacted the minimal use of sustained silent reading; the time allocated for silent reading in primary grades is substantial (Manning et al., 2010). Allington (2002) found that the elementary classes spent just a little less than ten percent of the entire day on reading. In addition, owing to time limitations in the classrooms and the demands of the program, teachers opposed increasing the amount of SSR (Nagy et al., 2000). Further, teachers shortened the SSR timing due to the teacher's belief that students were academically poor and required reading instruction and vocabulary teaching for reading skills more desperately than the SSR (Nagy et al., 2000).



Similarly, every school in Bhutan had built library rooms and allocated a library period in schools, initially in 1984 (Shaw, 2005). Shaw also mentioned that the reading programs were conducted separately from formal everyday intensive classes. She also reveals that students had just one library period in a week, and sometimes even that is replaced by the other content subjects, to cover up the syllabus. Further, according to Shaw, as English is a medium of instruction in Bhutan, reading is considered a study-related activity associated with textbooks and passing exams. It indicates that the importance of pleasurable reading and SSR seems neglected. That's why (Jacobs, Davis & Renandya, as cited in Pratontep, 2007) highlighted conducting extensive reading not just as an extra-curricular activity in the school but as same as other curriculum-based subjects.

Intensive reading programs already existed in Bhutanese schools to date. Intensive reading strategies like Directed reading thinking activity (DRTA), the anticipation guide, text talk, split image, and (KWL) know/want to know/learned charts (Shaw, 2005). The trend of intensive reading strategies that focus on linguistic details is still prevalent in Bhutanese second language learning classrooms.

Besides, the reading materials are preselected and prescribed. The activities in the curriculum guide of grade IV English (Royal Education Council, 2018) have mostly pre-and post-reading tasks, answering comprehension questions that only foster intensive reading. Therefore, the impacts of ER in Bhutanese second language classroom need to be explored, as many ER researchers of both L1 and L2 found an immense benefit of Extensive reading.

## **2.6 Quantity of Reading in ER**

The definitions of extensive reading always stated that the ER is to read a vast number of easy and enjoyable reading materials. However, reading a vast number of books can be reading a book a week at their level' (Central, 2021). Similarly, Nation and Wang Ming-tzu (1999) recommended that the readers must read one graded book per week at the minimum. So, that readers meet the words frequently and ultimately enhance vocabulary growth.

Likewise, the study's minimum reading requirement for participants is one graded book a week, but students are encouraged to read more if they wrap up reading more than a book in a week. Students would be encouraged to read more books with speed, covering more words each time they grab a new book. So, students can also record their reading speed (number of words read per minute) in their reading logs (Appendix C) and can see their reading speed progress every week or after reading each book.

## **2.7 Theoretical Background on Extensive Reading**

According to Ng, Renandya & Chong (2019), Krashen's comprehension hypothesis and implicit learning are the leading theories behind extensive reading. Krashen's comprehension hypothesis states that "We acquire language and develop literacy when we understand messages, that is when we comprehend what we hear and what we read when we receive comprehensible input" (Krashen, 2003) . In order to learn language, the comprehension hypothesis theory often notes that the input must be at least pleasurable so that acquirers enjoy reading for a longer period and gradually contribute to an autonomous flow, acquiring language without any deliberate effort.

Further, implicit learning also supports Extensive reading. Implicit learning requires learning processing abilities and understanding of languages without being aware of the specific details learned, and it only depends on the vast amounts of input (Grabe, 2009). Grabe asserts that when readers read extensively, readers repetitively get exposed to letters, letter-to-sound correspondences, word parts, word forms, word meanings, syntactic phrases, and clause structures, and even repeated elements of sentence structures and types. This allows the reader to develop language unconsciously with pleasure. He further mentioned that to implement implicit reading successfully, a large amount of input is necessary, which means that the readers need to read a lot.

Additionally, the Affective Filter hypothesis also supports the Extensive reading proposed by Krashen (1982) that learners with high motivation, good self-image with self-confidence, and low levels of anxiety foster second language acquisition. However, lack of motivation, bad self-image,

low self-confidence, and a high level of anxiety raises the affective filter that interrupts second language acquisition. Krashen (1982) further explains as follows;

Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter—even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device (para. 7).

Therefore, the affective filter hypothesis theorizes that the goals should not always be providing comprehensible input but also create a low filter environment (Krashen, 1982). Some of the following ER principles from (Day and Bamford, 2002) provide the learners with a less filtered environment;

- The reading material is easy.
- Learners choose what they want to read.
- Reading is for pleasure, and to gain information and general understanding.
- Reading is the reward itself.
- Teachers orientate and provide guidance to students.
- The teacher models being a reader.

These ER principles, if implemented earnestly in a real classroom environment, would make learners learn second language with zero affective factors leading to success in acquiring the second language. Therefore, this study is firmly built on the stated theories.

## **2.8 Benefits of Extensive Reading**

The enormous benefits of extensive reading in acquiring a second language were shown by many researchers in the field of extensive reading. ER researchers (e.g., Day & Bamford, 1998; Grabe, 2009; Jacobs & Farrell, 2012; Nakanishi, 2018; Ng, Renandya & Chong, 2019) confirms that as readers read large quantities of meaningful print, it motivates L2 readers and improve ways of reading as follows:

1. Effects of Extensive reading in Reading fluency

2. Effects of Extensive reading in comprehension
3. Effects of Extensive reading in vocabulary growth
4. Effects of Extensive reading in Writing skills grammar
5. Effects of Extensive reading in positive motivation for reading

### **2.8.1 Effects of Extensive reading on Reading Fluency**

Extensive reading facilitates the development of students' reading fluency in large part because students read a lot (Stoller, 2015). He further asserts that students choose graded books at their right level. Students are less distracted as they can continuously read without consulting a dictionary that consequently enhances reading fluency.

Moreover, recent ER researchers like (Huffman, 2014; McLean & Rouault, 2017; Suk, 2017) investigated the effects of extensive reading (ER) and intensive reading (IR) on the fluency development of university-level students. In all three studies, the ER group outperformed the intensive reading group in terms of reading fluency. When fluency practice becomes a consistent component of a reading curriculum, students make enormous gains in reading comprehension (Stoller, 2015). However, for the effects of ER on the reading fluency of elementary grade level students, very little or no studies have been found.

### **2.8.2 Effects of Extensive Reading on Reading Comprehension**

The benefits of extensive reading on reading comprehension are positive because Krashen (2007) did a comparative study on the effects of ER among adolescents and young adults in one of the ESL contexts. The results showed that the ER group had significantly improved in reading comprehension. Moreover, Suk (2017) conducted a 15-week long study with Korean university students who learnt English as a foreign language to investigate the effects of ER. The findings showed significant improvement in the reading rate and reading comprehension of the ER group. Hence, interested readers can read further at greater speed with considerable understanding (Nakanishi, 2015).



Additionally, the longitudinal quasi-experimental study conducted by Ahmed and Rajab (2015) investigated the impacts of Extensive reading on second language learners' reading comprehension and writing skills of 112 primary grade students of Arab and Egypt. They found a noticeable improvement in both reading comprehension and writing skills. However, a very recent study carried out by Song (2020), on the impacts of extensive reading on EFL Primary school students' vocabulary acquisition and reading comprehension have shown that an eight-week ER program has had a considerable effect on EFL learners' vocabulary learning, but there was no impact on students reading comprehension. She mentioned that the insignificant results in reading comprehension were may be due to tough ICAS test (International competitions and assessments for schools) that was used as pre-test and post-test to check the reading comprehension.

Therefore, this study would relook at the impacts of ER on reading comprehension of primary grade students by using a reading comprehension test that is designed to the level of the participant students.

### **2.8.3 Effects of Extensive Reading in Vocabulary Growth**

The more books we read, the more vocab we gain. Numerous recent researchers (e.g.Aka, 2019; Song, 2020; Suk, 2017) found that ER has a positive impact on vocabulary growth. This is because, in terms of general and formal vocabulary, learners find words regularly in context, learn to infer the meanings of words in context, and a huge number of words read encourages incidental vocabulary learning (Ng, Renandya & Chong, 2019, p.177). Moreover, McQuillan (2019) found that pleasure reading is six times more efficient than direct vocabulary instruction in learning vocabulary. That means the impact of ER is highly effective in acquiring vocabulary.

### **2.8.4 Effects of Extensive Reading in Writing Skills and Grammar**

ER improves writing ability and grammar as well as reading fluency and vocabulary (Ng, Renandya & Chong, 2019). According to (Lee, Hsieh & Wang, as cited in Ng, Renandya & Chong, 2019) supports that in ER, a lot of easy and enjoyable sentence structures, vocabulary,

and grammar are exposed to students that are learned implicitly. Moreover, a yearlong research at the university on the effects of ER on writing by Mermelstein (2015) found that the ER group scored better than the controlled group. Similarly, Khansir and Dehghani (2015) showed that extensive reading had a more positive effect on learning grammar compared to the grammar-translation methods.

### **2.8.5 Effects of Extensive Reading in Positive Motivation for Reading**

Extensive reading is also said to enhance students' motivation in reading. Grabe (2009) states that extensive reading instills positive experiences in learners, creating strong motivation to read. To support this, several researchers (e.g., Guthrie and Cox, 2001; Wang and Guthrie, 2004; Elley, 2000; Mason and Krashen, 1997 as cited in Grabe, 2009) have shown a strong relationship between ER and motivation for reading. Similarly, very recent studies (e.g. Tabata-Sandom, 2018; Vu, 2020) adds that Extensive Reading develops students' positive attitudes and increased motivation.

Overall, extensive reading showed a positive effect on reading rate, reading comprehension, and vocabulary (Jeon & Day, 2016; Nakanishi, 2015; Ng et al., 2019). Additionally, William Grabe (1991) discusses the benefits of extensive reading as "the longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation." P.396. Furthermore, Nakanishi (2015) believes that when the habit of autonomous reading is developed from an early age, success in other subjects is highly possible.

Although the findings of numerous researchers exhibited enormous advantage of extensive reading, a moderately little number of ER studies have been carried out with elementary grade level students. Since much of the research was conducted only at the university, high school, and middle school level, ER researchers like (Ng et al., 2019; Nakanishi, 2015) proposed to review the efficacy of extensive reading for primary grade level children. Interestingly, no ER study has

ever been conducted in Bhutan, neither at higher secondary and university levels of education nor in the elementary classes.

Therefore, this study was conducted in one of the primary schools in Bhutan, particularly with fourth grade, to find out the effectiveness of ER on reading fluency and reading comprehension.

## 2.9 Extensive Reading Implementation

According to Day and Bamford (2002), Extensive reading program can be implemented in the school curriculum in the following ways:

1. as a separate, stand-alone course
  - is an independent course where separate teacher, syllabus, classroom, and materials are set with a specific period.
2. as part of an existing reading course
  - ER can be added with an existing reading course with a certain time and credits.
3. as a noncredit addition to an existing course
  - ER can be informally initiated with the existing reading course without any credits and specific timing.
4. as an extracurricular activity.
  - ER can be conducted as an optional extensive reading class as an extra-cocurricular activity without any grades, usually after the school or on weekdays. All interested students can join the club.

For this study, a separate stand-alone course was used, with separate material and time set. The students would meet twice a week in a class, and the rest of the days (leisure time) were for reading on their own. Bamford and Day (2002) added that an Extensive reading can be planned as per the possible goals mentioned below:

1. cultivate a favorable attitude toward reading in a L2.
2. to increase the desire to read in a L2.
3. to read without pausing to seek up unfamiliar or difficult terms.
4. to be able to grasp whatever they reading.
5. to select suitable texts based on their ability and likes.

However, the successful fulfillment of the goals depends on the duration of the extensive reading program. There is a greater chance of learners becoming efficient and effective readers if the ER program is prolonged for readers to read more (Day & Bamford, 2002, P. 46). Hence, the ER program lasted for almost 12 weeks as a reading program, where students got sufficient time and materials to read at school and home.

### **2.9.1 ER Materials**

The materials play a salient role in implementing the ER successfully. The suitable ER materials with varieties of easy text materials were selected and also used alternative reading materials for beginning, intermediate and advanced students. Selecting the right book for the students is a must in ER. Choosing the appropriate reading materials for the readers allows the students to opt for a book that are to their level and interest, in which they can read easily, smoothly, pleasantly, and with a high degree of understanding (Extensive Reading Foundation, 2011). Hence, for this study, the materials were gathered and categorized into levels according to the extensive reading foundation graded reader scale. Most of the materials were levelled by counting the head words. The graded scale goes from alphabet (50 words) till high, beginner (300 words). Most of the books were selected that range between alphabet beginner (50 words) till early elementary (400 words).

Moreover, the availability of enough reading materials is undeniable in the ER class. Readers need more books to choose from, for their reading pleasure. Therefore, to calculate the exact number of books for ER, the following equation is provided (Extensive Reading Foundation, 2011).





**Figure 2. 1 The equation for calculating exact number of books**

For instance, if a school has 2 ER classes with 30 students and need to have at least three books to select from, must have 180 books in total. However, where there are budget limitations, fewer books at the start are acceptable (ERF, 2011).

ERF further states that the books can be both fiction and nonfiction, age-appropriate graded readers and also needs to be a wide range of books at different levels of difficulty, that suit the proficiency of the school's population. For example, ERF (2011) assures that 'authentic reading materials for native speakers are not suitable for non-native readers as English-speaking children already know thousands of words and grammar before they even start reading. Therefore, if authentic reading materials of native speakers' books are used for second language English learners, then the level of the book must be below the grade level of non-native speakers. In addition, as per Bamford and Day (2002), the teacher needs to consider the following questions for specific types of material for students:

- Will this material attract them?
- Do my students have enough language and background knowledge to be entertained or informed when reading it on their own?
- In terms of their self-images as readers, will reading it be an encouraging or discouraging experience?

Hence, in this study, some graded books were purchased, borrowed from nearby schools, downloaded, and some were used from the school library, based on the above-mentioned guided questions.

### 2.9.2 Extensive Reading Site

To implement ER, teachers always need to have the opportunity to choose ER sites in the most suitable place where all the reading materials can be made easily accessible to the students. There would be less possibility of getting reading materials available if the school library is selected as an ER location, and can only be accomplished if the ER materials are shelved in a different area (Day and Bamford, 2002). ER materials can also be displayed in a classroom, where reading materials are easily accessible to the students and can also be done through setting a different classroom as ER library, where students can come anytime, select their own choice of reading materials and read, or it can also be made mobile by carrying it in a cart/big bag/book boxes to move from room to room and exchange every week to ensure a variety (ERF, 2011).

However, for the study, it was made mobile by carrying it in a cart box. The participants exchanged their books every twice a week. The teacher-researcher arranged the books according to the color strips on the spine of the books representing the levels. The books must be leveled, and one method is to use colored tapes to categorize the books (ERF, 2011).

For example, Level 1 books were marked yellow, and level 2 marked green. Students were oriented to the meaning of color codes before the ER implementation as they would find it easier to choose books of their level. ERF further suggests that for borrowing books, students or teachers can keep records of what they read, the level of the book read, the number of pages read, the borrow date, and the return date. So, that teacher can track how many books were read by the students.

Similarly, for the study all the graded books were color coded as per the grade level, that made easier for the participants to choose books on their own. However, the meaning of the color representing grades were oriented thoroughly before the ER instruction.

### 2.9.3 ER Orientation

Students must know and value the importance of Extensive reading. For this reason, before implementing Extensive Reading, the teacher-researcher shared the goals of ER, the differences between ER and IR, the ways to select easy reading materials and the reading requirements.

As per Uden (2013), students must be oriented as per the steps mentioned below.

#### Step 1 Whole Class Reading

Students will realize that ER is all about reading huge amounts of simple, fascinating materials with joy during the initial days of extensive reading. A very simple book that all levels of students in the class could read will be introduced on the first day. The copies of the book must be made available to all the students in the class. The first few pages can be read quietly and students can even listen to audio recordings. The teacher can initiate few questions to let them predict or talk about the book. The book can be continued in the next class. This can be carried out repeatedly until students get the idea of reading easy and interesting books (ERF, 2011).

#### Step 2 Self-Selected Reading

The second step has got two stages as per (ERF, 2011), first is to orient students for self-selected reading, and the other one is how to select their first book. In the initial stages of student orientation, teachers explain the benefits of ER and need to emphasize the importance of reading pleasure. So that this would help them understand the concepts in the traditional classroom text books better.

ERF informs that the second stage is to let students select their book from the various level of books. They should know which book is at their level and need to choose the books they can read. After choosing their books, students can read silently for 10-15 minutes, where teacher goes around and ask questions such as, 'How is the book going?' 'Is the level appropriate?' 'Do you think it will be simple?' 'Do you understand', 'Is it enjoyable' and so forth. If they find it too hard students can change their book.

According to ERF, the third stage is about out of class reading. Teachers need to explain that students need to read outside the class as well. They can start reading for a short duration at first and then later increase the amount of time every week. After they finish reading the book they can discuss and share with other friends and choose another book to keep on reading (Uden, 2013). The ER instruction for the study was followed as per the procedures mentioned above since, the concept of extensive reading in Bhutanese schools are new and need to be oriented to successfully implement the ER instruction.

### **How to let students choose books?**

#### **Five Finger Rule:**

According to Padak and Rasinski (2007), five finger rule can be explained to the students to let them choose their own level of books independently. Padak and Rasinski states that a reader can open a page in a book to read, where reader use five finger rule to rate the text difficulty. The readers can hold up a finger for every difficult word they encounter in the text (Padak & Rasinski, 2007). The authors states that if readers lift up to three fingers, it shows the book is suitable; the book is too difficult if three to four fingers are raised, and the book must be discarded if there are more than five fingers raised. Basically, readers need to read books that are easy and have minimal difficult words.

Hence, the five-finger rule was introduced to the participants in the beginning of the ER program, and assisted them to use it throughout the ER instruction program.

#### **2.9.4 ER Evaluation**

Extensive reading foundation (2011) informs that Extensive reading doesn't recommend tests and assessments for evaluating how students can read as it's not really about testing students' performance but it's to encourage and motivate students to read with enjoyment without any academic pressure. However, it's also mentioned that many institutions insist on formal assessment of the reading. Therefore, following are some of the ideas of assessment from Extensive reading foundation (2011).



#### **2.9.4.1 Book Reports, Summaries, Presentations and Posters**

After students' finish reading a book, they can either write a book report or summarize what they have read. They can also make presentations of the book they have read or make posters.

#### **2.9.4.2 Giving Grade**

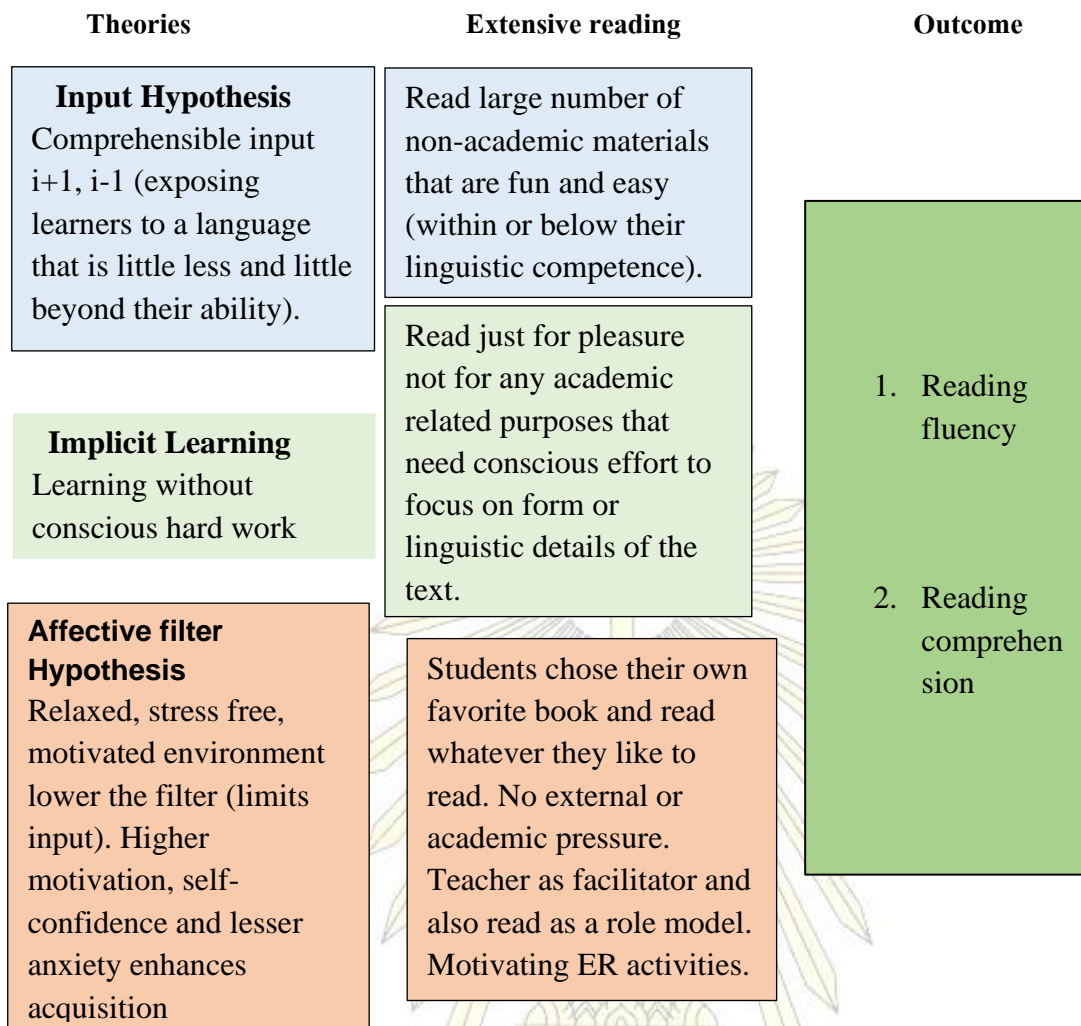
Teachers can grade for the number of pages or words they have read and also grade for students' oral presentations, summary write ups, book reports and for posters.

#### **2.9.4.3 Measuring Reading Speed**

ERF (2011) suggests the readers to keep track of their reading speed progress by keeping the record of the number of words read per minute at beginning, middle and end of the ER program.

#### **2.9.4.4 Informal Monitoring**

This is the time when students read silently, teachers watch students for whether they are really understanding what they read, or do they look bored or interested? Do they turn the pages? Are they sitting in a way to enjoy a book or trying to hide that they are sleeping? Or whether they can retell the story? Can they tell what they liked and not liked in the book? Can they answer the questions asked from the book? (ERF, 2011). Since, Extensive reading is also about creating a very stress-free environment to lower students' affective filter and to motivate and build their self-confidence (Krashen, 1982). Therefore, informal monitoring and alternative assessments (e.g., reading logs) were used in the study. The following figure however, conceptualize the framework of this research. It shows the theories behind extensive reading, the extensive reading instruction and its expected or intended result of the study.



**Figure 2. 2 The Conceptual Framework of the Study**



## Chapter III

### Research Methodology

This chapter details the research design, population, research and instructional instruments, data collection process, and the data analysis tool.

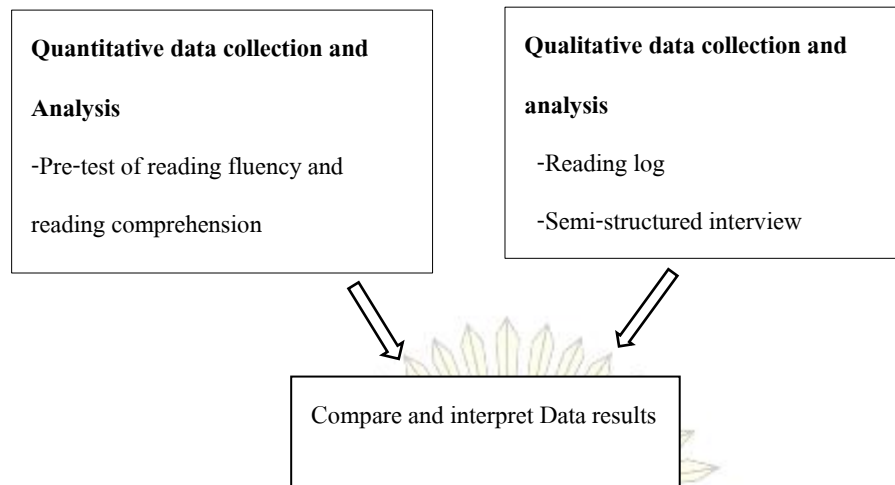
#### 3.1 Research Design

The current study employed mixed method quasi-experimental research design. The approach of the quantitative and qualitative data collection process enhances the validity of the data gathered and also provide a detailed explanation that is hard to generate from a single procedure of data collection (Sánchez-Hernández, 2018). The convenience sampling was used to select the participants for the study. The analysis of the results from both methods was analyzed separately, and later interpreted, and compared.

The quantitative research comprised of pretest and posttest that investigated the effects of an Extensive reading on reading fluency and reading comprehension of primary kids. The students were tested for reading fluency and reading comprehension before the ER instruction and again post-tested at the end of the ER instruction. The scores from pretest and posttest were compared to provide evidence of the effects of ER.

To further triangulate the data collected from tests, students' reading log qualitatively gathered data on the effects of ER on reading comprehension and reading fluency. Finally, administered semi-structured interviews at the end of ER instruction to explore students' opinions towards extensive reading.

However, the following figure depicts the research design of the study.



**Figure 3.1 Mixed**

**Methods Research Design**

(adapted from DeCuir-Gunby & Schutz, 2017, p. 9)

### 3.2 Research Ethics

I obtained informed consent from the subjects as well as parental approval before starting the study. Students gave me explicit permission to utilize their information in my research. The permission forms outlined the study's contents, including the study's purpose, background, risks, benefits, and maintaining confidentiality through the use of pseudonyms, and parental rights. Parents were asked to sign an informed consent form for their children. The copy of the consent forms can be seen in appendix N and Appendix O, respectively.

### 3.3 Participants

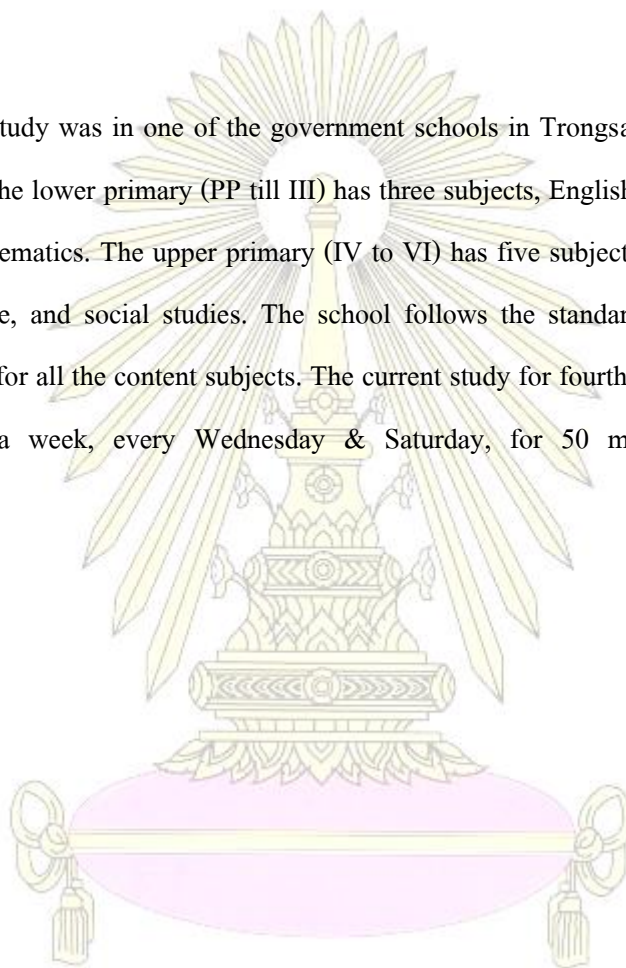
The population of the study were sixteen elementary school students in one of the government schools in Trongsa, Bhutan. The participants were younger students aged between 9 to 10. The group was according to the research study carried out by Best, Floyd, and Mcnamara (2008), who claimed that the critical period of developing reading skill occurs during third, fourth and fifth grades, which means age range from 7 to 13 years old. The participants were sixteen fourth-grade students from the school. The whole school has 207 students from grades PP till VI. The students were from various language background who speak various local dialects at home. However,



English and Dzongkha were only the two languages that are allowed in the school. The students had five subjects, English, Social Studies, Mathematics, Science and Dzongkha. All the content subjects are taught and learnt in English, except Dzongkha. After twelve weeks of ER instruction, six students from the high, mid and low groups (two students each) were selected based on the pre- and post-test scores for the interview. The reading logs of all the sixteen participants were compared before and after the ER instruction.

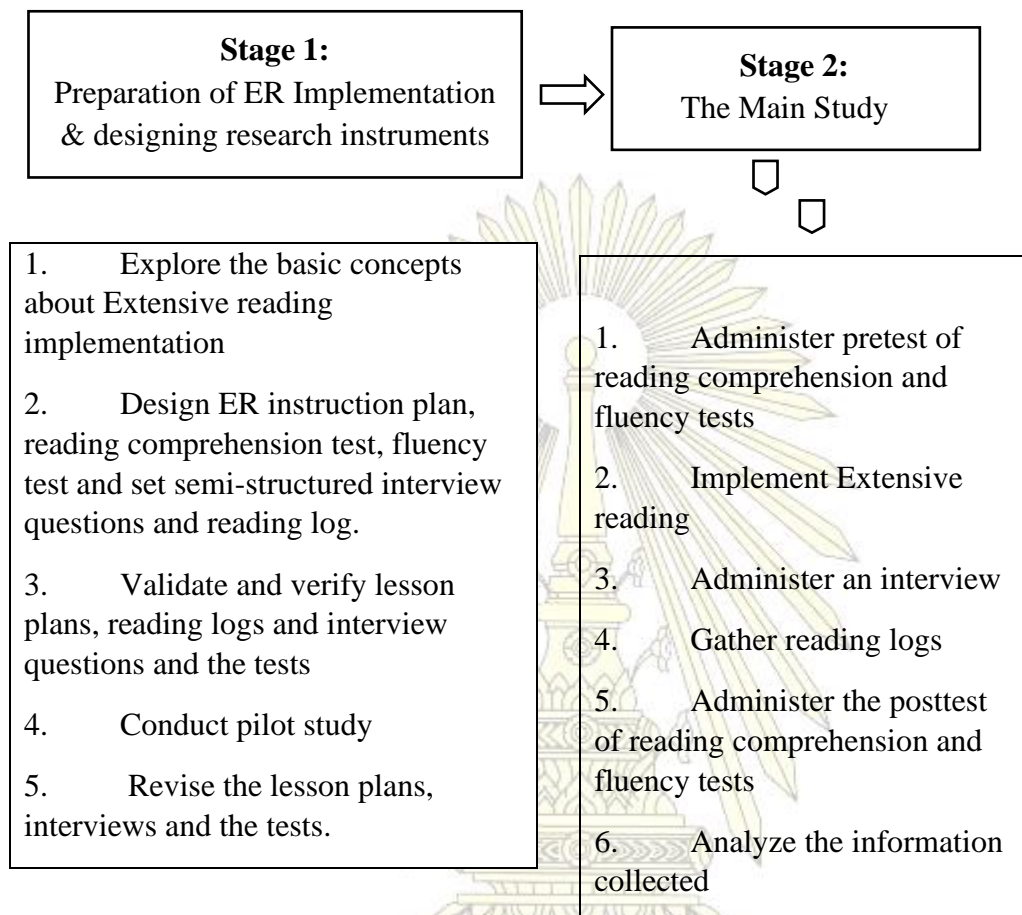
### **3.4 School contexts**

The context of the study was in one of the government schools in Trongsa, Bhutan. The school has grades till six. The lower primary (PP till III) has three subjects, English, Dzongkha (national language), and mathematics. The upper primary (IV to VI) has five subjects English, Dzongkha, mathematics, science, and social studies. The school follows the standardized and prescribed national curriculum for all the content subjects. The current study for fourth-grade students of the school met twice a week, every Wednesday & Saturday, for 50 minutes of ER class.



### 3.5 Research Procedures

The research procedure would have two stages: 1. Preparation of ER implementation and developing research instruments. 2. The main study.

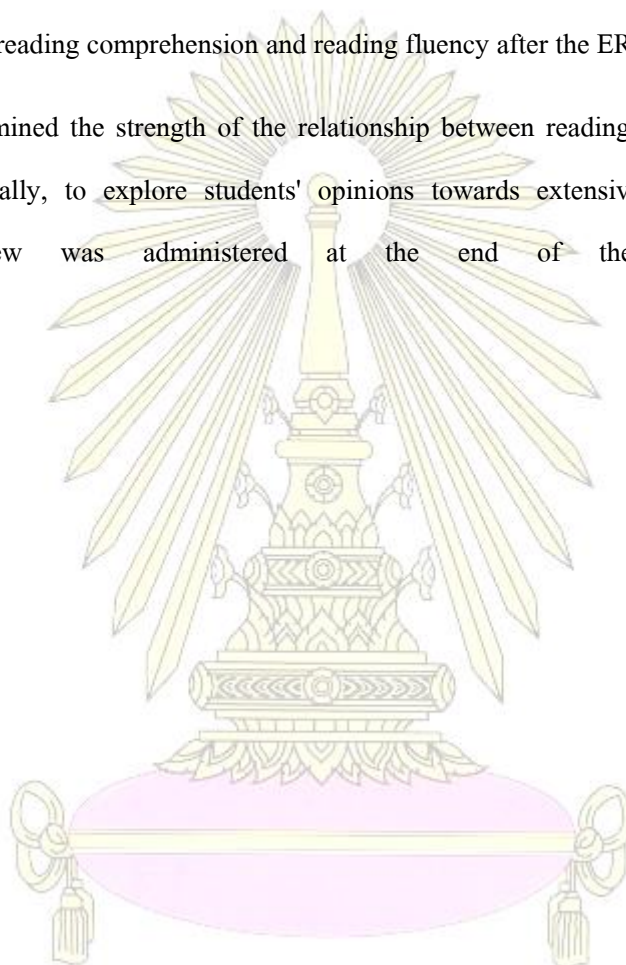


**Figure 3. 2 Research Procedures**

### 3.6 Research Instruments

The study utilized both qualitative and quantitative methods to collect data. The first part was quantitative measurement comprising of reading comprehension and Reading fluency tests. The qualitative instruments were reading logs and a semi-structured interview. The data gathered from the reading logs were to triangulate the data collected from tests, and therefore establishing the validity and reliability of the results. The pre-test and post-test constructed by the researcher was to measure students reading comprehension and reading fluency after the ER instruction.

The study also examined the strength of the relationship between reading fluency and reading comprehension. Finally, to explore students' opinions towards extensive reading the semi-structured interview was administered at the end of the ER instruction.



**Table 3. 1 Research Tools and Instrument**

Research Questions	Instruments	When	Data analysis
1. To compare reading fluency before and after ER instruction	1.1 English reading comprehension & fluency pre-test and post-test.	Before and after the treatment.	-Wilcoxon sign rank test
2. To compare reading comprehension before and after ER instruction.	1.2 Reading log	Week 2 & 11	-Descriptive statistics -Content analysis
3. To investigate the relationship between reading fluency and reading comprehension.	Post test scores of reading fluency and reading comprehension tests.	After the treatment	Pearson Correlation Coefficient
4. Student's opinion about extensive reading.	Semi-structured interview	After the treatment	Content analysis

### **3.6.1 Description of Research Instrument**

#### **3.6.1.1. Reading Fluency Pre-Test and Post-Test**

The reading fluency test was to investigate the effects of an Extensive reading on reading fluency before and after the ER instruction. Reading fluency in this study was based on the definition stated by Rasinski et al. (2005), reading fluency as “students’ reading rate.” That is the number of correct words read per minute.

Participants were individually asked to read aloud the first part of the English reading comprehension test (long story) in front of the teacher-researcher and were stopped right after one minute. After that, they were asked to circle the final word they have reached, and the teacher recorded the number of correct words read in a minute. The fluency score is by counting the total number of correct words read in one minute. The test lasted for 15 to 20 minutes.

#### **3.6.1.2 English Reading Comprehension Pre-Test and Post-Test**

The reading ability pretest and posttest have one long story, a short story, and a short passage. The materials in the ER course were enjoyable text materials, which were mostly stories and texts that were easy. The participants got 35 minutes to complete the test.

The current tests used close-ended questions that were mostly multiple-choice questions. Because Bensoussan and Ramraz (1984) claim that multiple-choice questions are useful in scoring, and it also tests a wide range of skills. Moreover, Temizkan and SALLABAŞ (2011) found that students were successful with multiple-choice questions especially reading comprehension. Most of the students were able to correctly identify the topic, the main idea, the intention of the author, the cause-and-effect relationship, and the definitions of the text. Similarly, Özdemir and Akyol (2019) developed a multiple-choice reading comprehension test administered to 245 fourth graders, showing a positive result of the test as valid and reliable. Therefore, MCQs were used to



test students literal and inferential reading comprehension abilities in the study. The test contains an equal number of both literal and inferential items.

The pre-and post-tests are parallel, and it has three parts; a long story, a short passage, and a short story. The first part of the test has five gap-filling literal items and five inferential multiple-choice items. There are five multiple-choice questions in parts II and III of the tests. Altogether there are 20 objective questions, consisting of an equal number of literal and inferential items.

In which students read the texts carefully and responded to the questions that follow. The test-takers chose the correct response from the choices given. Table 3.2 and Table 3.3 is the test specification and the level of comprehension respectively for the tests.

**Table 3. 2 Test Specification**

Tests	Test type	Text Genre	Topic of the text	Number of items
1.Pre-test (P1)	MCQ and Gap filing exercise	<b>Part 1:</b> A long story	(P1) Sugeng Loses his Home	1,2,3,4,5,6, 7,8,9,10
2.Posttest (P2)			(P2) Sugeng Goes to Town	
		Multiple choice questions (MCQs)	<b>Part 2:</b> Short Passage	(P1) A visit from a dentist (P2) Planting seeds
		<b>Part 3:</b> Short story	(P1) The sick Lion and the fox (P2) The sick Lion	16,17,18,19,20

**Table 3. 3 Levels of Comprehension**

<b>Levels of reading comprehension</b>	<b>Purpose of the question</b>	<b>Question Number</b>
Literal comprehension	To focus on details and information that are explicitly stated in the text	1,2,3,4,5,11,12, 15,16,17
Inferential comprehension	It demands thinking and imagination that are beyond the text.	6,7,8,9,10,13,14, 18,19,20

The test consisted of twenty items in total. The ten questions are literal, where students find the answers directly and explicitly from the text. The other ten questions are inferential questions, where students need to infer, analyze, and choose the correct answer implicitly from the story. In a test, students are awarded one score for a correct response. Students were split into two categories after the test depending on their test scores. Students who scored above 8 were categorized under pass group, and those lower than 8 were grouped under fail category.

### **3.6.1.3 Texts used in English Reading comprehension tests**

There are three texts in the tests; a long story, a short story, and a short passage. The long stories in pre-test and post-test were adopted with permission from the author, while other short texts were adapted. The readability of text material was measured using an online Flesch-Kincaid calculator (Appendix F). The Felsch reading ease score ranged from 82.4 to 98.3, which means that the texts were easy to read and were appropriate for fourth graders. The three experts in the field of learning further validated the passages and the texts. All the stories and the passages were suitable with a qualified overall IOC mean score of 1.

### **3.6.1.4 Reading Logs**

The qualitative data was collected through students reading logs (see Appendix C) to establish the reliability and validity of the findings in investigating the effects of extensive reading on reading fluency and reading comprehension. The reading log has the components; the title of the book,



date, page number, reading speed record, and incomplete sentences to fill up after reading a book. The incomplete sentences intended to draw both the literal and the inferential understanding about the text read. It contained writing about their favorite character, place, things, or setting. It also had some sentences to provide reasons why they liked or disliked the book. Students filled up the reading log of every book they read. Finally, the researcher analyzed the reading logs of the 2nd & final week to see how reading comprehension and reading fluency had progressed. However, the completion of the reading log was not so overwhelming.

#### **3.6.1.5 Semi-Structured Interview**

A qualitative semi-structured interview (see Appendix D) was administered at the end of the ER instruction to inspect student's opinions towards Extensive reading. According to Creswell (2012), a qualitative interview is that a researcher asks open-ended questions to one or more participants and records their answers, transcribe, and codes for analysis. The open-ended questions were used in this study, as it allows students to have their own choices of responses (Creswell, 2012). Further, semi-structured interviews allow researchers to obtain accurate personal information, and allow them to ask specific questions to obtain relevant information.

Additionally, a semi-structured interview not only provides the interviewers to rephrase the questions but also lets the interviewer use probes to clarify issues that are interesting and relevant (Hutchinson & Wilson, 1992). So, that students understand the questions clearly to respond.

The questions were translated into the national language Dzongkha, as a language should not be a barrier to gather information. Nonetheless, an experienced bilingual teacher carried out back translation procedure to validate the participants' responses. The interviewer set a list of open-ended questions, all related to extensive reading. Students had the liberty to respond in their way. A quiet place in the school was a place for an interview during off-hours. The interview lasted around ten to fifteen minutes long. The researcher interviewed following the steps mentioned by Creswell (2012) as listed below:

- identify the interviewees.

- Determine the type of interview you will use.
- During the interview, audiotape the questions and responses.
- Take brief notes during the interview.
- Locate a quiet, suitable place for conducting the interview.
- Obtain consent from the interviewees to participate in the study.
- Have a plan, but be flexible.
- Use probes to obtain additional information.
- Be courteous and professional




### 3.6.2 Research Instrument Validation

#### 3.6.2.1 English Reading Comprehension Pretest and Posttest

The three experts from the education field validated the reading ability pre-test and post-test to assess content validity based on the Index of item objective Congruence (IOC).

**Table 3. 4 Content Validity of Reading Comprehension Pretest (IOC)**



QN.	Pretest items	mean	Remark
1-5	Indonesia is a beautiful and (1) _____ country. It has many (2) _____. Sugeng and family lived near a (3) _____. The place was (4) _____ because sometimes fires and rocks came down from the mountain. Sugeng climbed on the coconut trees and rode on the back of the (5) _____ and swam with them in the river.	0.8	Acceptabl e
6	You can see a lot of snow in Indonesia. A. A. true C. false B. B. may be D. don't know	-0.3	To be revised
7	Do you think Sugeng loved animals? A. maybe C. No B. don't know D. yes	1	Acceptabl e
8	Sugeng was a happy boy because _____ A. He sleeps a lot C. He likes to work and play in the farm B. He fights every time D. He does not listen to his family	1	Acceptabl e

- 9 *Sugeng's father said, 'Get some things from the house. We can't stay here. From the above statement, what would be the 'things' that Sugeng bring from the house?* 0.3 To be revised
- A. Food and blankets C. water  
B. Books and pencils D. table and chairs
- 10 If you were Sugeng in the story, what would you do? 0 To be revised
- A. Sleep in the house C. climb on the tree  
B. Sleep under the tree D. run to a safer place
- 11 Who came to the class? 0.5 Acceptabl  
e
- A. teacher C. student  
B. parents D. dentist
- 12 He talked about taking care of our \_\_\_\_\_. 1 Acceptabl  
e
- A. Books C. body  
B. teeth D. classroom
- 13 When do we need to brush our teeth? 0.65 Acceptabl  
e
- A. after eating food C. after going to toilet  
B. after talking D. after reading
- 14 Where can you meet the Dentist? 0.3 To be  
revised
- A. School C. Shop  
B. Temple D. Hospital
- 15 The dentist gave them \_\_\_\_\_ toothbrushes, toothpaste and dental floss. 0.6 Acceptabl  
e
- A. many B. new  
C. old D. cute
- 16 The lion was not able to hunt because \_\_\_\_\_. 1 Acceptabl  
e
- A. he was lazy C. he was weak and old  
B. he was sick D. he was not hungry

17	Find the similar meaning of the word <b>Den</b> from the story? A. House            B. Cave C. Forest            D. home	0.5	Acceptabl e
18	Was the Lion sick? A. don't know        B. Not sure C. yes                 D. No	0.4	To be revised
19	Why do you think the animals disappeared? A. The lion killed them.    B. They ran away. C. The fox killed them    D. They were hiding	0.6	Acceptabl e
20	What do you do when your friends are sick in the class? A. I stay away from sick friend    B. I inform my teacher C. I call doctor                         D. I call parent	0.1	To be revised

The qualified items should have the IOC equal to or greater than 0.50

From the twenty pretest comprehension questions, items with a mean score lower than 0.5 were questions 6, 9, 10, 14, 15, 20. The experts' comments were considered to improve the content validity of the questions. The revised questions were summarized as shown in Table 3.5.

**Table 3.5 Revised Reading Comprehension Pretest Items**

Original questions	Revised questions
6.You can see a lot of snow in Indonesia. A. true                C. false B. may be            D. don't know	6.The river in the village was clean and clear. B.     A. true        C. false B. may be     D. don't know
9.Sugeng's father said, 'Get some things from the house. We can't stay here.	9. Sugeng's father said, 'Get some things from the house. We can't stay here.
From the above statement, what would be the	From the above statement, what would be

- 'things" that Sugeng bring from the house?      the 'things" that Sugeng bring from the house?
- A. Food and blankets      C. water      A. Food and blankets      C. television
- B. Books and pencils      D. table and chairs      B. Books and pencils      D. table and chairs
10. If you were Sugeng in the story, what would you do?      10. Did the place where Sugeng slept a safe place?
- A. Sleep in the house      C. climb on the tree      A. Yes      C. may be
- B. Sleep under the tree      D. run to a safer place      B. don't know      D. No
14. Where can you meet the Dentist?      14. which food you should **not** eat to keep your teeth clean?
- A. School      C. Shop      A. Fruits      C. meat
- B. Temple      D. Hospital      B. Vegetables      D. Sugary sweets
18. Was the Lion sick?      18. The Lion was old but clever.
- A. don't know      C. yes      A. don't know      C. No
- B. Not sure      D. No      B. Not sure      D. Yes
20. What do you do when your friends are sick in the class?      20. Why did the fox run away?
- A. I stay away from sick friend      A. He loves running
- B. I inform my teacher      B. He didn't want the fox to eat him.
- C. I call doctor      C. He need to meet his friend
- D. I call parent      D. He have seen his friend running

---

According to the experts', questions 6 was a general type that do not draw any inference. Therefore, the question was amended to inferential item.



Question 9, was commented on one of the responses ‘water’ that was a basic necessity and had a higher possibility for the test takers choosing the particular item. Hence, it was replaced by ‘television’ as one of the multiple responses to the question.

Questions 10, 20 as per the experts, were opinion-based questions, not inferential questions. Hence, the questions were replaced by inferential questions as per the expert’s comments.

Question 15 was a literal question, not a question that let respondents analyze beyond text. Therefore, the item was revised to an inferential question as per the suggestion from the experts.

**Table 3. 6 Content validity of Reading ability Posttest (IOC)**

QN.	Posttest items	Mea n	Remark
1-5	Sugeng woke up and went towards the (1) _____. The door was (2) _____. Sugeng looked (3) _____ but there was no one. He (4) _____ water and ate some (5) _____	0.8	Acceptabl e
6	Sugeng woke up in the morning. A. true                      C. false B. may be                  D. don’t know	1	Acceptabl e
7	Do you think Sugeng loved town? A. maybe                      C. Yes B. don’t know                D. No	0.8	Acceptabl e
8	Sugeng was hungry because _____ A. he sleeps a lot    C. he ran to the town to save himself from the fire	0.8	Acceptabl e

- B. he fights every time      D. he does not listen to his family
- 9 'I don't know. Perhaps **they** are dead.' Sugeng began to cry.      1      Acceptabl  
From the above statement, who is Sugeng referring to as **they**?      e
- A. Father and mother      C. uncle  
B. Brother      D. sister
- 10 If you were Sugeng in the story, what would you do?      -0.6      To be  
A. I will sleep on the road      C. I will steal food from      revised  
the shop  
B. I will shout in the town      D. I will ask for help
- 11 What does Nina want to grow?      1      Acceptabl  
A. turnip      C. potato      e  
B. carrot      D. tomato
- 12 She puts the seeds in a \_\_\_\_\_.      0.8      Acceptabl  
A. cup      C. pocket      e  
B. hole      D. bag
- 13 What do plants need to grow nicely?      0.5      To be  
A. Water and sun      C. only water      revised  
B. only sun      D. only soil
- 14 What tool do you need to dig a hole?      0.5      Acceptabl  
A. scissors      C. hammer      e  
B. axe      D. spade
- 15 Nina covers the seeds with a \_\_\_\_\_.      1      Acceptabl  
A. paper      C. plastic      e  
B. dirt      D. leaves
- 16 The lion had a bad breath because of \_\_\_\_\_.      1      Acceptabl  
A. mouth problem      C. stomach problem      e  
B. eye problem      D. ear problem

17	Find the similar meaning of the word <b>good</b> from the story?	0.6	Acceptabl
	A. annoyed      C. blocked		e
	B. pleasant      D. stupid		
18	Was the Lion sick?	1	Acceptabl
	A. don't know      C. No		e
	B. Not sure      D. yes		
19	How many animal doctors were there in the story?	1	Acceptabl
	A. three      C. one		e
	B. two.      D. four		
20	who was the clever character in the story?	1	Acceptabl
	A. Lion      C. Zebra		e
	B. Fox      D. Hyena		

---

The qualified items should have the IOC equal to or greater than 0.50

Similarly, from the twenty post-test comprehension questions, an item with an IOC value lower than 0.5 was question 10. The suggestions from all three experts were considered to improve the content validity of the question. The revision was made according to the comments from the experts as summarized below in Table 3.7.

**Table 3. 7 Revised Reading comprehension Post-Test Question**

Original	Revised
10. If you were Sugeng in the story, what would you do?	10. Sugeng went looking for his friend the food seller because_____.
A. I will sleep on the road	A. He wanted to tell her about town.
B. I will shout in the town	B. He wanted to go for a walk with her.
C. I will steal food from the shop	C. he wanted to play with her.
D. I will ask for help	D. He was hungry and wanted to eat.

Question 10, according to experts, needs to be revised since the question asked for students' views and opinions, which does not draw any inferences.

#### **Quantitative Verification of the Test**

To make the test reliable the pilot test was carried out with 6 samples who share the same or similar traits and characteristics. After the pilot test, the test reliability (consistency), difficulty index (item difficulty), and discrimination index (range of differences between high and low scorers) were calculated, respectively. Pre-test reliability, difficulty index, and discrimination index were 0.8, 0.41, and 0.5, respectively, while post-test test reliability, difficulty index, and discrimination index were 0.9, 0.45, and 0.6, respectively (Sukamolson, 1995). Similarly, the difficulty index must be between 0.20-0.80 and the discrimination index must be between 0.25 and 0.80. However, few items that were not appropriate were revised. The summary of the Discrimination Index and Difficulty Index for the reading ability Pre-test and posttest can be seen in Appendix H and Appendix I.

Additionally, to make the fluency test more reliable, a small pilot was carried out. Participants were individually asked to read aloud the first part of the reading ability test (long story), in front of the teacher researcher, and were stopped right after one minute. After that they were asked to circle the final word that they have reached, and the teacher recorded the number of correct words

read in a minute. The fluency score is by counting the total number of correct words read in one minute. Later, necessary revision of the test procedure was made and finalized for the main study.

### 3.6.2.2 Reading log

#### Qualitative Verification of the Reading Log

The experts approved the reading log content and the format. The reading log was revised, edited, and improved as per the IOC from the experts.

**Table 3. 8 The Validation of Reading Log (IOC)**

Statements	Mean	Remarks
1. The format of the reading log is clear, attractive and appropriate.	0.6	Acceptable
2. The format of the reading log is easy to fill in?	1	Acceptable
3. The sentence completion (1-5) in the log draws both literal and inferential understanding of a text.	1	Acceptable
4. The language use in the reading log is appropriate for fourth grade students.	0.3	Modified
5. All the sentence completions are effective.	1	Acceptable

The qualified items should have the IOC equal to or greater than 0.50

In table 3.8, the overall IOC values for the statements were above 0.5 except for item number 4 that had the IOC value of 0.3 concerning the inappropriateness of language use in the reading log for fourth graders. The experts particularly commented on the use of language since the language used was not to the level of fourth-graders. Therefore, the language was simplified and revised as per the comments and suggestions from the experts. Further, participants were provided hands-on practice to use a reading log during the first weeks of ER instruction to get used to the format and the language. The revised reading log is in Appendix C.



Six samples who shared similar characteristics with the main study participated in a small pilot. The volunteer participants filled up the reading log after reading a book. The volunteer participants were able to fill up the reading log with very little support indicating the appropriateness of the reading log.

### 3.6.2.3. Interview

#### Qualitative Verification of the Interview Items

The three experts in the field of education assessed the content validity of the interview questions. The interview questions were revised, as per the suggestions from the experts, as shown in the table 3.9.

**Table 3. 9 The Validation of Semi Structured Interview Questions (IOC)**

<b>Are Semi structured interview questions appropriate?</b>	<b>Mean</b>	<b>Remarks</b>
1. What type of books you like to read? A. Stories with pictures, comics B. Text books, (Science, English, Mathematics)	1	Acceptable
2. How do you choose your books to read?	1	Acceptable
3. Do you like to choose your own books or like to read books chosen by teachers? Why?	1	Acceptable
4. When you finish reading one book, do you like to read another?	0.3	Revised
5. Where do you read books most of the time?	0.6	Acceptable
6. Where do you like to read books most of the time?	0.6	Acceptable
7. Do you think your reading is improving after extensive reading instruction? How?	1	Acceptable
8. After the extensive reading instruction, do you think you will keep on reading?	0.3	Revised



9. What are the benefits of extensive reading?	1	Acceptable
10. Are you motivated to read more after the ER instruction?	0.3	Revised
Do you enjoy reading ?		

---

The qualified items should have the IOC equal to or greater than 0.50

According to the table 3.9, most of the items had the IOC value greater than 0.5 meaning the questions were qualified. However, items 4, 8, 10 had the IOC value lower than 0.5 and the questions were modified as per the comments and suggestions from the experts as shown below in table 3.10.

**Table 3. 10 The Revised Semi-Structured Interview Questions**

<b>Original Questions</b>	<b>Semi structured interview Questions</b>	<b>Revised Questions</b>	<b>Semi structured interview Questions</b>
4. When you finish reading one book, do you like to read another?		4. After you finish reading a book, do you like to read another new book?	
8. After the extensive reading instruction, do you think you will keep on reading?		8. Do you like to read very easy books or little challenging books?	
10. Are you motivated to read more after the ER instruction? Do you enjoy reading ?		10. Are you motivated to read more? Do you enjoy reading now?	

The table 3.10, showed revised interview questions in terms of question number 4, 8, 10. The experts commented that question 4 was not appropriate so, it was rephrased. The experts suggested not to mention 'extensive reading' in question 10. Hence, the question was revised. Question number 8 was not appropriate according to the experts, and so it was replaced to ask students' preference for reading easy or hard books. However, during the interview, the questions were rephrased to the level of the interviewees. The revised semi-structure interview questions are in Appendix D.

### **Posteriori Validation Stage**

The interview questions were piloted with few students who share the identical characteristics as the sample. The questions were appropriate since all the participants could understand and respond to the questions confidently.

### 3.6.2.4 The Development of Extensive Reading Instruction

The twelve-week-long ER instruction was developed. It was developed based on Extensive reading-related theories such as the comprehensible input hypothesis (Krashen, 2003) and implicit learning, where the language is acquired unconsciously and effortlessly with easy and pleasant input. Next, the theory of the affective filter hypothesis by Krashen (1982) also supports ER in terms of making the reading environment stress-free, absence of any academic pressure, creating a motivating and encouraging environment that enhance a second language acquisition. The ER program was also grounded on the ten ER principles proposed by Day and Bamford (1998) and adapted some of the ER activities of (Day and Bamford, 2004).

#### Goal of the ER Instruction

➤ Read large amount of enjoyable reading materials both at school and at home; read quickly and enjoyably with adequate comprehension without dictionary and without studying about the language itself.

#### Objectives

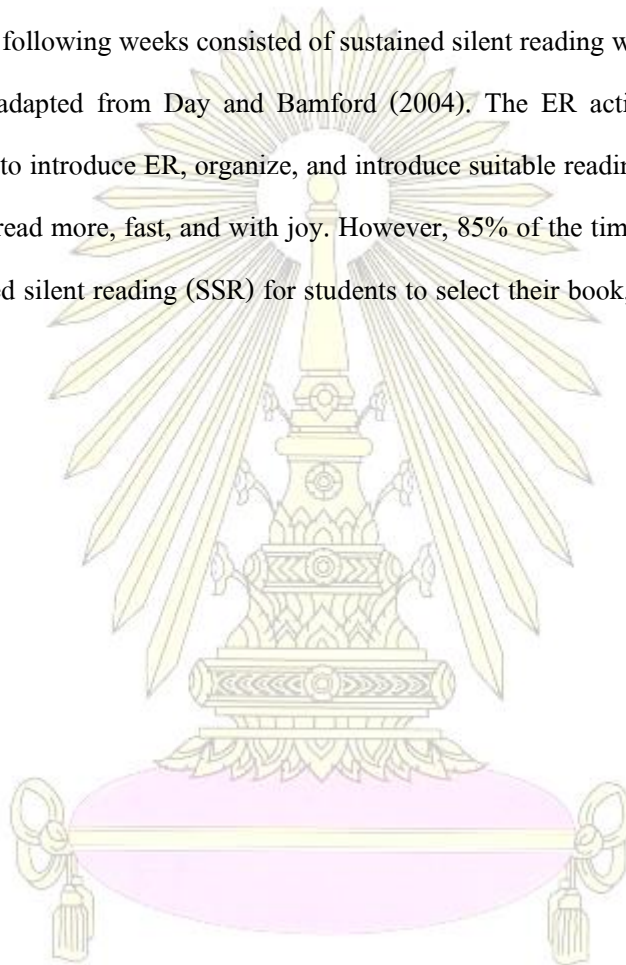
Students will be able to:

- understand the concept of Extensive reading that is different from traditional intensive reading.
- recognize the levels of graded readers that are color coded.
- select easy book for themselves to read with pleasure.
- find pleasure in non-stop reading.
- read huge number of books in and out of school.

- check their own understanding by representing through illustrations or by retelling the story read.

### **3.7 Organizing of the ER Instruction**

The ER instruction lasted for twelve weeks long, with two periods of 50 minutes each in a week. It focused on developing students reading comprehension and reading fluency through extensive reading. In the earlier weeks of the instruction, students were introduced to the ER and oriented them to the ER. The following weeks consisted of sustained silent reading with ER activities. The ER activities were adapted from Day and Bamford (2004). The ER activities during the ER classes were mainly to introduce ER, organize, and introduce suitable reading materials, motivate and inspire them to read more, fast, and with joy. However, 85% of the time in the ER class was allocated to Sustained silent reading (SSR) for students to select their book, read extensively and enjoyably.



**Table 3. 11 Organization of ER Instruction**

<b>Week</b>	<b>First class (Monday) (50 minutes)</b>	<b>Second class (Thursday) (50 minutes)</b>
1 <sup>st</sup>	Pre-Test on reading comprehension and reading fluency	<b>Lesson 1:</b> Getting acquainted... What is ER? Goals, objectives and differences between ER and IR. -The best reader award at the end of the course
2 <sup>nd</sup>	<b>Lesson 2:</b> Meaning of color codes and levels on the book orientation	<b>Lesson 3:</b> SSR Whole class discussion reading
3 <sup>rd</sup>	<b>Lesson 4:</b> Self-selected SSR Round Robin reading: Five finger rule	<b>Lesson 5:</b> -Discussion Five finger SSR Round Robin Rule
4 <sup>th</sup>	<b>Lesson 6:</b> SSR Reading log orientation	<b>Lesson 7:</b> Story SSR -Story telling sticks -Reading log
5 <sup>th</sup>	<b>Lesson 8:</b> SSR Students share Number of their number books read so far	<b>Lesson 9:</b> SSR -talk about favorite book -Reading log
6 <sup>th</sup>	<b>Lesson 10:</b> SSR Rating Reading speed	<b>Lesson 11:</b> SSR -talk about Meaning of color codes and levels in groups

7 <sup>th</sup>	<b>Lesson 12:</b> SSR Buddy reading in pairs	-Reading log	<b>Lesson 13:</b> SSR Little and often	-Reading log
8 <sup>th</sup>	<b>Lesson 14:</b> SSR Favorite book talk	-talk about favorite book -Reading log	<b>Lesson 15:</b> SSR Number of books read	-Students share their number of books read -Reading log
9 <sup>th</sup>	<b>Lesson 16:</b> SSR Rating Reading speed	- students rate their reading speed -Reading log	<b>Lesson 17:</b> SSR Buddy reading	-Reading log
10 <sup>th</sup>	<b>Lesson 18:</b> SSR Story telling sticks	-Reading log	<b>Lesson 19:</b> SSR Recommending a book	Students recommend their book in pairs
11 <sup>th</sup>	<b>Lesson 20:</b> SSR Favorite book talk	-talk about favorite book -Reading log	<b>Lesson 21:</b> SSR Number of books read so far	Students share their number of books read -Reading log
12 <sup>th</sup>	Administer semi-structured interview		Post-Test on Reading Fluency and Reading Comprehension	

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### 3.7.1 Assessment

Alternative assessments were just part of a daily class, with no grades attached, to encourage students to read more pleasurably as extensive reading aimed to read leisurely and without any intellectual pressure. The main authentic assessment reading log (Lyutaya, 2011) was used throughout the course, to let students maintain a written record of their reactions, expressions, opinions, and attitude towards a text.

According to Lyutaya (2011), the reading log format can be structured in a variety of ways depending on the techniques required to develop students' reading practices and the types of books they read. Therefore, for this study, the main aim was to improve reading fluency and reading comprehension. Hence, the reading log had two components (fluency and comprehension) to be assessed throughout the instruction progressively. However, the main aim of the ER course was to let students read enjoyably without any pressure. Therefore, completion of the sentences was not so overwhelming, and students expressed their opinions and understandings through simple sentences or quotes about the books read.

**Table 3. 12 Learning Evidences with Assessment**

Week	Topics	Objectives	Evidence of Learning/Reading	Alternative Assessment
1 <sup>st</sup> week	<b>Lesson1:</b> Getting acquainted with ER. What is ER?	Students will be able to -Explain Extensive reading and its importance. -Express opinion about the differences between IR and ER.	-Group Presentation -expressing opinions	-Group assessment checklist
2 <sup>nd</sup> week	<b>Lesson 2:</b> Meaning of color codes	Students will be able to -identify the meaning of each color codes that	-identify color codes for various levels of books	- peer assessment checklist



represents various levels of  
book

	<b>Lesson 3:</b> Whole class reading	Students will be able to read the book pleasurable and quickly	- read enjoyably and quickly	-teacher monitoring - Reading log
	Teacher and students read a book together and talk about it together.			
3 <sup>rd</sup> week	<b>Lesson 4:</b> Self-selected reading: Five finger rule	Students will be able to -select books on their own level of competency through five finger rules. -read the selected book silently and enjoyably for longer period of time.	- choose easy and right level of books on their own - read silently and enjoyably	-Reading log
	<b>Lesson 5:</b> Five finger Rule	Students will be able to -select books on their own level of competency through five finger rules.	- choose easy and right level of books on their own	-teacher observation and monitoring
	SSR		- read silently and	
		-read the selected book enjoyably		-Reading log
		silently and enjoyably for longer period of time.		
4 <sup>th</sup> week	<b>Lesson 6:</b> Reading Log orientation	- tell the components that are there in the reading log. -fill up the reading log after	-tell what should be included in the log	-Reading log

		reading a book of their choice.		
	<b>Lesson 7:</b>	Story	Students will be able to	-retell a story using sticks
	telling sticks		-tell a story that they have read using sticks.	-Peer assessment
	SSR		- read the selected book silently and enjoyably for longer period of time.	- read silently and enjoyably -Reading log
5 <sup>th</sup>	<b>Lesson 8:</b>	Number	Students will be able to	-share number of books read
week	of books read...		-share the number of books that they have read so far.	-teacher record
	SSR		- read the selected book silently and enjoyably for longer period of time.	-read silently and enjoyably -Reading log
	<b>Lesson 9:</b>	Favorite	Students will be able to	-talk about favorite book
	book talk		-talk about his/her favorite book	-Reading log
	SSR		-read the selected book silently and enjoyably for longer period of time.	- read silently and enjoyably
6 <sup>th</sup>	<b>Lesson 10:</b>	Rating	Students will be able to	-rate reading speed
week	Reading speed		-rate their reading speed	-Reading log
	SSR		- read the selected book silently and enjoyably for longer period of time.	- read silently and enjoyably
	<b>Lesson 11:</b>	Students will be able to	-recommend a	
	Recommending a	-share and recommend a	book	-Reading log
	book	book to their friends with		

		basic details.		
	SSR	- read the selected book	- read silently and silently and enjoyably for longer period of time.	
7 <sup>th</sup> week	<b>Lesson 12:</b> Buddy Reading	Students will be able to -read silently and enjoyably in pairs	-read enjoyably and silently	-Teacher monitoring -Reading log
	<b>Lesson 13:</b> Little and often Introduce to different books by listening to short excerpts	Students will be able to - read more enjoyably -find various books that interest them	-stimulated to read more -find books that are interesting to them	-Reading log
8 <sup>th</sup> week	<b>Lesson 14:</b> Favorite book talk SSR	Students will be able to -talk about the most favorite book that they have read	-talk about favorite book	-peer assessment checklist
	<b>Lesson 15:</b> Number of books read	Students will be able to -share the number of books they read	- read enjoyably and silently enjoyably	-Reading log
			- share number of books read	-Teacher record
		- read silently and enjoyably.	- read enjoyably and silently	-Reading log
9 <sup>th</sup> week	<b>Lesson 16:</b> Rating reading speed	Students will be able to -rate their reading speed - read the selected book	-rate reading speed - read silently and	-Reading log

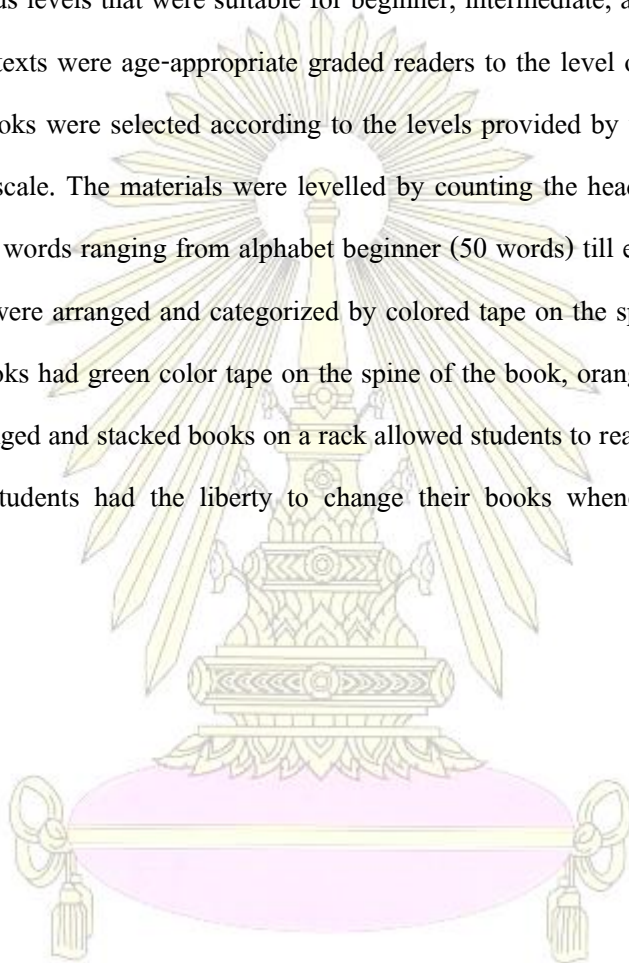
		silently and enjoyably for	enjoyably	
		longer period of time.		
	<b>Lesson 17:</b>	Buddy	Students will be able to	-read enjoyably -Teacher
	Reading		-read silently and	monitoring
			enjoyably in pairs	-Reading
				log
10 <sup>th</sup>	<b>Lesson 18:</b>	Story	Students will be able to	-retell a story using -Peer
week	telling sticks		-tell a story that they have	assessment
			read using sticks.	
	SSR		- read the selected book	- read silently and
			silently and enjoyably for	enjoyably
			longer period of time.	-Reading
				log
	<b>Lesson 19:</b>	Students will be able to	-recommend a	-Reading
	Recommending a	-share and recommend a	book	log
	book	book to their friends with	- read silently and	
		basic details.	enjoyably	
		- read the selected book		
		silently and enjoyably for		
		longer period of time.		
11 <sup>th</sup>	<b>Lesson 20:</b>	Students will be able to	-talk about favorite	-peer
week	Favorite book talk		book	assessment
		-talk about his/her favorite	book	checklist
		book		
		-read the selected book	- read enjoyably	
		silently and enjoyably for	and silently	-Reading
		longer period of time.		log
	<b>Lesson 21:</b>	Total	Students will be able to	- share number of -Teacher
	number of books	-share the cumulative	books read	record
	read so far	number of books read		

Best reader award - read silently and - read enjoyably -Reading  
 enjoyably. and silently log

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### 3.7.2 Extensive Reading Materials

The material for the ER instruction consisted of a variety of enjoyable reading materials, the books were of various levels that were suitable for beginner, intermediate, and advanced readers. In other words, the texts were age-appropriate graded readers to the level of students' linguistic competence. The books were selected according to the levels provided by the extensive reading foundation grading scale. The materials were levelled by counting the head words. Most of the books were selected words ranging from alphabet beginner (50 words) till early elementary (400 words). The books were arranged and categorized by colored tape on the spine of the book. For example, level 1 books had green color tape on the spine of the book, orange for level 2, and so forth. The well-arranged and stacked books on a rack allowed students to reach for the books they like to read. The students had the liberty to change their books whenever they wanted to





### 3.8 Extensive Reading Instruction Validation

The content validity of the ER sample lessons was judged by the experts in the field based on the item of congruence developed.

**Table 3. 13 Validation of sample lesson plans**

The qualified items should have the IOC equal to or greater than 0.50

Statements	Mean	Remarks
A. The content difficulty is appropriate for fourth grade students.	0.6	Acceptable
B. The objectives of the lesson plans are appropriate.	1	Acceptable
C. The procedures in the extensive reading class consisting of ER activities are consistent.	0.6	Acceptable
D. The ER activities are appropriate, motivating and interesting.	1	Acceptable
E. The assessment is appropriate	1	Acceptable
F. The time allocation is appropriate.	0.6	Acceptable

The IOC value of the statements on the components of lesson plans was higher than 0.5, shown in Table 3.13. It indicated that almost all the lesson components were appropriate, enjoyable, motivating, and consistent. However, there were several suggestions and comments from the experts to modify and revise the lesson plans. Therefore, necessary corrections and revisions were done, according to the experts' comments.

#### Posteriori Validation Stage

Furthermore, the sample ER lesson plans were piloted and revised once more to ensure that they were appropriate. The purpose was to validate the lesson plans that had similar lesson procedures of other lessons. Any ambiguous instructions encountered were revised and made clearer.

### 3.9 Data Collection

#### Before Extensive Reading Instruction



### *English Reading fluency and reading comprehension pretest*

The reading comprehension test and fluency test were administered in the first week of the ER course and recorded the scores of all the participants.

### **During Extensive Reading Instruction**

Students were introduced and oriented to extensive reading. The whole ER instruction was 12 weeks long. Every week had two periods of 50 minutes each. Students self-selected their books and then read extensively both at school and at home. The students' daily reading records were maintained using a reading log where they responded, discussed, and shared opinions about the books through short sentences and quotes.

### **After the Extensive Reading Instruction**

#### *English reading comprehension post-test and reading fluency post-test*

The English reading comprehension and reading fluency post-tests were administered after a 12-week ER course and collected both the test results. Later the scores were compared with the pre-test scores of reading comprehension and reading fluency. Additionally, the test results were triangulated using data from students' reading logs (second and final week).

#### *Semi-structured interview*

To collect students' opinions towards extensive reading, six students participated in an interview at the end of the twelve-week ER instruction.

## **3. 10 Data Analysis**

### *Research question 1 and 2*

To investigate the effects of an extensive reading on reading fluency and reading comprehension, the scores of pretests and posttest were compared using the Wilcoxon signed rank test. The data collected from reading logs were analyzed using content analysis.

### *Research question 3:*

The Pearson Correlation Coefficient was used to find out if there were any relationship between reading fluency and reading comprehension by using the scores of the reading comprehension posttest and the scores of the reading fluency posttest.

#### *Research question 4*

To find out students' opinion towards extensive reading, the responses to the semi structured interview were analyzed through content analysis.

### **3.11 Chapter Summary**

The study was conducted with one group with a mixed method quasi experimental design. The research instruments and instructional instruments were constructed by the researcher and validated by the experts. A small pilot was carried out to validate the instruments and necessary revisions were made. Before the extensive reading instruction, reading fluency and comprehension pre-posttest were administered. The scores of the tests were recorded.

During the twelve-week ER instruction, students read a lot of graded books of their choice and filled up a reading log every after completing a book. They also recorded their progress of reading fluency (reading speed) in their reading log. After the ER instruction, the reading fluency and comprehension test scores of pretests and posttest were compared. The data assembled from reading logs and interview further strengthened the data from tests.

The next chapter provides the findings of the four research questions. The first and the second research question examines the effects of extensive reading on reading comprehension and reading fluency by comparing the pretest and posttest scores. Further, the data from reading logs were analyzed to support the data from the tests. The third research question investigates if there is any relationship between reading fluency and reading comprehension by comparing the posttest scores of the fluency and comprehension tests. Finally, the fourth research question inspects student's opinion towards extensive reading.

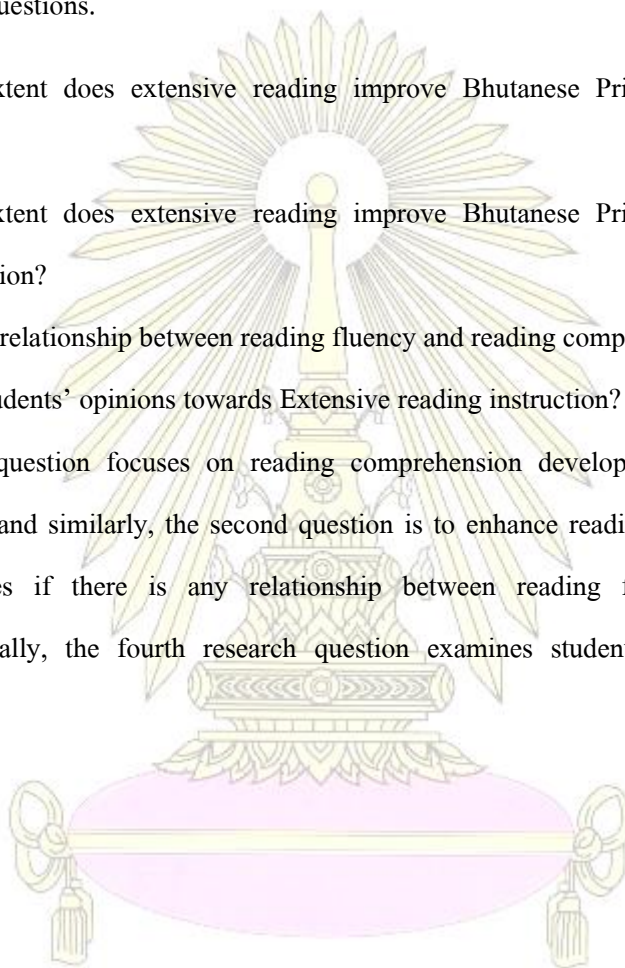
## Chapter IV

### RESULTS

This chapter provides the results collected from English reading comprehension and fluency tests, reading logs and the semi structured interview questions. Descriptive statistics and content analysis were employed to analyze the quantitative and the qualitative data to address the following research questions.

1. To what extent does extensive reading improve Bhutanese Primary grade students reading Fluency?
2. To what extent does extensive reading improve Bhutanese Primary grade students reading Comprehension?
3. Is there any relationship between reading fluency and reading comprehension?
4. What are students' opinions towards Extensive reading instruction?

The first research question focuses on reading comprehension development after extensive reading instruction, and similarly, the second question is to enhance reading fluency. The third question investigates if there is any relationship between reading fluency and reading comprehension. Finally, the fourth research question examines student's opinions towards Extensive reading.




#### 4.1 Results of Research Question 1

**Research Question 1-** To what extent does extensive reading improve Bhutanese Primary grade students reading Fluency?

The section presents both the quantitative and the qualitative results of the research question 1.

##### *Quantitative Results for Research Question 1*

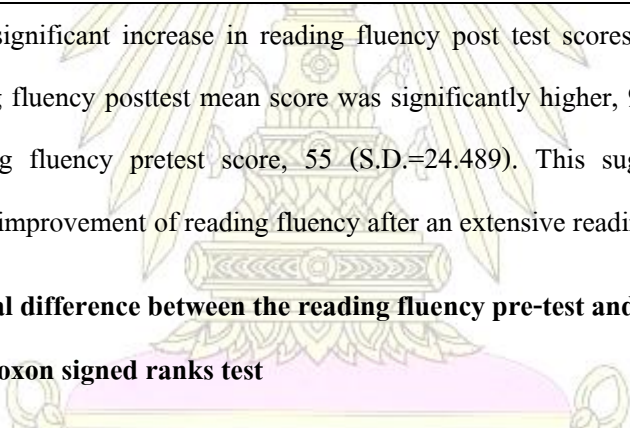
**Table 4.1 Descriptive statistics of the overall reading fluency (number of words read per minute (WPM))**



Descriptive Statistics					
Reading Fluency (WPM)	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	16	55.00	24.489	31	123
Posttest	16	91.87	30.037	50	140

Table 4.1 shows a significant increase in reading fluency post test scores (words read in one minute). The reading fluency posttest mean score was significantly higher, 91.87 (S.D.=30.037), compared to reading fluency pretest score, 55 (S.D.=24.489). This suggested fourth-grade students' significant improvement of reading fluency after an extensive reading instruction.

**Table 4.2 Statistical difference between the reading fluency pre-test and post-test scores of students using Wilcoxon signed ranks test**



Ranks				
Reading Fluency		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	16 <sup>b</sup>	8.50	136.00
	Ties	0 <sup>c</sup>		
	Total	16		

a. Posttest of Reading fluency < Pretest of Reading fluency

b. Posttest of Reading fluency > Pretest of Reading fluency

c. Posttest of Reading fluency = Pretest of Reading fluency

**Test Statistics<sup>a</sup>**

<b>Reading fluency</b>	<b>Post-test</b>	<b>Pre-test</b>
Z		-3.520 <sup>b</sup>
Asymp. Sig. (2-tailed)		.000

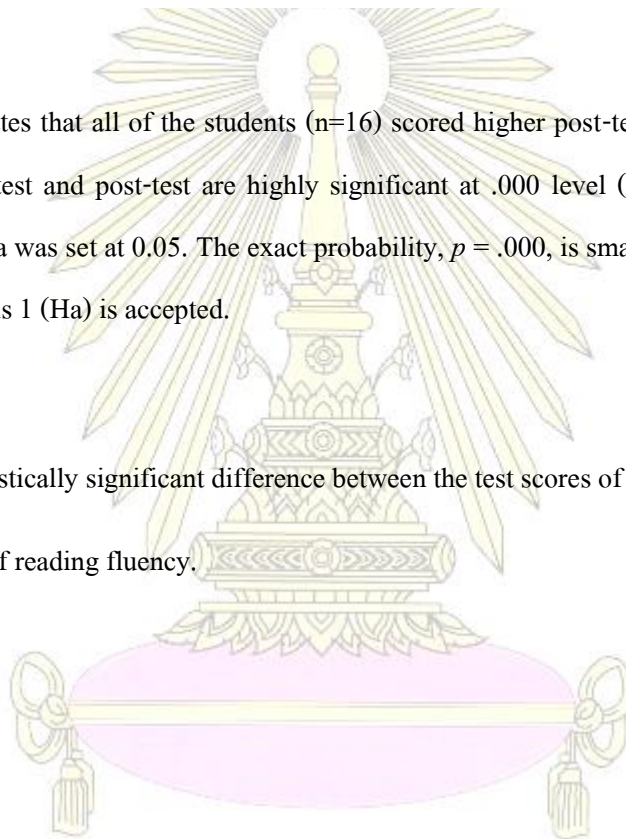
a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Table 4.2 demonstrates that all of the students (n=16) scored higher post-test score than the pre-test score. The pre-test and post-test are highly significant at .000 level ( $p < 0.05$ ), with a large effect size. The alpha was set at 0.05. The exact probability,  $p = .000$ , is smaller than alpha, so the alternative hypothesis 1 ( $H_a$ ) is accepted.

**Hypothesis 1**

( $H_a$ ): There is a statistically significant difference between the test scores of the pretest and posttest of reading fluency.





### ***Qualitative Results for Research Question 1***

The students reading log of 2<sup>nd</sup> and 11<sup>th</sup> week was collected to gather students reading fluency (i.e., number of words read per minute). This is to further back up the quantitative results gathered from tests.

**Table 4.3 Students reading fluency (number of words read per minute (WPM)).**

Week	Reading Fluency record (number of words read per minute)															Total	
	2 <sup>nd</sup>																
11 <sup>th</sup>	126	100	69	62	83	174	112	120	63	115	69	160	130	189	120	238	1930
	50	38	44	54	83	59	29	95	44	60	15	144	100	86	46	95	1042

**Note:** n=16

Table 4.3 shows student's fluency record of second and the eleventh week. Students recorded their reading speed (word read per minute) every after reading a book. It clearly depicts that student reading fluency improved as evidenced by the improved reading fluency scores in the eleventh week.



## 4.2 The Results of Research Question 2

### *Quantitative Results for Research Question 2*

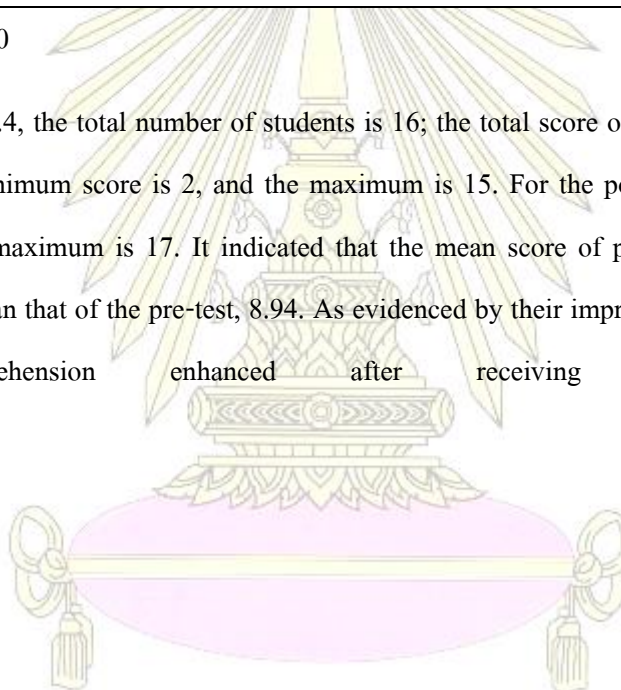
The section presents both the quantitative and the qualitative results of the research question 2.

**Table 4. 4 Descriptive Statistics of the overall English Reading Comprehension test score of all students**

Descriptive Statistics					
Reading comprehension	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	16	8.94	4.123	2	15
Posttest	16	11.69	3.911	4	17

Note: Total Score=20

As shown in table 4.4, the total number of students is 16; the total score of the test is 20 points. For pre-test, the minimum score is 2, and the maximum is 15. For the post-test, the minimum score is 4 and the maximum is 17. It indicated that the mean score of post-tests, 11.69 (S.D. =3.911) is higher than that of the pre-test, 8.94. As evidenced by their improved results, students' reading comprehension enhanced after receiving ER instructio



**Table 4. 5 Statistical difference between the reading comprehension pre-test and post-test scores of students using Wilcoxon signed ranks test.**

		<b>Ranks</b>		
<b>Reading Comprehension</b>		<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>
<b>Posttest</b>	Negative Ranks	2 <sup>a</sup>	5.25	10.50
<b>Pretest</b>	Positive Ranks	11 <sup>b</sup>	7.32	80.50
	Ties	3 <sup>c</sup>		
	Total	16		

Note:

a. Reading comprehension posttest < Reading comprehension pretest

b. Reading comprehension posttest > Reading comprehension pretest

c. Reading comprehension posttest = Reading comprehension pretest

<b>Test Statistics<sup>a</sup></b>	
Reading comprehension	posttest – pretest
Z	-2.457 <sup>b</sup>
Asymp. Sig. (2-tailed)	.014

Note:

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks

Table 4.5 demonstrates that 11 of the 16 students had a higher post-test score than the pre-test. The effect size was calculated using Wilcoxon signed rank test equation,  $r = Z/\sqrt{N}$  (Larson-Hall, 2015). The pre-test and post-test were significantly different at .014 level ( $p < 0.05$ ), with a large

effect size ( $r=-0.3$ ). The alpha was set at 0.05. The exact probability,  $p = .014$ , is smaller than alpha, so the alternative hypothesis 1 ( $H_a$ ) is accepted.

### **Hypothesis 2**

( $H_a$ ): There is a statistically significant difference between the test scores of the pretest and posttest of reading comprehension.

### ***Qualitative Results for Research Question 2***

The reading log responses were coded in accordance with Zucker et al. (2010) levels of abstraction, where Level 1 and level 2 were categorized under literal and level 3 and level 4 were categorized under inferential responses.

**Table 4. 6 Levels of Abstraction**

Levels of abstraction	Descriptions	Examples of participants responses from reading logs
Level 1: Matching Perception	Print or label items Find/notice things or make a printout Recognize noises Replicate a short statement or word. Count the number of objects	The book is about Rapunzel....
Level 2: Selective Analysis/Integration of Perception) Literal responses	Describe the story's actions, events, and scene. Act out/imitate the actions/scenes from the tale. Describe how objects/prints affect	Rapunzel is beautiful. She has long hair...

your perception. Recall data

Level 3: Reorder/Infer about Perception	Make an assumption from anything that isn't mentioned expressly in the text	My favorite character is Rapunzel because she is kind and beautiful.
	Deduce the character's point of view, intellect, and emotions.	I don't like the witch in
	Evaluate or appraise the non-perceptual properties of a group of objects, thoughts, or text.	the story because she is cruel and harms
	Compare and contrast things, characters, or printed material.	Rapunzel.
	Use more than one page to summarize/synthesize content.	
	Make a broad statement about what happened.	
	Make a text-to-life analogy or link.	
Level 4: Reasoning about Perception	Make predictions/hypotheses regarding future events/conditions.	I like to keep long hair like Rapunzel.
	Define the meaning of a term.	Things I learnt from the
	Define an object's or a print unit's function/purpose.	book....
	Describe the circumstances that lead to different results or a	Do not be rude to others.
		Be happy with what you have.

---

solution.

Determine the reason of the  
incidence.

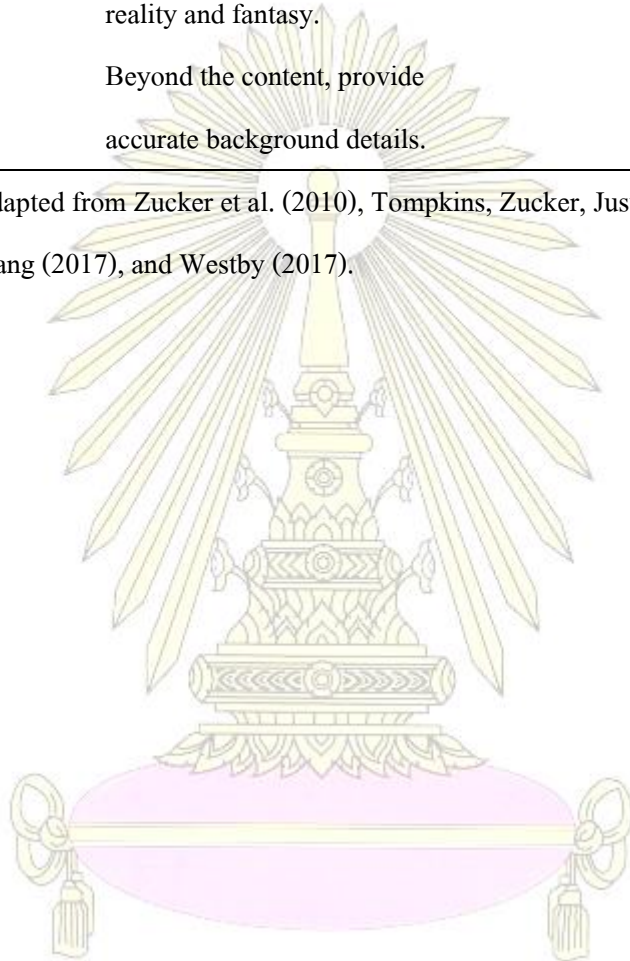
Determine if the impacts are  
implicit or explicit.

Recognize the difference between  
reality and fantasy.

Beyond the content, provide  
accurate background details.

---

Coding categories adapted from Zucker et al. (2010), Tompkins, Zucker, Justice, and Binici (2013), Chen and Liang (2017), and Westby (2017).

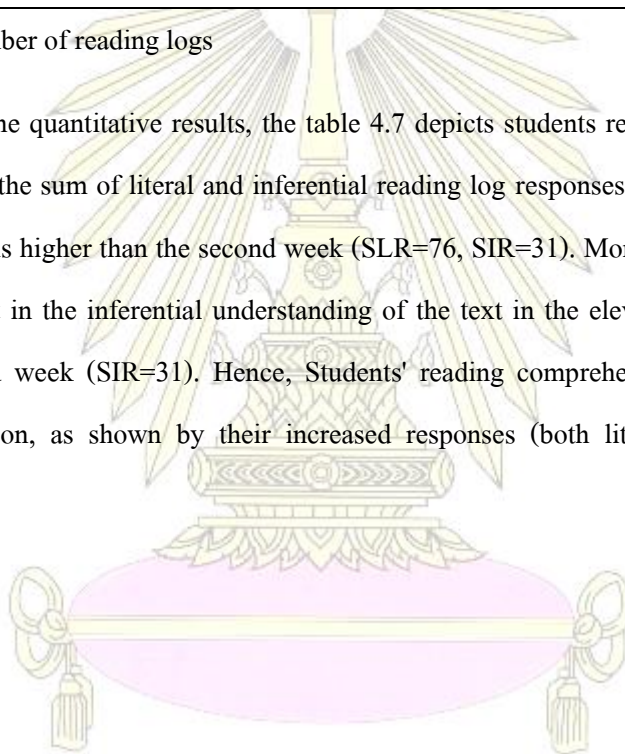


**Table 4. 7 Total number of tallied responses of the levels of comprehension from students reading logs**

		<b>Second Week</b>	<b>Eleventh Week</b>	<b>Second Week</b>	<b>Eleventh Week</b>
		<b>Literal responses</b>	<b>Literal responses</b>	<b>Inferential</b>	<b>Inferential</b>
		<b>(SLR)</b>	<b>(ELR)</b>	<b>responses (SIR)</b>	<b>responses (EIR)</b>
N	Valid	16	16	16	16
	Missing	0	0	0	0
Sum		76	78	31	70

Note: N = Total number of reading logs

To further support the quantitative results, the table 4.7 depicts students reading comprehension improvement, since the sum of literal and inferential reading log responses of the eleventh week (ELR=78, EIR=70) is higher than the second week (SLR=76, SIR=31). Moreover, there has been drastic improvement in the inferential understanding of the text in the eleventh week (EIR=70) compared to second week (SIR=31). Hence, Students' reading comprehension increased after getting ER instruction, as shown by their increased responses (both literal and inferential).





### 4.3 The results of Research Question 3

*Research Question 3-* Is there any relationship between reading fluency and reading comprehension?

**Table 4. 8 Correlations among the scores of reading fluency (RF) (number of words read per minute) and the reading comprehension (RC).**

Correlations			
		RC Posttest	RF Posttest
<b>RC Posttest</b>	Pearson Correlation	1	.400
	Sig. (2-tailed)		.125
	N	16	16
<b>RF Posttest</b>	Pearson Correlation	.400	1
	Sig. (2-tailed)	.125	
	N	16	16

The strength of the correlations was assessed using the criteria presented by Schober, Boer, and Schwarte (2018) as follows:

- 0 to 0.10 – Negligible correlation;
- 0.10 to 0.39 – weak correlation;
- 0.40 to 0.69 – moderate correlation;
- 0.70 to 0.89 - Strong correlation;
- 0.90 to 1.00 – Very strong correlation

Table 4.8 depicts that there is moderate positive correlation between reading fluency (WPM) scores and the reading comprehension scores. Since, there is a significant correlation ( $r=0.40$ ) it is confirmed that there is a positive relationship between reading fluency and reading comprehension.

#### 4.4 The Results of Research Question 4

**Research Question 4-** What are students' opinions towards Extensive reading instruction?

The total of 16 students were categorized into high, mid and low according to their reading comprehension post test scores. Then two participants from each group were selected for the interview. P5 and P6 are the interviewees from the high group. P3 and P4 represented from the mid. Likewise, P1 and P2 are from the low group.

The selected six students participated in the semi-structured interview to find out their opinions towards Extensive reading instruction. The following section shows the content analysis of five aspects of extensive reading instruction, a) reading material preferences, b) ways of book selection, c) choice of place for reading, and d) benefits of extensive reading instruction.

##### Reading Material Preferences

Almost all the participants preferred and enjoyed reading storybooks with pictures that are easy and interesting that were at par with the ten ER principles of (Bamford & Day, 2002). However, one student participant chose to read challenging books rather than easy ones, as per the following interview response:

*“I like to read story books having pictures that are challenging. I read hard books because I can practice reading new words.”* (P3).

Similarly, another participant stated as follows:

*“I choose books that are challenging. I don't read easy books.”* (P6).

Interestingly, one student participant showed his aversion of reading textbooks in the class.

*“I like to read story books with more pictures, and I don't like to read English/mathematics text books, because they are too hard to read.”* (P1)

To summarize, it was clear that children loved reading books that were easy, engaging, and full of illustrations. It did, however, highlight the need to provide a variety of enjoyable reading materials to fit children's varied reading levels.

### **Ways of Book Selection**

During the extensive reading instruction, the use of five finger rule of Padak and Rasinski (2007) has been taught to the students to choose books. Hence, all student participant chose books using the five-finger rule method, and further preferred choosing books on their own. However, a few others preferred reading books chosen by the teacher as shown below:

*“I like to read books chosen by the teachers because I always tend to choose books that are uninteresting.” (P3)*

Similarly, another participant preferred reading books chosen by the teacher.

*“I like to read books chosen by teacher and as well by me. However, I like teachers to choose book for me, since I don't know which books are enjoyable.” (P6)*

However, some of them chose books following their own ways, as shared by one of the participants as follows:

*“I choose books that are easier for me to read. I open a book and read whether I can read or not.” (P2)*

To sum up, students ways of book selection showed that most of the participants looked for easier books before they start reading the whole book, indicating students joy for reading easier books. It also showed the importance of teachers role in choosing books for the students.

### **Choice of Place for Reading**

The study by Nagashetti and Kenchakkanavar (2015) found that most of the student participants in their study preferred library as place for reading. Similarly, most of the student participants in this study prefer school for reading. However, two participants preferred home for reading. The participants shared their reasons for choosing school for pleasure reading as shown below:

*“I like to read books at school and also at home. However, I don’t like to read at home because my younger brothers disturb me when I read.” (P2)*

Similarly, another participant stated:

*“I like reading at school because at home I need to look after my sisters. But sometimes I do my homework and sometimes I read story books.” (P3)*

Nevertheless, two others (P5, P6) read mostly at home. They are the ones who were from the highest score group, and also read the highest number of books during the ER instruction. There responses are as follows:

*“I read books most of the time at home.” (P5)*

*“I read books most of the time at home. Because at home, I get a lot of time for myself.” (P6)*

These responses depict the importance of providing enough pleasure reading time at school, for some of the students had to fulfil job responsibilities at home. Such scenarios are common especially in rural areas of Bhutan, where students had to help their parents for daily living. Moreover, the school is the only place for reading and there are no other public or community library or book cafes.

### **Benefits of Extensive Reading Instruction**

All the participants shared immense benefits of extensive reading instruction in almost all the language proficiencies including reading motivation. Most importantly, one of the participants from the low score group mentioned the benefits of ER as follows:

*“Extensive reading improved me a lot. Before, I can’t read books well but now I can read a lot better. I can read well and also understand better now. I am motivated to read further and I will keep on reading.”* (P2)

Similarly, another participant further vowed to keep on reading:

*“After Extensive reading I can read faster and I can use new words while writing as well. I enjoy reading and motivated to read. I will read two books every week now on.”* (P6)

Since, English is used as a medium of instruction to learn all content related subjects understanding in English has become very essential (Biddha & Thinley, 2010). One of the student participants shared how ER helped her in other subjects as well:

*“Extensive reading also helped me progress in other subjects. It helped me improve both my reading fluency (reading speed) and as well as reading comprehension, that aided me to understand other subjects.”* (P4)

Overall, the responses revealed students’ positive attitude towards extensive reading, with reference to reading comprehension, reading fluency, writing, vocabulary, reading motivations, and as well as improvement in other content related subjects.

#### **4.5 Chapter Summary**

The findings from both quantitative and qualitative methods presented positive insights regarding the effects of extensive reading on reading comprehension and reading fluency after the extensive reading instruction. After 12 weeks of extensive reading instruction, there was a significant difference between the pre- and the post-test scores of reading comprehension. Moreover, the qualitative data gathered from reading logs also revealed an improvement in



reading comprehension after the extensive reading instruction. Hence, the findings proved extensive reading has a positive impact on fourth grade students reading comprehension.

Similarly, the reading fluency scores of the post-test also revealed drastic enhancement in fluency (number words read per minute) after the extensive reading instruction. Additionally, the qualitative data gathered from reading logs (2<sup>nd</sup> and 3<sup>rd</sup> week) also displayed drastic growth in reading fluency. Thus, the findings suggested that the extensive reading has a positive effect in enhancing fourth grade students reading fluency.

The third research question relooked if there is any relationship between reading fluency and reading comprehension. The Pearson correlation of the post-test scores of reading comprehension and reading fluency suggested a positive correlation at 0.400 between the two. Thus, it is confirmed that there is a low to moderate relationship between reading fluency and reading comprehension.

In conclusion, the overall findings of the current study suggest that extensive reading instruction is effective in enhancing both reading fluency and reading comprehension of Bhutanese fourth grade students. Furthermore, students also hold positive attitude towards extensive reading instruction. The following chapter would present the summary of the study, the discussion of the findings, implications and the limitation of the study, and the recommendations for the future research studies.



## Chapter V

### Discussion

#### 5.1 Summary of the Study

The study employed quasi-experimental mixed method design to investigate the effects of an extensive reading on reading comprehension and reading fluency of Bhutanese fourth grade students. The participants were 16 fourth-grade elementary students in one of the primary schools in rural Bhutan.

The researcher designed extensive reading instruction based on commonly accepted ten ER principles of (Bamford & Day, 1998), and Krashen's comprehension hypothesis and implicit learning are the leading theories behind extensive reading instruction.

There were four research instruments to gather the data, which were reading comprehension and reading fluency tests, reading logs and the semi-structured interview questions. The reading comprehension and fluency tests were administered before and after twelve weeks of extensive reading instruction. The reading log responses of 2<sup>nd</sup> and 11<sup>th</sup> weeks were also gathered. Finally, semi-structured interview was conducted at the end of the extensive reading instruction to find out students' opinion towards ER. The researcher constructed and validated all the research instruments for the implementation of an extensive reading instruction to enhance students reading comprehension and reading fluency. The six experts in the education field validated all the instruments. To further validate, the instruments were piloted with fourth grade students in one of the primary schools who were not in the sample group.

The extensive reading instruction lasted for 12 weeks. The researcher herself was the ER teacher and the students attended 50 minutes of ER class every twice a week. However, the ER timing (reading time) is extended beyond the classroom, during leisure time at school and home. The reading fluency and reading comprehension pretests were administered in the first week. The Extensive reading lasted from week 2 to week 11. The post-tests of reading fluency and reading comprehension was administered in the 12<sup>th</sup> week. The participants reading log responses of 2<sup>nd</sup>

and 11<sup>th</sup> week were also gathered. Finally, semi-structured interview was administered in the final week (12<sup>th</sup> week) to explore students' opinion towards extensive reading. The data gathered from tests (pre-test and post-test scores) compared the mean scores and the standard deviation. To find out the statistical differences, Wilcoxon sign rank was used to analyze the data. To further triangulate the statistical analysis, content coding was used to analyze data from reading log responses (2<sup>nd</sup> and 11<sup>th</sup> week) and semi-structured interviews.

## 5.2 Summary of the Findings

The study found out answers to the research questions in four aspects; English reading comprehension and reading fluency (number of words read per minute). The study also looked at if there is any relationship between reading fluency and reading comprehension, and also opinion towards extensive reading.

### *English reading comprehension and reading fluency*

There was a significant difference between the mean scores of pre-and the post tests. Further, the statistical findings also showed a noteworthy difference between the pre-and the post-tests. Additionally, the content coding of reading log responses showed a drastic improvement in the responses of 11<sup>th</sup> week compared to the reading log responses of 2<sup>nd</sup> week. Thus, both quantitative and the qualitative data revealed that extensive reading significantly improved fourth grade students reading comprehension, and reading fluency.

Further, the correlation between the post test scores of reading fluency and reading comprehension disclosed a moderate relationship between the two. Thus, there is a positive relationship between reading fluency, and reading comprehension.

The participants in the study also had a positive attitude towards extensive reading. However, participants varying preferences of reading materials and place of reading are to be discussed in the discussion section.

### 5.3 Discussion of the Findings

The purpose of the study was to investigate the effects of extensive reading on reading fluency and reading comprehension of Bhutanese fourth grade students. Secondly, it was to examine if there is any relationship between reading fluency and reading comprehension. Finally, it was also to find out students' opinion towards extensive reading. Consequently, the findings are going to be discussed on the following four aspects: 1) English reading comprehension, 2) Reading fluency, 3) Relationship between reading fluency and reading comprehension, and 4) students' opinion towards extensive reading instruction.

#### 5.3.1 English Reading Comprehension

The increase of the mean score in post-test and a statistical difference between the pre-test and post-test indicate student's improvement in reading comprehension that are consistent with the results of several other ER studies by (Al-Nafisah, 2015; Endris, 2018; Khansir & Bafandeh, 2014; Suk, 2017). However, these ER studies were mostly conducted in the higher secondary and university levels, the current study contributes to the knowledge of ER that extensive reading also has a positive impact on improving fourth-grade (elementary) students reading comprehension. Additionally, the qualitative analysis from the reading logs also depicted enhancement of students reading comprehension after the ER instruction. The English reading comprehension improves when exposed to large amount of comprehensible and easy reading materials. Bhutanese elementary grade students in rural setting may not get enough reading materials, time and reading programs for pleasure reading, that impedes reading comprehension, leading to failure in other content related subjects. The Ministry of Education (2014) found that students of rural areas performed poorly in reading and numeracy compared to students of urban areas, in Bhutan. Hence, improving reading comprehension has become a dire need for Bhutanese children, so as to ameliorate their academic performance generally. This is because the problems in reading comprehension adversely impact their accomplishments in all other aspects of the curriculum (Hughes-Hassell & Rodge, 2007). Thus, implementation of extensive reading programs can be a feasible solution to improve Bhutanese students English reading

comprehension.

### **5.3.2 Students Reading Fluency**

Likewise, students reading fluency (number of words read per minute) drastically improved after the extensive reading instruction as indicated by the greater mean score in the post-test and as well as due to statistically significant difference between the pre-and the post-tests. Furthermore, the qualitative data analysis from the reading logs also expressed sweeping progress in the 11th week, compared to the reading log of 2nd week. The results were in accordance with several recent ER studies of (Huffman, 2014; Park, 2017; Suk, 2017). However, most of this ER research has been done at the secondary and university levels, the study supplements that extensive reading can also assist fourth-grade (elementary) kids improve their reading fluency. Since, reading comprehension is positively correlated to reading fluency, as the theory of automaticity proposed by (LaBerge & Samuels, 1974) states that struggling readers need to put in additional effort just to decode visual text, in order to articulate it correctly, which leaves no mental room left over for concentrating on comprehension, which thus hinders reading comprehension. Additionally, as Nakanishi (2015) mentions, it is those whose reading is fluent and quick, and who cover more words in the text overall, comprehend better. Thus, reading fluency is one of the important reading skills that has to improve as well. To enhance Bhutanese students reading fluency, extensive reading can be a viable solution.

Nonetheless, the improvement of students reading comprehension and reading fluency was due to the following key factors:

#### **5.3.2.1 Adequate and Suitable Reading Materials**

The adequate number of reading materials that are suitable to their level and interest gave students the choice to read countless books that encouraged them to read more. The easy reading materials with a wide range of titles has given the students preferences to choose books regardless of their differing age, sex, learning backgrounds and ethnic groups (Prowse, 2002).

### 5.3.2.2 Low Anxiety Environment

The low anxiety environment catered towards comprehensible input, which according to Krashen is the key to developing a syllabus, ensuring that each learner receives some  $i + 1$ ' input that is appropriate for his or her present level of linguistic proficiency (Schütz, 2007). Further, the ER instruction was carried out without any grades, examination and follow-up exercises (Bamford & Day, 2002), that made participants relax and enjoy the books they liked. Students chose whatever books they liked to read and had the choice to leave if they don't like. The teacher became a facilitator, guide and a model reader, that encouraged participants to read more.

### 5.3.2.3 Encouraging Faster Reading Speed

Students were encouraged to read without using dictionary so not to disturb the smooth flow of the reading. As stated by Bamford and Day (2002) in most cases, reading speed is faster than slower. Demonstrating and asking students to read faster encouraged them to assess their own progress, and as well as record their reading speed (number of words read per minute) every after finishing a book. The participants chose more easy books using the five-finger rule of Padak and Rasinski (2007), that drastically enhanced students reading fluency by the end of ER instruction.

### 5.3.3 Relationship between Reading Fluency and Reading Comprehension

There is a moderate correlation between reading fluency (WPM) and the reading comprehension scores. It is confirmed that there is some positive relationship between reading fluency and reading comprehension with a significant correlation at ( $r = 0.40$ ). Hence, the present study further support Perfetti (1985), who stated that, due to working memory, readers who struggle with word recognition will have a harder time comprehending. That is, when a reader takes a lot of pauses, more working memory is required, which equals less comprehension (Álvarez-Cañizo et al., 2015). The authors also explained that, it's possible that the higher number of unnecessary pauses made by children with poor comprehension is attributable to a lack of decoding ability. Thus, reading fluency (wpm) is positively correlated to reading comprehension and the present



study is consistent with the studies of (Álvarez-Cañizo et al., 2015; Chafe, 1988; Miller & Schwanenflugel, 2006).

To sum up, the current study presents an information about the relationship between reading fluency (WPM) and reading comprehension, since fluency is one of the major problems encountered by the students. Thus, students who reads faster covers more words without any hiccups, the better understanding occurs.

#### **5.3.4 Student's Opinion towards Extensive Reading**

Data analysis from the semi-structure interviews showed that almost all the participants had positive opinions towards extensive reading instruction. From the interview, it was also found that students reading fluency and reading comprehension improved after the ER instruction. There were four aspects to be discussed based on the interview responses: 1) Reading material Preferences; 2) ways of selecting books; 3) choice of place for reading; 4) Benefits of extensive reading instruction.

Almost all the participants in the study preferred pictured books that are easy and enjoyable to read. Likewise, there were other few students who preferred little challenging books. Hence, it is well received that providing varieties of graded materials for students to read extensively is of paramount importance. As similarly discussed in the study of Chang and Renandya (2017) that the majority of L2 teachers would recommend their students read a variety of graded readers since it was seen to be more beneficial than reading materials from the same genre or authored by the same authors.

From the interview, it was noted that students well approved the use of five-finger rule. Since all of them used five-finger rules to choose their own choice of books. A five-finger rule can be presented to the students to allow them to pick their level of books autonomously (Padak & Rasinski, 2007). The participants mentioned that they like to read books chosen by themselves. A use of five finger rule lets students choose books that are easy and as well enjoyable. According to research, kids can read a page fast and with high levels of comprehension provided they know



around 98 percent of the words in it (Extensive Reading Foundation, 2011). Thus, accessibility of a variety of graded books is of utmost importance and should be prioritized before implementing any kind of reading activities or extensive reading instruction.

Most of the participants in the study prefer reading books at school to home. Some participants mentioned that they get disturbed while reading at home since they had to look after their younger brothers and sisters. While few others prefer home for reading and these students as well read the highest number of books during the ER instruction. However, the teachers and the school administrator must provide ample time at school for pleasure reading. So, students who don't have enough time to read at home can do so in school.

All the participants in the study showed positive and successful aspects of extensive reading. All the participants enjoy and like to read further. One of the participants promised herself that she would keep reading and would read two books every week. Likewise, another participant clearly explained that he is motivated and enjoys reading more after the extensive reading instruction though he usually doesn't read story books before. Hence, it clearly demonstrates that the reading motivation is enhanced after the extensive reading instruction. Such results were consistent with the results of (e.g. IMAMURA, 2020; Salameh, 2017; Sun, 2020). Similarly, the participants also shared their improvement in reading fluency (WPM) and reading comprehension. A participant stated that he could not read well before receiving extensive reading instruction but now he could read much better. Equally, others shared about the positive effects of ER in writing, vocabulary, and the progress in other English-related content subjects that are in align with the studies of (e.g. Arai, 2019; Liu & Zhang, 2018).

#### **5.4 Limitations**

First, the sample size was very small in the study and the participants were from a similar context, background, age, Education, and level of English language proficiency. Hence, the results cannot be generalized.

Second, the duration of extensive reading instruction is limited to just 12 weeks. The impact of ER language proficiencies like reading, writing, vocabulary gains, comprehension, grammar and as well speaking may not be perceived in a shorter period of time.

### **5.5 Implications**

The findings from the study suggest some implications. First, extensive reading has a positive effect on improving students reading fluency and reading comprehension. Thus, ER should be integrated into the curriculum as a reading course or as a stand-alone course. The school must strive for reading to learn rather than learn to read, which means students must enjoy reading rather than focusing on synthetic details that demotivate students to read. The school must have an open-access library with heaps of pleasurable graded readers for students to get access to the books whenever they like. The comprehensible materials would make students read more as suggested by Leung (2002), that if suitable reading materials are provided, learners motivation to read in L2 would be enhanced. Similarly, almost all the participants in the study were motivated as well to read further after an extensive reading instruction. The big issue in Bhutanese schools is that the reading is related to textbooks and passing tests (Shaw, 2005). Reading must not be associated with exams. Rather reading can be an enjoyable, recreational activity like any other activity such as playing games, watching movies, or cartoons, which would boost students' autonomy to read with little or no support at all.

Secondly, The ER teacher plays a critical role in successfully implementing extensive reading. The teacher herself must be an avid reader who shares what she reads, models reading, encourage and motivate students to read more. The teacher also needs to design a time, available resource (especially graded books), and place for reading at school, where students can fearlessly join the reading class anytime, exchange books, and read leisurely. The teacher must orient, introduce and engage students with enjoyable ER activities rather than grading or teaching-intensive reading strategies. However, the teacher can always encourage and familiarize ways to keep record of their progress of reading fluency and reading comprehension. For example, teacher can provide an uncomplicated reading log format where students can enjoyably record their reading speed,

and write few sentences about the books they read. So that student can see their development over the weeks of extensive reading. The reading logs are neither for grades nor assessments but just a record of their advancement

Thirdly, Extensive reading must be extended towards home, breaks and vacation as well. The implementation of ER just for a month or a semester is not sufficient. The timing must be prolonged for a year or two. The educators and teachers must not expect instant effects of ER on language proficiencies as that of intensive reading. As cautioned by W Grabe and Stoller (2002) that in a short amount of time, it's tough to see the benefits of extensive reading. Certain abilities/skills are likely to increase faster than others (Yamashita, 2008). Hence, for a successful impact, long-term ER implementation is required.

#### **5.5.1 Teacher Researchers Reflection**

As an extensive reading researcher with young kids, I have learned the importance of selecting appropriate resources for the students and allowing adequate time for them to pick and read in class. Unlike other times, students are hurried into performing things that help them achieve high scores in their examinations and tests, which does not promote pleasure reading. Also, the ultimate delight I encountered throughout the ER instruction was when students welcomed me with broad smiley faces. This kept me motivated in doing and following all the principles of extensive reading instruction. Indeed, it was a successful and enjoyable moment due to the following reasons.

The manner an ER instructor presents to the students is important. Students will not be inspired to accomplish anything if the instructor is only a teller and not an implementer. For example, during ER instruction, I being an avid reader, students imitated me and constantly raced for books that I read or discussed. Another factor is that when the teacher acts more like a friend, students discuss and express their opinions. Some of the participants, for example, explained why they are unable to read at home. If the ER instructor is aware of the students' issues, she may plan activities and teaching to meet their requirements. Similarly, during the ER instruction, students

shared they don't have enough time to read at home. As a result, I set aside a lot of time at school for pleasure reading. There was a time when the poorest reader developed a strong interest in reading and became so engrossed in it that he didn't hear the bell ring. This made me so content. Likewise, the student participants begged for the extension of extensive reading instruction for another month, which I had to decline due to the limited time of the research schedule. And I felt sorry but pleased that at least they enjoyed reading.

Despite students' positive responses towards extensive reading instruction, there were a few issues that needed to be addressed. The main challenge faced was finding an appropriate place for reading during the extensive reading instruction. The classrooms were congested and there was no appropriate room for reading. The scenario such as this is so very common in rural schools of Bhutan. Second, despite the availability of reading resources, it required a lot of time to categorize the books into appropriate levels. Nonetheless, overcoming the obstacles and implementing Extensive reading would undoubtedly motivate students to read, improving English reading skills.

### **5.6 Recommendation for Further Research**

According to the findings of the study, there are limitations and hence some recommendations are made as follows:

First, the sample size was very small in the study and the participants were from a similar context, background, age, Education, and level of English language proficiency. Hence, the results cannot be generalized. Therefore, a very large scale or whole school extensive reading instruction would better prove the positive effects of extensive reading on reading fluency, and reading comprehension of Bhutanese primary kids.

Second, the duration of extensive reading instruction is limited to just 12 weeks. The impact of ER language proficiencies like reading, writing, vocabulary gains, comprehension, grammar and as well speaking may not be perceived in a shorter period of time. Hence, a long-



term ER instruction must be initiated to observe the impacts of ER on other language proficiencies.

Third, this is Bhutan's first extensive reading research at the primary level of education. As a result, more study is necessary to investigate the effects of extensive reading at the secondary, primary, and higher levels of education in Bhutan. The positive impact from the studies would assist in building reading culture with a positive impact on the development of all the English language proficiencies and ultimately progressing in other English-related content subjects.



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## Appendices





**Appendix A: Reading Comprehension and Fluency: Pretest****SUBJECT: ENGLISH****TOTAL MARKS: 20 Marks****GRADE: FOUR****TIME: 50 MINUTES**

<b>Name:</b> _____	
<b>School: Taktse Primary School</b>	
<b>Gewog: Drakteng</b>	<b>Dzongkhag:</b>
<b>Trongsa</b>	

<p style="text-align: center;"><b>Points to Remember</b></p> <ol style="list-style-type: none"><li>1. <b>First</b> write your name in the space provided.</li><li>2. Read the questions <b>carefully</b>. You must answer all questions.</li><li>3. Write your answers to each question in the <b>given space</b>.</li><li>4. <b>Do not</b> write in the first <b>15 minutes</b>. This time is to be spent on <b>reading the questions</b>.</li><li>5. You have <b>35 minutes</b> to finish the test. Make good use of the given time.</li><li>6. You are <b>allowed</b> to ask your teacher to read or explain any question.</li></ol>
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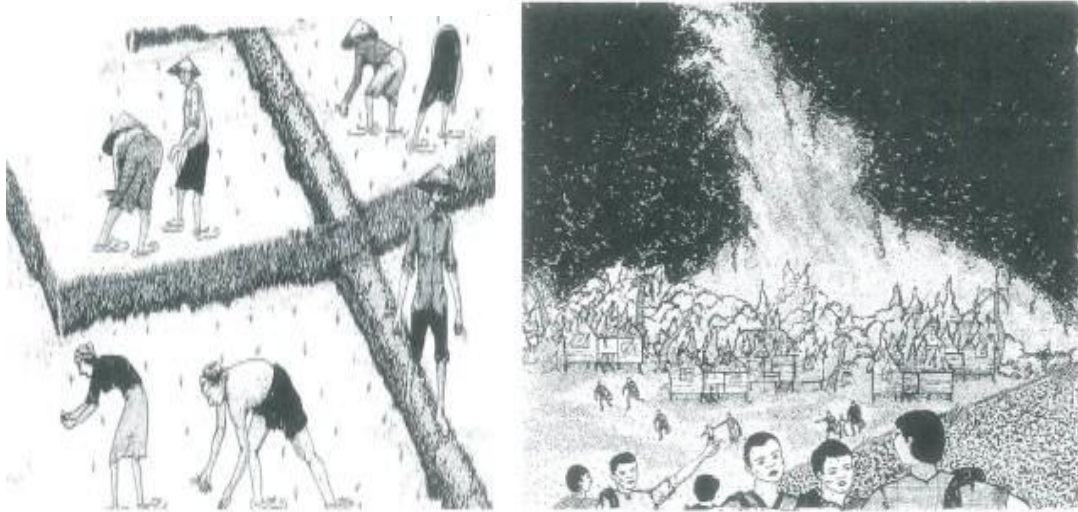
### Part 1: Long story (1-10)

**Direction: Read the story as fast as you can for one minute, when the timer beeps, stop and circle the last word that you have read.**

Fire on the Mountain

Chapter 1: Sugeng Loses his Home

Indonesia is a beautiful country. It has many islands. It is a hot country.



*Fire on Mountains -chapter 1*

Most people live on the island of Java. Java is a rich island. But too many people live there and life is not easy. His name was Sugeng. 'Sugeng' means 'happy' or 'safe', but Sugeng's life was not always happy or safe. There were many people in Sugeng's family. He had five brothers and four sisters. But one of his sisters died when she was only two months old. One of his brothers died when he fell from a tree.

Sugeng's family lived near a mountain. This was a dangerous place because sometimes fire and rocks came down from the mountain. But the land was good and there was a lot of water.

Sugeng was happy on the farm. He had a lot of work to do, but he liked his work. Because he was small and strong, he climbed coconut trees to get the coconuts. He took the cows to the river to

wash them. Sugeng liked the river very much. He rode on the back of one of his cows and swam in the river with them.

One night, just after the family went to bed, Sugeng heard a loud noise. It was like the noise of thunder before the rain comes. But there was no wind. The noise came again. This time it was louder. Then his father cried, 'It's the mountain. Quick. Run to the river.' Sugeng ran outside. In the dark he could see the mountain. A river of fire was moving down the side of the mountain. Sugeng could hear the rolling sound of the rocks when they came down the mountain. He could hear the noise of the trees as the fire burnt them.

All his family were watching. Sugeng's father said, 'Get some things from the house. We can't stay here. The fire will be here soon.' Sugeng ran to the house again. He put on his clothes. There was a lot of noise outside by now. People ran about and called to each other. It was very dark. Sugeng felt afraid. He looked for his mother and father, but there was no one in the house. He went outside and called, 'Father! Mother!' But no one heard him. Sugeng started to run. Many people ran down the side of the mountain, away from the river of fire. Sugeng became more afraid. He could not see the road. He just ran. Several times he fell. When he was tired, he stopped. He could run no more. He lay down near a banana tree and he went to sleep.

Adopted from <http://aj3000.com/wp/free-graded-readers/fire-on-the-mountain-chapter-1/>

**A. Fill up the blanks with appropriate words from the text (1-5)**

Indonesia is a (1) \_\_\_\_\_ country. It has many (2) \_\_\_\_\_. Sugeng and family lived near a (3) \_\_\_\_\_. The place was (4) \_\_\_\_\_ because sometimes fires and rocks came down from the mountain. Sugeng climbed on the coconut trees and rode on the back of the (5) \_\_\_\_\_ and swam with them in the river.

**B. Choose and circle the most correct answer from the four possible choices given. (6-**

**10)**

6. The river in the village was clean and clear.

- A. true                      C. false  
B. may be                  D. don't know

7. Do you think Sugeng loved animals?

- A. maybe                      C. no  
B. don't know                D. yes

8. Sugeng was a happy boy because \_\_\_\_\_

- A. he sleeps a lot              C. he likes to work and play in the farm  
B. he fights every time      D. he does not listen to his family

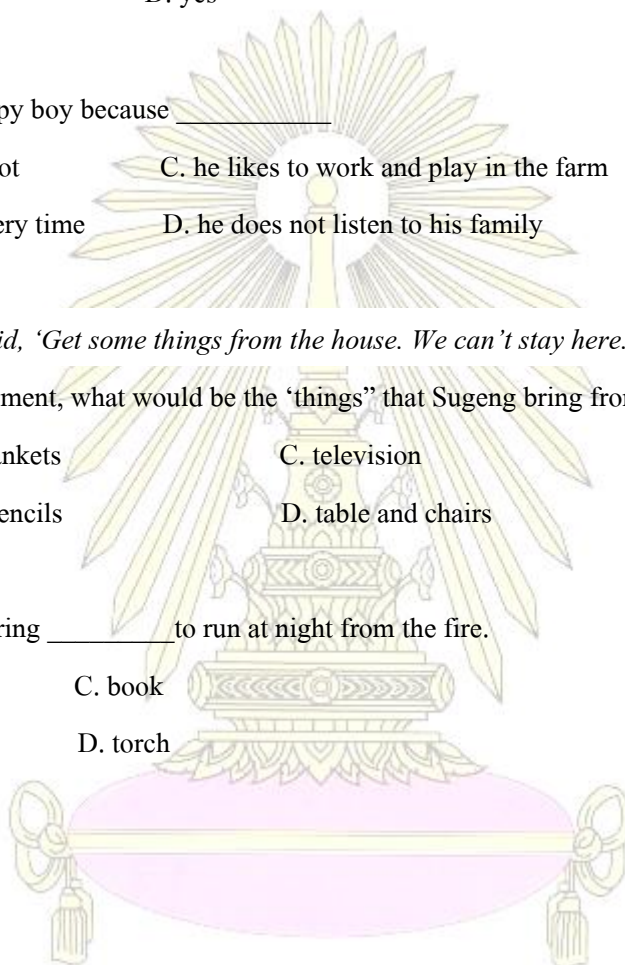
9. *Sugeng's father said, 'Get some things from the house. We can't stay here.*

From the above statement, what would be the 'things' that Sugeng bring from the house?

- A. food and blankets              C. television  
B. books and pencils              D. table and chairs

10. Sugeng should bring \_\_\_\_\_ to run at night from the fire.

- A. plates                      C. book  
B. pencil                      D. torch




**Part 2: Short passage (11-15)**

**Direction: Read the small passage below carefully. Circle the most correct answer from the four possible choices given.**

### A Visit from a Dentist

**Today a dentist came to visit our classroom. He was there to teach us how to take care of our teeth. The dentist gave us all new toothbrushes, toothpaste, and dental floss! He was nice!**



- Brush twice a day
- Floss once a day
- Visit the dentist twice a year

Adapted from <https://www.pinterest.com/pin/560909328588856337/>

11. Who came to the class?
 

A. teacher	C. student
B. parents	D. dentist
  
12. The Dentist talked about taking care of our \_\_\_\_\_.
 

A. books	C. body
B. teeth	D. classroom
  
13. When do we need to brush our teeth?
 

A. after eating food	C. after going to toilet
B. after talking	D. after reading
  
14. Which food you should **not** eat to keep your teeth clean?
 

A. fruits	C. meat
B. vegetables	D. Sugary sweets
  
15. The dentist gave them \_\_\_\_\_ toothbrushes, toothpaste and dental floss.
 

A. many	C. old
---------	--------



- B. new          D. cute

### Part 3: Story (16-20)

**Direction: Read the short story below carefully. Choose and circle the appropriate answer from the four possible choices given.**



#### The Sick Lion and the Fox

Once there was an old and weak Lion, who was not able to find food for himself by hunting. He returned to his den, and lied down there. He pretended to be sick and called for friends. The animals expressed their sorrow, and came one by one to his den. After many of the animals disappeared, the Fox had an idea.

Adapted from

<https://stock.adobe.com/th/search?k=%22sick+lion%22>

So, he went himself to the Lion. He stood on the outside of the cave. He asked, "How are you Lion?" "I am very sick. Come inside and talk to me" replied the Lion." "No, thank you," said the Fox. "I can see that there are many foot prints of my friends in your cave, but I don't see them come back home. So, I am not coming in." The fox ran away.

16. The lion was not able to hunt because \_\_\_\_\_.

- A. he was lazy      C. he was weak and old  
B. he was sick      D. he was not hungry

17. Find the similar meaning of the word **Den** from the story?

- A. house          C. forest  
B. cave          D. home

18. The Lion was old but clever.

- A. don't know    C. no  
B. not sure      D. yes

19. Why do you think the animals disappeared?

- A. The lion killed them    C. The fox killed them  
B. They ran away.        D. They were hiding

20. Why did the fox run away?

- A. He loves running                      C. He needs to meet his friend  
B. He didn't want the Lion to eat him.    D. He has seen his friend running



**Appendix B: Reading Comprehension and Fluency: Posttest****SUBJECT: ENGLISH****TOTAL MARKS: 20 Marks****GRADE: FOUR****TIME: 50 MINUTES**

<b>Name:</b> _____	
<b>School: Taktse Primary School</b>	
<b>Gewog: Drakteng</b>	<b>Dzongkhag:</b>
<b>Tranosa</b>	

<p style="text-align: center;"><b>Points to Remember</b></p> <ol style="list-style-type: none"><li>1. <b>First</b> write your name in the space provided.</li><li>2. Read the questions <b>carefully</b>. You must answer all questions.</li><li>3. Write your answers to each question in the <b>given space</b>.</li><li>4. <b>Do not</b> write in the first <b>15 minutes</b>. This time is to be spent on <b>reading the questions</b>.</li><li>5. You have <b>35 minutes</b> to finish the test. Make good use of the given time.</li><li>6. You are <b>allowed</b> to ask your teacher to read or explain any question.</li></ol>
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**Part 1: Long story (1-10) Direction: Read the story as fast as you can for one minute, when the timer beeps, stop and circle the last word that you have read.**

**Chapter 2: Sugeng Goes to Town**



He woke up when the sun came up. He felt cold and hungry. He looked around him. Not far away there was a house. He looked at the mountain. He could still hear the noise of the mountain and he could see the fire. He could not go back there. It was too dangerous.

Sugeng walked to the house. It was quiet. He called, but there was no answer. The door was open. Sugeng looked inside. He could not see anyone. ‘Perhaps the people have ran from the fire too,’ he thought. Sugeng had a drink and he took some bananas. He started to walk.

He came to a town as night fell. This was Sugeng’s first time in a town like this. The town was not big, but it seemed big to Sugeng. At first, he did not feel afraid. He liked the many lights and the noise of the town. In some of the shop music played loudly. Along the street people sold many different things, fruit, clothes, cups, glasses, and food. When Sugeng saw the food, he felt hungry. But he had no money. He stood near one of the food-sellers. She was an old woman. The rice and other food were in big black pots in front of her. Sugeng stood and looked at the food. The old woman saw him. ‘What do you want?’ she said. ‘I’m hungry.’ ‘Do you have any money?’ ‘No,’ Sugeng answered. ‘Where do you come from?’ ‘My home is near the mountain. I had to leave because the mountain was angry.’ ‘Where are your mother and father?’ ‘I don’t know. Perhaps they are dead.’ Sugeng began to cry. ‘Here, sit down by me,’ said the old woman.

She took a clean piece of banana leaf. She put some rice on it and then some other food. 'Eat this!' she said. Sugeng ate hungrily.

Sugeng sat and ate his food. The seller was busy with other people. Then she took her pots. She put them on her back and she left. All the other sellers left too. It was late. The streets were quiet. Some people lay down in front of closed shop doors. They were going to sleep.

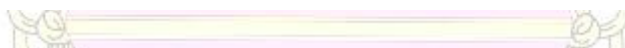
Sugeng felt tired. He found a place and lay down. Sugeng went to sleep quickly. In his village he sometimes slept outside when the night was warm. Sugeng woke when the sun came up. He was hungry and dirty. There was nowhere to wash. He went to look for his friend, the food-seller. She was not there. He walked slowly about. The street became busier. People on bicycles passed on their way to work. No one looked at Sugeng. Shops opened. People cleaned in front of their shops. When Sugeng stopped to look in one of the shops, the shopkeeper told him to go away. Sugeng walked on. He felt hungrier.

Adopted from <http://aj3000.com/wp/free-graded-readers/>

fire-on-the-mountains-chapter-2/



**A. Fill up the blanks with appropriate words from the text (1-5)**



Sugeng woke up and went towards the (1) \_\_\_\_\_. The door was (2) \_\_\_\_\_. Sugeng looked (3) \_\_\_\_\_ but there was no one. He (4) \_\_\_\_\_ water and ate some (5) \_\_\_\_\_.

**B. Choose and circle the most correct answer from the four possible choices given. (6-10)**

6. Sugeng woke up in the morning.

- |           |               |
|-----------|---------------|
| A. true   | C. false      |
| B. may be | D. don't know |




7. Do you think Sugeng loved town?
- A. maybe                      C. Yes  
B. don't know                D. No
8. Sugeng was hungry because \_\_\_\_\_
- A. he sleeps a lot              C. he ran to the town to save himself from the fire  
B. he fights every time      D. he does not listen to his family
9. 'I don't know. Perhaps **they** are dead.' Sugeng began to cry.  
From the above statement, who is Sugeng referring to as **they**?
- A. Father and mother              C. uncle  
B. Brother                              D. sister
10. Sugeng went look for his friend the food seller because \_\_\_\_\_.
- A. He wanted to tell her about town.      C. he wanted to play with her.  
B. He wanted to go for a walk with her.    D. He was hungry and wanted to eat

**Part 2: Passage (11-15)**

**Direction: Read the text below. Choose and circle an appropriate answer from the four possible choices given.**

**Planting Seeds**

**Nina wants to grow a tomato plant. First, she digs a hole in the dirt. Next, Nina puts some seeds in the hole. Then she covers the seeds with dirt. Nina hopes that her tomato plant will grow soon!**



Adopted from <https://www.pinterest.com/pin/AReI4S7hfhZ37GTakZfV1QW1-UF3sfg5CL3XnPPaupvdeVGcR7jcUfhoKVah6SG-3kbOr0BUANANNsPWgLhG3JU/>

1. What does Nina want to grow?

- A. turnip      C. potato  
B. carrot      D. tomato

2. She puts the seeds in a \_\_\_\_\_.

- A. cup      C. pocket  
B. hole      D. bag

3. What do plants need to grow nicely?

- A. Water and sun      C. only water  
B. only sun      D. only soil

4. What tool do you need to dig a hole?

- A. scissors      C. hammer  
B. axe      D. spade

5. Nina covers the seeds with a \_\_\_\_\_.

- A. paper      C. plastic  
B. dirt      D. leaves



### Part 3: Story (16-20)

**Direction: Read the story below carefully. Choose and circle the appropriate answer from the four possible choices given.**



### The Sick Lion

Once there was a Lion. He had a very bad stomach problem. All the doctors in the forest visited him. The Zebra shouted ‘What bad breath you have, your majesty!’. The lion got angry. So, he killed the zebra.

The Hyena got frightened after seeing a dead zebra. And the Hyena said ‘What a pleasant smell!’ ‘What a pleasant smell!’ said the hyena, who had seen what had happened to the zebra.

Adapted from

<https://www.moralstories.org/li-on-clever-fox/>

‘Do you think I’m stupid?’ roared the angry lion. The Lion killed the hyena as well. He turned to the Fox and asked “What do you think?”. The fox replied, ‘your majesty, my nose is completely blocked with a cold. I cannot smell anything’.

Adapted from <http://www.english-for-students.com/The-Sick-Lion.html>

16. The lion had a bad breath because of \_\_\_\_\_.

- |                  |                    |
|------------------|--------------------|
| A. mouth problem | C. stomach problem |
| B. eye problem   | D. ear problem     |

17. Find the similar meaning of the word **good** from the story?

- |             |            |
|-------------|------------|
| A. annoyed  | C. blocked |
| B. pleasant | D. stupid  |

18. Was the Lion sick?

- |               |        |
|---------------|--------|
| A. don't know | C. No  |
| B. Not sure   | D. yes |

19. How many animal doctors were there in the story?

- A. three                      C. one  
B. two.                        D. four

20. who was the clever character in the story?

- A. Lion                        C. Zebra  
B. Fox                         D. Hyena



### Appendix C: Reading Log



**Reading Log**  
**Extensive Reading**  
**Grade Level: IV**



**Book Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Reading Speed** \_\_\_\_\_ **Reading Log number** \_\_\_\_\_  
 (No. of words read per minute)

1. The book is about \_\_\_\_\_  
 \_\_\_\_\_



2. My favorite (character/place/thing/event) in this book is \_\_\_\_\_  
 because \_\_\_\_\_  
 \_\_\_\_\_



3. I don't like (character/place/things/event) \_\_\_\_\_ in this book  
 because \_\_\_\_\_

4. I can relate (character/place/things/event) to my life because  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



5. Three things I learnt are \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





### Appendix D: Extensive Reading Semi-Structured Interview Questions

**Direction:** Use the following questions to find out students' opinion about Extensive reading. The questions can be rephrased and asked again if the interviewee does not understand the question.

The interviewer used her gestures and real objects in asking the questions.

Use and show various levels and varieties of books, let students see, open, touch the books, and then ask them the following questions.

1. What type of books you like to read? ལྷོད་ཀྱི་སྐྱུག་དེབ་ ག་ཅི་བརྒྱུམ་སྐྱུག་ནི་དགའ།?

A. Stories with pictures, comics

B. Text books (science, English, mathematics)

2. How do you choose your books to read?

3. Do you like to choose your own books or like to read books chosen by teachers? Why? ལྷོད་རའི་གདམ་ཁ་རྒྱབ་པའི་སྐྱུག་དེབ་དང་སློབ་དཔོན་གྱིས་གདམ་ཁ་རྒྱབ་པའི་སྐྱུག་དེབ་གཉིས་ལས་ག་དགའ་བས།? ག་ཅི་འབད།?

4. After you finish reading a book, do you like to read another new book? ལྱག་དེབ་གཅིག་སྐྱུག་སྐྱུག་ཚར་ཞིན་ལས་སྐྱུག་དེབ་གཞན་སྐྱུག་ནི་སློབ་འབྲུང་མས་ག་?

5. Where do you read books most of the time? ལྷོད་ཀྱི་སྐྱུག་དེབ་ མང་ཤོས་རང་ག་ཏེ་སྐྱུག་ནི་ཡོད།?

6. Where do you like to read books most of the time?

7. Do you like to read very easy books or little challenging books?

8. After the extensive reading instruction, do you think you will keep on reading? རྒྱ་ཆེ་བའི་སློབ་ཚན་སྦྱོང་བ་འབད་བའི་ཤུལ་ ལྷོད་ དུས་རྒྱུན་སྐྱུག་མི་འབད་ཚུགས་ག།?

9. what are the benefits of extensive reading? རྒྱ་ཆེ་བའི་སློབ་ཚན་སྦྱོང་བ་འདི་གི་ ལས་ཕན་ག་ཅི་རང་འདུག།?

10. Are you motivated to read more? Do you enjoy reading now?

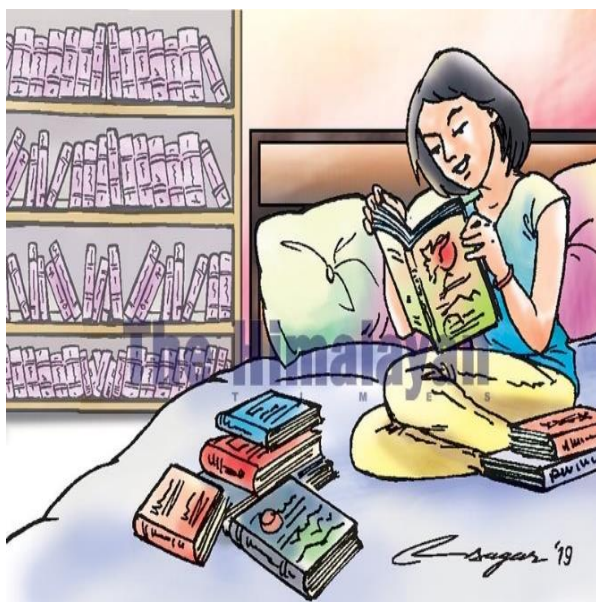
### Appendix E: ER Sample Lessons

#### Extensive reading Sample lesson plan 1

<b>Week 2</b>		
<b>Lesson: 1</b>		
<b>Class size: 16</b>		
<b>Course:</b> Extensive Reading course		<b>Time:</b> 50 minutes
<b>Grade level:</b> 4 <sup>th</sup>		<b>Topic:</b> Getting acquainted with ER
<b>Objective:</b>		
Students will be able to;		
<ul style="list-style-type: none"> <li>✓ explain Extensive reading and its importance.</li> <li>✓ express opinion about the differences between IR and ER.</li> </ul>		
Time	Procedure	Materials
<b>5 mins</b> <b>Warm up</b>	<p>Let students first think and list down the answers to the questions asked. Ask following questions and let students jot down their responses individually on a sticky note provided;</p> <ul style="list-style-type: none"> <li>● Do you read books?</li> <li>● What type of book do you read?</li> <li>● Do you enjoy reading?</li> </ul> <p>Finally let them share their listed answers to the whole class.</p>	Sticky note Pencils
<b>15 mins</b> <b>ER activity</b>	<ol style="list-style-type: none"> <li>1. Provide two pictures (one depicting ER and the other depicting IR) to the students in groups of four.</li> <li>2. Ask Students to prepare 5 minutes presentation to talk about the differences between ER and IR.</li> <li>3. Students can refer the group assessment checklist for preparation of their presentation.</li> <li>4. Let students in groups study the pictures</li> </ol>	Pictures 1 & 2 Charts Marker pens

	<p>carefully and list down the characteristics of both ER and IR on the chart for presentation.</p> <p>5. Let them also find and give reason which picture they like the most and why.</p> <p><b>Monitoring:</b> Move around and assist the groups to identify the differences between the two pictures.</p>	
<b>20 mins Presentation</b>	<ol style="list-style-type: none"> <li>1. Let students present their work to the whole class. The other groups would assess their friend's presentation using the assessment checklist.</li> <li>2. After that, other students provide feedback and comments to the presentation.</li> <li>3. Add the points that are missed.</li> </ol>	Group assessment checklist
<b>10 mins Explanation</b>	<ul style="list-style-type: none"> <li>● Explain about extensive reading in detail, using two pictures depicting ER and IR.</li> <li>● Then inform the students about ER plan, book record format and the details of the best reader award.</li> <li>● The student who reads the highest number of books at the end of the course will be given the best reader award.</li> </ul>	Photos pictures

**Pictures depicting ER and IR**



Picture 1 (Neupane, 2019)

Picture 2 (i3-Technologies, 2014)

### Group Assessment checklist

Students can use the following checklist to prepare for their presentation and as well use it to grade their friend's presentation later.

Sl.no	Statements	Yes	No
-------	------------	-----	----



1.	The two pictures are different.		
2.	There are more than five differences in the pictures.		
3.	There are many books in Picture 2.		
4.	The girl in picture 1 is really happy.		
5.	The students are sleeping in Picture 2.		
6.	The students are not reading in Picture 2.		
7.	The girl is angry in Picture 1.		
8.	The students are very happy in Picture 2.		
9.	We love to be in Picture 2		
10.	We love to be the girl in Picture 1		
11.	Picture 1 is showing extensive reading		
12.	Picture 2 is showing intensive reading		

### Extensive reading sample lesson plan 2

<b>Week 2</b>	
<b>Lesson: 2</b>	<b>Class size: 16</b>
<b>Course:</b> Extensive Reading course	<b>Time: 50 minutes</b>
<b>Grade level:</b> 4 <sup>th</sup>	<b>Topic:</b> Meaning of color codes and book borrowing system
<b>Objective:</b>	

<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>✓ tell the meaning of each color codes that represents various levels of books</li> <li>✓ borrow and change books freely whenever they want to</li> </ul>		
<b>Time</b>	<b>Procedure</b>	<b>Materials</b>
<p><b>5 mins</b></p> <p><b>Prior Experiences</b></p>	<ul style="list-style-type: none"> <li>● Recapitulate student's prior knowledge by asking following questions;</li> <li>● Do you visit your school library?</li> <li>● Do you choose your own books?</li> <li>● How do you select your book?</li> </ul>	
<p><b>10mins</b></p> <p><b>Color orientation</b></p>	<ul style="list-style-type: none"> <li>● Show various color taped books. Particularly let them see the color taped on the spine of the book.</li> <li>● Explain the meaning of each color codes. For example; the yellow color taped book is for level 1, the blue is for level 2 and so forth.</li> </ul>	<p>Real books with color taped on the part of the spine of the books.</p>
<p><b>30 mins</b></p> <p><b>Game</b></p>	<ul style="list-style-type: none"> <li>● Divide the students in to pairs.</li> <li>● Provide them with the peer checklist form.</li> <li>● The pairs play a game.</li> <li>● It is to choose the right level of book correctly upon hearing the levels from his friend.</li> </ul> <p>For example;</p> <ul style="list-style-type: none"> <li>● Student A instructs "choose level 1" then student B select a book correctly by looking at the color taped on the spine of the book.</li> <li>● If it is correct then B gets 1 point and if chosen wrong color, B doesn't score any.</li> <li>● The game will go on until both the pair gets an equal opportunity to select the books.</li> <li>● The student who scores the highest is the</li> </ul>	<p>Real books with color taped on the part of spine of the books</p> <p>Peer checklist form</p>




### Extensive reading sample lesson 3

<b>Week 3</b>		
<b>Lesson: 3</b>		<b>Class size: 16</b>
<b>Course:</b> Extensive Reading course		<b>Time:</b> 50 minutes
<b>Grade level:</b> 4 <sup>th</sup>		<b>Topic:</b> Whole class reading
<b>Objective:</b>		
Students will be able to;		
<ul style="list-style-type: none"> <li>✓ read the book pleurably and quickly</li> <li>✓ grasp the notion of an extensive reading</li> </ul>		
<b>Time</b>	<b>Procedure</b>	<b>Materials</b>
<b>10 mins</b> <b>Before</b> <b>Reading</b>	<ul style="list-style-type: none"> <li>● Choose a very easy book that even the weakest student in the class can read.</li> <li>● The multiple copies of the same book must be made available for all, at least one for a pair.</li> <li>● Talk about the book together with the whole class before whole class reading.</li> <li>● Show the cover of the book and let students predict about the book.</li> <li>● Let them predict about the characters, places and events by looking at the pictures on the cover of the book.</li> </ul>	Easy book
<b>30 mins</b> <b>Reading</b>	<ul style="list-style-type: none"> <li>● Now, distribute the books to the students. Let them read the first few pages silently.</li> <li>● After they finish reading the first few pages, students discuss the questions written on the board, such as ‘who are the characters?’ ‘Where does the story take place?’ ‘What is happening?’ etc. and let them share to the whole class.</li> <li>● After that student again continue reading the book silently.</li> </ul>	Easy books

<p><b>10 mins</b></p> <p><b>After reading</b></p>	<ul style="list-style-type: none"> <li>✓ Ask students whether they enjoyed reading book or not.</li> <li>✓ Let them discuss the following question in ‘number heads together’</li> <li>● How is ER different from their traditional way of reading in the school?</li> <li>● Explain to them that reading such books is not to learn grammar but to practice reading fast.</li> <li>● Inform them that they were able to read the book fast because the book is easy. So, ascertain that they need to choose easy and interesting books to read.</li> <li>● Tell them that EASY, FUN and FAST are the beauties of ER.</li> <li>● Provide students with the printed format of book record form for them to record the books that they have read.</li> <li>● Inform them they always need to bring reading record book to the ER class every time. So that they can record the book right after they finish reading.</li> </ul>	<p>Reading log</p>
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#### Extensive reading Sample lesson 4

<p><b>Week 3</b></p>		
<p><b>Lesson: 4</b></p> <p><b>Course:</b> Extensive Reading course</p> <p><b>Grade level:</b> 4<sup>th</sup></p>		<p><b>Class size: 16</b></p> <p><b>Time:</b> 50 minutes</p> <p><b>Topic:</b> Self-Selected reading: Five Finger Rule</p>
<p><b>Objective:</b></p> <p>Students will be able to;</p> <ul style="list-style-type: none"> <li>● select books on their own level of competency through Five Finger Rules.</li> <li>● read the selected book silently and enjoyably for a longer period of time.</li> </ul>		
<p><b>Time</b></p>	<p><b>Procedure</b></p>	



		<b>Materials</b>
<b>10 mins</b> <b>Lesson</b> <b>Introduction</b> <b>Demonstration</b>	<ul style="list-style-type: none"> <li>● Ask students how can you select easy books?</li> <li>● First show them the video to select a book using a finger rule. Explain the process along with it.</li> </ul> <p>✓ Video link: <a href="https://youtu.be/f987Qq7mOg4">https://youtu.be/f987Qq7mOg4</a></p> <ul style="list-style-type: none"> <li>● Explain the five-finger rule to the students with demonstration as follows;</li> <li>● Pick up a book and open it.</li> <li>● Read aloud to the students.</li> <li>● Then hold up a finger for each unknown word that you do not understand.</li> <li>● Tell them that two to three fingers indicate the book is appropriate for your level.</li> <li>● Four fingers indicate, it may be difficult.</li> <li>● Finally, more than five fingers indicate the book should be left for now and choose another easier book.</li> <li>● Demonstrate until you get the right book for yourself.</li> </ul>	Graded books  Five Finger Rule Video
<b>10 mins</b> <b>Choosing of a book</b>	<ul style="list-style-type: none"> <li>✓ Now let students go and choose books as per the five-finger rule.</li> <li>✓ Monitor and help students to do the activity until everyone can follow.</li> </ul>	Graded books
<b>25mins</b> SSR	<b>SSR (Sustained Silent Reading)</b> <ul style="list-style-type: none"> <li>● Let students read their chosen book silently and encourage them to change their books when they finish reading, following the Five-Finger Rule procedure throughout.</li> </ul>	Graded books
<b>5 mins</b>	<ul style="list-style-type: none"> <li>● Ask students to record the books that they have read in</li> </ul>	Reading

	their reading record book. Assist students to record.	log
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### Extensive Reading Sample Lesson 5

<b>Week 4</b>		
<p><b>Lesson:</b> 7 <span style="float: right;"><b>Class size:</b> 16</span></p> <p><b>Course:</b> Extensive Reading course <span style="float: right;"><b>Time:</b> 50 minutes</span></p> <p><b>Grade level:</b> 4<sup>th</sup> <span style="float: right;"><b>Topic:</b> Story telling sticks</span></p> <p><b>Objective:</b></p> <p>Students will be able to;</p> <ul style="list-style-type: none"> <li>● tell a story using the sticks about the book that they have read.</li> <li>● read the selected book silently and enjoyably for longer period of time.</li> </ul>		
Time	Procedure	Materials
<b>7 mins</b>  <b>Story telling</b>	<ul style="list-style-type: none"> <li>● Tell a story to the students using the toothpicks.</li> <li>● The toothpicks are actually “story telling sticks”.</li> <li>● Model the activity by telling a story that you read recently using the toothpicks to represent people, animals, places and other things of the story.</li> <li>● Inform them that they will first choose a book and read silently and then later share their story in groups.</li> <li>● Follow the checklist to tell the story.</li> </ul>	Toothpicks  Checklist
<b>25 mins</b>  <b>SSR</b>	<b>SSR (Sustained Silent Reading)</b> <ul style="list-style-type: none"> <li>● Let students read their chosen book silently and encourage them to change their books when they finish reading, following the five-finger rule procedure throughout.</li> <li>● Remind them to record the books they have read in their reading</li> </ul>	Reading  log

	record book. They will share the story of the chosen book.	
<b>18 mins</b> <b>Story</b> <b>telling in</b> <b>groups</b>	<ul style="list-style-type: none"> <li>● Now, divide students into groups of four members.</li> <li>● In their own groups, let students take turns telling a story using the sticks.</li> <li>● Have the other members in the group use the checklist to assess and rate their friends just for fun.</li> </ul>	Toothpicks  Checklist

### Peer Assessment Checklist

Listen to your friends' story and put a tick in the right column of (yes) and (No).

Statements	Yes	No
1.She/he named the title and the author of the book.		
2.She/he named the characters of the story.		
3.She/he told us what happened in the story.		
4.She/he mentioned about his/her favorite character.		
5. She/he gave reasons for choosing their favorite character.		

### Extensive Reading Sample Lesson 6

<b>Week 6</b>	
<b>Lesson: 6</b>	<b>Class size:16</b>
<b>Course:</b> Extensive Reading course	<b>Time:</b> 50 minutes
<b>Grade level:</b> Fourth	<b>Topic:</b> Recommending a book
<b>Objective:</b>	
Students will be able to;	
✓ share and recommend a book to their friends with basic details.	

Time		Materials
5  mins	<ul style="list-style-type: none"> <li>● Recommend a book to the students.</li> <li>● Tell them why it is a good book or why you recommend that book. Model recommending a book using the phrases mentioned below;               <ul style="list-style-type: none"> <li>✓ This is the book I like. The title of the book is _____ (name of the book).</li> <li>✓ I recommend this book because its _____ (interesting, fun, cool, scary etc.)</li> </ul> </li> </ul>	Books
15  Mins	<ul style="list-style-type: none"> <li>● Now, let students recommend a book that they have read in previous week to their friends in groups. Students may use the same phrases used by the teacher. Students can go around and listen to any friends and choose any books</li> </ul>	Book
30  mins	<p><b>SSR (Sustained Silent Reading)</b></p> <ul style="list-style-type: none"> <li>● Let students read their chosen book silently</li> </ul> <p><b>Note:</b> The teacher goes around the class and quietly ask questions like; How is the book? Is it easy for you? Do you understand? Etc. And if it is not suitable allow them to change the book. Remind them to record their book as well.</p>	Graded books Reading log

### Extensive Reading Sample Lesson 7

<b>Week 6</b> <b>Lesson: 7</b> <span style="float: right;"><b>Class size:16</b></span> <b>Course:</b> Extensive Reading course <span style="float: right;"><b>Time:</b> 50 minutes</span> <b>Grade level:</b> 4 <sup>th</sup> <span style="float: right;"><b>Topic:</b> Rating reading speed</span>  <b>Objective:</b> Students will be able to;		
Time	Procedure	Materials
5  mins	<ul style="list-style-type: none"> <li>● Demonstrate how to record reading speed.</li> <li>● Set a timer for 1minute and then read.</li> <li>● When the timer beeps put a dot/underline the last word that you reached.</li> <li>● And then count the number of words you read in one minute.</li> <li>● Show and record in the fourth column of reading record book.</li> <li>● Do these few times to show that each time you read;</li> <li>● Try to cover more words within the specific time of 1</li> </ul>	-A big book to be seen by all student in the class.  pencil timer
15  mins	<ul style="list-style-type: none"> <li>● Now, let students select a book. Ask them to try covering a greater number of words in one-minute.</li> <li>● Ask them to mark the last word when the timer beeps. Now, set the timer and let them read.</li> <li>● Stop them and let them put a dot at the last word.</li> <li>● Then let them count the number of words till their marked word.</li> </ul>	Graded reader  timer



<b>30 mins</b>	<p>SSR (sustained silent Reading)</p> <ul style="list-style-type: none"> <li>Let students read their chosen book silently and encourage them to change their books when they finish reading</li> </ul> <p><b>Note:</b> The teacher goes around the class and quietly ask questions like; How is the book? Is it easy for you? Do you understand? Etc. And if it is not suitable, allow them to change the book. Remind them to record their book as well.</p>	Reading log
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#### Appendix F: Flesch Reading Ease Score Mapping Table

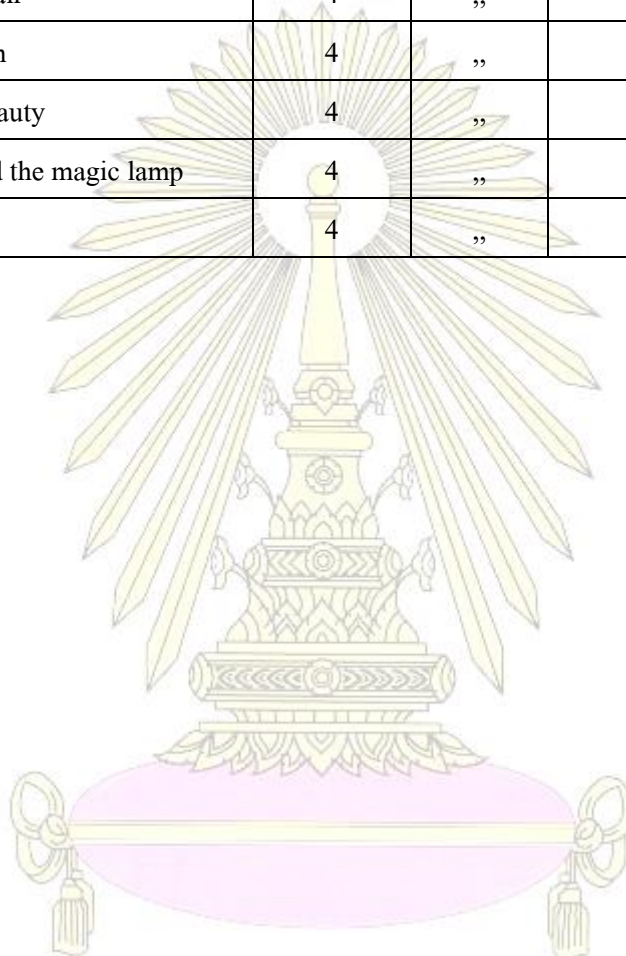
Flesh Reading ease score	Readability level
0-29	Very difficult
30-49	Difficult
50-59	Fairly difficult
60-69	Standard
70-79	Fairly easy
80-89	Easy
90-100	Very easy

Source: <http://www.rfp-templates.com/readability-scores/flesch-reading-ease>

**Appendix G: Sample of list of graded Extensive reading materials**

Sl. no.	Name of the book	Level of book	Publisher	Total No. of book available
1	Goldilocks and the three bears	1	Sterling	21
2	The little red riding hood	1	„	8
3	Cinderella	1	„	15
4	Jack and the Beanstalk	1	„	4
5	Here we go round the mulberry bush	1	„	2
6	The house that Jack built	1	„	1
7	The Birthday party	1	„	5
8	A Christmas party	1	„	3
9	On the farm	1	„	5
10	Jungle school tales	1	Parragon	1
11	Fairy friend	1	„	2
12	The magic hats	2	„	4
13	The picnic	2	sterling	4
14	At school	2	„	6
15	In the park	2	„	4
16	The toy shop	2	„	4
17	Play time	2	„	5
18	The ugly duckling	2	„	6
19	Snow white	2	„	6
20	Hansel and Gretel	2	„	4
21	Chicken licken	2	„	16
22	Thumbelina	3	„	21
23	The elves and shoe maker	3	„	7
24	The pied piper of Hamelin	3	„	4
25	The little match girl	3	„	10

26	A shopping trip	3	„	6
27	Let'ss have lunch	3	„	4
28	At the super market	3	„	8
29	The Detective	3	Parragon	4
30	The accident	4	Sterling	6
31	A summer holiday	4	„	6
32	Fun at the fair	4	„	5
33	At the beach	4	„	6
34	Sleeping beauty	4	„	3
35	Aladdin and the magic lamp	4	„	8
36	Rapunzel	4	„	7



**Appendix H: Discrimination Index and Difficulty Index summary (Reading ability Pre-Test)**

Tasks	Items	Correct Upper group	Correct Lower group	Difficulty Index	Interpretation	Discrimination Index	Interpretation
Part I	1	0	0	.00	Revised	.00	Revised
	2	1	0	0.17	Revised	.3	Appropriate
	3	2	0	.33	Appropriate	.7	Appropriate
	4	2	0	.33	Appropriate	.7	Appropriate
	5	2	0	.33	Appropriate	.7	Appropriate
Part II	6	1	1	.33	Appropriate	.0	Appropriate
	7	3	2	.83	Appropriate	.3	Appropriate
	8	2	0	.33	Appropriate	.7	Appropriate
	9	3	1	.67	Appropriate	.7	Appropriate
	10	0	0	.00	Revised	.0	Revised
Part III	11	2	2	.67	Appropriate	.0	Revised
	12	2	2	.67	Appropriate	.0	Revised
	13	2	1	.50	Appropriate	.3	Appropriate
	14	1	1	.33	Appropriate	.0	Revised
	15	2	1	.50	Appropriate	.3	Appropriate
Part IV	16	3	0	.50	Appropriate	1.0	Appropriate
	17	3	0	.50	Appropriate	1.0	Appropriate
	18	2	0	.33	Appropriate	0.7	Appropriate
	19	2	0	.33	Appropriate	0.7	Appropriate
	20	2	0	.50	Appropriate	1.0	Appropriate
<b>Total Mean Score</b>				0.41	Appropriate	0.5	Appropriate

**Appendix I: Discrimination Index and Difficulty Index (Post-Test)**

Tasks	Items	Correct Upper group	Correct Lower group	Difficulty Index	Interpretation	Discrimination Index	Interpretation
Part 1	1	2	1	0.3	appropriate	.3	Appropriate
	2	3	1	.67	appropriate	.7	Appropriate
	3	2	0	.33	appropriate	.7	Appropriate
	4	3	0	.50	appropriate	1.0	Appropriate
	5	3	0	.50	appropriate	1.0	Appropriate
Part II	6	3	1	.67	appropriate	.7	Appropriate
	7	3	0	.50	appropriate	1	Appropriate
	8	2	0	.33	appropriate	.7	Appropriate
	9	3	1	.67	appropriate	.7	Appropriate
	10	1	0	.17	Revised	.3	Appropriate
Part III	11	3	1	.67	appropriate	.7	Appropriate
	12	2	0	.33	appropriate	.7	Appropriate
	13	2	0	.33	appropriate	.7	Appropriate
	14	1	0	.17	Revised	.3	Appropriate
	15	2	1	.50	appropriate	.3	Appropriate
Part IV	16	2	0	.33	appropriate	.7	Appropriate
	17	3	0	.50	appropriate	1	Appropriate
	18	3	1	.67	appropriate	.7	appropriate
	19	1	1	.33	appropriate	.0	Revised
	20	1	1	.33	appropriate	.0	Revised
<b>Overall Mean Score</b>				0.45	appropriate	0.6	Appropriate



## Appendix J: Approval from the University

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No. 64.6/0148

Faculty of Education  
Chulalongkorn University  
Phyathai Road, Pathumwan  
Bangkok 10330

13 January 2021

TO WHOM IT MAY CONCERN:

This is written to grant permission to Mrs. Kinley Pem, Bhutan, holding passport number G113050, a graduate student in Teaching English as a Foreign Language (TEFL) at the Faculty of Education, Chulalongkorn University, under the supervision of Assistant Professor Pompimol Sukavatee, Ph.D. Mrs. Kinley Pem will go back to Bhutan to collect data for her master's thesis from January 2021 to July 2021.

Yours sincerely,



(Associate Professor Siridej Sujiva, Ph.D.)  
Dean



No. 64.6/0616

Faculty of Education,  
Chulalongkorn University  
Phyathai Road, Pathumwan,  
Bangkok 10330

15 February 2021

The Director General,  
Department of School Education  
Ministry of Education, Thimphu, Bhutan

Dear Director General:

**Subject: Request for Cooperation in Research Data Collection**

As Mrs. Kinley Pem, an international student of Master of Education Program in Teaching English as a Foreign Language, is proceeding thesis research on 'Effects of Extensive Reading on Reading Fluency and Reading comprehension of Bhutanese Primary Grade Students in Bhutanese ESL context' under the supervision of Assistant Professor Pornpimol Sukuvatee, Ph.D., would like to request for your cooperation in the data collection in **Taktse Primary School, Trongsa** under your jurisdiction from (March to May, 2021). The researcher will implement extensive reading instruction, and administer pre-test and post-test (quantitative methods), then use reading logs and conduct semi-structured interview (qualitative methods).

If you have any questions or need further information, please feel free to contact Mrs. Kinley Pem on the e-mail [kpem51@yahoo.com](mailto:kpem51@yahoo.com)/ [kinleypem943@gmail.com](mailto:kinleypem943@gmail.com)/ or via mobile number +66 0827147348 / +975 17745931.

Please consider relieving this student researcher for data collection for academic purposes. Thank you for your cooperation.

Yours sincerely,

(Assistant Professor Wichai Sawekngam, Ph.D.)

Associate Dean  
Acting for Dean

## Appendix K: Approval from the Ministry of Education, Bhutan



དཔལ་ལྷན་འགྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

**Ministry of Education**

**Department of School Education**

**School Planning and Coordination Division**



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DSE/SPCD/SLCU(2.2)/2021/171 February 17, 2021

The Principal  
Taktse Primary School  
Trongsa

**Subject: Approval to collect data for research**

Dear Sir/Madam,

Ms. Kinley Pem is currently undergoing an M.Ed program in Teaching English as a Foreign Language at Chulalongkorn University, Bangkok in Thailand. As part of the basic prerequisites to successfully complete the program, she is undertaking a research study titled **"Effects of Extensive Reading on Reading Fluency and Reading Comprehension of Bhutanese Primary Grade Students in Bhutanese ESL context."**

Since the study requires data for analysis purposes, she would be collecting data from the school and you are kindly requested to allow Ms. Kinley Pem to collect data inline with the following conditions:

- Seeking prior permission from school management before collection of data.
- Ensuring minimal disruption to instructional time of the school.
- Providing research participants with sufficient information to make an informed decision as to whether to take part in research (informed consent).
- Ensuring that participants are not subject to coercion to take part.
- Protecting and respecting personal data provided by participants through rigorous and appropriate procedures for confidentiality and anonymisation.
- Follow the School's COVID-19 safety protocols when visiting the schools for data collection.

Thank you.

Sincerely yours,



(Karma Galay)  
**DIRECTOR GENERAL**

**CC:** 1. Chief DEO, Trongsa, for kind information.  
2. Ms. Kinley Pem, for follow up.

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Post Box No. 112, Kawajangsa, Thimphu, Bhutan, Tel: PA. +975 2 325325, www.education.gov.bt

## Appendix L: Request to conduct Pilot Study

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The Principal  
Chendebji Primary School  
Tangsubji: Gewog  
Trongsa

Date: 02/03/2021

**Sub: Requesting to Conduct a Pilot study in your School for a Research Purpose**

Respected Sir,

I am your staff, currently undergoing M.Ed program in Teaching English as Foreign Language at Chulalongkorn University, Bangkok, Thailand. As a partial fulfilment of the program, I am undertaking a research study titled "*Effects of Extensive Reading on Reading Fluency and Reading Comprehension of primary grade students in Bhutanese ESL Context*" at Taktse Primary School, Trongsa. As such, the study necessitates to pilot some parts of the research instruments before conducting the main study.

Therefore, I hereby request your kind office to kindly grant me few hours (at least three periods), or any free hours to pilot the research instruments with fourth grade students of your school, please.

Your support in this is highly appreciated please.

Thanking you

Sincerely yours,



Kinley Pem (E/Id: 20130201435)

MA TEFL  
Chulalongkorn University  
Bangkok, Thailand

Email address: k.pem@education.gov.bt / kinleypem943@gmail.com / kpem51@yahoo.com  
(Mobile no.) #17745931(P)

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## Appendix M: Seeking approval from the school

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The Principal,  
Taktse Primary School,  
Trongsa, Bhutan

**Subject: Permission for data collection**

Dear Sir,

I am a student pursuing a graduate study of Masters of Education in "Teaching English as Foreign Language" at Chulalongkorn University, Bangkok, Thailand. I am required to submit a thesis in partial fulfillment of study programme mentioned above. As a part of this thesis, I am going to carry out a research on the "Effects of Extensive reading on Reading Fluency and Reading Comprehension of Primary Grade Students". For this study I have obtained approvals from the university, Ministry of Education, Thimphu, and Dzongkhag Education officer, Trongsa.

The research intends to investigate on the effectiveness of extensive reading. I plan to use the following research tools to collect both the quantitative and the qualitative data through "pre-posttests" "Semi-structured interview", and "reading logs". These tools are used for the student participants. My participants are focused on the fourth-grade students of your good school for this study. Your support in terms of providing approval for collecting data for my study deemed imperative. As such, I would like to seek your permission. Your permission and support are crucial for this study, and will be greatly appreciated. The study of such nature is impossible without your support.

Thanking you.

Sincerely yours,



(Kinley Pem)

MA TEFL, Chulalongkorn University, Bangkok, Thailand



## Appendix N: Participant Consent form

Date:

Dear .....

I am a student pursuing a graduate study for Masters of Education in “Teaching English as a Foreign Language” at Chulalongkorn University, Bangkok, Thailand. I am expected to submit a thesis as part of the above-mentioned study program. As part of this thesis, I will do research on the **“Effects of Extensive reading on reading fluency and reading comprehension of primary grade students in Bhutanese ESL Context”**. For this study I have obtained approvals from Chulalongkorn University, Ministry of Education, Bhutan, and Dzongkhag Education officer, Trongsa.

The research intends to investigate on the effects of extensive reading on reading fluency and reading comprehension. Your support in terms of providing information and data from extensive reading instruction is deemed imperative. As such, I would like to seek your consent. I will ensure that the information sought will be used only for the thesis. This is to inform you that your identity will not be disclosed to anybody. Pseudonyms will be used to protect your identity. Your participant is strictly volunteer and you will be free to withdraw from the study at any time.

The interview will take about fifteen minutes and your responses will be noted and tape recorded. However, your name will not be reflected throughout the study. If you are interested in participating in this study, please sign the following consent form which indicates that you have clear understanding of what the research is about and your role as a research participant.

Should you have any further questions about this research, you can contact me at my email address: [kinleypem943@gmail.com](mailto:kinleypem943@gmail.com)/[kpem51@yahoo.com](mailto:kpem51@yahoo.com) or contact # 17745931

Sincerely yours,

(Kinley Pem)

Chulalongkorn University

Bangkok,

Thailand

### Appendix O: Participant Informed Consent Form

Date.....

....

Dear .....

**Research Title:** Effects of Extensive Reading on Reading Fluency and Reading Comprehension of Primary Grade Students in Bhutanese ESL Context

**Person Responsible:** Kinley Pem (Researcher)

**Phone:** 17745931/17851839

**Email:** Kinleypem943@gmail.com / k.pem@education.gov.bt / kpem51@yahoo.com

**Purpose of the research:** The study is to investigate the effects of extensive reading on reading fluency and reading comprehension of Primary grade students.

**New information:** The findings from this study will fill the gap of limited number of studies been carried out in the field of extensive reading, especially in the primary classes.

**Confidentiality:** The identity will not be disclosed to anybody. Pseudonyms will be used to protect the identity of the participant.

**Publication:** The findings of the study will either be published in a peer reviewed journal or will be presented in a world extensive reading proceeding.

**Participation:** The participation in the study is completely voluntary and the prospective research participant has the right to refuse to participate and withdraw anytime from the proposed study without any negative consequences.

**Consent:** There is no foreseen harm associated with this study. However, as the study falls during the trying times of the coronavirus pandemic, the covid-19 protocols will strictly be followed. The potential benefits of this study are to enhance students reading fluency and reading comprehension through a reading approach, widespread in the field of second and foreign language classrooms called extensive reading.

**The prospective research participant:**

- Has read and understood the relevant information.
- Understands that he or she may ask questions in the future.
- Indicates free consent to research participation by signing the research consent form.

**Name (Participant):** .....

**Name and Signature (Parents):** .....



## **Appendix P: List of Experts Validating Research Instruments**

### **1. Lesson Plans and Reading Logs**

- 1.1 Ajarn Wutthiphong Laoriandee, Ph.D. (Chulalongkorn University)
- 1.2 Asst. Prof. Maneerat Ekkayokkaya, Ph.D. (Chulalongkorn University)
- 1.3 Asst. Prof. Kornwipha Poolphon, Ph.D. (Khon Kaen University)

### **2. Reading Ability Pre-and Post-Tests**

- 2.1 Ajarn Denchai Prabjandee, Ph.D. (Burapha University)
- 2.2 Asst. Prof. Attapol Khamkhien, Ph.D. (Kasetsart University)
- 2.3 Ajarn Monthon Kanokpermpoon, Ph.D. (Thammasat University)

### **3. Semi-Structured Interview Questions**

- 3.1 Asst. Prof. Attapol Khamkhien, Ph.D. (Kasetsart University)
- 3.2 Ajarn Monthon Kanokpermpoon, Ph.D. (Thammasat University)
- 3.3 Ajarn Denchai Prabjandee, Ph.D. (Burapha University)



**REFERENCES**







**VITA**

**NAME** Kinley Pem

**DATE OF BIRTH** 7 March 1988

**PLACE OF BIRTH** Bhutan

**INSTITUTIONS ATTENDED** Paro College of Education

**HOME ADDRESS** Tashidingkha Primary School  
Drakteng: Gewog  
Trongsa: Bhutan

**AWARD RECEIVED** Award for the overall topper (B.Ed.) from His Majesty the King of Bhutan

