BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH - ANH

Sinh viên : **ĐINH KIM CÚC**

Giảng viên hướng dẫn: ThS. PHAN THỊ MAI HƯƠNG

HẢI PHÒNG 10– 2020

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

A STUDY ON TECHNICQUE TO IMPROVE READING COMPREHENSION FOR FIRST-YEAR ENGLISH MAJOR STUDENTS AT HAI PHONG TECHNOLOGY AND MANAGEMENT UNIVERSITY THROUGH EXTENSIVE READING ACTIVITY.

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: NGÔN NGỮ ANH - ANH

Sinh viên   : ĐINH KIM CÚC

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Lớp   : NA 2001

Ngành   : Ngôn ngữ Anh - Anh

Tên đề tài: A study on technique to improve reading comprehension for first-year English major students at Hai Phong Technology and Management University through extensive reading activity.

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   :

Học hàm, học vị   :

Cơ quan công tác   : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn:

Đề tài tốt nghiệp được giao ngày ….. tháng ….. năm 2020

Yêu cầu phải hoàn thành xong trước ngày ….. tháng ….. năm 2020

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN
Sinh viên   *Giảng viên hướng dẫn*

Hải Phòng, ngày ….. tháng …..năm 2020
TRƯỞNG KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

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Đơn vị công tác: ....

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Nội dung hướng dẫn: ....

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Giảng viên hướng dẫn
(Ký và ghi rõ họ tên)

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PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

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3. Ý kiến của giảng viênchấm phản biện

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Hải Phòng, ngày ... tháng ... năm ......
Giảng viênchấm phản biện
(Ký và ghi rõ họ tên)

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ABSTRACT

This study aims at investigating the role of extensive reading in enhancing the students' reading comprehension for first – year English major students at Hai Phong Technology and Management University. As it is known, strong reading literacy is a crucial skill that has to be mastered by students to upgrade their knowledge, intellectuality, and reading skill itself.

Unfortunately, students only have short time to read, and the reading material is not interesting when they are studying in the classroom applying intensive reading, so this condition caused students to have low ability in reading. Extensive reading is chosen since it is believed as appropriate method to solve students' problem in reading. It is applied outside the classroom that allowed students to read as much as possible what they like with the purpose having a great reading atmosphere consistently. Furthermore, this paper will explain challenges faced by students in reading, appropriate reading materials, the definition of extensive reading,and the implementation of extensive reading. This kind of method is also supported by many experts whose studies showed the effectiveness of extensive reading for the students.

Then, it is expected that students can easily increase their reading ability as well as possible by applying this method.

ACKNOWLEDGEMENTS

During the process of doing this study, I have received useful help from my teachers, my friends and my family.

First of all, I wish to acknowledge my deep gratitude to my supervisor, Mrs.Phan Thi Mai Huong, who has help me much in choosing the title of this study and critical feedback throughout the research, without which my research could not been completed.

My sincere thanks are also sent to all the teachers of English department at Hai Phong Technology and Management University for their lectures in which the knowledge has help me accomplish this task.

I would like to express my heartfelt thanks to first – year English major students at Hai Phong Technology and Management University for their participation and assistance without which this study could not have been successful.

Last but not least, I am really in debt to my family and my friends for their all useful help and great encouragement during the time I has done this paper.

Student

Cuc

Dinh Kim Cuc

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CHAPTER 1 : INTRODUCTION

1.1 Related of study.

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

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

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

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

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

All in all, this study revealed that extensive reading is an effective way to improve language skills.

1.2 Aim of the study.

Reading is a very essential skill. Unfortunately, most of the students fail to comprehend written materials because they do not have much vocabulary knowledge due to the lack of reading. Many people find it difficult to understand texts, so they find that reading is a hard and a boring activity, some learners avoid reading.Therefore, the aim of this study is to show the importance of extensive reading in developing the for first – year English major students' reading comprehension skill and to help students achieve good understanding of a written material.

1.3 Research questions.

The study set out to seek answers to the following research questions:

1. What are the Challenges Faced by Students in Reading ?
2. What is the role of extensive reading in enhancing the students' reading comprehension?
3. How can extensive reading influence the students' reading comprehension?
4. What extent does extensive reading improve the reading skill?

1.4 Scope of study.

This study will take place at Hai Phong Technlogy and Managament University.It involves first year major students of English. So, I am going to choose randomly a sample of students to investigate the use of extensive reading in order to increase students' reading comprehension.

1.5 Research methodology.

This research is conducted through the descriptive method, by using questionnaires for students in order to know opinions concerning the importance

of extensive reading in enriching the students with much vocabulary; therefore facilitating the reading comprehension process.

1.6 Organization of the study.

The thesis is divided into five chapters:

- Chapter1: includes the rationale, the subjective, the research questions, the scope, the method and the design of the study.
- Chapter 2: briefly covers the theories relating to the reading comprehension and extensive reading.
- Chapter 3: presents the research methodology and my findings of the subject of through the questionnaire and interviews.
- Chapter 4: The last chapter are some recommendations and suggestions to improve reading comprehension for first-year english major students at Hai Phong Technology and Management University through extensive reading activity.

CHAPTER 2: LITERATURE REVIEW

Introduction

Reading is the key to any door of knowledge; it gives access to information and enriches our minds with new experience. Reading is an essential skill in learning any

subject matter .So, students should develop the reading skill because there is a great

relationship between reading and academic success. Most of the information students learn is through reading. Extensive reading is the food of the mind, it is one of the means to gain knowledge, and it enables the reader to contact directly with human knowledge. Extensive reading is one of the means of learning because it enriches our knowledge with new experiences. There are many and different sources of information such as the radio, the television, the internet …however, books remain the best way of conveying knowledge and information.

This chapter will investigate the reading skill and the reading comprehension process, in addition to the models of reading, this chapter includes the cognitive factors that effect reading comprehension as well as the important of extensive reading and how to improve reading comprehension through extensive reading.

2.1 THE NATURE OF READING COMPREHENSION.

2.1.1 Definition of reading.

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

There are many definitions of reading. For example, Oxford Dictionary (2008) defines reading as " a way in which something is understood" so reading means making things clear with no misunderstanding ,whereas Carrel

(1985.p.145)states that "reading is getting meaning from printed or written message" which means that the reader should decode the message and interpret the meaning of the written passage. Another definition of reading was proposed by Rumelhart (1977.p.5) who claims that "reading involves the reader, the text ". The reader is the first important factor in the reading process, the reader should have 7 the ability to relate the new information with his existing knowledge, then Rumelhart passed to the text ,students read a verity of texts such as leisure texts, factual texts and instructional texts……each type of text has its own features. The interaction between the reader and the text must result in comprehension.

Goodman (1967) affirms that reading is a receptive skill, which means that the students receive knowledge through reading or listening, this knowledge is internalized in the brain, and the latter transmit this knowledge as product, writing or speaking.Over the past, reading was known as a passive process, the reader just receives information. However, many researchers show that reading is an active process; the reader has to interact with the text and constructs meaning.

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

- Recreational reading: it is pleasure reading. It is when students read a story only for entertainment.
- Study –type reading : this type of reading requires from the reader to pay close attention to the ideas and details. It is a slow reading.
- Survey reading: in this type of reading, the reader aims to achieve a general idea about the context. This type usually involves reading a large amount of material.

2.1.2 Types of reading.

2.1.2.1 According to manner

According to Doff (1988), reading is divided into two main types: reading aloud and silent reading.

- ***Reading aloud.***

Reading aloud involves "looking at the text, understanding it and also saying it" (Doff.p.70) and he considers reading aloud as a way to convey necessary information to somcone else. Very few people are required to read aloud as a matter of daily routine. The readers are asked to read the text so loudly that other people can hear it. Reading aloud does not happen outside the classroom as Doff (1988.p.67) said, "reading aloud is not an activity we engage in very often outside the classroom".

This kind of activity seems to be more popular in the language classroom. It focuses on the pronunciation of words in the text rather than understanding. In reading a text, students come across many new words and phrases that they not know how to pronounce. The teacher, in this case may help his students pronounce words by reading the text orally and loudly.

- ***Silent reading.***

Silent reading is "the method we nomally use with our native language and on the whole quickest and most efficient" Lewis (1985.p.110). Sharing the same idea, Doff (1988.p.67) defined silent reading as followed: "silent reading involves looking at sentence and understanding the message it conveys, in other words making sense of a written text. It does not nomally involve saying the words we read nor even silently in our heads". Therefore, we can see that silent reading is an effective skill for reading comprechension since students do not need to read all the words of a text, they can read at their own speed and in case they do not understand a sentence they can go back to read again. When reading silently, students not only obtain its main ideas in the shortest length of time but also deeply understand its details and can answer the questions as well.

To summarize, silent reading is one effective skill for reading process in general and reading comprehension in particular, since the teacher can check his or her students" understanding easily and can adjust the reading materials and exercises to suit the students' åbility. Therefore, it should be applied in teaching and leaming a foreign language.

2.1.2.2 According to the purpose.

- *Scanning*

Scanning means glancing rapidly through a text to search for a specific piece of information (Grellet, 1981). It means that scanning is the ability to read a text quickly in order to find specific information that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scanning the list of name in a telephone directory to find a phone number. Scanning helps the reader find information quickly without reading the whole text.

- *Skimming*

Skimming is a useful skill to be applied in reading. Grellet (1999) stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text. Skimming assists the readers to understand the main idea of the text before reading it carefully. Students can do skimming in several ways such as reading the title or the other heading and look a the picture, reading the first and the last paragraph of the text.

(Islam and Steenburgh, 2009).

- *Intensive Reading*

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

Intensive reading is a concentrated and a less relaxed activity, it requires from students to focus on the language rather than the text. Intensive reading is the most famous approach to language teaching and often the only one used.

Intensive reading is sometimes called study reading, or reading between the lines which means deriving the hidden meaning.

- ***Extensive Reading***

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

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

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

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

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

meaning, for information and for enjoyment.

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

Extensive reading involves personal choice of the material and dealing with a variety of topics as stated by Day and Bamford (1998.p.11)" extensive reading means having a wide range of books available and allowing students to choose what they want to read". Students practice extensive reading activity in their

spare time in order to develop reading skills and positive reading habit. Reading extensively do not force students to read topics of no interest and they have to neglect difficult parts that they do not understand. Extensive reading develops the ability of critical thinking which is important for students' success.

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

students 'speed and fluency of reading.

2.1.3 Models of reading

2.1.3.1 Bottom-up approach:

This approach requires from students to break down words on a page. Brown (2001) argues that the best way to teach reading is through bottom up method whereas Nuttall (2006) claims that readers adopt a top down approach to predict probable meaning, then move on to the bottom up approach to catch whether it is really what the writer says. Berardo (2006) affirms that bottom up process is to get the meaning through reading word for word, letter for letter paying attention to both vocabulary and syntax; Which means that the reader breaks down the words into phonemics units. Goodman (1970) states the same idea; he assumes that in bottom up process, the reader recognizes linguistic signals such as letters, morphemes, syllabuses, words, phrases, grammatical clues. This approach was criticized because it over emphasizes skills when predicting the meaning through context clues or background knowledge. Eskey (1973) argues that the bottom up model is insufficient because it neglects the involvement of the reader who makes prediction and process information. This approach fails to recognize that students use their expectations about the text based on their knowledge of language.

2.1.3.2 Top down approach:

This model requires from readers to bring meaning to text based on their prior knowledge. Goodman (1968) states five processes of reading which are: recognition, prediction, confirmation, correction and termination.Top down model is good for the skillful, fluent readers for whom perception and decoding have become automatic, not for the less proficient readers. When learners use their prior knowledge, this is called top down strategy in which the reader moves from general information and meaning to specific information in the text.

2.1.3.3 The interactive approach:

The interactive approach is a combination between bottom-up approach and top-down approach because the two approaches can work together at the same time. The interactive model is "a balance among orthographic, lexical, syntactic, semantic and schematic process employed during reading (Eskey .1988.p.94).when applying the interactive approach, readers use the information gained from bottom-up and top-down approach in order to construct meaning. The interactive model is veryimportant because it makes students use all the means to make sense of what they are reading.In fact, the three approaches of reading are important. The Bottom-up approach is concerned with reading letter for letter, word for word. However, the top-down approach has relation with the readers' background knowledge. The interactive model is a combination of the two approaches.

2.1.4 Reading comprehension.

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

Reading comprehension is the ability to understand a written passage of text. Comprehension is the bridge from passive reading to active reading. A person will be able to understand the words, if he is able to decipher the words without difficulties. The lack of strong reading comprehension skill obviously affects

students' success. Some students face many problems at the comprehension level because they find it difficult to know how the words come together; sometimes the students understand the meaning of each word but they fail to understand the relationship between the sentences and the meaning of the entire text.

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

Comprehension instruction (2002) defines reading comprehension as the ability to interact and derive meaning from print material .So the reading comprehension skill is based on the reader and the printed text. Comprehension is the essence of reading, without comprehension reading is a senseless exercise. Driscoll (2008) suggests that the reading comprehension process is as fellow:

A-Perceiving reading matter:

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

B-Comprehending what perceived:

While reading students acquire many ideas and feelings, which are stored in their

memories, these ideas and feelings provides them with background knowledge. Students use verbal memory in order to know how words join and form complex ideas. Students' background knowledge and verbal memory change and grow with each reading experience. Students will easily understand materials if they are experienced readers. Also, students can use word-recognition strategy in order to get the meaning of unclear words. For instance, a reader who does not

know the meaning of a given word, he can search for content clues in the next text, this clues can be semantic or syntactic. When using semantic clues, the reader puts the new word besides known words .However, when using syntactic clues, the reader should know the role of the word and which word class it belongs to, is it a noun, a verb, an adjective or an adverb?

2.1.5 Challenges Faced by Students in Reading Comprehension.

According to Heick (2018), there are 12 common reasons why students do not read.

- **Students haven't found the right book or type of book**

To make students love reading, they need the appropriate book or type of book to read. When the book is not suitable for them, they will be lazy to read since they do not enjoy the reading activity.

- **Students need general reading strategies that they can turn to from time to time**

When students read a book or text, they need the right way so that they will be motivated to always read. It will also help the students to maximize their reading activity.

- **Students need specific reading strategies that they can self-select from based on context**

The method applied by the students in reading must be specifically in accordance with the activities they do. When the strategy is not suitable, students will face the difficulties in reading.

- **Reading can be intimidating**

Reading can intimidate the students if the reading materials are not according to their level. This kind of situation will cause the students to have an assumption that reading is complicated and boring.

- **The reading space or vibe is not right**

he comfortable place is one of the requirement that can help the students to read effectively. When they are in noisy place, it will disturb their reading activity.

- **Students need a reason to read**

If the students are inert to read, it might be because the students do not know the advantages of the reading. Here, teacher has duty to tell the students that reading a book or text will help them to broaden their knowledge.

- **Students have too much else to do**

One of the reason why the students do not read is that the they have some activities. It can happen since they have another activity to do.

- **Reading is not a habit**

Students must set the reading activity as their habit, so they can fell that reading is fun. By this activity, they will like the reading itself.

- **Students have problems with phonemic awareness**

It is better for the students to read silently without any sounds, so they can read easily their reading text. It will also ease them to avoid any problems in reading.

- **Students have limited sight word vocabulary**

When students read the text, they must read as fast as possible. They must not read in slow reading speed since it can decrease comprehension.

- **Students struggle with their own identity as a reader**

Students need to realize that they will have an opportunity to be better students by reading. In the reading process, they will also find new ideas the will be useful for them.

- **Students need to know all of the incredible things about reading-topics, knowledge, genres, authors, etc.**

In this part, teacher has accountability to show the students that book or text has a lot of information, not only knowledge, but also other aspects such as topics, authors, etc.

2.1.6 Cognitive factors that effect reading comprehension.

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

```
                    ( Background
                      knowledge )

                                              ( Vocabulary )

    ( Critical        ( Factors that
      thinking )        effect reading
                        comprehension. )
                                              ( Fluency )

              ( Active
                reading )
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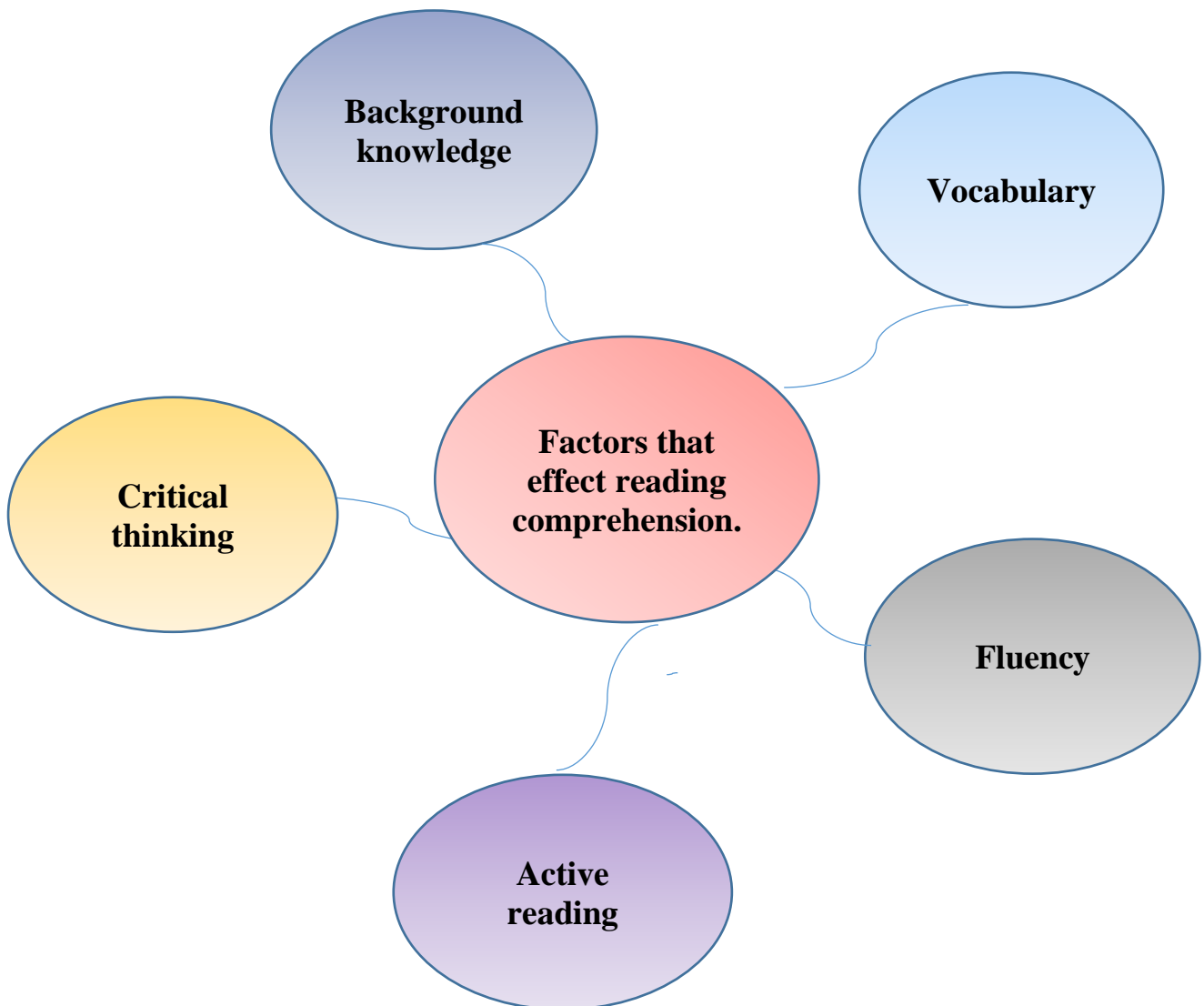
2.1.6.1 Background knowledge:

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

This means that when students activate their prior knowledge they relate what they already know to the new information. So, prior knowledge activation is so

powerful. Background knowledge helps students become active readers and improves their reading comprehension also they save more time and frustration. Background knowledge is very important in facilitating the reading comprehension skill.

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

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

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

2.1.6.2 Vocabulary:

Shane (2005.p.59) argues that the concept vocabulary refers to "knowledge of word

meaning, our vocabulary is the words we understood». This means that vocabulary is the set of words of a given language. Vocabulary knowledge is helpful in understanding a written passage.

With Students, they must be able to comprehend a familiar word and its relationship with other words within a text. Mastering vocabulary includes recognizing a word's part of speech, definition, useful context clues, and how it functions in a sentence. These vocabulary strategies can help improve comprehension.

2.1.6.3 Fluency:

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

Reading with fluency allows students to retain information with accuracy, expression and increased speed. The ability to read fluently develops through reading practice. As students become fluent readers, they will spend less time trying to decipher the meaning of words and more time considering the overall meaning of the sentences. Over time, fluent readers will develop the ability to insightfully respond to a text.

2.1.6.4 Active reading:

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

2.1.6.5 Critical thinking

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

Critical thinking is important because you'll need it to decipher the nuances that are hidden within a simple text. In creative fiction, this makes for a more unique and dynamic storytelling, which will be more enjoyable to the reader.

Readers can actively respond to a text more efficiently when they possess critical thinking skills. As they read, they can determine the main idea and

supporting details, the sequence of events and the overall structure of the text. they will also be able to identify literary devices and their effect on the text. Having critical thinking skills help to deepen a reader's comprehension of a text, resulting in a positive reading experience.

2.2 EXTENSIVE READING.

2.2.1 The importance of extensive reading.

Eskey states that "reading must be developed and can only be developed by means

of extensive reading" (1968 .p.21). In other words extensive reading makes students

better readers and helps them to read in the second language. Grabe (1991.p.396) asserts that "longer concentrated period of silent reading builds vocabulary and structural awareness, develops automaticity, enhance background knowledge, improve comprehension skill, and promote confidence and motivation." According to him extensive reading have many advantages, it provide chances that make learners enjoy reading, it promote the love of reading habit and it helps students improve fluency. Grabe (1986) also states that if students read a lot, they will improve creativityand cognitive development. There is evidence show that extensive reading leads to language development. Students who read extensively read better, writ better, read fast with correct spelling and less memory loss. Unfortunately, the importance of extensive reading is underestimated.

Extensive reading motivate students to read and it foster a reading habit which makes students confidence in their reading abilities which in turn makes the reading

task enjoyable and decrease anxiety among students.Extensive reading allows students gain knowledge beyond linguistic items .It builds students vocabulary and fluency. If students read a lot, they will acquire many new words and they will be able to automatically monitor their reading speed. Many researchers have emphasized that extensive reading can have great influence on readers and

their future. Krashen (1993) suggests that students will gain many positive results if they practice free voluntary reading for a long time. There is a high link between free voluntary reading and literacy development. Krashen (1993) assumes that the positive consequences of pleasure reading are:

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

The same idea presented by Day and Bamford (1998.p33-38) they states that "students who engage in extensive reading increase their reading speed , comprehension ,vocabulary knowledge ,motivation to read and positive reading attitudes ",they adds that extensive reading increase students' motivation and it foster

a reading habit. Nell (1988.p.6) affirms that extensive reading "is an important goal of reading instruction and it offer rewards that are powerful enough both to sustained reading for long period and to support a large publishing industry". A student who reads a lot improve their education and personal development because there is a high link between extensive reading and students achievements, as stated by krashen (1993) "the free voluntary reading is one of the most powerful tool we have in language education". Krashen (1989) in the input hypothesis states that extensive reading generates a continuous hidden learning. Extensive reading has the advantage of being both informative and pleasurable. It is an important source of ideas and information. Extensive reading has a great role inshaping one's personality .Students will gain many benefits if they read a great deal of information.

2.2.2. Characteristics of extensive reading.

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

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

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

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

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

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

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

- Reading is individual and silent task.

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

- The teacher orients and guides the students.

- The teacher is a role model of a reader .Teachers can recommend reading material to individual students. In this way, teachers and students can

become an informal reading community, experiencing together the value and the pleasure to be found in the written word.

Carrel (2005. p.89) suggests that in order to design extensive reading activities in

the classroom, the teacher should know:

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

The role of the teacher here is to make the extensive reading activity enjoyable.Nell (1988 p.8) drew up a flow chart, which show the basic premise that unlessindividuals experience reading as a pleasurable activity ,they will stop reading and choose more enjoyable alternatives . It charts the motivational forces that determine whether an individual reads for pleasure, finds it rewarding and will continue reading. The first part of the chart shows reading ability and book choice, the second part relates to the actual reading process, which includes comprehensional aspect. Finally, the third part contains the consequences of reading for pleasure, such as the cognitive outcomes (Nell, 1988.p.8-9) this model highlights the individual components that leads to reading for pleasure.

2.2.3 Improving reading comprehension through extensive reading.

To improve extensive reading method, we should know the 10 principles of extensive reading by Day and Bamford (2002, pp. 137–141) as follows:

- **The reading material is easy**

In extensive reading, the materials read by students must be easy to make them enjoy the reading. Therefore, it will lead the students to always read and finally love reading activity itself. Since extensive reading is done by the students independently, they must understand almost all the content of reading material or text.

- **A variety of reading material on a wide range of topics is available**

The various topics of reading material are required to create the students interest in reading. The text with different genres will help the students to find their suitable book or text for them. By advance of technology, it will be easy for the students finding reading materials from many resources in internet that will help them to get texts or materials they need.

- **Students choose what they want to read**

Students are free to select reading materials without any intervention from their teacher, so it will allow the students to determine the materials depend on their interest.

- **Students read as much as possible**

By reading as much as possible, students can improve their ability and enlarge their knowledge. It is known that the more students read, the better they will be. When they read many books, it will help them to get a lot of new information that they do not know before. This kind of condition will make them become better students.

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

The way to be a good reader is loving reading itself. Therefore, students must have an enjoyment when they are reading, so it will cause the students to be Proceeding of the first year students of the English department at Hai Phong Technology and Management University more motivated in reading since they feel that the reading activity is enjoyable and fun.

- **Reading is its own reward**

The students will read more and more because they know that by reading they will be better students. They will keep on their mind that reading is a must for them, and they will be beneficial from that kind of activity.

- **Reading speed is usually faster rather than slower**

Reading activity in extensive reading program is that the students read the text as fast as possible. The students read the text sentence by sentence not word by word. They will easily understand the text since it was their responsibility to choose the text.

- **Reading is individual and silent**

Students read the text silently without any kind of sound. They are also doing this activity independently without any intervention by the teacher or their friend.

- **Teachers orient and guide their students**

Although teacher does not have any interference in students reading activity, he/she has responsibility to lead their students getting the goal of extensive reading program. It is expected the students can enlarge their knowledge and develop their ability as well as possible.

- **The teacher is a role model of a reader**

The students need appropriate reading materials and the right way to be a good reader. Therefore, teacher must give them a good example of reading materials and good way to read effectively. Extensive reading program can be applied both inside and outside the classroom. The teachers or lecturers who want to apply this method have to consider all of the principles presented above so that the reading activity can run smoothly and reach the target.

<u>Conclusion</u>

This chapter explores reading comprehension besides to help us more understand about extensive reading active , as well as the importance of

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

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CHAPTER 3: DATA ANALYSIS AND FINDINGS

Introduction

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

3.1 Participants

The participants in the present study are selected randomly out from the large population of the first year students of the English department at Hai Phong Technology and Management University.A sample of thirty students have been randomly involved (22 females and 8 males). A large number of them have learnt English at least 7 years (4 years at secondary school and 3 years at high school) or more than . However, their English backgrounds are not similar because most of them come from different rural areas and under being influence of curriculum of English in the past.

3.2 Data collection instrument.

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

reading comprehension. The last section is about extensive reading and students' preferences in reading.

> ➤ **Section One: Background Information**

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

> ➤ **Section Two: Reading Comprehension**

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

> ➤ **Section Three: Extensive Reading**

This section includes four questions. It deals with extensive reading, it attempts to explore the learners' reason of reading and the reading-related problems faced by students .Besides to is the students' expectations toward teachers'reading techniques. The questionnaire consists of open - ended questions, multiple-choice questions, and close – ended questions. The findings of the questionnaire are reported and commented here.

3.3 Procedures of data collection.

The data was collected from 30 First- year students of English Department of HPU. The writer came to these classes, introduced the questionnaires, explained them the questions and asks them to answer in 10 minutes. They can choose more than one option each question. All the answers made by participants were kept confidentially to serve for the data analysis.

3.4 Data analysis and Findings.

After the survey was implemented, the statistic were totaled up and indicated though

out the following charts. Each chart shows us the number of students who choose the most suitable answer for them in each question. To find out the student's situation of learning English reading skill, I conducted a survey for 30 freshmen at HPU by some questions:

3.3.1 Background Information

Gender of participants		
Responses	participants	Percentage %
Male	8	27%
Female	22	73%
Total	30	100%
Years of English learning		
Responses	Participants	Percentage%
Seven years	14	46.6%
Eight years	9	30%
Over eight years	7	23.4%

Table 1: *The respondents general information*

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

As the table shows, the majority of students (46.6%) have been learning English for seven Years. Thirty percent (30%) of participants said that they have been learning English for eight year. Meanwhile, the number of students studying English for over eight years (23.4%) is less than that of their English classmates

for seven years, but there is not a big difference in the percentage of years of learning English. the freshman students.

Question 1: What is your English level?

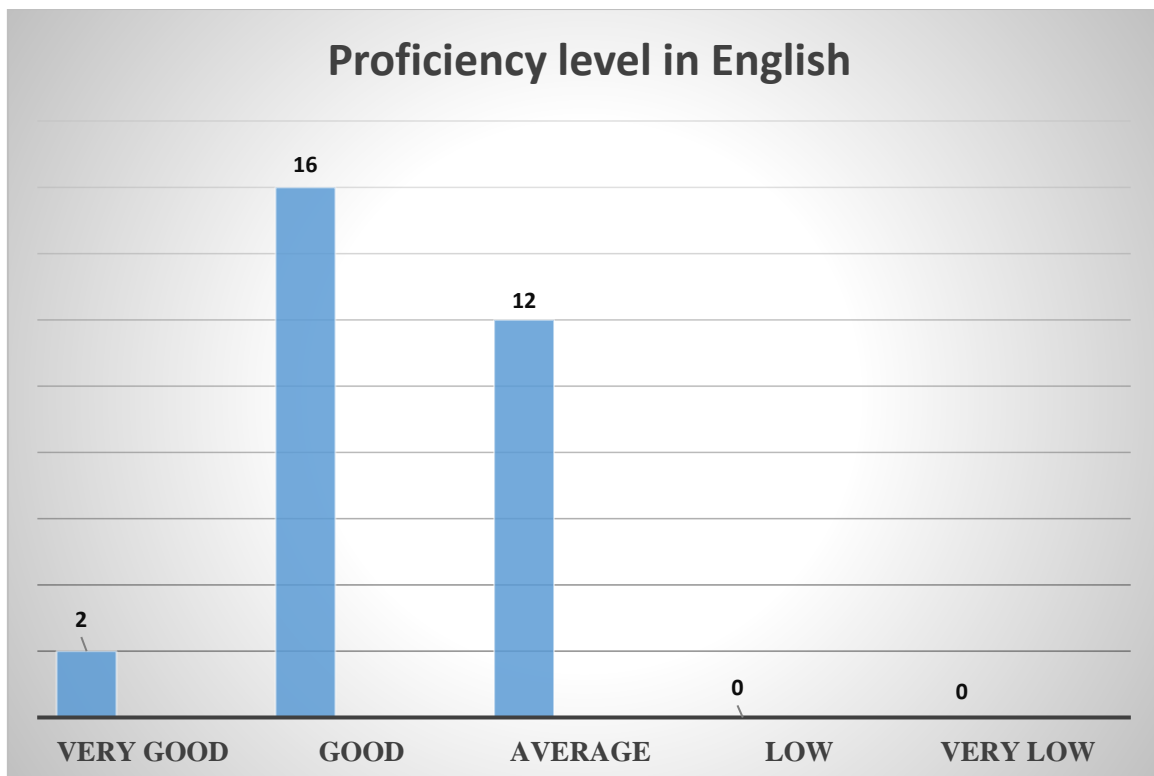| Responses	Participants
Very good	2
Good	16
Average	12
Low	0
Very low	0
Total	30

Table 2: What is your English level?

Chart 1: Proficiency level in English.

Two of the respondents said that they have a high level in English. Most of them consider themselves as beginners students and they do not yet master English.

The majority of participants (16 students) indicate that they have a good level because they read a lot in English. Twelve students show that their level in English is average may be they are first year students of English, they are beginners and with time they will develop the reading skill.

Question 2 : How often do you read in English?

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

Table 3: How often do you read in English?

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

Question 3: Which of the following skills are you interested in?

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

Table 4: Which of the following skills are you interested in?

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

3.3.2 Reading Comprehension.

Question 4: which of strategies do you apply to comprehend texts?

    a- Prior knowledge activation

    b- Note taking

    c- Stop and think about what you are reading

    d- Put a purpose of reading

    e- Use the dictionary.
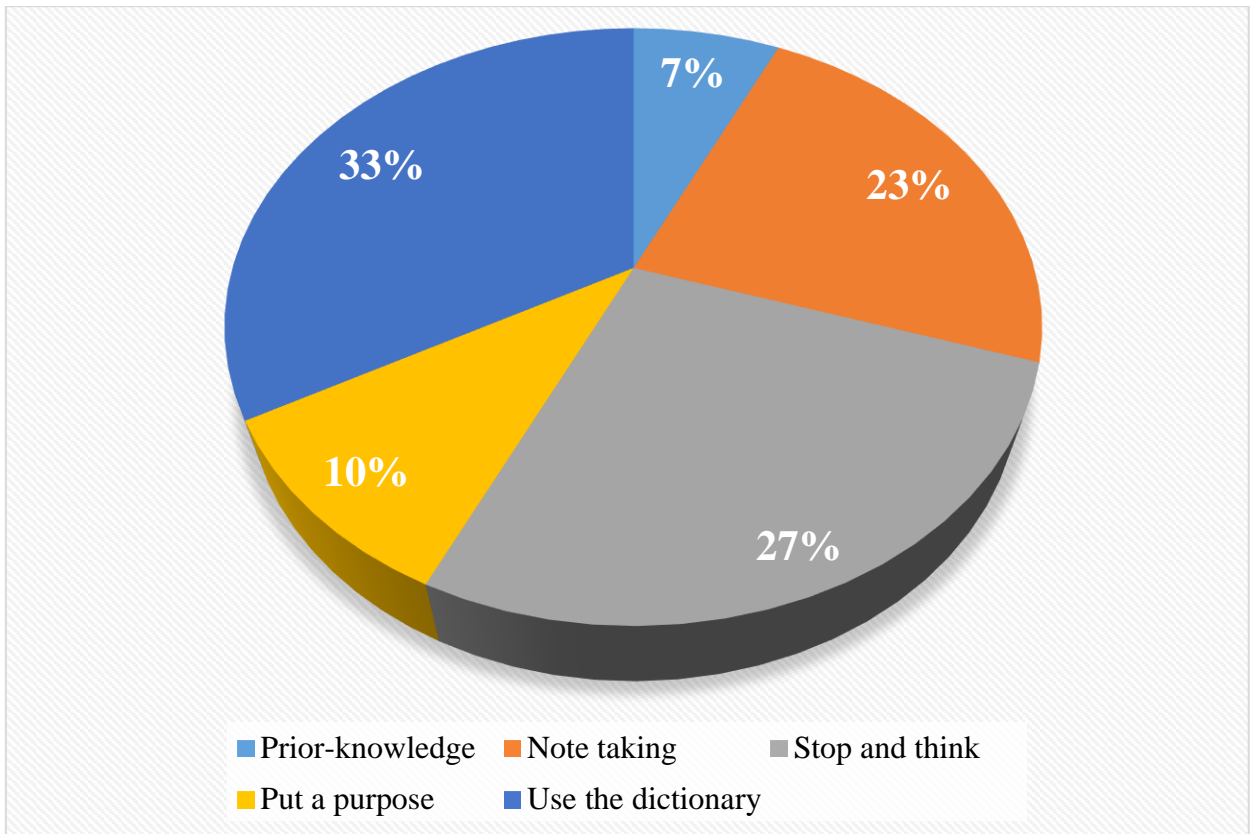
Chart 2: Strategies which access the comprehension.

As the table shows, the participants rely heavily on use the dictionary to know the meaning of unclear words. Others (27%) stop and think about what they are reading. (23%) of learners states that they take notes while reading in order not to forget the main ideas and to organize the important points. (10%) of participants reported that they put a purpose of reading, they have a clear goal of reading, they know why they are reading and what they are searching for and seeking to understand. Only (7%) activate their prior knowledge about the topic. Students need to practice the prior knowledge activation strategy before reading because the prior knowledge which students bring to the topic facilitates the comprehension.

Question 5: why do you misunderstand the text ?

Responses	Participants
Unfamiliarity with the text	4
Difficult vocabulary and expressions	26
Total	30

Table 5: why do you misunderstand the text ?
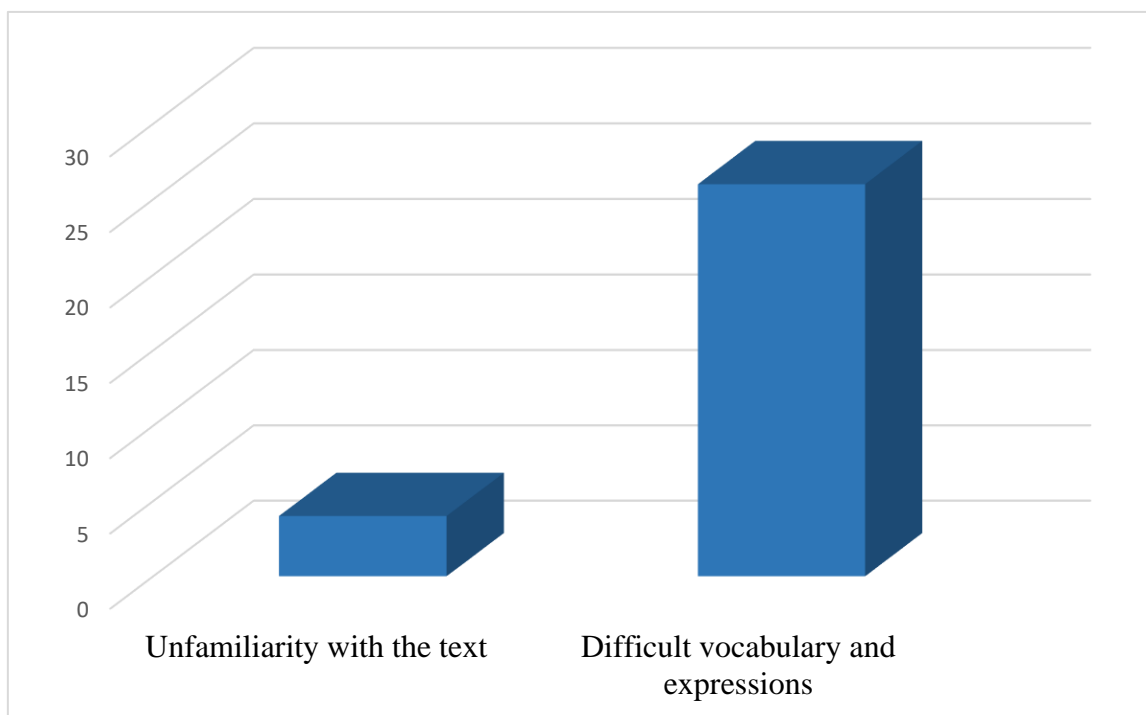
Chart 3: why do you misunderstand the text ?

The results show that the first reason that make students (87%) do not understand is due to difficult vocabularies and expressions. When students have rich vocabulary, they easily comprehend texts Vocabulary knowledge is without doubt necessary in reading comprehension. The minority of participants (13%) face problems if they deal with unfamiliar topic or genre. For instance, a student who always reads scientific texts find it hard to read literature texts. A text is group of words which must be understood so that students achieve

comprehension. The more words students know, the easier and faster they will be able to read .Their comprehension will also be improved.

Question 6: Are you in a habit of learning new words & completing reading homework assignments after each reading lesson in class?
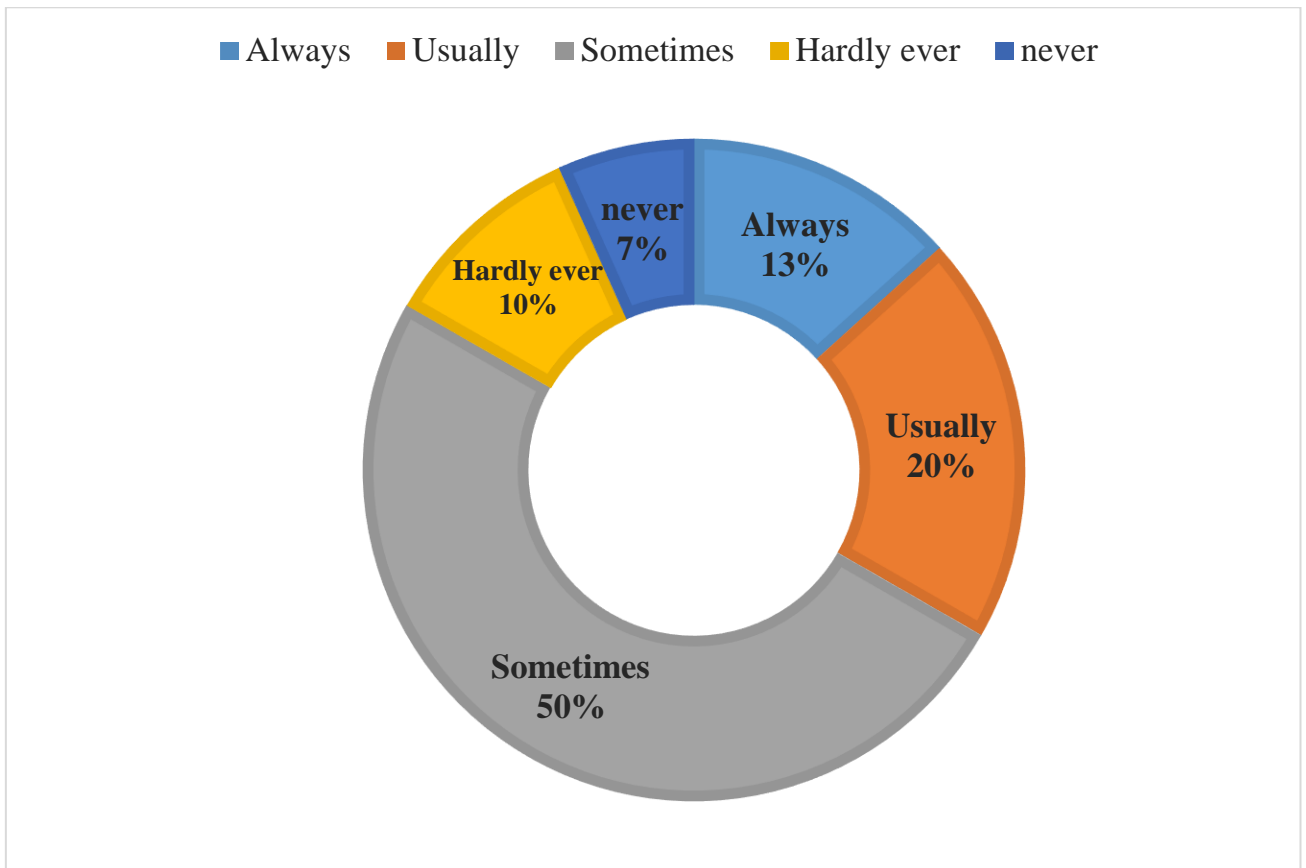
Chart 4: Are you in a habit of learning new words & completing reading homework assignments after each reading lesson in class?

It is thought that a habit of learning new words and completing reading homework assignments after each reading lesson in class is good for practicing reading skills. The bar chart illustrates how often the students do this work. The number of hard working students who always learned new words and completed their reading homework assignments seemed to be the least with only 13% student. 50% students sometimes learned new words and did reading exercises while 7% of them never did it. There were 20% and 10% students who usually or hardly did this work.

This sad figure reflects one of the causes of difficulties in learning reading skill As a matter of fact, limited vocabulary is one of the problems that make learners unable to understand the content in English reading texts. In addition, the lazier the learners are, the worse they are at reading skill.

Question 7: Does vocabulary knowledge improve the comprehension?

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

Table 6: Does vocabulary knowledge improve the comprehension?

The results emphasize the importance of vocabulary knowledge in reading comprehension. All of the participants (100%) agree that vocabulary knowledge develop the comprehension. Word meaning is highly correlated with reading comprehension abilities. Word meaning is essential to understand texts, without vocabulary nothing can be understood.

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

Question 8: what do you do when you meet unknown words when in your reading text?
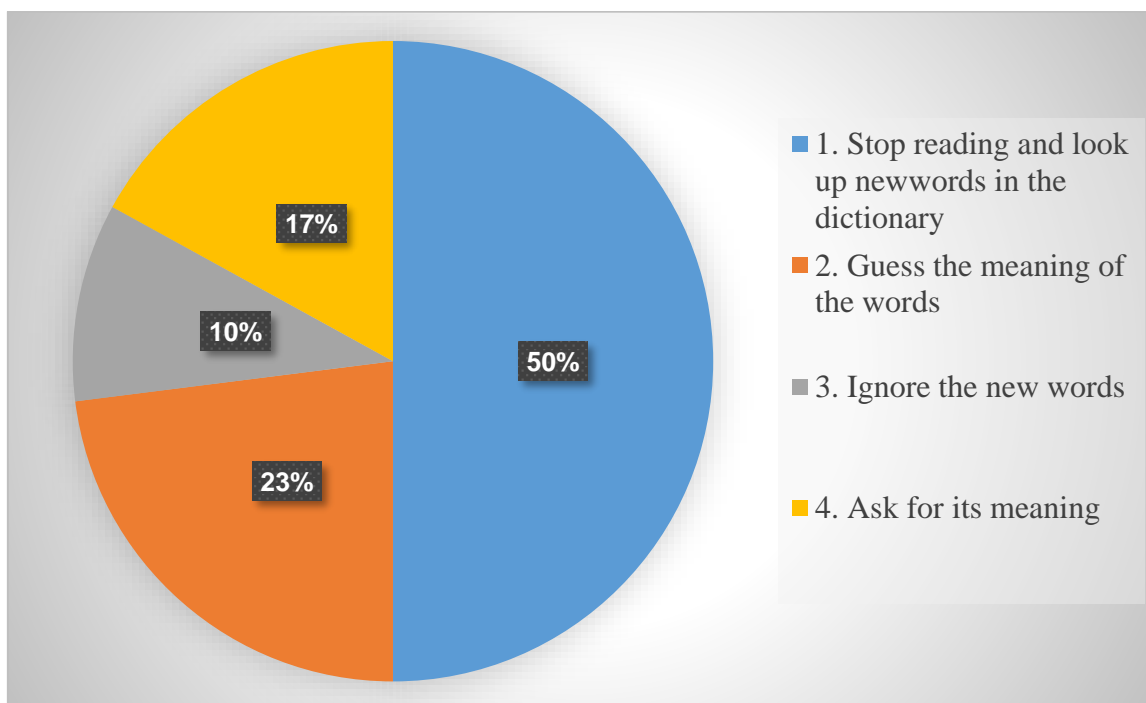

Chart 5: How students deal with new word?

The pie chart shows that a large number of the students (50%) stop reading when they faced with the unknown words. This causes them difficult to concentrate on the flow of the text. Looking up takes time and interrupts their reading. This process may make student forget the idea they get before. Another way that students (10%) treat the new words is that they ignore new words. One participant said that: "I ignore to read difficult parts and start to read other sentences. If I still do not understand, I will ask my classmates or teacher to know its meaning". That takes 17% agreement of students. Sometimes, this strategy is effectively, however, they can ignore the important information to help them understand the text. The best way for the students is guessing its meaning. This way is suggested by only 23%.

3.3.3 Extensive Reading

Question 9:What is your reason of reading?

A-reading for pleasure

B-reading for exams

C-both of them

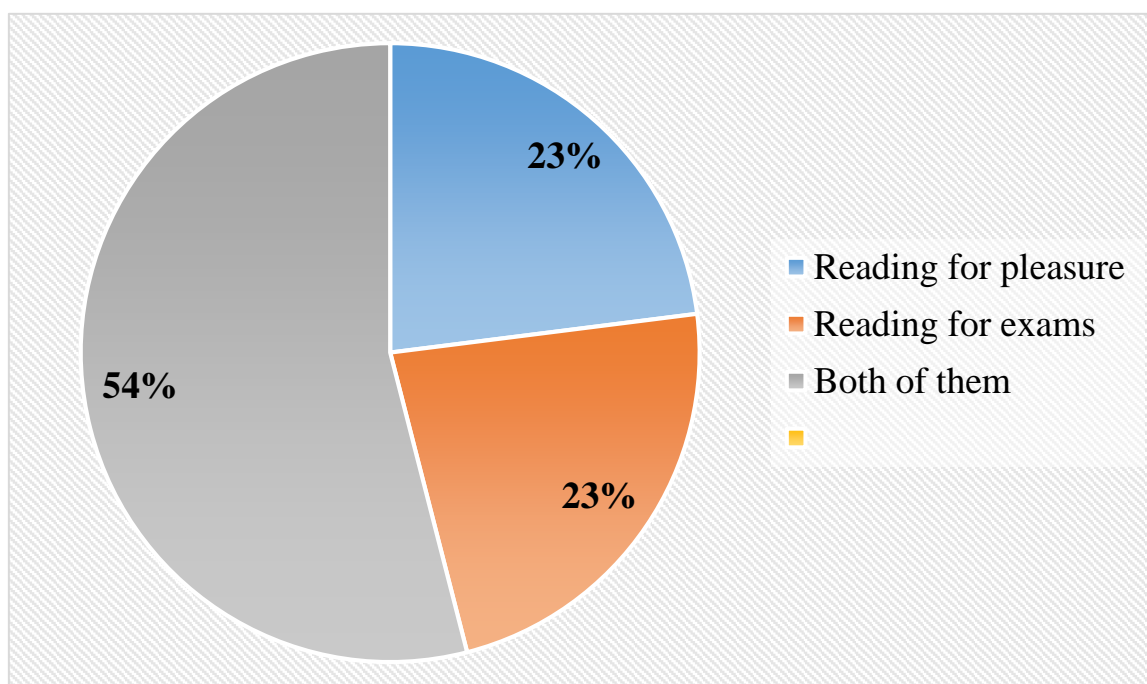| Responses	Participants	Percentage
Reading for pleasure	7	23%
Reading for exams	7	23%
Both of them	16	54%
Total	30	100%

Table 7: What is your reason of reading?

Chart 6: Reason of reading.

The number of students who like to read for pleasure is equal to the number of students who prefer to read for exams. The majority of students (54%) like to read for both. In periods of tests and examinations students read only materials

that are relates to their lessons and courses. However, students in their spare time like to read for enjoyment. The students need to be encouraged to read more both for exams and for pleasure. Twenty three per cent of students read for pleasure, they read for the sake of enjoyment. The same percentage (23%) of learners read for exams, they read to discover the language and to look for information.

Question 10: While reading, what do you try to get?

a- The main ideas

b- Detailed understanding

c- General understanding

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

Table 8: The degree of understanding
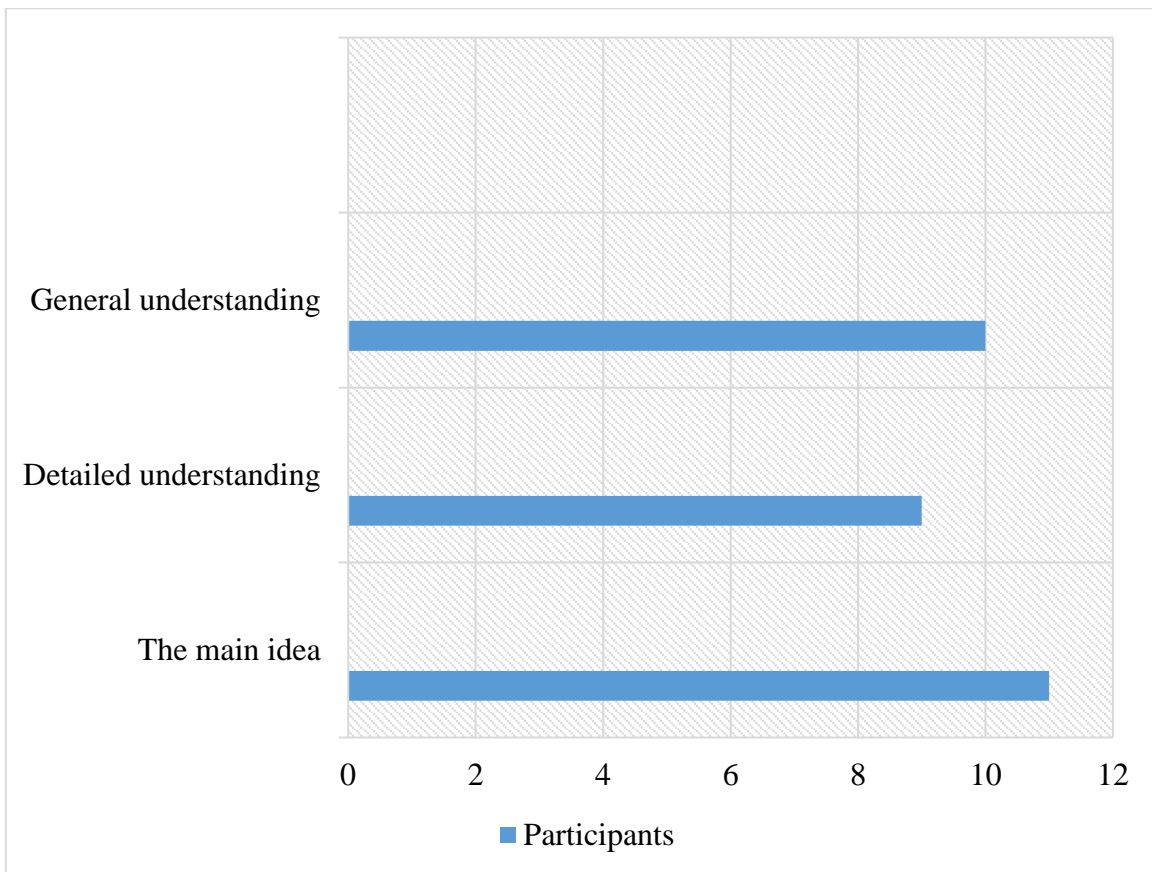
Chart 7: The degree of understanding.

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

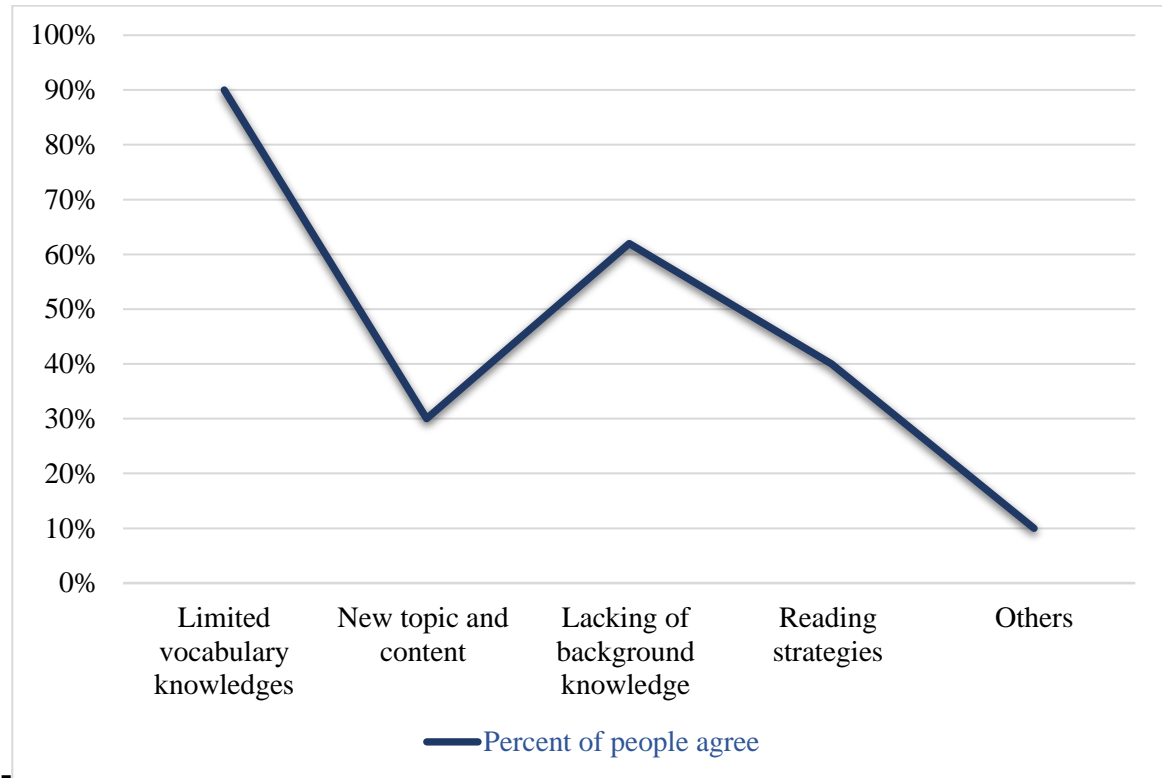**Question 10: What are the reading-related problems faced by students ?**

Chart 8: What are the reading related problems faced by students ?

The majority of the students ((90%) found reading difficult because they have limited vocabulary knowledges. New topic and content are 30%, with 62% of students for lacking of grammatical knowledge and inappropriate reading strategies is 40% because lacking of background knowledge and do not know how to use reading skill. For other option, 10% of the students believed that types of reading text make them feel difficult because of their limited vocabulary knowledge and grammatical knowledge as well. Basing on the chart, it is clear that the great priority the students give to is likely to be the most difficulty they encounter in learning reading process – that is vocabulary.

Question 11: Whats is the students' expectations toward teachers'reading Techniques?

Options	Percentage (%)
Encouraging to activate your previous knowledge into reading text	61%
Creating comfortable environment for you to exchange information before reading	49%
Offering you as many chances to read the passage as you expect	15%
Providing you with certain key words	57%
Explaining clearly about reading contexts	9%
Suggesting you essential reading strategy needed for each reading task	71%
Exploiting different kinds of reading materials suitable to your interest and ability	65%

Table 10: The students' expectations toward teacher reading techniques

As can be seen from the table, the students wish to get a great idea of support from

their teacher to overcome difficult in learning reading. The majority, 71% of all students expect to get essential reading strategies, which reveal that students lack

sufficient reading strategies. They need to be provided with more strategies to become effective reader. 65% of student in the survey wish to have more

different kinds of reading materials suitable to their ability and really interest. It is true that student want to read what they like and what they are relevant to them. 61% of student would like to be encouraged by their teacher to activate previous knowledge into reading text. 57% desire to acquire new key words needed for reading text, so that they can deal with reading task easily. Offering students may chance to read passage just accounts for 15% and only 9% want their teacher explains clearly about reading contexts. It is hope that teachers are supported to be instructors that need to be flexible in teaching techniques so that they can help students overcome difficulties in reading tasks.

Conclusion

The questionnaires addressed to first – year English major students at Hai Phong Technology and Management University reveals that the participants agree that extensive reading is very important for students in order to develop reading skills. However, students argue that they face difficulties in reading. The findings of the questionnaire also show that vocabulary knowledge is very essential to access the comprehension .Students should be willing and motivated to read to improve their reading coprehension skill.

CHAPTER 4: CONCLUSION AND RECOMMENDATIONS.

This chapter will deal with a summary of the major findings, limitations of the study and some suggestions for further studies.

4.1 Summary of the study

To reach what the author aims at this study, the study is divided into four chapters with their own purposes. The first chapter introduces overview of study. The second chapter briefly covers the theories relating to the study. The third chapter presents the research methodology and author's findings of the subject of through the questionnaire and interviews. This chapter also helps the author find the answers for questions stated in the introduction. The last chapter are some recommendations and suggestions to improve reading comprehension for first-year english major students at Hai Phong Technology and Management University through extensive reading activity.

4.2. Limitations of the study.

Although the study has certain strong points such as collection methods, namely interviews, survey questionnaires for students, due to limited time, lack of sources, the researcher's ability and other unexpected factors, it is obvious that the study has got a number of short-comings.

First of all, due to the limited of time, experience to some extent, the researcher could not conduct other methods such as classroom observation which can make the obtained results more reliable. So, a 35-40 page research is unable to wrap up all aspects of learning specialized vocabulary techniques and present every point in detail. There are several points that I have desired to mention before getting to work on my research. Nonetheless, I have to leave them behind due to the scope and limited time of the research.

Secondly, due to the limitation of scope of the study, the researchers only focus on for first-year english major students .

Therefore, the result of the study can't be generalized. Besides, the researcher could

not cover all the aspects of difficulties.

In addition, the techniques suggested in this research are selected from different reliable but limited sources. In spite of the mentioned limitations, I hope that this exploratory research will be helpful in improving reading comprehension skills.

4.3. Suggestions for the further study.

Because of the limitation, this study could not cover all of aspects of the study. Besides, The focus of this paper is to review some theories and previous studies of extensive reading that have been conducted by many experts. Moreover, for the further studies, to get better results, the researcher should invite more participants and the data collection method. Together with using survey questionnaires and interviews, observation is also necessary to get more persuasive conclusions. All in all, despite the study can avoid to the limitation, the research has been completed under the guiding of the supervisor and self-effort. Any comments and criticism will be highly appreciated for better further study.

<u>Conclusion</u>

The focus of this paper is to review some theories and previous studies of extensive

reading that have been conducted by many experts. It has been presented in this paper that extensive reading can improve students' reading ability such as reading

comprehension, reading rate, and reading fluency, etc. The writer has found many

studies of extensive reading method conducted by many experts show the

positive

result. Extensive reading has been proven as an appropriate way to upgrade students' reading ability in many aspects, and it also helps the students to have a better reading activity since they have freedom to co choose their own reading materials. All the proofs indicate that extensive reading is successful for the students especially in reading context. Proceeding of first – year English major students at Hai Phong Technology and Management University. Based on the facts above, the writer hopes the teachers and lecturers will apply extensive reading method in their reading course. It is expected that by applying this method they can maximally help their students to succeed in their reading.

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APPENDIX

This questionnaire is designed to investigate students' reading comprehension and extensive reading. I look forward to your time with the following questions honestly. All the information they give is kept strictly confidential and is only for research purposes. Their help will help me complete my graduation paper. I sincerely thank you for your help.

Before answering the questions, please provide some personal information by circling the correct information or answering the following questions:

Personal Information:

1. Name.

2. Gender: Male / Female.

3. Hometown:

4. I am currently a student in class:

5. Age:

Question 1: What is your English level?

☐ Very good   ☐ Good

☐ Average   ☐ Low

☐ Very low

Question 2 : How often do you read in English?

☐ Always   ☐ Often

☐ Sometimes   ☐ Rarely

☐ Never

Question 3: Which of the following skills are you interested in?

☐ Writing   ☐ Speaking

☐ Listening   ☐ Reading

Question 4: which of strategies do you apply to comprehend texts?

☐ Prior knowledge activation

☐ taking

☐ Stop and think about what you are reading

☐ Put a purpose of reading

☐ Use the dictionary.

Question 5: why do you misunderstand the text ?

☐ Unfamiliarity with the text

☐ Difficult vocabulary and expressions

Question 6: Are you in a habit of learning new words & completing reading homework assignments after each reading lesson in class?

☐ Always   ☐ Usually

☐ Sometimes   ☐ Hardly ever

☐ Never

Question 7: Does vocabulary knowledge improve the comprehension?

☐ Yes

☐ No

Question 9:What is your reason of reading?

☐ reading for pleasure

☐ Reading for exams

☐ Both of them

Question 10: While reading, what do you try to get?

☐ The main ideas

☐ Detailed understanding

☐ General understanding

Question 11: Whats is the students' expectations toward teachers'reading Techniques?

☐ Encouraging to activate your previous knowledge into reading text.

☐ Creating comfortable environment for you to exchange information before reading.

☐ Offering you as many chances to read the passage as you expect.

☐ Providing you with certain key words .

☐ Explaining clearly about reading contexts .

☐ Suggesting you essential reading strategy needed for each reading task.

☐ Exploiting different kinds of reading materials suitable to your interest and ability.