

***Research:7***

***The Effect of Extensive Reading on Developing  
Students' Linguistic Competence in L2 as  
Perceived by Third and Fourth Year English  
Majors at AL-Quds Open University***

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## **The Effect of Extensive Reading on Developing Students' Linguistic Competence in L2 as Perceived by Third and Fourth Year English Majors at AL-Quds Open University**

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### **Abstract**

This study aims at identifying the role of extensive reading in developing linguistic competence of university students as perceived by third and fourth year English majors at- Al- Quds Open University, Tulkarm Branch. For the purpose of the research, the researcher administered a 30- item questionnaire which was distributed to 76 of junior. and senior male and female university students in Tulkarm Branch of Al-Quds Open University. The researcher used different statistical analyses which fit the collected data. After the analysis of the collected data, the researcher found out that most of the students in the study sample agree that extensive reading would have great positive effect on developing students' linguistic competence at the university. In the light of these findings, the researcher suggested encouraging students to read extensively and drawing their attention to useful material for extensive reading.

### **Introduction**

As a teacher of English as a foreign language for thirty- three years in schools and universities, and after consulting teachers and supervisors in the field of teaching English, the researcher concluded that students at different stages do very poorly on different proficiency levels of language learning. The researcher discussed this issue with school and university teachers. They all agreed on students' poor linguistic performance. Kharma and Muqattash, (2009) believed that developing vocabulary can be achieved by using dictionaries or by wide extensive reading. Horst, Cobb, and Meare (1998) claimed that through extensive reading learners could enrich their knowledge of the words they already know; increased lexical access speech, build network linkages between words, and acquire a few words. Krashen (2004) believed that the special language of writing is acquired by reading.

Reading falls into major categories: intensive and extensive. Intensive reading is a classroom activity carried out under the guidance of the teacher. It is mainly concerned with texts and involves focusing on new words, structures, functions and pronunciation. It focuses on understanding the content. Kailani and Muqattash, (1995). The material in intensive reading is usually a little higher than the students' level. Extensive reading, on the

other hand, is usually done at home for pleasure, or for acquiring general information. It has a supplementary role in the process of learning a foreign language as it broadens the general knowledge of the learner and reinforces previously learned items. The material usually takes the form of short stories, novels, plays, poems magazine, etc. Kailani and Muqattash (1995).

Extensive reading has gradually been gaining popularity as one of the most effective strategies for improving foreign language learners of various proficiency levels. Many studies have emphasized the importance of including extensive reading in foreign language curricula. Day, and Bamford (1998); Grabe (1995); Krashen (1982) and numerous studies have shown the effectiveness of extensive reading in contexts of English as a foreign language. e.g. Elley and Mangubhai (1981) ; Hitosugi and Day, (2004); Mason and Krashen (1997). These researchers have asserted that extensive reading plays an important role in developing fluent foreign language readers because learners develop the ability to rapidly read large quantities of written material without using dictionaries. According to Smith (1997:105), learners can "learn to read by reading". Krashen (1993) has noted that writing styles do not come from writing or from direct instruction but from reading. He added that we acquire the special language of writing by reading. Extensive reading provides contextualized clues for better comprehension Krashen (1982). Several studies have found a correlation between extensive reading and specific linguistic skills including breadth of reading choices, improved writing skills, ease in oral communication, and improvement in other aspects of language. Day and Bamford (1998: 32-39) note that extensive reading improves spoken language. They say that reading copiously seems to benefit all language skills, not just reading. Hoey (2005), cited in Day and Bamford, (1998) believes that extensive reading helps improve writing.

It has been said that extensive reading leads to a highly successful way of reinforcing, confirming and developing vocabulary. Waring (2006) found that gains in vocabulary were among the most commonly cited benefits of extensive reading. Extensive reading, reading with " large quantities of materials that is within learners' linguistic competence" Grabe and Stoller

(2002:259) helps in vocabulary learning by creating opportunities for inferring word meaning in context. Hitosugi and Day (2004) maintain that extensive reading leads to gains in vocabulary knowledge as well as reading, writing and oral fluency. Second language vocabulary can be learned incidentally while the learner is engaged in extensive reading or reading for meaning, inferring the meaning of unknown words. Huckin and Coady (1999). Day (2003) argues that in extensive reading, students read large quantities of easy material in the language they are learning for general, overall meaning and for information and enjoyment. Students select their own reading material and are encouraged to stop reading if it is not interesting or if it is too hard. He added that extensive reading helps students to become fluent readers; they learn a lot of new words and expand their understanding of words they knew before. In addition, they write better, and their listening and speaking abilities improve. Collin (1995 :335) cited in Day (2003) says that "any ESL or EFL classroom will be poorer for the lack of an extensive reading program of some kind, and will be unable to promote its pupils' language development in all aspects as effectively as if such a program were present." Malay, (2008) (cited in Day and Bamford (1998) maintain that there are some factors for extensive reading to be successful. They are as follows:

1. Students read a lot and read often.
2. There is a wide variety of text types and topics to choose from.
3. Reading texts are not just interesting but they are also engaging and compelling.
4. Students choose what to read.
5. Reading purposes focus on pleasure, information and general understanding.
6. Reading is its own reward.
7. There are no tests, no exercises, no questions and no dictionaries.

**Key words: extensive reading; language skills: reading, speaking, writing; Language components: vocabulary and structure**

**"Extensive reading** is a kind of reading that exposes learners to large quantities of material within their linguistic competence, which is at the same time pleasurable". (Grabe and Stoller, 2002: 259).

**"Extensive reading** is usually done at home or for pleasure, or for acquiring general information. It has a supplementary role in the process of learning a foreign language as it broadens the general knowledge of the learner and reinforces previously learned items. The material usually takes the form of short stories, novels, plays, poems, texts, magazines and journals". Kailani and Muqattash (2008: 93).

**"Speaking skill** is an encoding and productive skill that should be preceded by listening practice. Thus, unless students hear accurately and understand correctly, they will not be able to respond adequately" (Kailani, and Muqattash, 2008:43).

**"Writing skill** is an active means of communication ideas. In its functional sense, it is equated with speech since both are concerned with conveying information. Thus a pupil practices in writing what he has practiced orally, and expresses through it what he understands and wishes to convey"( Kailani and Muqattash,2008: 131).

**"Reading skill** is definitely the most important linguistic activity a literate society is engaged in. The material we read is not always the same. We read signboards, ads. in newspapers and magazines, time-tables, statistics, articles in papers, news, different kinds of books from the very light to the most serious, dictionaries, encyclopedias, etc. (Karma and Muqattash,2009).

**Vocabulary:** Learning vocabulary is a lengthy and complex process which requires adequate mastery of form, meaning and usage. FL vocabulary can be classified into five categories or classes. They are as follows: ESP (English for specific Purpose); active/ productive; passive/ receptive; functional/ and content (Kailani and Muqattash, 1995:130).

## **Reviewing the related literature**

A brief review of current related literature on extensive reading revealed that reading has great gains in all measures of language competence with a strong impact on writing style, vocabulary, structure and speaking. Yamashita (2008) maintained that extensive reading is intended to develop good reading habits, and build up knowledge of vocabulary, and structure.

Hafiz and Tudor (1989) conducted a study entitled "Extensive Reading and the Development of Language skills". The purpose of this study was to investigate the effect of extensive reading on subjects' linguistic skills, with particular emphasis on reading and writing. To achieve this purpose, a three- month extensive reading programme, using graded readers, was set up involving one experimental group and two control groups of ESL in the UK. The results showed a marked improvement in the performance of the experimental subject's especially in writing skills.

Day and Oumura (1991) conducted a study entitled " Incidental EFL vocabulary Learning and Reading". This paper reported the results of an investigation whose purpose was to determine if Japanese EFL students could learn vocabulary indecently while reading for entertainment. The findings demonstrated that such incidental vocabulary learning did occur for both high school and university students.

Leung (2002) conducted a study entitled " Extensive Reading and Language Learning: A Diary Study of a beginning Learner of Japanese". The purpose of the study was to investigate the impact of extensive reading on an adult's self- study of Japanese over a 20- week period. Data were collected from multiple sources, including a learner diary, audio- recordings from several private tutorial sessions, and vocabulary tests. The results of this study showed that extensive reading can enhance vocabulary acquisition and reading comprehension, and promote a positive attitude toward reading.

Gardner (2004) conducted a study entitled " Vocabulary Input through Extensive Reading: A Comparison of Words Found in Narrative and Expository Reading Materials". The purpose of this study was to explore the role of extensive reading in building vocabulary. This study analyzed the lexical differences between

narrative and expository reading materials used in upper-elementary education (10- and 11-years old children), and explored how these differences could affect children's potential vocabulary acquisition through reading. Results of computerized analysis of nearly 1.5 million word tokens revealed marked differences between 28 narratives and 28 expository children's books token distribution and individual type repetitions at all levels of vocabulary analyzed in the study. These lexical differences a review used to assess claims of wide reading and free reading relative to children's acquisition of vocabulary through extensive reading especially the default claims of incidental word acquisition through repetitive encounters with unknown words while reading large volumes of material for pleasure.

Pigada and Schmitt (2006) conducted a study entitled "Vocabulary Acquisition from Extensive Reading: a case study". This study tried to explore whether extensive reading program could enhance lexical knowledge. The study assessed a relatively large number of words (133) and examined whether one month of extensive reading enhanced knowledge of these target word's spelling, meaning and grammatical characteristics. The study explored how vocabulary acquisition varied according to how often words were encountered in the texts. The results showed that knowledge of 65% of the target words was enhanced in some way, for a pickup rate of about 1 of every 1.5 words tested. Spelling was strongly enhanced, even from a small number of exposures. Meaning and grammatical knowledge were also enhanced, but not to the same extent. Overall, the study indicated that more vocabulary acquisition was possible from extensive reading.

Iwahori (2008) carried out a study entitled: "Developing Reading fluency: A study of Extensive Reading in EFL". The purpose of the study was to investigate the effect of extensive reading on reading rates of high school students in Japan. To achieve this purpose, the researcher provided students with graded readers and comic books as reading material that they would find enjoyable. Results indicated that ER was an effective approach to improve students' reading rate and general language proficiency.

Yamashita (2008) conducted a study entitled: "Extensive Reading and Development of Different aspects of L2 Proficiency". The purpose of the study was to investigate the effect of extensive reading on different aspects of foreign/ second language ability. Development of general reading ability and lower-level linguistic ability was examined. Improvement from a pretest to a post test was found to be significant for reading ability, but not for linguistic ability.

Soo and Rikim (2008) conducted a study entitled: "Beyond raw frequency: Incidental Vocabulary Acquisition in Extensive Reading". The purpose of the study was to investigate the vocabulary learned incidentally while the learner was engaged in extensive reading. To achieve this purpose, the researchers chose 12 Korean learners of English reading authentic literary texts and were tested on their knowledge vocabulary before reading ( pretest), immediately after reading ( posttest 1) and month after( posttest1 ) posttest 2. The results showed a significant word gain between the pretest and posttest1 and that most gained words were retained at posttest 2 of the different word classes that were used. Nouns were a little easier to retain than verbs and adjectives. More frequent words were more easily learned than less frequent words across all 3 word classes. However, words of lower frequency were better learned than words of higher frequency and the meanings of lower frequency words were crucial for meaning comprehension.

Stuart (2008) conducted a study entitled "The Effects of Context on Incidental Vocabulary Learning". The purpose of the study was to investigate the role of context on vocabulary learning. Japanese University students learning English as a foreign language (EFL) encountered 10 target words in 3 sets of short contexts that were rated on the amount information available to infer the target words meanings. One group of learners met the target words in contexts related more highly than the contexts read by the other group. A vocabulary test that measured recall of form, recognition of form and recall of meaning was administered after the treatments. The results showed that the group that read the contexts containing more contextual clues had significantly higher scores on both tests of meaning. The findings indicated

that the quality of the context rather than the number of encounters with target words may have a greater effect on gaining knowledge of meaning. Conversely, it is the number of encounters that will have a great effect on knowledge of form.

Lee and Hsu (2009) experimented with Taiwanese adult EFL students participating in an in-class extensive reading program lasting one year (two semesters) easily. They outperformed the comparison subjects on writing style. The readers showed better gains on measures of writing, which included fluency, content, organization, vocabulary, language use and mechanics. The comparison group spent one hour and 50 minutes a week in general English periods where they received formal instruction. The experimental subjects also followed the same formal instruction for 100 minutes but they devoted 50 minutes for free reading. At the end of the second semester, the experimental group made greater gains on all measures of writing.

Rashidi and Piran (2011) conducted a study entitled "The effect of Extensive and Intensive Reading on Iranian EFL Learners' Vocabulary Size and Depth". One hundred and twenty participants, divided into two groups took part in the study. One group received Intensive reading treatment and the other extensive reading treatment. The results of the study showed that both IR and ER had a significant impact on learners' vocabulary size and depth and that the learners' vocabulary knowledge, in terms of size and depth, increased. The study demonstrated that reading both intensively and extensively could lead to vocabulary development in a way that the number of vocabulary which each learner knows in terms of each word's synonym, antonym and collocation improved significantly.

Soliani (2011) conducted a study entitled " Extensive Reading: A Stimulant to Improve Vocabulary Knowledge". The purpose of the study was to investigate the role of the extensive reading as a good learning technique to improve learners' vocabulary knowledge. The subjects of this study were 40 upper-intermediate and 40 lower- intermediate learners drawn from a population through a proficiency test to see if ER helped them to improve their vocabulary knowledge at the above- stated levels. To do this end, at each level an experimental and a control group

(EG and CG) were formed .Each comprised 20 subjects randomly selected and assigned. All the conditions especially teaching materials were equal and were fixed at each level, except for the EG. The subjects were given five extra short stories to read outside for ten weeks. The results showed that EG at both levels improved in their vocabulary learning after the experiment.

Rezaee and Nourzadeh (2011) conducted a study entitled "Does Extensive Reading Improve EFL Learners' Processing Ability?" The purpose of the study was to investigate whether ER could promote bottom –up and top-down processing capacities employed by advanced learners of English as a foreign language (EFL) when reading second language (L2) texts. In this study, the bottom-up and top-down processing capacities were operationalized as L2 learners' ability to answer local and global reading comprehension questions respectively. Two groups were selected in the study one experimental group (n=26) and the other control (n=25). The findings of the study indicated that participation in ER courses promoted Iranian advanced EFL learners' bottom-up and top-down processing capacities. The overall findings have implications for L2 reading comprehension classes and assessment.

### **Problem of the study**

High school teachers and university professors as well fully agree that high school and university students' linguistic competence is very poor. To improve their competence, current literature shows that extensive reading is of great help.

### **Purpose of the study**

This study aims at examining the role of extensive reading on developing students' linguistic competence (Language skills: reading, listening, speaking and writing and language components : vocabulary and structure).

### **Significance of the study**

The importance of this study is that it provides the information necessary for showing the effectiveness of using extensive reading in language teaching in general and teaching the above-mentioned language skills and language components in particular.

### **Hypotheses**

1. There are no significant statistical differences at a  $\geq .05$  between male and female students from the students' perspectives due to gender.
2. There are no significant statistical differences at a  $\geq .05$  between male and female students from the students' perspectives due to student's standing (year).
3. There are no significant statistical differences at a  $\geq .05$  between male and female students from the students' perspectives due to student's academic average.

### **Questions of the study**

The study tries to answer the following questions:

4. Are there any significant differences at a  $\geq .05$  between male and female students from the students' perspectives due to gender?
5. Are there any significant differences at a  $\geq .05$  between male and female students from the students' perspectives due to student's standing (year)?
6. Are there any significant differences at a  $\geq .05$  between male and female students from the students' perspectives due to student's academic average?

### **Limitation of the study**

This study was limited to 100 male and female students who were randomly chosen from AL- Quds Open University/Tulkarm Branch. The students were third and fourth year English majors during the second semester of the academic year 2012- 2013.

### **Methodology**

The research design consisted of the following sections:

1. Population of the study
2. Sample of the study
3. Instrumentation
4. Procedures
5. Statistical analysis

**Population:** The population of the study consisted of 100 male and female students who are third and fourth year English majors at AL- Quds Open University / Tulkarm Branch in the second semester of the academic year 2012- 2013.

**Sample:** The sample of the study represented 76% of the whole population. Its subjects were randomly chosen. Tables: 1, 2, and 3 below describe clearly the sample of the study according to the independent variables.

**Table 1 : Sample distribution according to gender**

| Gender       | Frequency | Percent     |
|--------------|-----------|-------------|
| Male         | 39        | 51.3%       |
| Female       | 37        | 48.7%       |
| <b>Total</b> | <b>76</b> | <b>%100</b> |

**Table 2 : Sample distribution according to Academic Level**

| Gender       | Frequency | Percent     |
|--------------|-----------|-------------|
| Male         | 39        | 51.3%       |
| Female       | 37        | 48.7%       |
| <b>Total</b> | <b>76</b> | <b>%100</b> |

### **Instrumentation**

A five- point Likert scale questionnaire was used to measure students' perspectives towards using extensive reading as an aid in improving students' linguistic competence of third- and fourth-year English majors at Tulkarm Branch- Al-Quds Open University. The 30-item questionnaire was submitted to a number of referees from the Faculty of Education at An- Najah National University and AL- Quds Open University. These referees suggested some modifications which were taken into consideration in the new version of the questionnaire.

To test the reliability of the questionnaire, the researcher used Alpha formula (Cranach's Alpha). Results showed that the range of reliability of the questionnaire was 0.84. This value was suitable for the purpose of the study.

### **Procedure**

The researcher used the following procedure during the administration of the study:

1. Establishing the validity and reliability of the questionnaire by specialists in the Faculty of Education at An-Najah and AL-Quds who approved the suitability of instrument for conducting the study. The researcher incorporated the some changes suggested by the specialists.
2. The researcher got the list of the students from the registrar office of Tulkarm branch.
3. The researcher chose the sample of the study randomly: 76% of the population.
4. The researcher himself distributed the copies of the questionnaire. In order to obtain the highest credibility and validity of the results, the students completed the questionnaire immediately in the presence of the researcher.
5. The researcher managed to get back all the distributed copies of the questionnaire, and then the data were statistically treated.

### **Statistical Analysis and t Results:**

In order to analyze the data, the researcher used SPSS (Statistical Package for Social Science). The following statistical techniques were used:

1. Means, Standard Deviation and Percentages
2. Independent Sample T-test.
3. One Way ANOVA

The data of the study were statistically analyzed and the results were as follows:

For the purpose of interpreting the results of the study, the following percentages and ranks are:

|               |           |
|---------------|-----------|
| 80% and more  | very good |
| 79.9%- 70%    | good      |
| 69.9% - 60%   | fair      |
| 59.9%- 50%    | poor      |
| Less than 50% | very poor |

**Interpretation of the Results**

**Table 3 : Means, Percentages, Standard Deviation and the Degree of Significance of Each Item**

| Degree of importance | %            | St. Devia-tion | Mean        | The Role of Extensive Reading in Developing students' Linguistic Competence in the L2 as Perceived by Third- and Fourth- Year English Majors at AL-Quds Open University. | Questionnaire item | Rank |
|----------------------|--------------|----------------|-------------|--|--------------------|------|
| Very good            | 88.68        | 0.79           | 4.43        | helps students learn new words and enriches known words  | 22                 | 1    |
| Very good            | 88.16        | 0.73           | 4.41        | reinforces knowledge of vocabulary.  | 7                  | 2    |
| Very good            | 86.58        | 0.70           | 4.33        | helps students to become more knowledgeable about language learning.   | 29                 | 3    |
| Very good            | 84.47        | 0.79           | 4.22        | increases students' motivation towards reading.  | 26                 | 4    |
| Very good            | 84.21        | 0.88           | 4.21        | develops reading fluency in English.   | 2                  | 5    |
| Very good            | 84.21        | 0.98           | 4.21        | improves students' spelling.   | 6                  | 6    |
| Very good            | 83.95        | 0.73           | 4.20        | develops students' linguistic competence.  | 27                 | 7    |
| Very good            | 83.68        | 0.83           | 4.18        | increases students' reading speed.   | 24                 | 8    |
| Very good            | 83.68        | 0.72           | 4.18        | highly motivates and develops a positive attitude toward reading in L2.  | 8                  | 9    |
| Very good            | 83.16        | 1.01           | 4.16        | develops students' interest in reading stories   | 17                 | 10   |
| Very good            | 82.63        | 0.81           | 4.13        | lets students think about what they read in order to develop their understanding.  | 18                 | 11   |
| Very good            | 82.37        | 0.94           | 4.12        | improves students' speaking.   | 16                 | 12   |
| Very good            | 82.11        | 0.81           | 4.11        | improves students' reading speed.  | 23                 | 13   |
| Very good            | 81.84        | 0.66           | 4.09        | improves students' level in general proficiency.   | 4                  | 14   |
| Very good            | 81.58        | 0.73           | 4.08        | provides contextualized clues for better comprehension.  | 3                  | 15   |
| Very good            | 80.53        | 1.06           | 4.03        | improves students' pronunciation.  | 5                  | 16   |
| Very good            | 80.00        | 1.03           | 4.00        | aims at general understanding of the text.   | 1                  | 17   |
| good                 | 79.47        | 0.80           | 3.97        | Improves syntactic knowledge .   | 21                 | 18   |
| good                 | 79.21        | 0.79           | 3.96        | Helps reluctant students to read.  | 30                 | 19   |
| good                 | 78.95        | 1.07           | 3.95        | improves students' writing.  | 15                 | 20   |
| good                 | 78.95        | 1.07           | 3.95        | builds up students' knowledge of structure.  | 14                 | 21   |
| good                 | 78.95        | 0.71           | 3.95        | contains vocabulary and grammar within students' linguistic competence.  | 28                 | 22   |
| good                 | 78.95        | 0.81           | 3.95        | enhances general language competence.  | 19                 | 23   |
| good                 | 77.89        | 1.07           | 3.89        | gives students an opportunity to know more about English speaking countries.   | 13                 | 24   |
| good                 | 76.58        | 0.93           | 3.83        | offers comprehensive input.  | 20                 | 25   |
| good                 | 76.32        | 1.07           | 3.82        | is reading for enjoyment.  | 9                  | 26   |
| good                 | 76.05        | 2.30           | 3.80        | improves overall attitude towards language learning.   | 11                 | 27   |
| good                 | 75.00        | 0.95           | 3.75        | decreases dependence on word by word comprehension.  | 25                 | 28   |
| good                 | 73.42        | 1.05           | 3.67        | improves overall attitude towards language learning.   | 12                 | 29   |
| fair                 | 67.63        | 1.28           | 3.38        | draws attention to every single word of an utterance.  | 10                 | 30   |
| <b>Very good</b>     | <b>80.60</b> | <b>0.79</b>    | <b>4.03</b> | <b>Total Score</b>   |                    |      |

As table shows, the degree of significance was very good for items 1, 2, 3, 4, 5, 6, 7, 8, 16, 17, 18, 20, 22, 24, 26, 27. The

response was 80% and more. The degree was good for items 11, 13, 14, 15, 16, 19, 20, 21, 25, and 28. It was 70%- 79%. The degree of significance for item 10 was medium and it was 67.63%. As for the total score of extensive reading as an aid in improving the university students' linguistic competence, it was very good. The response was 80.60%.

Pertaining to the results of the first hypothesis, there were no significant statistical differences at ( $\geq 0.05$ ) in extensive reading as an aid in improving students' linguistic competence due to gender variable. In order to test this hypothesis, Independent T-test was used and the results are shown in Table 4.

**Table 4 : To answer the first question of the study. "Are there any significant statistical differences at  $\alpha=0.05$  between male and female students from the students' perspectives due to gender?"**

| Sig.        | t    | female<br>N=37 |      | male<br>N=39 |      |
|-------------|------|----------------|------|--------------|------|
|             |      | St.Deviation   | Mean | St.Deviation | Mean |
| <b>0.67</b> | 0.43 | 0.47           | 4.05 | 0.36         | 4.01 |

T table at  $\alpha \geq 0.05 = (2)$ .

Table 4 shows that t value is less than T table. This means that there were no significant statistical differences at  $\alpha \geq 0.05$  due to gender.

### **Results related to the hypothesis**

There are no significant statistical differences at  $\geq 0.05$  male and female students due to academic level variable. To test this hypothesis, T independent test was used.

**Table 5 : The Results of T test on improving students' linguistic competence due to academic level variable.**

| Sig.         | t    | Fourth Y.<br>N=41 |      | Third Y.<br>N=35 |      |
|--------------|------|-------------------|------|------------------|------|
|              |      | St.Deviation      | Mean | St.Deviation     | Mean |
| <b>0.03*</b> | 2.28 | 0.45              | 3.93 | 0.35             | 4.15 |

Table T at ( $\alpha \geq 0.05$ ) = 2

Table 5 shows that (t) value = 2.28 is greater than table (t) = (2). This means that there were significant statistical differences at  $\alpha \geq 0.05$ . These differences show the effect of extensive reading on developing third- and fourth- year students' proficiency due to educational standing in AL- Quds Open University. This implies

that HO hypothesis which says that there are no significant statistical differences is rejected and H1 which says that there are significant differences for third -year students in Al- Quds Open University is accepted.

### **Conclusion and Recommendations:**

As research has shown that extensive reading has good effect on improving students' linguistic competence of English majors at AL- Quds Open University, and a number of researchers have proved in their studies which were stated in the review of the related literature that extensive reading is beneficial for both university and school students , the researcher recommends the following:

1. Curriculum planners and designers at the Ministry of Education are requested to incorporate extensive reading material in English syllabuses for all classes, taking into consideration the linguistic level of each class.

2. Teachers at school and university as well are requested to keep encouraging their students to read extensively and should help them in selecting the material that suits their level.

### **Appendices**

#### **Part A**

Dear students,

This questionnaire aims at collecting data for to a study on The Effect of Extensive Reading on Developing Students' Linguistic Competence in L2 as perceived by third- and fourth- year English majors at Tulkarm Branch / in AL-Quds Open University.

Please go through the questionnaire and put x in the place that represents your opinion. Please note that the results will be used for educational purposes only.

The first part includes personal information while the second part includes the items of the questionnaire.

#### **Personal information**

Gender:

Male

Female

Level /Year                      Third (year)                                      Fourth (year)  
 Student's academic average                                      (                      )  
 Thank you for co-operation

**Part B : The Questionnaire**

| Item/No | Extensive reading is an activity that...  | Strongly Agree | Agree | Neutral | isagree | Strongly Disagree |
|---------|---|----------------|-------|---------|---------|-------------------|
| 1       | aims at general understanding of the text.  |                |       |         |         |                   |
| 2       | develops reading fluency in English.  |                |       |         |         |                   |
| 3       | provides contextualized clues for better comprehension.                           |                |       |         |         |                   |
| 4       | improves students' in general proficiency level.                                  |                |       |         |         |                   |
| 5       | improves students' pronunciation.   |                |       |         |         |                   |
| 6       | improves students' spelling.  |                |       |         |         |                   |
| 7       | reinforces knowledge of vocabulary.   |                |       |         |         |                   |
| 8       | highly motivates and develops a positive attitude toward reading in L2.           |                |       |         |         |                   |
| 9       | is reading for enjoyment.   |                |       |         |         |                   |
| 10      | draws attention to every single word of an utterance.                             |                |       |         |         |                   |
| 11      | improves overall attitude towards language learning.                              |                |       |         |         |                   |
| 12      | improves overall attitude towards language learning.                              |                |       |         |         |                   |
| 13      | gives students an opportunity to know more about English speaking countries.      |                |       |         |         |                   |
| 14      | builds up students' knowledge of structure.                                       |                |       |         |         |                   |
| 15      | improves students' writing.   |                |       |         |         |                   |
| 16      | improves students' speaking.  |                |       |         |         |                   |
| 17      | develops students' interest in reading stories                                    |                |       |         |         |                   |
| 18      | lets students think about what they read in order to develop their understanding. |                |       |         |         |                   |
| 19      | enhances general language competence.   |                |       |         |         |                   |
| 20      | offers comprehensive input.   |                |       |         |         |                   |
| 21      | improves syntactic knowledge.   |                |       |         |         |                   |
| 22      | helps students learn new words and enriches known words.                          |                |       |         |         |                   |
| 23      | improves students' reading speed.   |                |       |         |         |                   |
| 24      | increases students' reading speed.  |                |       |         |         |                   |
| 25      | decreases dependence on word by word comprehension.                               |                |       |         |         |                   |
| 26      | increases students' motivation towards reading.                                   |                |       |         |         |                   |
| 27      | develops students' linguistic competence.   |                |       |         |         |                   |
| 28      | contains vocabulary and grammar within students' linguistic competence.           |                |       |         |         |                   |
| 29      | help students to become more knowledgeable about language learning.               |                |       |         |         |                   |
| 30      | helps reluctant students to read.   |                |       |         |         |                   |

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• **مستخلص الدراسة :**

هدفت هذه الدراسة الى التعرف الى اثر القراءة الخارجية على تطوير الكفاءة اللغوية لدى طلبة تخصص اللغة الانجليزية في جامعة القدس المفتوحة \ فرع طولكرم من وجهة نظرهم . ولتحقيق هذا الغرض فقد صمم الباحث استبانة مكونة من ثلاثين بنداً وقام الباحث بتوزيعها على ست وسبعين طالبا وطالبة من تخصص اللغة الانجليزية في فرع طولكرم واسترجعها جميعها . وقد خلصت النتائج بعد التحليل الى ان القراءة الخارجية لها تأثير ايجابي على تطوير الكفاءة اللغوية لدى طلبة تخصص اللغة الانجليزية في جامعة القدس المفتوحة وفي ضوء النتائج فان الباحث يقترح تشجيع الطلبة على القراءة الخارجية و لفت انتباههم الى اختيار المادة المناسبة للقراءة الخارجية.

