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A comparison of two modalities of extensive reading with young learners of English

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ABSTRACT:

This paper is part of a larger project carried by the members of the GRAL research group (Grup de Recerca en Adquisició de Llengües) about maximising the role of L2 input. The present study analyses primarily the students' perceptions towards a four-week intervention intended to compare two modalities of Extensive Reading: reading through multiple exposures and reading extensively with audio support. This paper analyses the data collected from questionnaires and interviews that students completed at the end of the intervention.

Key-words: Comprehension-based approaches to language teaching, Extensive Reading, Multiple Exposure, Multimodal Input, Attitudes towards L2 instruction.

RESUM:

Aquest treball és part d'un projecte realitzat per els membres del GRAL (Grup de Recerca en Adquisició de Llengües) sobre maximitzar el rol de l'input en una segona llengua. En aquest estudi s'analitzen les percepcions i actituds dels alumnes cap a una intervenció de quatre setmanes destinada a comparar dues modalitats de lectura extensiva: lectura amb múltiples exposicions i lectura extensiva amb suport d'àudio. Aquest treball per tant, pretén fer un anàlisi de totes les dades recollides dels qüestionaris i les entrevistes que els alumnes van completar a final de la intervenció.

Paraules clau: Instrucció basada en la comprensió, lectura extensiva, múltiples exposicions, input multimodal, actituds cap a l'ensenyament d'una segona llengua.

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1. INTRODUCTION

This paper analyses the student's perceptions and attitudes towards an intervention which was carried as part of a funded research project called: 'Maximizing the role of L2 input through multiple exposures' in a primary school in Barcelona during December 2017. The main goal of the project was to compare two kinds of comprehension-based instruction. Comprehension-based instruction is a methodology in which learners learn a language by being exposed to listening and reading instead of producing the language. This paper focuses on the perceptions students had to two kinds of this instructional approach and this was done with the help of questionnaires and some interviews that students did at the end of the project. I felt motivated about this topic because I believe that comprehension-based instruction is sometimes disregarded since many teachers have the misconception that production-based approaches to language instruction might be more effective for language learning. Moreover, I was also motivated about the idea of being part of a project that was carried in my university and I felt that it would be really interesting to analyse some real data which had not been analysed yet so I could contribute to a larger project.

Regarding the structure, the paper contains four main parts: the first part, which is the literature review, is a general introduction to the topic, and some concepts such as comprehension-based instruction, multimodal input or Extensive Reading are presented. The second part exposes the main objective of the intervention, the methodology that was used, a description of the two kinds of comprehension-based approaches that were compared and the instruments used. The third part shows the results obtained from the questionnaires. Finally, the last part includes a discussion part and a conclusion of the study.

2. LITERATURE REVIEW

2.1 Comprehension-based approaches

Comprehension-based approaches to language instruction are those methodologies in which there is an emphasis on “developing linguistic competence through listening or reading activities rather than through speaking or writing” (Ellis and Shintani, 2014, p.335). The idea that language can be acquired by being exposed to comprehensible input is not something new and Krashen’s Comprehensible Input Hypothesis “provides the most well-known justification for the role of input in L2 development” (Tragant, Muñoz and Spada, 2016, p.235). The activities done in comprehension-based instruction have a focus on input, however, this does not mean that learners cannot produce language, so there is also a part of production on this kind of instruction. In contrast, in production-based approaches, language is produced by students so that they learn what is in the syllabus (Ellis and Shintani, 2014, p.116). Moreover, production and comprehension based approaches can be both ‘focused’ or ‘unfocused’: when the instruction is focused, it means that students are told to learn or to practice specific language features, whereas when it is unfocused, there is not preselection of language items students are expected to learn. In unfocused instruction, students are exposed to ‘general’ samples of the language and they are supposed to produce language freely. As Ellis and Shintani (2014, p.116) point out: in unfocused comprehension based and production based instruction “learning occurs incidentally when learners pick up particular linguistic forms from the input or ‘notice-the gap’ between their own L2 production and the target L2 forms”. As Hulstijn suggests, incidental learning involves the learning of words and structures only by being engaged in “communicative activities” such as reading and listening ones. In this kind of activities there is a focus on the meaning rather than on the form of language (cited in Ellis and Shintani, 2014, p.117).

The teacher education literature shows how production-based language teaching is the most traditional way of teaching and teacher guides are also mostly based on production, and the reason for this is that teachers have traditionally evaluated students in terms of production (Ellis and Shintani, 2014, p. 124). An analysis conducted by Ellis and Shintani suggests how a comprehension-based approach might be more effective for low-proficiency learners and for “new grammatical structures” while production-based approaches might be more successful for more advanced learners "for helping them

achieve greater control over ‘partially acquired’ structures” (Ellis and Shintani, 2014, p.131).

2.2.Extensive reading

Unfocused comprehension based approaches can be realised in a number of ways, one of them being Extensive Reading. According to Richards et al. (1992) Extensive Reading means “reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build knowledge of vocabulary and structure, and to encourage a liking for Reading” (Richards et al. cited in Ellis and Shintani, 2014, p.170). Others such as Nation (2011, p. 219) have described Extensive Reading as “the reading of large numbers of texts largely chosen by the learners where there are 5% or less unknown running words” (219). Brown (2013, p.137) asserts that in Extensive Reading, the teacher has an important role of encouraging students to choose that material that best fits every student and makes sure that those reading materials are at a level that the student is able to understand. This kind of approach is contrary to ‘Intensive Reading’, whose main aim is the full comprehension of the text rather than getting a general idea (Ellis and Shintani, 2014, p.171).

Palmer (1917) was the first academic supporting Extensive Reading, however; at the beginning, it was not especially popular. More recently it has gained popularity and Extensive Reading is important for second and foreign language settings (cited In Ellis and Shintani, 2014, p. 171). Comprehensible input is necessary for the learning of a language (Krashen’s comprehension hypothesis) and Extensive Reading is a great way of learning a language because of the great amount of input that the books provide (Brown, 2008, p.137). According to Ellis and Shintani (2014, p.171), learners “can acquire an L2 incidentally as they read to understand” and some others like Krashen (2004) have argued that learning incidentally though input is much better than learning language in a conscious way by learning “one rule or item at a time” (cited in Ellis and Shintani, 2014, p. 171).

Extensive Reading is based on the reading of graded readings and according to Simensen (1987) there are three types of graded readings: (Simensen cited in Moñino, 2016, p.258):

- a) Authentic readings which have not been written with pedagogic purposes
- b) Pedagogical readings for foreign language students
- c) Readings which have been adapted from original texts.

In Extensive Reading language is learnt in an implicit way through the reading of a wide variety of texts and in order to have positive results, the texts read by learners should be “well within the learner’s competence in the foreign language” (Day and Bamford, 2002, p.137). Another important aspect is that learners should know the majority of the vocabulary that appears in the texts. At least 98% of the words in a fiction text should be known by the students (Hu and Nation cited in Day and Bamford, 2002, p.137). In Extensive Reading the learner needs to acquire “sufficient understanding to fulfil a particular reading purpose, for example, the obtaining of information, the enjoyment of a story, or the passing of time” (Day and Bamford, 2002, p.138). Moreover, Extensive Reading is not only a way of learning the language through input and it has been proved that apart from helping learners with their linguistic and reading skills it can be really beneficial in order to “unlock the taste for foreign language reading among students” (Day and Bamford, 2002, p.136). One of the other benefits of Extensive Reading is that students learn to be more independent and they also “become responsible for their own learning” (Day and Bamford, 2002, p.138). Samuels comments on the general lack of autonomy that students have in education and when discussing first language reading, he claimed that “unless we phase out the teacher and phase in the learner, many of our students will fail to become independent because throughout their education they were always placed in a dependent role: dependent on the teacher” (Samuels cited in Day and Bamford, 2002, p. 138).

There is some discussion about the fact that graded readers are not authentic readings because they have a clear pedagogical purpose, however, Moñino (2016, p. 258) points out how Widdowson believed that all materials can be authentic if they are not read with a clear academic purpose but with a more leisure purpose, with the purpose of being enjoyed. Others like Hill (2013, p.88) support that the leisure purpose is secondary and that Extensive Reading is important in a syllabus because it promotes the acquisition of language patterns and provides information about the history and culture of language users.

According to Hill, graded readers should be all fiction and he considers that non-fiction is “unsuitable” for graded readings because of the “density of information combined with the use of expository prose” (Hill, 2013, p. 90).

Some of the benefits of Extensive Reading are proposed by Hedgecock and Ferris (2009):

- Improves comprehension skills
- Develops automaticity
- Enhances background knowledge (schemata, both content and formal)
- Builds linguistic knowledge (i.e linguistic schemata)
- Improves production skills (Speaking and especially writing)
- Promotes confidence and motivation.

(cited in Ellis and Shintani, 2014, p.171)

More benefits which were established by Kirchnoff (2013) are the following:

- It improves fluency in the L2, in the same way that it happens in the L1 so that we can read many words at the same time, because the reader recognizes the words and therefore he or she needs less processing time
- It improves the acquisition of vocabulary. With the repetition and use of it in different contexts, the student widens de comprehension of meaning of isolated words.
- It helps to understand the way language works because students are faced with its organization in sentences, paragraphs and texts and therefore, they acquire a holistic perception of the language not a fragmented one.
- Student’s written production becomes more coherent and cohesive.
- It generates a positive attitude towards the language and the student’s motivation is also improved when encountering texts that he or she can understand.

(cited in Moñino, 2016, p.255)

Moreover, Ellis and Shintani propose an edited version of Day and Bamford’s principles of an Extensive Reading program:

1. The reading material is easy
2. Learners read as much as possible
3. Reading is individual and silent.
4. Reading is its own reward.
5. The extensive reading course has a meaning-focused input strand and a fluency strand.
6. Reading speed is usually faster rather than slower.
7. A variety of reading material on a wide range of topics must be available.
8. Learners choose what they want to read.
9. The purpose of reading is usually related to pleasure information and general understanding.
10. Teachers orient and guide their students
11. The teacher is a role model of a reader

(Day and Bamford cited in Ellis and Shintani, 2014, p.219)

However, there are also problems when it comes to implement Extensive Reading. It has been proved that Extensive Reading does not work that well in a context in which teachers only meets the students “a few times a week”, which is what happens at university level (Ellis and Shintani, 2014, p.172). Moreover, some other reasons why Extensive Reading is not widely implemented in schools and universities is the cost of the readings. According to Hill (2013, 87-88), the fact that not many ministries of education support Extensive Reading is because of “the high cost of providing enough graded readers to support a programme and the logistical problems of managing so many books”. Nation (2011, p.532) suggests how it is only “exceptional schools” that have a graded reading program in their language courses and the reason for this is the lack of knowledge of most professors about the research that has been done about it. Another reason could be the lack of funds to buy the graded readers for a program, however, researchers such Waring assert that this is not the problem because there are many ways of creating an Extensive Reading program without spending much money (Waring cited in Nation, 2011, p.532). Another important reason is the lack of time because many language instructors believe that “direct teaching” is more effective (Nation, 2014, p.532).

An important aspect to consider when it comes to Extensive Reading is that readers should know around 95-90 % of the words that appear in the text, so the books they read need to meet “their level of proficiency” (Ellis and Shintani, 2014, p.172), Therefore, non-authentic simplified materials are needed for readers that do not have a very high

level of proficiency. According to Widdowson these simplified texts can be original texts that have been rewritten or texts in which the difficult vocabulary has been replaced for easier one. Moreover, we can also find authentic materials which have been specially created for L2 readers (cited in Ellis and Shintani , 2014, p.172). Sometimes there is the concern about if simplified readings can be interesting but Day and Bamford argued how it is actually possible to create interesting and motivating materials for very low-proficiency readers (Ellis and Shintani, 214, p.173). Moñino points out that the most important things to consider when choosing graded readers are: “that they are specially designed for students of English as a second/foreign language, that they are accessible, that they are not excessively long, that they have comprehension activities and oral recordings and that they offer a great variety of topics” (Moñino, 2016, p. 260). Hill (2013, p.89) comments on the fact that graded readings are essential but this should be done in a coherent way because when texts are simplified, it is difficult to avoid them being “banal or obscure”. He also comments how in order to avoid this, a solution is to convey the meaning with the help of pictures and “a series of standalone captions or speech bubbles as in cartoon strips” (2013, p. 89).

Regarding the classification of graded readers, important publishing houses such as Penguin or Cambridge have made their own classification of graded readings according to difficulty. This classification varies among the different publishing houses and the one that has been much more widely accepted is the one done by the Common European Framework of Reference for Languages (Hill, 2013, p.88).

2.3 Reading while listening: multimodal input

Reading while listening is a form of Extensive Reading which consists on the reading of a text and at the same time listening to “an audio recording or the teacher reading a narrative aloud” (Brown, 2008, p.138). In this form of reading, sometimes referred as ‘assisted reading’, learners are exposed to a multimodal input because they are both reading and listening at the same time so the input comes from two different sources. According to Amer, comprehension of the text is facilitated when listening to it because students tend to focus on “larger chunks of text” instead of trying to understand the meaning of single words (Amer cited in Brown, 2008, p.139). Brown also comments on how it is better to listen to the teacher because this helps students preserve the integrity of the sentences “presenting larger semantic units” which helps students comprehend the text in a more efficient way (Brown, 2008, p.138).

Webb and Chang (2014, p.5) suggest how most of the research done on vocabulary learning through audio-assisted learning done by Brown, Waring, and Donkaewbua shows that in the reading-while-listening mode the participants learned the most words, “followed by reading only and then listening only”. Webb and Chang also conducted a research in 2012 with Taiwanese students that showed similar results and they observed how one of the reasons why reading with the help of audio support is better for vocabulary acquisition is that reading-while-listening provides a higher level of comprehension than reading alone. This is due to the fact that superior comprehension makes students pay more attention to words they do not know (Webb and Chang, 2014, p.5). Moreover, another reason that Webb and Chang provide is that the audio support “helps learners segment the texts into larger chunks, allowing learners to have greater working memory to comprehend the texts and increase the potential to infer unfamiliar words” (Webb and Chang, 2014, p. 5). The fact that learners encounter a word in its spoken form and also in its written form may also help them “link form to meaning” (Webb & Chang, 2014, p.5). Moreover, Brown also points out some benefits of reading-while-listening such as the increase of the learner’s listening comprehension as well as a “greater sense of the rhythm of the language, which in turn can help learners to read and listen in meaningful sense groups rather than adopt a word-for-word strategy” (Brown cited In Day & Bamford, 2002, p.138).

Regarding motivation, it has been shown that reading while listening makes students feel more motivated to read (Koskinen, Blum, Bisson, Phillips, Creamer, & Baker cited in Tragant, Muñoz and Spada 2016, p.238). Another study conducted by Kartal and Simsek to 66 first-year students from the university of Turkey showed how using audiobooks increased the participants' listening comprehension and pronunciation skills as well as increasing their motivation (Kartal and Simsek, 2017, p.112).

Not much research has been done on reading-while-listening practices, however, Tragant, Muñoz and Spada (2016, p.237) comment on how it has been shown that multiple input modalities are beneficial for language acquisition and how according to some researchers, in multimodal modalities “because learners may vary in their ability to process speech and written text, they can approach the task according to their own strengths across different modalities”. Moreover, multimodal modalities also refer to the reading-while-listening process with the support of visual input. Having images accompanying the text is also highly beneficial and it “helps the reader to comprehend better, to recall more of the reading text, and to construct inferential connections” which promotes both comprehension and recall (Huang cited in Tragant, Muñoz and Spada, 2016, p.237).

2.4 Incidental vocabulary learning

Ellis and Shintani assert that Extensive Reading is a way of acquiring L2 proficiency, especially vocabulary (2014, p.171). Siyanova-Chanturia and Webb also comment on this by suggesting how Extensive Reading not only offers “opportunities for repeated exposure to the same lexical item, but it also provides learners with opportunities to encounter words in their contexts of use, thus helping them notice, read, analyze, and eventually learn new items” (2017, p. 234). The fact that learners are exposed to multiple readings helps them encounter words in different contexts and it has been proved how students do not learn as much vocabulary by reading single texts (Webb and Chang, 2014, p. 2).

Other benefits of Extensive Reading when it comes to vocabulary learning are that it can also help students “enrich their knowledge of the words they already know, increase lexical access speeds and build network linkages between words” (Horst, Cobb and Meara (1998) cited in Brown, 2008, p. 221). Webb and Chang (2014, p. 2) also comment how Extensive Reading is beneficial because it allows students to consolidate the knowledge of “partially known words each time they are encountered in different contexts”. This knowledge is accumulated with the repetitive appearance of the vocabulary in context and it is therefore a gradual process (2014, p. 2). In their first encounter with the text, students may learn the form of the words and in the following encounters they may establish a form-meaning connection and they also may learn collocations (Schmitt cited in Webb and Chang, 2014, p. 2). There are many different opinions on how many encounters should a learner have with a word in order to establish a form-meaning connection. Webb and Chang (2014, p. 2) mention many researchers: “Rott (1999) found that 6 encounters are needed, Horst et al. (1998) suggest 8 encounters, Webb (2007) suggests 10 encounters, and Waring and Takaki (2003) found 20 encounters may be necessary” (2).

Others like Nation (2011, p.222) comment on the number of new words that a reading should have and he states that in order to learn vocabulary, a text should not contain more than “5% of known tokens (excluding proper nouns) and preferably no more than 2% to ensure that comprehension and guessing can occur, no less than 1% or 2% to make sure that there is new vocabulary to learn”.

In this study one of the groups is going to read the text multiple times (ME group), so that students are going to encounter the same words more than once, which may help them consolidate the vocabulary in a better way than the Extensive Reading group.

2.5 Previous research in Extensive Reading by GRAL

The GRAL research group from the University of Barcelona has conducted two studies on Extensive Reading. The first one is a reading program that was conducted by Tragant, Muñoz and Spada (2016) over the course of one academic year in a Catalan primary school in which children around the ages of 10 and 11 learnt English as a foreign language through simultaneous reading and listening of graded reader and storybooks. The main aim of the program was to analyze the student's attitudes towards the reading/listening sessions and see how much language they learned when compared to another group who exclusively received traditional teacher-led instruction. After the intervention, the results showed that students who were exposed to the graded readers had more positive attitudes towards English language learning and progressed as much as the students who received a teacher-led instruction.

The second study was conducted by Tragant and Vallbona (2017) and it consisted on the implementation of a reading program in a primary school in Barcelona. The program started in October and finished in May and the main aim of the program was to maximize the quality and quantity of the input that children were exposed to with the help of 39 non-fiction graded readers. The study compared to different classes: the first class simultaneously read and listened to the stories and the second class only read the stories. The study's aim was to compare the student's attitudes towards these two different approaches. The results showed that language learners preferred readings graded readers with audio support and that the fact of using an electronic device gave them a sense of autonomy. Moreover, the study also showed that students would have liked being able to choose the books they wanted to read instead of making them read a specific selection of books.

3. THE PRESENT STUDY

3.1 Objective

The present study aims to compare students' attitudes to two modalities of comprehension-based instruction and is part of a larger study by Tragant and Vallbona funded by the Ministerio de Economía, Industria y Competitividad (FFI2016-89576). The first one will be referred to as 'reading through multiple exposures', a modality in which students have repeated exposure to the same text and the second one will be referred to as 'extensive reading with audio support', the reading while listening modality. The Multiple Exposure modality may be especially effective when it comes to language learning because it may facilitate language processing and vocabulary learning. Extensive Reading with audio support has shown to elicit very positive attitudes on the part of primarily school learners in previous research conducted by Tragant et al and Tragant & Vallbona.

3.2 Methodology

The present research was conducted with two groups of 10-11 year old students (n= 49). The majority of the students speak either Spanish or Catalan and only one student from each class speaks another language. In group 4D the majority of students speak Spanish and in group 4B the majority speak Catalan. Also, out of all the students there were 9 that did English outside school. In general, they are children that like English, and they like reading. When students from both groups were asked if they liked reading in English, more than 90% of the students said that they did.

Both classes that were compared are from a semi private primary school located in Barcelona. The intervention was carried 2 hours a week (1h 45') for 4 weeks so the teacher from both groups taught a total of 8 sessions per group. In the next section the two interventions will be described. Both interventions were implemented by the same teacher, a male experienced EFL instructor in his 30's who was fond of Extensive Reading and was new to the methodology in the multiple reading interventions.

3.3 Multiple exposure intervention

Group B (N=25 students) used four graded readers (level A1.1; 300 headwords) by reading through multiple exposures: *Uncle Jack and the Bakonzi tree* (986 words), *Uncle Jack and the Emperor Penguins* (948 words), *Uncle Jack and the Meerkats* (995 words) and *Uncle Jack and the Amazon rainforest* (945 words). The books were adventure stories around the same character and each one dealt with an environmental issue (deforestation, illegal hunting in Africa etc.). A number of activities involving the full or a considerable quantity of the text were performed with each title:

- On day 1 (45'): The story was introduced with a stuffed animal that appeared in the story and it was first told by the teacher with the help of 18-21 visual images taken from the illustrations from the book (ppt). It was a whole-class activity so the teacher every now and then also asked students prediction questions to get them involved. The second activity, which was done in pairs, students were given 20 difference sentences written in pieces of paper (251-274 words) and they had to decide which 10 sentences were true and which 10 were false and also talk about what was wrong in the false sentences. After that, the teacher used a powerpoint presentation to go over the false sentences with the whole class.
- On day 2 (1h.) After a refresher of the story, the graded readers were distributed and students were asked to read them individually and in silence while listening to them with the class loudspeakers. The next activity was done in pairs and consisted of 11 paragraphs summarizing the graded reader (478-551 words). Each paragraph included a non-challenging question requiring a short answer that students were to answer in writing. Students also had to cut and glue a set of illustrations from the story next to the corresponding paragraph (see appendix E). In the last part of the class, the teacher went over the summary activity with the whole class, by asking individual students to read full paragraphs out loud including the answer to the question in each paragraph. Some authentic material from the internet (a short youtube video, a webpage, a short newspaper article in L1, a ppt presentation) connected to the graded reader's environmental issue was shown either at the end of this second session as a wrap up or at the beginning of the first session as an introduction to the topic of story.

3.4 Extensive Reading intervention

Group D (n= 24 students) was exposed to Extensive Reading with audio support. Before the start of the intervention, the teacher was given a set of 94 books (59 titles) which he classified into 3 levels of difficulty. An example of one of these graded readers can be found in appendix D. Then he brought a selection of these books (around 30) to each session for students to choose from, except for 4 titles that all the students in the group were asked to read (the ‘Uncle Jack’ readers used in group B). Before students started reading the books, they were recommended to have a look at the glossary and the different pictures in the books in order to get a general idea of the story. All the books were read and listened simultaneously with the support of mp3s that each student had. Once the reading was completed, students would complete a worksheet called ‘my book report’ in which they had to write some of the new words they had learned and complete it with other information such as what their favorite character was, where the action happened and what their favorite part or page of the book was (see Appendix A).

One of the similarities of these two modalities (reading through multiple exposures and extensive reading) is that they are both unfocused on comprehension-based activities, which means that students read for meaning and that the texts they read are not meant to teach specific target features. Therefore, in both approaches students learn the language in an incidental way, so they are not conscious of the learning process. One of the main differences between these two modalities is that while the Extensive Reading one has a multimodal input because the stories are both read and listened with the mp3, the multiple exposure modality combines a multimodal and a unimodal input. Another difference is that in Extensive Reading, students receive input from many different sources because they are exposed to many different readings and in multiple exposure practices students are exposed to the same sources multiple times. Moreover, in Extensive Reading students get the chance of choosing the kind the readings they want to read whereas in multiple exposure students often have less opportunities to choose the readings.

The following table shows the main similarities and differences between both kinds of interventions:

Extensive reading	Multiple exposure
Unfocused activities	Unfocused activities
incidental	Incidental
multimodal input	multimodal + unimodal input
Comprehension-based	Comprehension-based
Input from different sources	Repeated input (4 sources)
+ choice of input	- Choice of input

3.5. *Instruments and analysis*

Student questionnaires were administered to all students in both groups (n=49) at the end of the intervention in order to collect information about attitudes toward L2 learning and L2/L1 reading and they also show how students engaged with the two comprehension-based approach modalities (see appendix B). Interviews were conducted to 4 students from group 4B and 5 students from group 4D (see an example of one the interviews in appendix C). Moreover, the teacher who conducted the two interventions was also interviewed in order to gather information about his experience.

In order to collect the results, all the data from the questionnaires was introduced into an SPSS file and then some descriptive statistics were obtained. Afterwards, with the help of these statistics, some tables were created, which are the ones found in this part of the paper and which show in a visual way the results obtained from the questionnaires. These results are also complemented with some of the information extracted from the interviews made to some of the students from both groups and also to the teacher from both classes, which I personally transcribed into a word document. An example of one of these interviews can be found in the appendix part (see appendix C).

4. RESULTS

This section will present the results that were obtained from the questionnaires that students from both groups completed at the end of the intervention. These results are going to be complemented with some of the information that was also collected from the interviews that some of the students from both groups did at the end of the project. The first part of this section is going to describe the students' attitude during the sessions and the second part is going to describe their behaviour during the intervention.

When it comes to the students' motivation towards the intervention, the majority of the students in both the Extensive Reading (ER) and the Multiple Exposures (ME) groups reported that they enjoyed the lessons with the graded readers very much as shown in the following table:

Table 1. Have you enjoyed the reading sessions?

	ME n=25	ER n=24
A little bit	----	8.3 %
Quite	16 %	20.8%
Very much	84 %	70.8 %

Students were also asked that in case they had the option to choose, if they would continue or not with the reading sessions and 80% of the students in the ME group and 83.3 % of the students in the ER group answered that they would continue with the reading sessions (see table 2). Moreover, regarding the students' attitudes towards the graded readers, the majority of students in the ME group (87.5%) and the ER group (70.8%) responded that they really liked the books and in the case of the ER group, 20.8 % of the students responded that they had 'quite' liked the graded readers.

Table 2. If you had the option to choose between continuing or not with the reading sessions, what would you choose?

	ME n=25	ER n=24
Continue	80%	83.3%
I do not know	16%	16.7 %
Not to continue	4%	---

Moreover, when students were asked which kind of sessions they preferred: if the reading sessions or doing English with their textbook 'The Lighthouse', 62.5% of the students in the ER class and 72 % of the students in the ME group reported that they preferred reading the graded readers than learning English with their textbook 'the Lighthouse'(see table 3). Very few students responded that they did not have any preference and it was because they enjoyed both kinds of methodologies.

Table 3. What kind of lessons do you prefer?

	ME n=25	ER n=24
Graded readers	72%	62.5%
English with The Lighthouse	12%	8.3 %
I do not have a preference	16 %	29.2%

Students that were interviewed from the Extensive Reading group commented that they enjoyed the graded readers because the stories were interesting and the fact that they were adventure stories also motivated them. Some also commented that, when reading these books, they had the feeling they were learning English. A student from this group also reported that he preferred the reading sessions because the textbook was too repetitive and that it had too many activities. Another student from the same group commented on the fact that she did not like their textbook because they had to write too much 'el llibre Lighthouse és una mica avorrit perquè tenim que escriure tota la estona i llegir, i llegir és divertit però és una mica pesat llavors amb els llibres d'Uncle Jack i el mp3 és més divertit perquè és més xulo llegir-lo i escoltar-lo a la vegada perquè si no saps llegir una paraula

el mp3 t'ho resol'. Another interesting fact is that a 72.7% of the students from this group preferred reading while listening with the mp3 to reading only.

Regarding the students that were interviewed from the ME group, one student commented that she would prefer to continue with the reading sessions because these kinds of classes were something different from what she was used to do: 'això és algo diferent que normalment no fem amb els llibres'. Another student commented that she enjoyed the books 'perquè son llibres que son divertits i que salven coses que a la vida real no es pot però que en els llibres passa' (ME group).

What's more, students were also asked if they would like to read during their free time and in the case of the ME, a majority of the students (64%) reported that they would like to do so and 43.5 % in the ER group would also like to read at home (see table 4). In this particular question, the results were not that similar in both groups and a higher percentage of students in the ME group answered that they would like to read at home (see table 4). This may be because when students were asked about their reading habits in Spanish and Catalan, more students from the ER group reported that they almost never read books at home than in the ME group, in which the majority of students reported that they read almost every day.

Table 4. Would you like to read in English during your free time?

	ME n=25	ER n=24
Yes	64%	43.5%
No	16%	8.7 %
I do not know	20%	47.8%

Two students from the ER group who were interviewed stated that it would be a good idea to have the opportunity to take some of the books and MP3 players home in order to read during their free time. Moreover, there was another student from the ER group that commented on how these reading sessions had made her start reading while listening to stories at home with the help of youtube: 'Si, la veritat és que m'ha agradat molt la idea dels cascos, jo llegeixo amb els cascos a vegades a casa. Em fico youtube, busco un llibre

que tinc a casa el busco a internet, em fico els meus cascos i el lleigeixo a casa amb els cascos’.

Both groups also had a favourable opinion when they were asked if they had learned English during those sessions. 45.8 % of the students in the ER group and 52% in the ME group (see table 5) reported that they had learned ‘quite’ a lot of English during the sessions, which shows how the reading sessions gave students the feeling that they were learning English.

When students were asked what they had learned during the sessions, the majority of the students who were interviewed responded that they had learned the past simple and new vocabulary. Some others commented on how the MP3 was really useful in order to know the way words were pronounced. The teacher from both groups commented how he thinks that the Extensive Reading group learned more vocabulary than the other group and how he had the feeling that the multiple exposure group knew much better the stories and learned more about the past simple. He also commented that on top of learning vocabulary and the past tense he also believes that the Extensive Reading sessions were really useful because they made students feel motivated towards reading for pleasure.

Table 5. Have these books helped you improve your English?

	ME n=25	ER n=24
I do not know	8 %	8.3 %
Not much	4 %	8.3 %
A little bit	----	12.5 %
Quite	52 %	45.8 %
Very much	36 %	25 %

In relation to the students’ behaviour during the sessions, students were asked if they had made the most out of the sessions and the majority of students from both groups reported that they had taken a lot of advantage of the time they had during the reading/listening of the books as shown in table 6. Moreover, 84 % of the students in the ME group and 60.9%

in the ER group reported that they had paid a lot of attention during the reading sessions, so this may indicate that students from the Extensive Reading group paid less attention to the stories. A possible explanation for this may be that many students from the Extensive Reading group had problems with the Mp3 players and that could have been distracting. According to the teacher, he did not notice any student from the ER group being bored and he also mentioned that although the Multiple Exposure group was exposed to the story many times and therefore it was more repetitive, he did not feel that students were tired of rereading the stories. What's more, when students from the ER group were asked what they paid more attention to, if the text or the audio, 50% of the students reported having paid more attention to what they read and what they heard. 31.8 % reported having paid more attention to what they were listened to and 18.2% reported having paid more attention to what they read.

Table 6. Have you taken advantage of the time during these sessions?

	ME n=25	ER n=24
A little bit	4 %	----
Quite	52 %	39.1 %
Very much	44%	60.9 %

Students from the ER group, were asked if they had had problems with the mp3s and only 8.3% of the students reported not having had any problem (see table 7), which suggests that they should probably have had more training on how to use the MP3 devices. Moreover, when the teacher was interviewed, he also commented on how it would have been a good idea to present students a power point with an explanation on how to use the MP3s in order to save time because many students had problems and difficulties with the MP3 devices during the sessions. Moreover, he also mentioned how some students tried to read as much books as possible in order to compete with other students and see which one had read more books and how sometimes he had to remind those students to pay attention to the stories and the activities and not to run.

Table 7. Have you experienced problems with the MP3 player or the earphones?

	ER n=24
I do not remember	4.2 %
Never	8.3 %
Some days	41.7 %

When asked about their motivation when doing the activities, in both groups the majority students had a positive response, however, in the ME group there was a higher percentage of students that answered that they had felt ‘very’ motivated to do the activities (see table 8). An explanation for this might be that some of the activities done in the ME group were done in pairs, so there was more interaction between students and there was also more manipulation of materials, so students might have felt more motivated to do them. Moreover, these activities required minimal writing, which is something that students like as some of them commented when they were interviewed. The fact that the pictures and the texts of the activities were different for every graded reader might also be another reason for that. In contrast, the activities that the ER group did were all done individually, required more writing and ‘the book report’ was the same for all of the graded readers. Therefore, this might be a reason why more students from the ME group felt motivated when doing the activities.

In the interviews, very few students in the ER group mentioned that they had skipped pages or that they were bored when reading the books. The teacher also commented how most of the students were really motivated when reading the stories and how particularly in the ER group, these sessions also turned into a ‘social activity’ in the classroom because not only students were reading individually but they were also commenting them with the rest of the classmates. He reported that if these sessions were repeated, he would include more activities in which students could work in groups and share their opinions.

Table 8. How motivated did you feel about doing the activities?

	ME n=25	ER n=24
Not much	4 %	8.7 %
A little bit	12 %	8.7 %
Quite	12%	34.8 %
Very much	72 %	47.8%

5. DISCUSSION

This study has shown that students from both the ME and ER groups had a positive attitude towards the two kinds of comprehension-based instruction and how the majority of students in both groups prefer the reading sessions than the sessions with their regular textbook ‘the lighthouse’. Some of the reasons for this is that they find the books entertaining and fun, they like being able to listen to the stories while they read them and they prefer reading than having to do exercises from a textbook. This study has also shown that the majority of students had the feeling that the reading sessions had helped them improve their English. Regarding the activities, this study has shown that students from the ME group were more motivated to do the activities than the ones from the ER group, which suggests that students might prefer activities which are done in groups and which require minimal writing. Moreover, this study has also provided evidence that more instruction on how to use the mp3 players is needed in the ER groups because this seems to have caused problems when students were trying to keep concentrated and pay attention to the recordings.

The main aim of this part is to establish a comparison between the present study, which is going to be referred as ‘intervention 1’ and two other studies conducted by the members of the GRAL (interventions 2 and 3). The first study was conducted by Tragant and Vallbona (2017) and it examines the student’s perception towards two kinds of modalities of comprehension-based instruction: Reading-while-Listening and Reading Only (intervention 2). The study was similarly conducted with two groups of 10-11 year old students from a semi-private school in Barcelona and it was carried 2 hours a week from October to January whereas the present study was carried for a month. Some of the main differences between the two studies is that whereas the one conducted by Tragant and Vallbona compared Reading –while-listening and Reading only, the study of this paper compares Multiple Exposure and Extensive Reading practices. Moreover, students from the Extensive Reading group in this study had the freedom to choose the books they wanted to read, whereas students from the RWL group in intervention number 2 could not choose the books.

The results of intervention number 2 show how students from the Reading-while-Listening had a much more positive experience than the Reading Only group because they specially enjoyed listening to the recordings. In the same way, students from intervention 1 reported liking the idea of listening to the books with the help of mp3 players because not only they enjoyed it but it also helped them with their English, especially with the pronunciation. When students from both interventions were asked what they paid more attention to, if the text or the audio, the majority of students in both interventions (50% in intervention 1 and 47.8% in intervention 2) reported paying attention to what they listened and what they read to the same extent, which suggests that Reading-while-listening practices enhances students' attention.

Regarding intervention number 2, students from the RWL group seem to have paid more attention than students in the other group. However, in intervention number 1 students from the Multiple Exposure group who did not use mp3 players seem to have paid more attention than the other group probably because many students reported having had problems when using the mp3 players and that they would have liked to have more training on how to use them. Therefore, the fact that both studies show positive results of RWL practices corroborates that the dual input mode seems to be a positive experience for language learners.

The success of Extensive Reading in this study also corroborates reports with other programs like the one conducted by Tragant, Muñoz and Spada (2016) in which children around the ages of 10 and 11 learnt English as a foreign language through simultaneous reading and listening of graded reader and storybooks. The main aim of the program was to compare a group who was exposed to reading/listening sessions to another group who exclusively received traditional teacher-led instruction. In the same way that in the present study, students were able to choose the books they wanted to read.

The results of the intervention clearly showed that students had a much more positive attitude towards the reading/listening sessions. According to Tragant, Muñoz and Spada, students from this intervention often engaged in “informal talk about the books they were reading” and students usually recommended books to each other. Something similar happened in the Extensive Reading group from this study (intervention 1) in which the teacher reported that these sessions also turned into a “social activity” in the classroom

because not only students were reading individually but they were also commenting them with the rest of the classmates. In sum, all of these studies show how students have a much more favorable perception of Reading-while-Listening practices than Reading Only or teacher-led instruction.

6. CONCLUSIONS

This paper meant to compare two modalities of Extensive Reading: reading while listening to graded readers and reading through multiple exposures. After analysing the questionnaires and the interviews it can be said that the majority of the students had a very positive experience with both kinds of interventions. Positive attitudes towards Extensive Reading in young children were also reported in other studies like the one from Tragant and Vallbona (2017) and the one from Tragant, Muñoz and Spada (2016). Students from these interventions also reported preferring the idea of reading with audio support and learning English through Extensive Reading rather than with teacher-led instruction and with a regular textbook. Some of the reasons for this are that they find the topics of the graded readers motivating and interesting and they like being able to listen to the stories with audio. Most of the students from ER and the ME groups of this study reported liking the reading sessions and the majority of the students would choose to continue with these kinds of sessions.

In general, students prefer the reading sessions because apart from liking the topics of the graded readers, they enjoyed the reading activities that they did, especially the ones that the ME group did after reading each book. These positive results on the students' perceptions towards this intervention proves evidence that more Extensive Reading interventions should be conducted in more schools and universities because not only it enhances students' motivation but it also has been proved that comprehension-based instruction shows positive results in second language acquisition.

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8. APPENDICES

A. Example of 'my book report'

MY BOOK REPORT

TITLE
Uncle Jack and the Emperor penguins

MY NAME Juan Camilo

DATE
23/10/2017

MY FAVOURITE CHARACTER WAS...
Uncle Jack

THE ACTION HAPPENED IN...
The antarctic

THIS BOOK WAS
 TOO EASY
 OK
 TOO DIFFICULT

WORDS
beard hatch bark pan

MY FAVOURITE PART OR PAGE
Page 8 When the uncle Jack
That taked out the machine
of snow

B. Questionnaires distributed to students from both groups

Nom i cognoms
Grup 4B

2017

SOBRE L'ANGLÈS

- 1 T'agrada **aprendre anglès**? - Molt
- Bastant
- Una mica
- Poc
- 2 T'agrada **llegir en anglès**? - Molt
- Bastant
- Una mica
- Poc
- 3 T'agrada **escoltar l'anglès**? - Molt
- Bastant
- Una mica
- Poc
- 4 Si poguessis, t'agradaria **llegir llibres en anglès en el teu temps lliure** (vacances, caps de setmana, etc)?
Sí No No ho sé
- 5 **Anglès extraescolar.** Aquest curs fas anglès extraescolar? Sí No
Si és que sí, quin dia i horari fas?
A on ho fas?

SOBRE LES SESSIONS DE LECTURA EN ANGLÈS

- 6 T'han agradat **les classes** que heu fet amb els llibres **d'Uncle Jack**?
Molt Bastant Una mica No gaire
- 7 Aquest tipus de classes amb els llibres **d'Uncle Jack** t'han **ajudat a aprendre anglès**?
Molt Bastant Una mica No gaire No ho sé
- 8 Si a partir d'ara poguessis triar entre **continuar amb aquests tipus de classes** o deixar-les de fer, què triaries?
Continuar No continuar No ho sé
- 9 T'han agradat **els llibres d'Uncle Jack**?
Molt Bastant Una mica No gaire
- 10 **Quines classes prefereixes** per aprendre anglès, quan feu els llibres **d'Uncle Jack** o quan feu anglès amb **Lighthouse**?
- Les classes al voltant de llibres de lectura com els **d'Uncle Jack**
- Les classes d'anglès amb **Lighthouse**
- No tinc cap preferència
Explica perquè:.....

11 Els dies de classe que heu fet l'Uncle Jack, normalment:

- | | | | | |
|--|-------------|----------------|-----------------|-----------------|
| - has aprofitat bé el temps? | <i>Molt</i> | <i>Bastant</i> | <i>Una mica</i> | <i>No gaire</i> |
| - has escoltat/llegit els llibres amb atenció? | <i>Molt</i> | <i>Bastant</i> | <i>Una mica</i> | <i>No gaire</i> |
| - has fet les activitats amb ganes? | <i>Molt</i> | <i>Bastant</i> | <i>Una mica</i> | <i>No gaire</i> |

SOBRE LA LECTURA EN CATALÀ O CASTELLÀ

12 T'agrada llegir llibres en català o castellà?

Molt *Bastant* *Una mica* *No gaire*

13 Quant de temps a la setmana dediques a llegir llibres fora de l'escola?

- Una estona cada dia o quasi bé cada dia*
- Una estona 3 o 4 dies a la setmana*
- Una estona 1 o 2 dies a la setmana*
- Quasi bé mai llegeixo llibres*

14 Estàs llegint algun llibre pel teu compte ara?

Sí *No*

Si està llegint algun llibre ara, anota el títol i el aproximadament el número de pàgines que té.

Títol

Número aproximat de pàgines

Quantes setmanes creus que hauràs tardat en llegir-lo des que vas començar fins que l'acabis?

Més o menys setmanes

SOBRE LA TEVA FAMÍLIA

15 Quina llengua o llengües parles normalment amb el teu pare?

16 Quina llengua o llengües parles normalment amb la teva mare?

17 Parles en anglès sovint amb algú fora de l'escola?..... Amb qui?.....

18 El teu pare va estudiar a la universitat? *Sí* *No* *No ho sé*

19 La teva mare va estudiar a la universitat? *Sí* *No* *No ho sé*

SOBRE L'ANGLÈS

- 1 T'agrada **aprendre anglès**?
- *Molt*
- *Bastant*
- *Una mica*
- *Poc*
- 2 T'agrada **llegir en anglès**?
- *Molt*
- *Bastant*
- *Una mica*
- *Poc*
- 3 T'agrada **escoltar l'anglès**?
- *Molt*
- *Bastant*
- *Una mica*
- *Poc*
- 4 Si poguessis, t'agradaria **llegir llibres en anglès en el teu temps lliure** (vacances, caps de setmana, etc)?
Si *No* *No ho sé*
- 5 **Anglès extraescolar.** Aquest curs fas anglès extraescolar? *Si* *No*
Si és que sí, quin dia i horari fas?
- A on ho fas?

SOBRE LES SESSIONS DE LECTURA EN ANGLÈS

- 6 T'ha agradat quan heu llegit/escolat llibres de lectura en anglès amb els MP3 aquest trimestre?
Molt *Bastant* *Una mica* *No gaire*
- 7 Has tingut problemes amb el funcionament dels **MP3** o els **auriculars**?
Sovint *Algunes vegades* *Algun dia* *Mai* *No ho recordo*
- 8 Llegir i escoltar aquests llibres t'ha **ajudat a aprendre** anglès?
Molt *Bastant* *Una mica* *No gaire* *No ho sé*
- 9 Si el David us deixés triar entre **continuar llegint llibres de lectura** amb els MP3 o deixar de fer-ho, què triaries tu?
Continuar *No continuar* *No ho sé*
- 10 **Quines classes prefereixes** per aprendre anglès, quan feu els llibres amb els MP3 o quan feu anglès amb **Lighthouse**?
- *Llegir llibres amb MP3s*
- *Les classes d'anglès amb Lighthouse*
- *No tinc cap preferència*
Explica perquè:.....

- 11 Els dies que heu fet anglès amb els llibres de lectura i els MP3, normalment
- has **aprofitat bé el temps**? *Molt Bastant Una mica No gaire*
 - has **escoltat/llegit** els llibres amb **atenció**? *Molt Bastant Una mica No gaire*
 - has fet la **fitxa amb ganes**? *Molt Bastant Una mica No gaire*

12 Quan llegies els llibres, normalment has fet més **atenció**.....

al que escoltavas al que llegies a les dues coses igual

13 Normalment com has llegit els llibres?

*He llegit **totes les pàgines** He llegit **algunes** pàgines He mirat els **dibuixos** sense gaire bé llegir*

14 Quina forma de lectura prefereixes per llegir llibres anglès?

*llegir **sense** els MP3s llegir i escoltar **amb** els MP3s*

Explica perquè:

SOBRE LA LECTURA EN CATALÀ O CASTELLÀ

15 T'agrada llegir **llibres en català o castellà**?

Molt Bastant Una mica No gaire

16 Quant de temps a la setmana dediques a llegir **llibres fora de l'escola**?

- Una estona cada dia o quasi bé cada dia*
- Una estona 3 o 4 dies a la setmana*
- Una estona 1 o 2 dies a la setmana*
- Quasi bé mai llegeixo llibres*

17 **Estàs llegint algun llibre** pel teu compte ara?

Sí No

18 Si està llegint algun llibre ara, anota el **títol** i el aproximadament el número de **pàgines** que té.

Títol

Número aproximat de pàgines

Quantes setmanes creus que hauràs tardat en llegir-lo des que vas començar fins que l'acabis?

Més o menys setmanes

SOBRE LA TEVA FAMÍLIA

19 Quina **llengua** o llengües parles normalment amb el teu **pare**?

20 Quina **llengua** o llengües parles normalment amb la teva **mare**?

20 Parles en **anglès** sovint amb algú **fora de l'escola**?..... Amb qui?.....

21 El teu **pare** va estudiar a la **universitat**? *Sí No ~~No~~, ho sé*

22 La teva **mare** va estudiar a la **universitat**? *Sí No ~~No~~, ho sé*

C. Example of an interview

PAULA ALONSO 4D

M'han dit que en aquesta escola heu fet una cosa especial amb uns llibres en anglès, m'ho pots explicar?

Si, ens han enviat una carta dels llibres d'Uncle Jack, que son uns llibres que hem anat llegint i llavors ens han dit que ens inventéssim una idea per dir-li a aquella senyora que anava a escriure un nou llibre d'Uncle Jack. Llavors hem fet idees en parelles per l'Uncle Jack.

I aquest llibre d'Uncle Jack surt d'una biblioteca de llibres que teníeu a classe. Tu quants n'has llegit de llibres en anglès?

Doncs 14 o 15.

N'has llegit molts, i què tal?

Molt bé, ha sigut divertit.

Què has après de llegir tants de llibres?

El vocabulari i a posar el mp3.

I quina diferència hi ha entre aprendre anglès amb el Lighthouse i amb aquests llibres?

Doncs que amb el llibre Lighthouse és una mica avorrit perquè tenim que escriure tota la estona i llegir, i llegir és divertit però és una mica pesat llavors amb els llibres d'Uncle Jack i amb el mp3 és més divertit perquè és més xulo llegir-lo i escoltar-lo a la vegada perquè si no saps llegir una paraula t'ho resol amb el mp3.

I si ara el David us digués: ' mireu tenim la possibilitat de continuar llegint llibre i tornar a fer anglès normal', tu què escolliries?

Continuar llegint llibres

I si poguessis triar entre escoltar-los i llegir-los i només escoltar-los?

Escoltar-los i llegir-los.

O sigui t'ha agradat utilitzar el mp3.

Si, molt

I era difícil utilitzar el mp3?

Si, una mica perquè jo a vegades li picava una cosa i llavors em sortia un altre conte.

A vegades hi havia problemes no?

Eloi: si algun, però moltes vegades no ha fallat.

Jo un dia vaig agafar un mp3 i m'anava a llegir un conte, i vaig entrar on fica tots els llibres per escoltar-los i fica 'este disco està vacio', torno a sortir,,torno a entrar i 'este disco esta vacio'.

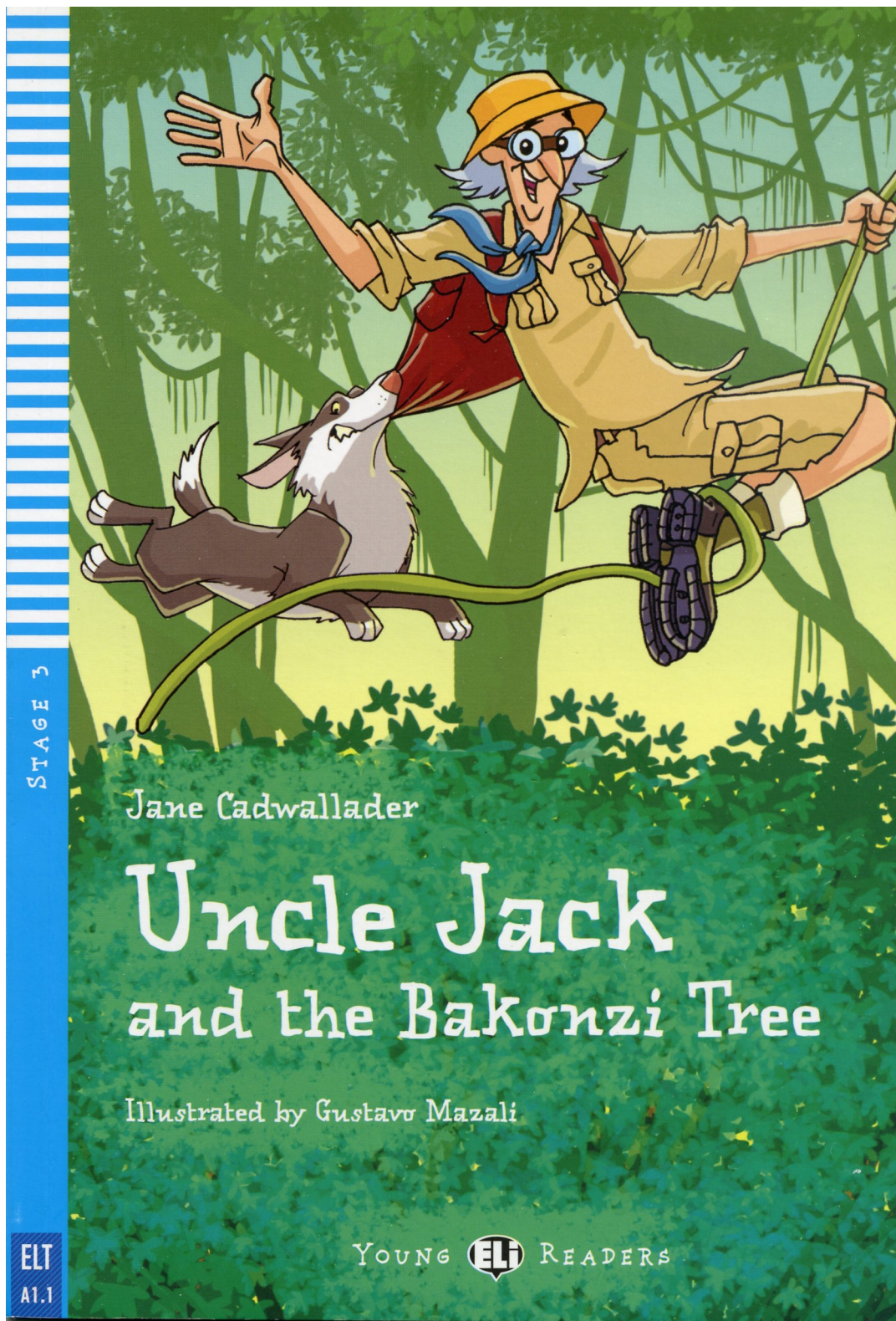
I que vas fer?

Li vaig dir a en David que em canviés el mp3.

I va funcionar després?

Si, però en aquell precís moment es va acabar la classe.

D. Example of one of the graded readers

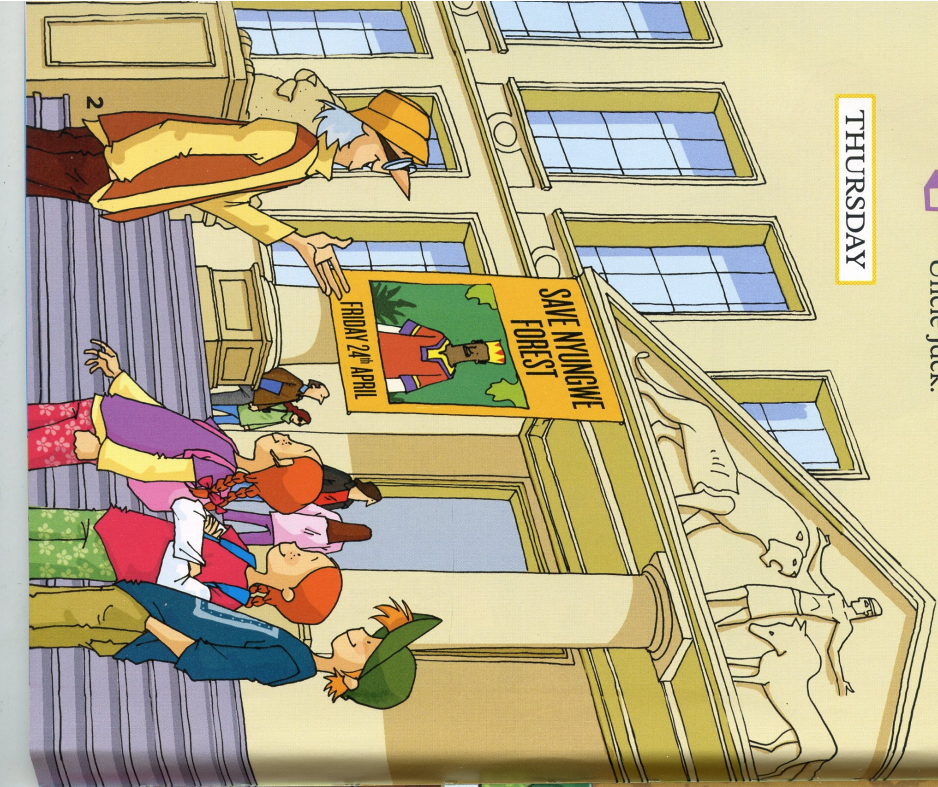




2

here's a picture of my friend King Kamboogo and Nyungwe Forest. Let's go and listen to him!' said Uncle Jack.

THURSDAY



2

FRIDAY

King Kamboogo told the people about Nyungwe Forest and the animals that live there.



3

E. Example of one of the activities from the ME group

PAGE 1

Name Alexandro Bernal Name Nada Ladaga (4B)



1. One day Uncle Jack was reading a book to May and Daisy about Emperor Penguins. 'Every year the penguins walk many kilometers to the place where they lay their eggs', read Uncle Jack. The phone started to ring. *Who was that? Uncle Peter* There was a problem in the Antarctic.



2. Uncle Peter was at the Antarctic. He shouted, 'Come at once. There's a problem!' *What did he ask Uncle Jack to bring? snow makin machine*



3. The children put on sweaters, coats, scarves and hats. Grumpy went with them too. Uncle Jack gave a machine to Jim and Jim put it into the balloon. *Was the machine a fan? Yes* It was a snow making machine. Then they went to the Antarctic.



4. During the trip they could see a jungle, a mountain with snow on the top, an island in the sea. Uncle Jack pointed in front of them. 'There's the Antarctic. We are nearly there. *Did the children like going in Uncle Jack's balloon? Yes*