

---

# Introducing an English extensive reading programme in Italian Lyceums

Charalambos Kollias

Rachael Powers

LTF 2017

University of Huddersfield



# Extensive reading



---

‘Extensive Reading (ER) in the EFL/ESL context is an approach to teaching reading whose goal is to get students reading in the English language and enjoying it.’

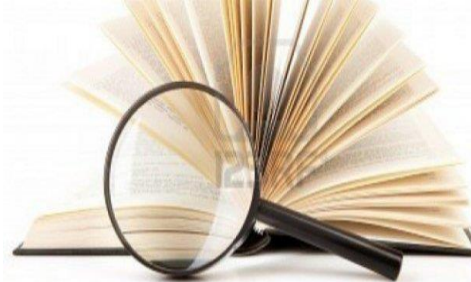
(Day, 2015)

# Extensive reading cont.



- easy material
- variety of material
- wide range of topics
- choose own reading material
- read as much as possible

# Literature review



OXFORD  
UNIVERSITY PRESS

Researcher	Where?	Who?	What?	Findings
Fujita & Noro (2009)	Japan	High school EFL students	10 x ER sessions using graded readers for 10 mins at the start of class	Significant increase in reading speed (+10 wpm)
Matsui & Noro (2010)	Japan	Junior high school students	10 mins ER in class once a week for a year	Significantly outperformed control group in reading speed
He (2014)	China	High school students	Daily ER assignment at home for 1 year	Reading speeds increased by 65%.

# Research questions

- Do students following the Read On (extensive reading) programme make significantly higher gains in **reading comprehension** compared to students not following the programme?
- Do students following the Read On (extensive reading) programme make significantly higher gains in **reading fluency** compared to students not following the programme?
- Do students following the Read On (extensive reading) programme become more engaged in learning English than students not following the course? (in progress)

# Research methods

- purposive sample
  - 7 lyceums: (3 major Italian cities)
    - 16 classes (25 Ss per class)
    - Approx. 400 Ss
  - English Level: A2 (approx.)
- length of study: 6 months (Nov '16 – May '17)
- data collected:
  - survey data
    - Ss' perceptions towards reading (Pre & Post)
    - teachers' perceptions
  - test instrument data

# Participants



- Italian lyceums
  - Ss aged 14–19
  - prepare Ss for tertiary education
  - Ss generally outperform peers at lower secondary level
- lyceums have different specialities
  - e.g. linguistics, sciences, humanities, music, art
- most participants of this study were enrolled in a linguistic lyceum or a linguistic track– specializing in modern foreign languages

# Read On! (extensive reading programme)

- 
- mobile class library project
  - suitcase containing 100 graded readers at 5 levels
  - teacher training



# Read On! (extensive reading programme)

OXFORD  
UNIVERSITY PRESS



# Test instruments



- A2 reading comprehension test (calibrated test bank)
  - 2 versions (RC1 & RC2)
    - 21 items per test
- A2 fluency test (OUP materials)
  - 4 versions (FLA, FLB, FLC, FLD)
    - 2 texts × 3 items (6 items per test)
    - FLA = Text A & B
    - FLB = Text B & A
    - FLC = Text C & D
    - FLD = Text D & C

# Counter-balanced design

School	Pre – RC	Pre – FL		Post – RC	Post – FL
Lyceum 1	RC1	FLA		RC2	FLC
Lyceum 2	RC2	FLD		RC1	FLB
Lyceum 3	RC2	FLC		RC1	FLA
Lyceum 3	RC1	FLB		RC2	FLD
Lyceum 4	RC1	FLB		RC2	FLD
Lyceum 5	RC2	FLD		RC1	FLB
Lyceum 6	RC2	FLC		RC1	FLA
Lyceum 6	RC1	FLB		RC2	FLD
Lyceum 7	RC2	FLC		RC1	FLA
Lyceum 7	RC1	FLA		RC2	FLC

# The raw data



# Quantitative data cleaning



---

Type	Students
	<b>401</b>
Hawthorne Effect (control group)	- 24
Missing Data (Reading Comprehension & Fluency)	- 67
Accuracy (Fluency Text) < 2 / 3 correct (per text)	- 116
Fidelity (Fluency Text) < 30 seconds (per text)	- 16
Fidelity (Read On) < 7 books	- 27
Fidelity (Reading Comprehension – Pre – Post – Pre)	- 3
	<b>Total 148</b>

---

# Reading comprehension (1)



OXFORD  
UNIVERSITY PRESS

---

---

	Pre – test	Post – test
No. of learners	148	148
Learner Min. <i>Infit MnSq (Zstd)</i>	.69 (-1.6)	.41 (-1.4)
Learner Max. <i>Infit MnSq (Zstd)</i>	1.38 (.9)	1.42 (2.2)
Learner Mean. <i>Infit MnSq (Zstd)</i>	1.00 (.1)	1.00 (.2)
Learner <i>S.D.</i> population ( <i>Zstd</i> )	.16 (.7)	.23 (.7)
Learner reliability	.72	.70

---

## Reading Comprehension (2)



OXFORD  
UNIVERSITY PRESS

---

---

	Pre – test	Post – test
No. of items	21	21
Learner reliability	.72	.70
Item Min. <i>Infit MnSq (Zstd)</i>	.63 (-2.7)	.59 (-2.6)
Item Max. <i>Infit MnSq (Zstd)</i>	1.31 (2.6)	1.39 (3.5)
Item Mean <i>Infit MnSq (Zstd)</i>	.99 (.1)	1.01
Item <i>S.D.</i> population ( <i>Zstd</i> )	.17 (1.3)	.21 (1.3)

---

# Reading Comprehension (3)



---

Code	Mean Measure	S.E. Mean	<i>P. SD</i>	Count
Pre – Read On	59.86	1.42	12.34	77
Post – Read On	66.28	2.06	17.98	77
Pre – Control	61.80	1.84	15.43	71
Post - Control	68.00	1.79	15.01	71

---



# Reading Comprehension (4)



Code	Code	Mean Measure Difference	S.E. Difference	<i>t</i>	Welch <i>d.f.</i>	<i>p</i>
<b>Pre – Control</b>	<b>Post – Control</b>	<b>-6.19</b>	<b>2.57</b>	<b>-2.41</b>	<b>139</b>	<b>.02</b>
Pre – Control	Pre – Read On	1.94	2.33	.84	133	.41
Pre – Control	Post – Read On	-4.48	2.77	-1.62	145	.11
Post –Control	Pre - Read On	8.14	2.29	3.56	135	.00
Post – Control	Post – Read On	1.72	2.73	.63	144	.53
<b>Pre – Read On</b>	<b>Post – Read On</b>	<b>-6.42</b>	<b>2.50</b>	<b>-2.57</b>	<b>134</b>	<b>.01</b>

Fixed-Effects Chi-squared: 15.52 with 3 d.f., prob. .00

# Reading Fluency (1)



OXFORD  
UNIVERSITY PRESS

	Pre – Read On	Post – Read On	Pre - Control	Post - Control
N	77	77	71	71
Mean	107.88	130.20	110.55	122.86
SD	40.97	39.65	34.96	45.26
Min	42.23	57.46	47.36	41.60
Max	260.00	220.88	222.86	328.42
25 <sup>th</sup>	78.25	101.40	86.38	96.37
50 <sup>th</sup> (Median)	107.12	120.28	105.06	114.40
75 <sup>th</sup>	120.01	157.97	125.56	153.13

## Reading Fluency (2)



OXFORD  
UNIVERSITY PRESS

---

Group	N	Mean Rank	Sum of Ranks
Pre – Read On	77	72.47	5580.00
Pre – Control Group	71	76.70	5446.00
Total	148		
Mann-Whitney U		2577.00	
<i>Wilcoxon W</i>		5580.00	
<i>z</i>		-6.01	
<i>p</i>		.55	

---

## Reading Fluency (3)



OXFORD  
UNIVERSITY PRESS

---

Group	N	Mean Rank	Sum of Ranks
Post – Read On	77	78.02	6007.50
Post– Control Group	71	70.68	5018.50
Total	148		
Mann-Whitney U	2462.50		
<i>Wilcoxon W</i>	5018.50		
<i>z</i>	-1.04		
<i>p</i>	.30		

---

# Reading Fluency (4)



OXFORD  
UNIVERSITY PRESS

---

---

		N	Mean Rank	Sum of Ranks
	Negative Ranks	22	28.95	637.00
	Positive Ranks	55	43.02	2366.00
	Ties	0		
	Total	77		
Post – Read On – Pre – Read On				
<i>z</i>	-4.39			
<i>p</i>	.00			
<i>r</i>	.50			

---

# Reading Fluency (5)



---

---

		N	Mean Rank	Sum of Ranks
	Negative Ranks	25	33.20	830.00
	Positive Ranks	46	37.52	1726.00
	Ties	0		
	Total	71		
Post – Control – Pre – Control				
<i>z</i>	-2.57			
<i>p</i>	.01			
<i>r</i>	.30			

---

# Findings to date



both groups

- gains in reading comprehension
- gains in reading fluency

# Next steps



analyse survey data

- open ended
- closed

re-analyse test instrument data

- with survey items
- with survey findings in mind



# Future research



- 
- Revisit at different CEFR levels

# Questions?

---



OXFORD  
UNIVERSITY PRESS

