

Introducing an English extensive reading programme in Italian Lyceums

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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.’

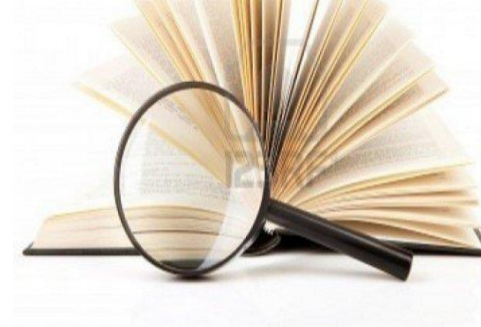
(Day, 2015)

Extensive reading cont.



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

Literature review



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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)

- 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)

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

Read On! (extensive reading programme)

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Test instruments

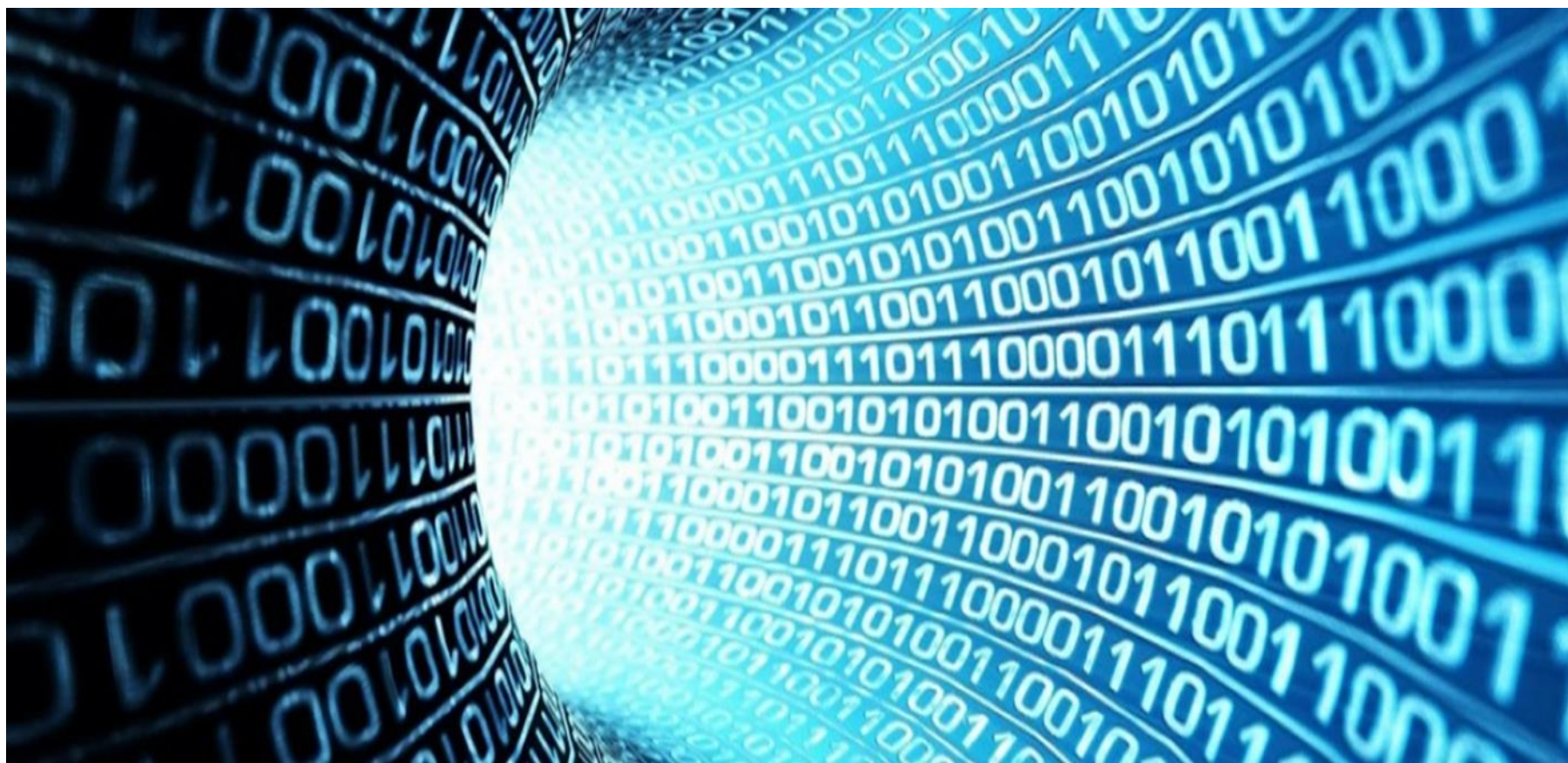


- A2 reading comprehension test (calibrated test bank)
 - 2 versions (RC1 & RC2)
 - 21 items per test
- A2 fluency test (OUP materials)
 - 4 versions (FLA, FLB, FLC, FLD)
 - 2 texts × 3 items (6 items per test)
 - FLA = Text A & B
 - FLB = Text B & A
 - FLC = Text C & D
 - FLD = Text D & C

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
	401
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
Total	148

Reading comprehension (1)



	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 S.D. population (<i>Zstd</i>)	.16 (.7)	.23 (.7)
Learner reliability	.72	.70

Reading Comprehension (2)



	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 S.D. population (<i>Zstd</i>)	.17 (1.3)	.21 (1.3)

Reading Comprehension (3)



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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)



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Code	Code	Mean Measure Difference	S.E. Difference	<i>t</i>	Welch <i>d.f.</i>	<i>p</i>
Pre – Control	Post – Control	-6.19	2.57	-2.41	139	.02
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
Pre – Read On	Post – Read On	-6.42	2.50	-2.57	134	.01

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

Reading Fluency (1)



	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 th	78.25	101.40	86.38	96.37
50 th (Median)	107.12	120.28	105.06	114.40
75 th	120.01	157.97	125.56	153.13

Reading Fluency (2)



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)



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)



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

Reading Fluency (5)



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		N	Mean Rank	Sum of Ranks
Post – Control – Pre – Control	Negative Ranks	25	33.20	830.00
	Positive Ranks	46	37.52	1726.00
	Ties	0		
	Total	71		
<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



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- Revisit at different CEFR levels

Questions?



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