Extensive Reading in Enhancing Lexical Chunks Acquisition

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ABSTRACT

The purpose of this action research was to investigate the effect of extensive reading and related activities on the acquisition of lexical chunks in EFL students. Seven adult EFL learners with an Intermediate level volunteered to take part in the 16 week project following Extensive Reading principles combined with tasks based on the Lexical Approach. Quantitative data was gathered and analysed using statistical formulae. The test carried out by the participants at the end of the project showed a statistical difference favouring the knowledge and awareness of lexical chunks. This test took the form of a questionnaire and an interview, and revealed a positive attitude in students towards the extensive reading approach.

INTRODUCTION

Extensive Reading (ER), as Grabe (1991) and Day & Bamford (2000) have claimed, has numerous benefits in language learning; namely, learners-readers improve writing and speaking skills, enhance their comprehension and use of both vocabulary and grammar, gain in linguistic competence and improve self-esteem. Reading is the main source of vocabulary input for most foreign language (FL) learners who do not live in an English speaking environment. Encouraged by the positive results of the ER approach during my four years of teaching teenagers, I decided to carry out a small scope research project on the topic, focusing on lexical chunk acquisition through Extensive Reading. The aim was to analyse whether ER had any effect on vocabulary acquisition. To carry out this Action Research I worked with Intermediate level adult learners for sixteen weeks. I blended ER with the Lexical Approach since the Lexical Approach views words as the most important element in the communicative process (Lewis, 1997), therefore complementing ER perfectly.

In this paper I will first discuss the literature which is relevant to the topic under study; next I will explain the methodology and outline the steps of the action research, following up with a discussion of the implications for the design of ELT materials and, finally, drawing conclusions.

LITERATURE REVIEW

Extensive Reading

Research evidence (Rosszell, 2007; Soltani, 2011; Macalister, 2008; Kazerooni et al., 2011) suggests that L2 learners benefit from the opportunity to read text which is

meaningful to them. Extensive readers not only gain in reading skills and general proficiency, i.e. writing and speaking (Elley & Mangubhai, 1983; Hafiz & Tudor, 1989), but also widen their vocabulary (Cho & Krashen, 1994; Lai 1993; Hafiz & Tudor, 1990).

Day & Bamford (2000) stated ten straightforward principles of ER which are a practical outline for teachers; in short, students undertake as much reading as possible of a variety of texts within their comfort zone; they choose and read texts for enjoyment and to extract information for their personal interest but not with any academic intent. The reading is done individually and silently; the teacher becomes a member of the reading community who also guides the students. This is in keeping with Williams's principles (1986) urging teachers to allow students to interact with the text at their own pace and not to interfere with the reading. However, during my action research, I encouraged the participants to move outside their comfort zone and complement graded readers with authentic texts, in the format they preferred, whether printed, electronic or online texts. The ER approach supports that enjoyment and comprehension build up speed, which benefits the learner. I could add that comprehension leads to learning, especially if there is plenty of varied input. I consider that comprehension will be enhanced when the text is of the participants own choosing and in accordance with their personal interests and knowledge base. The input is as important as the output (Ellis, 1995) when learning a language, so when applying an ER approach, the activities developed to encourage reading and to reinforce the acquisition of the language should follow the same principles expressed by Day & Bamford (2000) and Williams (1986).

Based on my experience which can be supported by research (Macalister, 2008; Pigada & Schmitt, 2006 and Waring, 2009), I asked the participants to carry out personal and text-focused post-reading activities such as oral book reports, comparing characters in the story or from previous readings, selecting vocabulary which is meaningful to learners, looking out for word combinations or creating diagrams. ER is a reader-centred approach focused on what the student brings into the reading and his engagement with the text (Nation, 2009). When reading at their own pace, in contrast to listening to audio books or podcasts which dictate the pace, learners are free to work out meanings from the context, to review the text, to compare words, to speed up or slow down the rhythm and to stop reading when desired. Motivating and stress free post-reading activities help learners to recycle language thus aiding acquisition. As stated by Prowse (2009) a direct implication of ER is that in semantic processing the brain considers every meaning of a word it has encountered, before assigning the correct contextual meaning, hence the more one reads the better reader one becomes. Adhering to the flexible approach implied by Day & Bamford (1998) I encouraged students to read what they liked and although they usually read graded readers within their comfort zone, sometimes they pushed their own limits by reading authentic material, in line with Susser & Robb's (1990) approach to ER and Krashen's input theory (1985). This theory, currently the basis of many ER programmes, implies that L2 acquisition depends on comprehensible input and that EFL students should read texts which are a little beyond their current reading level. This is corroborated by the Activity Theory (Ellis, 1997, p.48), which proposes that learners decide what to pay attention to and how to internalize and produce language

Several studies support the theory that ER can have a positive impact on second language acquisition (Nair et al, 2012; Sun, 2003; Macalister, 2008; Kazerooni et al., 2011) and that it improves vocabulary comprehension and knowledge both in L1 and L2. Among the numerous advantages of ER the following can be mentioned: it provides ample exposure to L2 at a manageable and enjoyable level (Leung, 2002), it leads to an increased reading rate (Taguchi et al. 2004), learners become more confident and better readers (Soltani, 2011, Prowse, 2009), it develops written and spoken language

proficiency (Rosszell, 2007) and it enhances comprehension and fluency (Sun, 2003; Al-Homoud, & Schmitt, 2009). Not surprisingly, ER has long been associated with language acquisition (Davis, 1995; Nation, 2001), although this association tends to be in reference to isolated vocabulary items (Bell, 2001; Bruton, 2009). No major studies have been carried out on ER and lexical chunks, even though the significant amount of text the readers are exposed to undoubtedly provides the setting for lexical chunk acquisition (Waring, 2006, 2009). Learners encounter the same words several times, mostly preceded or followed by collocating words. Research work on L2 acquisition supports the view that extensive reading leads to vocabulary learning (Lightbown & Spada, 2006) and that classroom tasks and instructional materials which actively involve learners play an essential role in vocabulary learning. However, the latter do not provide the ample and varied exposure to lexical chunks that extensive reading does.

On the subject of implicit learning in ER, Grabe (2011) supports the theory that word recognition is improved when association with known words takes place and that repeated exposure stabilizes and expands word meanings. Grabe refers mainly to single vocabulary units, whereas I suggest that ER can help learners to recognize, stabilize and expand lexical chunks. Contrasting implicit and explicit learning in ER as Grabe (2011) has done, I support his idea that readers acquire new vocabulary through ER "by noticing new uses, figuring out new meanings and making inferences." It becomes inevitable here to refer to Ellis (1995) who claims that noticing vocabulary from the *input* becomes *intake*.

Exposure to a large amount of vocabulary gives learners the opportunity to compare, review and acquire the syntax and semantics of the new language. I use the term 'acquire' in contrast to 'learning' as I consider that acquiring a language implies a deep knowledge which allows an L2 user to focus on the message to be delivered and not on the syntax to be used. I understand that learning a language is a conscious activity implying comprehension and practice which, over time, leads to the acquisition of the language, a procedural subconscious knowledge.(Bialystok & Ryan, 1985). The act of making sense of a text, meeting the same words in different contexts or similar words in the same context is a most valuable pedagogic activity. Reading ensures that essential structures and functions can be learnt unconsciously (Carter & Nunan, 2008).

Lastly, I will refer to Bell (2001) who encourages ER in the language classroom as the best way in which learners can access language within their comfort zone, enabling them to read appealing texts of their choice at a pace they feel comfortable with, thereby honing their sense of how the language fits together and consolidating what they know.

ER and the Lexical Approach can be complementary in Foreign Language Teaching; ER provides the source where students find the lexicon in use, allowing them to read, compare and experience the language at their own pace and according to their own needs, while the Lexical Approach allows them to focus on longer sequences of words, integrating grammar and lexicon.

Lexical Approach - Lexical Chunks

The Lexical Approach, based on Lewis' (1997) statement that "Language is grammaticalised lexis, not lexicalised grammar," focuses on teaching lexico-grammatical units, considering words to be the most important element in the communicative process. The Lexical Approach proposes that grammar scaffolds vocabulary to create a message. According to this it is necessary not only to know the right vocabulary to deliver a message but also to know how to combine words if the language user wants his message to be understood. One of the several consequences of the Lexical Approach has been the

increasing importance given to lexical chunks in language teaching. The definition given to lexical chunks in this action research project is an inclusive one; it embraces a cluster of words comprehending a wide scope of Multi Word Units (MWU) namely, collocations, colligations, idioms and prefabricated phrases. Examples: *as soon as, I'd be delighted to* and *if I were you*. Lexical chunks can include 'slots' or words that can be added or changed according to the intended meaning of the utterance, i.e. *Once upon a time there was a little frog* ... or *If I were you*, *I'd buy that house* in which the underlined words can be changed to fit the desired meaning.

I decided to focus my research on ER on lexical chunks as I am teaching intermediate students who have already acquired basic English vocabulary and they are at a stage when they can recognise and use some lexical chunks and they are eager to improve their fluency. As Schmitt & McCarthy (2000) have stated 'vocabulary acquisition is incremental in nature' so moving on from single lexical units onto lexical chunks, is the next step in acquiring L2. Knowledge of lexical chunks is essential for pragmatic competence. Learning prefabricated chunks enhances communication, since language users retrieve proceduralised knowledge requiring no special conscious processing, thus enabling the user to focus on the message to be conveyed or received (Lewis, 1997), hence the communication process gains fluency. There is less demand on cognitive capacity when lexical chunks are processed, as they are stored and retrieved as whole units, providing fluency in language production (Schmitt & McCarthy, 2000).

Timmis (2008) considers that 'a lexical dimension is perhaps most compatible with communicative, task-based, text-based and content-based approaches where there is an emphasis on rich exposure to input,' I support his point of view as I consider that ER, combined with the appropriate tasks, is one of the most efficient and productive means of contact for the language learner, and as such a very rich input. The amount and combination of input produces good quality output in a relatively short time, compared to memorizing long lists of de-contextualized words and being able to produce those memorized words in meaningful contexts. The learners involved in my project do not have access to an English speaking environment or a regular contact with native English speakers, and so ER provides their main source of information and contact with the language, namely their main source of input.

The activities developed for this ER project are aimed at raising students' awareness of lexical chunks, to help them learn vocabulary so that they can improve their language competence. Lexical chunks have been acknowledged as one of the most important features required by a fluent L2 speaker/user.

As Nations (2009) states, reading is important because written texts are richer in lexis than spoken ones and they provide plenty of accessible language examples; the act of reading gives the learner the opportunity to go over the text as many times as is necessary in order to understand or review the meaning and context.

Language teaching should be based on context; learners 'experiencing' the words in their 'natural' context through ER and producing them in a 'natural' context through meaningful activities, realizing that some chunks work better in some contexts than others, as well as that lexical chunk use goes beyond the word definition. As learners read more and more they encounter various lexical chunks, preceded and/or followed by different 'slots' providing several examples of the same lexical chunk, in different situations and in different combinations.

Comparison of ER and non-ER approaches regarding lexical chunks

Most of the material developed with a view to teaching lexical chunks or multi word units presents activities out of context, i.e. the lexical chunks may be arranged according to difficulty or according to what the writer or teacher considers appropriate or useful, classified either by topic or by function, such as: poly words (by the way), discourse markers (how do you do?) and sentence builders (my point is) (Zhao, 2009). Other common characteristics are limited examples and too many different lexical chunks in one activity. The main objective of these activities tends to be to recognize, practice and acquire lexical chunks. If the ultimate aim is for language learners to learn vocabulary so as to be able to express themselves, then ER is one of the best approaches to combine with lexical chunk teaching. ER offers learners the opportunity to experience a wide variety of texts with plenty of examples in a natural and representative context. Applying the same principles of ER stated above, (Literature Review, Extensive Reading, paragraph 2) learners talk or write about their readings in a meaningful context while revisiting vocabulary.

Research questions and hypothesis

Question 1 Can an Intermediate Language learner improve his knowledge of lexical chunks through Extensive Reading?
Question 2 Is there a relationship between Extensive Reading and lexical chunk acquisition in Intermediate level language learners?
H01. There is an improvement in lexical chunk comprehension and usage due to reading extensively.
H02. Learners improve their knowledge of lexical chunks when Extensive Reading principles are combined with non-intrusive and personal activities.

METHODOLOGY

The participants in this research were seven adult Spanish speakers with an intermediate level of English. The participants volunteered to take part in the project as a way to improve their English knowledge and fluency skills. They believed that even if the results of my research were not promising they would benefit from reading and speaking in their second language. None of the subjects were taking formal language classes at the time of the action research. The agreement was for them to read as much as they could, complete three tests, two at the beginning of the project and one sixteen weeks later, and to meet for an hour once a week to discuss their readings and complete tasks on them. They read an average of three hours a week (Table 3). They kept a Reading Diary to help them to keep track of their reading and to motivate them.

At the beginning of the experiment the students took two tests:
- Test A, an online Cambridge test to score their level, according to which they are suitable to enrol in a First Certificate exam, with a score ranging from 18 to 20.
- Test 1, to keep a score of their knowledge on lexical chunks.

At the end of the experiment the participants took Test 2 to measure the effect of ER on their use of lexical chunks. (Appendix 1) They also filled in a questionnaire (Appendix 2) on Extensive Reading and lexical chunks followed by a short interview. I also recorded the interviews making the corresponding transcriptions.

In developing the tests, the lexical chunks were chosen according to:
1. Common mistakes made by Spanish students in previous learning situations
2. The ones most likely to be encountered in their texts as most of the reading material were provided by the researcher.

The participants were asked not to guess when completing the tests; if they did not know the answer they were required to leave it blank. Wrong spelling was not taken into account, as the emphasis was on knowledge of lexical chunks. The scoring was as follows; for incorrect word matching, 0 point; for incorrect usage but right matching of words, 1 point and for correct usage and matching 2 points. The questionnaire contained questions dealing with ER, lexical chunks and personal opinion. The latter was not given a score.

Three students read eight graded reader books. Two students read one graded reader, journals and one authentic novel each, and the remaining two read miscellaneous texts including journals, magazines and short stories. As the participants only read one book in common throughout the researching stage and the activities were developed to be done as a group, these were based on general characteristics of their readings. The activities pursued two main goals; explicit vocabulary learning and incidental vocabulary acquisition. Examples of the former are matching synonyms, odd one out or completing sentences with a suitable word; such activities draw the students' attention to specific words or phrases. Examples of the latter are skimming an extract to find out how the author creates the atmosphere of the story, deciding if certain statements are true or false and preparing a few paragraphs to read aloud; these activities involve the student in language use, they centre on reception, interpretation, reshaping and transmission of meaning. Occasionally games were played to introduce a relaxing period during the lesson. These games were based on lexical chunks. Examples: pelmanism, word dominoes or making up crazy stories.

ANALYSIS

As my study is mainly a quantitative research on the effect of Extensive Reading on vocabulary learning the data collected during the sixteen week experiment is summarised in the bar graph below. There were seven participants at the beginning of the experiment and six at the end. Data from six participants was analysed as including the seventh would have varied scores and means leading to an inaccurate conclusion. The outcome of comparison of the two tests at the beginning and at the end of the research is illustrated in Table 1.
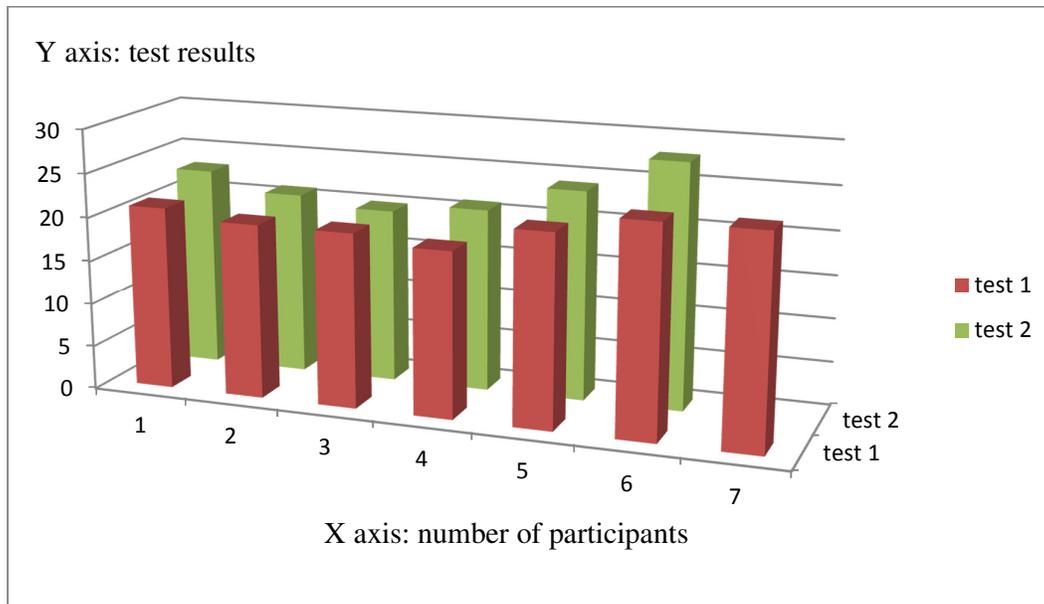
Table 1. Test scores

The descriptive scores of the participants in Test 1 are represented in red and Test 2 in green. (Table 1)

In order to analyse the score some statistical measures were undertaken and they are represented in Table 2 below.

	Test 1	Test 2	Global
Mean	18.00	22.83	20.23
Mode	20	21	21
High	24	28	28
Low	19	20	19
Median	20.5	22	21
Range	5	8	9

Table 2. Statistical Measures

The maximum test score was 31. The mean in Test 1 was 18 which can be considered just above average. Meanwhile the mean in Test 2 increased to 22.83 points, showing an improvement of 27%. Another point to highlight is the maximum score achieved by one student in the second test, 28 out of 31 points.

Referring to range, the high and low scores increased in the second test. In the first test all participants were in a reduced range of 5 scores, being all in a similar range, while the results from the second test show a slight improvement in the low score, which suggests that the students who read more had a better score in the last test.

A significant variable in this research was the time spent reading, therefore, its effect on the scores was evaluated.
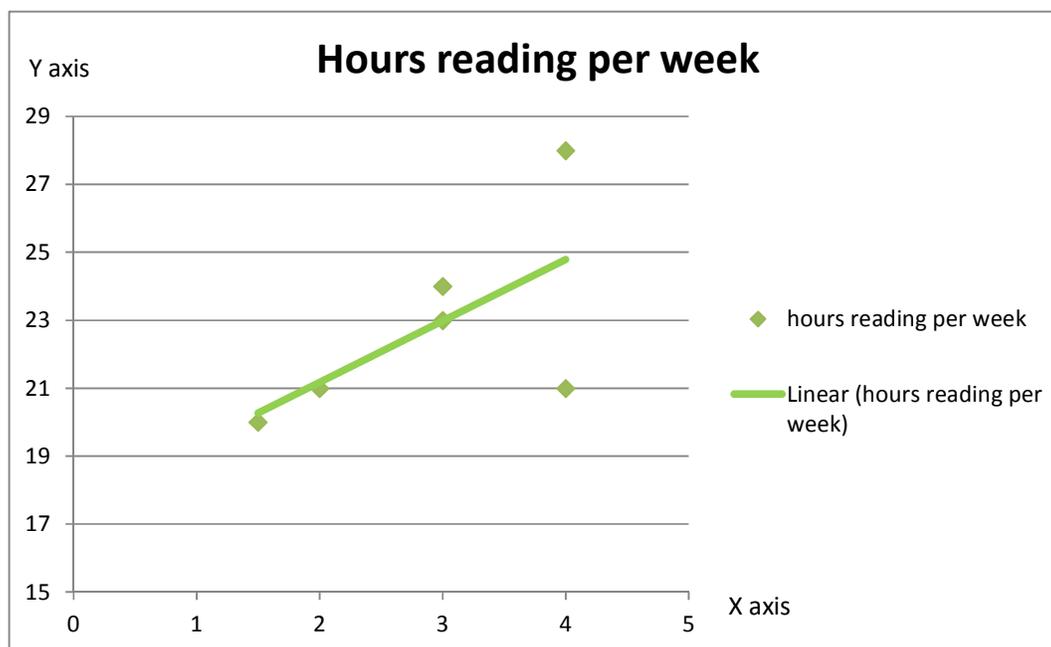
Table 3. Scores according to reading time

The χ axis represents the hours spent reading, while γ axis represents the scores in test 2. As can be seen, there is a positive correlation between the two variables. The regression equation has been calculated and expressed in the following formula:

$$\gamma = 17,56 + 1,81\chi$$

The application of this formula resulted in the lineal regression illustrated in Table 2. These results show that in the sixteen weeks between the first and the second test an improvement in lexical chunk learning took place, with students reading for an average of almost three hours a week. The conclusion which can be reached is that the more the students read the more they learnt.

The questionnaire and interview revealed a highly positive response towards Extensive Reading per se and the activities focused on lexical chunks. (Appendices 3, 4 & 5) None of the students had been taught with a Lexical Approach before and only one showed any awareness of lexical chunks which she described as 'words that go together or English phrases'. Questions 5, 6 and 7 were not scored as they were considered personal opinions. (Table 4)

Questions	Percentage of Agreement
My experience with Extensive Reading activities has been successful.	100%
Reading is a useful activity to learn English vocabulary.	100%
I have improved my knowledge of lexical chunks.	100%
I feel more confident when speaking and writing in English.	100%
Question 5	Non applicable
Question 6	Non applicable
Question 7	Non applicable
I'm free to choose my own reading material.	100%
I like the activities to work on my reading.	67%

I like the flexibility to read at my own pace.	100%
I was motivated enough to read.	67%
I like the lack of a deadline for my reading.	67%
I used to take notice of lexical chunks before taking part in this study.	17%
I take notice of lexical chunks nowadays.	100%
I think that taking notice of lexical chunks is useful to learn English.	83%
I learn vocabulary with Extensive Reading and tasks related to my reading.	83%
I'm a more confident reader now than before my experience with the Extensive Reading study.	100%
Mean or Average of all questions	**85%**

Table 4. Questionnaire: Personal Opinion

Referring to the questionnaire and interview results I should mention that all the interviewees reported being more confident readers and taking more pleasure in reading in English. They enjoyed the variety of texts available and the freedom to choose what they could read. Four out of six interviewees mentioned that the activities with the vocabulary had helped them to focus on lexical chunks while reading. The only drawback for two of the interviewees was that there was no deadline to finish their readings; they would have preferred to have a date to finish reading their books or articles. These results are in accordance with others such as Pigada & Smith (2006), Soltani (2011) and Al-Homoud & Schmitt (2009) concerning the positive outcome of Extensive Reading in vocabulary acquisition and production.

Discussion and implications for ELT materials

Drawing on the above mentioned analyses I can answer research question 1, *Can an Intermediate Language learner improve his knowledge of lexical chunk through Extensive Reading?* The data showed that the mean of Test 1 was 18 while that of Test 2 was 22.83 revealing that an Intermediate language learner could improve his knowledge of lexical chunks through Extensive Reading. The main variable affecting these results was time spent reading per week. The longer the participants spent reading, the better their results in Test 2. (Refer to Table 3). Regarding question 2, *Is there a relationship between Extensive Reading and lexical chunk acquisition in Intermediate level language learners?* I can conclude that there is a positive relationship between Extensive Reading and lexical chunk acquisition as expressed in Table 2 and 3, bearing in mind the time spent reading. Intermediate level students increased their knowledge of lexical chunks through Extensive Reading while taking part in this experiment.

On the subject of limitations I should mention the following issues:

The results suggest that ER may have played a role in lexical chunk learning but it remains to be empirically tested how the participants gain their knowledge.

It should be empirically tested as well if the kind of activities performed during the meetings had a significant impact on the second test results.

The number of participants could have influenced the quality time and resources provided by the researcher, thus influencing the results of the second test.

The time devoted to the study was long enough to compare knowledge but delayed post-test effects could be more meaningful regarding acquisition as expressed in the Literature Review.

Another significant factor to be considered is that the students were hardly aware of lexical chunks before this experiment as a consequence it is relevant to mention that making the students conscious of the existence of lexical chunks might have helped in the results in Test 2; as stated in the Literature Review making learners conscious of certain components in language usage benefits acquisition. The participants in this project were not attending language teaching classes, thus suggesting a stronger link between ER and acquisition of lexical chunks. Reading extensively, focused on their own needs and interests, performing especially developed tasks focused on lexical chunks have lead these students to improve their knowledge in lexical chunks. This small scale research suggests that reading for pleasure can enhance vocabulary learning even in a short period of time. The conclusion of the interview and questionnaire are promising, if learners have a command of what, when and how much they read and at the same time enjoy the tasks based on their readings they are highly motivated to learn the foreign language.

Drawing on the statistics analyses as well as the questionnaire and interview results, it can be concluded that H01 and H02 can be confirmed. Not only the improvement on lexical chunks knowledge can be accounted for but also confirmed by the participants through their responses to the questionnaire and interview. There was an improvement on lexical chunks comprehension and usage from the participants' point of view and from the tests results which could be due to the type of material developed for the discussion sessions and the learners' attitude towards reading. Reading extensively and making them aware of the existence of word combinations lead to a better production of the foreign language. Although this Action Research provides useful information, there is no way to determine whether any observed gain in lexical chunks was due to treatment itself of more focused teaching activities during the Book Club meetings, to reading extensively or perhaps to the effect of having taken the test twice. Carrying out an Action Research project with two or three groups to compare the impact of Extensive Reading with and without especially developed material is highly recommendable.

Developing and carrying out this research I became aware of the need to develop more suitable material to emphasize the acquisition of multi words units. As mentioned above in the Literature review, ER provides a rich input but to enhance acquisition learners need appropriate material with challenging, interesting and enjoyable activities. Such material could emphasize explicit and incidental vocabulary learning. As time goes on and the Lexical Approach is used more widely in the teaching community, a combination of this approach with other approaches could benefit language learners. Relying on the results of this research, I support the idea of integrating ER into Lexical Approach activities, or vice-versa, Lexical Approach into ER, depending on students' needs and preferences and/or teachers' methodologies.

Ideas to develop more suitable material to emphasize the acquisition of lexical chunks:

- General activities to work on different texts e.g. correct the teacher or order the lexical chunks according to a text read by the students.
- Personal and text-focused post-reading activities such as oral or written book reports, comparing characters in the story or from previous readings, selecting vocabulary meaningful to learners or creating diagrams.

- o Plenty of support for teachers who are not keen readers or do not have a deep knowledge in literature e.g. Glossary: alliteration or climax.
- o Selection of material according to the age, needs and likes, both of students and teachers. (List of recommended books and adapted activities)

Suggestions for further research

Carry out a wider scope research on quantifying lexical acquisition with control groups. Could the same approach be applied to lower level language students? What kind of material is best suited to combine extensive reading and the Lexical Approach? Develop different types of tasks and activities and try them with control groups. Would there be a more significant variation in the results if the research was carried out for a longer period of time, e.g. ten months, and both with and without specifically developed material blending ER and the Lexical Approach? Would there be any better results if the participants were taking English classes at the same time they are following an Extensive Reading approach? Are there any other variables which may account for observed results in performance?

CONCLUSION

This research has investigated the effects of Extensive Reading on lexical chunk acquisition. In spite of the fact that the results suggest that the participants have enhanced their knowledge of lexical chunks it has not been proved that they have acquired them. According to the results, recognition and production have improved; however, a delayed post-test is recommended to check on acquisition in order to provide a definite answer to question 2 (*Is there a relationship between Extensive Reading and lexical chunk acquisition in Intermediate level language learners?*). Results suggest that the participants have enhanced their knowledge of lexical chunks after reading extensively for 16 weeks and performing specifically developed tasks. The result of this study encourages blending ER with the Lexical Approach, focusing mainly on lexical chunks, and developing suitable material. I recommend developing personalised and text-focused post reading activities promoting explicit and implicit vocabulary acquisition.

Appendix 1
Test 2 _ Sample Activities

1. **Matching words. Circle the word or phrase that go with the suggested word and cross out the phrases that are <u>not</u> used with the suggested word.**

Example
What phrases go with SAY

Score:10

	Total:

2. **Odd One Out. Choose and circle the word which does not go with the rest of the phrase.**
   Example:
   He's been astoundingly rude; he never wrote or called back.

i.   Susan is a *profoundly / amazingly / deeply* religious person with high

   moral values.

   _____

   _____

	Score:5
	Total:

3. **Order the following words to form a phrase, you <u>have to use all</u> the given words but you can add up to 3 more words if you think it necessary.**

Example

never	is	life	nonsense	I've	he	in	heard	rubbish	such	my	

   He is talking non-sense, I've never heard such rubbish in my life.

	Score:6
	Total:

1. **Choose a word from the list to complete the following sentences. There are 10 words and 5 sentences, which means that there are 5 spare words.**

skills – conditions - decided to – details – borrow – determined to – estate – abilities – specific aspects – lend

   i.   There's a great website about study _____.

	Score:5
	Total:

2. **Correct the mistakes. There are vocabulary mistakes in the following sentences, write the correct sentence below.**
   Example:
   I have been well brought up and I show impeccable manners.

*I have been well brought up and **I have impeccable** manners.*

i.   I expect the class will reach the end at about 5:30.

_____

_____

Score:5
Total:

Appendix 2
Questionnaire
Please put a tick in the corresponding box.

   a.   Sex: Female   Male

   b.   Age group:

      8-11   12-15   16-20   21+

   1.   My experience with Extensive Reading activities has been successful.

Agree	Neutral	Disagree

   2.   Reading is a useful activity to learn English vocabulary.

Agree	Neutral	Disagree

   3.   I have improved my knowledge of lexical chunks.

Agree	Neutral	Disagree

   4.   I feel more confident when speaking and writing in English.

Agree	Neutral	Disagree

   5.   How often do you read?

Every day	Three times a week	Twice a week	Once a week

   6.   How many hours a week do you read?

One Hour	Two Hours	Three Hours	Four Hours	Five Hours	More than six hours

   7.   What kind of material do you read?

Fiction	Non-Fiction –newspaper, magazines, journals.	Texts related to your studies

8.

	Agree	Neutral	Disagree
I'm free to choose my own reading material.			
I like the activities to work on my reading.			
I like the flexibility to read at my own pace.			
I was motivated enough to read.			
I like the lack of a deadline for my reading.			

9. I used to take notice of lexical chunks before taking part in this study.

Agree	Neutral	Disagree

10. I take notice of lexical chunks nowadays.

Agree	Neutral	Disagree

11. I think that taking notice of lexical chunks is useful to learn English.

Agree	Neutral	Disagree

12. I learn vocabulary with Extensive Reading and tasks related to my reading.

Agree	Neutral	Disagree

13. I'm a more confident reader now than before my experience with the Extensive Reading study.

Agree	Neutral	Disagree

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