

Influence of L2 Extensive Reading Intervention on undergraduate students: An action research

PROBLEM

Reading is one of the required skills in the acquisition of a second language (L2). English is widely used for communication in different areas, therefore many nonnative speakers face the challenge to read English texts for academic, business, occupational and leisure purposes. Some students do not count with good reading habits and strategies while low achievement in reading skills seems to aggravate their increasingly negative attitude towards reading.

GENERAL OBJECTIVE

The purpose of this action research was to describe perceptions, attitudes and performance of an Extensive Reading Programme on English as a Foreign Language (EFL) students.

PROPOSAL

There is an apparent aversion among some students to read in their first language (L1) and second language (L2) which affects their performance when attending their English courses. This is the main reason for the design of this Extensive Reading Programme (ERP).

The ERP was designed based on the review of literature and has the following characteristics: a) provision of enough material on the proper level of the learners, b) a relaxing atmosphere where they are able to choose what and when to read, and c) the explicit teaching of strategies to speed their reading rate, increase comprehension, develop positive reading habits and attitudes, and foster vocabulary acquisition and overall language performance improvement.

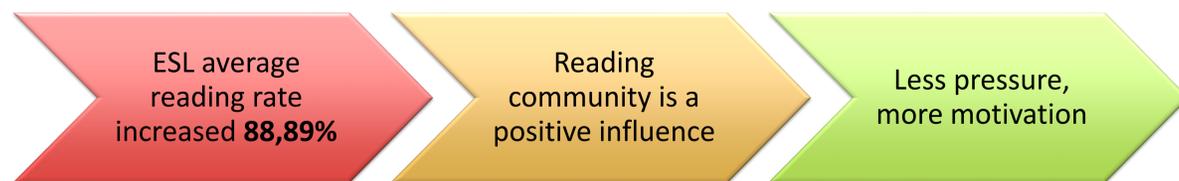
METHODOLOGY

The participants were ten undergraduate students of a Latin American University who voluntarily agreed to attend six weekly sessions and to follow the instructions of the intervention programme (ERP).

Data were collected from initial and post-intervention inventories, observations, reading rates, comprehension scores and diaries of the participants Denzin and Lincoln (2005) and Johnson (2012).

The analysis of the data informed the description of the impact of the ERP while triangulation played an important role to add validity to this qualitative study.

RESULTS



R4: Impact of ERP

Strategy or Technique	Frequency
Spend more time in reading and read as much as possible	14
Selecting a text of interest or preference	9
Read in a calm place to avoid distractions, without pressure	7
Inferring meaning of unknown words from context	7
Selecting below level texts	6
Use the bookmark	5
Getting the general or main idea of a text	5
Avoid using a dictionary to check up every unknown word	4
Avoid subvocalization	4
Selecting on level texts	3
Read for pleasure with no pressure	2
Avoid eyes regression	1



CONCLUSIONS

- The intervention was successful in the development of confidence, reading habits and abilities, language acquisition, and more motivated students into L2 Reading.
- The explicit reading strategy training influenced students' attitudes towards reading by providing them with a positive experience, and motivating them to read extensively for pleasure.

BIBLIOGRAPHY

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ACKNOWLEDGEMENTS

This research acknowledges the students who took part of this study and Eng. Cindy Bolaños for her support in the design of this poster.