T.C.

ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

THE EFFECTS OF AN EXTENSIVE READING IMPLEMENTATION ON THE OPINIONS, ATTITUDES AND MOTIVATION OF TURKISH LEARNERS OF ENGLISH FROM DIFFERENT PROFICIENCY LEVELS

MASTER'S THESIS

Muhammet ŞAHİN

Department of English Language Teaching

English Language Teaching Program

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ONAY FORMU

DECLARATION

I hereby declare with respect that the study "the effects of an extensive reading implementation on the opinions, attitudes, and motivation of Turkish learners of English from different proficiency levels", which I submitted as a Master's thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (27/04/2023)

Muhammet ŞAHİN

FOREWORD

I would like to express my sincere gratitude to Prof. Dr. Hatice Sofu for her constant support, constructive feedback, and guidance she provided throughout the process of writing this thesis.

Secondly, I would like to thank my colleagues and my friends.

I owe special thanks to my family. Your support made this journey possible.

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ABBREVIATIONS

ER   **:** Extensive Reading

IR   **:** Intensive Reading

i+1   **:** Comprehensible Input Hypothesis

SPSS   **:** Statistical Package for the Social Sciences

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ABSTRACT

Extensive reading is becoming more popular as a hope-inspiring educational strategy for developing students' reading skills. Numerous studies demonstrated the positive effects of extensive reading on language development. However, to my knowledge, there is a lack of studies concerning students' opinions, motivation, and attitudes regarding extensive reading. Considering this, this study aims to investigate the effects of an extensive reading implementation on the opinions, attitudes, and motivation of Turkish learners of English from different proficiency levels, to reveal if there is a difference depending on the proficiency levels of the language learners, and to investigate the qualities of the reading materials students tend to prefer. In this respect, the study explored the effects of a seven-week extensive reading treatment at a state university. The study consisted of 30 prep school students studying in prep school. The convenience sampling method was used to form the sampling of the research. The data were collected through two different instruments: a questionnaire and reflective journals. Due to validity and reliability concerns, the questionnaire was adapted from an attitude test designed by Hardy (2016). The SPSS software was used to analyze the quantitative data. Even though some changes in the participants' attitudes, motivation, and opinions were observed after the implementation, only some of the items showed statistically significant differences, including an increased participation rate in discussions, extrinsic motivation, and a decrease in the rate of checking grammar rules. Similarly, some differences between the B1-level and B2-level proficiency groups were observed although most of these differences were not statistically significant. However, the B-2 level group showed significantly more favorable attitudes in in-class participation, discussion rate, and higher intrinsic

motivation. Finally, all the qualitative data collected from reflective journals were analyzed according to the thematic analysis method. QDA Miner Lite software was used to define the codes and the themes. The participants believed that interesting materials are entertaining, diverse in topics, rich in new and useful information, and full of ideas that arouse curiosity. The results also showed that reading materials should include colors, visuals, and well-arranged font sizes and lengths. Finally, the participants mostly preferred paper-based to online reading materials for several reasons.

BİR SERBEST OKUMA UYGULAMASININ FARKLI YETERLİLİK SEVİYELERİNDEKİ İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN GÖRÜŞLERİ, TUTUMLARI VE GÜDÜLENMELERİ ÜZERİNDEKİ ETKİSİ

ÖZET

Serbest okuma öğrencilerin okuma becerilerini geliştirmek için umut vaad eden bir eğitim stratejisi olarak gittikçe popüler olmaktadır. Çeşitli çalışmalar serbest okumanın dil gelişiminde olumlu etkilerini göstermiştir. Ancak bilgimiz dahilinde öğrencilerin serbest okumaya ilişkin fikirlerini, motivasyonlarını ve tutumlarını ele alan çalışma eksikliği vardır. Bunu göz önünde bulundurduğumuzda, bu çalışma serbest okuma uygulamasının İngilizce öğrenen Türk öğrencilerin fikirleri, tutumları ve motivasyonlarına olan etkilerini araştırmak, farklı dil becerilerine sahip dil öğrencileri arasında farkın olup olmadığını ortaya çıkarmak ve öğrencilerin tercih etmeye meyilli olduğu okuma materyali özelliklerini incelemeyi amaçlamaktadır. Bu bakımdan çalışma bir devlet üniversitesindeki yedi haftalık bir serbest okuma çalışmasının etkilerini ortaya çıkarmayı amaçlamıştır. Çalışma hazırlık sınıfında okuyan 30 hazırlık öğrencisini içermektedir. Kolayda örnekleme metodu araştırmanın örneklemini oluşturmak için kullanılmıştır. Veriler iki farklı veri toplama aracı aracılığıyla toplanmıştır: anket ve yansıtıcı günlükler. Geçerlilik ve güvenilirlik endişelerinden dolayı anket Hardy tarafından hazırlanan bir tutum testinden uyarlanmıştır (2016). Nicel veriyi analiz etmek için SPSS programı kullanılmıştır. Uygulama sonrasında katılımcıların fikir, motivasyon ve tutumlarında bazı değişiklikler olsa da sadece tartışmaya katılımda ve dışsal motivasyonda bir artış ve dil bilgisi kurallarını konrol etme sıklığında bir azalma gibi bazı maddeler istatistiksel olarak fark ortaya çıkarmıştır. Aynı şekilde farklılıkların çoğu istatistiksel olarak önemli olmasa da B1 dil seviyesi grubu ve B2 dil seviye grubu arasında bazı farklılıklar bulunmuştur. Ancak B2 dil seviye grubu sınıf içi katılım, tartışma sıklığı ve yüksek içsel motivasyonda anlamlı derecede daha olumlu tutum göstermiştir. Son

olarak, yansıtıcı günlüklerden toplanan tüm nitel veriler tematik analiz metoduna göre analiz edilmiştir. Kodları ve temaları belirlemek için QDA Miner Lite programı kullanılmıştır. Katılımcıların ilgi çeken okuma materyallerinin eğlendirici, konu bakımından çeşitli, yeni ve kullanışlı bilgi bakımından zengin ve merak uyandıran fikirlerle dolu olduğuna inandığı bulunmuştur. Çalışma ayrıca okuma materyallerin renk, görseller, iyi ayarlanmış yazı tipi ve uzunluk içermesi gerektiğini göstermiştir. Son olarak katılımcılar bir çok sebepten dolayı kağıttan okumayı çevrimiçi okumaya tercih etmiştir.

Anahtar Kelimeler: serbest okuma, motivasyon, tutum, fikir, dil seviyesi

I. INTRODUCTION

This chapter includes the background of the study, the statement of the problem and significance of the study, the purpose of the study, and the research questions on which the study is based.

A. Background of the Study

Reading is one of the most fundamental components of a language. It is a cognitive process that involves constructing meaning from words. There are many well-accepted reasons why it has significant roles in learning languages such as improving word power, exposing learners to linguistic structures, helping them improve their inferencing skills from context, etc. It is also significant for our personal growth since it enables us to access knowledge from a wide range of sources and learn from them. Paris (2005) emphasized the importance of learning how to read as it is the foundation of learning and academic achievement.

There is no denying the importance of reading comprehension skills for academic performance and lifelong learning. Snow (2002) reported that despite its significance, the majority of students' reading comprehension ability in a language learning setting appears to be insufficient. This may be the case because understanding is a very intricate process that entails a number of interactions between the reader, the text, the purpose, and the context. This shows that readers actively construct meaning as they read and that their responses are likely to vary depending on those aspects. Strickland and Shanahan (2004) expressed that at all instructional levels, reading comprehension is a skill that every teacher must be completely conversant with.

Soodla et al. (2017) suggested that strategic readers typically comprehend texts better than those who don't organize their reading in any way. Can and Bicer argues that the ability to distinguish between credible and inaccurate information, run information through a logic filter, and analyze information will develop with the

development of critical reading abilities. According to Harvey and Goudvis (2007), effective reading strategies for active reading are those that enable the reader in determining what is significant in the text and what may be indicated but not explicitly expressed.

Extensive reading is an alternate reading strategy in which students read for enjoyment while simultaneously receiving a large amount of information. Lipp defines extensive reading as the practice of silent reading while picking out and reading individual books or texts, usually graded readers (1990). Day and Bamford define extensive reading as the practice of giving students access to a lot of comprehensible texts, which boosts their reading ability and enables them to enjoy the learning process (1998). The development of reading skills is greatly aided by reading a wide number of texts, which is one of the major elements of extensive reading. This allows readers to use a variety of reading strategies and gain better background information.

Extensive reading practice makes it possible to implement authentic materials into language teaching. If they are at the appropriate understanding level, children typically find authentic materials more engaging and relevant since they give them linguistic input that is used in everyday life. They can increase students' motivation and expose them to real language and culture as well as to the different genres of the professional community to which they aspire (Benavent & Peñamaría, 2011).

B. Statement of the Problem and Significance of the Study

Finding time for reading is a challenge for many students due to intense responsibilities and assignments. In second language teaching, reading practice in the classroom often requires a great deal of effort. As a result, learners' attitudes toward reading might become fragile. Extensive reading may help learners to grow favorable attitudes toward it because reading for enjoyment fosters their motivation.

However, with the growing number of accessible reading materials, there might be a problem choosing what exactly is suitable for learners to read. It is undeniable that each learner should read what they are interested in. However, it is equally important for learners to read materials that are suitable for their proficiency levels. Moreover, there might be a difference in how and to what extent different proficiency levels learners can make use of an extensive reading approach. In conclusion,

extensive reading might be an effective practice of language teaching if materials contain interesting topics and suitable language for each proficiency level. In addition, students might prefer extensive reading activities because there is a considerable number of materials they can reach and they are free from the classroom environment to read for joy, learn and improve their language abilities.

C. Purpose of the Study

Although there has been substantial research on extensive reading and its benefits, there is a lack of data concerning students' opinions, motivation, and attitudes to extensive reading. Lack of motivation can cause even the most proficient readers to choose not to engage in reading, which eventually impairs their reading proficiency. Reading achievement, which is one of the most significant factors influencing academic achievement among students from various levels and cultural backgrounds, is influenced by different factors, particularly reading motivation (Pirih, 2019). Wang et al. estimated that students who are more motivated to read are more likely to read regularly or employ a variety of reading strategies, both of which have a beneficial impact on reading achievement (2020). Baker and Wigfield argue that motivated readers are driven to read for various reasons, combine previously-gained knowledge with information in texts, create new understandings and engage in meaningful social interaction related to reading (1999). It is equally important to find out the qualities of reading materials in terms of content and medium they are delivered since students' attitudes toward reading vary depending on these factors. Finally, the study aims to reveal whether language learners' proficiency level has an influence on their attitudes toward extensive reading.

D. Research Questions

The following questions will guide this study:

1. What are the students' attitudes toward extensive reading before they take part in the implementation?
2. Are there any differences in students' opinions about, motivation for, and attitudes toward extensive reading before the study and after the study is completed?

3. Does the level of proficiency affect students' opinions, motivation, and attitudes regarding extensive reading?

4 What features of text materials do students prefer in extensive reading?

II. RELATED LITERATURE

This chapter contains two main parts. The first part includes the theoretical background of the study, including the definitions and previous research on intensive reading, extensive reading, Day and Bamford's study and principles of extensive reading, and Krashen's Comprehensible Input (i+1) Hypothesis. The second chapter consists of related literature on extensive reading benefits, motivation, attitudes toward extensive reading, authentic materials, material selection, online versus paper-based materials, and their impact on learners' attitudes toward extensive reading.

A. Theoretical Background

This part is divided into five sub-sections containing information and previous research about the theoretical background of the study. The first three sections elaborate on the definitions, comparison, and related studies on intensive reading and extensive reading. The fourth part deals with Day and Bamford's studies and principles on extensive reading and material selection. The last section explains Krashen's Comprehensible Input Hypothesis and its importance in material selection for extensive reading.

1. Intensive Reading

Dzulfikri (2021) defines intensive reading (IR) as an instructional strategy for reading requiring students to read texts in a detailed way with particular learning goals. IR is necessary for learners to practice since it assists in their comprehension of grammatical structures and text context, including both explicit and implicit meanings. In intensive reading, students mainly concentrate on grammatical structures and vocabulary. Renandya (2007) points out that intensive reading is instrumental in assisting students to improve their reading comprehension, grow as readers, and expand their vocabulary and grammatical knowledge. According to Woolley (2011), it requires additional help for students to grasp comprehension and overcome the

numerous obstacles while working on such exercises. Considering this, Renendya (2007) suggests that in intensive reading, teachers closely monitor the students while they spend a significant amount of time analyzing and studying brief, challenging texts. Teachers participate in the process by helping students guess information from readings and asking questions to guide them. Thus, learners are given chances to comprehend the content of a text in this manner.

Intensive reading has some features in terms of the difficulty and content of the reading and the flexibility students have in choosing reading texts. Students in intensive reading programs are given reading assignments that are believed to be appropriate in difficulty and area of interest to the student. Which reading material language learners should read is often decided by the teacher. In a need analysis designed to develop reading materials for intensive reading, Suwarso and Praseno (2022) found that the narrative text materials, the variety of reading passages, and the incorporation of technology are all factors that contribute to the students' needs in the intensive reading program. Language learners are assigned to short reading texts that are mostly full of activities that require a great deal of effort and are ineffective in terms of involving authentic content. Therefore, learners may develop negative attitudes toward in-class reading exercises. It is also claimed by some teachers that intensive reading is insufficient in and of itself to produce fluent, proficient readers. However, intensive reading may help learners achieve well on standardized reading tests. The participants considered that the intensive reading method had improved their reading comprehension and altered their attitudes favorably, according to Bryson and Andres' study findings following the implementation and analysis of the data (2020).

2. Extensive Reading

Bamford and Day (1997) define extensive reading as reading a considerable amount of material in order to gain a comprehensive understanding of a subject. The meaning of a text is more important to readers than the meaning of individual words or sentences. Extensive reading is a promising method for reading which provides learners with an opportunity to pick what they want to read, read for pleasure, and find a variety of sources. Learners no longer rely on coursebooks or in-class reading activities. In fact, they can find a variety of reading texts on the internet, in school libraries, or even in magazines. It makes it easier to find appropriate reading materials

which appeal to students' interests alongside making those reading passages tailored to their level of proficiency, and area of interest. With the help of extensive reading (ER), students can select their own reading texts and engage in discussions about them while applying their newly acquired information to relate it to their own experiences.

According to Mason and Krashen (1997), extensive reading can help students in English language classes, who had previously struggled and lost enthusiasm, by increasing their motivation and reading comprehension. Numerous researchers (e.g. Jones, 2010; Bryson & Andres, 2020; Mikami, 2020) agree that extensive reading assists students in shifting from a traditional teacher-centered perspective to a more analytical and comprehensive perspective, developing positive attitudes, reading autonomy, and increasing reading motivation.

3. Comparison of Intensive and Extensive Reading

Intensive reading and extensive reading are the most commonly used reading strategies that complement each other for years. It is possible to say that these reading strategies can enhance learners' overall fluency and reading skills. Extensive reading is considered (e.g. Day & Bamford, 1998; Burgh-Hirabe & Feryok, 2013; Rodrigo et al., 2014; Lipp, 2007) as reading extensively and frequently with the primary goal of enjoying reading activities, whereas intensive reading is considered (Muchtar, 2019; Suwarso & Praseno, 2022) as reading that is strictly limited to short texts and is done with the primary goal of comprehending the entire text. According to Lange (1969), in contrast to intensive reading, ER aims to give children reading experiences that are less tightly controlled concerning particular assignments. Nakanishi (2015) points out that the differences between the two instructional methods include the quantity of reading, the difficulty level of reading, and the motivation to continue reading. Chan reported that extensive reading is more efficient than other strategies, including intensive reading and conventional translation techniques, for boosting students' motivation to read, enhancing reading abilities, and building general second language ability (2020). Muchtar (2019) asserts ER fully addresses the affective component, which is not entirely accommodated in the traditional way of teaching reading. The relatively stress-free and highly popular extensive reading approach was as good or better than the more formal and pressured traditional reading approach. (Al-Homoud & Schmitt 2009, p.17).

4. Day and Bamford's Principles for Extensive Reading

Day and Bamford (1998) point out that it is better to present language learners input that is just a little bit below their current linguistic competence. The place where readers improve their confidence, motivation, and fluency is called the comfort zone. They also made the point that reading simple texts at the beginning of extensive reading helps them to improve their fluency and motivation. Takase (2009) suggests that readers can gain confidence, give up translation habits, and get familiar with reading without a dictionary by reading a lot of very simple texts at the beginning of an ER program. Pirih (2019) holds a similar view saying that reading materials for extensive reading should not only be varied but also simple, which means it should be well within the reading competence of the learners, also called the i-1 level. Burgh-Hirabe and Feryok (2013) observed that it demanded continuous motivation-preserving efforts to stick with a challenging text in all stages, including the evaluation, which could affect the reader's decision to pick up the book again later. Guo's study revealed that students' reading habits, reading speed, and vocabulary knowledge were all boosted by extensive reading of simplified materials. Most significantly, reading these selections gave learners a huge amount of enjoyment while also allowing them to foster their intrinsic motivation for ongoing reading (2012). According to Suk, reading materials must be simple enough to provide smooth comprehension without causing any major learning burden and keep learners on a task on their own. This is a key component of extensive reading, specifically of reading materials that are within learners' linguistic ability (2017).

5. Krashen's Comprehensible Input Hypothesis

Krashen's Input Hypothesis claims that language learners must receive enough comprehensible input that is just beyond their current language level in order to acquire the language. This type of input is called "i+1" or comprehensible input. "i" refers to the current language competence of the learners, whereas "1" implies the input that is only a little bit difficult for the learner's current language proficiency. This hypothesis claims that comprehension of reading and listening is of the utmost importance in the language program.

It is evident that one of the key factors affecting students in encouraging them to read extensively is the selection of suitable reading materials in terms of text difficulty.

There are different perspectives on the optimal difficulty level of the input, particularly when it comes to extensive reading. Renandya (2007) suggested that extensive reading should have texts that are at or even below students' current proficiency in contrast to intensive reading, where the text is often above their linguistic proficiency. Sweller argues that for language learners, the increased level of difficulty could require extra effort while processing language, adding an extra cognitive burden (2010). Yang, Chu and Tseng (2021) stated that reading texts for extensive reading, which are below learners' level of competence, improves reading comprehension and minimizes reading reluctance, whereas materials that are above learners' level may increase reading motivation and develop self-efficacy. In a three-month study conducted in Iran, Niazifar and Shakibaei reported that the "i+1" materials improved participants' motivation to read (2019). Chiang's study, which examined the impacts of varying text difficulty on reading attitudes and reading comprehension, revealed that the reading attitudes of the 'i-1' group increased significantly after a year of participation in extensive reading whereas no significant difference was identified with the 'i+1' group before and after the study. However, from the findings of the study, it can also be concluded that extensive reading improved students' reading comprehension regardless of the text difficulty levels (2016).

B. Literature Review

As one of the simplest methods of passing on knowledge and information in written form, reading is considered a crucial language skill. Reading has a significant role in expanding one's knowledge and raising the standard of learning. It is also well recognized that reading helps language learners become more proficient in the target language, especially in situations with limited input. English reading proficiency is an essential ability in language learning. Numerous researchers (e.g. Oliver, et al., 2012; Lake, 2014; Stoffelsma & Spooren, 2019) agree that reading is crucial for academic advancement, personal growth, and future professional employment requirements. Researchers (e.g. Day & Bamford, 1998; Sun, 2003; Krashen, 2013; Nakanishi, 2015; Pirih, 2019; Namaziandost, et al., 2019) are constantly searching for reading strategies to foster positive reading attitudes among language learners as well as to improve their reading comprehension. According to Fakazli, extensive reading has a crucial role in

enhancing language abilities, expanding vocabulary knowledge, boosting motivation, fostering automaticity, and exposing students to authentic texts (2021).

1. **Gains Through Extensive Reading**

a. **Benefits of extensive reading on increasing attitude and motivation**

Extensive Reading (ER), which means having language learners read a lot of simple, frequently self-selected content in the target language, fosters favorable attitudes toward reading in the target language. Endris (2018) points outs that exposure to a lot of information and the stress-free environment of an extensive reading program appear to have a positive impact on learners' reading skills and attitudes toward reading. He found that the control group was outperformed by the experimental group on the post-test for reading comprehension by a wide margin even though the majority of the students received low marks (2018). Similarly, Rodrigo et al. (2014) reported that the learners of the ER group developed long-term reading motivation; they read after the reading intervention was over, finished books, and read more regularly.

Nishino (2007) suggested that reading motivation depends on various factors including the selection of reading materials, the pleasure of reading, confidence in reading, etc. A positive learning atmosphere is anticipated in the classroom because extensive reading is built on reading for pleasure, with students typically selecting books based on their interests. It was claimed by Lipp that extensive reading practice may enhance student learning by affecting two learner characteristics, self-efficacy, and motivation (2017). In his study, Sun (2003) implemented an online extensive reading program to find out the effectiveness of the system from the point of students and to provide students with more user-friendly guidance for extensive reading. The reading materials used in the program provided students with authentic reading materials which included different language usages such as writing styles, texts with different levels, genres, etc. The participants reported that they considered the program effective in improving their language skills and developed a positive attitude toward the program. Lara (2020) concluded that as long as extensive reading is implemented carefully and assisted with post-reading tasks, which leads to reading habit formation and ongoing vocabulary development, it allows for incidental vocabulary learning to occur and is welcomed by the language students with a positive attitude.

b. Benefits of extensive reading on reading skills, fluency, and comprehension

The development of reading skills is greatly aided by reading a wide number of texts, which is one of the major elements of extensive reading. This allows readers to use a variety of reading strategies and to gain better background information. Suk (2017) claims that how to best develop second language reading skills is a crucial question given the value of reading in academic situations. Also, according to recent research (e.g. Pigada & Schmitt, 2006; Morgado, 2009; Grabe & Stoller 2011; Webb & Chang, 2015; Suk, 2017), language learners who are continuously exposed to a variety of meaningful material or extensive reading are likely to achieve a gradual improvement in their reading skills. According to Fitriansyah and Miftah (2020), readers are able to read at a much greater degree of understanding by learning new conceptual information from texts, combining new information from various texts, analyzing information in texts, and reinterpreting texts using their comprehension skills. Another study indicates that extensive reading is useful in enhancing language learners' comprehension of reading, and also useful in improving grammar, vocabulary, and reading speed regardless of the materials students choose (Namaziandost et al., 2019). These findings are in line with Al-Homoud and Schmitt's study (2009) that suggests extensive reading facilitates reading comprehension ability, reading speed, and vocabulary acquisition.

Many researchers (e.g. Koda, 2005; Rasinsky et al., 2005; Jones, 2010; Ateek, 2021) emphasize that reading fluency is a substantial contributor to language learners' overall academic development. It gives readers the chance to concentrate on what the message is conveying. Readers can draw parallels between what they are reading and their prior knowledge. Extensive reading was found to be linked to improvements in reading fluency. Huffman's study revealed that nursing college students' reading fluency improved as a result of extensive reading practice (2014).

c. Effects of extensive reading on vocabulary growth and structural awareness

Language learners' vocabulary knowledge, which develops learners' ability to understand word meanings in context, significantly increases with extensive reading. Similarly, it has also been linked favorably to improvements in vocabulary, reading

scores on standardized tests, writing achievement, and speech performance for students (Lai, 1993; Hayashi, 1999; Waring & Takaki 2003; Senoo and Yonemoto, 2014). Tiryaki and Tütüniş revealed that extensive reading had a favorable effect on the vocabulary growth of language learners and assured that they might learn more words despite the participants' reluctance to learn the target language in the first place (2013). According to Nation (1997), ER gives students the opportunity to decide the reading's topic, which is crucial for sustaining the learner's interest. He further emphasizes that reading outside of class provides language input, which successfully helps learners reinforce and internalize any structural knowledge that may have been acquired in class. Krishnan et al. (2009) reported that learners engaged in ER programs can form their own creative language thanks to the familiarity with syntactic patterns obtained through extensive reading. According to Pigada and Schmitt (2006), extensive reading had a positive influence on vocabulary acquisition, grammar knowledge, and accurate spelling of the learners. Lee et al. (2015) investigated the impacts of extensive reading from different proficiency levels and found that extensive reading had a more positive influence on participants' knowledge of articles and prepositions than in the translation group. Lai (1993) studied the impacts of graded readers on learners' writing skills in Hong Kong. He found that there was a general tendency for progress in several areas, such as spelling and verb agreement even though students frequently made mistakes in their writing. Similarly, Waring and Takaki (2003) examined the effects of graded readers with different frequency word occurrences on the vocabulary acquisition rate of the participants. They reported that vocabulary acquisition in extensive reading is facilitated through more frequent words being presented in texts and those words were more resistant to decay. In their study, Webb and Chang (2015) revealed that the high proficiency level participants achieved remarkable increases in vocabulary growth, which is compelling evidence that reading extensively may be a successful strategy for building vocabulary knowledge. These findings also imply that the acquisition of vocabulary requires learners to read a large amount of text.

d. Effects of extensive reading on language proficiency levels

Oliver et al. (2012) suggest that English language proficiency is essential for success in higher education, hence a key component of the recruiting process is making sure potential students have the necessary academic English language abilities to

handle the study demands of their desired programs. According to Dzulfikri, reading is an essential component of students' lives in an academic setting because they have to cope with a lot of reading-intensive course materials and other academic-related responsibilities (2021). The time available for language teaching in the classroom is sometimes insufficient for students to achieve acceptable proficiency levels. Extensive reading is very flexible and can be used with language learners of any proficiency level in addition to having a beneficial impact on language learners' abilities. The popularity of extensive reading as a tool for improving English proficiency among students around the world is on the rise. Many researchers claim that students who participate in an ER program read a variety of stories or texts that are educational at a level of complexity that is acceptable for them (e.g. Lake, 2014; Muchtar, 2019).

While several studies (e.g. Elley & Mangubhai, 1983; Zahar, Cobb, & Spada, 2001; Lee, Schallert, & Kim, 2015) argued that learners at various proficiency levels benefit in diverse ways from extensive reading including the learning pace of new words, improvement in reading comprehension, grammar knowledge, and attitude toward reading, others point out that suitable reading materials are far more significant than the proficiency of the learners in terms of gain in reading comprehension and attitude toward extensive reading (e.g. Day and Bamford, 1998; Nishino, 2007; Fawson and Moore, 2020). In terms of vocabulary recognition, Hayashi (1999) found that beginner-level learners showed a higher improvement rate than that of intermediate students. He also demonstrated that the ones who selected their reading materials of interest showed more satisfaction with reading. The impact of vocabulary knowledge at different levels on reading comprehension has been studied by a number of researchers (e.g. Qian, 1999; Hsueh-Chao & Nation, 2000; Webb & Chang, 2015). The findings indicate that higher reading comprehension is a direct outcome of having a larger vocabulary. On the other hand, Chan (2020) indicated that language learners with higher levels of proficiency, who are less likely to favor teacher-independent ER practice, might see a boost in their intrinsic motivation to read.

2. Extensive Reading Motivation

Motivation specifies whether a student will pursue a task (even a difficult one) with enthusiasm or a lackluster attitude. (Namaziandost et al., 2020, p.17). According to Yamashita (2015), the reason why pleasure, which is a crucial component of ER, is

connected to readers' feelings and emotions is another reason why teachers and scholars have been interested in the role of enthusiasm in ER. Pirih (2019) points out that reading motivation has a significant impact on the acquisition of linguistic abilities as well as on attitudes toward learning a foreign language and reading in general.

According to Unrau and Schlackman (2006), intrinsic reading motivation, which usually emerges from learners' personal interest in a certain activity or topic, refers to the willingness to read because reading is thought to be rewarding or pleasant. On the other hand, Ryan and Deci (2000) define extrinsic motivation as the performance of an activity with the expectation of external demands as opposed to reading for one's internal desire. According to Fawson and Moore (1999), the distinction between an extrinsically and intrinsically motivated reader lies not in the outward manifestation of the behavior but rather in its origin and the child's sustained interest in reading. They handle the tasks for various reasons. That is to say, whereas the former sees active participation and achievement as the desired end, the latter anticipates receiving some sort of outside reward. Becker et al. (2010) found that intrinsic motivation for reading predicts reading achievement favorably, but the extrinsic motivation for reading is either non-significant or a poor predictor. Learners' personal interest in a particular topic may spur reading motivation. Also, their desire to read may come from outside motivations like the need to achieve respectable grades in school or to be noticed by others. Numerous reading accomplishments over a period and books that cultivate reading competency beliefs might ultimately result in an increase in motivation for reading.

Extensive reading helps learners to select books that are interesting and relevant to them, which inspires them to read more. The results of Shin and Ahn's study demonstrate that extensive reading supported with a variety of reading materials might be an effective strategy for enabling language students to read more and improve their attitude and motivation in numerous ways (2006). When it is integrated with group activities like book circles and with opportunities for learners to be part of their learning, ER can have a positive influence on both reading motivation and vocabulary development (Lara, 2020). Ro examined the motivation and anxiety levels of learners who took part in an extensive reading program over the course of two months. He concluded that a comfortable environment, enjoyment of the material, and the language itself were crucial for reducing anxiety and boosting motivation (2013). Yang

et al. (2021) stated that a student's attitude or anxiety level may be negatively impacted by challenging or boring texts, which could reduce reader efficacy and increase the affective filters for language learning. On the other hand, a reader's motivation, confidence, and self-assurance might be increased by simple, meaningful, and engaging texts, which may help to lower the reader's affective filter for language learning (2021).

3.   Material Selection for Extensive Reading

Language teachers have been experimenting with a wide range of strategies, methods, and approaches to enhance the language abilities of their students to satisfy their needs. The range of resources currently accessible for teaching languages is expanding. Even so, textbooks are still widely utilized and important in education. It is not always easy to maintain students' motivation to spend a lot of time readings books outside the class. Additionally, they are given lots of time-consuming assignments at school. With this fact in mind, it might be a good idea to provide them with shorter and more interesting texts for extensive reading.

It is crucial for teachers to understand the personal interests and linguistic proficiency of the learners in order to provide them with the appropriate reading resources and support their growth and motivation. Moreover, it might also be a good idea to provide online materials which they can access through their mobile phones or tablets to make reading more convenient. There has already been a notable rise in the use of the media as an educational tool in schools. Students are more willing to read when they believe that the texts are appealing, relevant, and easily accessible. According to Nakanishi, the best way to ensure that students get the most out of their reading, and reading materials should be chosen according to the vocabulary levels of the students (2015). In his study, he reported that learners who engaged in extensive reading instruction outperformed participants who did not by a medium effect size for both group contrasts (2015). Students have access to authentic texts from a range of sources that are read outside of the classroom, which helps them have more variety in their reading materials. Harmer lists these materials as newspapers, articles, novels, short stories, journals, magazines, web pages, etc. (2007). Similarly, Hedge suggests that reading materials include, but are not limited to, short stories, novels, articles from newspapers and magazines, etc. (2001).

a. The integration of authentic materials in extensive reading

It is a well-known fact that one of the important elements enhancing an ER program's efficiency is the choice of reading materials. Researchers have recently started exploring for authentic materials to meet the interests and needs of second language learners because traditional textbooks sometimes don't appeal to language learners. Graded readers are the most popular reading materials for extensive reading. The reading materials in graded readers and coursebooks are strictly controlled and it is highly possible for learners to encounter a considerable amount of uninteresting texts which may in turn take a negative attitude toward reading. Gough reported that due to the tendency that graded readers have for containing formulaic language, it can be difficult to inspire students to form a reading habit in situations where there is limited daily target language exposure. Consequently, learners find it challenging to relate the language to their daily lives or to see how it might be used in real-world situations (2020). Readers can select texts that are appropriate for them to read while also improving their second language reading fluency and confidence thanks to the way that graded readers are designed to meet various levels of proficiency.

On the other hand, authentic materials train learners for real-world reading by being relevant, engaging, and genuine. Thus, materials from a variety of authentic sources have been employed in classrooms in order to motivate second language learners with a great deal of interest. Floris (2008) emphasizes the significance of incorporating authentic texts into course design because they are more engaging, inspiring, and meaningful to learners' lives. The findings of Gilmore's study clearly imply that authentic resources, as opposed to the two EFL textbooks utilized with the control group, were more effective at helping learners in the experimental group acquire a variety of communication skills (2011). The utilization of authentic materials in extensive reading inspires learners because they believe the contents are meaningful to their everyday life. The reading preferences of the participants in the study indicate that it is crucial to incorporate authentic texts from the internet and other media into extensive reading programs and to provide the participants the freedom to select the reading material they wish to read (Pirih, 2019). Yasrida et al. (2017) reported that authentic materials introduce a new atmosphere for students as they practice critical thinking to help them understand the texts and improve their comprehension of new vocabulary as well. According to Rao, authentic materials provide a great variety of

language contexts, registers, genres and styles of written and spoken discourses, as well as an increase in the language learners' knowledge of linguistic resources (2019). Many researchers (e.g. Benavent and Peñamaría, 2011; Nishino, 2007; Gilmore, 2011; Gough, 2020) view authentic materials as a tool that language teachers might use in classes to motivate and engage learners in specific areas of the target language in which practice is needed.

b. The integration of media in extensive reading

In order to improve language proficiency among second language learners, print media is extremely important. The most commonly used media are newspapers and magazines, which provide an endless amount of language input and may be used as authentic resources for teaching English. Tavakoli and Esmae (2013) hold the view that there are many different types of media used in language teaching on a daily basis, ranging from non-mechanical aids like flashcards, and magazine pictures to complex mechanical equipment like video cameras and computers that help teachers do their jobs by transforming the classroom environment and making the sophisticated process of language learning more interesting and meaningful.

Students have access to up-to-date material that is engaging and applicable to their daily lives thanks to the magazines. Gough (2020) suggests that magazines contain natural language in use, giving language learners access to more real-life language input than they would receive from graded readers or language textbooks. Gough demonstrated that in addition to using natural language structures, magazines expose students to a greater amount of authentic language input than textbooks or graded readers. The primary goal of the teachers utilizing magazines in language teaching is to help the students comprehend the usage of language, provide additional information (Rao, 2019), and convince the students to study the English language in a friendly and pleasant learning environment (Permatasari et al., 2020). Therefore, resources chosen among authentic materials enable learners to get familiar with the details of the language they are learning, which helps them in situations where they need to communicate with everyday language. Most students read magazines in their native language, both in print and online, on a regular basis. However, relatively few students who are learning a language read magazines in the target language. According to Grabe and Stoller (2011), magazine articles foster a vocabulary-rich classroom

environment, which might draw students' attention and promote a learning atmosphere.

Golding and Verrier (2021) define comics as " a medium that is fundamentally both visual and textual where several elements can be used simultaneously to establish an understanding of the whole source". (p.1). Many researchers studied the role of comics in language classrooms. They showed that comics help learners understand texts better (McVicker, 2007; Hosler and Boomer, 2011; Ogier and Gosh, 2018), boost motivation and creativity (Chirkova, Chernovets, & Zorina, 2019), and increase their attitudes toward reading (Novitasari, 2020). Ujiie and Krashen (1996) suggest that reading comic books encourages heavier reading and does not inhibit other kinds of reading. Their study showed that participants who read comic books showed a willingness to read more. Similarly, Cary (2004) reported that despite being seen as "light" reading, comic book enthusiasts are also motivated for reading challenging books, and using graded readers in the form of comic books does not discourage readers from exploring other genres of literature. It is possible to conclude that comics might be integrated into language teaching to draw learners' attention and help them understand texts better with visuals. According to Jones, contextual graphics, like those seen in comic books, can be quite helpful while reading especially when it comes to memory recall.

According to Banu and Aboobacker, newspapers are a significant source of information since they offer a wide variety of news on a variety of topics and interests (2020). Newspapers are claimed to help students develop their critical thinking abilities. While some researchers (e.g. Oliveras & Marquez, Sanmarti, 2013) claim that students struggle with certain aspects of critical thinking when reading newspapers, such as searching for hints and determining the author's purpose, others (e.g. Lisitsina & Pastushkova, Putistina et al., 2020) have shown that reading online newspapers helps students enhance their critical thinking and cognitive skills. Kumar (2011) suggests that newspapers aid in enhancing readers' awareness, knowledge, and reading ability. Singatullova et al. (2017) carried out an empirical study to find out the effectiveness of using online newspaper articles on reading comprehension. It was reported that reading online newspaper articles helped students develop intercultural competence, and reading skills, and increase their motivation to read in English.

4. Online versus Paper-Based Extensive Reading

The reading habits of many students have evolved due to the widespread use of the internet, tablets, and smartphones. For many individuals living in modern cultures, reading text displayed on computers is a common activity that frequently replaces reading material printed on paper. Although there are numerous sources where original materials can be found, there is a growing trend for teachers to use the internet as they continuously need to update their resources and adapt them to the changing demands of their students. Therefore, it is essential to delve into the differences in students' attitudes toward the means of reaching reading materials since changes in literacy are pushing learners' reading habits to move from conventional texts to more digital settings.

Several researchers (Sun, 2003; Renandya, 2007; Briggs & Walter, 2016; Pirih, 2019) argue that reading texts about diverse topics is likely to have an impact on how much students enjoy reading. Libraries in schools, however, may not have the kinds of reading materials that teenagers are more inclined to read such as comic books, mythical stories, magazine articles, etc. There is a growing trend to use online reading materials for extensive reading. Online access to appealing and useful reading materials is essential given that young people are primarily engaged in the internet. Due to their ever-increasing use of the internet for both personal and academic reasons, students spend more time reading online than in the past. A larger selection of reading texts on an almost endless number of topics and genres are now available thanks to the use of online resources by extensive reading programs.

In his request for faculty members to incorporate information and communication technologies (ICT) into course formats and keep up to date with educational technology, Erguvan (2016) emphasizes the value of online course materials, noting that students are more interested in online course materials than in printed ones. Wise (2008) points out that the interactive media environment of today is characterized by offering individuals the option to select from a large variety of content when they want to view it. Computer users now have the opportunity to choose and access content from a wide range of possibilities with the click of a mouse thanks to all these platforms. Liu and Young (2017) point out that online learning platforms offer a setting for learning after school that enables students to immerse themselves in the digital world.

Due to time restrictions and the relative unavailability of English reading resources, a limited number of learners get the chance to read target language texts outside of class. The cost of reading materials is another obstacle to reading (Watson, 2016; Bando et al., 2017). Susser and Robb (1990) suggest that the internet is a particularly effective resource for reading materials for second language learning because getting a greater variety of printed materials in the target language frequently comes at a high cost and may make it more difficult to implement an extensive reading program. Chavangklang et al. (2019) suggest that multimedia reading is likely to be more beneficial than texts. The reason behind this argument is that the advancement in technology which helps learners to access various reading materials through mobile phones, computers, and tablets makes extensive reading more convenient. The findings of their study imply that using online multimedia texts in students' extensive reading assignments might increase learners' vocabulary size and reading comprehension. Permatasari et al. (2020) conducted a study, in which students participated extensive reading program via the online Whattpat application. The findings revealed a substantial gain in vocabulary, an increase in positive perception of extensive reading, and improvements in participants' spelling and vocabulary knowledge. Sun et al. (2014) conducted a study in China to investigate the effect of online writing followed by an in-class extensive reading implementation in China where each student had a computer. The results of the study indicate that the digital learning environment created a supportive context for reading and writing. In addition, individuals in the experimental group outperformed the control group in terms of their reading comprehension level. To find out how e-books affect learners' reading comprehension, speed, and attitudes toward reading online, Akbar et al. (2015) examined female college students in a reading course. The results suggest that using e-reading may help learners grow at a faster pace when it comes to reading, possibly as a result of using reading application features that show students how to read at faster speeds. Korat et al. (2022) examined the contribution of e-books to the acquisition of narrative comprehension among learners. The ones whose teachers received coaching on how to support the learners about the story contents showed the most progress. The results suggest that innovative tech tools can help promote story comprehension among young learners. The results of a meta-analysis, containing 39 studies on the comparison of digital versus paper-based materials, showed that the year of publication

had a positive influence, with greater impacts favoring digital books. (Furenes et al., 2021).

On the other hand, numerous studies indicate that reading on paper is more effective than on screens in terms of reading comprehension (Gabaron, 2017; Kong et al., 2018; Ackerman & Lauterman, 2012; Furenes et al., 2021). In terms of students' preferences and attitudes toward reading on screen and paper, students generally favor reading on paper (e.g. Köpper et al., 2006; Kretzschmar et al., 2013). Daniel and Woody (2013) point out that reading on screens is more time-consuming than reading on paper, yet it doesn't seem to improve comprehension. Clinton (2019) compared reading texts from paper and screens in a meta-analysis study to investigate their effects on reading performance, comprehension, and reading times. Reading on paper rather than a screen was found to provide higher results on tests. In other words, reading from paper rather than a screen is revealed to produce better performance results. According to Mangen and Kuiken (2014), reading on screens is usually regarded as being less enjoyable and interesting than reading from paper. Similarly, Chiang (2016) investigated students' perceptions of e-books and hardcopy books for three months. He concluded that the participants continued to believe that hard-copy books were still the better reading option. However, the option of reading e-books online without the necessity of going to libraries was enjoyed by the participants. The participants claimed that they spent more time finishing an e-book than it would have taken to finish one print book. These findings imply that each learning medium may have a place in the classroom, especially as students gain more experience reading and modifying electronic materials.

III.   METHODOLOGY

A. Introduction

This chapter includes the methodology employed in the present study. Firstly, a detailed explanation of the research design will be explained. Then, the research setting, the participants, and the sampling of the study will be clarified. Finally, the data collection instruments, procedures, and analyses will be explained.

B. Research Design

The present study aims to explore the effects of an extensive reading implementation on the attitudes, opinions, and motivation of Turkish learners of English from different proficiency levels. Thus, the study is descriptive in nature. Grimes and Schulz (2002) define the purpose of a descriptive study as a clear, scientific and measurable definition of situations. In order to explain a research problem, both qualitative and quantitative research methods can be utilized to gain a more accurate answer to a problem. The present study uses a mixed-method design as it has both qualitative and quantitative analyses. In the first stage, the quantitative research method was used to analyze the questionnaire. The questionnaire was adapted from a study carried out by Hardy (2016). In the second stage, the qualitative research method was utilized to investigate the experiences of the participants through reflective journals, which were thematically investigated.

C. Research Setting, Participants and Sampling

The study was conducted at a state university in Istanbul, Turkey. The students in the A-level program had English lessons five days a week, while the students in the B-level program had English lessons four days a week. All the students had five 35-minute lessons each day. The students also had reading lessons each week. The reading

materials included reading passages from a compiled booklet prepared by the testing office of the school. The instructors were expected to cover at least two reading passages in the booklet each week. In addition, there were optional reading passages included in the weekly pacing. The sampling of the study was preparatory school students from two different classes. One of the classes was in the B-level program, the other class was selected from the A-level program. The number of students in the B-level program was 16. The number of students in the A-level program was 14. The departments of the participants were 100% English-medium. The mother tongue of the participants was Turkish. The students were in their second term. In other words, they had been receiving English lessons in the school of foreign languages for six months when the study started. The instructor conducting the extensive reading study was a twenty-seven-year-old male who graduated from the English Language Teaching department of a state university. The convenience sampling method was used to form the sampling of the study. Time restriction and existing contact with the population of interest were two factors in selecting this kind of sampling method. According to Nikolopoulou (2022), convenience sampling is a non-probability sampling method where units are chosen for the sample because they are the most accessible to the researcher.

D. Data Collection Instruments

The students were placed into different proficiency-level programs at the beginning of the academic year. However, the test used in the placement exam was prepared by the testing committee of the school. Besides, it had been six months since the students started receiving English lessons, so there might have been differences in their proficiency levels regardless of their program. Therefore, in order to acquire a more reliable assessment of the participants' existing proficiency levels, students took a standardized placement test. The English Unlimited Placement Test was administered to measure the current proficiency levels of the students. The test consisted of 120 multiple-choice questions covering CEFR levels A1 to C1. Secondly, the 30-item questionnaire on opinions, motivation, and attitude was adapted from Hardy's (2016) study. The participants were also asked about their reading topic preferences because providing the students with interesting reading materials is one of the most significant components of extensive reading.

The permission approval which allowed the researcher to implement the questionnaire was granted by the school of foreign languages. The researcher submitted a petition to the school of foreign languages. In addition to their regular reading activities presented in the classroom, participants had extensive reading treatment for 7 weeks. The students were provided with a list of reading material each week. They were allowed to choose any materials from the list. The material list included weekly magazine articles, short story chapters, book chapters, comics chapters, newspaper articles, etc. At the end of the study, the same questionnaire was implemented as a post-test to find out if there is a difference in the participants' opinions, motivation, and attitudes regarding extensive reading. In addition, reading reflection journals were used to gather qualitative data. The volunteer students submitted weekly reflection journals about their reading experiences, opinions, and attitudes. The students were provided with a writing prompt each week. The questions included their opinions about reading texts, difficulties they experience, etc. Finally, the students kept a reading log for seven weeks. As they read the materials, they kept track of their reading. This was also important for the researcher to track the students' activities. The reading log included categories such as the number of pages, the title of the materials, the interesting level of the materials, etc.

E. Data Analysis

In this study, the researcher made use of different data analysis procedures for the questionnaire and the reflection journals. The questionnaire was analyzed with the application of quantitative data analysis procedures, and the reflective journals were analyzed through qualitative data analysis procedures. The quantitative data analysis procedure included the analysis of the 5-point Likert Scale items in the questionnaire which was adapted from Hardy. The data from the 30 5-point Likert Scale questions in the "Questions About Reading Motivation, Attitudes and Beliefs" questionnaire, which was used as both pre-test and post-test for the intermediate and the upper-intermediate groups, were entered in SPSS. While evaluating the research findings, frequency and percentages were made use of. As for the comparisons within a group in terms of parameters, the Wilcoxon Signed-Rank Test was used to find out whether there was a significant difference between the attitudes, motivation, and opinions of the participants before the study and after it was completed. In addition, the Mann-

Whitney U Test was used in the process of comparing two different groups in terms of parameters. Finally, the qualitative data analysis procedure was used to examine the data from the reflective journals. The researcher employed the thematic analysis method to investigate the qualitative data. The codes were created and the relationships between the codes were used to generate themes.

IV.   RESULTS AND DISCUSSION

This chapter includes the results and discussion of the present study. The study was conducted to investigate the prep school students' attitudes towards, motivation to, and opinions about extensive reading and to find out whether there is a difference between the attitudes, motivation, and opinions of students from different language proficiency levels. For this purpose, a questionnaire that included 30 items and reflective journals were used in the study. The participants were given a post-test before the implementation. During the seven-week extensive reading treatment, the participants wrote reflective journals each week after they read reading materials provided by the teacher. After the implementation, the participants were given a post-test. The results gathered from the questionnaire were analyzed quantitatively, and the results derived from journals were analyzed qualitatively.

A. Results

In order to find out the initial attitudes of the participants toward extensive reading, only the results of the items concerning the participants' initial attitudes before the treatment are illustrated first. After the implementation period, all the items in the questionnaire that were analyzed quantitatively with the Wilcoxon Signed-Rank Test are demonstrated. Then, the results of the Mann-Whitney U Test, which was run before and after the study, are presented in order to find the initial and the post differences in the attitudes, motivation, and opinions of the students from different language proficiency levels. Lastly, the findings derived from the participants' reflective journals are demonstrated with the thematic analysis method.

1. The Initial Attitudes of the Participants Toward Extensive Reading

Table 1 demonstrates the percentage of the responses in the questionnaire named "Reading Motivation, Attitudes, Belief" that was given before the treatment to find out the participants' initial attitudes towards extensive reading. The items in Table 1 were chosen from the questionnaire in regard to their relevance to the first research question.

Table 1. The Participants' Initial Attitudes toward Extensive Reading

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
	%	%	%	%	%
1. I read in English in order to learn about things that interest me.	-	3,3	23,3	60	13,3
2. I read in English only so that I can pass my English classes.	23,3	53,3	10	10	3,3
8. When I am reading something interesting in English, I sometimes lose track of time.	13,3	16,7	26,7	40	3,3
11. I like reading about new things in English.	-	3,3	20	46,7	30
15. I enjoy reading stories in English.	3,3	3,3	13,3	63,3	16,7
17. I like participating in class discussions about what I read in English.	-	33,3	40	23,3	3,3
18. I am willing to read difficult English materials if the topic is interesting.	-	6,7	33,3	40	20

The first item shows that most of the participants in the study read in English in order to learn about things that interest them before the treatment. The participants a had high level of intrinsic motivation for reading, particularly in topics that interest them. The responses to the second item show that only a few students read in English in order to pass their English classes. In other words, the level of extrinsic motivation students had before the treatment seems low. Drawn from the responses given to item 8, before the seven-week treatment of extensive reading, thirty percent of the participants either strongly disagreed or disagreed that reading extensively makes them immersed in the process, and forty percent agreed that reading interesting materials makes them feel like losing the track of time. The responses to the next item show that the majority of the students liked reading about new things in English. The percentages in the next item show that enjoyment feeling was a common factor in reading in English. While most participants were unsure about item 17, which was about participating in-class discussions about what they read in English, 23,3 percent of the participant liked in-class discussions, and almost half of them stated that they didn't like participating in-class discussions. The following item tried to find out whether the participants were willing to read difficult English materials if the topics are interesting. It was found that the majority of them agreed that they were willing no matter how difficult the texts were.

2. The Comparison of the Attitudes, Motivation, and Opinions of the Participants toward Extensive Reading before and after the Implementation

The other objective of the study is to investigate whether there is a statistically significant difference between the attitudes, motivation, and opinions of the participants regarding extensive reading before the study and after a seven-week implementation. To be able to answer the second research question, test results are illustrated with the analysis of the Wilcoxon Signed-Rank Test. First, the results were shown in total to see whether there is an overall significant difference in the attitudes, motivation, and opinions of the participants before and after the treatment when all items are considered. Then, Wilcoxon Signed-Rank Test results were demonstrated item by item in order to see if there were any differences in particular items.

a. The overall changes in the participants' attitudes, motivation and opinions

Table 2 shows the average mean rank, the sum of ranks, and the significance value of the Wilcoxon Signed-Rank Test. There was no statistically significant change in the participants' attitudes, motivation and opinions regarding extensive reading despite a positive increase in the positive ranks.

Table 2. The Overall Changes in the Attitudes, Motivation, and Opinions

	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
Negative Ranks	*5,86*	220.09	
			.40
Positive Ranks	*9*	235.24	

Wilcoxon Signed-Rank Test	**p<0.05*

The researcher tried to investigate the test results item by item in order to see if there were differences in particular items. There were some statistically significant changes in particular items. In order to analyze the results of the test in a more detailed way, these items were put into categories and demonstrated in tables to see the difference more clearly.

b. The changes in the participants' beliefs, enjoyment, and participation

Table 3 shows the changes in items 8, 15, and 17 after the implementation of a seven-week extensive reading. Firstly, despite the increase in the number of positive ranks in item 8, which is about feeling the sense of losing track of time when reading something in English, the significance score was found above the significance value. Therefore, it is not possible to say that there was a notable shift after the treatment. However, fourteen students had higher positive ranks after the treatment, and seven saw a decrease in this item. Secondly, the level of enjoyment that the participants had in reading stories increased with the number of ten positive ranks while there were sixteen students who didn't experience any changes in the level of enjoyment in reading short stories in English. The significance score was also found to be above the significance value. Finally, the last item regarding the students' attitude toward participating in-class discussions about what they read and toward sharing information in English revealed that eleven students had a higher level of willingness to in-class discussions. The significance score was found to be 01., which means there was a significant change in this item.

Table 3. The Changes in the Beliefs, Enjoyment, and Participation

	Ranks	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
8.When I am reading something interesting in English, I sometimes lose track of time.	Negative Ranks	7[a]	10.93	76.50	
	Positive Ranks	14[b]	11.04	154.50	**.16**
	Ties	9[c]			
	Total	30			
15. I enjoy reading stories in English.	Negative Ranks	4[g]	7.00	28.00	
	Positive Ranks	10[h]	7.00	77.00	**.09**
	Ties	16[i]			
	Total	30			
17. I like participating in class discussions about what I read in English.	Negative Ranks	3[j]	5.50	16.50	
	Positive Ranks	11[k]	8.05	88.50	
	Ties	16[l]			**.01***
	Total	30			

c. The changes in the participants' reading habits.

Table 4 demonstrates the reading habits of the students in the sense of translation, grammar, and vocabulary. After the treatment, the level of translation habit increased slightly although this change was above the significance score. Secondly, item 10 shows a notable change between the pre and post-test in terms of taking grammar into account when they read something interesting in English. The significance score was found to be 0.4. That is to say, with the ER implementation, students began to think about grammar rules significantly less than before when they read something interesting. Finally, the frequency level of checking the meaning of unfamiliar words decreased although it is not possible to say that there was a significant chance after the treatment.

Table 4. The Changes in the Reading Habits

	Ranks	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
9. When I read in English, I translate what I read into Turkish.	Negative Ranks	4[a]	5.50	22.00	
	Positive Ranks	8[b]	7.00	56.00	
	Ties	18[c]			.15
	Total	30			
10.When I read something interesting in English, I don't think about grammar rules.	Negative Ranks	4[d]	9.38	37.50	
	Positive Ranks	13[e]	8.88	115.50	.04*
	Ties	13[f]			
	Total	30			
13. When I read in English, I look up words that I don't know.	Negative Ranks	9[g]	7.00	63.00	
	Positive Ranks	4[h]	7.00	28.00	
	Ties	17[i]			.16
	Total	30			

d. The changes in the extrinsic motivation of the participants.

Table 5 shows the changes in the students' level of extrinsic motivation for extensive reading. The extrinsic motivation level of participants who read in English to pass their English exams increased significantly after the treatment. The significance level of the item on their extrinsic motivation was found to be .03, which indicates a significant change after the extensive reading treatment.

Table 5. The Changes in the Extrinsic Motivation for Extensive Reading

	Ranks	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
2. I read in English only so that I can pass my English classes.	Negative Ranks	7[a]	6.50	45.50	
	Positive Ranks	12[b]	12.04	144.50	.03*
	Ties	11[c]			
	Total	30			

e. The changes in the participant's intrinsic motivation

As can be seen from Table 6, the responses to the items below reflect that participants' intrinsic motivation for reading is on the increase. There was an increase in the number of positive ranks in reading in English in order to learn about things that interest them. However, the change in this item is not statistically significant. The second item shows that eleven students had a higher level of willingness to reading difficult materials provided that the topic is interesting. To sum up, although there was an increase in the intrinsic motivation when two items are considered, these changes are not statistically significant.

Table 6. The Changes in the Intrinsic Motivation for Extensive Reading

	Ranks	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
1. I read in English in order to learn about things that interest me.	Negative Ranks	5[a]	10.60	53.00	
	Positive Ranks	11[b]	7.55	83.00	.42
	Ties	14[c]			
	Total	30			
18. I am willing to read difficult English materials if the topic is interesting.	Negative Ranks	5[g]	7.50	37.50	
	Positive Ranks	11[h]	8.95	98.50	.08
	Ties	14[i]			
	Total	30			

f.   The changes in the negative attitudes toward extensive reading

Analysis of the findings in Table 7 showed that students had a higher level of dislike for reading in English after the treatment. There were nine students who had a higher level of dislike after the treatment. The significance level of the item was .01 which means that there was a significant difference.

Table 7. The Changes in the Negative Attitudes toward Extensive Reading

	Ranks	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
24. I dislike reading in English.	Negative Ranks	1[d]	5.00	5.00	
	Positive Ranks	9[e]	5.56	50.00	**.01***
	Ties	20[f]			
	Total	30			

As it can be seen, there was not a statistically significant difference between the pre and post-tests when all items are considered, but in some of the items, there were statistically significant differences. In order to see whether these differences change according to the proficiency level of the participants, the Mann-Whitney U Test was run.

3.   The Comparison of The Intermediate and Upper-intermediate Groups

The third question of the present study aimed to unravel whether there is a significant difference between the proficiency level of the participants and their attitudes, motivation, and opinions regarding extensive reading. The Mann-Whitney U Test was run both before the study was conducted and after a seven-week treatment. While there was a positive increase in the positive mean ranks of the upper-intermediate group, the intermediate group saw a decrease in the positive mean ranks after the implementation. The Mann-Whitney U Test results suggested the differences between these two groups were not statistically significant. However, there were statistically significant differences between these two groups in some of the items. Therefore, these items are also demonstrated in tables.

a. Overall differences in the participants' attitudes, motivation, and opinions

Table 8 illustrates the mean rank, sum of ranks, and significance value of both groups in the pre-test. While the mean rank for the intermediate group was 16.04, it was 14,78 for the upper-intermediate group, yet no significant difference between the two groups was found as the significance value was .45, above the specified level.

Table 8. The Initial Differences between the Intermediate and Upper-intermediate Groups

		Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
	Intermediate	*16.04*	272.83	
Pre-test				*.45*
	Upper-Intermediate	*14.78*	192.16	

Table 9 illustrates the mean rank, sum of ranks, and significance value of the intermediate and the upper-intermediate groups in the post-test. While the mean rank for the intermediate group was 15.49, it was 15,50 for the upper-intermediate group. However, there was no significant difference between these two groups as the significance value was .34, above the specified level. Although there was a slight change in the overall attitudes, motivation, and opinions of the participants favoring the upper-intermediate group, there was no significant difference between the two groups.

Table 9. The Final Differences between the Intermediate and Upper-intermediate Groups

		Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
	Intermediate	*15.49*	263.43	
Post-test				*.34*
	Upper-Intermediate	*15.50*	201.53	

In total, there was not a significant difference between the two groups with different proficiency levels overall, yet in some items, a notable difference between the intermediate and the upper-intermediate group was found.

b. The differences in the preferences in terms of participation and discussion

According to Table 10, the upper-intermediate group was found to be more willing to participate in class discussions than the intermediate group as the Mann-Whitney U Test revealed. The mean rank was 12.76 for the intermediate group, and 19.08 for the upper-intermediate group. The significance score was found to be .05. Therefore, in terms of participating in-class discussions, a notable difference between the two groups can be observed. Secondly, when it comes to sharing and talking about what they read in English, higher proficiency levels of participants showed more eagerness. However, the significance score was found .28, above the specified level.

Table 10. The Participants' Preferences regarding Participation and Discussion

	Proficiency	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
17) I like participating in-class discussions about what I read in English.	Intermediate	17	*12.76*	217.00	
	Upper-Intermediate	13	*19.08*	248.00	*.05*
	Total	30			
23) I like talking with my friends and/or classmates about what I read in English.	Intermediate	17	*13.97*	237.50	
	Upper-Intermediate	13	*17.50*	227.50	*.28*
	Total	30			

c. The differences in the intrinsic motivation and beliefs

Table 11 shows the Mann-Whitney Post-test results of items 1 and 8. These items focused on whether the participants read in English to learn about things that interest them, and whether they lose track of time when they read something in English. Regarding the difference between the intermediate and the upper-intermediate group in item 1, the post mean score was 12.56 for the intermediate group, and 19.35 for the upper-intermediate group. The significance value of the item was .02. In other words, there was a significant difference between the two groups. The upper-intermediate group was found significantly more interested than the other group in reading about the things they like learning about. In terms of the difference between the groups in

item 8, the post-mean score was 13.13 for the intermediate group, and 18.58 for the upper-intermediate group. The significance value of the item was .08, above the specified level. In other words, although the results showed that the upper-intermediate group had higher mean ranks in this item, the significance value was found to be above the specified level.

Table 11. The Differences in Intrinsic Motivation of the Two Groups

	Proficiency	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
1) I read in English in order to learn about things that interest me.	Intermediate	17	*12.56*	213.50	
	Upper-Intermediate	13	*19.35*	251.50	*.02*
	Total	30			
8) When I read something interesting in English, I sometimes lose track of time.	Intermediate	17	*13.15*	223.50	
	Upper-Intermediate	13	*18.58*	241.50	*.08*
	Total	30			

d. The differences in negative attitudes toward extensive reading

Table 12 shows the test results of items 4 and 24. These items tried to investigate the participants' negative attitudes toward extensive reading. In terms of negative attitudes toward extensive reading, the intermediate-level group showed less favorable attitudes toward extensive reading. Regarding the students, who think it is a waste of time to learn to read in English, the post-mean rank of the intermediate group was 18.18, and 12.00 for the upper-intermediate group. The significance value was .01. In other words, there was a significant difference between the intermediate and the upper-intermediate groups in these items.

Table 12. The Differences in the Negative Attitudes

	Proficiency	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
4) It is a waste of my time to learn to read in English.	Intermediate	17	*18.18*	309.00	
	Upper-Intermediate	13	*12.00*	156.00	*.01*
	Total	30			

	Intermediate	17	*17.41*	296.00	
24) I dislike reading in English.	Upper-Intermediate	13	*13.00*	169.00	*.18*
	Total	30			

Regarding the difference between the intermediate and the upper-intermediate group in item 24, the post-mean score was 17.41 for the intermediate group, and 13.00 for the upper-intermediate group. Although the mean scores indicate the intermediate group had less positive attitudes toward reading in English than the upper-intermediate group, the significant value, which was .18, was found to be above the specified level.

4. The Participants' Reflections on the Qualities of Reading Materials

In this section, findings obtained from the qualitative research section are explained. This part aims to find out what the participants reflected on during the treatment. The participants were assigned to write reflection journals on their reading experiences each week. Out of 30 participants, only 14 of them volunteered to write journals each week. The participants were asked a few questions every week and they wrote their reflection journals accordingly. After the seven-week extensive reading implementation, the journals were gathered and analyzed qualitatively.

a. Reflective journals

All qualitative data collected from reflective journals were analyzed according to the thematic analysis method. Firstly, the codes were defined, and then themes were created. There were five themes that emerged from the journals: Interesting texts, Text formats, Difficulty, Reading purpose, and Medium. The researcher used QDA Miner Lite to define the codes and the themes.

Table 13. The Participants' Opinions about Interesting Texts

Theme	Codes	Participants	Frequency
Interesting Texts	Being Entertaining	*P1, P3, P9, P10, P11, P13*	*6*
	Topic Diversity	*P1, P2, P8, P10, P11, P12*	*6*
	New Information	*P1, P2, P5, P7, P9, P10, P11*	*7*

Useful Information	*P1, P2, P3, P4, P6, P12, P13, P14*	*8*
Curiosity	*P1, P8, P9*	*3*
Total		**30**

The first theme that emerged from the participants' reflective journal entities was interesting texts, which featured the participants' opinions about what makes a text interesting. It can be seen from Table 13 that the participants believe there are various features of interesting texts. According to the participants, interesting materials are entertaining, diverse in topics, rich in new and useful information, and full of ideas that arouse curiosity. Some of the participants mentioned more than one code in their journals. For example:

Firstly, P1 mentioned reading materials that are diverse in topics, ample in useful information and, entertaining.

"The texts we used for extensive reading and the ones in the classroom have some similarities like being connected to daily life but they also have differences. Even though they both have some random texts that are interesting, the ones in extensive reading have more texts that we can have fun reading. The reading text materials in extensive reading are more interesting because anyone can find plenty of texts suited to their interests and there is much useful information for daily life." (P1)

In addition to having an entertaining time during the reading, learning about new information was one of the most common responses in the students' journals. The participants believe that reading materials should include information that is meaningful to their daily life.

"I took great pleasure in reading it and I started to look at habits in a different way. I can say that this new information changed my point of view." (P11)

They also suggest that if the variety of the texts increases in terms of topics and genres, they are more likely to read in English. The diversity in the materials motivated the participants for reading more and increased their positive attitude.

"Language learners should read different kinds of articles because they need to be familiar with variety types of articles. I think this week's materials were the best because there were a lot of topics and types of articles. For example; recipe, football, mythology, etc. If the variety increases, the reading rate will rise." (P8)

The other theme that emerged from the reflective journals was text formats. This theme included font, visuals, colors, and length codes. It was found that most of the participants in the study stated that ideal text formats should include visuals to appeal to readers. Colors and length were found three times, and font three times.

Table 14. The Participants' Opinions about Text Formats

Theme	Codes	Participants	Frequency
Text Formats	Font	*P1, P10, P14*	*3*
	Visuals	*P1, P2, P5, P6, P7, P8, P11*	*7*
	Colors	*P1, P3, P12, P13*	*4*
	Length	*P2, P6,12, P14*	*4*
Total			*18*

According to P1, font size, colors, colors, and visuals are all important factors contributing to the attractiveness of the reading materials.

"For me, the font and its size are very important. The texts written in very small fonts, which makes reading difficult to read, break my enthusiasm for reading. I also like different visuals and colors in the reading pieces." (P1)

According to P12, the features of text formats that make students engaged in the reading process are the colors and length of the materials. The majority of the participants believed that the texts supported by the interesting pictures help them engage in the reading process. As a result, they have more favorable attitudes towards reading.

"At the first glance, colors are effective to make the text more interesting but also if the placement of the paragraphs is different from just a plain one, I find myself wanting to read it more. It made me happy to see that

the reading text was short and I had already watched something about it before." (P12)

According to P14, fonts and the length of the reading materials are important because small fonts and long pages may discourage the students from reading even if they are interesting.

"The font size is important for me in choosing what to read because if the font is small, it is sometimes hard to focus on reading. The length of the texts is also very important for me because I can't read a lot of pages in one sitting even if the text is interesting." (P14)

The next theme that emerged from the participants' journals was the difficulty level of the texts. This theme consisted of two codes, including difficult and easy. The number of participants who mentioned the difficulty level of the texts was seven. The participants believed that some texts were challenging because they came across some difficult words. In addition, they believed that reading became challenging for the participants when they read difficult material.

Table 15. The Participants' Opinions about Difficulty Levels of the Texts

Theme	Codes	Participants	Frequency
Difficulty	Easy	*P5, P11, P12*	*3*
	Difficult	*P3, P4, P10, P14*	*4*
Total			*7*

According to P3, P4, P10, and P14, difficult sentence types, different and difficult words result in difficulties in making sense of reading materials. The common problem for the participants who think the texts were difficult was a lack of vocabulary.

"I have to make a lot of effort when studying English, which is challenging for me. I don't have problems with easy texts, but I have difficulty with texts with different words and difficult sentence types. The most difficult text of this week's materials was the one about habits. I had trouble understanding it because I had a little vocabulary." (P3)

P10 uses context clues when running into unfamiliar words. In addition, it becomes harder for some students to maintain interest and motivation for reading when the materials are challenging.

> *"Sometimes reading in English is really challenging for me because there are many difficult words that I don't know, but I force myself to continue reading and understand their meaning from context." (P10)*

Table 16 shows another theme that emerged from the participants' reflective journal entries. The codes under this theme were reading for personal development, reading for better language proficiency, and reading for relaxation. The data from the reflective journals suggest that most of the students in the study read to improve their language proficiency.

Table 16. The Participants' Purpose for Reading in English

Theme	Codes	Participants	Frequency
Reading Purpose	Personal Development	*P2, P3, P7, P10, P14*	*5*
	Improve Language Proficiency	*P1, P2, P3, P4, P6, P8, P13*	*7*
	Relax	*P5, P14*	*2*
Total			*12*

As can be seen from the responses of the participants, while some students have multiple reasons for reading in English, others have a particular reason. To give an example, P2 thinks that reading in English not only improves language proficiency levels but also helps them to acquire new information.

> *"I believe, thanks to reading about my area of interest, I hit two birds with one stone. I was able to both develop my English proficiency and get some information." (P2)*

P14 preferred reading in English for pleasure and self-improvement. Moreover, reading interesting texts, getting information, being able to read the texts online, and having freedom of material choice motivated the participants.

> *"I read both for pleasure and to improve myself. I also learned some new words. In addition, I read interesting texts, so I get information about*

them. I felt motivated and comfortable as we chose the texts ourselves and
we read them on our smartphones. In the past, when I read about English
texts, I would hesitate because I thought I couldn't understand anything
from the texts, but now I want to read them every day."(P14).

P13 singled out a specific purpose for reading in English. The existing positive attitude of the participants toward reading was an important factor in making extensive reading less challenging and more entertaining for the participant.

"I usually read English texts while browsing on social media and prefer
to be in a quiet place to avoid distractions. Since I like to read in English,
it is not very challenging for me to read every day. I usually read English
to improve my language proficiency." (P13)

The last theme that emerged from the participants' reflective journal entries was the medium that they preferred when reading something in English. The majority of the participants preferred reading on paper to online. More specifically, it was found that out of fourteen participants who wrote a reflective journal during the study, nine of them preferred paper-based due to various reasons. Some of the participants mentioned both mediums in their reflective journals.

Table 17. The Participants' Preferred Medium for Reading

Theme	**Codes**	**Participants**	**Frequency**
Medium	Online	*P1, P7, P8, P10, P14*	*6*
	Paper-based	*P2, P3, P4, P5, P6, P8, P11, P12, P13*	*9*
Total *14*			

The common reasons why paper-based reading materials are preferred by the participants can be listed as the easiness of note-keeping, being less damaging to eyes and overall health, and being less tiring and boring. P2, P13, and P14 mentioned these reasons in the journals.

"Nowadays, online platforms are more at the forefront now. We are
adapting day by day. Nevertheless, I think a printed version is more
advantageous in terms of note-keeping. In addition, a printed version of

the material can be more healthy for our eyes, and it can be more beneficial because we can touch the paper."(P2)

"I am used to reading on a computer but reading on my computer is troublesome because looking at the computer all the time makes me physically tired." (P14)

"I prefer printed materials since my eyes hurt when I read them on the computer, this is why I get bored of reading on the computer." (P13)

On the other hand, some of the participants preferred online reading materials because they are more accessible and nature friendly. The participants like online reading materials because they don't have to visit a library or a bookstore. Also, their views of online materials are influenced by the length of the text.

"I generally spend time on the computer. Therefore, texts that are on the computer are not only accessible but also nature friendly. I can access texts whenever I feel like reading something." (P7)

"Reading on my computer is not troublesome if a reading text doesn't have so many pages, otherwise, it's more suitable reading on paper." (P10)

B. Discussion

This study aims to examine the impacts of an extensive reading implementation on the opinions, attitudes, and motivation of Turkish learners of English from different proficiency levels. Some conclusions can be reached based on the results presented above.

To start with, the initial attitudes of the students toward extensive reading is favorable in general. The participants in the study liked learning about things that interest them. Therefore, when they read interesting reading materials which provide them with new information, they tend to show more enthusiasm for reading. In fact, most of the participants were willing to read difficult texts as long as they read something interesting. It can be argued that while the difficulty level of the materials is important, teachers should also find suitable reading materials suited to their students' interests. Another factor that contributed to more reading time was the sense

of enjoyment. Similar results were reported by Ro (2013), who observed that enhancing reading motivation depends significantly on how much the reader enjoys the reading material. Only a few students read in order to pass their English classes. Therefore, it is possible to say that the participants' extrinsic motivation was found to be low. On the other hand, their intrinsic motivation was found to be high.

The second research question tried to examine the impacts of extensive reading on the attitudes, motivation, and opinions of the students. To start with, extensive reading implementation did not have a significant effect on the attitudes, motivation, and opinions overall regarding extensive reading. When the mean scores of pre and post-tests collected from the participants are compared, there is a slight increase in their attitude scores. In other words, some changes were observed after the implementation process, but most of them lack statistically significant values. This means that extensive reading does not majorly affect their attitudes. However, it should be noted that after the seven-week extensive reading, some of the items showed significant differences. For example, extensive reading boosted students' desire to participate in class discussions about the reading materials significantly. Reading might seem like an individual experience, however, learners are motivated by their peers' involvement in the process of extensive reading by sharing their ideas about reading materials. In addition, the students' frequency of thinking about grammar rules, looking up words in the dictionary, and use of translation decreased with extensive reading. It could be concluded that the students focus on the meaning and try to understand texts from context clues. Contrary to intensive reading, which requires students to look for grammatical parts of the texts, students focus on the meaning with extensive reading. They mostly read in order to learn about interesting things and have fun. Moreover, extensive reading increased students' extrinsic and intrinsic motivation.

After that, the intermediate and upper-intermediate groups were compared to understand whether there are differences in the attitudes, motivation, and opinions depending on the language proficiency levels of the participants before and after the implementation process. The pre-test comparisons reveal no significant difference between intermediate and upper-intermediate groups in terms of attitudes toward extensive reading. On the other hand, while post-test results still show no significant differences between the groups, there were some changes favoring the upper-

intermediate group. In other words, the upper-intermediate group improved the favorable attitudes towards extensive reading after the implementation whereas the intermediate group showed less favorable attitudes in comparison to the pre-test. Moreover, there are significant differences in some of the items depending on the language proficiency levels. To start with, the upper-intermediate group had significantly more positive attitudes when it comes to participating in class discussions and sharing knowledge gained from the reading materials. Another significant difference was found in the participants' intrinsic motivation for extensive reading. Chan (2020) suggests that higher proficiency L2 readers tend to benefit more from extensive reading in terms of favorable changes in motivation in comparison to students with low-level L2 reading abilities. However, when it comes to negative attitudes toward extensive reading, there was a significant difference in the negative attitudes favoring the intermediate group after the treatment. The intermediate group found extensive reading significantly more of a waste of time compared to the upper-intermediate group. Previous research (e.g. Suk, 2017; Burgh-Hirabe & Feryok, 2013; Pirih, 2019) suggest that reading materials, especially for lower-level of language proficiency, need to be simple, smooth, and within the linguistic levels of the learners, which prevent burden and boost their reading time.

Finally, the last research question tried to investigate the participants' views of the materials used in the seven-week extensive reading treatment. Another purpose of the research question was to find out in what ways we can make use of reading materials in light of the participants' responses. The participants were found to believe that if reading materials for extensive reading include entertaining, diverse, new, interesting and useful information, they become more engaged in reading these materials for several reasons. These findings are parallel with Gough's study revealing that due to the abundant exposure to the language in context and the perception of accomplishment, students feel satisfied after finishing reading texts. These materials also promote student interest in reading (2020). Derived from the journals, it can be understood that the participants also take pleasure in having the freedom of selecting reading materials by themselves. According to Namaziandost (2020), to successfully apply extensive reading, teachers should take cognizance of the significance of the reading materials they have chosen for themselves. In addition, the results show that text formats are important in making the reading materials more interesting. The

common responses from the participants' journals include the proper font size, appropriate colors, suitable and meaningful pictures that support reading passages. When they read a text with small fonts, the reading practice becomes harder and it breaks students' enthusiasm. Another important finding shows that no matter how interesting the text is, learners don't like reading long reading materials, especially on screens. While some participants liked reading difficult materials, others preferred easier ones. According to the students, difficult sentence types and unfamiliar words result in difficulties in making sense of reading materials. The common problem for the participants who think the texts were difficult was lack of vocabulary. It becomes challenging for the participants when they read a difficult material. It can be understood that until students improve their confidence in reading, it might be useful to start extensive reading with simple text to improve students' motivation. Some students used context clues to overcome this problem. The other theme that emerged from the participants' journals was the purpose of reading. The codes under this theme were personal development, language proficiency improvement and relaxation. It was also found that reading interesting texts, getting information, being able to read the texts online, and having freedom of material choice motivated the participants. Therefore, it can be said that in addition to thoroughly enjoying the extensive reading, participants also considered the implementation to be very helpful in providing opportunities for personal growth and enhancement of their English language proficiency. These findings are parallel with numerous research revealing that with the extensive reading implementation, the participants achieved remarkable increases in vocabulary growth (Webb & Chang, 2015; Zahar et al., 2001), knowledge of writing styles (Sun, 2003), and reading comprehension (Lee, et al., 2015). The last theme that emerged from the participants' journals was the medium for extensive reading. The common reasons why paper-based reading materials are preferred by the participants can be listed as the suitability of note-keeping, being less damaging to eyes and overall health, and being less tiring and boring. On the other hand, some of the participants preferred online reading materials because of their accessibility and being nature friendly. Online materials are readily accessible, which may encourage readers to read for longer periods of time, especially if they can be downloaded into their mobile devices. On the other hand, having an actual physical and being able to touch the paper were preferred by many.

V. CONCLUSION

This study aims to investigate the effects of an extensive reading implementation on the opinions, attitudes, and motivation of Turkish learners of English from different proficiency levels.

In general, the students enjoy learning about topics that interest them. The pleasure of reading is another element that influences time spent reading. The participants often used translation before the implementation. There was little evidence of extrinsic motivation among the students. However, it was found that they had a high intrinsic motivation for reading. Moreover, extensive reading implementation did not have a significant effect on the opinions, attitudes, and motivation of the students overall. However, there was a slight increase in their attitude scores. In other words, some changes are observed after the implementation process, but most of them do not demonstrate statistically significant values. This means that extensive reading does not majorly affect their attitudes.

The pre-test comparisons show that there is no notable difference between intermediate and upper-intermediate groups in terms of attitudes toward extensive reading. On the other hand, while post-test results still show no significant differences between the groups, there are some changes favoring the upper-intermediate group such as higher in-class participation, discussion rate, and intrinsic motivation.

According to the participants, interesting materials are entertaining, diverse in topics, rich in new and useful information, and full of ideas that arouse curiosity. It was found the participants in the study stated that ideal text formats should include colorful visuals, well-arranged font sizes and length to appeal to readers. The participants also believed that some texts were challenging because they came across some difficult words. In addition, it becomes challenging for the participants when they read difficult material. Furthermore, the participants read for personal development, better language proficiency, and leisure. The last theme that emerged

from the participants' journals was the medium for extensive reading. The common reasons why paper-based reading materials are preferred by the participants can be listed as suitability for note-keeping, being less damaging to eyes and overall health, and being less tiring.

A. Limitations

The present study has a few limitations. To start with, limitations stemming from tight pacing made only a seven-week process of study implementation possible. Jones (2010) argues that it might at least require a school year until gaugeable changes become clear in the attitudes toward extensive reading. Similarly, Nakanishi (2015) found a small effect after the implementation in his one-semester study. In addition, online reading materials were mostly preferred because the costs of the books and other reading materials were unaffordable. Furthermore, the number of participants, who were preparatory school students, was limited to 30 EFL learners at a state university. In other words, it is difficult to make generalizations from the results of the study.

B. Suggestion for Further Research

Some recommendations for more research can be made in consideration of this study's findings. To start with, this research revealed that there are various benefits and drawbacks of using online and paper-based reading materials. However, the materials used in this study mostly consisted of online materials due to financial and convenience reasons. In order to investigate these students' attitudes toward reading online and on paper, in-depth research might be required. Secondly, the duration of the study was limited due to various reasons. However, in order to get more measurable findings, further research on this topic might be done with a longer implementation period. Finally, the sampling of the study consisted of only two groups with B1 and B2 level proficiency levels. In order to get more comprehensive and generalizable results, the sampling of the following studies might require participants including all proficiency levels of English.

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APPENDICES

APPENDIX 1: The Questionnaire

Questionnaire
Questions about Reading Motivation, Attitudes, and Beliefs

Strongly
Agree=4
Agree=3
Neither Agree nor
Disagree=2 Disagree=1
Strongly Disagree=0

1. I read in English in order to learn about things that interest me.
2. I read in English only so that I can pass my English classes.
3. By reading in English, I hope to understand more about the cultures of England and the USA.
4. It is a waste of my time to learn to read in English.
5. I want to improve my reading in English in order to get better grades.
6. Vocabulary is the most important part of learning English.
7. I want to be able to read in English in order to read classic literature.
8. When I am reading something interesting in English, I sometimes lose track of time.
9. When I read in English, I translate what I read into Turkish.
10. When I read something interesting in English, I don't think about grammar rules.
11. I like reading about new things in English.
12. I work harder on English reading assignments when they are graded.
13. When I read in English, I look up words that I don't know.
14. It is important to be able to read in English because I might study abroad in the future.
15. I enjoy reading stories in English.
16. I can learn English best by studying grammar rules.
17. I like participating in class discussions about what I read in English.
18. I am willing to read difficult English materials if the topic is interesting.
19. I want to read literature in original English instead of in translation.
20. The best way for me to understand English is to translate it into Turkish.
21. I feel good when I understand what I read in English.
22. Reading English texts is a good way to learn about English-speaking countries.
23. I like talking with my friends and/or classmates about what I read in English.
24. I dislike reading in English.
25. I only read in English when it is required for homework or an assignment.
26. It is important to read in English to prepare for my future career.
27. English literature is too difficult for me to read.
28. I can learn new vocabulary by reading in English.
29. Reading in English is important for daily life.
30. Reading in English helps me to improve my overall ability in Turkish.

APPENDIX 2: Ethics Committee Approval

Evrak Tarih ve Sayısı: 02.02.2023-76366

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı : E-88083623-020-76366   02.02.2023
Konu : Etik Onayı Hk.

Sayın Muhammet ŞAHİN

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 26.01.2023 tarihli ve 2023/01 sayılı kararıyla uygun bulunmuştur.
Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Mehmet Sencer GİRGİN
Müdür Yardımcısı

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