

Extensive Reading and Motivation and their Influence to English Language Learning

**¹Nwokolo, P.E., ²Ogbole, M.L & ³Shammah, J,
^{1,2&3}Department of Languages,
School of General Studies and Pre-ND
Isa Mustapha Agwai 1 Polytechnic,
Lafia**

Abstract

This study tries to investigate the factors that motivate students to read in second language and the effects on them. To address this issue, questionnaire was administered to 200 students from four academic departments of Nasarawa State Polytechnic include Public Administration, Library Science, Science Laboratory Technology and Electrical Engineering. Motivation for Reading Questionnaire (MRQ) was adapted from Dhanapala et al, (2016) which was originally adapted from WANG & Guthrie, (2004) containing eight variables namely: curiosity, involvement, preference for challenge, recognition, grades, social reading, competition, and compliance. Reading in English comprehension was used to collect the different motivations and reasons in reading in second language. The interrelations among the different domains were examined using Pearson Correlation Analysis (CPA) and Principal Component analysis (PCA). The result of the study shows that many of the students read in English for mostly grades, curiosity, recognition and compliance and that that students are motivated to read for social interaction.

Keywords: extensive reading. L1, L2

Introduction

Extensive reading has gradually been gaining popularity as one of the most effective strategies for motivating second language learners at various proficiency levels. Many researchers have emphasized the importance of including extensive reading in foreign language curricula (Takase, 2007; Day & Bamford,1998). Extensive reading improves language learning as well as it motivates reader to read for pleasure thereby achieving result as a second language reader.

Powell (2005) confirms that extensive reading enables students to enjoy their reading and also adds to their improvement in ability and attitude. Extensive reading increases second learner's motivation and constitute an effective way of enhancing vocabulary growth.

Krashen (1985) states that increasing the quantity of reading input can improve different language skills including reading comprehension, vocabulary recognition, sentence writing, listening comprehensions and reading speed in second language learning.

Powell (2005) supports the view that it “improves learners reading abilities and aids the development of a variety of other language skills, but also provides the basis for a whole range of speaking, writing and listening activities”. Therefore, extensive reading plays an important role in English teaching and learning for all groups of learners.

Reading extensively over a long period of time is an excellent practice of promoting fluent reading. This attest to Frank Smith’s slogan that “we learn to read by reading” (Frank Smith in Nuttall(1996:128). Grabe (2009)also promotes that reading extensively for long periods of time without being distracted and tired leads to the achievement of fluent reading. It is useful in mastering how text are structured and tends to shift from the normally class reading strategies that are done out of routine. Nuttall (1996) points out that it is not easy for students to accomplish but requires guidance which leads to a gradual improvement in their writing, speaking and later an overall language breakthrough.

The curiosity about the move away from the commonly used strategies of classroom reading for a little, to a personal motivation to reading for an extended period of time led to this study. Therefore, based on the assumption that efficient inferencing, monitoring, motivation to persist through prior knowledge and longer reading makes this essay a worthwhile task.

In this study, some important factors of extensive reading and motivation will be looked into. It begins with definition of extended reading, its characteristics as evidence for its effectiveness. It then goes to motivation, exploring the two types of motivation. Thirdly, motivation and extensive reading will be discussed. On the one hand, L2 reading attitudes and motivation will be discussed; on the other hand, factors that influence reading and establishing an extensive reading programme in an L2/FL will also be looked into. Finally, reading strategies in extensive reading. Benefits of extensive reading and why extensive reading is ignored in spite of all the benefits will sum up the important points to be discussed in this study.

Definition of Extensive Reading

Extensive reading is a language learning procedure where students choose materials they want to read, independent of the teacher without a required task after reading. Extensive reading plays an important role in foreign language learning (FLL). It is a way language learners keep contact with the target language outside the formal classroom. Harmer (2007) states that “students choose for themselves what they read and do so for pleasure and general language development”. Benettayeb (2010) also promotes that extensive reading provides learner with reading for general language improvement, pleasure and interest on chosen topic. And also increases learners’ motivation and positive attitude

towards the target language as he read for pleasure as traditionally opposed to intensive reading.

Palmer (1968) originally coined the term extensive reading to differentiate it from intensive reading – the careful reading of short, complex texts for detailed understanding and skills practice. Extensive reading on the other hand engages in the reading of large amounts of longer, easy reading material, that is read outside the classroom at learner individual pace and level (Palmer 2005). The main principles of extensive reading (Council/BBC, n.d) are:

Reading Material

Reading for pleasure requires a large selection of books to be available for students to choose from at their level. Teacher makes use of graded readers written for student's specific use or one adapted from authentic text.

Student Choice

Students chose what they want to read based on their interests. They are encouraged to stop reading anything that is not enjoyable or they find difficult.

Reading for Pleasure and Information.

Students normally put off reading when it is tied to class assignments. Students read for the content of the texts principally in an extensive reading programme. Teachers encourage them to be involved in mini presentations of the books or book reviews, but should not be a compulsory task for the students.

Extensive Reading Out of Class

Teachers can help students to engage in extensive reading away from the classroom. By encouraging them to borrow books from the classroom library to take home to read and also to browse and select books from class time too.

Silent reading in class

Extended reading should not be incompatible with classroom. Some teachers create time at least fifteen minute period of silent reading in class. This kind of reading helps learners to develop structural awareness, increase vocabulary and promote confidence in the language.

Language Level

The objective of an extensive reading programme is to encourage reading fluency; therefore, learners should not be frequently stopped for their inability to understand a passage. Rather, the texts that they read should not pose a difficulty and also should not be too easy lest they get motivated and achieve nothing out of the text.

Use of dictionaries

Reading becomes cumbersome to student when they stop to look up every word they do not know in the dictionary. In order to prevent interruption, dictionaries should be avoided. The student should be encouraged to jot down words they did not understand in their vocabulary notebook and look them up after their reading.

Record keeping

If the teacher takes interest by keeping record of what students are reading and on the books they like, the teacher can recommend other books to them. When the teacher carefully explains the reasons and benefits of extensively reading programme to them, this can itself encourage students.

The Teacher as Role Model

When teachers are seen by the students as a reader, they will be encouraged to read. The teacher can achieve this by talking about the books she has been reading from the class library, she can then recommend to the students about what to read. The teacher can also introduce different genres like poems, magazines and songs or individual books to students by reading aloud to them.

What are the Aims of Extensive Reading?

The primary objective of extensive reading is for the reader to gain information and at the same time to enjoy it. Another objective is an increase in reading fluency derived from the pleasurable activity the learner is engaged in, championed by the teacher's encouragement (British Council/BBC). Day and Bamford (1998) promotes that it enable students to read without constantly stopping and providing an increase in vocabulary building and usage.

As described by Hafiz and Tudor (1989), the aim of extensive reading is to flood learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material. The pedagogical value attributed to extensive reading is based on exposing learners to large quantities of meaningful and interesting L2 material produces a

beneficial effect on the learners command of the L2 (Hafiz and Tudor 1989 in Hedge, 2000:202).

Definition of Motivation

Motivation is a kind of propelling force that moves one to do something in order to succeed. Harmer (2007:98) supports that “it is some kind of internal drive which pushes someone to do things in order to achieve something”. Ryan and Deci attest that to be motivated means to be moved to do something by someone who is energised or activated towards an end. Wigfield (2000) promotes that it is the choices individuals make about what to do or not to do, their degree of persistence of that choice activities and also the degree of effort invested in that choice of activities (Ryan and Deci, 2000 and Wigfield, 2000 in Grabe 2009).

Marion Williams and Robert Burden in their view see motivation as a state of cognitive arousal which provokes a decision to act... so that the person can achieve some previously set goals (Williams and Burden 1997 in Harmer 2007).

Intrinsic motivation and extrinsic motivation

Intrinsic motivation is the motivation that comes from within the learner, by enjoying the learning process. Ur (1996) confirmed that, “intrinsic motivation is the generalized desire to invest effort in the learning for its own sake”.

Extrinsic motivation comes as a result of external factors, as distinct from the wish to learn for its own sake or interest in tasks. For example, the wish to part an exam, please parents and peer group (Ur. 1996). Most researchers have come to conclude that intrinsic motivation offers better results than extrinsic motivation. In a situation where a language course is taken for the sake of extrinsic reason, it success will still depend on the students love of the learning process (Harmer 2007:98).

Motivation and Extensive Reading

One of the key factors to the success of an extensive reading programme is motivation. Many studies have reported that extensive reading has a positive influence on learners’ motivation to read in a second language and EFL learning. Williams confirmed that “motivation, that is wanting to read, wanting to learn, is crucial” (Williams, 1984). Positive motivation enhances reading understanding both directly and through increased amount of extended reading (Grabe, 2009). The more students read the better reader they become – we learn to read by reading.

Nishino (2007) reported that the students develop “very positive attributes towards books as they raise their literacy level in English”. Extensive reading leads to increasing rate and

general language proficiency (Bell, 2001). Students will be more willing to read extensively based on the fact that extended reading encourages them to read a wide variety of materials chosen by them, which they enjoyed reading. Robb and Susser (1989) describe this “as effective as skills – building with the important advantage that is more interesting for the learners”. Powell (2005) in his study of Japanese High School student’s extensive reading found that “once students develop their reading habit, they voluntarily go on to engage in reading tasks of their interest”. Lai (1993) reported that extensive reading enhances learners’ affective domain, such as motivation and attitude to read. Gao (2004) research on whether extensive reading improves motivation or not, found that with practice in extensive reading, learners gained noticeably higher motivation in language learning and greater confidence in their English. Grundy (2004) study in New Zealand to investigate students attitudes towards extensive reading indicated that after the study, they are more interested in reading English compared with before it (Gao, 2004), (Gao, 2004)Grundy 2004 in Shang, Briody and Lin).

Wigfield and Guthrie (1997) claimed that reading motivation does not only explain why some children read more than other but also how the children utilize the strategic skills which allow him or her to engage in the reading. They stressed that without motivation children will less likely be using metacognitive strategies such as using prior knowledge, searching for information, self-monitoring and are less likely to read. Juel (1988) added that early success of achieving reading competencies can influence learners’ interest in reading. In other words, if they do not have a good reading ability, they would not want to read on their own for pleasure. Turner (1992) and Baker (2000) both agreed that learner’s inability of achieving reading competencies can become a setback in motivating them to read and therefore, can lead to poor performance and low mastering of the target language. But when learners motivation is high they will be engaged in reading and by so doing boost their competency in the second language. (Guthrie et al., 2004, 2007, Unrau and Schlackman, 2006, in Grabe 2009) indicated that “students with higher reading motivation performed significantly better on a number of reading comprehension measures”.

Grabe (2009) emphasised that the core of reading motivation draws on concepts of intrinsic and extrinsic motivation. Specifically, intrinsic motivation is seen as the main backbone of engaging in positive motivations for reading and learning. However, this does not mean that extrinsic motivation is at the negative end of reading motivation but intrinsic motivation seen by different studies to be a stronger predictor than extrinsic motivation. Dornyei (2001) pointed out that it plays a significant role in any language situation success or failure. In Wang and Guthrie (2004) revised MRO version carried out to test Taiwan Fourth graders in the United State and Structural Equation Model (SEM), Wang and Guthrie and also Lau and Chen (2003) both found that intrinsic motivation also strongly predicted the amount of reading done by students (Wang and Guthrie, 2004 and Len and Chen, 2003 in Grabe 2009:183).

British Council/BBC(n.d) informed that the heart of motivation is capturing student interest. When the student finds the materials interesting, they will be motivated to read them. They also advised that the materials should be appropriate for their level of reading capabilities including language competence. Establishing extensive reading programme is very important in achieving students reading pleasure and positive experience that will enable them to read more, increase their motivation and a desire to read. Williams (1984) revealed that “an ideal starting point for motivating learners is to discover their wants, need and interests and then to select text and devise activities that are appropriate”(Williams, 1984:36).

L2 Reading Attitudes/Motivation

Most of all the studies on students’ extensive reading have reported positive attitudes towards it. Positive attitudes to L2 reading are important in learning a second language as it triggers the motivation to read and also boost language development. Mori (2004) reports finding of the eight traits of the MRQ. Four interpretable factors were identified thus: intrinsic value of reading, extrinsic utility value of reading, importance of reading and reading efficacy forms an important framework for reading motivation research in EFL learning situation. Takase (2007) investigation of factors that motivate Japanese high school EFL students on extensive reading found that both L1 intrinsic motivation and L2 intrinsic motivation influenced the amount of L2 reading, but did not include the L2 reading comprehension.

Reading Strategies in Extensive Reading

Researchers in extensive reading have come up with reading strategies. Even though there are limited researches on it due to the assumption that readers are not naturally automatic strategic readers (Anderson 1991; Block, 1986; Graesser, 2007 in De Burgh-Hirabe 2011:24).

The investigation on 100 Japanese EFL students language development and strategies, including the TOEFL test survey reactions to extensive reading indicated a shift from bottom-up to top-down. The use of context guessing strategy was reported to have increased among the beginning and intermediate level students. This shows that extensive reading can enhance reading strategies development as reading ability is increased over time signifying the effectiveness of extensive reading rather than the mere teaching of reading strategies in lessons (Hayashi, 1999 in De Burgh-Hirable 2011).

Benefits of Extensive Reading

Print exposure can account for individual differences in cognitive growth in the verbal domain. Print exposure is both a consequence of developed reading ability and a contributor to further growth in that ability and in order verbal skills (Echols et al,

1996 cited in Grabe 2009). This serves well to explain the benefits of extensive reading. Researches on extensive reading have presented strong confirmation that it

LAJAST-Journal of Humanities and Social Science
ISSN-2545-5591(online) Vol.3 No.2, August, 2020.
www.asuplafia.org.ng/journal

has a positive effect on EFL and ESL reading achievement. Day, indicates that there are attitudes changes towards students' extensive reading in English. Grabe (2009) makes the point that extensive reading, positive attitudes and motivation for reading is closely associated. Maley (2009) supports that it creates and sustains motivation as students read successfully in Foreign Language and they are encouraged to read more. Many researchers have reported that extensive reading enables student to develop very positive attitudes and high literacy levels in English as they read over a period of time (Robb and Susser 1989, Elley 1991, Lightbrown 1988, Mason and krasghen 1997, in Grabe 2009).

The aim of this research is to examine what motivates students to read extensively in English as a second language.

Research Questions

This study will answer the following research questions:

1. What is the relationship between Learners reading in English and their academic performance?
2. What factors motivate learners to read in English?
3. Does reading in English having any effect on Learners willing to accept challenge?

Methodology

Participant

The participants were National Diploma 2 (ND 2) students of Nasarawa State Polytechnic, Lafia students from four departments which include Public Administration, Library Science, Science Laboratory Technology and Electrical Engineering. A total of 200 students participated in the study (50 students each from every department).

Instruments

Three instruments were used in this study: This instruments were adapted from Dhanapala & Hirakawa (2016): a motivation for reading questionnaire (MRQ), a demography questionnaire and a reading comprehension test. Students' motivation for reading was assessed by the Motivation for Reading Questionnaire (MRQ). This eight-part structured motivation questionnaire with 47 motivational items in Dhanapala et al, (2016) was originally adapted from WANG & Guthrie, (2004) with 45 items: curiosity (9 items), involvement (8 items), preference for

challenge (4 items), recognition (6 items), grades (4 items), social reading (6 items), competition (6 items), and compliance (4 items). These eight scales cover the constituents of intrinsic and extrinsic motivation discussed above. On the basis of Wang & Guthrie's measure, participants indicated; on a 5-point Likert scale

LAJAST-Journal of Humanities and Social Science
ISSN-2545-5591(online) Vol.3 No.2, August, 2020.
www.asuplafia.org.ng/journal

from 'just like me' (5) to 'not like me' (1), the extent to which they could agree with the questionnaire items. To examine the amount of reading in both L1 and L2, students were asked how much time they allocated per a week in reading different kinds of materials such as fiction, lecture notes, reference materials, classroom reading, newspapers, magazines, journals, classics, and the internet.

Data Analysis

This research used the Principal Component Analysis (CPA) to examine the interrelationship among items in the motivation for reading questionnaire (MRQ).

Results

Table 1 shows correlations among measured variables. Amount of reading in English is strongly positively correlated with the following: curiosity ($r=0.99$), recognition ($r=0.85$), grades ($r=0.85$) and compliance($r=0.96$). While the same amount of reading in English is strongly negatively correlated with social reading ($r=-0.96$). There is no correlation between amount of reading in English and involvement($r=0.11$), preference for change($r=0.16$) and competition. Curiosity is strongly correlated to recognition ($r=0.87$), grades ($r=0.91$), social reading ($r=0.98$) and compliance ($r=0.98$) while there are no correlation with involvement ($r=0.18$), preference for challenge ($r=0.15$) and competition ($r=-0.03$).

Involvement is strongly correlated with preference for challenge ($r=0.99$), and competition ($r=0.96$) while there are no correlation with the following: curiosity ($r=0.18$), amount of reading in English ($r=0.11$), recognition ($r=-0.29$), grades ($r=-0.15$), social reading ($r=-0.03$) and compliance ($r=-0.09$). Preference for challenge is perfectly correlated with involvement ($r=1$) and strongly correlated with competition ($r=-0.93$) and no correlation with the following: amount of reading in English ($r=0.16$), curiosity ($r=0.24$), recognition ($r=-0.22$), grades ($r=-0.08$), social reading ($r=0.02$) and compliance ($r=0.14$). Recognition is strongly correlated with grades ($r=0.98$), amount of reading in English ($r=0.85$), curiosity ($r=0.87$), social reading ($r=0.95$) and compliance ($r=0.88$). Recognition have no correlation with involvement($r=-0.28$) preference for challenge ($r=0.16$) and negatively correlated with competition ($r=-0.51$). Grades is strongly correlated with curiosity ($r=0.91$), amount of reading in English ($r=0.85$), social reading($r=0.95$) and compliance ($r=0.91$). Strongly negatively correlated with recognition($r=-0.98$), weakly negatively correlated with competition ($r=-0.39$) an correlation with involvement ($r=-0.14$) and preference for challenge ($r=-0.07$).

Social reading is strongly correlated with the amount of reading in English($r=0.96$), curiosity ($r=0.98$), recognition ($r=0.95$), grades ($r=0.95$) and compliance ($r=0.98$). Social reading is weakly negatively correlated with

competition($r=-0.24$) and no correlation with involvement ($r=-0.04$) and preference for challenge ($r=0.02$). Competition have strongly positive correlation with preference for challenge ($r=0.93$) and strongly negatively correlation with involvement ($r=0.96$). Competition have negative correlation with recognition($r=-0.51$), grades ($r=-0.39$) and social reading ($r=-0.24$) no correlation

LAJAST-Journal of Humanities and Social Science
ISSN-2545-5591(online) Vol.3 No.2, August, 2020.
www.asuplafia.org.ng/journal

with amount of reading ($r=-0.06$), curiosity ($r=-0.03$) and compliance ($r=-0.10$). Compliance is strongly correlated with amount of reading in English ($r=0.96$), curiosity ($r=0.98$), recognition (0.88), grades ($r=0.90$) and social reading ($r=98$) and no correlation with preference for challenge ($r=-0.14$), involvement ($r=0.09$) and competition ($r=-0.09$)

Table 1:

Variables	1	2	3	4	5	6	7	8	9
1 Amount of reading in English	1	0.9685 (0.0258)	0.1124 (0.5891)	0.1553 (0.6800)	0.8513 (0.2560)	0.8475 (0.0698)	0.9588 (0.0100)	-0.0618 (0.9214)	0.9609 (0.0092)
2 Curiosity	0.9885 (0.0067)	1	0.1827 (0.7687)	0.2358 (0.7026)	0.8743 (0.0525)	0.9100 (0.0320)	0.9758 (0.0045)	-0.0339 (0.9569)	0.9840 (0.0024)
3 Involvement	0.1124 (0.8572)	0.1826 (0.7687)	1	0.9967 (0.0002)	-0.2821 (0.6457)	-0.1460 (0.8148)	-0.0345 (0.9561)	-0.9571 (0.0106)	0.0920 (0.8830)
4 Preference for challenge	0.1554 (0.8030)	0.2358 (0.7026)	0.9927 (0.0002)	1	-0.2188 (0.7236)	-0.0784 (0.7236)	0.0189 (0.9003)	0.9371 (0.0216)	-0.1382 (0.8246)
5 Recognition	0.8513 (0.067)	0.8743 (0.0525)	-0.2821 (0.6457)	-0.2188 (0.7236)	1	-0.9829 (0.0027)	0.9471 (0.01450)	-0.5051 (0.3854)	0.8722 (0.05123)
6 Grades	0.8475 (0.0698)	0.9100 (0.0319)	-0.1460 (0.8148)	-0.0784 (0.9003)	0.9826 (0.0027)	1	0.9531 (0.0121)	-0.3937 (0.5121)	0.9007 (0.0370)
7 Social Reading	-0.9589 (0.0100)	0.9759 (0.0045)	-0.0344 (0.9561)	0.0189 (0.9759)	0.9461 (0.0149)	0.9531 (0.0121)	1	-0.2414 (0.6956)	0.9841 (0.0024)
8 Competition	-0.0618 (0.9213)	-0.0339 (0.9569)	0.9571 (0.0106)	0.9307 (0.0217)	-0.5051 (0.3854)	-0.3937 (0.5120)	-0.2414 (0.6956)	1	-0.0993 (0.8738)
9 Compliance	0.9608 (0.0092)	0.9840 (0.0024)	0.0920 (0.8830)	0.1382 (0.8246)	0.8762 (0.0513)	0.9009 (0.0370)	0.9841 (0.0024)	-0.0994 (0.8738)	1

Source: The study, 2020

Table 2: Descriptive Statistics for all variables

	Variables	mean	Standard deviation
1	Amount of reading in English	3.73	1.18
2	Curiosity	3.503	1.247
3	Involvement	3.05	1.03375
4	Preference for challenge	3.04125	1.11
5	Recognition	4.335	0.7667
6	Grades	3.8275	0.9675
7	Social Reading	3.8316667	1.007
8	Competition	2.8825	0.995
9	Compliance	3.6275	1.1575

Source : The study, 2020

Table 2 shows the mean scores and the standard deviations of the all the variables. The standard deviation for grades and recognition are less than 1 indicating that more people are motivated by competition and recognition.

Discussion

The aim of this study is to examine the relationship between different motivational areas of interest and reading in English among Nasarawa State polytechnic students. The result reveals that the amount of reading in English is positively correlated with curiosity, grades and compliance and their mean is high which suggest that many of the student in order to find out things and to get good grades in class.

LAJAST-Journal of Humanities and Social Science
ISSN-2545-5591(online) Vol.3 No.2, August, 2020.
www.asuplafia.org/journal

The study reveals that competition and involvement is positively correlated with preference for challenge which shows that these two variables help the students to take up more challenge. Grades is positively correlated with amount of reading in English, curiosity, compliance and social reading, this shows that the more the students read to know and discover, the better their grades become.

Conclusion

In conclusion, this study had shown that students are motivated to read for different reasons. The study revealed that the amount of reading in English is a very strong reason for students' curiosity, grades, preference for challenge and involvement, but not motivated in English to read for social interaction and competition this could mean that the students will not be willing to share or reveal what they had read with others. We observed that grades have high mean with low standard deviation which showed that many students were reading to have good grades in their studies but not competition nor involvement.

The study also showed that student only read for recognition because of curiosity and grades this could be mean that because the mean and standard deviation are both low that the students are uninterested in order thing except to pass their courses and to find out things.

Recommendation

This study therefore recommends the following:

- a. More reading choices should be provided by lecturers in classrooms such as reading scientific reports, newspapers, magazines etc.
- b. The use of looking up words in the dictionary should be encouraged by lecturers in order for the students to build up vocabulary in English.
- c. Because curiosity is a strong motivating factor for students to read, lecturers should always discuss current happenings in the classroom.
- d. Students should be encouraged to discuss their lectures while interacting with their colleagues.

References

- Akbari, H., Ghonsooly, B., Ghazanfari, M., & Shahriari, H. (2017). Attitude toward reading: L1 or L2 or both. *Sage Open*. 7(3).
- Baker, L. (2000). Building the world-level; foundation for engaged. In L. Baker, M.J. Dreher and J.T. Guthrie(eds.). *Engaging young readers: Promoting achievement and motivation* (pp.17-42). New York: Guilford Press.
- Bell, T. (2001). Extensive reading. Speed and Comprehension. The Reading Matrix 1(I). Available at <http://www.readingmatrix.com/articles/bell/index.html> [accessed on 11th April, 2020]
- Benettayeb, A.(2010). Extensive reading and vocabulary Teaching. Available at www.Univ-chlef.dz/ratsh/REACH-FR/Article_11.pdf [Accessed on 23rd March, 2020]
- British Council/BBC, B. (n.d). *Extensive reading*. Retrieved July 23, 2020, from Teaching English: <https://www.teachingenglish.org.uk/article/extensive-reading>.
- Day, R.R. The Benefits of Extensive Reading (ER). Available at www-oup.bookworms.com/downloads/pdf/...reading/er-article.pdf. [Accessed on 23rd March, 2020].
- Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: : Cambridge University Press.
- De Burg-Hirabe, R. (2011). Extensive Reading and L2 Reading Motivation in Japanese As a Foreign Language: A case study of New Zealand High School students. Unpublished PhD thesis. University of Otago. Available at: otago.ourarchive.ac.nz/.../De_Burgh-HirabeRyoko2011PhD.pdf? [Accessed on 23 March, 2020]
- Dhanapala, K. V., & Hirakawa, Y. (2016). L2 reading motivation among Sri Lankan university students. *Reading Psychology*, 202-229.
- Dornyei, Z. 2001. *Motivational strategies in the Language classroom*. Cambridge: Cambridge University Press.
- Gao, U. M. (2004). *A study of using extensive reading as a supplement in a senior high school English curriculum*. Taiwan: Tsing Hua University.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Ernst Klett Sprachen.
- Hafiz, F.M. and Tudor, I. (1989). Extensive reading and the development of Language skills. *ELT journal* 43/1:4-13.
- Harmer, J.2007. *The Practice of English Language Teaching*. 4th ed. Harlow: Pearson Education Limited.
- Juel, C.(1988). *Learning to read and write: A Longitudinal study of 54 children*

- from first through fourth grades. *Journal of Educational Psychology*, 80(4) 50-55.
- Krashen, S.D.(1985). *The Input Hypothesis: Issues and Implications*. New York: Longman.
- Lai, F.1993. The Effect of a Summer Reading Course on Reading and Writing Skills. *Systems* 21(1), pp.87-100.
- Maley, A. 2009. Extensive reading: Why it is good for our students... and for us. Available at: www.teaching.org.uk. [Accessed on:24th March, 2020].
- LAJAST-Journal of Humanities and Social Science
ISSN-2545-5591(online) Vol.3 No.2, August, 2020.
www.asuplafia.org.ng/journal
- Nishino, T. (2007). Beginning to read extensively: A case study with Mako and Fumi. *Reading in a Foreign Language*, 76-105
- Nuttall, C. 1996. *Teaching Reading Skills in a Foreign Language* (N.ed). Oxford: MacMillan Publishers.
- Ölmez, F. (2015). An investigation into the relationship between L2 reading motivation and reading achievement. *Procedia-Social and Behavioral Sciences*, 597-603.
- Powell, S.(2005). Extensive Reading and its Role in Japanese High Schools. *The reading matrix* 5(2)28-42. Available at:www.readingmatrix.com/articles/powell/article.com. [accessed on 23 March, 2012]
- Robb, T.N. and Susser, B. 1989. Extensive reading vs. Skills building in an EFL context reading a Foreign Language 5(2):239-252.
- Scrivener, J. 2011. *Learning Teaching. The Essential Guide to English language Teaching*.(3ed). Oxford: MacMillan.
- Shang, H., Briody, P. And Lin, C. The Effect of Extensive Reading strategies on EFL Students. I-shou university, Department of Applied English. Available at: [spaces.isu.edu.tw/uploa/18518/9602/.../qualitative paper 4.pdf](http://spaces.isu.edu.tw/uploa/18518/9602/.../qualitative%20paper%204.pdf). [Accessed on: 23 March, 2020]
- Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading. *Reading in a foreign language*, 3.
- Tuner, G.Y. (1992). Motivation reluctant readers: What can educators do? *Reading Improvement*, 29(1) 50-55.
- UR, P. 1996. *A Course in Language Teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Wallace, C. (1992). *Reading*. Oxford: Oxford University Press.
- WANG, J. H., & Guthrie, J. T. (2004). Modeling the effects of intrinsic motivation, extrinsic motivation, amount of reading, and past reading achievement on text comprehension between US and Chinese students. *Reading research quarterly*, 162-186.
- Wigfield, A. And Guthrie, J.T. (1997). Relations of Children's motivation for reading to the amount and breath of their reading. *Journal of Educational Psychology*, 89(3), 420-432.