

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas



**“A QUANTITATIVE ANALYSIS OF THE EFFECTS OF AN
EXTENSIVE READING PROGRAM ON THE DEVELOPMENT
OF NARRATIVE WRITING SKILLS IN BEGINNER EFL
LEARNERS FROM A PUBLIC HIGH SCHOOL”**

PROYECTO DE TITULACIÓN

Previa la obtención del Título de:

MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Presentado por:

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Guayaquil – Ecuador

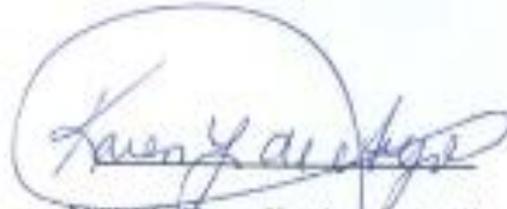
2018

ACKNOWLEDGEMENT

All gratefulness to God who has helped and guided us during all our life hence he has given a lot of blessings and sent us angels through people who have always considered and taken care us during this academic process. Among those angels are our families, friends, professors from different universities and of course our dear tutor who has had all patience with us. A special acknowledgment to my beloved friend Mariuxi Castro for her example of perseverance, strength, loyal friendship and brilliant intellect.

Rafaela Vinueza

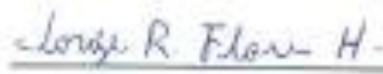
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ABSTRACT

The purpose of this study was to analyze the effects of an extensive reading program on the development of narrative writing skills in English as a foreign language at an Ecuadorian public high school. Participants aged between 14 and 16 years old, with an A.1.2 English level (based on the Common European Framework of Reference), from the first and second grade of the Ecuadorian *bachillerato*, took part in this project and were divided into two groups: experimental and control. In this study, an extensive reading program was followed over a 6-week period. As a result an increase of almost 52% was recorded by the researchers regarding the production of words and written accuracy based on comparing pre- and post-intervention tests. Accuracy which was measured through WE-CBM Error Tracking Checklist; the most commonly produced errors were related to semantics, syntax and punctuation marks. These outcomes revealed that the experimental group obtained a better performance than the control group since the extensive reading program that had a meaningful effect on learners' narrative writing performance.

Keywords: Extensive reading, narrative writing, productivity, accuracy, experimental group, control group.

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LIST OF TERMS

NCGS: National Curriculum Guideline Specifications

CEFR: Common European Framework of Reference

ERP: Extensive Reading Program

EFL: English as a Foreign Language

KET: Key English Test

N.D.: Not Date

RR: Repeated Reading

ER: Extensive Reading

ESL: English as a Second Language

BGU: Bachillerato General Unificado

RRF: Reading Record Form

CBM-W: Curriculum Based Measure for Writing

TWW: Total Written Words

CWS: Correct Word Sequence

TPM: Total Punctuation Mark

PWSC: Proportion of Correct Word Sequence

PCSW: Proportion of the Correct Spelled Words

PCTM: Proportion of the Correct Punctuation Marks

WE-CBM-ETC: Written Expression Curriculum -Based Measurement - Error Tracking Checklist

1st B: First of Bachillerato

2nd B: Second of Bachillerato

X: Mean

SD: Standard Deviation

TA: Total Accuracy

CHAPTER 1

1.1 Introduction

The Ecuadorian Ministry of Education, in its new reform of the National Curriculum Guideline specifications (NCGS) (2012) requires that students achieve a level of proficiency in the English language that corresponds to level B1 established in the Common European Framework of Reference (CEFR); which requires students be English literate by the end of their secondary education. This puts the impetus on teachers to look for strategies and methodologies which guide our learners to attain the acquisition of that level. With this mandate in mind, we sought ways to improve students' ability to write in English by asking them what they found difficult about it; the general response was they simply did not have the vocabulary to do so, this answer led us to the research proposal we have formulated here, and which examined the impact of an Extensive Reading Program (ERP).

According to Nation (2009), extensive reading provides a meaning-focused input since learners acquire new vocabulary, learn grammar structures, recognize phrases and see the use of punctuation marks while at the same time they enjoy the language. Nation adds that with extensive reading the acquisition of learning is natural because the students focus on the story and away from the complexity of the texts of words.

Saleh Al-Mansour (2014), claims that integrating skills such as reading, and writing provide students an effective and positive learning experience. Students learn on the go through reading how to write, and this relationship should take into consideration a whole educational process for getting better results.

Following Tsai's study (2006) regarding the relevant connection of reading and writing, we as researchers developed an inquiry regarding how an extensive reading program develops the narrative writing performance in English as a Foreign Language (EFL) high school learners.

1.2 Aims and Rationale

The aim of this study is to examine the contribution of a six week-long-period of ERP to writing performance of 1st and 2nd grade of bachillerato with experimental and control groups with estimated to have a level of English *EFL A.1.2 level* according to NCGS (2012) teaching Ecuadorian reform which is aligned to CEFR, and Key English Test (KET) was the right tool in order to know if students had basic skills in English language, especially in reading and writing.

As part of these specific objectives this research tried to:

1. Determine the difference between the lower and higher band scores achieved by students from an experimental group who take a narrative writing test.
2. Explore how the students 'perception about their participation in the ERP correlates to their writing skills.
3. Contribute to literacy skills development in an EFL public school based on the hypothesis that the ERP intervention will improve students' ability to write.

1.3 Research Questions

The following research questions were posed:

1. What are the effects of reading on writing a narrative composition?
2. To what extent does an Extensive Reading Program (ERP) contribute to the development of narrative writing skills in A.1.2 EFL learners from a public high school?

The following sub-research questions were posed:

1. What writing skills do students from the experimental group develop as a consequence of the participation in an extensive reading program for *EFL A.1.2* learners?
2. Is there a difference between the gains made by the lower-scoring and higher scoring students in the experimental group?
3. What are the *EFL A.1.2* learners' perceptions regarding the development of their writing skills following an extensive reading program?

1.4 Overview of the Inquiry

This paper consists of seven chapters which guide the reader to have a better understanding regarding this study.

Chapter 2 sets the scene providing: reasons why we chose the institution, how the level of the groups was decided, the numbers of students involved, other participants and the needs for this study. Chapter 3 gathers information on studies done before which add to the body of knowledge about this specific topic, such as concepts of reading and writing, the relationship with the integrated skills and the impact of the extensive reading on writing performance.

Chapter 4 considers the methodologies and methods; it explains the rationale for this study, methodological stances, the participants' role, the nature of the research design, data analysis and the nature of outputs. This part also justifies the procedures were taken for this quantitative study, how data were collected and the students' background.

Chapter 5 presents tables, charts, and graphics which allow readers to connect ideas through the observation of this presentation.

Chapter 6 reports the results of our investigation and answers the research question regarding what extent an extensive reading program contributes to the narrative writing performance.

In chapter 7 we draw conclusions from our study regarding the impact of the ERP in Ecuadorian classrooms, the strengths and constraints found in this study and suggestions for future research.

CHAPTER 2

2.1 Introduction

This inquiry was conducted in an Ecuadorian high school that was constructed in recent years as part of the new changes of government to the educational system. Such schools have modern infrastructure, including an endowed library with over a thousand English books. This was a key reason why it was chosen. This type of high school was built in recent years with the aim to give a better education to students in all subjects of the curriculum that includes English as part of the national curriculum guidelines from 2012. The research was fully under the principal's supervision and was monitored by the English area coordinator of the high school.

The area coordinator considered this study an opportunity to know better the area he worked during the school year, and the benefits of this work were evident through the results of their learners. These results will be taken into account for the action plan in the English teaching for the next school period.

2.2 The institution, its students, and instructors

The high school is located in the city of Guayaquil and has 1500 registered students per school year in the primary and secondary levels of education. The teaching of English language is mandatory at both these levels. The participants for this study were students from the first and second grade of Ecuadorian (*bachillerato*), aged between 14 and 16 years old who achieved A.1.2 level through an English test we applied. This level corresponds to the 2012 NCGS for this age group and is aligned to the CEFR (Council of Europe, 2003).

The teachers from this institution explained the current methods they were using during English language instruction; reading and writing are taught as isolated skills and achievement in both is low. Teachers were concerned about the application of standardized English tests.

2.3 The need for this research project

Many Ecuadorian students in public high schools perform poorly in writing assessments according to our experience as English teachers. They lack writing skills as well as the source of knowledge or information and have low motivation to read. One contributing factor is the lack of strategies for teaching writing that encourage learners to learn how to read and write at the same time. Therefore, this study attempts to examine the contribution of a two-month-long ERP to the writing performance of *EFL A.1.2* beginner students. Writing development has a remarkable influence on student's language learning (Nation, 2009). Furthermore, learning to write in a foreign language is a major educational objective that meets professional purposes in students' future according to the Ecuadorian NCGS (2012).

Traditionally, second language reading and writing have been independently studied and taught. However, Hirvela (2014) claims that “a student’s ability to write is heavily dependent on their ability to read and vice versa.” Empirically, researchers support that extensive reading of printed material improves reading and writing (Taguchi, Takayasu-Mass, & Gorsuch, 2004). Continued exposure to texts through reading enhance writing and strategies development positively.

According to Nation (2009, p.49), “reading is a source of learning and enjoyment.” It helps incidental vocabulary acquisition, grammar learning and provides new understanding or knowledge about the world. He also states that writing

is the process of shaping experiences into text, allowing the writer to discover, develop, clarify and communicate thoughts and feelings.

2.4 Conclusion

This study set out to investigate whether students who participated in an ERP would increase their writing skills compared to their peers. Research suggests that when the reading habit is constantly practiced, it leads to better results in the writing performance. Students memorize words, phrases, and even punctuation marks better when they read something interesting and hence the learning of the two key skills reading, and writing become easier to understand and comprehend.

CHAPTER 3

3.1 Introduction

The purpose of this chapter is to give a better understanding of the relationship between reading and writing and report trends and studies regarding the integration of these skills in teaching English as a foreign language. This literature surveys some opinions and results from studies conducted regarding the influence of extensive reading on narrative writing performance.

According to Nation (2009), the teaching to EFL learners should draw on four strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Meaning-focused input is done through listening and reading, and meaning-focused output is achieved through the speaking and writing performance, that is when learners write letters email, and so on and forth.

Every research paper written about the connection between reading and writing has its own theoretical framework that reflects beliefs about what reading and writing involves and their relationship. The study conducted by Koon (2008) revealed that readers and writers' abilities are built upon four common knowledge bases: domain or content knowledge, procedural knowledge, knowledge of specific features or components for written language and metaknowledge. The first one refers to specific knowledge about a topic when one is reading or writing (Langer, 1986). The second one involves the intentional application of strategies such recalling information from memory, predicting, summarizing or questioning (Kellog, 1995). The third one mentions a cognitive process that requires readers and writers to access, use and generate information during the reading and writing (Shanahan, 2016). Moreover, the fourth one refers to the knowledge from the word level to the text level

that includes phonemic, orthographic, morphological, lexical, and syntactic and discourse feature, and metaknowledge.

Fitzgerald & Shanahan (2000) refer to the knowledge of functions or purposes of reading and writing, knowing that the reader and writer interact, monitoring one's making-meaning, and monitoring word identification strategies (as cited by Koon, 2008). This list of shared features emphasizes the aims of the complex reading-writing process.

Writing is one part of the four skills along with listening, speaking, and reading, which is always present in English teaching classrooms. Harmer (2004), considered that in order to achieve better accuracy in writing it is necessary to create a mental process which might allow them to produce written communication. Every writing process involves all skills hence, even the first or second language learners first start reading something and then they start developing other skills such writing, speaking, and listening.

Many factors can influence the progress of language learning. Based on the results of a placement test administered at the beginning of the school year at an educational institution where we work, we found out that individuals have different strengths in reading (speed and comprehension) and weaknesses (concentration and memorization). Meanwhile, in writing, students' strength is writing production, and the students' weaknesses are a lack of vocabulary, sentence construction, spelling, and punctuation mark usage. Their performance varies almost daily according to their level of attention, interest, etc. Moreover, in any high school class, the level of students' English proficiency varies a lot. Therefore, it is likely that there will always be a difference in how they perform in any activity.

The concepts and skills that are incorporated into the two activities of reading and writing are now explored in sections 3.2 and 3.3 below.

3.2 Reading

According to Koons (2008), “reading is a process of obtaining information from the written page (meaning reception), no matter what language or topic is being read, the goal is to get information”. Harmer (2007) asserts reading has an important role at the moment to teach, he says, students read texts, articles, newspaper, research, etc., for different reasons, some of them for study purposes, for their majors, or just for pleasure. Harmer also claims reading is a helpful tool for language acquisition, vocabulary development, improving the spelling, grammar, and punctuation in the writing performance. Additionally, through reading learners can identify constructions of sentences, paragraph, and some topics may promote interesting discussion, inspire great responses, and unforgettable lessons.

3.2.1 Kinds of reading

In a language classroom, different types of reading may occur (Nutall, 2005; Ghanbari & Marzban, 2014). As suggested by Brown (1989), there are two types of reading: oral and silent. Within silent reading, intensive and extensive reading are encountered. With intensive reading; students are focused on the language rather than in the text. For instance, the learners are required to answer comprehension questions, learn new vocabulary, study the grammar and expressions in the text or translate the passage. In contrast, with extensive reading, students may read any material they decide to such as newspapers, web pages, novels, magazines which entail a possible reading for pleasure or joyful reading (Day, 2004). Moreover, scanning and skimming are also considered subcategories in extensive reading. These types of

reading encourage the reader to seek specific information or skim for the essential meaning.

The key aspects behind extensive reading will be explored further in the next paragraphs.

Extensive reading. Day and Bamford (2000) define extensive reading as an independent reading activity which serves to encourage students reading in the foreign language and provide a source of joy and entertainment as well as helping to build their speed and fluency. Extensive reading gives students opportunities to go through the longer reading material by their own will enabling them to read at their own speed and their own ability level.

Extensive reading practice could be considered as a teacher's' lazy instruction because the tutors' labor is only to encourage learners to read more. This depends on the teacher's passion for succeeding with the learners in this kind of reading strategy (Day and Bamford, 1998).

Another important aspect to be examined for the extensive reading task is to decide where the students have to read whether as homework, in class or both. Harris and Sipay (1990) point out that some time should be reserved for students to read in class to show the students the importance that is given to the activity. However, extensive reading demands that one reads as much as possible. Therefore, reading should be done by students as homework, so they can resolve the best place to do this. Besides the circumstances that extensive reading takes place, decisions at many levels are involved such as "when or under what conditions the text is read" (Morrow & Schocker, 1987). In this regard, Klapper states that students will have a better attitude

to “books of their own choice at their own speed” (1992, p. 54) instead of being attached to a mandatory curriculum program.

Extensive reading program. On her website, Lois Scott-Conley (N.D.) writes that an (ERP) exists to involve learners in an independent reading with the aim to increase the language proficiency. She mentions that for setting up an ERP, some resources are necessary such as a library with a variety of interest graded readers, preparation of teachers and teaching materials, and the preparation of assessment tools.

Principles for a successful Extensive Reading Program. Bamford and Day, 2004 (cited by Matthew Peel, 2015), mention ten principles to succeed with an extensive reading program:

1. The reading material is easy.
2. A vast reading material of topic is available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. Reading speed is usually faster than slower.
6. The purpose of reading is usually related to enjoyment, information, and overall understanding.
7. Reading is individual and silent.
8. Reading is its own reward.
9. Teachers orient and guides students.
10. The teacher is a role model of a reader.

Benefits of Extensive Reading. Peel (2015), mentions in his study positive effects of extensive reading found by Day (N.D.) in the improvement of reading

skills, vocabulary, attitude and motivation, these findings are similar to Renandya and Jacobs' study (2002), and both stated some advantages of the ERP in the second language acquisition:

1. Enhanced language learning in such areas as spelling, vocabulary, grammar, and text structure.
2. Increased knowledge of the world.
3. Improved reading and writing skills.
4. Greater enjoyment of reading
5. More positive attitude towards reading
6. Higher possibility of developing in reading habit.

3.3 Writing

Koons (2008), defines writing as a procedure of putting meaning on the written page (meaning production). Zainal & Husin (2010), say writing is a set of steps of modeling experience into text, allowing the writer to disclose, build up, release and communicate thoughts and feelings. Writing is a core to academic enhancement, to reaching employment and to conveying more broadly, (Dockrell et al, 2014).

According to Al-Mansour (2014), writing is a forceful tool of interaction through which learners may be able to better their criteria. Teaching and learning to write in any language is a crucial area that encourages students to improve and language learning giving them a comfortable learning participation. Learners endeavor to have fluently written compositions, but their lack of vocabulary and the deficit in their understanding of grammar features make them failed in this skill (Al-Meni, 2008, cited by Al- Mansour, 2014). Therefore, EFL teachers have constantly

sought ways to aid learners to succeed in writing performance. One way is to view writing as a process with a series of smaller steps.

3.3.1 Narrative Writing

Dockrell et al, (2014) Narrative writing involves telling a story the description of the events.

Narrative Writing using written expression story starters. This is a pedagogical activity used as a prompt, showing ideas which indicates what is the story about, this sort of activity promotes the narrative writing to avoid simple answers such as “yes” or “no”, (Powell-Smith & Shinn, 2006).

3.3.2 Parts of the Writing Process

The writing process is a set of sub-processes such as considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and finally editing. The aim of the writing process is that learners enhance their skills through it.

The goals of the writer and model of the reader. Usually, written work is done for a specific group of people (Nation, 2009, p. 115). It indicates a suggested range to reach the objective; these may be: *purpose*, that is, to learn, to entertain, to store information, etc.; *role*, that is, write to yourself, or as another person; *the audience*, self or specified individual or group, classmates, or general public.; *type of writing*, that is, a formal letter, summary, narrative, description, which demands more effort than the other types of writing. Another resource to engage learners to write is the situational composition, this is, a free composition which entails the usage of advertisement, a letter, a table of the number, another one is the letter writing when learners are able to write each other in the classroom about any topic.

Gathering Ideas. Nation (2009), points out that gathering ideas consists of open-ended, free-ranging activities which can be processed through brainstorming and quick writing. Additionally, with relaxation activities, students may be engaged to use all their previous knowledge to explore a topic. The second activity for gathering ideas entails an organized system of information questions such as who, why, where, etc., or completing the information, doing the writing task with a few grammar mistakes. The last one consists of gathering and organizing ideas together. When learners start writing, they face a terrible issue: the emerging of ideas, organizing, brainstorming, etc., for this reason, this sort of activities should be developed in groups during the class where a group makes a list of what they are going to write.

“Looping” is when each participant writes quickly on the topic for 4 or 5 minutes, after that process they reread, think and rewrite like a summary in the same period. In this process, teachers give a set of sentences and learners must organize them making a story where they are free to add any extra information, but keeping the main idea. The quick writing is a great process to promote ideas, that is, students should focus on the content rather than the errors or word choice; they do not stop while they are writing (Jacobs 1986). To help learners to expand their ideas they might use another color of pen and count the total of written words, and at the end, they can give a conclusion, (Chambers, 1985)

Organising ideas. Organizing ideas means ordering the information according to the sequence of the story, and the use of criterion to properly focus on the topic. Another way of organizing ideas is to read similar documents to have an idea how to organize one’s thoughts or a list of questions where learners have to develop them

without mentioning or writing them, otherwise answering them in a sequential way (Robinson 1987).

Ideas to text. Most of the learners deal with translating their ideas into text, even though they have the idea and understand the instructions, they still struggle at the moment to write them down. Nation (2009) claims the difficulty in the writing process is in how learners learned to write in the first language. The lack of writing practice in the L1 does not allow students to develop in L2. Therefore, the writing performance in EFL learners is slow, and this demands teachers to look for strategies which help learners perform in the writing process.

3.4 Research that involves extensive reading and its impact on writing

Extensive reading studies have revealed positive effects in EFL settings for improving grammatical insights which depend on learners' linguistic ability (Lee, Schallert & Kim, 2015). Lee et al.'s project was developed with 24 students in EFL classrooms in South Korea. Learners were given pre- and post-tests to measure the students' grammar understandings and attitude to L2 proficiency. They found that extensive reading is positive in learners who are used to reading in both L1 and L2 and their attitude toward L2 acquisition is positive because their reading proficiency is high. On the other hand, with learners who have a low reading proficiency, the effect of extensive reading is not so positive.

Lao & Krashen (2000) show the reading as a powerful tool to increase literacy in EFL classrooms. They reported the positive impact of the extensive program or reading for enjoyment in their study done with university's students from Hong Kong in the acquisition of vocabulary, reading rate, in comparison with those who had to attend to a regular academic class.

Mason & Krashen (1997) view that extensive reading allows students to do a self-selected reading with minimal responsibility, writing little summaries or just talking about what they read and that practice has been successful according to their study developed with EFL Japanese university students in three different scenarios: 1) EFL learners participated in an extensive reading program for a semester through cloze test and at the end had to write about they had read. 2) Learners who took the extensive reading program had outstanding performance during regular classes. 3) Learners significantly improved their reading and writing skill through the extensive reading program.

Lai (1993) reported in his study the improvement of reading, writing, listening and speaking during a 4-week extensive reading intervention, but focused on the reading comprehension, reading speed and writing performance with Hong Kong secondary learners (7-9th grades), but that result is depending on the teacher's dedication to the group of students, and the amount of books read.

After their study, they provided a list of features that would be taken into consideration before applying for any extensive reading program and to motivate learners to read large amounts of printed material with a great variety regarding topic and genre according to their level of understandings. To allow learners to choose what they like for reading, doing any reading material enjoyable and rewarding for them, the aim is the more they read, the more they learn, as Krashen (1993) cited by Day & Bamford said:

Reading is good for you. The research supports a stronger conclusion, however.

Reading is the only way, the only way we become good readers, develop a good

writing style, an adequate vocabulary, advanced grammar, and the only way we become good spellers.

The extensive reading role in language learning can provide “understandable insights:” enhance students’ global language acquisition, raise learners’ exposure to the language to increase number of words, lead and enhance in writing skill, to push students to read, building new knowledge with the previous one, help to understand extended and complex text, stimulate the exploitation of textual redundancy, simplify the development of future skills (Ghanbari & Marzban, 2013).

Taguchi et al. (2004) state that ERP is as effective an approach to the EFL teaching as Repeated Reading (RR) - when students read the same text multiple times. This study was conducted with 29 Japanese university students from the first academic year. They had to take English class for 90 minutes a week. The research was about the RR and (ER) approach and their impact on language development. They reported that ER improves reading comprehension, word recognition, and reading fluency, so “improving second and foreign language readers’ fluency.” ER helps students to be independent readers in L2 because if students enjoy what they read their approach to the target language will rise greatly and will boost their written and spoken dialect performance.

Nation (2009) claims extensive reading suits into the meaning-focused input because it addresses students to read at a level where about one word in 50 is not known, this allows learners to develop their reading speed. Within this concept there are some recommendations such as the reading should be according to learner's level or extensive reading through graded readers, reading should be useful for developing language proficiency, and ER also provides fluency development language when

words are known for learners.

3.5 Integrated skill approach

Oxford (2001) considers that English teaching has to be based on the four skills: listening, speaking, writing and reading and all these strands entail directly to the relationship with the understanding of vocabulary, spelling, pronunciation, syntax, meaning, and usage which lead the perfect EFL or English as a Second Language (ESL) communication, doing this process the integrated-skill approach. This approach gives teachers the opportunity to monitor learners' progress in different abilities and takes a stance in real content, the combination of these strands motivates learners of different range of age and backgrounds.

In this regard, there are the two types of the integrated skills instruction. The content-based instruction consists of the practice overall skills at the same time, this is valuable with any proficiency level, putting as the main feature of this instruction the social interaction. The task-based instruction promotes the learners' interaction and collaboration which allows them to comprehend, produce, manipulate, and interact in authentic language (Nunan, 1989).

3.5.1 Integrated skills on writing instruction

Tangpermpoon, (2008) mentions three different writing approaches; the product-based approach, helps to reinforce L2 writing from the grammar and syntactic forms; the process-based approach teacher helps learners to see writing not as grammar task, but as the discovery of meaning and ideas; the genre-based approach is to integrate the specific genre in the communicative aim, this encourages learners to succeed in the language discourse in the written procedure.

3.6 Research study about extensive reading and writing performance

The extensive reading program purpose is meant to enhance the reading skills through reading a vast quantity of material which promotes pleasure, and the content becomes easy to understand and comprehend (Ahmadi, 2012) as in the first and second language acquisition. Day & Bamford, (2004) do not consider extensive reading a reading style but more an approach due to the grade of effectiveness in other skills such as listening and writing. Thus, the more one reads, the more one gains knowledge, and grammar accuracy. Research conducted by Krashen found that learners better their writing, speaking and listening abilities through the ER which promotes students to learn unconsciously the target language, doing this activity as an intrinsic learning. Reading is considered as a paramount means of promoting reading comprehension skills, writing proficiency, vocabulary, grammar, and spelling (Krashen,2004).

Ahmadi (2012) reports some research which was done before by (Tudor & Hafiz, 1989, 1990; Lai, 1993; Tsang, 1996; Mason and Krashen, 1997) regarding the impact of the ER in the ESL and EFL learning and he claims that some studies presented positive effects because learners did increase their reading and writing skills and their language accuracy, but in different levels according to the time spent in the ER program. For example, Tudor and Hafiz's study achieved outstanding results because students were exposed to the ER program during long periods between five months and a year. In some cases, learners gained general language improvement and accurate expression.

Lai (1993) reported in her study which carried out for four weeks at Chinese University in Hong Kong, learners improved on reading comprehension, reading

speed and writing development, but this depends on a certain level of English proficiency and teacher's emphasis on ERP. Likewise, in Tsang's study in Hong Kong EFL classrooms, the impact of the intervention over 24 weeks of ERP was like Lai's; learners enhanced content ability, language usage, but not in the organization, vocabulary, and structures. Mason and Krashen (1997) found the effectiveness of the ERP in the Japanese and English language in comparison learners who just attended traditional English class.

Al-Mansour and Al-Shorman, (2014) in their study about ERP in Saudi EFL University students found a positive effect of this reading strategy on writing performance. The authors reported the effectiveness of the extensive reading program on writing performance in his study developed with Saudi EFL university learners with a sample of 48 participants divided equally into control and experimental groups. The intervention was made during a two-month period, through pre- and posttest. They found that the usage of the extensive reading program is more interesting in the classrooms but also suggest taking into consideration other variables such as the size of group, period, gender, and level of L2 language proficiency for further studies.

Zainal & Husin, (2011) report the results of effects of a reading intervention on the writing performance of students in the Faculty of Civil Engineering at Technological University of Malaysia. These learners had to take advanced English classes; through two writing sessions, researchers measured the effect of reading on writing performance through the writing of an essay with a prompt given by the researchers without reading anything before. During the second writing session students had to read some materials, and then they were asked their understanding

regarding the material read through a questionnaire given. The results of this study were the reading has a positive effect on the writing achievement.

Murdoch, (1986) claims students' writing performance improves when they use ERP as part of their major. Shahan & Lomax, (1986) the interaction reading and writing encourage learners to perform in writing activities. Hafiz and Tudor (1990) found ERP increased the vocabulary knowledge, the reading skills, doing of their belief, the learning through reading. These authors such as, (Helal, 2003; Smith, 2003; Bakir, 2004, Hany, 2007; Shen, 2009, Yoshimura, 2009; Alkhaldeh, 2011; and Erhan, 201) claim reading, and writing are strongly connected and the results obtained in different majors showed the effectiveness of ERP is beneficial to help learners to succeed in writing performance no matter what level students are.

3.7 Conclusion

The modern teaching world forces the teacher to seek the right methodologies and strategies to help learners how to succeed in the second language acquisition in EFL classrooms where the first language dominates the writing styles. Reading strategies such as intensive reading, skimming, scanning, and extensive reading influence overall the teaching English in EFL classrooms. Our research about extensive reading and its influence on the writing performance encouraged us to seek information regarding this topic and to take into consideration previous studies that explore the role of ERP. Researchers highlight the importance of time invested in the ERP and the motivation students have for the reading material. Exposure to reading text by their own choice has a more positive effect rather than for pressure to promote meaningful understanding.

To sum up, integrating extensive reading and writing contributes to the communicative language competence in a meaningful and fruitful way. Students do improve their writing performance because of the reading habit which provides a source of knowledge and information. The more they read, the more knowledge they gain (Krashen, 2004).

CHAPTER 4

4.1 Research Paradigm

4.1.1 Definition and rationale

The study aims to explain the problem from an objectivist stance, recognizing as true the assertion that “social phenomena and their meanings have an existence that is independent of social actors” (Bryman, 2012). In alignment with the ontological position, we have taken an objective, positivist epistemological approach, which advocates the “application of methods of the natural sciences to the study of the social reality which pretends to generate a hypothesis that can be tested and will allow explanations of laws to be assessed” (Bryman, 2012). This conception underlies our selection of an experimental design for the study.

4.1.2 Methodological stances

Our study could be considered as experimental design. According to Creswell (2015), an experimental design entails the traditional approach, where the population is divided into two groups: control and an experimental group. We chose the experimental design because we hypothesized that our intervention would have a specific influence on the performance of the experimental group; there would be a greater improvement in comparison with those who did not have the intervention.

In this case, we analyzed how the impact of the extensive reading program (independent variable) contributed to the narrative writing performance (dependent variable) at a Millennium educational institution. The stances are related with the positivist approach because our study evolved the scientific methods to better know a social issue and look for a possible solution. This type of research looks at the cause and effect of the intervention. The data were collected through the pretest to know

some characteristics prior to the intervention and posttests to know the impact of the experiment after treatment. Another element was the covariates through the reading record form which gave the information about minutes spent in reading versus the numbers of reading pages that impacted to the dependent variable without affecting the independent variable. We applied tests and surveys which are true experiment tools for the experimental and control group.

The ontological position is the existence of something real, Guba & Lincoln (1994). The epistemological position is the study of the object without affecting the experiment and without the experiment affecting us. The methodology is experimental because questions and a hypothesis are claimed to further enhance the validity of the outcomes. The axiological stance in our study is related to an existent problem at public institutions regarding writing performance.

4.2. Research Tradition

4.2.1 Definition and rationale

The experimental design establishes the impact of the dependent and independent variables in quantitative research (Creswell, 2005). The methodology for this study is an experiment based on the deductive method. The researcher makes a research question which leads to a hypothesis. Data will be collected through the investigation. Finally, the researcher will use the gathered data in the investigation to analyze and prove whether the hypothesis was correct or not (Bryman, 2012).

4.2.2 Type of Study

True Experiment Study. The most common design in the educational field is a true experiment where investigators compare two or more groups. In true experiments, the researchers provide experimental conditions for the participants in

this group. On the other hand, individuals from the control group do not receive the treatment. After the treatment is administered, investigators collect data to compile average or means in pretest in both groups to see if they are statistically similar and then to compare the two posttest group scores (Creswell, 2015).

4.2.3 Ascertaining the warrant for the study

The data collection instruments are related and suitable for this research since what they pretend to measure are reliable by default, they are valid (Bryman, 2012). They pretend to answer the research question.

As a matter of face validity, writing prompts to respond to a regular topic which makes easier to develop an idea (Mcmaster & Espin, 2007). Prompts will not interfere with the objective data collection of scores as a way to benefit scores on those who possess information about specific topics (e.g., Basketball rules or American History).

Regarding the internal validity, all participants are the same age range, same number of men and women, similar background and language level proficiency and regular class attendance during the application of the ERP. The groups were purposely random selected from the Secondary Education or Bachillerato General Unificado (BGU) to avoid biases or assumptions so that results could be generalized. In order words, the researchers chose those students who obtained an A.1.2 level after the KET exam results.

The pre-tests and post-test (equivalence of forms) backed up the reliability of the research: rater reliability (Mackey & Gass, 2005. pp.129-130). They measured the same thing, even though they had different writing prompts every week. Two trained

English language instructors rated the students' writings and evaluated each of the two writing skill dimensions separately, then the overall marks were calculated.

4.2.4 Ethical Considerations

The following ethical considerations were taken as measures to safeguard the participants' integrity and well-being (Cohen et al., 2007): minor students' parents and students decided on their voluntary participation in the study through an Informed Consent Form with the specifications, directions, and procedures at the beginning, during and at the end of the investigation. Respondents were assigned pseudonyms as a measure of confidentiality and anonymity. Any harm whether physical, psychological or verbal were avoided in the research. The research result was independent and impartial from the regular English classes they attended periodically at the public high school. Finally, Researchers applied the same intervention to the control group at the end of research for the protection of educational rights and opportunities.

4.3 Method

4.3.1. Deductive Method - definition, and characteristics

The methodology for this study was an experiment based on the deductive method. The researchers posit a research question which leads to a hypothesis. Data was collected through pure investigation. Finally, the researcher used the gathered data to analyze and prove whether the hypothesis is correct or not (Bryman, 2012).

4.3.2 Methods of data collection

A pretest was applied to both the experimental and control group to measure their writing level. Subsequently, participants at the same level from the experimental group had access to the collection of realistic fiction A.1.2 graded reader books

available in the school library. To know the formation of their reading habits, participants filled out a Reading Record Form (RRF) (Bamford & Day, 2004) that included: date, time (minutes spent in reading), read pages, the name of the text, as part of the ERP.

A Curriculum Based Measure for Writing (CBM-W) (McMaster & Espin, 2007) was administered to measure and monitor student's progress. Once a week, students had 3 minutes to write a narrative text according to a generic topic (Glover & Vaughn, 2010) each tailored one to the Ecuadorian context. They were assessed on two dimensions: productivity (numbers of words produced or Total Written Words (TWW), numbers of Correct Word Sequence (CWS) and numbers of Total Punctuation Marks (TPM) and text accuracy Proportion of Correct Word Sequence (PCWS) a (Correct Word Sequence is two adjacent words that are correctly spelled, capitalized, and punctuated, and grammatically and semantically acceptable within the context of the sentence) (Espin et al., 2005), Proportion of Words Spelled Correctly (PWSC) and Proportion of Correct Punctuation Marks (PCTM) (Dockrell et al, 2014). The pre-writing and the post-writing test measures were recorded in the component analysis table using the same criteria (productivity and accuracy), this allowed us to establish a relationship between the amount of reading and the writing accuracy.

Stocky (1983) states that the correlation between reading and writing consistently showed that better readers are better writers, better readers tend to read more than poorer writers, and that better readers perform much better syntactically in the writing production than poorer readers as cited by Hirvela (2014). He points out that reading experience shows a major improvement in writing production than

applying reading instruction explicitly. Furthermore, the selection of literary texts (either digital or printed) material has the most positive effect on the ability to write.

A Contingency Table was used for the analysis of the scores in the pretest to establish the differences in numbers between the control and the experimental group in terms of accuracy. Moreover, same method was used to establish the difference between the pretest and posttest of the experimental and control group to determine the extent of the impact of Extensive Reading in writing in terms of accuracy as well.

We administered a survey at the end of the ERP to know the students' perception of the material they just read. All tests and forms were piloted before their use in our study.

4.3.3 Selection and handling of data

The selection of instruments of our research was based on the true experiment design, though pre- and posttest and handling of data were done under the specifications given at the beginning of the intervention; we just took the information from students who attended and complied during all the intervention without skipping any class. We took data from each week and then compared the progress on writing performance.

Key English Test. Participants took an English standardized paper-based test (KET) to determine their true English level. This kind of test was straightforward focused on reading and writing skills. The permissions for using this test were given by Cambridge Ecuador.

Pretests and Posttests. Pretests allow the identification of some attribute or features that you test for the participants in a study before the intervention. The main

advantage of the pre-tests is the identification of students' expectations about the investigation which may influence to the experimental treatment.

Posttests compare a scope on some characteristic or attribute which is evaluated for participants within the study after the intervention (Creswell, 2015).

Survey. Surveys assemble information at a specific point in time with the purpose of depicting the idea of conditions, or recognition norms in contrast to current conditions which can be thought about or deciding the connections which exist between determining occasions. Therefore, surveys may change in their scale of complexity from those that give basic regular counts to those that present relational analysis. A survey gets some features, and many claimed attractions, those are used to scan a wide field of problems, populations, programs and so on, to capture the size and describe any broad characteristics (Cohen, 2010).

Homogeneous groups. Homogeneous groups are ones with participants with similar learning background, prior academic performance, culture, grades, educational system these characteristics can be controlled in the experiment, Oetzel, (1998).

4.3.4. Participants

All participants were in the English level of A.1.2 proficiency according to the Ecuadorian NCGS (2012) which is aligned with the CEFR (Council of Europe, 2003). A test was applied to measure their true level, following the format and guidelines produced for the Cambridge English KET exam which measures A2 level and has international recognition. A recruitment letter was given to students from the BGU. The sampling strategy was that of purposeful random sampling (Mackey & Gass, 2005, pp. 120-121) where participants with the A.1.2 level in language proficiency were selected at random. In this case, 33 participants for the experimental group and

33 participants for the control group among ages of 14 to 16 years old participated since it was a regular size class in public high schools. The experimental group performed a pre, and post writing tasks. The study schedule for this group was in the afternoon during regular class sessions. Weekly writing assignments were administered to the control group in the same schedule of the experimental group. Three students decided not to participate in the research, though they had signed the inform consent form, so we had to adjust the control group to have equality in both groups.

4.3.5 Selection and Sampling

We applied the KET paper-based test in reading and writing section to a population of 100 students in order to know the English students' level (A.1.2) presented in our research. Once the result was obtained, we chose a sample of 30 learners for both experimental and control group.

The population considered for our research was of 30 participants who worked in the experimental group. The purposely random sampling was applied to our study, first because students of bachillerato were assigned number to participating in this research, these students were randomly selected. After the application of KET, students who obtained an A.1.2 level from 1st B and 2nd B were selected purposely for carrying on with our study. The purposely random sampling is the combination of purposive sampling which explores a specific need or purpose and random sampling which allows us to generalize the results, (Etikan; Abubakar & Sunusi, 2016).

4.3.6 Background to the participants

Learners who participated in the study were attending a regular class in a modern educative institution at the time. Their A.1.2 English level was aligned to the

CEFR. Their age range was from 14 to 17 years old. Some of them had prior knowledge regarding the English language, but not enough experience on developing narrative writing skills in this language.

4.3.7 Conclusions

The data analysis will be available in the following chapter. The data were gathered and then coded as an answer to the problem presented in chapter one of this investigation.

CHAPTER 5

5.1 Presentation of Findings

In this chapter, we present the findings of our research. Researchers obtained the data from the participants' extensive reading record form and the writings tests. The results are presented according to two dimensions: productivity and the proportion of the accuracy. The productivity was assessed by total written words, correct word sequence and the numbers of the used punctuation marks (comma, semi-colon, period, question mark, exclamation mark,), whereas the accuracy was measured through a Written Expression-Curriculum-Based Measurement - Error Tracking Checklist (WE-CBM-ETC) (Powell-Smith & Shinn, 2006). A survey was also applied in order to know the students' perceptions and these findings are also presented here.

5.2 Presentation of findings charts and graphics

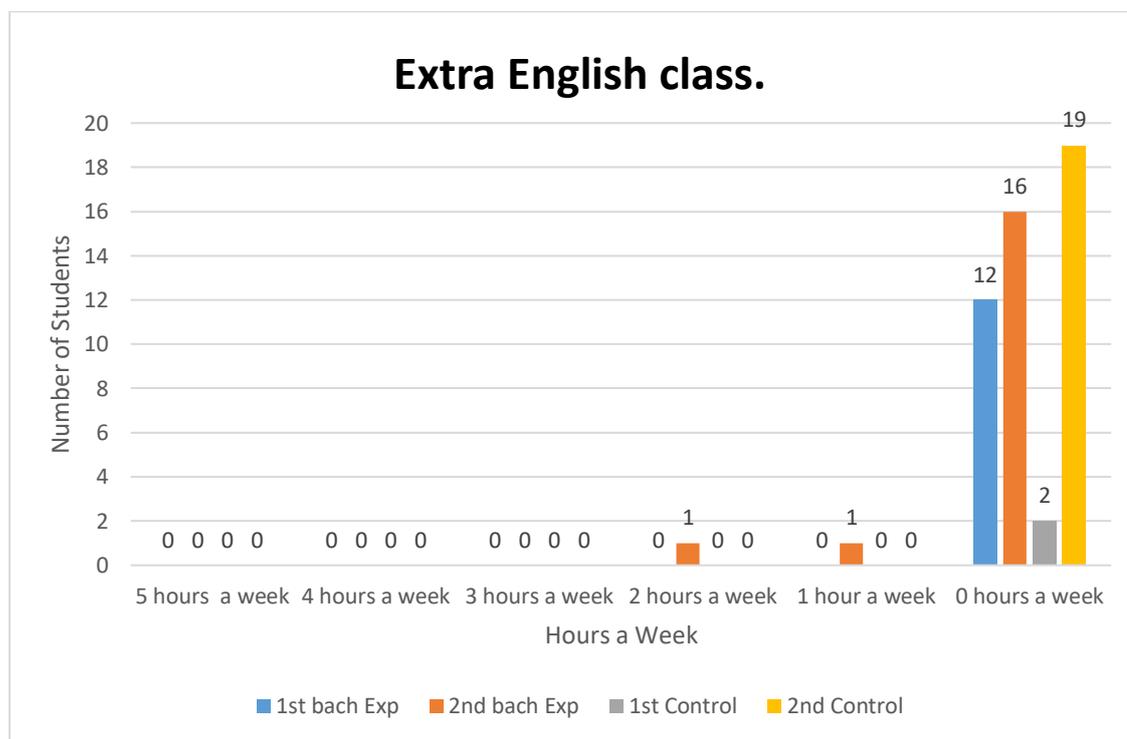
5.2.1 Findings from the prior survey

Participants' background data regarding their English language instruction before the ERP and writing tests were obtained through a survey.

The questions were the following:

1. Do you receive extra English classes independent of the regular English classes given at school? If so,
2. How many hours do you receive per week?

Figure 5.1 Extra English Class



According to figure 5.1 regarding extra English classes, none of the students from 1st Bachillerato received extra English class instructions besides the regular classes at school. However, some students from 2nd Bachillerato in the experimental group did. The time they spent in extra hour classes per week were one and two respectively.

None of the participants in 1st and 2nd Bachillerato from the control group had extra English language instructions.

3. Apart from your regular weekly English classes at school, do you allocate some time to any other activity related to English language learning? Mark all the possible answers per week.

Figure 5.2 Activities related to the English Language

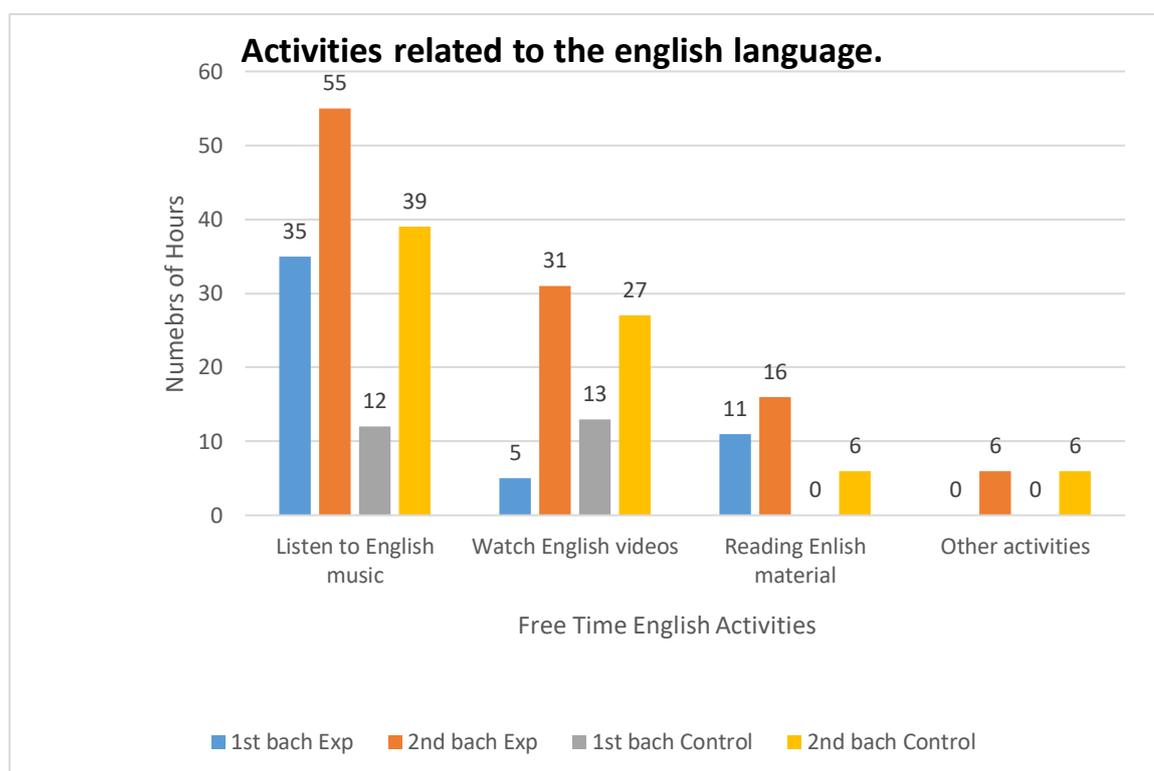


Figure 5.2 shows that a small group from 2nd Bachillerato allocated 16 hours to read materials in the English language. Moreover, two students out of 19 from 2nd Bachillerato spent their free time teaching English to children and use the *Duolingo* application to learn the language for 3 hours a week. The rest of the participants from 1st and 2nd bachillerato listened to music in English rather than watching videos in the English language in their free time.

Also, this chart presents the participants from the control group allocated some of their free time to read material in the English language, but they did not listen and watch videos in this foreign language.

5.2.2 Findings from tests

Table 5.1 Mean (Standard Deviation) productivity scores for narrative probes for 1st and 2nd bachillerato level

Group Level		1st year of Bachillerato	2nd year of bachillerato
Group Study		Experimental/ Control	Experimental/Control
	Genre Type	Mean / (SD)	Mean / (SD)
Total Written Words	Narrative	22.47 (9.94) / 16,98 (24,84)	40.54 (12.95) / 23,71 (15,80)
Correct Word Sequences	Narrative	12.19 (8.43) / 10,66(5,34)	26.30 (16.16) / 10,53 (10,96)
Total punctuation marks	Narrative	3 .01 (2.84) / 3,33 (2,82)	5.25 (2.84) / 2,94 (2,14)

In table 5.1 the mean (\bar{x}) and standard deviation $SD = \sqrt{\frac{(\sum x - \bar{x})^2}{n}}$ of the productivity were taken from the data. Researchers presents the mean and the standard deviation of each group during the intervention. The \bar{x} in the first grade of bachillerato was 22.47 and the SD (9.94) for the experimental and the \bar{x} was 16.98 and the SD (24.84) for the control group. The \bar{x} in the second grade of bachillerato was 40.54 and SD (12.95) for the experimental and 23.71 and the SD (15.80) for the control group regarding the total written words. The \bar{x} in the first grade was 12.19 and the SD (8.43) for the experimental and the \bar{x} was 10.66 and the SD (5.34) for the control group. The \bar{x} in the second grade was 26.30 and the SD (16.16) while the \bar{x} was 10.53 and the SD (10.96) concerning the correct word sequence. The \bar{x} of number of punctuation marks for first and second was 3.01 and 5.25 for the experimental and 3.33 and 2.94 for the control group respectively, and the SD (2.84) (2.82) for 1st grade and (2.84) and (2.14) for 2nd B.

Table 5.2 Mean (Standard Deviation) accuracy scores for narrative probes for 1 and 2 years of bachillerato

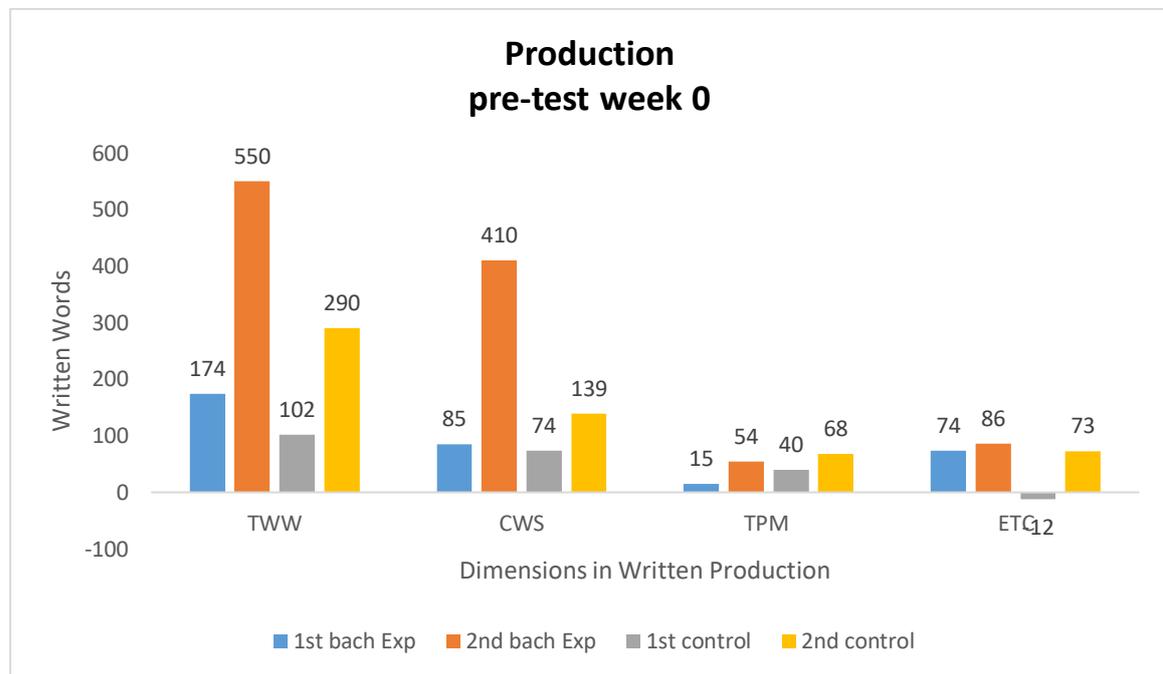
Year Group		1st year of Bachillerato	2nd year of bachillerato
Group Study		Experimental/ Control	Experimental/Control
	Genre Type	Mean / (SD)	Mean / (SD)
Proportion correct words spelled	Narrative	0.41 (0.22) / 0,52 (0,10)	0.40 (0.17) / 0.53 (0.17)
Proportion correct word sequence	Narrative	0.58 (0.11) / 0,63(0,34)	0.66(0.07) / 0,45 (0,23)
Proportion correct punctuation marks	Narrative	0.10 (0.07) / 0,18(0,14)	0.10 (0.06) /0,12 (0,08)

Table 5.2 the proportion of accuracy of each point of the study is presented.

The proportion is equal to 1, therefore, proportion data is represented in decimals. The formula used for this calculation was the same used for the productivity. The \bar{x} in the first grade of bachillerato was 0.41 and the SD (0.22) for the experimental and the \bar{x} was 0.52 and the SD (0.10) for the control group. The \bar{x} in the second grade of bachillerato was 0.40 and SD (0.17) for the experimental and 0.53 and the SD (0.17) for the control group regarding the proportion of correct words spelled. The \bar{x} in the first grade was 0.58 and the SD (0.11) for the experimental and the \bar{x} was 0.63 and the SD (0.34) for the control group. The \bar{x} in the second grade was 0.66 and the SD (0.07) while the \bar{x} was 0.45 and the SD (0.23) in relation to the proportion of correct word sequence. The \bar{x} of the proportion of punctuation marks for first and second was 0.10 and 0.10 for the experimental and 0.18 and 0.12 for the control group respectively, and the SD (0.07) (0.14) for first grade and (0.06) and (0.08) for second grade of bachillerato.

5.2.3 Findings from Pre- and Posttest Experimental and Control Group

Figure 5.3 Pre-test



According to figure 5.3, the productivity is showed in 1st and 2nd grade in high school from the experimental and control group. In the pre-writing test, students from the experimental group could achieve a better performance than 1st B which produced 174 Total Written Words (TWW) with 85 words linked to correctly Correct Word Sequence (CWS), and 15 Total Punctuation Marks (TPM) used in this part. On the other hand, students from 2nd B wrote 550 TWW, a total of 410 in CWS, and 54 TPM. The total errors obtained through WE-CBM Error Tracking Checklist (ETC) was 160 errors in both groups. Learners from 2nd B were more productive in this task and they made more mistakes. In addition, the correlation is presented with the control group who performed less than the experimental group.

Figure 5.4 Accuracy pre-test

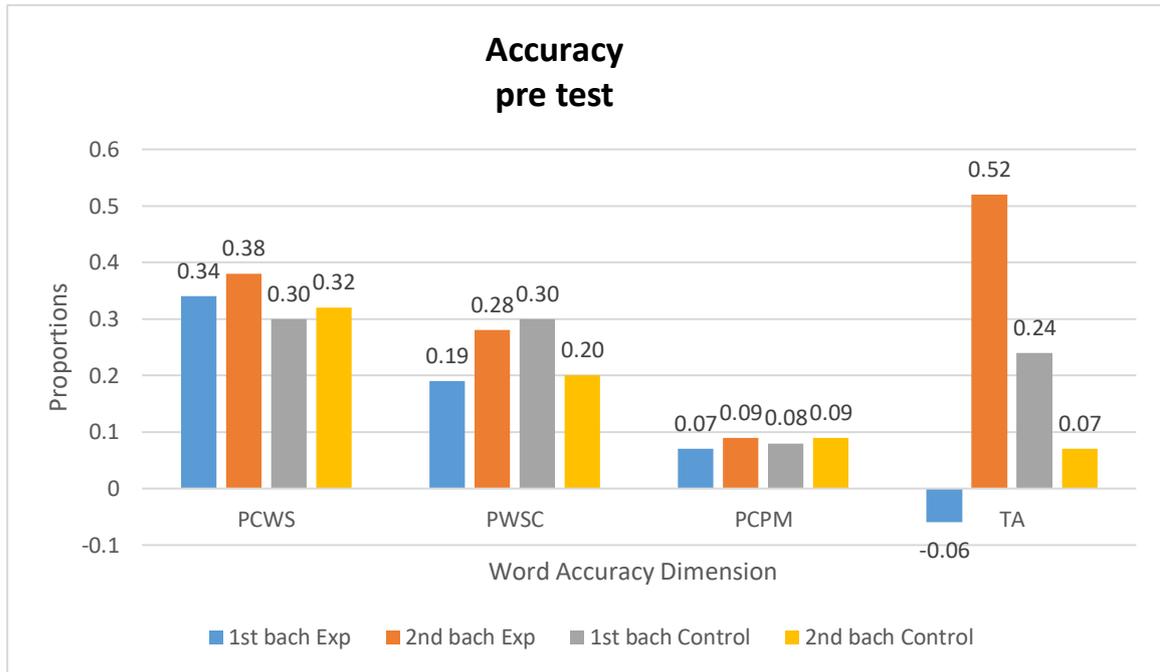


Figure 5.4, the accuracy of the pre-writing test of the experimental and control group is presented. The accuracy was measured by the proportion of a correct word sequence, the proportion of words spelled correctly, and the proportion of correct punctuation marks used. The average of the proportion of accuracy regarding the CWS from 1st B was 0.34, the proportion of words spelled correctly was 0.19, and the proportion of correct punctuation marks was 0.07. In contrast to students of the second grade of B who achieved 0.38 in the proportion of CWS, and 0.28 in the proportion of words spelled correctly, and 0.09 in the proportion of correct punctuation marks. The proportion of Total Accuracy (TA) obtained through WE-CBM Error Tracking Checklist (ETC) was -0.06 in the 1st grades and 0.52 in the 2nd grade B in the experimental group while the TA was of 0.07 and 0.24 in the control group which indicated that learners of both groups had a good participation in the first intervention.

Table 5.3 Contingency Table Summary of the pretest in both experimental and control group in terms of accuracy for narrative probes for 1st and 2nd bachillerato level

Pretest	Experimental Group	Control Group	Total
[0;10)	5	8	13
[10;20)	7	18	25
[20;30)	9	5	14
[30;40)	5	0	5
[40;50)	4	0	4
[50;más)	1	0	1
TOTAL	31	31	62

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^c \left[\frac{(n_{ij} - E_{ij})^2}{E_{ij}} \right]$$

X² (Experimental) 16,67516484

X² (Theoretical) 11,07

Contrast: 16,67516484 > 11,07

In table 5.3 The reading variable and the errors made are not stochastically independent. We conclude that there is enough statistical evidence to say that the reading variable and the number of errors committed in the pretest are not independent. Its p-value is 0,005158894.

Figure 5.5 Production of total written words

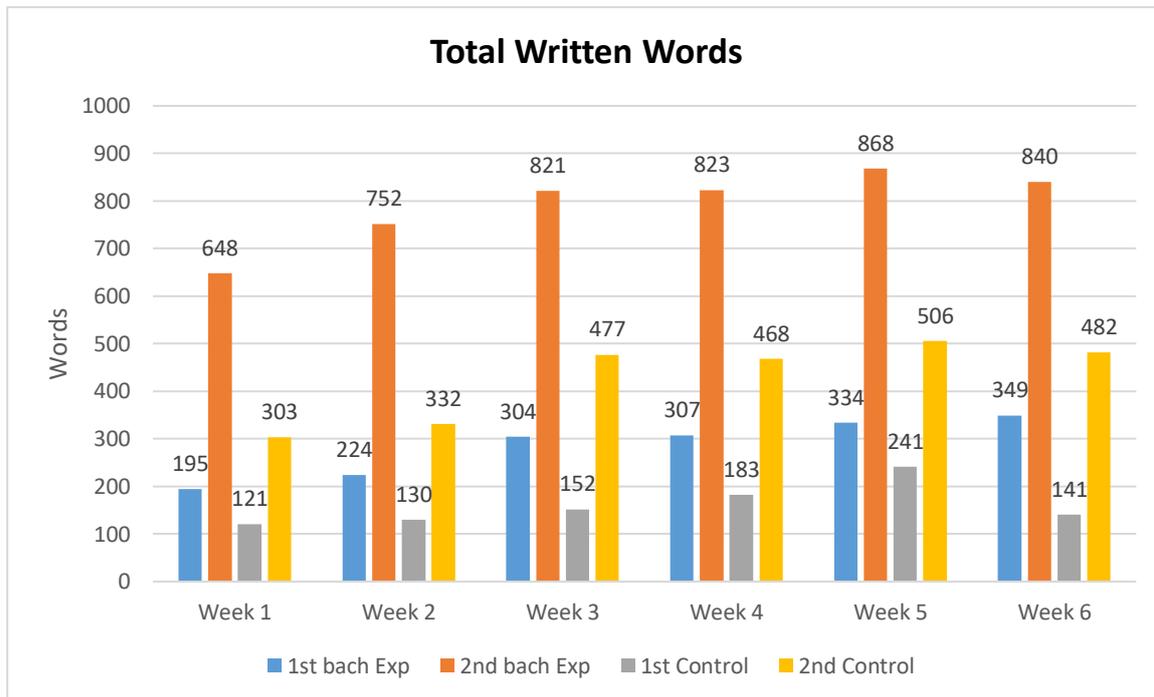
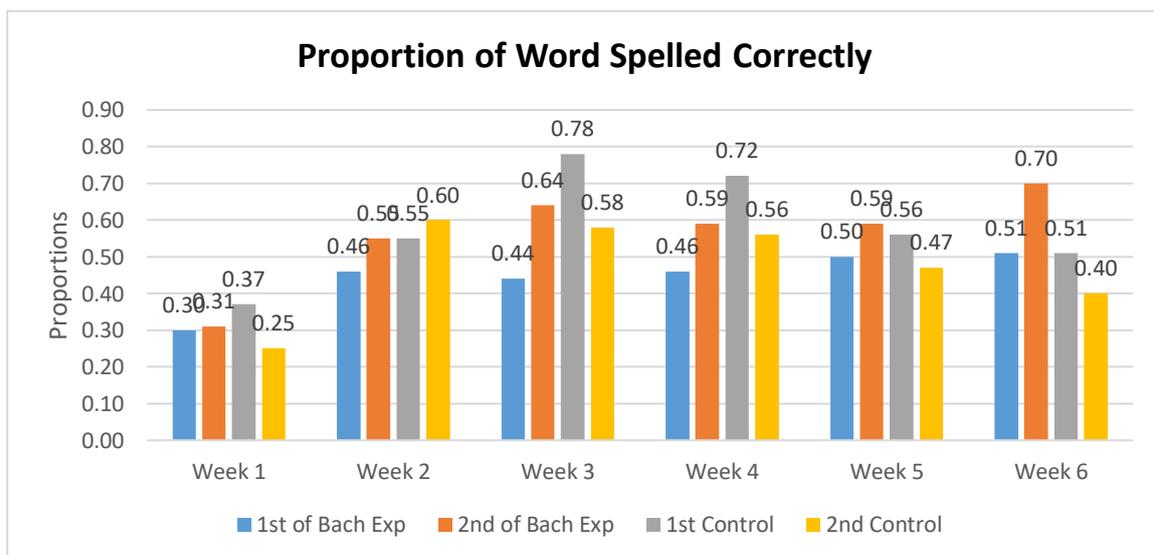


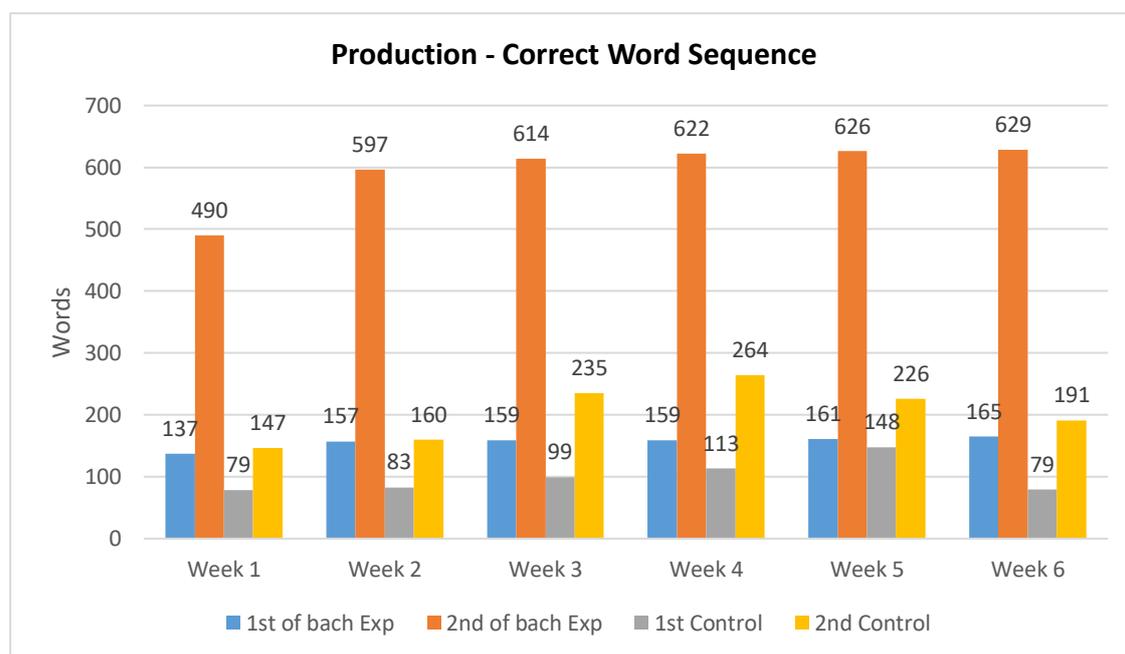
Figure 5.5 shows the total written words during the six weeks of intervention with students of the 1st and 2nd B. Students of 2nd B wrote more words than students of the 1st B during all the process. The control group wrote a few in comparison to the experimental group.

Figure 5.6 Proportion of Words Spelled Correctly



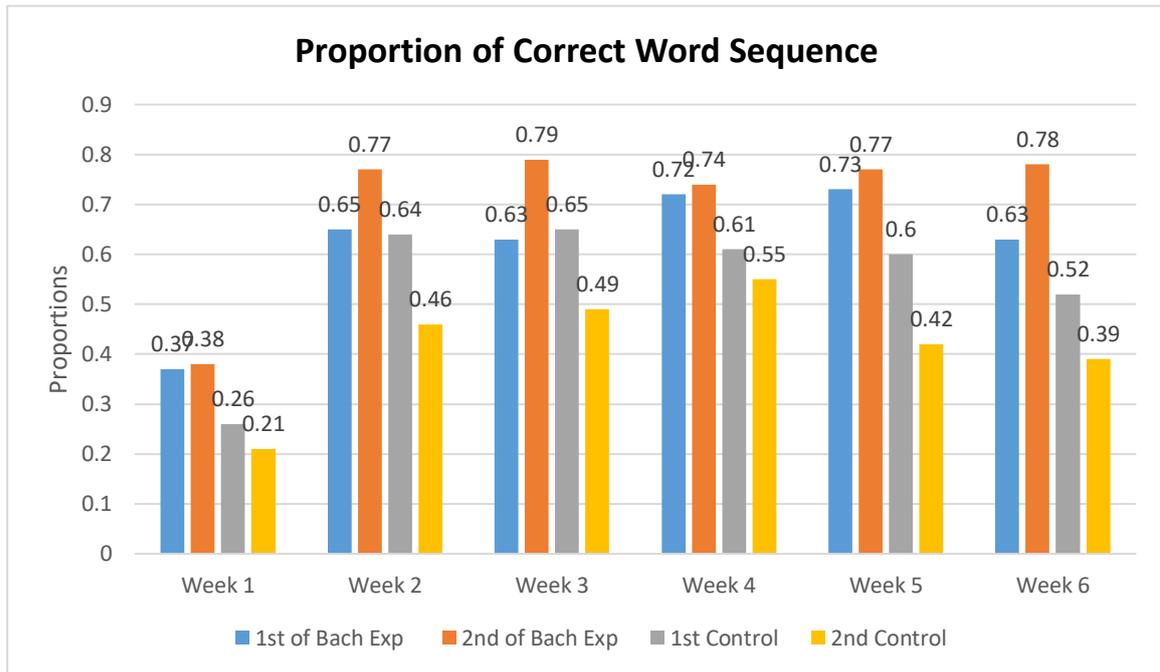
Students from 2nd B in figure 5.6 achieved more accuracy on the narrative writing performance than students from the 1st B in the experimental group. On the other hand, learners from the control group in 1st grade had more accuracy in word spelled correctly than 2nd B because even though they wrote less than the other group; they had fewer mistakes.

Figure 5.7 Production - Correct Word Sequence



We compared the correct word sequence production in both the 1st and 2nd B, and the experimental and the control groups. Figure 5.7 shows the continuous progress in the writing narrative performance.

Figure 5.8 Proportion of Correct Word Sequence



According to figure 5.8, the proportion of the correct word sequence in learners from 2nd B was stable from the second week of intervention. The accuracy in the writing narrative performance was progressive in the participants. Learners from 2nd B obtained a very good performance during the third week.

Figure 5.9 Total Punctuation Marks

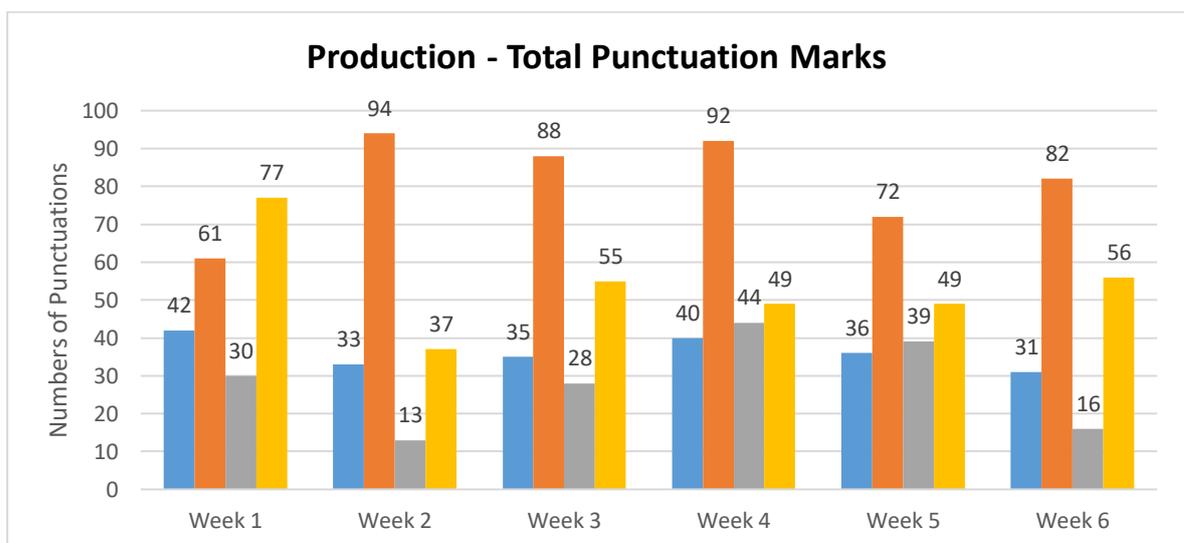
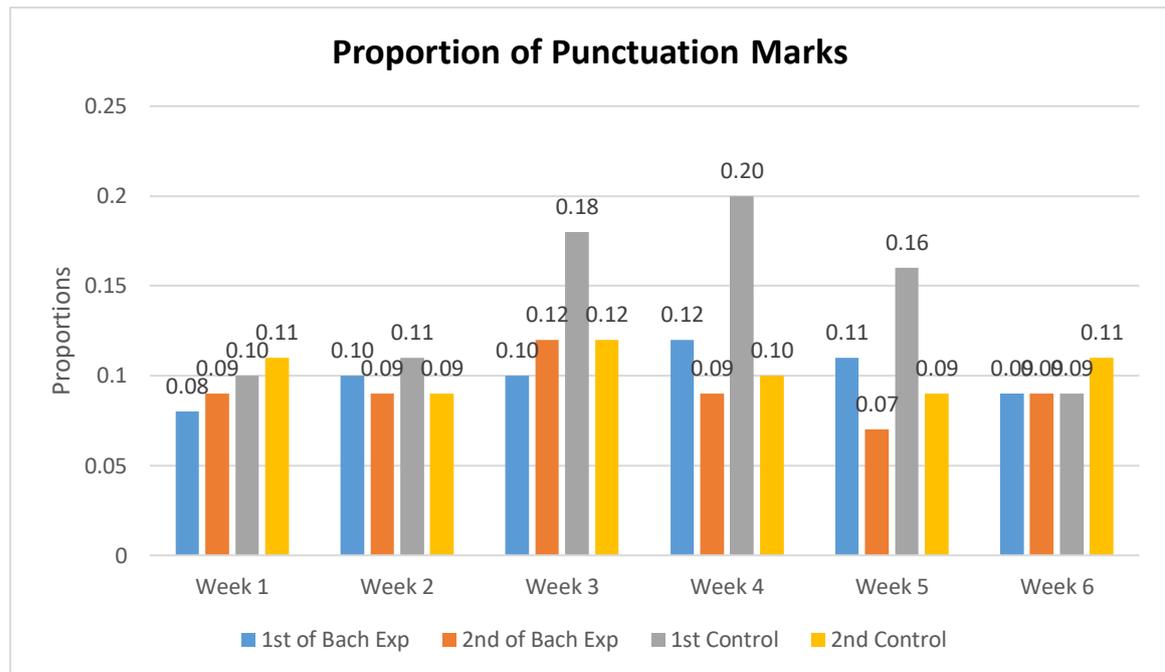


Figure 5.9 shows the total of punctuation marks used by the experimental and control group. During the second and fourth-week intervention, students from 2nd grade in high school had almost the same numbers of used punctuation marks.

Figure. 5.10 Proportion of Punctuation Marks



According to figure 5.10, the proportion of correct punctuation marks was steady during the intervention with both the experimental and control group.

Figure 5.11 Total Weekly Read in Minutes

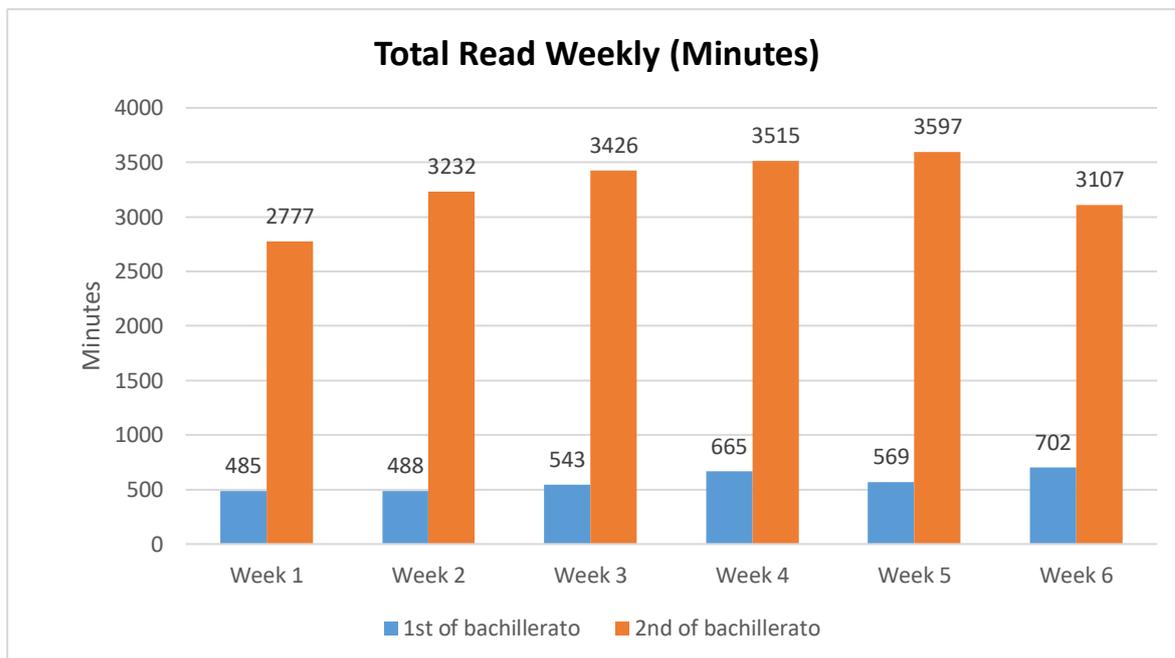


Figure 5.11 showed the total minutes spent in the extensive reading activity.

Students of 2nd B read more minutes than the students from the 1st B.

Figure 5.12 Weekly Read Pages

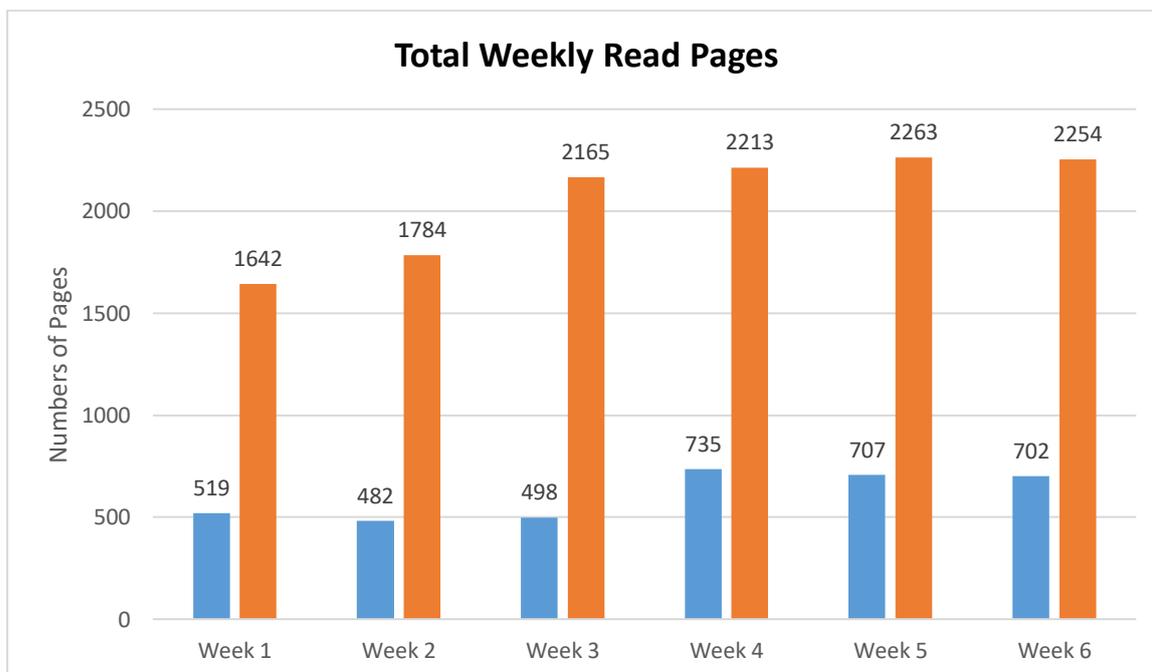
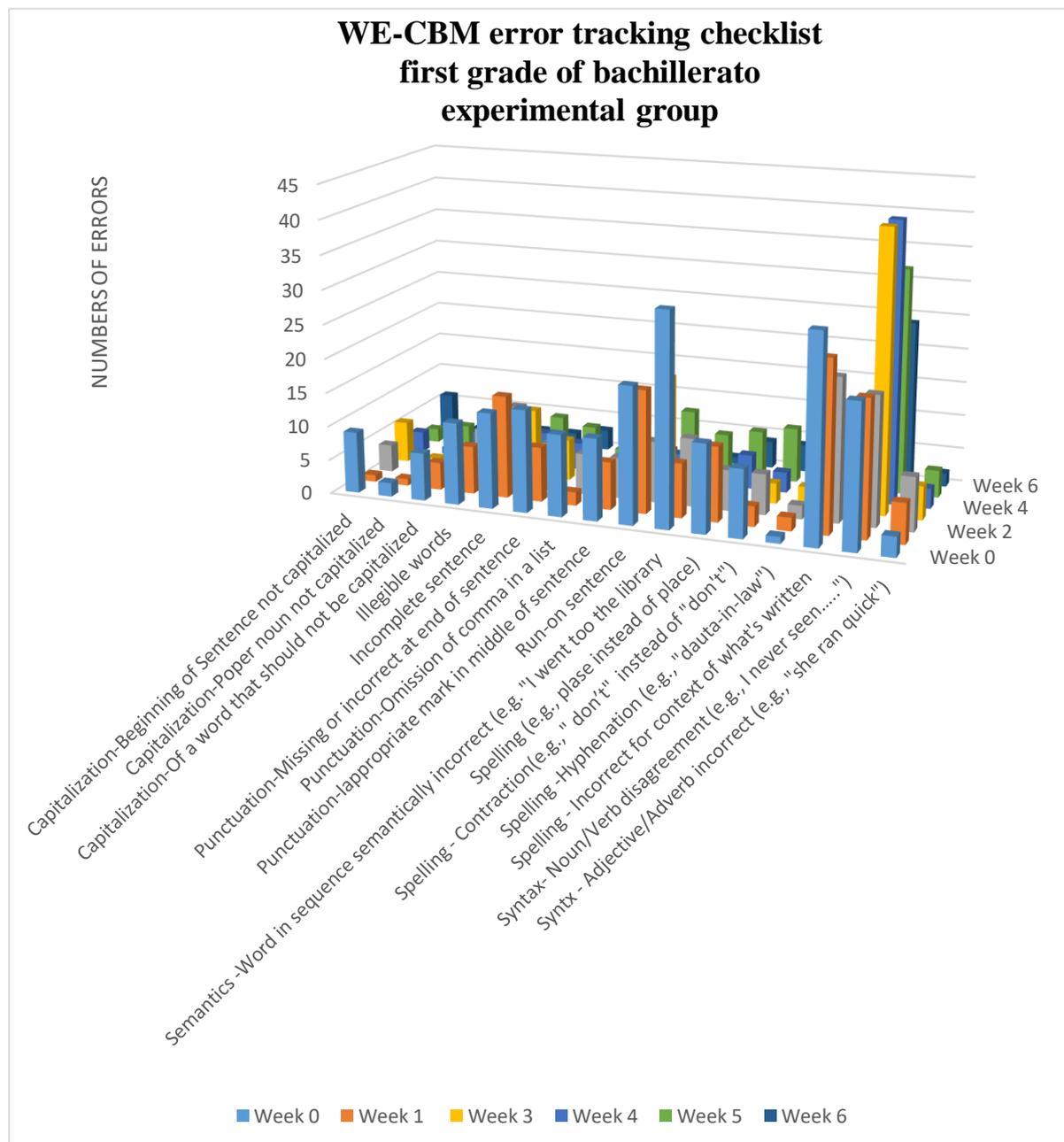


Figure 5.12 shows the numbers of pages read during the intervention. It is noticeable learners in 2nd B read more pages than students from 1st B.

5.2.4 Finding from the WE-CBM Error Tracking Checklist

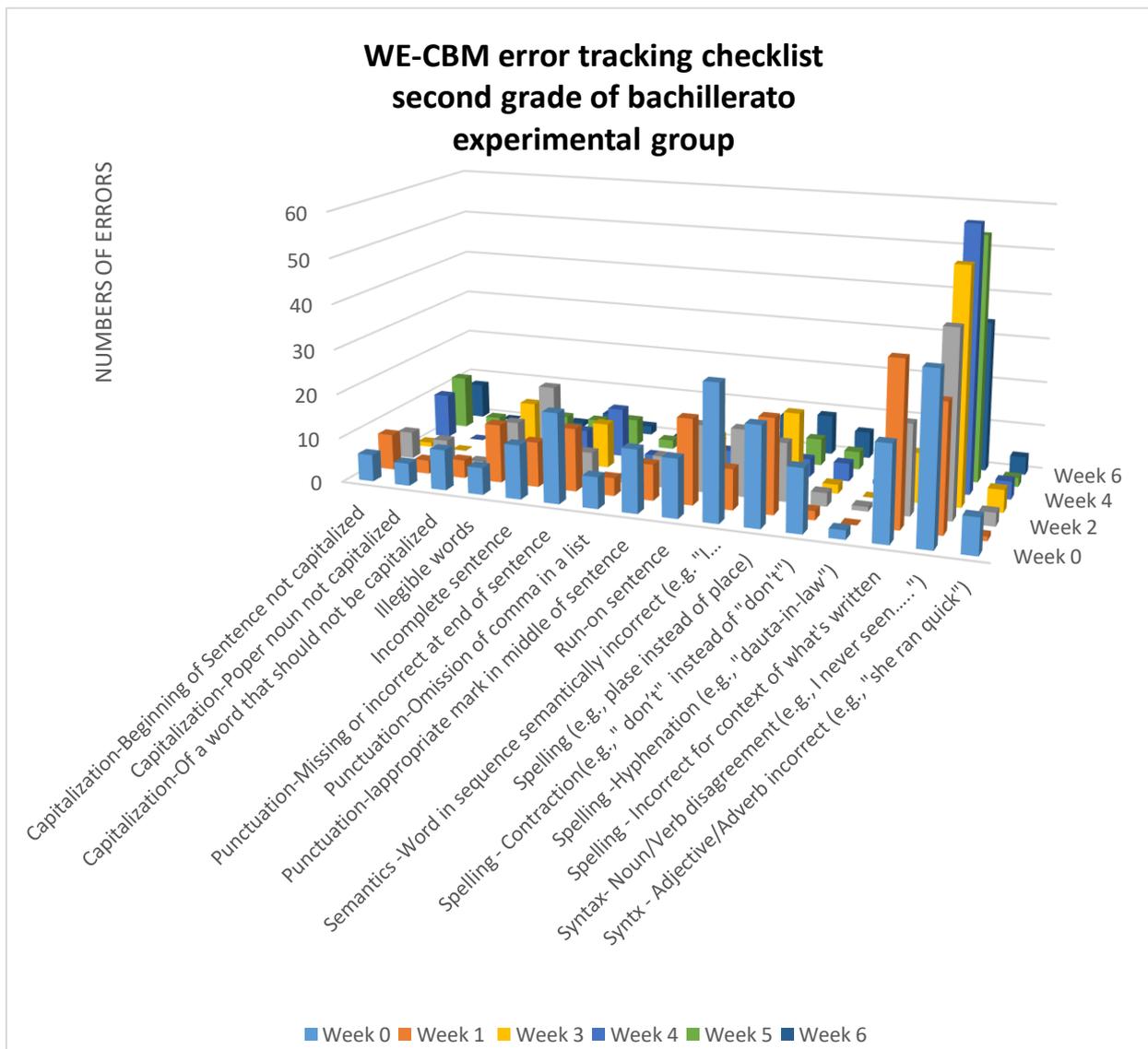
Figure 5.13 WE-CBM Error Tracking Checklist of 1st B – Experimental Group



The accuracy in this study was measured by the WE-CBM Error Tracking Checklist. Figure 5.13 shows the numbers of errors that participants from 1st B had in

the experimental group in the pre-test (no previous reading task) up to the week number 6. In the pretest, most students made mistakes in Semantics -Word in sequence semantically incorrect and semantics and Spelling - Incorrect for the context of what's written, however, in the last week of intervention Syntax- Noun/Verb disagreement (e.g., I never seen...)

Figure 5.14 WE-CBM Error Tracking Checklist of Second Grade of Bachillerato – Experimental Group.



The accuracy in this study was measured through the WE-CBM Error Tracking Checklist. Figure 5.14 presents the numbers of errors that participants in the experimental group made in the pre-test (no previous reading task) up to the last week of intervention (week 6). In week 0, most of the students presented a lot of mistakes regarding syntax and semantic.

Figure 5.15 WE-CBM Error Tracking Checklist – First and Second Grade of Bachillerato – Experimental Group

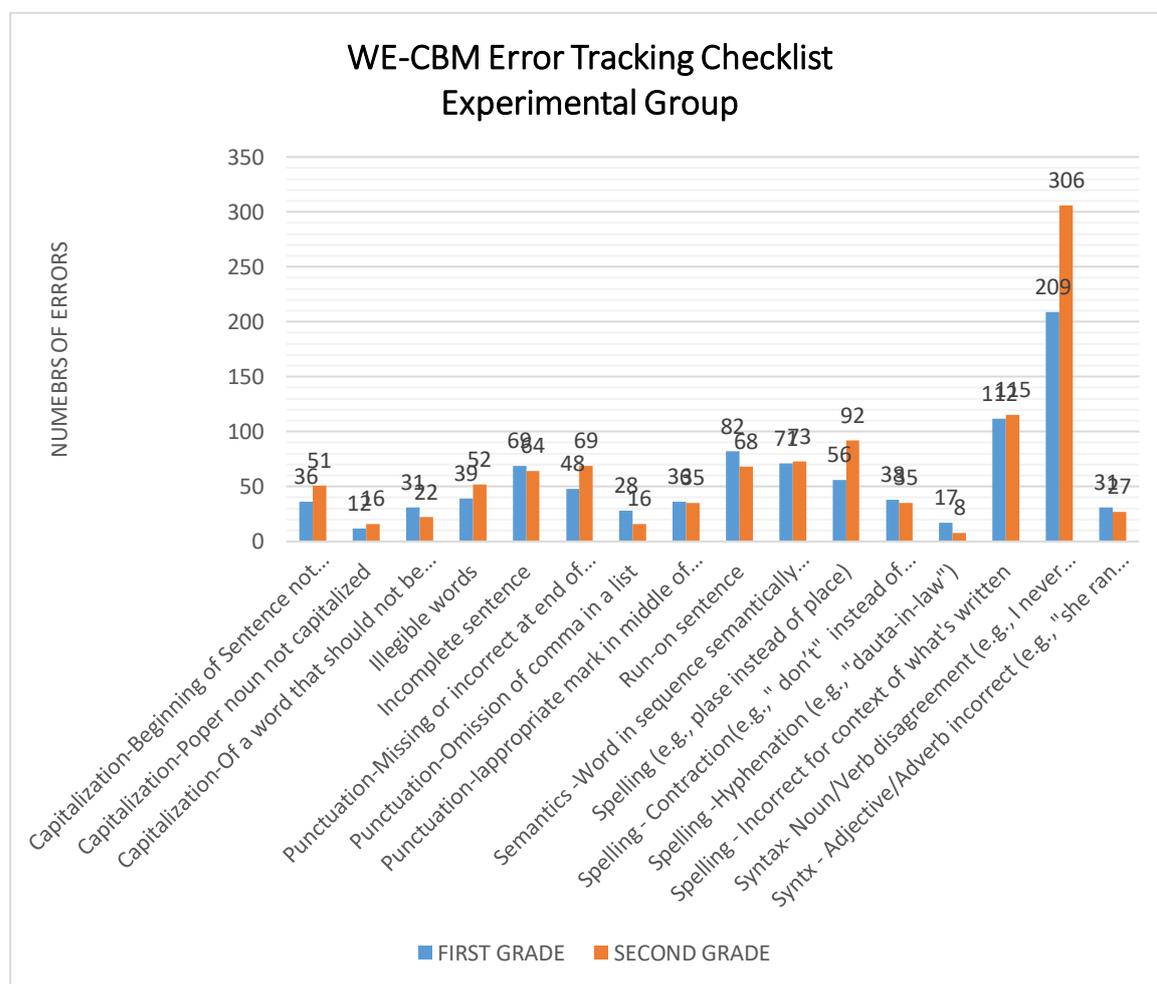
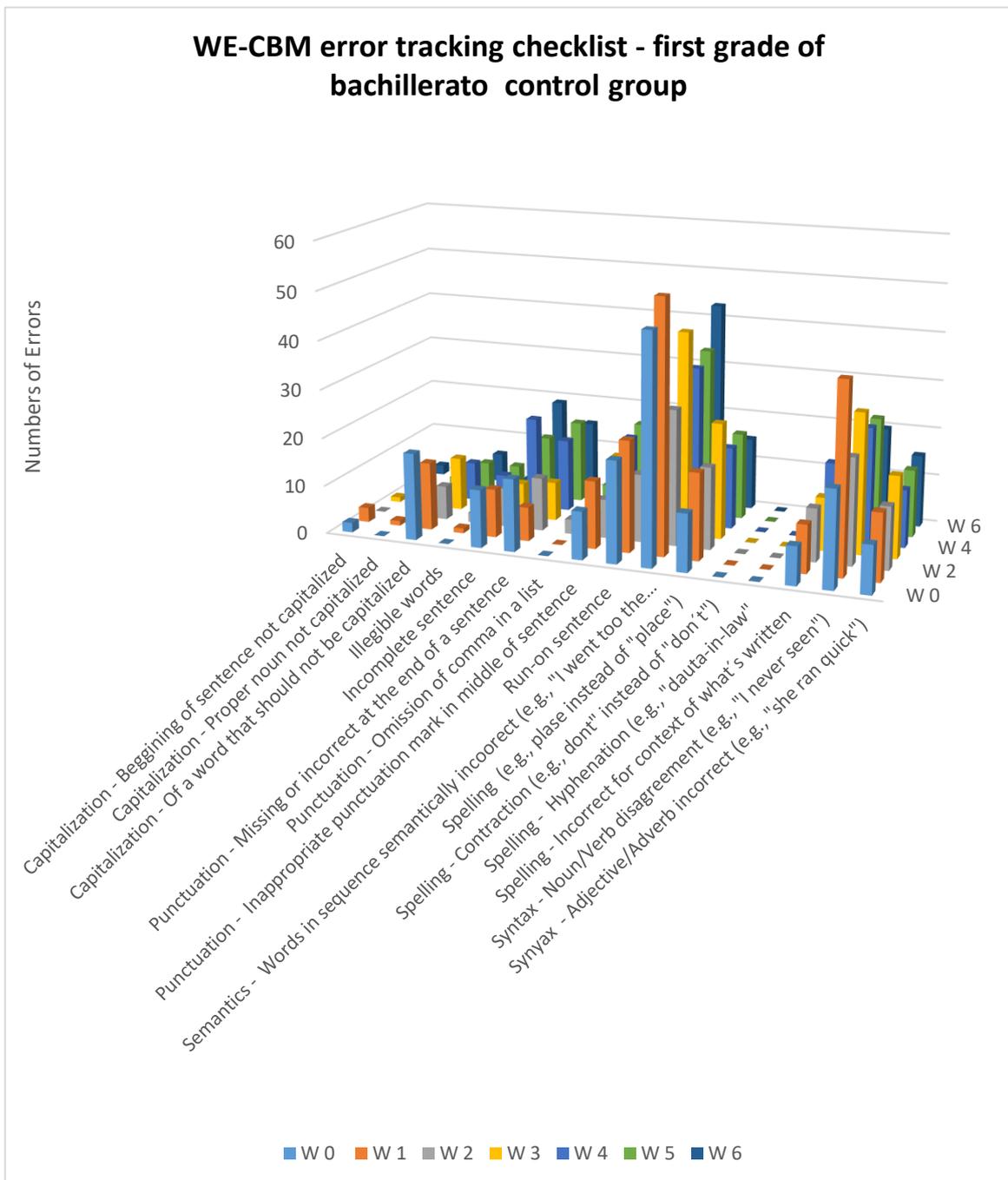


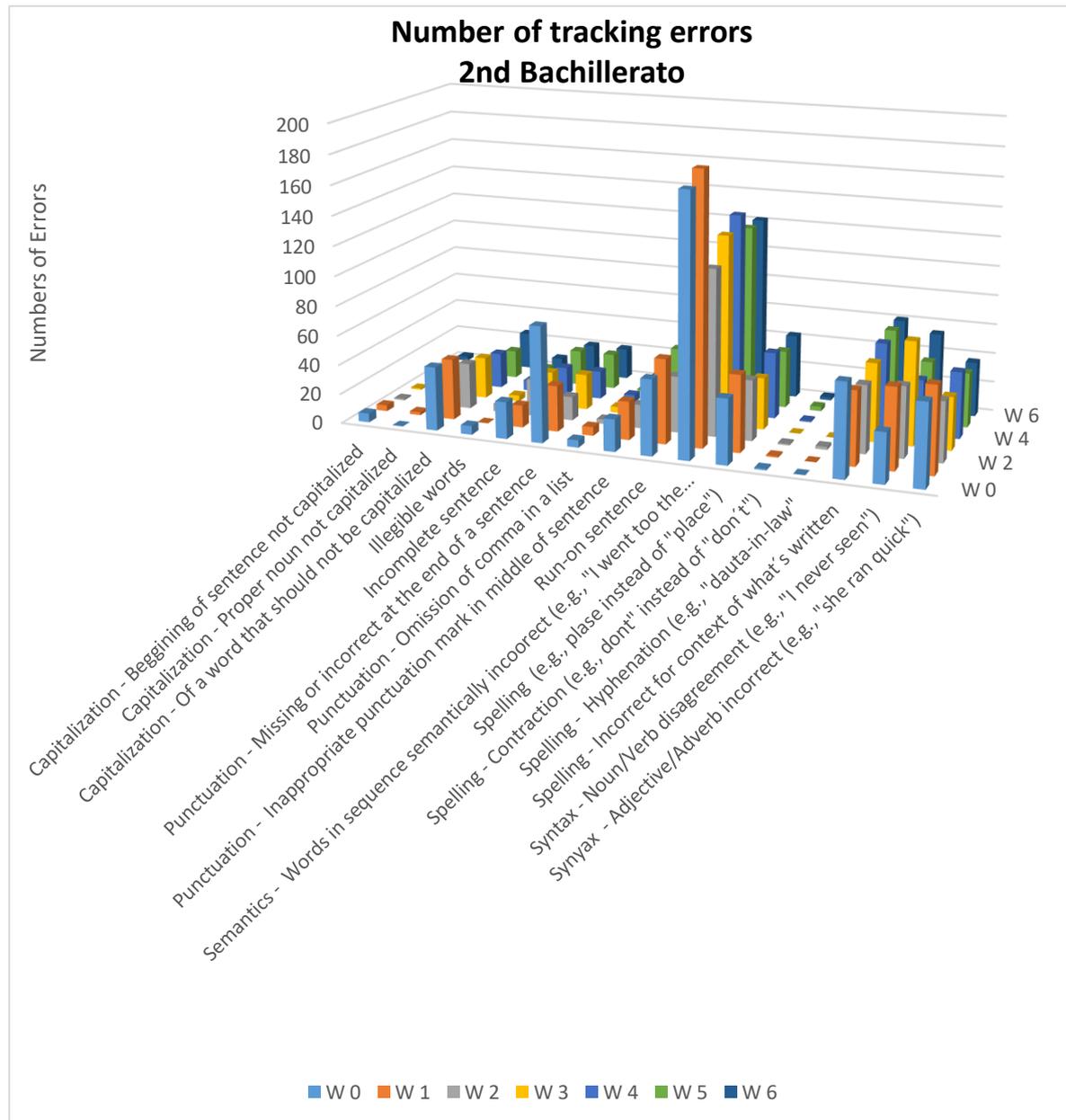
Figure 5.15 the WE-CBM Error Tracking Checklist indicates that learners had more problems in syntax (noun or verb misused) and the spelling of words on the narrative writing performance during the whole intervention.

Figure 5.16 WE-CBM Error Tracking Checklist of First Grade of Bachillerato – Control Group



In the figure 5.16, the chart shows that learners had more mistakes related to semantics (word in sequence semantically incorrect- e.g., “I went too the library”) during the sixth week and mistakes in Syntax (Noun/Verb disagreement – e.g., “I never seen”) during the first week.

Figure 5.17 WE-CBM Error Tracking Checklist of Second Grade of Bachillerato – Control Group



In figure 5.17 the chart shows that learners had more mistakes related to semantics (word in sequence semantically incorrect- e.g., “I went too the library”) during the sixth week and mistakes in Syntax (Noun/Verb disagreement – e.g., “I never seen”) during the first week.

Figure 5.18 WE-CBM Error Tracking Checklist – First and Second Grade of Bachillerato – Control Group

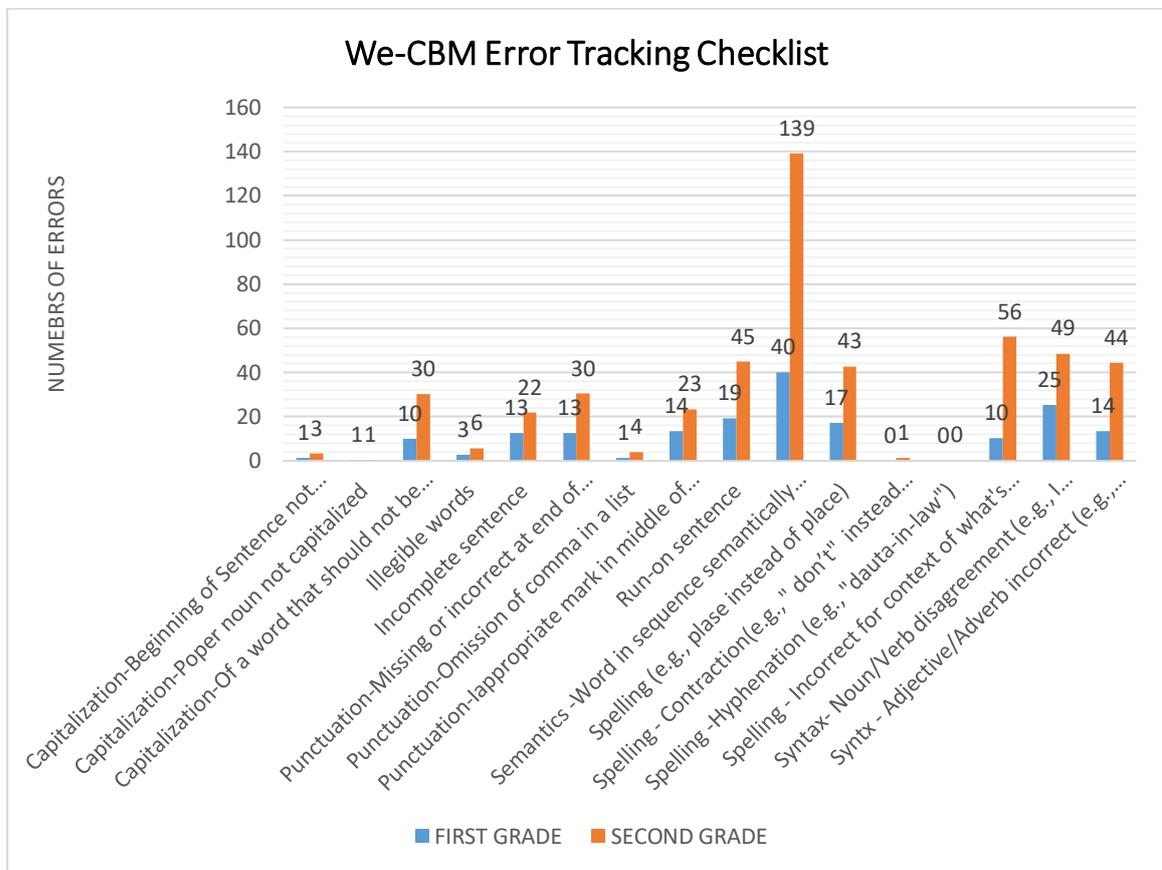
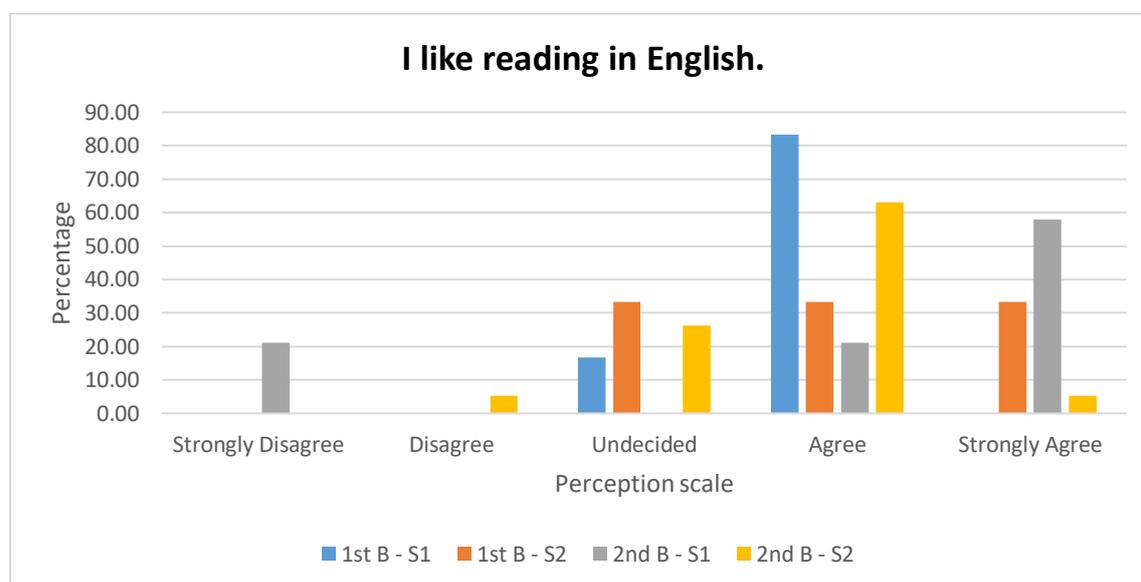


Figure 5.18 the WE-CBM Error Tracking Checklist presents that participants have more errors in Semantics (Word in sequence semantically incorrect (e.g. "I went too the library) and the spelling (Incorrect for context of what's written) during the narrative writing performance.

5.2.5 Findings from the survey of Experimental and Group

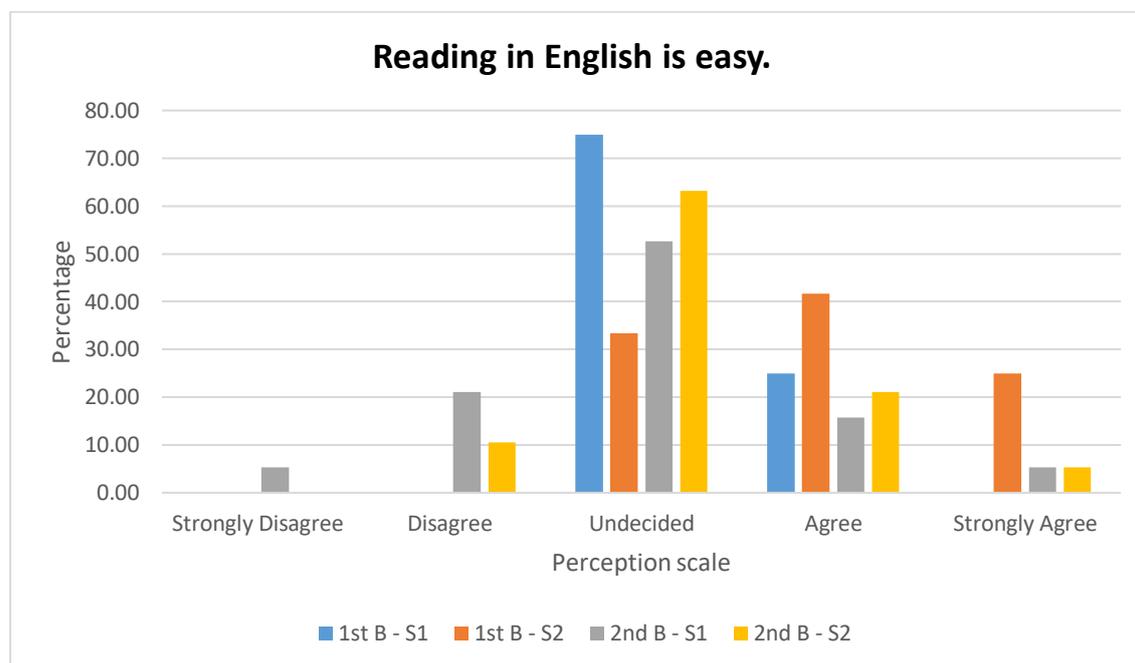
Figure 5.19. N° 1. I like reading in English – Reader Self-perception survey



The figure 5.19 shows that 16,33% of students from 1st B in the survey taken before their participation in the Extensive Reading Program selected undecided regarding If they liked English, 83% selected “Agree.” On the other hand, the same question made at the end of the ERP, data reported that more students selected “Undecided”; 33.33% chose “Agree” and 33.33% selected “Strongly agree.” In the first survey, none of the participants had chosen “Strongly agree.”

The same table shows that 21.05% of students from 2nd B responded, “Strongly disagree,” no one selected “Disagree” or “Undecided” and 21.05% chose “Agree.” However, second time regarding the same question, none of the students selected “Strongly disagree,” 5,26% chose “Disagree,” 26.32% reported “Undecided”; 63.16% responded “Agree, ” and 5,26% chose “Strongly agree.”

Figure 5.20 N° 2. Reading in English is easy – Reader Self-perception survey



The figure 5.20 shows that 75.00% of students from 1st B in the survey taken before their participation in the Extensive Reading Program selected undecided regarding if reading in English was easy, 25% selected “Agree”. At the end of the ERP, data reported that 33.33% students selected “Undecided”; 41.67% chose “Agree” and 25.00% selected “Strongly agree.”

The same table shows that 5.26% of students from 2nd B responded, “Strongly disagree,” 21.05% chose “Disagree,” 52.63% selected “Agree” and 5.26 chose “Strongly agree” regarding the same question. At the end of the ERP, none of the students selected “Strongly disagree,” 10,53% chose “Disagree,” 63.16 responded “Undecided,” 21,05% chose “Agree” and final scale “Strongly agree” stayed the same as in the first time with 5,26% of students.

Figure 5.21 N° 3. When I read, I need help to understand– Reader Self-perception survey

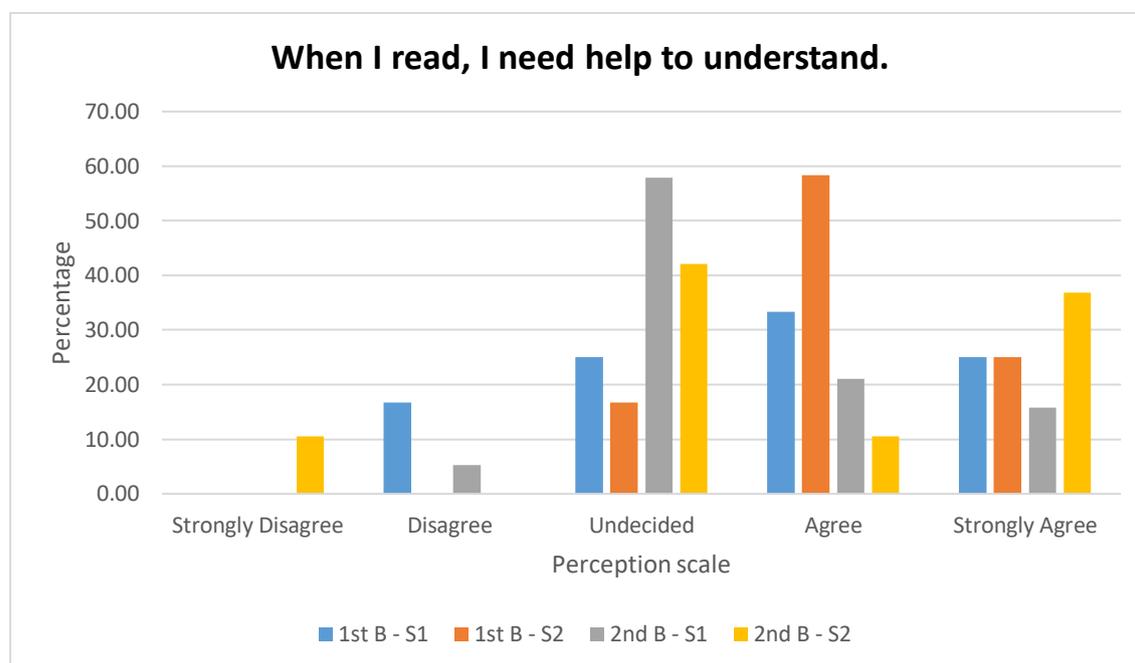
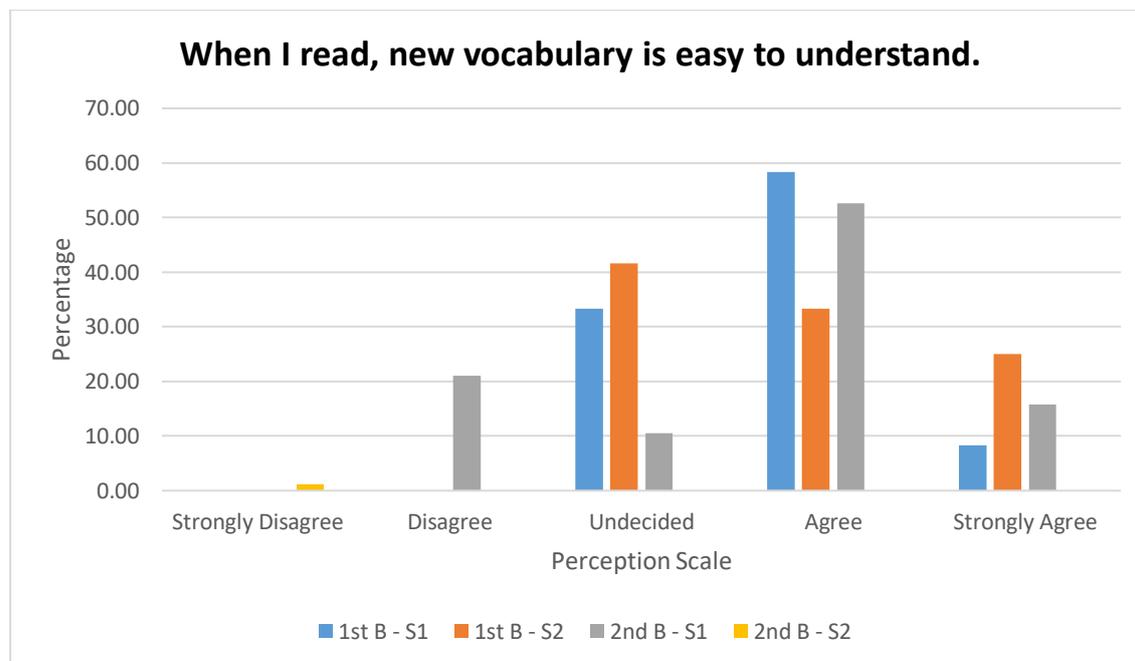


Figure 5.21 shows that none of the participants from 1st B in the survey taken before their participation in the Extensive Reading Program selected “Strongly disagree” regarding the statement “I need help when I read”, 16,67% selected “Disagree”; 25,00% chose “Undecided”; 33,33% responded “Agree, ” and 25,00% selected “Strongly agree”. On the other hand, the same question made at the end of the ERP, data reported that 0,00% of students selected “Strongly disagree” nor “Disagree”; 16,67% chose “Undecided”; 58,33% selected “Agree” and 25,00% chose “Strongly agree.”

The Same table shows that 0,00% of students from 2nd B responded, “Strongly disagree,” 5,26% chose “Disagree,” 57,89% selected “Undecided”; 21,05% chose “Agree, ” and 15,79% selected “Strongly disagree.” However, at the end of the ERP, 10,53% of the students selected “Strongly disagree,” 0,00% chose “Disagree,”

42.11% responded “Undecided,” 10.53% chose “Agree” and final scale “Strongly agree” was selected by the 36.84% of the participants.

Figure 5.22 1. N° 4. When I read, new vocabulary is easy to understand– Reader Self-perception survey

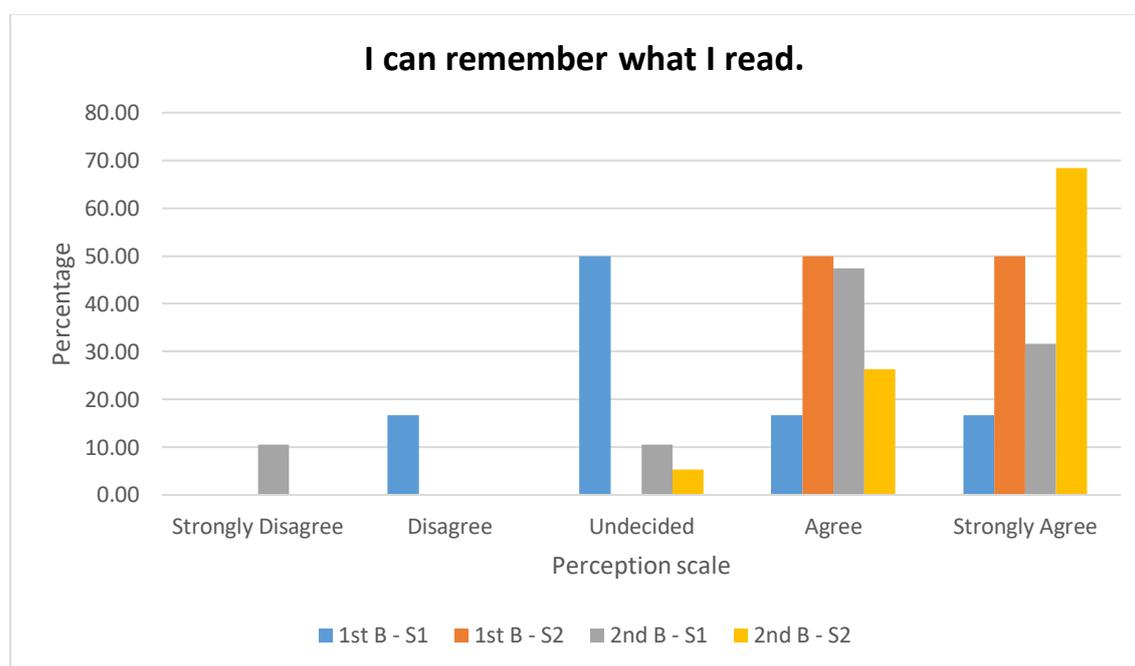


The figure 5.22 shows that none of the participants from 1st B selected “Strongly disagree” nor “Disagree” regarding the statement “When I read, new vocabulary is easy to understand,” 33.33% chose “Undecided”; 58.33% responded “Agree,” and 8.33% selected “Strongly agree.” At the end of the ERP, data reported that 0.00% of students selected “Strongly disagree” nor “Disagree”; 41.67% chose “Undecided”; 33.33% selected “Agree” and 25.00% chose “Strongly agree.” It shows an increment in the “Undecided” option scale, decrease in the “Agree” option and an increment in the “Strongly agree” option in the second survey.

The same table shows that 0.00% of students from 2nd B responded, “Strongly disagree,” 21.05% chose “Disagree,” 10.53% selected “Undecided”; 52.63% chose “Agree,” and 15.79% selected “Strongly agree.” However, at the end of the ERP,

0.00% of the students selected “Strongly disagree” nor “Disagree,” 15.79% responded “Undecided,” 73.68% chose “Agree” and final scale “Strongly agree” was selected by the 10.53% of the participants. ”. It shows an increment in the “Undecided” and “Agree” option scale and a decrease in the “Strongly agree” option in the second survey.

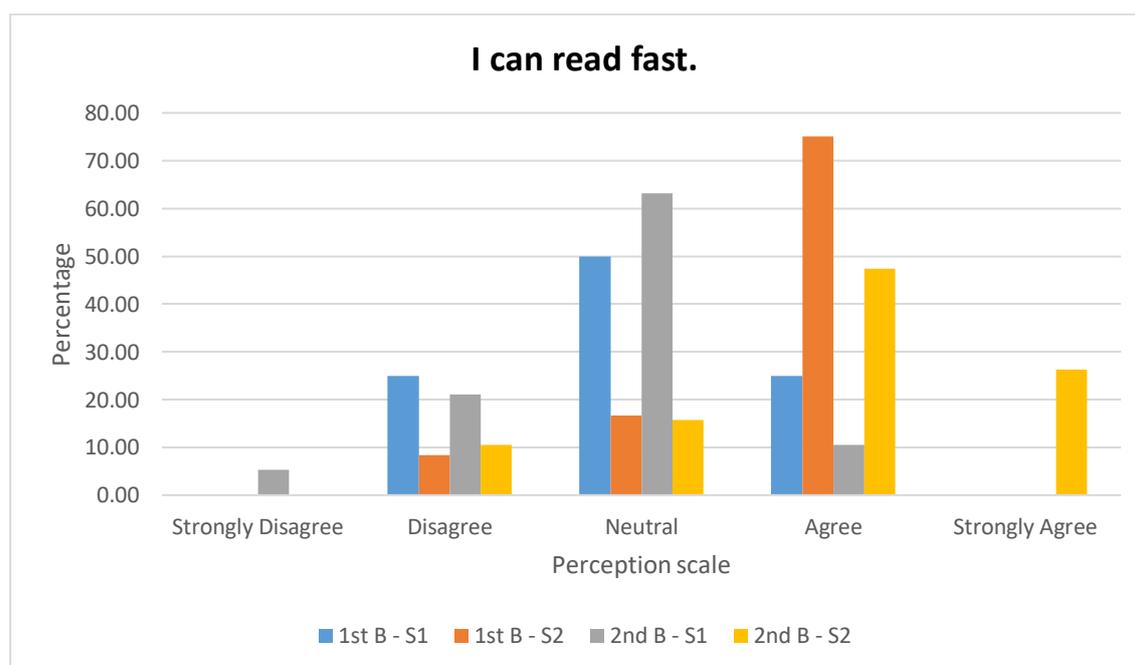
Figure 5.23 1. N° 5. I can remember what I read– Reader Self-perception survey



The figure 5.23 shows that none of the participants from 1st B selected “Strongly disagree” regarding the statement “I can remember what I read” made to the students before their participation in the ERP, 16.67% chose “Disagree”; 50.00% responded “Undecided”, 16.67% selected “Agree” and 16.67% chose “Strongly agree”. At the end of the ERP, data reported that 0.00% of students selected “Strongly disagree” nor “Disagree” or “Undecided; 50.00% chose “Agree” “Strongly agree” respectively. It shows an increment in the “Agree” and “Strongly agree” option scale and a decrease in the “Disagree” and “Undecided” scale option in the second survey.

The same table shows that 10,53% of students from 2nd B responded, “Strongly disagree,” none of them marked “Disagree,” 10.53% selected “Undecided”; 47,37% decided on “Agree”, and 31.58% went for “Strongly agree.” However, second time regarding the same question, 0.00% of the students selected “Strongly disagree” nor “Disagree,” 5.26% responded “Undecided,” 26.32% chose “Agree” and final scale “Strongly agree” was selected by the 68.42% of the participants.”. It shows a decrease in the “Undecided” and “Agree” option scale and an increment in the “Strongly agree” option in the second survey.

Figure 5.24 N° 6. I can read fast– Reader Self-perception survey

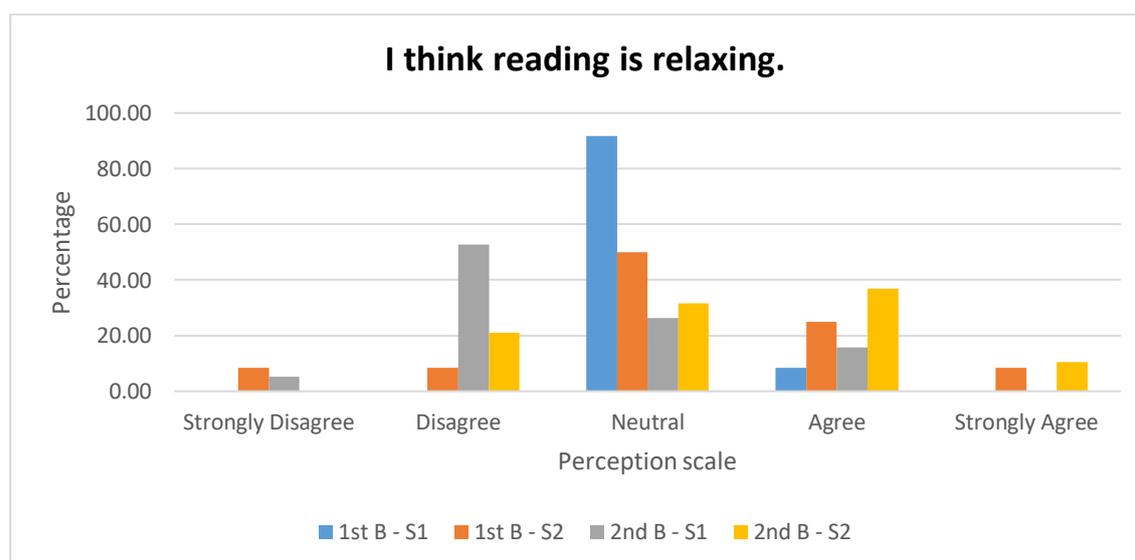


The figure 5.24 shows that none of the participants from 1st B selected “Strongly disagree” regarding the statement “I can read fast” made before their participation in the ERP, 25.00% chose “Disagree”; 50.00% responded “Undecided”, 25.00% selected “Agree” and 0.00 chose “Strongly agree”. On the other hand, the same question made at the end of the ERP, data reported that 0.00% of students

selected “Strongly disagree” 8.33% marked “Disagree”; 16.67% selected “Undecided; 75.00% chose “Agree, ” and 0.00% of participants decided on “Strongly agree.” It shows an increment in the “Agree” option scale and decreases in the “Disagree” and “Undecided” scale option in the second-time survey.

The Same table shows that 5.26% of students from 2nd B responded, “Strongly disagree,” 21.05 marked “Disagree,” 63.16% selected “Undecided”; 10.53% decided on “Agree”, and 0.00% went for “Strongly agree.” However, second time regarding the same question, 0.00% of the students selected “Strongly disagree”; 10.53% decided on “Disagree” option; 15.79% responded “Undecided,” 47.37% chose “Agree” and final scale “Strongly agree” was selected by the 26.32% of the participants”. It shows a decrease in the “Strongly disagree,” “Disagree” and “Undecided” option scale and an increment in the “Agree” and “Strongly agree” option in the second-time survey.

Figure 5.25 N° 7. I think reading is relaxing– Reader Self-perception survey

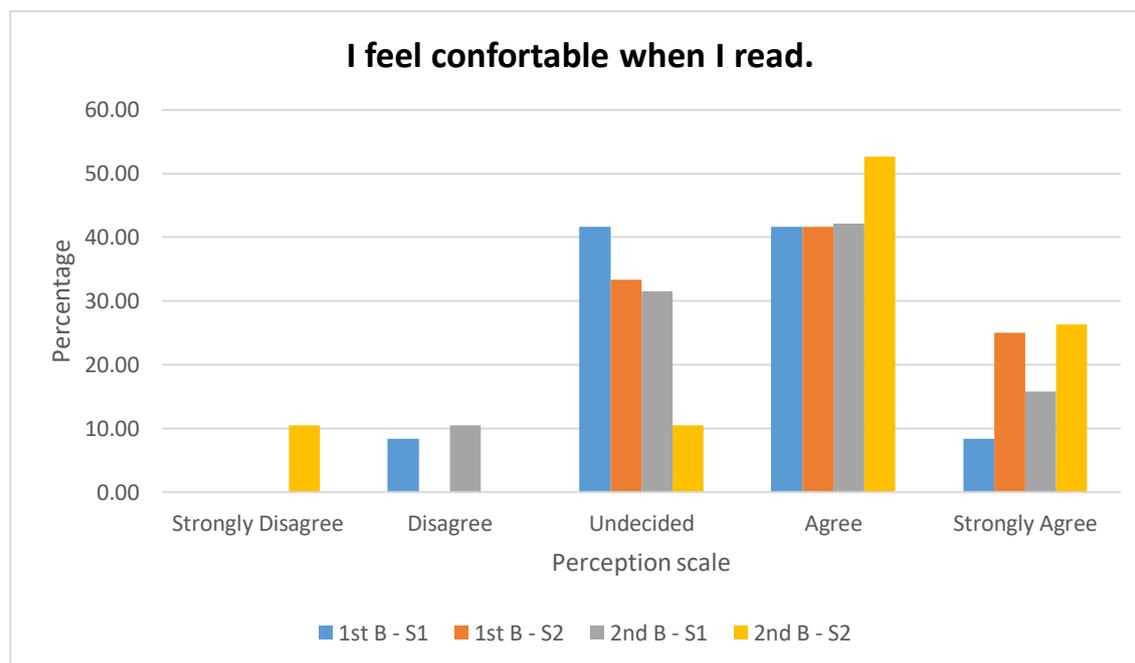


The figure 5.25 shows that none of the participants from 1st B selected “Strongly disagree” nor “Disagree” option regarding the statement “I think reading is

relaxing” made before their participation in the ERP, 91.67% marked “Undecided”; 8.33% responded “Agree”, and 0.00% selected “Strongly agree”. On the other hand, the same question made at the end of the ERP, data reported that 8.33% of students selected “Strongly disagree” and “Disagree”; 50.00% chose “Undecided; 25.00% decided on “Agree”, and 8.33% of participants decided on “Strongly agree.” It shows an increment in the “Strongly disagree” and “Disagree” option scale; a decrease in the “Undecided” option and an increment in the “Agree” and “Strongly agree” scale option in the second-time survey.

The Same table shows that 5.26% of students from 2nd B responded, “Strongly disagree,” 52.63 marked “Disagree,” 26.32% selected “Undecided”; 15.79% decided on “Agree”, and 0.00% went for “Strongly agree.” However, second time regarding the same question, 0.00% of the students selected “Strongly disagree”; 21.05% decided on “Disagree” option; 31.58% responded “Undecided,” 36.84% chose “Agree” and final scale “Strongly agree” was selected by the 10.53% of the participants.”. It shows a decrease in the “Strongly disagree,” “Disagree” option compared to the first-time survey and increment in the “Undecided” option scale. Finally, there is an increment in the “Agree” and “Strongly agree” option in the second-time survey.

Figure 5.26 N° 8. I feel comfortable when I read – Reader Self-perception survey

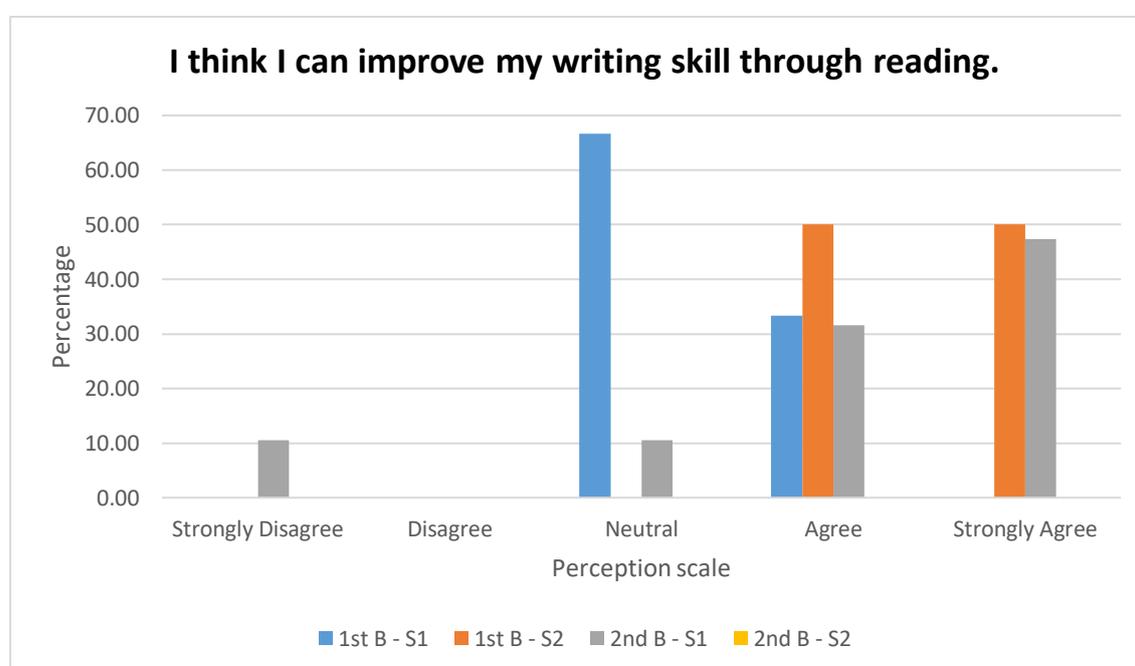


The figure 5.26 shows that none of the participants from 1st B selected “Strongly disagree” regarding the statement “I feel comfortable when I read” made before their participation in the ERP, 8.33% chose “Disagree”; 41.67% responded “Undecided”, 41.67% selected “Agree” and 8.33% went for “Strongly agree”. On the other hand, the same question made at the end of the ERP, data reported that 0.00% of students marked “Strongly disagree” nor “Disagree; 8.33.33% selected “Undecided; 41.67% decided on “Agree”, and 25.00% of participants chose “Strongly agree.” It shows a decrease in the “Disagree” and “Undecided” option; the “Agree” option scale remains the same that in the first-time survey and there is an increment on the “Strongly agree” option in the second-time survey.

The Same table shows that 0.00% of students from 2nd B responded, “Strongly disagree,” 10.53 marked “Disagree,” 31.58% selected “Undecided”; 42.11% decided on “Agree”, and 15.79% went for “Strongly agree.” However, second time regarding

the same question, 10.53% of the students selected “Strongly disagree”; 0.00% decided on “Disagree” option; 10.53% responded “Undecided,” 52.63% chose “Agree” and final scale “Strongly agree” was selected by the 26.32% of the participants.”. It shows a light increment in the “Strongly disagree” option; a decrease in the “,” “Disagree” and “Undecided” option scale. Finally, there is an increment in the “Agree” and “Strongly agree” option in the second-time survey.

Figure 5.27 N° 9. I think I can improve my writing skill through reading– Reader Self-perception survey

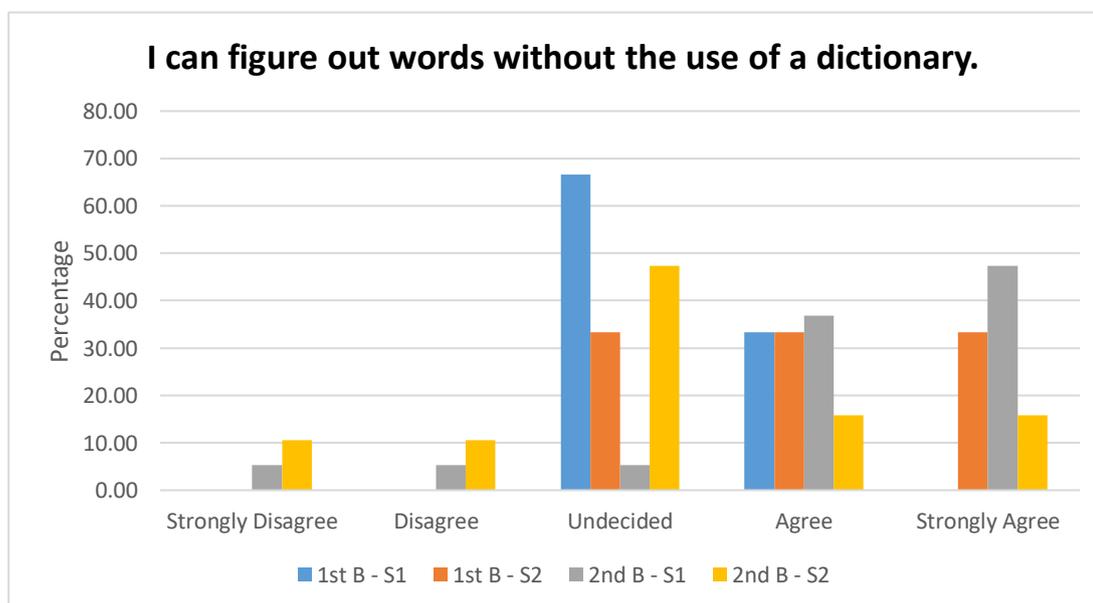


The figure 5.27 shows that none of the participants from 1st B selected “Strongly disagree” nor “Disagree” regarding the statement “I think I can improve my writing skill through reading” made before their participation in the ERP, 66.67% responded “Undecided”, 33.33% selected “Agree” and 0.00% chose “Strongly agree”. On the other hand, the same question made at the end of the ERP, data reported that 0.00% of students marked “Strongly disagree” nor “Disagree” or “Undecided; 50.00% marked “Agree” and “Strongly agree” respectively. It shows a total decrease in the

“Undecided” option, and a substantial increment in the “Agree” and the “Strongly agree” option in the second-time survey.

The Same table shows that 10.53% of students from 2nd B responded, “Strongly disagree,” 0.00 marked “Disagree,” 10.53% selected “Undecided”; 31.58% decided on “Agree,” and 47.37% went for “Strongly agree.” However, second time regarding the same question, 0.00% of the students selected “Strongly disagree” neither “Disagree”; 15.79% chose “Undecided” option; 31.58% responded “Agree” and final scale “Strongly agree” was selected by the 52.63% of the participants. It shows a total decrease in the “Strongly disagree” and “Disagree” option and a light increment in the “Undecided” option scale. Finally, “Agree” option remains the same but “Strongly agree” option scale has increased in the second-time survey.

Figure 5.28 N° 10. I can figure out words without the use of a dictionary– Reader Self-perception survey

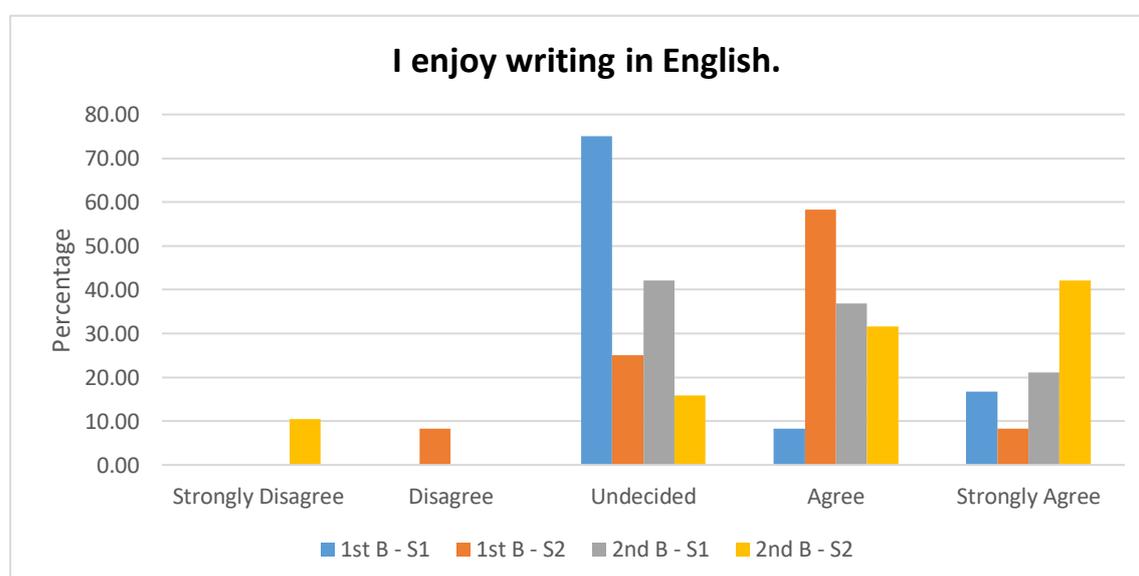


The figure 5.28 shows that none of the participants from 1st B selected “Strongly disagree” nor “Disagree” regarding the statement “I can figure out words

without the use of a dictionary” made before their participation in the ERP, 33.33% responded “Undecided”, 33.33% selected “Agree” and 33.33% chose “Strongly agree”. On the other hand, same question made at the end of the ERP, data reported that 0.00% of students marked “Strongly disagree” nor “Disagree”; 33.33% marked “Undecided”, “Agree” and “Strongly agree” respectively. It shows a partial decrease in the “Undecided” option and a substantial increment in the “Strongly agree” but “Agree” option remains the same in the second-time survey.

Same table shows that 10.53% of students from 2nd B responded, “Strongly disagree,” 10.53% marked “Disagree,” 47.37% selected “Undecided”; 15.79% decided on “Agree,” and 15.79% went for “Strongly agree.” However, second time survey regarding the same question, 5.26% of the students selected “Strongly disagree,” “Disagree” and Undecided” respectively; 36.84% responded “Agree” and final scale “Strongly agree” was selected by the 47.37% of the participants. It shows a half decrease in the “Strongly disagree” and “Disagree” option and an important decrease in the “Undecided” option scale. Finally, “Agree” option rose as well as “Strongly agree” option in the second-time survey.

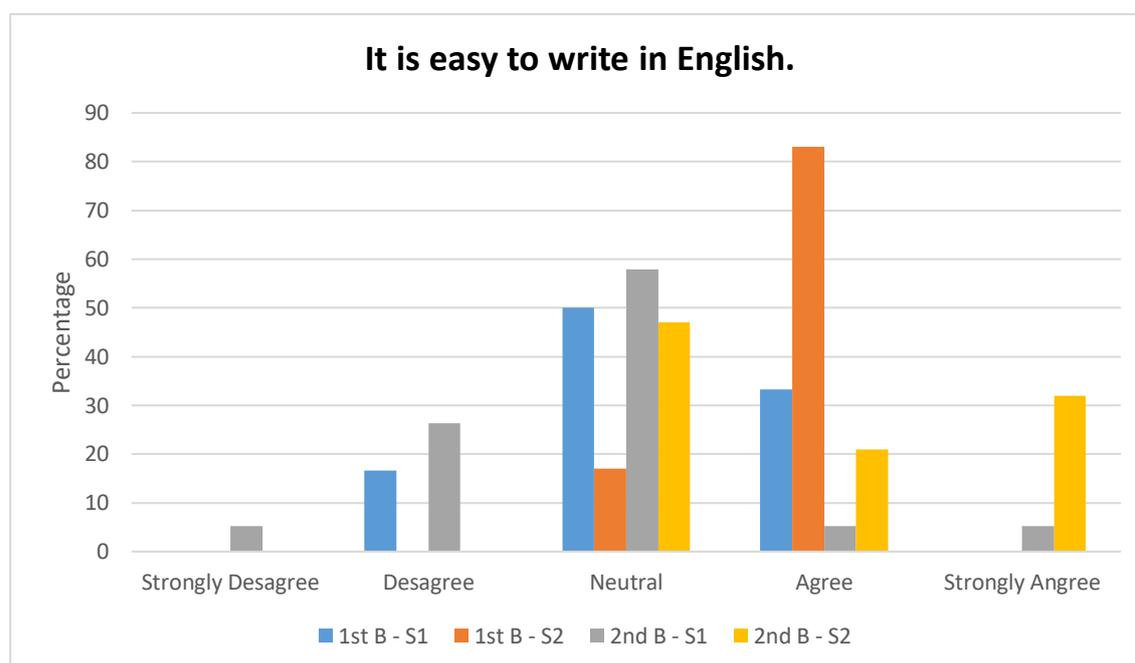
Figure 5.29 N° 1. I enjoy writing in English– Writing self-perception survey



The figure 5.29 shows that none of the participants from 1st B marked “Strongly disagree” nor “Disagree” regarding the statement “I enjoy writing in English” made before their participation in the ERP, 75.00% responded “Undecided”, 8.33% selected “Agree”; 16,67% decided on “Strongly agree”. On the other hand, the same question made at the end of the ERP, data reported that 0.00% of students marked “Strongly disagree”; 8.33 selected “Disagree”; 25.00% marked “Undecided,” 58.33% responded “Agree”, and 8.33% chose “Strongly agree.” It shows an important decrease in the “Undecided” option, a slight increment in the “Disagree” option; a substantial increment in the “Agree” but a slight decrease in the “Strongly agree” option compared to the first-time survey.

The Same table shows that none of the students from 2nd B responded, “Strongly disagree” nor “Disagree”; 42.11% marked “Undecided,” 36.84% selected “Agree”; and 21.05% went for “Strongly agree.” However, second time survey regarding the same question, 10.53% of the students selected “Strongly disagree,” none of them marked “Disagree”; 15.79 responded Undecided”; 31.58 chose “Agree” and final scale “Strongly agree” was selected by the 42.11% of the participants. It shows half increment in the “Strongly agree” option, an important decrease in the “Undecided” option; a light decrease in the “Agree” option. Finally, there is a light increment in the “Strongly disagree” option scale in the second-time survey.

Figure 5.30 N° 2. It is easy to write in English– Writing self-perception survey

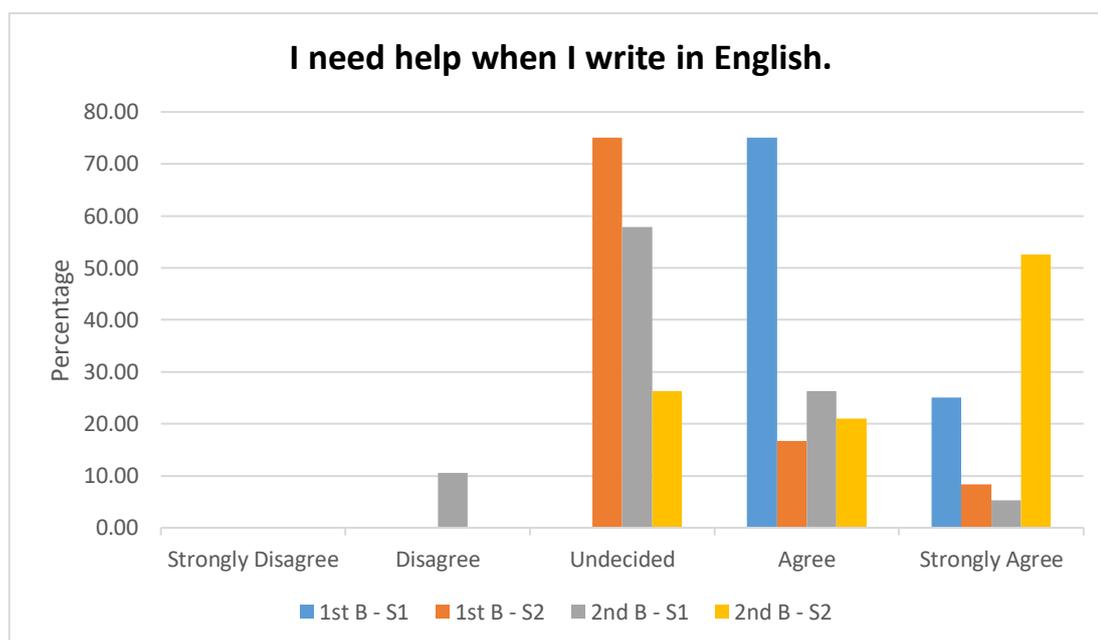


The figure 5.30 shows that none of the participants from 1st B marked “Strongly disagree”; 16.67% selected “Disagree” regarding the statement “It is easy to write in English” made before their participation in the ERP, 50.00% responded “Undecided”, 33.33% selected “Agree”; 0.00% chose “Strongly agree”. On the other hand, the same question made at the end of the ERP, data reported that 0.00% of students marked “Strongly disagree” nor “Disagree”; 17.00% marked “Undecided,” 83.00% responded “Agree” and 0.00 selected “Strongly agree.” It shows an important decrease in the “Disagree” and “Undecided” option, an important increment in the in the “Agree” option; and the option “Strongly agree” still 0.00% in the first-time survey as well as in the second-time survey.

The Same table shows that 5.26% of students from 2nd B responded, “Strongly disagree”; 26.32% decided on “Disagree”; 57.90% marked “Undecided,” 5.26% selected “Agree”; and “Strongly agree” respectively. However, in the second-time survey regarding the same question, 0.00% of the students selected “Strongly

disagree,” none of them marked “Disagree”; 47.00% responded Undecided”; 21.00 chose “Agree” and the final scale “Strongly agree” was selected by the 32.00% of the participants. It shows a total decrease in the “Strongly disagree” and “Disagree” option, a slight decrease in the “Undecided” option and an important increment in the “Agree” and “Strongly agree” option in the second-time survey.

Figure 5.31 N° 3. I need help when I write in English– Writing self-perception survey

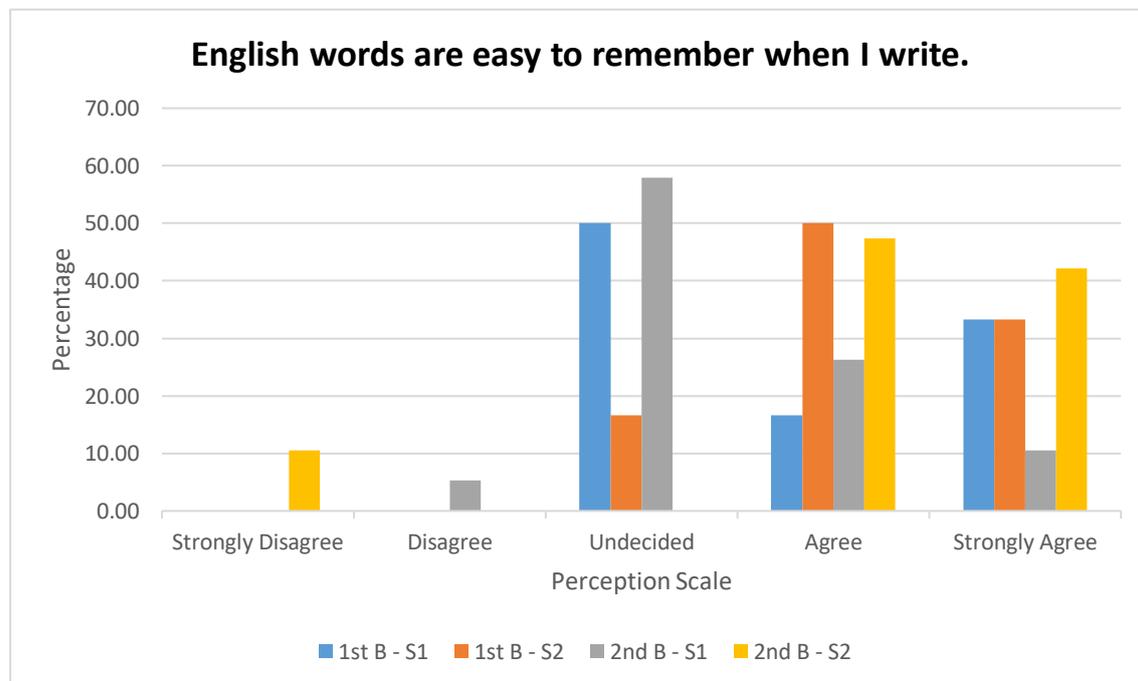


The figure 5.31 shows that none of the participants from 1st B marked “Strongly disagree”, “Disagree” or “Undecided” regarding the statement “I need help when I write in English” made before their participation in the ERP. Moreover, 75.00% responded “Agree”, and 25.00% chose “Strongly agree.” On the other hand, the same question made at the end of the ERP, data reported that 0.00% of students marked “Strongly disagree” neither “Disagree”; 75.00% marked “Undecided,” 16.67% responded “Agree” and 8.33% selected “Strongly agree.” It shows an important decrease in the “Disagree” and “Undecided” option, an important decrease in the in

the “Agree”; and the option “Strongly agree” option in the first-time survey as well as in the second-time survey.

The same table shows that neither of students from 2nd B responded, “Strongly disagree”; 10.53% decided on “Disagree”; 57.89% marked “Undecided,” 26.32% selected “Agree”; and 5.26% chose “Strongly agree.” However, in the second-time survey regarding the same question, 0.00% of the students selected “Strongly disagree,” none of them marked “Disagree”; 26.32% responded Undecided”; 21.05 chose “Agree” and final scale “Strongly agree” was selected by the 52.63% of the participants. It shows a total decrease in the “Strongly disagree” and “Disagree” option, a 50% decrease in the “Undecided” option and an important increment in the “Strongly agree” option in the second-time survey.

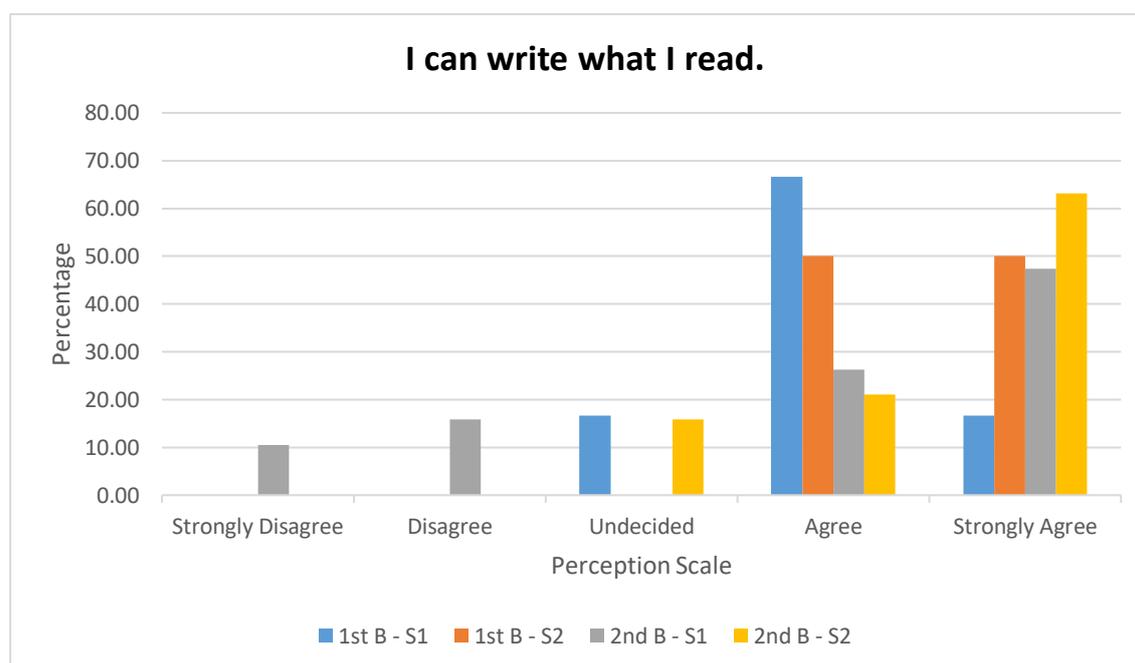
Figure 5.32 N° 4. English words are easy to remember when I write– Writing self-perception survey



The figure 5.32 shows that none of the participants from 1st B marked “Strongly disagree” nor “Disagree”; 50.00% responded “Undecided”; 16,67% chose “Agree” and 33.33% in the “Strongly agree” option regarding the statement “English words are easy to remember when I write” made before their participation in the ERP. On the other hand, the same question made at the end of the ERP, data reported that 0.00% of students marked “Strongly disagree” neither “Disagree”; 16.67% marked “Undecided,” 50.00% responded “Agree” and 33.33% selected “Strongly agree”. It shows an important decrease in the “Undecided” option, an important increment in the “Agree”; and the option “Strongly agree” remains the same as in the first-time option.

The Same table shows that neither of students from 2nd B responded, “Strongly disagree”; 5.26% decided on “Disagree”; 57.89% marked “Undecided,” 26.32% selected “Agree”; and 10.53% chose “Strongly agree.” However, second time survey regarding same question 10.53%% of the students selected “Strongly disagree,” none of them marked “Disagree” or “Undecided”; 47.37% responded “Agree”; and final scale “Strongly agree” was selected by the 42.11% of the participants. It shows a total decrease in the “Disagree” and “Undecided” option, the slight increment in the “Strongly disagree option” but an important increment in the “Agree” and “Strongly agree” option in the second-time survey.

Figure 5.33 N° 5. I can write what I read– Writing self-perception survey

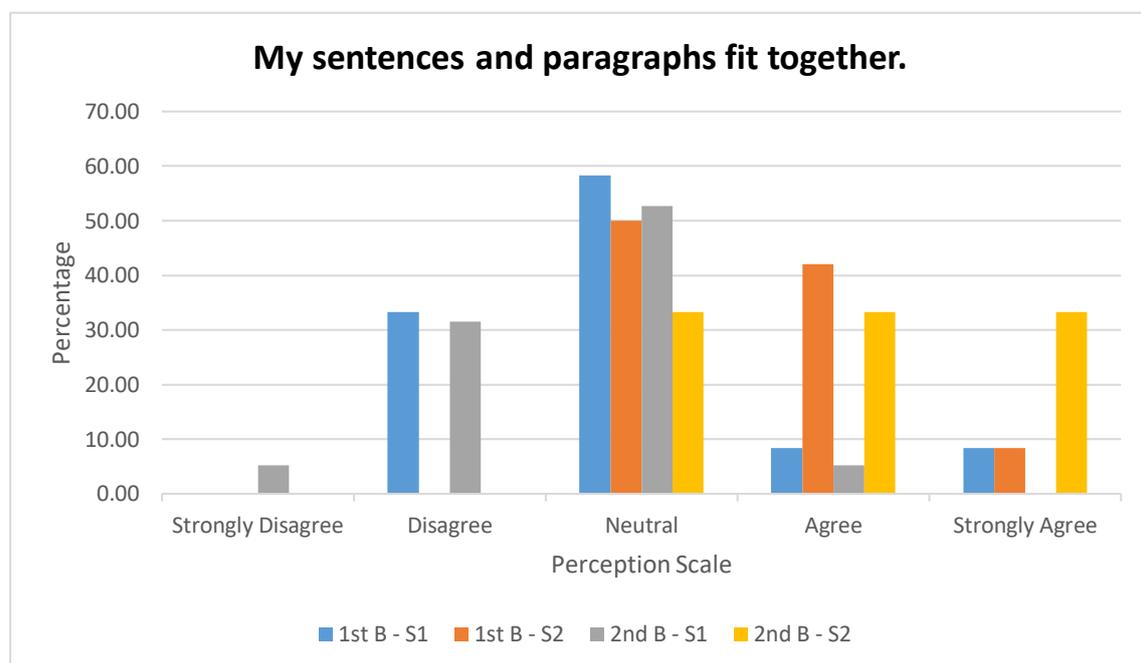


The figure 5.33 shows that none of the participants from 1st B marked “Strongly disagree” nor “Disagree”; 16.67% responded “Undecided”; 83.33% chose “Agree” and 0.00 decided on “Strongly agree” option regarding the statement “I can write what I read” made before their participation in the ERP. On the other hand, same question made at the end of the ERP, data reported that 0.00% of students marked “Strongly disagree” neither “Disagree”; 33.33% marked “Undecided,” 33.33% responded “Agree” and 33.33% selected “Strongly agree.” It shows a slight increment in the “Undecided” option, an important decrease in the “Agree” option. Finally, data show an important increment in the “Strongly agree” option in the second-time survey.

The same table shows that 21.05% of students from 2nd B responded, “Strongly disagree”; 0.00% marked “Disagree” nor “Undecided”; 21.05% chose “Agree”; and 57.89% responded, “Strongly agree.” However, second time survey regarding the same question none of the students selected “Strongly disagree,” 5.26%

marked “Disagree”; 26.32% selected “Undecided”; 63.16% responded “Agree”; and final scale “Strongly agree” was selected by the 5.26% of the participants. It shows a total decrease in the “Strongly disagree” option, a light increment in the “Disagree” and “Undecided” option, a great increment in the “Agree” option and an important decrease in the “Strongly disagree option” in the second-time survey.

Figure 5.34 N° 6. My sentences and paragraphs fit together – Writing self-perception survey

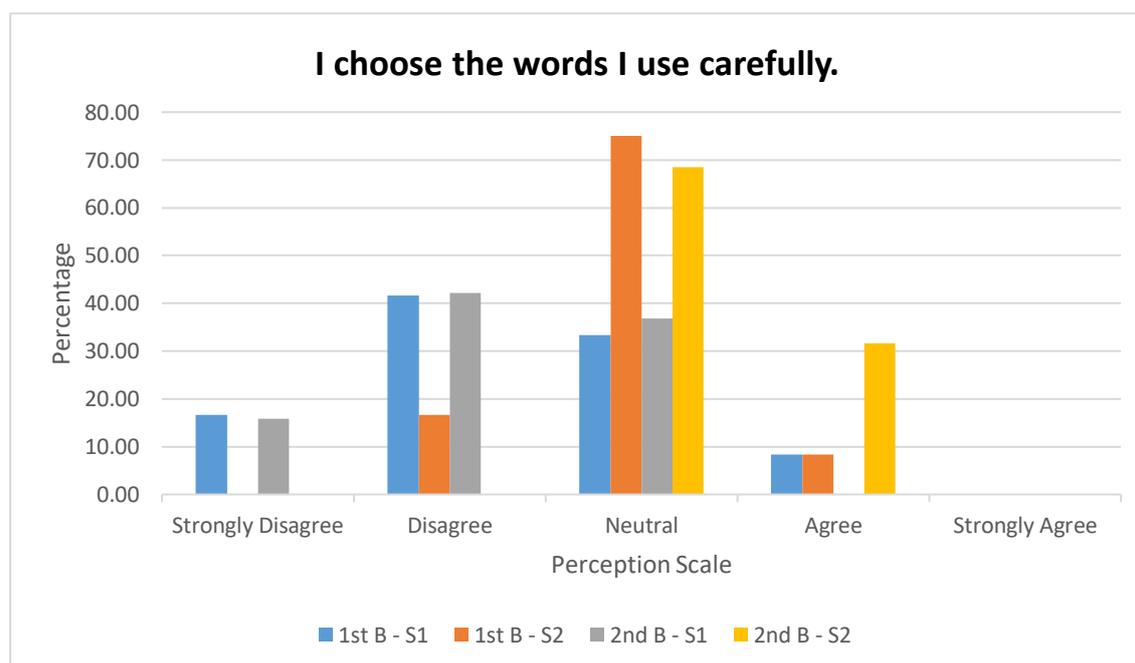


The figure 5.34 shows that none of the participants from 1st B marked “Strongly disagree”; 33.33% decided on “Disagree”; 58.33% responded “Undecided”; 8.33% chose “Agree” and 8.33% decided on “Strongly agree” option regarding the statement “My sentences and paragraphs fit together” made before their participation in the ERP. On the other hand, the same question made at the end of the ERP, data reported that 0.00% of students marked “Strongly disagree” neither “Disagree”; 50.00% marked “Undecided,” 42.00% responded “Agree” and 8.33% selected “Strongly agree.” It shows a total decrease in the “Disagree” option; slight decrease

in the “Undecided” option, an important increment in the “Agree” and “Strongly agree” option remains the same with 8.33% as in the first-time survey.

The Same table shows that 5.26% of students from 2nd B responded, “Strongly disagree”; 31.58% marked “Disagree”; 52.63% marked “Undecided”; 5.26% chose “Agree”; and 0.00% responded, “Strongly agree.” However, in the second-time survey regarding the same question none of the students selected “Strongly disagree” nor “Disagree”; 33.33% selected “Undecided” “Agree” or “Strongly agree” respectively by the participants. It shows a total decrease in the “Strongly disagree” and “Disagree” option, a slight decrease in the “Undecided” option, a great increment in the “Agree” and “Strongly agree” in the second-time survey.

Figure 5.35 N° 7. I choose the words I use carefully– Writing self-perception survey

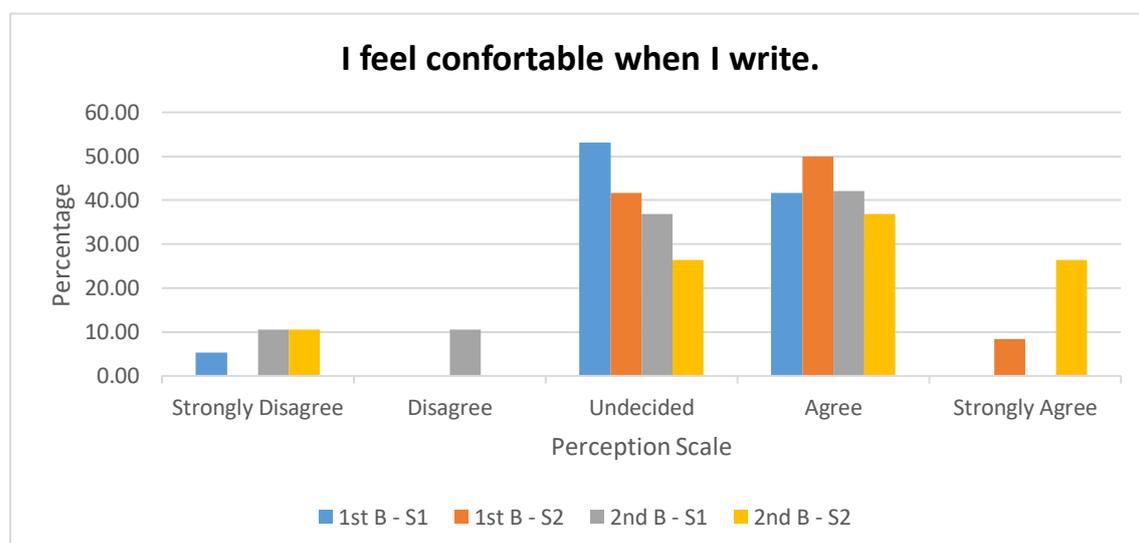


The figure 5.35 shows that 16.67% of the participants from 1st B marked “Strongly disagree”; 41.67% decided on “Disagree”; 33.33% responded “Undecided”; 8.33% chose “Agree” and 0.00% marked “Strongly agree” option regarding the statement “I choose the words I use carefully” made before their participation in the

ERP. On the other hand, the same question made at the end of the ERP, data reported that 0.00% of students marked “Strongly disagree”; 16.67 decided on “Disagree”; 75.00% marked “Undecided,” 8.33% responded “Agree” and 0.00% selected “Strongly agree.” It shows a total decrease in the “Strongly disagree” option; important decrease in the “Disagree” option; a great increment in the “Undecided” option, and “Agree” and “Strongly agree” option remains the same with 8.33% and 0.00% respectively as in the first-time survey.

The same table shows that 15.79% of students from 2nd B responded, “Strongly disagree”; 42.11% marked “Disagree”; 36.84% marked “Undecided” and 0.00% chose “Agree” either “Strongly agree.” However, in the second-time survey regarding the same question none of the students selected “Strongly disagree” nor “Disagree”; 33.68.42% selected “Undecided”; 31.58% marked “Agree” and 0.00% selected “Strongly agree.” It shows a total decrease in the “Strongly disagree” and “Disagree” option, an important increment in the “Undecided” option, a substantial increment in the “Agree” and “Strongly agree” remains the same with 0.00% as in the first-time survey.

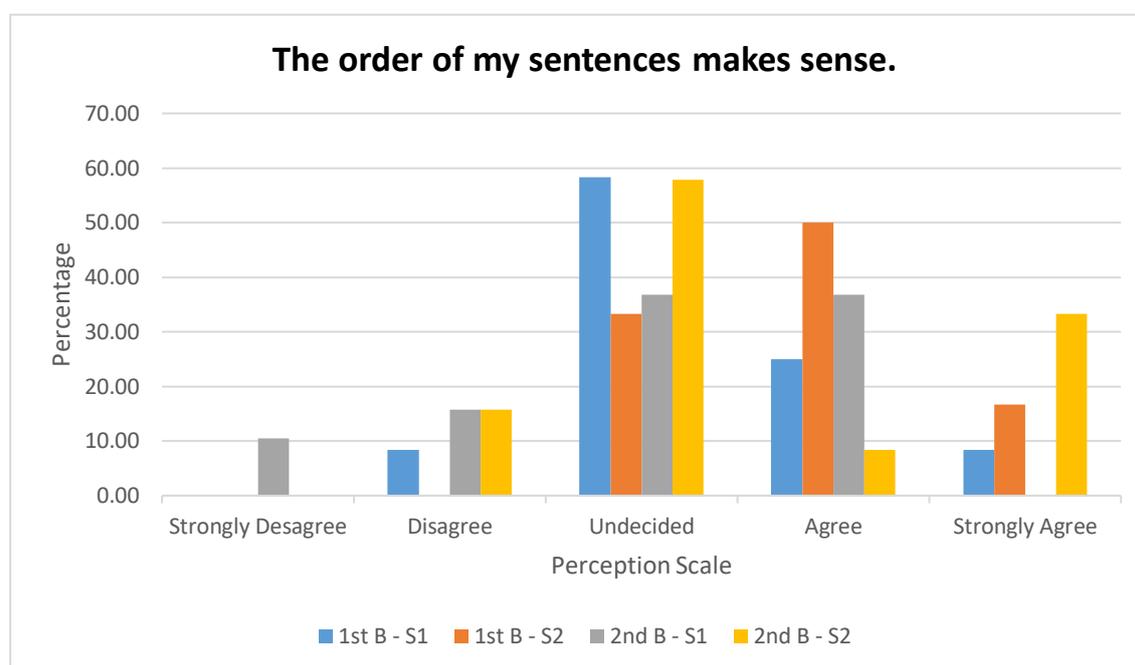
Figure 5.36 N° 8. I feel comfortable when I write– Writing self-perception survey



The figure 5.36 shows that 5.26% of the participants from 1st B marked “Strongly disagree”; 0.00% decided on “Disagree”; 53.07% responded “Undecided”; 41.67% chose “Agree” and 0.00% marked “Strongly agree” option regarding the statement “I feel comfortable when I write” made before their participation in the ERP. On the other hand, the same question made at the end of the ERP, data reported that 0.00% of students marked “Strongly disagree” nor “Disagree” 41.67% chose “Undecided,” 50.00% responded “Agree,” and 8.33% selected “Strongly agree.” It shows a total decrease in the “Strongly disagree” and “Disagree” option; light decrease in the “Undecided” option; a slight increment in the “Agree” option, and a small increment in the “Strongly agree” in the second-time survey.

The same table shows that 10.53% of students from 2nd B responded, “Strongly disagree” and “Disagree”; 36.84% marked “Undecided”; 42,11, % chose “Agree” and “Strongly agree” was selected by 0.00% of the participants. However, in the second-time survey regarding same question 10,53% of the students selected “Strongly disagree”; 0.00% decided on “Disagree”; 26.32% selected “Undecided”; 36.83% marked “Agree” and 26.32% chose “Strongly agree.” It shows that “Strongly disagree” remains the same percentage, total decrease in the “Disagree”; partial decrease in the “Undecided” and “Agree” option, and a substantial increment in the “Strongly agree” option in the second-time survey.

Figure 5.37 N° 9. The order of my sentences makes sense– Writing self-perception survey

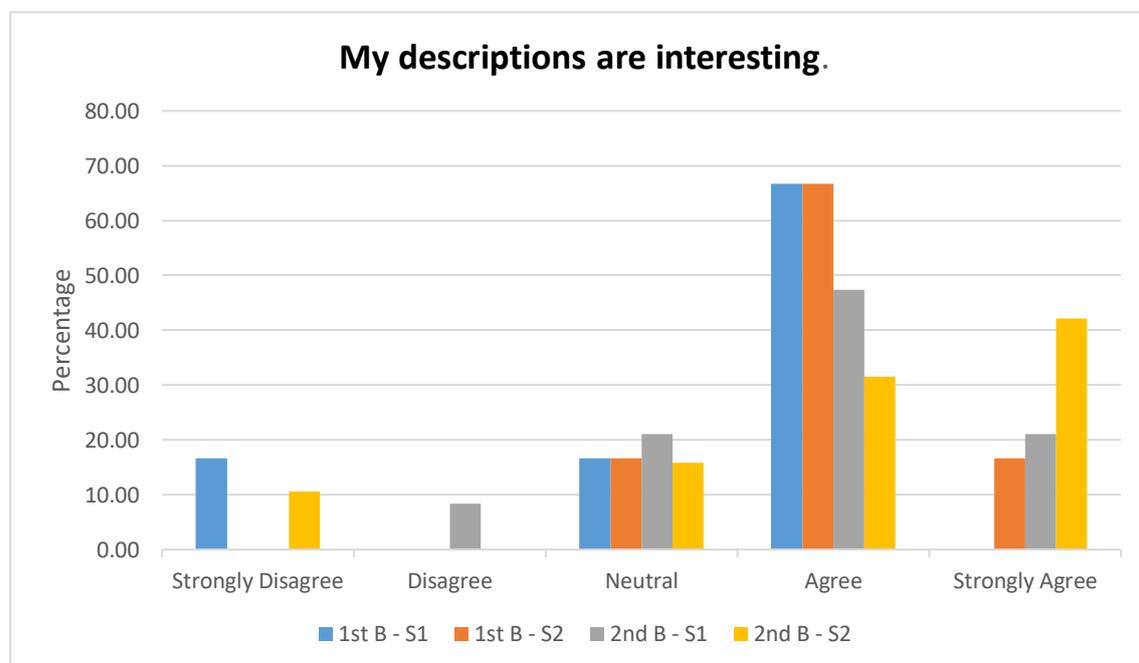


The figure 5.37 shows that 0.00% of the participants from 1st B marked “Strongly disagree”; 8,33% decided on “Disagree”; 58.33% responded “Undecided”; 25.00% chose “Agree” and 8.33% marked “Strongly agree” option regarding the statement “The order of my sentences makes sense” made before their participation in the ERP. On the other hand, the same question made at the end of the ERP, data reported that 0.00% of students marked “Strongly disagree” nor “Disagree” 33.33% chose “Undecided,” 50.00% responded “Agree,” and 16.67% selected “Strongly agree.” It shows a total decrease in the “Strongly disagree” and “Disagree” option; slight decrease in the “Undecided” option; 50% increment in the “Agree” option, and a small increment in the “Strongly agree” in the second-time survey.

The Same table shows that 10.53% of students from 2nd B responded, “Strongly disagree”; 15.79% selected “Disagree”; 36.84% marked “Undecided”; 36,84, % chose “Agree” and “Strongly agree” was selected by 0.00% of the

participants. However, in the second-time survey regarding the same question 0.00% of the students selected “Strongly disagree”; 15.79% decided on “Disagree”; 57,89% selected “Undecided”; 8,33% marked “Agree” and 33.33% chose “Strongly agree.” It shows a total decrease in the “Strongly disagree” option but “Disagree” remains the same percentage, a significant increment in the “Undecided” option, an important decrease in the “Agree” option and a relevant increment in the “Strongly agree” option in the second-time survey.

Figure 5.38 N° 10. My descriptions are interesting– Writing self-perception survey



The figure 5.38 shows that 16.67% of the participants from 1st B marked “Strongly disagree”; 0,00% decided on “Disagree”; 16,67% responded “Undecided”; 66,67% chose “Agree” and 0.00% marked “Strongly agree” option regarding the statement “My descriptions are interesting” made before their participation in the ERP. On the other hand, the same question made at the end of the ERP, data reported that 0.00% of students marked “Strongly disagree” nor “Disagree” 16.67% chose “Undecided,” 66.67% responded “Agree”, and 16.67% selected “Strongly agree.” It

shows a total decrease in the “Strongly disagree” and “Disagree” option; percentage in the “Undecided” and “Agree” option remains the same as in the first-time survey, and a small increment in the “Strongly agree” option is reported in the second-time survey.

The same table shows that 0.00% of students from 2nd B responded, “Strongly disagree”; 8.33% selected “Disagree”; 21.05% marked “Undecided”; 47.37% chose “Agree” and “Strongly agree” was selected by 21.05% of the participants. However, in the second-time survey regarding the same question 10.53% of the students selected “Strongly disagree”; 0.00% decided on “Disagree”; 15.79% selected “Undecided”; 31.58% marked “Agree” and 42.11% chose “Strongly agree.” It shows a slight increment in the “Strongly disagree” option but “Disagree” totally decrease, a significant decrease in the “Undecided” option, light decrease in the “Agree” option and a 50% increment in the “Strongly agree” option in the second-time survey.

5.2.6 Presentation of percentage of productivity and accuracy

The following information presents the findings collected during our research study regarding the influence of the extensive reading program and its impact on the writing narrative skills of Ecuadorian learners. The data obtained in the investigation were carefully analyzed and quantified to answer the research questions. Pretest and post-test about narrative writing activities were applied for seven weeks we knew the production and accuracy of words. The analysis of reading record form helped us to identify the impact of the read time versus the writing skills. We noticed that the read time did not affect writing performance. Additionally, we found interesting student perceptions with the post-survey which allowed us to expand our understanding to continue working for the profit of learners in their knowledge acquisition.

5.2.7 Presentation of research questions

Research question:

To what extent does an Extensive Reading Program (ERP) contribute to the development of narrative writing skills in A.1.2 EFL learners from a public high school?

After the extensive reading program was applied for a six-week-long period to two different groups of learners. The following observations were made:

For the 1st B, the average pre-test score regarding accuracy was -6%. For the post-test, this group's average score for accuracy rose to 57% which is a 63% increase. The average post-test score for the productivity was 76% which represents a 22 % increase.

For the 2nd B, the average pre-test score of accuracy was 52%. For the post-test, this result was 81% which meant that learners improved their narrative writing skills in 33% in comparison with the pre-test result. In concern with the productivity, this rose to 31.63% from the pre-test.

Table 5.4 Average of the intervention about productivity, accuracy, and minutes spent in reading, and numbers of read pages, 1st B.

Student	Production		Accuracy		Reading Minutes	# Read Page
	P1	P2	A1	A2		
A	38	40	0.66	0.81	73	78
B	31	36	0.29	0.80	71	76
C	7	23	-0.48	0.77	71	63
D	18	21	0.27	0.75	70	56
E	11	27	-0.66	0.60	77	78
F	29	27	0.25	0.58	72	77
G	11	20	-0.14	0.53	9	28
H	17	18	-0.40	0.51	33	59

I	28	23	- 0.04	0.50	4	5
J	13	27	- 0.27	0.47	78	64
K	18	8	0.10	0.25	11	24
L	11	15	- 0.31	0.24	8	22

**P1 / A1= Production/Accuracy during the pretest.*

**P2/A2= Production/Accuracy during the posttest.*

In table 5.4 we show the average of the results obtained from the total of 12 students of the first grade of bachillerato during the intervention of reading for pleasure and the writing narrative performance. In this part of the investigation, the effectiveness of the reading over the narrative writing performance was evident because of the increase of the accuracy in comparison with the results got in the pretest. Students improved the accuracy and increased the productivity of words every week in some cases.

The accuracy was assessed through a WE-CBM Error Tracking List. We explain how the production and accuracy of each participant were increased progressively. For example, we present the highest and the lowest score, then the participant (n=A) during the pre-writing test produced X=38 and an accuracy of p=0.66, during the intervention this student spent 73 minutes of reading with 78 read pages and the result obtained was a X=40 word during all intervention and the accuracy which was measured by the proportion was 0.81. This result was the highest one. The less productivity of words in this group was (n=L) during the PWT produced 11 words with an accuracy of p= -0.31, this learner spent 8 minutes with 22 pages read during the intervention and the results were: X=15 words produced and the accuracy was p=0.08 during all the process.

Although there were students who spend a few times in reading according to their reading record form, the production and accuracy were developed $n=G, X=20, p=0.53$; $n=J, X=27, p=0.47$; $n=K, X=8, p=0.25$ which indicated to us that learners could produce words in the English language without a sequence.

Table 5.5 Average of the intervention about productivity, accuracy, and minutes spent in reading, and numbers of pages read, 2nd B

Student	Production		Accuracy		Reading Minutes	# Read Page
	P1	P2	A1	A2		
A	52	72	0.85	0.95	132	100
B	42	61	0.69	0.91	95	29
C	28	49	0.68	0.90	104	104
D	33	42	0.73	0.88	200	200
E	45	60	0.69	0.87	585	112
F	33	43	0.58	0.86	103	90
G	13	36	0.38	0.84	109	108
H	24	54	0.71	0.83	333	179
I	24	46	0.54	0.83	201	96
J	21	33	0.62	0.83	109	69
K	34	41	0.59	0.82	67	66
L	17	42	0.10	0.80	201	172
M	42	37	0.59	0.79	42	39
N	25	32	0.72	0.77	97	128
O	35	30	0.69	0.76	79	45
P	29	39	0.30	0.74	329	250
Q	12	26	0.33	0.72	43	17
R	30	32	0.39	0.70	172	119
S	12	31	-0.25	0.66	274	131

**P1 / A1= Production/Accuracy during the pretest.*

**P2/A2= Production/Accuracy during the posttest.*

In table 5.5 Nevertheless, the results with the 2nd B were different from the 1st B, because we found students with reading habits and this made that some data were not regular into our research. The production and accuracy were measured by the

counting words and the proportion of written words, and the WE-CBM – ETC tool was used in this study in order to measure the real accuracy on the narrative writing performance.

Student (n=A) before the intervention produced X= 52 and the accuracy p=0.85, but after the intervention the results were: X=72 words, p=0.95, 132 minutes spent and 100 pages during all process, the lowest score was (n=S) who obtained before the intervention X=12 and an accuracy of p= -0.25, but after the intervention this learner obtained X=31 words, p=0.58 and spent 274 minutes with 131 pages.

5.3 Conclusions

The extent that the extensive reading or reading for pleasure impacted on the narrative writing skills in the whole experimental group was 50.90% in comparison with the prior the intervention. The accuracy and productivity obtained by the 1st B after the intervention was 69.50%, this grade did not have extra English preparation just the English class received from the Millennium high school according to the survey applied at the beginning of the intervention. While the accuracy and productivity of 2nd B enhanced by 32.31% in comparison to the pretest which was positive even though they had more knowledge regarding English language and private English classes, according to the survey applied prior the intervention. The results of the accuracy were based on the quantity of a number of errors which were considered from the WE-CBM ETC. The relationship between the minutes spent and a number of pages read and the increase the accuracy determinates a link among the reading, the time spent on reading the writing performance which indicated that the extensive reading had a positive effect on the narrative writing performance at Millennium public institution.

CHAPTER 6

6.1. Discussion of findings

Carrying out this project represented a real commitment to the teaching of English as foreign language in the educational system; we knew learners from public high school had issues with writing skills such as lack of vocabulary, misuse of grammar structures and identification of correct use of punctuation marks due to our experience in this sort of educational institutions. The limitations were frequently revealed in the narrative written examination which we applied. This drove us to consider how to improve narrative writing skills. Students of the 1st and 2nd grade of bachillerato (B) with A.1.2 (CEFR) level identified through the KET took part in this research. They participated in an ERP over a two-month-long period and completed pre-and-post-tests through which we measured their production of words and accuracy on written performance. These data plus the WE-CBM Error Tracking Checklist gave us a better understanding of the narrative writing performance learners have at public high school and why they failed in narrative written examinations.

6.2 Research question

We performed a quantitative research to understand in depth the lack of narrative writing skills and how an ERP helped in this process, which tried to answer our research questions:

- a) What are the effects of reading on writing a narrative composition?
- b) To what extent does an Extensive Reading Program (ERP) contribute to the development of narrative writing skills in A.1.2 EFL learners from a public high school?

The result showed that there was an overall 30.94% improvement in narrative writing skills in A.1.2 EFL learners following a two-month ERP. Productivity increased by 24.88% and accuracy increased by 37 %. These findings indicate that the influence of the ERP was positive.

6.2.1 Sub-research questions:

1. What writing skills did the students from the experimental group develop because of the participation in an extensive reading program for EFL A.1.2 learners?

Students increased the speed in writing and the development of ideas, recognition of the position of words in a sentence accomplishing the grammar structure, (that is, subject, verb and complement, recognition of parts of speech) and an increase of vocabulary. The understanding of the prompts and titles were faster than the pretest. The reading record form revealed they had developed reading habits since they spent more time in the activity every week and the writing task performed better due to the increment in the proportion of correct word sequence compared to the writing task done before the intervention. The findings in this study correspond to studies carried out by:

Ahmadi (2012), who reported in his study four aspects of writing skills such as run-on sentences, vocabulary errors, word choice and word form, and overall accuracy which were achieved effectively through an ERP. Day & Bamford (2004), who found that reading for pleasure is related to the information and general understanding; reading is a reward on its own. Tudor & Hafiz (1989, 1990, 1993), who reported the increase of vocabulary through an extensive reading program and supported the idea that learners learn to write through reading exercises.

Likewise, Mason and Krashen (1997), who showed prominent gains and positive attitudes in the students' reading and writing skills. Al-Mansour & Al-Shorman (2014), who reported a significant positive effect on learners' writing performance. Beach (1984), who found reading abilities improve writing skills. Scheinder (1985), who pointed out how reading and writing skills interact during composition.

Similarly, Janopoulus (1986), who reported the effectiveness of extensive reading and writing learners' proficiency. Zainal & Husin (2011), who found at a faculty of civil engineering that writing and reading have connected each other. Shahan & Lomax (1986), who proved the path analysis of reading over writing. Smith (2003), who found the positive effects of the use narrative tests, e.g., short stories, fiction books, etc., improve learners' expository writing. Stotsky (1983), who reported a positive effect of reading on learners' writing development in the acquisition of vocabulary. Bakir (2004) reported the effectiveness of using extensive reading in improving students' writing performance and their attitudes towards learning English.

Finally, Yoshimura (2009), found the efficiency of reading and writing integrated skills over writing process. Alkhaldeh (2011), who found that reading provides learners of vocabulary, general ideas and background knowledge to write a composition and correct spelling mistakes with the use periodically of written exercise. Erhan (2011), who found a significant difference between the experimental and control group in the use of integrated reading and writing skills.

Our study shows similar results to the reviewed studies mentioned above about the relationship between reading and writing.

Students with basic prior knowledge enhanced their narrative writing skills every week. The experimental group started with a limited ability to use correct syntax or grammar structure. Another issue was semantic which refers to the choice of words to create meaning. Semantics focus on how the individual words are related to each other plus the way in which they are arranged into a structure that conveys appropriate meaning to what is intended to say (Kreidler, 2014).

This study should be replicated in other Ecuadorian schools because we could generalize our findings regarding the application of the ERP and provide suggestions to the Minister of Education on how our learners could be able to deal with reading and writing tasks in the English language. Another reason why this study should be replicated is to analyze what is the impact of the ERP for a longer period of intervention as (Masson and Krashen, 1997) suggest in their study.

2. Is there a difference between the gains made by the lower-scoring and higher scoring students in the experimental group?

The differences between the lower-scoring and the higher scoring students in the experimental group about the production and accuracy were the real time spent on reading and the dedication students put into carrying out this activity; these results were obtained through tests and the reading record form every week.

The information in the survey reported that at the beginning of the intervention, two students had reading habits in L2 therefore they outperformed in the narrative writing tasks. We considered lack of maturity because some students did not comply the reading task, so they failed to the commitment acquired in this research, even though they were able to produce words, but did not reach accuracy in

comparison who student who read more than one book per week, so they complied with everything regarding ERP.

To present the next table we assigned numbers to the type of error based on the WE-CBM Error Tracking Checklist to facilitate the understanding of the relation between the pretest and posttest from 1st B and 2nd B.

Type of Error

1. Capitalization- Beginning of sentence not capitalized.
2. Capitalization – Proper noun not capitalized.
3. Capitalization – Of a word that should not be capitalized.
4. Illegible words.
5. Incomplete sentence.
6. Punctuation – Missing or incorrect at the end of sentence.
7. Punctuation – Omission of comma in a list.
8. Punctuation – Inappropriate punctuation mark in the middle of a sentence.
9. Run-on sentence
10. Semantics -Word in sequence semantically incorrect (e.g., “I went too the library).
11. Spelling (e.g., plase instead of place).
12. Spelling – Contraction (e.g., “dont” instead of “don’t”)
13. Spelling – Hyphenation (e.g., “dauta-in-law”)
14. Spelling – Incorrect for context of what’s written.
15. Syntax – Noun/Verb disagreement (e.g., “I never seen”).
16. Syntax – Adjective/Adverb incorrect (e.g., “She ran quick”)

Table 6.1 Score of the pretest and posttest regarding WE-CBM Error Tracking Checklist - Experimental Group.

Type of Error	1st B		2nd B	
	P1	P2	P1	P2
Test				
10	31	1	30	8
14	30	7	21	14
15	21	24	37	34
9	20	0	13	2
6	15	3	15	3
5	14	2	12	4
11	13	4	11	9
4	12	2	12	2
7	12	2	7	0
8	12	1	14	0
12	10	4	14	6
1	9	6	20	6
16	3	2	8	2
2	2	1	5	1
13	1	3	2	2

* P1=pretest

* P2 = posttest

Table 6.1 presents the numbers of errors students from 1st B as 2nd B had during the pretest and posttest according to the WE-CBM-ETC. Error number 15 rose 3 points in comparison with P1 (no feedback, L1 language interference)

The numbers of errors found through the WE-CBM-ETC in the pretest in both experimental and control groups were partially different between the 1st B and 2nd B. Learners from 1st B had a high number of errors relating to semantics (e.g. “I went too the library”) spelling, syntax – noun/ verb disagreement (e.g., I never seen”), run-on sentences, and missing or incorrect punctuation. The lowest numbers of errors were in spelling-hyphenation (e.g., “dauta-in-law”), capitalization-proper noun

not capitalized and syntax – adjective /adverb incorrect (eg., “she ran quick”) in the pre-writing test. However, as researchers it was hard to place one error in just one category. For example, spelling errors may be related to semantic errors ((e.g. “I went too the library”). To avoid bias in such situation, we were strictly attached to the instrument and its specifications.

Students from the 2nd B had a higher number of errors in Syntax- Noun/Verb disagreement (e.g., I never seen.....") 37 mistakes, Semantics -Word in sequence semantically incorrect (e.g. "I went too the library) 30 mistakes, Spelling (e.g., plase instead of place) 22 errors, Spelling - Incorrect for context of what's written 21 mistakes, and the less common mistakes in Spelling -Hyphenation (e.g., "dauta-in-law") 5 because of its use was not common, Capitalization-Proper noun not capitalized 5 mistakes, Illegible words 6, Capitalization-Beginning of Sentence not capitalized 6.

The results of these tests were variable each week; the numbers of errors decreased each week, and therefore the accuracy increased progressively. The last week of the intervention the results changed, that was, students from de 1st B had less errors than the prior intervention in Syntax- Noun/Verb disagreement (e.g., I never seen.....") 24, Spelling - Incorrect for context of what's written 7, Capitalization-Beginning of Sentence not capitalized 6. While the 2nd B had more mistakes in Syntax- Noun/Verb disagreement (e.g., I never seen.....") 34, Spelling - Incorrect for context of what's written 14, Spelling (e.g., plase instead of place) 9. Furthermore, the numbers of words produced in both groups rose considerably in 53.81% in relation to the first test. According to the writing to learn perspective, the activity of writing is a “vehicle for learning” (Harklau, 2002; Manchon, 2009, 2011a) which stablishes a

difference in writing to learn content and writing to learn language. Within this perspective, researchers have raised an inquiry to explore what occurs in the writing output process that boost language development. When learners are involved in the output process (writing), they tend to give an infrequent attention to the linguistic code features and inevitably they also focus on meaning. Swain (1985) states that coding the output demands the need to encode form as well as meaning when learners write. By contrast, when learners read, the language input is processed simply for comprehension but not acquisition.

6.3 Hypothesis

The hypothesis regarding the difference in the writing performance of the students in the experimental group from the control group after the ERP intervention is explained as follows:

Based on the results of our study, we say that there will be a meaningful effect on students who participated in this research because they will have a better understanding regarding structure of sentences and vocabulary during their regular class in the future. From the beginning up to the end of the intervention, learners in 1st B and 2nd B in both experimental and control groups showed some improvement in their writing skills.

During the last week of the intervention experimental group learners of 1st B were able to write 349 words and 2nd B 840, so long as the control group 1st B wrote 141 and 2nd B wrote 482 words, which indicated us a positive effect of the intervention in both group even though the control group did not have any instruction before and during intervention control, but they did have the same topics as the experimental group in order to avoid bias in the use of extensive reading program in

the future. Regarding accuracy experimental group increased by 37% on overall in comparison with the pretest and, the control group improvement was lower. It increased by 2% approximately compared to the pretest.

Our second hypothesis was that there will be a difference between the lower and higher scores awarded to students' writing in the experimental group after the ERP intervention.

The evidence for the finding was that in the posttest we noticed they were able to produce more words even though they did not perform accurately enough according to WE-CBM Error Tracking Checklist, however.

Table 6.2 Contingency Table Summary of the difference in scores in the posttest in both experimental and control group in terms of accuracy for narrative probes for 1st and 2nd bachillerato level

Posttest	Experimental Group	Control Group	Total
[0;10)	8	29	37
[10;20)	4	2	6
[20;30)	10	0	10
[30;40)	6	0	6
[40;50)	2	0	2
[50;más)	1	0	1
TOTAL	31	31	62

H₀: The reading variable is stochastically independent of the number of errors committed in the posttest.

H_a: The reading variable and the errors made are not stochastically independent.

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^c \left[\frac{(n_{ij} - E_{ij})^2}{E_{ij}} \right]$$

X² (Experimental)	31,58558559
X² (Theoretical)	11,07
Contrast:	31,58558559 > 11,07

In table 6.2 Ho is rejected and it is concluded that there is enough statistical evidence to say that the reading variable and the number of errors committed in the posttest are not independent. Its p-value is 7,17616E-06.

6.4 Students perceptions

1. What are the EFL A.1.2 learners' perceptions regarding the development of their writing skills following an extensive reading program?

A self-perception survey about reading and writing was applied to compare and conclude what students say they do and what they do when they read and write about what they have read or what learnings they think they have acquired through reading.

Comparing students' perceptions about reading to their reading habit, students reported that even though the time invested in reading was not completely uniform in the last week of intervention, read pages increased periodically and a substantial percentage passed from "Undecided" or "Agree" perception scale to "Strongly agree, " but there was a slight increment in the "Undecided" option. On the other hand, 2nd B responded positively in the first-time survey by selecting just "Agree" or "Strongly agree" which slightly differ from the second-time survey where most of the participants marked on "Agree" and few of them decided on "Disagree" or "Strongly disagree." These perceptions match what Morrow & Schocker (1987) mentioned about personal involvement in such independent task. The effectiveness of command language development merely depends on the conditions and the purpose of their reading activity. It leads us to know that teachers and EFL instructors may

consider reading material of students' own choices and make it not a mandatory by voluntary participation in this kind of activities.

When they were first asked if reading in English was easy, responses indicated most of them were undecided, and only a few of them agreed with the statement. But, in the second-time survey, showed an important decrease in the group of students who felt undecided and a considerable group of students who agreed and strongly agreed that reading in English was easy. It is extremely related to the previous conclusion because participants were required to select the text that makes them feel comfortable to read and is interesting for them. It is indispensable to count on libraries that have a vast of texts in genre, difficulty, type, and length. When students start reading for pleasure, it is a good idea that they begin with easy books or graded books. It increases their confidence in the skill without struggling in comprehension (Day and Bamford, 2012).

Another question that can confirm the previous statements was if they needed help to understand what they read. The second-time survey reported similar results that in the previous one. Moreover, according to the minutes spent in reading and the increment of reading pages we can say that the survey reported similar results. The more they read it is because they like, they mostly understand what they read, and they do not need that much help to understand texts, this is why they kept reading, and the amount of time in reading increased week by week as a consequence of the motivation they felt when selecting a book.

Moreover, according to the second-time survey, students perceived the writing activity as a pleasant task which was not evident in the survey taken at the beginning of the study. They also responded that they did not need as much help as they did at

the beginning. The Curriculum Based Measurement , WE-CBM Error Tracking Checklist and the self-perception survey allows us to conclude several findings such as the tracking progress over time which helped to identify both changes in performance and the participant' strengths and needs. The CBM instrument reported an increment in production (more written words) and an important increment in accuracy progressively (fewer errors each week). The production dealt with cognitively complex ideas. During the production processes, learners judge implied existing knowledge stored in the long-term memory, to make it available to be used, and finally, be able to elaborate writings in more structured and creative ways (Williams, 2012).

Additionally, there was a clear difference in their perception about writing organization and sentence structure. Surveys showed that at the beginning of the study, they perceived themselves as insecure in the selection of appropriate words which was evident in the WE-CBM Error Tracking Checklist. We noticed a higher number of errors in semantics and spelling where words were not chosen appropriately for the context. However it weekly decreased. Williams (2012) claims that after the selected input (gained from the reading task) is internalized, learners establish a connection in meaning and form. After the connection in meaning (semantics) and form (syntax) is made, students may consolidate their knowledge through retrieval and deeper repetitive process improving their ability to use the information in more broadly ways. According to their perception, at the end of the study, they perceived that their writing is organized, made sense and are interesting to read which was not perceived at the beginning of the study.

The correlation with the perceptions and the theory leads teachers to include extensive reading tasks as part of their regular activities to take advantage of the benefits as meaningful input and consolidate writing to focus on the form of the language that makes a connection with meaning. Finally, make use of the CBM-W instrument to assess writing objectively and immediately.

2. Explore how the students 'perception about their participation in the ERP correlates their writing skills

The hypothesis regarding whether there will be a significant difference in the writing performance of the students in the experimental group from the control group after the ERP intervention.

Based on results of our study, we say that there will be a meaningful difference between students who participated in this research because they will have a better understanding regarding the structure of sentences and vocabulary during their regular class in the future. From the beginning of the end of the intervention, learners as the 1st as 2nd B in both experimental and control groups obtained the following result which according to our analysis students did obtain a good writing development due to their performance on the narrative writing tasks was progressive each week. Experimental group learners of 1st B were able to write 174 words and 2nd B wrote 550 words, as long as the control group 1st B wrote 102 and the 2nd B wrote 209 words during the pre-test.

During the last week of the intervention experimental group learners of 1st B were able to write 349 words and 2nd B 840, so long as the control group 1st B wrote 141 and 2nd B wrote 482 words, which indicated us a positive effect of the intervention in both group even though the control group did have any instruction

before and during intervention control, but they did have the same topics as the experimental group in order to avoid bias.

Based on our second hypothesis if there will be a difference between the lower and higher scores awarded to students' writing in the experimental group after the ERP intervention. According to our findings, learners overlapped our perspective because students who read for pleasure developed the reading comprehension, no matter the score because through the posttest we noticed they were able to communicate even though they were not accurate enough according to WE-CBM Error Tracking Checklist.

CHAPTER 7

7.1 Summary and relationship to the research questions.

This study aimed to identify the effect of an extensive reading program in the progress of writing skill development. Students from 1st and 2nd B from the Millennium Ecuadorian high school institution took part in this research. The results helped us to identify the most common mistakes students made during the writing tasks. This study was developed in three sections. Firstly, we knew the real level of English proficiency of our participants according to NCGS. Secondly, we knew students' perceptions regarding reading and writing habits in L2, and the production and accuracy learners developed during the intervention as (Lee et al., 2015).

The surveys were applied to the experimental and control group before and after the intervention. We knew with the first survey that some learners took extra or private English classes which meant that some of them had a background knowledge of reading and writing and other skills as well. The second survey was applied at the beginning and the end of the intervention and gave us the information about students' perceptions regarding their reading and writing skills before and after the intervention.

This investigation entailed eight weeks approximately which were distributed in the following way: one week for explanations about the project, steps, and requirements, commitment and permissions letters to their parents in the last case because students were under 18 years old. We applied the KET (international standardized test) and selected the participants who achieved A.1.2 English level according to NCGS which is aligned to the Common European Framework of Reference. We made two groups. One experimental with participants who achieved a

higher score in the KET test and control group with the ones that did not perform the A.1.2 language level proficiency.

Selected and notified participants took a survey with what we knew their perceptions of reading and writing abilities before the study intervention. The pre-writing task that illustrated their writing performance in the English language. The background identification was developed during the second week of the intervention which we called “WEEK 0” because they had not read any book before it. We also gave the participants the instructions about what they had to do during the next six weeks, for example, go to the library and select whatever book or any reading material they want to read and record their reading habit in a Reading Record Form.

The production and accuracy on narrative writing performance were measured through tests and analyzed through WE-CBM Error Tracking Checklist for six weeks.

The results obtained from 1st and 2nd B showed a gradual progress each week in both experimental and control groups. Every week participants wrote topics related to daily life, and from the fourth week, they performed over what had read during the week, so they narrated their favorite reading. Learners from the experimental increased their accuracy and number of written words by 50.90% according to the WE-CBM-ETC in relation with the pretest which indicated a positive effect of extensive reading on narrative writing skills.

Learners from the experimental group had more problems in syntax (noun-verb disagreement, e.g., I never seen....); semantics-words in sequence semantically incorrect (e.g., “I went too the library); spelling – incorrect of what’s written, and run-on sentence. All these common mistakes reduced in comparison with the pre-test.

This is fairly aligned with the participants' perception responses. Students took two surveys, one before the intervention and another one after six weeks of intervention. It was to examine their answers and validate their writing performance. According to the Written Expression Curriculum-Based Measurement (WE-CBM) monitoring change over time and bringing together contrasting performance on the main aspects of writing was possible. It helped to prove that writers progressively increased in production as well as improved in accuracy which entails correct word sequence, the proportion of correct punctuation marks and proportion of words spelled correctly.

In the self-survey perception students responded that they could understand and remember what they read in order to write; however, and an important percentage of students responded as "Undecided" when they were asked "If they chose the words they use carefully" in the first-time survey. In the second-time survey, the "Undecided" option slightly decreased, and a small increment was shown in the "Agree" and "Strongly agree" option. This matches the weekly progress in accuracy and diminish of mistakes checked through the WE-CBM-ETC. Despite they still had mistaken in the selection of appropriate words for the context and spelling, they were less than in the first week. Students also perceived that their sentences fit together and that the order of their sentences made sense. Students did not perform writing tasks with perfect accuracy at the end, but the instruments allowed us to see that in the pretest students made many mistakes in the sequence of words which showed errors in syntax, semantics, and spelling, whereas, at the end of the investigation, they were becoming more productive in writing and more accurate when deciding a word to write, this finding is based on the results of the post-survey. They still agree that they need help to write as well as to think better in the appropriateness of words when

writing. Another important conclusion we have found that there is an important percentage of students who usually marked “Undecided” on the first time and second time questions. That indicated that they feel insecure when developing writing activities. Mostly this is related to the fact that they are not used to write frequently and that they do not do extra activities to learn the English language rather than listening to English songs or watching videos. Another important resource is to administer surveys about their self-perception in specific tasks. It will enable learners to become more self-aware of they write.

7.2 Limitations of the study

During our research, we had some constraints such as time, unexpected timetable changes, students’ mood and the season. If the time for intervention were longer, we might have gathered data differently in progress and perceptions.

To deal with the learners’ mood was difficult at the end of the intervention because some of them did not comply with the reading time. Therefore, our results regarding the reading time and the number of read pages did not differ. As a result, if participants did not read, development in productivity and growth in accuracy were not largely visible.

The rainy season affected our study because when it rained students left school before the expected time and we had to take the test the next day.

7.3 Future directions

Future researchers should bear in mind these things before a similar study:

1. This kind of research should be developed over more months to get a wider view of all results and to carry out a more detailed analysis of writing narrative performance.

2. Take into consideration the learners' mood, because if learners feel good during the examinations or tests, they could achieve a better accuracy on the writing development even though they were able to write more.
3. An ERP program can be able to more effective whether learners had more time into a sort of program as (Krashen & Mason, 1997).
4. Learners could succeed in reading comprehension, reading speed and writing development in an ERP, but it depends on teacher's emphasis or recommendations over ERP at the certain level of English language as (Lai, 1993).
5. To encourage learners reading on their own (independent reading) ERP could be a useful tool as (Taguchi, 2004).

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APPENDICES

APPENDIX A

Carta de Información y Consentimiento

TÍTULO DE LA INVESTIGACIÓN:

Efectos de la lectura extensiva en el desarrollo de composición escrita.

INFORMACIÓN DEL PARTICIPANTE:

Por favor, indique su posición

- Estudiante/ Participante
 - Maestro/ Catedrático
 - Padres de participantes menores de edad.
 - Otros, (explique)
-

Yo _____, con cédula de identidad #_____. He sido invitado a participar en este programa de investigación, el cual me ha sido explicado por las Lic. Rafaela Vinueza y Mariuxi Castro, maestras de la Escuela Superior Politécnica del Litoral.

PROPÓSITO DE ESTE ESTUDIO DE INVESTIGACIÓN

El propósito de esta investigación es para conocer el impacto de la lectura extensiva en el desarrollo escrito narrativo en una institución pública de segundo nivel de educación en Guayaquil-Ecuador.

DESCRIPCIÓN DE LOS MÉTODOS DE INVESTIGACIÓN

Los métodos y técnicas de investigación usados en este estudio serán, test, entrevista y encuesta.

Los estudiantes serán evaluados semanalmente por 7 minutos a través de un test de escritura sobre eventos de la vida cotidiana. Ej. Escriba sobre las vacaciones más memorables.

REQUERIMIENTOS DE LOS PARTICIPANTES

Los participantes tienen que seguir los siguientes pasos y cumplir los requerimientos a continuación:

- Llenar la ficha de Información y Consentimiento.
- Seleccionar un texto y registrar su hábito de lectura semanalmente en la ficha proporcionada por las investigadoras, proceso que durará 6 semanas.

- Rendir un test semanal de escritura por 6 semanas.
- Entregar la ficha de hábito de lectura a las investigadoras

Los participantes serán entrevistados y llenarán una encuesta al inicio y al final de la investigación.

Además, los test serán calificados a través de una rúbrica preestablecida.

BENEFICIOS PARA LOS PARTICIPANTES

Los participantes se beneficiarán en la adquisición del nuevo vocabulario en el idioma inglés, fuente de conocimiento, fluidez y velocidad en la lectura, concentración, agilidad en la adquisición de una lengua extranjera así como también plasmar ideas de manera escrita, autonomía en el desarrollo de habilidades de lengua en la corrección del idioma y el automonitoreo del lenguaje escrito.

RIESGOS E INCOMODIDADES

La única incomodidad predecible para los participantes será el tiempo de cumplimiento. Por favor contactar a las investigadoras o al Supervisor: Mariuxi Castro Flores, micastr@espol.edu.ec; Rafaela Vinueza Beltran, rvinueza@espol.edu.ec; Graham Stagg gistagg@espol.edu.ec.

Confiabilidad

Yo entiendo que cualquier información sobre mi persona obtenida como resultado de mi participación en esta investigación será mantenida como confidencial. Cualquier publicación de los resultados de esta investigación, aún los nombres o cualquier información de cuales pueda identificado .

PARTICIPACIÓN VOLUNTARIA

Mi participación en este estudio es voluntaria. Entiendo y soy libre de retirar mi consentimiento de participar en este estudio o cualquier actividad en cualquier momento. Entiendo que mi estatus académico no se verá afectado si decido no participar en esta investigación. Se me han dado oportunidades de hacer preguntas concerniente a la investigación y he recibido información en áreas que no han sido claras para mi. Los datos que proporcionaré en esta investigación permanecerán anónimos. Al firmar esta carta de información y consentimiento, significa que he entendido los términos asociados en el estudio. Yo voluntariamente consiento mi participación en este estudio.

Firma del participante

Fecha

Firma del padre de familia

Fecha

APPENDIX B

ENCUESTA

CLASES EXTRACURRICULARES DE INGLÉS

NOMBRE DEL ESTUDIANTE: _____

FECHA: ____/____/2017 CURSO: _____

MARQUE CON UNA X LA OPCIÓN QUE SE AJUSTA A SU VIDA PERSONAL.

1. Recibe Ud. clases de Inglés independientemente de sus clases regulares en la institución educativa a la que asiste?
SI _____ NO _____

En caso de que su respuesta a la pregunta a 1 sea “NO”, pase directamente a la pregunta 4.

En caso de que la respuesta a la pregunta 1 sea “SI”, por favor responda:

2. Frecuencia que asiste a clases particulares de inglés:

5 o más veces por semana _____
4 veces por semana _____
3 veces por semana _____
2 veces por semana _____
1 vez por semana _____

3. ¿Cuántas horas diarias recibe clases de Inglés particularmente?

1 hora _____
2 horas _____
3 horas _____
4 o más horas _____

4. Aparte de las clases de Inglés dictadas semanalmente en la institución educativa a la que asiste, dedica su tiempo libre a otra actividades relacionadas con el aprendizaje del idioma Inglés como: (Marque todas las pertinentes)

HORAS

- Escuchar música en Inglés _____ _____
- Ver películas en Inglés _____ _____
- Lee libros, cuentos o revistas en Inglés _____ _____
- Otra: (especifique) _____ _____
- Ninguna _____

APPENDIX C

1st Inventory-Survey On Learners Self-perception with English Reading

STUDENT'S NAME: _____ CLASS: _____
_____ GENRE: Female – Male AGE: _____

Please, respond to the following questions. Take into consideration the following scale:

1 Strongly disagree

2 Disagree

3 Are neutral

4 Agree

5 Strongly agree

N°	Statement	1	2	3	4	5
1	I enjoy reading in English					
2	Reading in English is easy					
3	When I read, I need help to understand.					
4	When I read, new vocabulary is easy to understand.					
5	I can remember what I read.					
6	I can read fast.					
7	I think reading is relaxing.					
8	I feel comfortable when I read.					
9	I think I can improve my writing skill through reading.					
10	I can figure out words without the use of a dictionary.					

APPENDIX D

1st Inventory-Survey On Learners Self-perception about English Writing

STUDENT'S NAME: _____

DATE: ___/___/2017 CLASS: _____ GENRE: Female – Male AGE: _____

Please, read the following statements. Take into consideration the following scale:

1 Strongly disagree

2 Disagree

3 Are neutral

4 Agree

5 Strongly agree

N°	Statement	1	2	3	4	5
1	I enjoy writing in English.					
2	It is easy to write in English.					
3	I need help when I write in English.					
4	English words are easy to remember when I write.					
5	I can write what I read.					
6	My sentences and paragraphs fit together					
7	I choose the words I use carefully					
8	I feel comfortable when I write					
9	The order of my sentences make sense.					
10	My descriptions are interesting					

APPENDIX E

READING RECORD FORM

STUDENT'S NAME: _____

BOOK SELECTED: _____

AUTHOR: _____

START DATE: ____/____/2017 TIME: _____

END DATE: ____/____/2017 TIME: _____

#	DATE	START TIME (HOUR)	TIME (In minutes)	Read pages
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				

20				
----	--	--	--	--

WEEKLY READING RECORD FORM

OPEN QUESTIONNAIRE

1. WHAT WAS THE BOOK ABOUT?

2. WHAT DID YOU LIKE THE MOST ABOUT THE BOOK?

3. WHAT DID YOU DISLIKE MOST ABOUT THE BOOK?

4. WHAT NEW WORDS DID YOU LEARN FROM READING THE BOOK?

5. DO YOU RECOMMEND THIS BOOK?

APPENDIX F

2nd Inventory-Survey On Learners Self-perception with English Reading

STUDENT'S NAME: _____ CLASS: _____
_____ GENRE: Female – Male AGE: _____

Please, respond to the following questions. Take into consideration the following scale:

1 Strongly disagree

2 Disagree

3 Are neutral

4 Agree

5 Strongly agree

N°	Statement	1	2	3	4	5
1	I enjoy reading in English					
2	Reading in English is easy					
3	When I read, I need help to understand.					
4	When I read, new vocabulary is easy to understand.					
5	I can remember what I read.					
6	I can read fast.					
7	I think reading is relaxing.					
8	I feel comfortable when I read.					
9	I think I can improve my writing skill through reading.					
10	I can figure out words without the use of a dictionary.					

APPENDIX G

2nd Inventory-Survey On Learners Self-perception about English Writing

STUDENT'S NAME: _____

DATE: ___/___/2017 CLASS: _____ GENRE: Female – Male AGE: _____

Please, read the following statements. Take into consideration the following scale:

1 Strongly disagree

2 Disagree

3 Are neutral

4 Agree

5 Strongly agree

N ^o	Statement	1	2	3	4	5
1	I enjoy writing in English.					
2	It is easy to write in English.					
3	I need help when I write in English.					
4	English words are easy to remember when I write.					
5	I can write what I read.					
6	My sentences and paragraphs fit together					
7	I choose the words I use carefully					
8	I feel comfortable when I write					
9	The order of my sentences make sense.					
10	My descriptions are interesting					

APPENDIX H

STUDENT'S NAME: _____ DATE: _____
 ___/August/2017 CLASS: _____ GENRE: Female – Male AGE: _____

Written Expression Curriculum-Based Measurement (WE-CBM)

PRODUCTION	Number
Total written words	
Correct Words Sequence	
Total of Punctuation Marks	

WE-CBM Error Tracking Checklist (ACCURACY)	
Type of Error	Number of Errors
Capitalization - Beginning of a sentence not capitalized	
Capitalization - Proper noun not capitalized	
Capitalization - Of a word that should be capitalized	
Illegible words	
Incomplete sentences	
Punctuation - Missing or incorrect at the end of sentence	
Punctuation - Omission of comma in a list	
Punctuation - Inappropriate punctuation mark in middle of sentence	
Run-on sentence	
Semantics - Word in sequence semantically incorrect (e.g., "I went too the library)	
Spelling (e.g., plase instead of place)	
Spelling - Contraction (e.g., "don't" instead of "don't")	
Spelling - Incorrect for context of what's written	
Syntax - Noun/Verb disagreement (e.g., "I never seen...")	
Syntax - Adjective/Adverb incorrect (e.g., "She ran quick")	