UNIVERSITI PUTRA MALAYSIA

EFFECTS OF EXTENSIVE READING CIRCLES ON LOWER PROFICIENCY TERTIARY LEVEL ESL LEARNERS' ORAL COMMUNICATIVE COMPETENCE

ALIYAH BAHARUDDIN MARJI

FBMK 2016 46

EFFECTS OF EXTENSIVE READING CIRCLES ON LOWER PROFICIENCY TERTIARY LEVEL ESL LEARNERS' ORAL COMMUNICATIVE COMPETENCE

By

ALIYAH BAHARUDDIN MARJI

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of Philosophy

February 2016

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

EFFECTS OF EXTENSIVE READING CIRCLES ON LOWER PROFICIENCY TERTIARY LEVEL ESL LEARNERS' ORAL COMMUNICATIVE COMPETENCE

By

ALIYAH BAHARUDDIN MARJI

February 2016

Chairman : Shameem Rafik-Galea, PhD
Faculty : Modern Languages and Communication

The purpose of this study was to investigate the effects of extensive reading circles on ESL learners' oral communicative competence at a local institution of higher learning. The study used a non-equivalent control group pre-test-post-test quasi experimental design. Two intact classes out of seven were identified as subjects of the study. The intact classes consisted of Year 2 students (N=47) enrolled for a course in oral proficiency and they were the subjects of the study over a period of 14 weeks. The intact classes were randomly assigned into the experimental (N=27) and control (N=20) groups.

Data was collected by means of pre-test and post test scores using the following instruments specifically an oral production interview, a language proficiency test and five questionnaires for both the control and experimental group. At the end of the treatment, subjects in the experimental group were observed and scored during the post oral interview and tested on the same proficiency test to determine the effects of extensive reading circles in two conditions.

Subjects were further evaluated on their oral communicative competence using two assessment methods. The quantitative method included an analytical scoring scale as a measurement for evaluating five dimensions of oral competency (comprehensibility, fluency of speech, vocabulary usage, grammar and syntax and pronunciation). The qualitative analysis included class observation using an analytical scale as a measurement for evaluating three dimensions of communicative competence (content, communication skills and English skills) and the assessment of subjects' transcribed data obtained during cooperative discussions. Both methods were used to determine the effects of extensive reading on promoting subjects' critical, analytical and

creative thinking that influenced their oral communicative performance during discussions.

The study revealed that the experimental group had shown more significant results statistically over the control group with medium and large effect sizes. This demonstrates that extensive reading reflects a social activity that can effectively promote communicative language learning. It also demonstrates that employing cooperative learning activities as opposed to solitary language learning allowed learners to apply the knowledge of the language gained through extensive reading in an authentic stress free environment. The findings of the study confirmed the comprehensible input hypothesis theory and the principles underlying extensive reading and cooperative learning for oral communicative competence.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

KESAN DARIPADA MEMBACA LUAS BERKUMPULAN (EXTENSIVE READING CIRCLES) ATAS KECEKAPAN KOMUNIKASI LISAN LEBIH RENDAH KECEKAPAN PELAJAR ESL

Oleh

ALIYAH BAHARUDDIN MARJI

Februari 2016

Pengerusi : Shameem Rafik-Galea, PhD
Fakulti : Bahasa Moden dan Komunikasi

Matlamat kajian ini ialah untuk melihat kesan daripada membaca meluas berkumpulan ke atas prestasi dan kecekapan berkomunikasi secara lisan di antara pelajar-pelajar dewasa ESL lebih rendah kecekapan di sebuah institusi. Kaedah berbentuk kuasi-eksperimen dengan desain pra-ujian-pasca ujian kumpulan terkawal tidak setara telah dipilih untuk penyelidikan ini. Sampel yang digunakan untuk penyelidikan ini terdiri daripada dua kelas pelajar dari tujuh kelas yang mengambil kursus kemahiran lisan. Mereka adalah pelajar-pelajar Tahun 2 (N=47) dan dipilih untuk berkursus dalam bidang kecekapan berinteraksi secara lisan selama 14 minggu. Kelas-kelas ini dibahagikan secara rawak kepada kumpulan eksperimentasi (N=27) dan kumpulan terkawal tanpa rawatan (N=20).

Pungutan data diperolehi melalui pencapaian markah semasa pra-ujian dan pasca ujian dengan menggunakan berbagai instrumen khusus temu bual pengeluaran lisan, ujian penguasaan lisan dan 5 soal selidik untuk kedua-dua kumpulan terkawal dan kumpulan rawatan. Pada peringkat akhir di hujung program, perhatian ditumpukan kepada perserta-peserta didalam kumpulan rawatan dan diuji tahap kecekapan mereka untuk melihat kesan rawatan tersebut ke atas prestasi berkomuniaksi secara lisan dalam dua keadaan.

Peserta-peserta seterusnya diuji kecekapan berkomunikasi secara lisan dengan menggunakan dua cara penilaian. Cara pertama mengguna skala skor analitikal sebagai pengukuran subjektif untuk menilai 5 dimensi berkomunikasi secara lisan (kefahaman, kepitahan, perbendaharaan kata, nahu serta sebutan yang betul). Cara kedua melibatkan pemerhatian di bilik darjah dengan menggunakan skala skor analitikal sebagai pengukuran subjektif untuk menilai 3 dimensi kecekapan berkomunikasi (isi kandungan, kemahiran berinteraksi dan kemahiran berbahasa Inggeris) dan juga analisis kecekapan berpandukan pada transkrip perbincangan kooperatif antara peserta-peserta. Kedua-dua

cara penilaian digunakan untuk mempastikan kesan dari membaca meluas yang dapat mempengaruhi prestasi berkomunikasi dari segi kebolehan menganali, mengkeritik dan berfikiran kreatif serta penyampaian bernas semasa perbincangan kooperatif.

Kajian menunjukkan pencapaian ternyata di kalangan kumpulan eksperimentasi dengan kesan yang meluas dan memuaskan. Ini menunjukkan bahawa aktiviti membaca dengan meluas adalah aktiviti yang amat berkesan sebagai alar berkomunikasi dan juga untuk mempelajari penggunaan bahasa. Ia juga membuktikan bahawa aktiviti belajar berkumpulan adalah lebih berkesan berbanding dengan aktiviti belajar sesuatu bahasa secara bersendirian.

ACKNOWLEDGEMENTS

First and foremost, I would like to take this opportunity to express my gratitude and appreciation to Associate Professor Dr. Shameem Rafik-Galea, the chairman of my supervisory committee for her invaluable guidance, feedback and suggestions throughout the completion of this study. She was a pillar of strength and was a great help in enhancing my research knowledge and experience. Her unwavering faith, steadfast support and patience made this dissertation possible.

I would also like to take this opportunity to say thank you to my committee members, Dr. Ain Nadzimah Abdullah and Dr. Chan Mei Yuit. In addition to extending their guidance, suggestions and encouragement throughout the process, they have been inspiring and knowledgeable and were always ready to express their opinions on my work.

In addition, I would like to thank the language instructors at the language Centre who graciously allowed me into their classrooms to conduct my study: Irda Hidayah Ishak and Doris Tay Li Chia and all the students who agreed to participate in my study.

My special thanks and heartfelt gratitude to three of my close friends; Wan Irham Ishak, Suraya Amirrudin and Shadi Khojastehrad who in extending their friendship and company made my journey a little brighter, my problems more manageable before this journey came to an end.

Finally, I would like to offer my special gratitude to my family for their emotional and unwavering support. I could not have been able to pursue my doctoral studies without their understanding and patience and who unfailingly supported me every step of my journey.

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy.

The members of the Supervisory Committee were as follows:

Shameem Rafik-Galea, PhD
Associate Professor
Faculty of Modern Languages and Communication
Universiti Putra Malaysia
(Chairman)

Ain Nadzimah Abdullah, PhD
Associate Professor
Faculty of Modern Languages and Communication
Universiti Putra Malaysia
(Member)

Chan Mei Yuit, PhD
Associate Professor
Faculty of Modern Languages and Communication
Universiti Putra Malaysia
(Member)

BUJANG BIN KIM HUAT, PhD
Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

Declaration by Members of Supervisory Committee

This is to confirm that:

- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013)are adhered to.

Signature: _____
Name of Chairman of Supervisory Committee: Associate Professor Dr. Shameem Rafik-Galea

Signature: _____
Name of Member of Supervisory Committee: Associate Professor Dr. Ain Nadzimah Abdullah

Signature: _____
Name of Member of Supervisory Committee: Associate Professor Dr. Chan Mei Yuit

TABLE OF CONTENTS

		Page
ABSTRACT		i
ABSTRAK		iii
ACKNOWLEDGEMENTS		v
APPROVAL		vi
DECLARATION		viii
LIST OF TABLES		xiv
LIST OF FIGURES		xvii
LIST OF APPENDICES		xix
LIST OF ABBREVIATIONS		xx
CHAPTER		
1	**INTRODUCTION**	1
	1.1 Background to the Study	2
	1.2 Statement of the Problem	6
	1.3 Research Objectives	9
	1.4 Significance of the Study	11
	1.5 Scope and Limitations of the Study	12
	1.6 Definition of Terms	13
	1.7 Thesis Organization	14
2	**LITERATURE REVIEW**	16
	2.1 Introduction	16
	2.2 Theoretical Perspectives	19
	2.3 Conceptual Framework of the Study	21
	2.4 Description of Theories Used in the Study	22
	2.4.1 Comprehensible Input Hypothesis	22
	2.4.2 The Schema Theory	27
	2.4.3 Reading Circles Theory and Principles of an Extensive Reading Program	29
	2.5 Factors Affecting Communicative Competence	34
	2.5.1 Language Anxiety	35
	2.5.2 Language Learning Attitudes	39
	2.5.3 Language Reading Motivation	40
	2.5.4 Language Proficiency	44
	2.6 The Extensive Reading Circles Approach	45
	2.7 The Oral Communicative Language	48
	2.8 Reading Readiness- A Cognitive Process for Speaking	52
	2.9 Experimental Studies on Extensive Reading	53
	2.10 Summary of Chapter 2	57
3	**METHODOLOGY**	58
	3.1 Introduction	58
	3.2 Research Design of the Study	58
	3.3 Subjects and Sampling Procedure	61

3.4	Profile of Participants		63
3.5	Instruments and Instrument Design		64
	3.5.1	Oral Production Interview Assessment Task	66
	3.5.2	Language Proficiency Test	68
	3.5.3	Extensive Reading Topics	72
	3.5.4	Demographic Information Questionnaire	74
	3.5.5	Motivation towards Reading in English Questionnaire	75
	3.5.6	Attitude/Motivation Test Battery Questionnaire	75
	3.5.7	Factors Influencing English Learning and English Use Anxiety Questionnaire	76
	3.5.8	Willingness to Communicate in English Questionnaire	77
	3.5.9	Program Evaluation Questionnaire	78
	3.5.10	Instant Reader Log	78
	3.5.11	Reflective Journal	79
	3.5.12	Vocabulary Worksheet	79
	3.5.13	Informal Semi Structured Interview	79
3.6	Data Collection Procedures		80
	3.6.1	Methods for Data Collection	80
	3.6.2	Stages for Data Collection	82
	3.6.3	Validity and Reliability of the Research	86
3.7	Pilot Study		89
	3.7.1	Participants	89
	3.7.2	Procedures	90
	3.7.3	Reliability and Validity of Instruments	91
	3.7.4	Inter-rater Reliability	92
	3.7.5	Data Analysis and Results of Pilot Study	93
	3.7.6	Summary of Findings from Pilot Study	101
3.8	The Study		102
	3.8.1	Raters and Rater Training	103
	3.8.2	Inter-rater Reliability	104
3.9	Data Analysis Procedure		105
3.10	Qualitative Data Analysis		107
	Summary of Chapter 3		114
4	**FINDINGS AND DISCUSSIONS**		115
4.1	Introduction		115
4.2	Section 1- Quantitative Analysis of Extensive Reading Circles on Oral Communicative Competence		115
4.3	Normality Tests		116
4.4	Reliability of Instruments		117
4.5	Pre-test Post-test Within and Between Group Differences		118
	4.5.1	Research Question 1on the Effects of ERC on Oral Communicative Competence	118

	4.5.2	Research Question 2 on the Effects of ERC on Language Attitude and Reading Motivation	123
	4.5.3	Research Question 3 on the Effects of ERC on Language Use Anxiety	129
	4.5.4	Research Question 4 on the Effects of ERC on Language Proficiency	132
	4.5.5	Research Question 5 on Variables Mediating the Effects of ERC on Oral Communicative Competence	138
4.6	Section 2- Qualitative Analysis of Extensive Reading Circles on Oral Communicative Competence for EG		145
	4.6.1	In-class Oral Performance and Findings	145
	4.6.2	Planned Discussions	146
	4.6.3	Unplanned/ Impromptu Discussions	158
4.7	Qualitative Analysis of Extensive Reading Circles on Oral Communicative Competence for CG		166
	4.7.1	In-class Oral Performance and Findings	166
4.8	Incidental Findings on Common Forms of Grammatical Errors		169
4.9	Communication Strategies		174
	4.9.1	Code Switching	174
	4.9.2	Direct Translation From First Language	174
	4.9.3	Paraphrasing	175
	4.9.4	Repetition	175
4.10	Summary of Chapter 4		176
5	**SUMMARY, CONCLUSION AND RECOMMENDATIONS FOR FUTURE RESEARCH**		182
5.1	Introduction		182
5.2	Summary of Quantitative Findings		183
	5.2.1	Effects of ERC on Five Dimensions of Oral Communicative Competence	183
	5.2.2	Effects of ERC on Language Attitude	186
	5.2.3	Effects of ERC on Reading Motivation	188
	5.2.4	Effects of ERC on Language Use Anxiety	190
	5.2.5	Effects of ERC on Four Factors of the Language Proficiency Test	191
	5.2.6	Variables Mediating the Effects of ERC on ESL Learners' Oral Communicative Competence	193
5.3	Summary of Qualitative Findings		194
	5.3.1	Description of Oral Communicative Performance in the Classroom	194
5.4	Recommendations For Future Research		196
5.5	Contribution		198
5.6	Conclusion		200

REFERENCES 202
APPENDICES 245
BIODATA OF STUDENT 314
LIST OF PUBLICATIONS 315

LIST OF TABLES

Table		Page
2.1	Learners' Suggestions for Language Teaching and Learning	18
2.2	Effects of Reading on Writing and Speaking Development	25
3.1	Demographic Information in Two Groups	64
3.2	Category of Instruments for the Study	66
3.3	Comprehension Passages for Control Group	74
3.4	Summary of Cohen's Kappa Measures of Agreement Between Raters	92
3.5	Statistics on Comprehensibility Scores	93
3.6	Results of t-test on Comprehensibility Scores	93
3.7	Statistics on Fluency Scores	94
3.8	Results of t-test on Fluency Scores	94
3.9	Statistics on Vocabulary Scores	94
3.10	Results of t-test on Vocabulary Scores	94
3.11	Statistics on Grammar Scores	95
3.12	Results of t-test on Grammar Scores	95
3.13	Statistics on Pronunciation Scores	95
3.14	Results of t-test on Pronunciation Scores	96
3.15	Statistics on Attitude Scores	96
3.16	Results of t-test on Attitude Scores	96
3.17	Statistics on Reading Motivation Scores	97
3.18	Results of t-test on Reading Motivation Scores	97
3.19	Statistics on Willingness to Communicate Scores	97
3.20	Results of t-test on Willingness to Communicate Scores	98
3.21	Statistics on English Use Anxiety Scores	98

3.22	Results of t-test on English Use Anxiety Scores	98
3.23	Statistics on Reading and Comprehension Scores	99
3.24	Results of t-test on Reading and Comprehension Scores	99
3.25	Statistics on Vocabulary Practice Scores	99
3.26	Results of t-test on Vocabulary Practice Scores	99
3.27	Statistics on Use of Verbs Scores	100
3.28	Results of t-test on Use of Verbs Scores	100
3.29	Statistics on Grammar Scores	100
3.30	Results of t-test on Grammar Scores	100
3.31	Statistics on Proficiency Scores	101
3.32	Results of t-test on Proficiency Scores	101
3.33	Pre-Test Score Reliability and Intra-class Correlation Coefficient Summary for Control and Experimental Group	105
3.34	Post-Test Score Reliability and Intra-class Correlation Coefficient Summary for Control and Experimental Group	105
3.35	Subjects' Views on Research Instruments	108
3.36	Emerging Themes According to Content Analysis	110
3.37	Data Collection Procedures	111
4.1	Normality Tests for Communicative Competence, Willingness to Communicate, Attitude, Motivation and Language Anxiety in Pre and Post-test Control Group	116
4.2	Normality Tests for Communicative Competence, Willingness to Communicate, Attitude, Motivation and Language Anxiety in Pre and Post-test Experimental Group	117
4.3	Reliability of the Scales	117
4.4	Summary of the Paired Sample t-test within Two Groups for Each Factor of Oral Communicative Competence	119
4.5	Independent Sample t-test between Two Groups for Each Factor of Oral Communicative Competence	122

4.6	Summary of Paired t-test Result of Pre and Post-test Scores within Both Groups for Level of Attitude towards English	124
4.7	Summary of Paired t-test Result of Pre and Post-test Score within Both Groups for Motivation to Read	126
4.8	Independent Sample t-test Between Two Groups for Level of Attitude towards English	127
4.9	Independent Sample t-test between Two Groups for Level of Motivation to Read	129
4.10	Summary of Paired t-test Result of Pre and Post-test Score for both Groups on Level of Language Use Anxiety	130
4.11	Independent Sample t-test between Both Groups on Level of Language Use Anxiety	131
4.12	Summary of Paired t-test Results of Pre-Post-test Score for Both Groups on Willingness to Communicate	132
4.13	Independent Sample T-test Between Both Groups for Willingness to Communicate	132
4.14	Statistics for Both Groups for ESL Learners' Language Proficiency	133
4.15	One Sample Kolmogorov-Smirnov Z test of Normality	134
4.16	Wilcoxon Signed Ranked Test Summary Result for Control Group on Language Proficiency	135
4.17	Wilcoxon Signed Ranked Test Summary Result for Experimental Group on Language Proficiency	135
4.18	Mann-Whitney U Test Summary Result between Both Groups' Pre-Test Scores on Language Proficiency	137
4.19	Mann-Whitney U Test Summary Result between Both Groups' Post-test Score on Language Proficiency	138
4.20	Results of Simple Mediation Procedure using Sobel Test for Increase in Attitude Level	139
4.21	Results of Simple Mediation Procedure using Sobel Test for Increase in Motivation Level	141
4.22	Result of Simple Mediation Procedure using Sobel Test for Reduction of English Use Anxiety with Increased Self-Confidence	142

4.23	Results of Simple Mediation Procedure using Sobel Test for Language Proficiency Level	143
4.24	Summary of Mediating Effects Hypotheses Results	144
4.25	Examples of Paraphrasing	175
4.26	Examples of Repetition	176
4.27	Results of Post-Program Evaluation on Attitude and Motivation	178
4.28	Response to Treatment	178
4.29	Responses to Informal Semi structured Interview	179
5.1	An ERC Framework	199

LIST OF FIGURES

Figure		Page
2.1	The Reading-Speaking and Reading-Writing Relationship	17
2.2	Theoretical Framework of the Study	20
2.3	Conceptual Framework of the Study	21
2.4	Input and Output Opportunities Provided in Extensive Reading Programs	26
2.5	The Willingness to Communicate Model	38
2.6	The Expectancy Value Model (Day & Bamford, 1998)	43
2.7	The Extensive Reading Circles Approach	46
2.8	Three Stages of Cognitive Process	52
3.1	Research Design of the Study	60
3.2	Non-equivalent pre-test-post-test Control Group design	60
3.3	Convenience Sampling of Subjects	62
3.4	Methods for Data Collection	81
3.5	Four Stages of Data Collection	83
3.6	Framework of Instrument Design	113
4.1	Communication Discourse with Extensive Reading Circles	181

LIST OF APPENDICES

Appendix		Page
A	Oral Performance Interview Rating Scale	245
B	Picture Elicitation	246
C	Instructions and Cues for Oral Production Interview	252
D	Language Proficiency Test	253
E	Extensive Reading Program Booklet	260
F	Oral Communicative Performance Rating Scale during Reading Circles	269
G	Demographic Information Questionnaire	271
H	Motivation towards Reading in English Questionnaire	275
I	Attitude/Motivation Battery Test Questionnaire	276
J	Factors Influencing English Learning and Anxiety Use Questionnaire	277
K	Willingness to Communicate in English Questionnaire	280
L	Program Evaluation Form	282
M	Instant Reader Log	284
N	Reflective Journal Report	285
O	Vocabulary Worksheet	286
P	Informed Consent Statement	288
Q	Cartoon Strips for Impromptu Speech	290
R	Findings of Language Proficiency Test	293
S	MUET Descriptors for Bands 1-6	308
T	Master Lesson Plan for Treatment	309
U	Informal Semi structured Interview Guidelines	312
V	External Rater's Training Guidelines	313

LIST OF ABBREVIATIONS

ER	Extensive Reading
RC	Reading Circles
ERC	Extensive Reading Circles
ESL	English as a Second Language
L2	Second Language
MUET	Malaysian University English Test
TL	Target Language
IV	Independent Variable
DV	Dependent Variable
EG	Experimental Group
CG	Control Group

CHAPTER 1

INTRODUCTION

Oral language has different purposes and functions in everyday communications. It functions as the primary mode of communicative discourse throughout the world as a transactional language or as an interactional language. Hence, people learn to speak for communication and for socializing. However, achieving oral communicative competence with fluency, competency and accuracy in a second language (L2) specifically, the English language proves to be one of the more difficult language skills to master for many L2 English speakers in developing Asian countries. It greatly depends on learners' amount of exposure to language and print, background experience, parents' level of education and use of L2 at home (Snow, Porche, Tabors, & Harris, 2007; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Hart & Risley, 1995). Likewise, L2 speakers have poor communication skills due to factors such as their educational history, cultural and social background, limited exposure to the English language, and inappropriate or ineffective language instruction to support L2 development (Francis et al., 2006).

Speaking is fundamental to L2 learning. Being competent helps learners to master their knowledge of grammar, vocabulary and pronunciation before they usethat knowledge in actual communication (Nunan, 2003; Byrne, 1991; Brumfit, 1984). L2 speakers demonstrates effective communication when they are able to exchange information between people using verbal and non-verbal cues, oral and written modes, production and comprehension processesin a variety of contexts (Chaney, 1998; Jacquelyn, 1990; Bachman, 1990). Their communicative success is measured through their capacity to carry out conversations when they know how and when and what to say and to whom with accuracy, clarity, comprehensibility, coherence, effectiveness and appropriateness (Baker, 2010, 2007; Nunan, 2003; Bartram & Walton, 2002; Gao, 2001; Klee, 1998). However, speaking fluently and accurately is a complex and difficult skill to master and such complexity can prevent learners from having the ability to use a varied language when performing tasks (Hinkel, 2005; Ellis, 2003; Skehan, 1989). To overcome this, extensive reading (ER) as a language learning activity can play an important role in addressing the issue of helping poor L2 speakers improve their speaking skills and abilities towards oral communicative competence.

A key aspect of reading is that it provides learners the time to comprehend words, to confirm hypotheses about meanings, to construct meaning or to interpret information appropriately (Richards & Schmidt, 2002; Grabe & Stoller, 2002; Day & Bamford, 1998). Reading provides the bulk of new language input. It supports learners with print experience, exposure to and awareness of phonemes, grammar, spoken language forms or function words (conjunctions, preposition, tenses or articles), introduces words more frequently in written

texts than in common speech and expands learners' understanding of the world (Nuttal, 2005; McShane, 2005; Green, 2002; Degelder & Morais, 1995; Ellis, 1985).

Degelder and Morais, (1995) states that reading helps transform poor readers into good readers and eventually into good L2 speakers when they improve on their poor speech perception and phonological deficits. Good readers can recognize, examine and understand the meanings of printed characters, words or sentences (Lone, 2011). Reading comprehension promotes the accuracy of information, improves attitudes, beliefs, judgments and actions of readers (Eyre, 2005). Therefore, reading is important for L2 learning when it requires learners to construct meaning from the printed message in order to acquire and create new information (Lone, 2011; Mokatsi, 2005). Krashen (2004, 1993b) supports this and claims that good readers develop good writing styles, improve their language proficiency, expand their vocabulary base and improve their grammar to become excellent spellers and better speakers.

Reading was previously looked upon as an individual solitary activity but it is now considered a social construct containing social elements that reflect social activity (Guthrie, McRae & Klauda, 2007). This would help learners develop their speaking skills and this is important for learners in institutions of higher learning. L2 learners who possess reading competency would have easier access to academic, syntactic and world knowledge (Iwahori, 2008; McShane, 2005). Without oral communicative competence, learners are not able to provide fluent and accurate output which is essential for any oral communicative events. Hence, reading and speaking are both essential skills for Malaysian learners.

1.1 Background to the Study

Malaysian learners became poor L2 speakers when they found that learning English to communicate competently was difficult within an examination-oriented school system that focused on grammar, reading and writing (Koo, 2008; Jalaludin, Mat Awal & Abu Bakar, 2008; Ali & Ismail, 2006; Tunku Mokhtar & Abdullah, 2005; Ambigapathy, 2002; Hassan &Selamat, 2002; Lim, 1994). In other words, language use in language classrooms was not encouraged when the focus was on improving writing skills. It was claimed that this has led to learners being competent structurally but less competent communicatively.

Lower proficiency learners with poor oral communicative competence could improve if they adopt good reading habits. There are many potential sources of English input but much remains incomprehensible to learners with poor reading skills. Similarly, government programs for example, The Class Reader Program (1989) and the Extensive Reading Program (ELRP, 1976) were not

successful in helping learners develop their general language skills, proficiency and reading skills in English (Mat Yatin, Sulaiman, Shuhaimi, Ibrahim, & Murad, 2014). It was also pointed out that about only one third of all national secondary schools participated in the ELRP (Raj & Hunt, 1990). Some other reasons for poor reading habits are learners' poor reading attitude and motivation, and those who come from families with different socioeconomic status and educational background (Majzub, 2010; Zainal, 2005; Ambigapathy, 1997).

The impact of a poor reading habit leads to learners exhibiting poor critical thinking skills and abilities to evaluate academic texts (Muhammad, 2007), demonstrating poor academic writing skills when they possess limited choice of word selection and language variety (Krishnakumari, Paul-Evanson, & Selvanayagam, 2010), displaying poor performance in content subject matters when they apply incorrect grammar and phonological rules (Ismail, 2008) and demonstrating poor reading skills that prevent them from coping with the reading demands of the university (Nambiar, 2007).

There are also other reasons why learners are learning English without speaking the language. First, formal and traditional language classes are teacher-centered with language instructors relying on individual-oriented tasks with worksheets and workbooks with minimal use of authentic reading materials introduced in language classrooms (Singh, 2003). Students' practice or use of the L2 is restricted to parroting similar examples from workbooks without variations in word choice and sentence structure. Students find this approach to language learning uninteresting, monotonous and not meaningful. Therefore, students possess a poor perception of L2 learning, styles and methods and they would generally demonstrate a poor attitude and motivation towards learning and using the language. Observations by Lyall (2014) on schools in Malaysia revealed that language instructors taught reading through choral repetition of reading texts and choral spelling of words.The teachers seldom asked questions or encouraged prediction, self-correction or word attack skills.

Second, exposure to and use of English outside the classroom are almost non-existent (Ting, Mahathir,& Chang, 2009). This indicates that English plays a minor role in the lives of the community and that many L2 speakers learn the target language (TL) formally in classrooms (Schuetze, 2002). This could be due to the limited use of English at home (Ali, 2003). The local dialect is used instead for communicative purposes. Other mediating agents such as classmates, family members, friends, or reading materials also influence L2 learners' attitude and motivation towards learning and the learning process (Gao, 2006).

Third, language instructors or teachers have also adopted the conventional grammar translation method of teaching English with an emphasis on the rote

learning of grammatical skills and vocabulary. Many believe that the translation method is the most effective way to teach English with weak or poor learners (Ali, 2008, 2003; Littlewood, 2007; Nambiar, 2007; Carless, 2006; Rahman, 2005). This indirectly and negatively impacted the quality of learner-teacher interactions and communication in English. As a result, the communicative aspects of language learning have been neglected. Learners' communicative competence has subsequently eroded since literacy is learnt as a set of skills and not as a social practice. This has subsequently affected learners' confidence and increased their anxiety level when using L2 during communication and class presentations (Zhang, 2009, Samuel & Bakar, 2008; Ismail, 2008; Aziz, 2007; Ambigapathy, 2006, 2002; Ali, 2003).

In the oral proficiency classes where the present study was conducted, the researcher observed students being taught the four language skills using a workbook. Only one chapter provided speaking models, with examples of language forms, to demonstrate the use of language functions. It was noted that the instructorsfaced difficulty to get the students to engage in discussions or to use the L2. Other shortcomings observed were a) the lack of authentic reading materials as input for speaking. Reading was limited to passages in the workbook, b) students spent more time discussing post–reading exercises/assignments instead of reading topics, c) the presence of a teacher-centered learning environment with instructors relying on examples of language forms in the workbookto teach communicative skills; d) students' limited language skills which caused them to parrot the same set of examples provided in the workbook without variations in word choice or sentence structure.

Based on these findings, the present research focuses on ER, which is frequently prescribed as one method to help L2 learners develop their general language skills. More importantly, ER can play an important role in addressing the issue of students' poor communicative competence. This is in contrast to the conventional/traditional language teaching method, where exposure to L2 in classrooms is normally planned, restricted, or artificial. Such learning situations do not involve the use of authentic reading materials or provide the socio-cultural elements of language learning (Rahman, 2005; Elley & Mangubhai, 1983).

There is an ever growing body of literature that recognises the importance of ER. Past studies evolved to support the effects of ER in the language classrooms on listening, reading comprehension, fluency and speed, writing, vocabulary, word recognition and grammar (Janapoulos, 2009, 1986; Powell, 2005; Green, 2005; Horst, 2005; Sheu, 2004; Taguchi, Takayasu-Maass, & Gorsuch, 2004). Affective benefits were also reported such as learners' attitude and motivation towards English and reading in English (Takase, 2009a, 2007, 2004, 2003; Yamashita, 2013, 2004). Past research also saw how L2 learners improved their vocabulary and/or grammar, which was acquired incidentally through good reading habits and how learners were prepared for the Test of

English as a Foreign Language when they became autonomous language learners (Mason, 2011; Rodrigo, 2009; Mason, 2006, Scott & Nagy, 2004). Other studies examined how L2 reading improved with a decrease in anxiety (Yamashita, 2013). Likewise, a study by Saleem (2010) demonstrated how ER helped learners improve L2 literacy behaviors and develop their writing and critical thinking skills. A study by Smith (2010) demonstrated that an hour of sustained silent reading every week helped learners improve L2 proficiency and spelling. It was also found that ER helped improve learners reading skills, rate and comprehension (Hitosugi & Day, 2004; Asraf &Ahmad, 2003).

Recently, researchers have shown an increased interest in cooperative learning. Cooperative learning involves peer engagement with social interaction where learners in small groups would have the opportunity to explore common interests and share understanding (Brewer & Burgess, 2005; Daniels, 2002, Vygotsky, 1978). There were studies which used computers or identical collaborative tools to determine its effects on L2 learning and acquisition (Hassan, Fong, & Idrus, 2011). Other studies which also used computers as a medium revealed that self-selected articles or books from computers increased vocabulary size and helped skilled L2 readers improve their motivation and self-confidence (Arnold, 2009; Yamashita, 2004).

The above studies did not however, attempt to measure oral communicative success. Such studies did not also incorporate cooperative learning by employing Reading Circles (RC) into an ER program to investigate if an integrated approach could have a better impact on oral communicative competence.The principles of RC have been applied by researchers in the field of reading which looked at students grouped together to discuss and share their responses and understanding of reading texts during open-ended classroom discourse (Soliman, 2012; Woo & Reeves, 2008; Marzano, Pickering & Pollack, 2001; Willis, 1996). Some other researchers used the term 'literature circles' (Bedel, 2011; Daniels, 2002) and others like Khabiri and Lavasani (2012) used the term 'talking circles' as a pedagogical procedure to improve L2 learners' oral proficiency. As reported by Soliman (2012), he states that there is a lack of studies investigating ER with RC as a pedagogical procedure in language classrooms in relation to L2 oral development. Furthermore, studies in the past on ER mainly looked at its effects on learners' language development without employing RC (Saleem, 2010; Smith, 2010; Shen, 2009; Rodrigo, 2009; Horst, 2005).

In light of recent events, it is becoming extremely difficult to ignore the importance of ER and RC in the field of education and language learning. Hence, the present research is task based and employs ER with RC to investigate if this approach can increase lower proficiency learners' knowledge of language before they feel confident to use the TL. Cooperative learning was introduced by Vygotsky (1978) and he explains that learners would receive comprehensible input through ER during the inter-mental phase followed with RC for L2 output during the intra-mental phase. This allows the researcher to

observe the application of newly acquired knowledge during interaction in a more structured social discourse (Baynham & Prinsloo, 2009; Leki, 2007; Langer, 2002). The researcher will investigate if this approach can help learners develop their speaking skills and abilities towards oral communicative competence. The present study will also look at a cause effect relationship that takes into account mediating factors where past studies had treated ER as a possible cause and other factors as the effects.

The research would investigate the extent of lower proficiency learners' incidental language acquisition thereby providing a shift in reading pedagogy. The treatment would emphasize the importance of acquiring English to achieve intelligibility and comprehensibility during communication as opposed to mastering a native proficiency. The treatment would also encourage learners to socially generate language acquisition and to articulate ideas, opinions and solutions clearly, freely and unselfconsciously in L2 (Lantoff, 2006; Furr, 2004; Doolittle & Hicks, 2003). It is hoped that future learners will then appreciate ER with RC as a social interactive learning activity.

1.2 Statement of the Problem

The researcher believes that poor reading habits among Malaysian learners can be one of many reasons why they have poor speaking skills. Poor readers or readers with bad reading habits lack vocabulary that could otherwise assist their speaking performance during communicative discourse. They also lack exposure and knowledge of spelling patterns that could affect their pronunciation and listening. Likewise, they lack knowledge of grammar and spoken language forms such as conjunctions, prepositions and articles that could help learners form intelligent and comprehensible sentences during speaking.

Studies in Malaysia that have looked at reading habits show that reading habits among Malaysians were still poor and that the amount of time spent on reading by learners was similar to what was surveyed in the past (Mat Yatin et al, 2014; Annamalai & Muniandy, 2013; National Union of the Teaching Profession, 2006; Ambigapathy, 1997). Moreover, Annamalai and Muniandy revealed that learners found that reading was difficult causing language anxiety and that reading was boring and not motivating. Other studies also revealed that poor reading habits prevented learners from improving language proficiency, enhancing critical thinking skills and building maturity on day to day issues (Kim & Anderson, 2011; Cunningham & Stanovich, 2001). Such habits affected learners' ability to develop mental and intellectual capacity to evaluate academic texts and to comprehend difficult words in long sentences when they possess poor development of vocabulary and L2 knowledge (Muhammad, 2007).

This is perhaps why poor reading habits among Malaysian learners lead to poor oral communicative competence. As professed by Hilferty (2000), there is a reciprocal spiralling effect between reading and speaking. She specifically states that not only do oral skills influence reading but as L2 learners develop reading skills, they would also develop their spoken language. As such, Malaysian learners who desire to improve oral communicative competence would need to read extensively in order to expose themselves to not only content knowledge but also to vocabulary, grammar and lexical syntactical knowledge. These language components, which can be acquired though reading, are important to help them improve their oral communicative competence. As observed by Hill (1997), students found it embarrassing to speak the language before they felt confident to use their lexis and syntax. These students realized that exposure to reading provided them the opportunity to improve their lexical-syntactical knowledge and language processing skills before they were more willing to use the L2.

Promoting oral communicative competence would reflect good classroom practice. Speaking in English is a critical area of language learning and teaching for both L2 learners with low proficiency and language instructors in Malaysia. This would be in contrast to previous language learning methods where grammatical competence was given top priority. However, the teaching of speaking has been undervalued. This evidence lies in students' everyday conversations which often consist of grammatical and phonological errors.

The teaching of oral communicative competence should include the development of language proficiency through authentic social and school environments. It would encourage learners to express themselves and use the language appropriately for any communicative event. Instead, traditional ESL instructors in Malaysia are not promoting L2 use in classrooms when they focus on repetition, drilling of words and sentences and the memorization of dialogues and grammatical patterns when teaching the skill of speaking. The traditional method of teaching oral skills is inadequate to support higher language functions such as analyzing, predicting, explaining and justifying during communicative discourse (Brown, 2004a).

One study that investigated students' perception of language classrooms which realized that the current traditional teaching methods and approaches to L2 learning and teaching are reasons for poor communicative performance among Malaysian learners is that of Hiew (2012). The study has revealed that language instructors should be more creative in their lessons and state that instructors need to include more interactive group assignments and games. Oral language instructors in traditional ESL classrooms do not encourage extensive reading by using authentic reading materials. This was highlighted when students revealed that language instructors rely on textbooks without providing additional input.

Reading was limited to short unauthentic passages while instructors relied on examples of language forms with language functions in workbooks to teach communicative skills. Obtaining different types of authentic reading materials from magazines, newspapers and the internet can increase learners' language interest and broaden their knowledge of the world, the L2 and subject matter. The use of such reading materials could improve learners' attitude and motivation towards the L2 and encourage them to share their newly acquired knowledge to develop and improve oral skills (Takase, 2009a). Additionally, reading allows learners to use their schemata to integrate old knowledge with new knowledge before they are encouraged to analyze and react to the information through language use. Therefore, incorporating authentic reading materials which represents non-academic everyday topics into the syllabus would encourage learners to read more in English.

Although extensive research has been carried out on ER, there has been no detailed investigation of the use of RC to investigate its effects on oral communicative competence. In addition, no research which employed ER with RC has been found that surveyed its effects on oral communication. Hence, it is hoped that this research would encourage lower proficiency learners to use the language socially and interactively. The language learning approach would allow these learners to learn from authentic reading materials and from one another about the use and function of the language in a low threatening learning environment. Employing ER with RC would also improve learners' attitude towards learning the language, motivation to read in English, language proficiency and language anxiety (Yamashita, 2013, 2008; Takase, 2007). Allowing learners to have the choice to improve their oral skills, the control and interest over their learning such as self-selecting their reading topics and the opportunity to work in groups could help improve learners' attitude and motivation towards the reading the language and learning the language (Kelly, 2009; Biancarosa & Snow, 2006, 2004; Weller, 2005).

The impact of ER with RC on oral communicative competence is understudied. In fact, very little attention has been paid to the role of ER on speaking skills. Past studies (Cho & Krashen, 1994; Huang & Van Naerssen, 1987; Elley & Mangubhai, 1983, 1981) which investigated the effects of ER on language skills did not directly study the effects of ER on oral communicative performance. Instead, these studies only documented incidental findings on improved oral competence. While there appears to be almost no studies that investigated the reading-speaking connection, a literature search revealed a dearth of studies by Parodi (2007), Tsang (1996) and Tudor and Hafiz (1989) to name a few who investigated the reading-writing connection. Additionally, numerous studies in the past involving ER lacked control groups (Takase, 2009a; Yamashita, 2008; Iwahori, 2008; Greenberg, Rodrigo, Berry, Brinck, & Joseph, 2006; Horst, 2005; Lai, 1993). As a result, it was difficult to determine whether the effects from treatment using ER could be justified.

There has been no reliable evidence that ER with RC can have an impact on oral communicative competence. This research therefore aims to investigate the effects of ER followed with RC on lower proficiency ESL learners' oral communicative competence. Subjects will be from an institution of higher learning. The research will include an experimental group (EG) and a control group (CG) to determine if the effects of the treatment are justifiable.

1.3 Research Objectives

The primary objective of the research is to investigate the effects of ER with RC on lower proficiency ESL learners' oral communicative competence. The research specifically examines the usefulness of ER followed by RC, subsequently termed as Extensive Reading Circles (ERC), and investigates whether the treatment can improve ESL undergraduate students' oral communicative competence and compares this with a no treatment condition.The secondary objective is to observe if mediating variables specifically, attitude towards English, motivation to read in English, anxiety to use English and L2 proficiency can mediate the effects of ERC on oral communicative competence among these learners.

Therefore, the specific research objectives are to determine:

1. If there is a significant difference in the effects of ERC on lower proficiency ESL learners' oral communicative competence in the pre and post-tests within the EG and CG and between both the groups in terms of comprehensibility, fluency of speech, vocabulary usage, grammar and syntax and pronunciation.
2. If there is a significant difference in the effects of ERC on attitude towards English and motivation to read in the pre and post-tests within the EG and CG and between both the groups.
3. If there is a significant difference in the effects of ERC on language use anxiety level in the pre and post-tests within the EG and CG and between both the groups.
4. If there is a significant difference in the effects of ERC on language proficiency in the pre and post-tests within the EG and CG and between both the groups in terms of reading and comprehension, vocabulary and grammar (verb forms, tenses, prepositions and pronouns)
5. If language attitude, reading motivation, language use anxiety and language proficiency can mediate the effects of ERC on lower proficiency ESL learners' oral communicative competence.

Based on the specific research objectives, the research questions are as follows:

1. Does ERC have a significant effect on lower proficiency ESL learners' oral communicative competence in terms of comprehensibility, fluency of speech, vocabulary usage, grammar and syntax and pronunciation?
2. Does ERC have a significant effect on lower proficiency ESL learners' attitude towards English and on motivation to read?
3. Does ERC have a significant effect on lower proficiency ESL learners' anxiety to use English?
4. Does ERC have a significant effect on lower proficiency ESL learners' language proficiency in terms of reading and comprehension, vocabulary and grammar?
5. Do language attitude, reading motivation, language use anxiety and language proficiency mediate the effects of ERC on lower proficiency ESL learners' oral communicative competence?

Based on the research questions of the study, the null hypotheses of the study are as follows:

Ho_1: There is no significant difference in the comprehensibility scores, fluency scores, vocabulary scores, grammar and syntax scores and pronunciation scores within and between the experimental group and the control group in the pre-test and post-test.

Ho_2: There is no significant difference in the language learning attitude scores and in the reading motivation scores within and between the experimental group and the control group in the pre-questionnaire and post-questionnaire.

Ho_3: There is no significant difference in the language use anxiety scores within and between the experimental group and the control group in the pre-questionnaire and the post-questionnaire.

Ho_4: There is no significant difference in the reading and comprehension scores, vocabulary scores and grammar scores within and between the experimental group and the control group in a pre-test and post-language proficiency test.

Ho_5: There is no significant difference in the effects of ERC on ESL oral communicative competence with respect to learners' language learning attitude, reading motivation, language use anxiety and language proficiency.

1.4 Significance of the Study

The present research investigates for the first time the extent of learners' incidental language acquisition through the effects of ERC on ESL learners' oral communicative competence.The research fills a gap in the literature by including RC as a social cultural approach to observe how they would then apply and share their new knowledge during cooperative discussions to develop oral skills towards communicative competence. It was said that learners placed in small groups would have the opportunity to be socially interactive with the immediate learning environment during open-ended classroom discourse (Woo & Reeves, 2008; Marzano, Pickering & Pollack, 2001). Learners would be encouraged to speak confidently in the L2 when interacting with one another. Therefore, this research makes a major contribution to research by demonstrating that ERC is more meaningful and purposeful when learners are given the opportunity to read and speak with each other in the TL.

The focus of ERC is to engage learners in reading self-selected authentic non-academic reading texts to develop their lexicons. The treatment provides learners with the knowledge of language features such as word forms, affixations, parts of speech, collocations, referents and associations, grammatical patterning and global associations with reading topics in order for them to function adequately in various English language contexts. It would also encourage them to apply their existing schemata to acquire new knowledge or to increase existing schemata knowledge in order to participate in communicative events inside and outside the classroom.

ERC would encourage learners to communicate when the language learning environment shifts from a teacher centered approach to a learner oriented approach (Zakaria & Iksan, 2007). The treatment provides learners with an avenue to develop their oral skills, fluency and competency with group members. Learners who actively engage in learning activities through social interactions find that discovering their own solutions and expressing their ideas is pleasurable, fun, satisfying and interesting (Woo & Reeves, 2008; Strokes, 2003). The treatment could also reduce learners' language use anxiety, promote language learning styles, improve automaticity of existing knowledge, increase higher level reasoning, enhance the transfer of learning between situations and improve self-esteem and motivation (Skwire & Wiener, 2005; Ellis, 2003; Covington, 2000; Johnson & Johnson, 1975).

ERC can give learners the opportunity to participate in real-life communication, authentic activities and meaningful tasks that promote oral language use. The treatment allows for the natural interaction between learners where they learn from one another about the complexity and intricacies of the TL that would otherwise be difficult if done individually.The learning and sharing of opinions and ideas is integrated into the learners' mental structure and this can assist

learners in developing the use of higher cognitive language functions such as analyzing, predicting, explaining and justifying during communication (Lysaught, 2007, Oxford, 2003). The main focus is on the process of learning and on directing learners' attention to the process of speaking for oral communicative competence. It replaces the traditional product-oriented and teacher-oriented language classroom where oral language instructors rely heavily on workbooks and language function drills to teach speaking skills. Therefore, this research improves and enhances the present pedagogical teaching of oral classes to generate communication performances.

The findings should make an important contribution to the field of education and language learning. Language instructors from primary level upwards could consider incorporating the ERC approach into the English language curriculum. Incorporating such a program into the English language syllabus will help generally weak learners to develop knowledge of the L2, improve language proficiency and practice using the language for oral communicative competence.

1.5 Scope and Limitations of the Study

This research investigates the effects of ERC on ESL learners' oral communicative competence at an institution of higher learning. It uses a non-equivalent pre-testpost-test group design which reflects a quasi-experimental pre post design method involving intact groups. In addition, the research observes the degree to which the mediating variables, attitude towards English, motivation to read in English, anxiety to use English and L2 proficiency mediate the effects of ERC on oral communicative competence among ESL learners. The research does not take into consideration age, ethnicity and gender.

The limitations of this research include randomization, sample size and sampling type and time constrain. Below is an explanation of the limitations of the research.

Since this research used an intact group design which is a feature of quasi experimental study, randomization was not possible. Hence, the findings cannot be generalized. The researcher had no control over the selection of the intact classes when the Language Center chose two intact classes out of seven classes to be assigned to the researcher for the study. The researcher was also not allowed to reassign and reorganize students. The oral proficiency classes represented intact groups with students who were readily found and naturally assembled with poor L2 oral communicative competence (Creswell, 2007; Campbell & Stanley, 1966, 1963). The researcher however, used the toss-the- coin method to randomly assigned one intact class to be the EG and another intact class to be the CG for comparison purposes.

Intact groups did not provide the assurance that both groups consisted of students who were equivalent or comparable. Instead, the research presents a homogeneous group of students with poor oral skills from either the EG or the CG. Hence, the quasi-experimental design method did not allow generalization for the general population of L2 learners in Malaysia.

The number of subjects for the research was small (N=43). During the period of the research (February- May), students who registered were the remaining students in Year 2 who had to attend the course before proceeding into Year 3. Further, the Language Center had introduced other language courses for new students. Hence, there were only seven oral proficiency classes with less than thirty registered students for each class.

The duration of the research was another limitation. The research was conducted over 14 weeks since the oral proficiency classes were conducted over one semester. Consequently, the researcher did not have the opportunity to conduct the study over a longer period to observe the long term impact of ERC on students' oral communicative performance and competence. Further, students' oral communicative competence was observed in the classroom. There was no opportunity to investigate their communicative competence with other students outside the classroom.

Therefore, the findings of the research are limited in its generalization and can only be generalized to similar contexts.

1.6 Definition of Terms

The following are the definitions of the terms that are used in the research.

ER is reading extensively self-selected authentic reading materials from any interesting print or written text which will encourage learners to focus on meaning and not the form of the language during interaction (Krashen, 2004; Day & Bamford, 1998, 1997). Hence, ER is defined as a social cultural activity to promote interaction for ESL learners to improve oral communicative competence (Vygotsky, 1978).

RC is a task based post reading activity that reflects cooperative or collaborative learning**.** It represents small discussion groups. Collaborative or cooperative discussions are guided by what has been read by group members. It represents an authentic atmosphere reflecting an interactive social practice for subjects to help, motivate and support one another towards using and producing a L2 (Soliman, 2012). For this study, RC is defined as a social

cultural activity for subjects to improve oral communicative competence (Vygotsky, 1978).

ER with RC termed as Extensive Reading Circles (ERC) is defined in this research as out of class ER followed with RC to allow subjects to apply L2 interactively and socially during cooperative discussions.

Authentic reading materials are defined as texts not created or edited for pedagogic purposes but written with real language to fulfill a social purpose in the language community (Peacock, 1997; Wallace, 1992). Using authentic reading materials exposes subjects to the world and the language which can heighten their reading pleasure and motivation towards language development (Guariento & Morley 2001). Such materials are found in magazines, newspapers and on the internet.

Oral communicative competence is defined as subjects knowing how sentences are put together to communicate and possessing the ability to interact well with others (Spitzberg, 2000, 1988; Spitzberg & Cupach, 1984). It demonstrates subjects' mastery of their knowledge of language and the ability to apply the knowledge in actual communicative events (Canale, 1983, Canale & Swain, 1980).

ESL learners are described as subjects in an ESL context who speak a different language and who live in a country where English is the main language spoken (Merriam-Webster, 2014).

TL refers to the English language which is to be acquired through ERC for oral communicative competence.

1.7 Thesis Organization

The overall structure of the research takes the form of five chapters. The research first gives a brief overview of the history of ER and RC. It identifies ERC as a language learning approach to help improve ESL learners' oral communicative competence. The treatment is designed to encourage learners to use their natural language output when they engage in meaningful interactions. The objective is to maintain comprehensibility and on-going communication despite limitations in their communicative competence (Richard, 2007, 2006). Encouraging learners to communicate in English spontaneously, despite the presence of language errors, is the first step towards learning and acquiring general language proficiency (ibid).

Chapter Two begins by laying the theoretical dimensions of the research when it reviews past literature pertaining to ERC. This chapter presents the theoretical framework with Krashen's Comprehensible Input Hypothesis as the primary theory for this study. The theory is further supported by other language learning theories to demonstrate the benefits of ERC as the independent variable (IV). The study seeks to investigate if the IV has an effect on learners' oral communicative competence as the dependent variable (DV). The chapter also points out that ESL learners cannot perform either language skill, that is reading and speaking, in the absence of the other.

Chapter Three is concerned with the methodology used for the research. It explains the selection of intact classes using convenience sampling leading to the employment of a quasi-experimental pre post design. The research employed seven different instruments and the chapter describes each instrument. It includes an explanation of how a pilot study was conducted to determine the reliability and validity of instruments before the study was conducted over 14 weeks. The chapter explains how oral interviews were used and conducted before and after treatment and how in-class observations were employed during cooperative discussions using different analytical scoring scales. The chapter also introduces the test specifications for the language proficiency test. The chapter also looked at tests carried out on collected data to determine the effects of the treatment on ESL learners' oral communicative competence.

Chapter Four presents the findings of the research. It is divided into two sections. Section 1 analyses and discusses the results of oral interviews, attitude towards language, motivation to read in English, anxiety to use English, willingness to communicate in English and language proficiency test undertaken before and after treatment for within group and between group differences. The results of factors or agents that can mediate the effects of ERC on ESL learners' oral communicative competence are also revealed and discussed in this section. Section 2 presents the qualitative analysis of the research with respect to subjects' oral performance that reflects their critical thinking skills and abilities during thought processes and the relevant communicative strategies used during cooperative discussions.

Chapter Five presents a summary of major findings, the conclusion for each major finding and relevant recommendations for future studies.

REFERENCES

Adams, M.J. (1990). *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: MIT Press.

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal, 78*: 155-167.

Ali, M. S. (2003). English language teaching in primary schools: Policy and implementation concerns.*The Inter-Pacific Bar Association E-Journal*.

Ali, M.S. (2008). *A Case for ACase: A Qualitative Research Experience*. Kuala Lumpur: Penerbit Universiti Malaya.

Ali, M., & Ismail Z. (2006). Comprehension level of non-technical terms In Science: Are we ready for science in English. *Jurnal Pendidikdan Pendidikan*, 73-83.

Alhussain, A. (2009). Proposing and testing an integrative approach to improve EFL students' communicative skill. Retrieved 12 January 2014 from http://eric.ed.gov/?id=ED507284

Allington, R.L., & McGill-Franzen, A. (2003). The impact of summer setback on the reading achievement gap. *Phi Delta Kappan,* 68–75.

Altrichter, H., Feldman, A., Posch, P., & Somekh, B. (2008). Teachers Investigate Their Work: An Introduction to Action Research across the Professions (p. 147). London: Routledge Falmer.

Ambigapathy, P. (1997). *Reading in Malaysia*(p. 26). Universiti Kebangsaan Malaysia, Bangi,

Ambigapathy, P. (2002). English language teaching in Malaysia today. *Asia Pacific Journal of Education,* 22(2): 35-52.

Ambigapathy, P. (2006). What works in the classroom? Promoting literacy practices in English3L.*The Southeast Asian Journal of English Language Studies*, 11: 15-39.

Anderson R.C., & Pichert. J.W. (1978). Recall of previously unrecallable information following a shift in perspective. *Journal of Verbal Learning and Verbal Behaviour,* 17:1-12.

Anderson, R.C., Wilson, P.T., & Fielding, L.C. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly,* 23: 285-303.

Anderson, R.C.,& Pearson, M.D. (1984). A Schema-Theoretic View of Basic Processes in Reading Comprehension. In P.D. Pearson (Ed.), *Handbook of Reading Research* (pp. 255–291). New York: Longman.

Anderson, R.C. (1994). Role of the Reader's Schema in Comprehension, Learning, and Memory .In R.B. Ruddell, M.R. Ruddell, & H. Singer (Eds.), *Theoretical Models and Processes of Reading* (pp.469-482). Newark, DE: International Reading Association.

Anderson, R.C. (1984). Role of the Reader's Schema in Comprehension, Learning, and Memory. In R.C. Anderson,J. Osborn and R.J. Tierney(Eds.), *Learning to Read in American Schools* (pp. 243-257*)*. Hillsdale, NJ: Erlbaum.

Annamalai, S., & Muniandy, B. (2013). Reading habit and attitude among Malaysian polytechnic students. *International Online Journal of Educational Sciences*, 5 (1): 32-41.

Applegate, R. (1975). The language teacher and the rules of speaking.*TESOL Quarterly,* 9(3): 271-281.

Arnold, N. (2009). Online extensive reading for advanced foreign language learners: An evaluation study, (7th ed.). *Foreign Language Annals, 42*(2): 340-366.

Ary, D., Jacobs, L.C., Razavich, A., & Sorensen, C. (2006). *Introduction to Research in Education.* Australia: Thomson Wadsworth.

Asraf, R.M., & Ahmad, I.S. (2003). Promoting English language development and the reading habit among students in rural schools through the Guided Extensive Reading Program. *Reading in a Foreign Language*, 15(2): 83-102.

Auster, E.R., & Wylie, K.K. (2006). Creating Active Learning in the Classroom: A Systematic Approach.*Journal of Management Education,* 30(2): 333-353.

Azilleo, Kristo Mozihim (2010, May 23). On Reading Habits of M'sian Students. Daily Express.

Aziz, N.H.A (2007). *ESL Students' Perspectives on Language Anxiety*. (Unpublished Ph.D. thesis). Universiti Putra Malaysia: Serdang.

Azman, H. 2009. English in Malaysia: A paradox in rural pluri-literacy practices. *Akademika*, 76: 27-41.

Bachman, L.F. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.

Bachman, L.F., & Palmer, A.S. (1981). The construct validation of the FSI oral interview. *Language Learning*, 31: 67-86.

Bachman, L.F., & Palmer, A.S. (1996). *Language Testing in Practice: Designing and developing Useful Language Tests*. Oxford: Oxford University Press.

Baker, S.C., & Macintyre, P.D. (2000). The role of gender and immersion in communication and second language orientations.*Language Learning*, 50(2): 311-341.

Baker, T.J. (2007). Developing oral proficiency through extensive reading. *IH Journal*, 22.

Baker, T.J. (2010). Oral fluency and extensive reading activities. Retrieved, 2 April 2011 from http://ihjournal.com/oral-fluency-and-extensive-reading-activities.

Bamford, J., & Day, R.R. (Eds.) (2004). *Extensive Reading Activities for Teaching Language*. Cambridge, UK; New York: Cambridge University Press.

Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York: W. H. Freeman.

Bandura, A. (1996). Social cognitive theory of human development. In T. Husen and T.N. Postlethwaite (Eds.), *International Encyclopedia of Education*, (pp. 5513-5518) Oxford: Pergamon Press.

Barcelos, A.M.F., & Kalaja, P. (2011). Introduction to beliefs about SLA revisited. *System*, 39: 281-289.

Barredo, I.M. (1997). Pragmatic functions of code switching among Spanish-Basque bilinguals. Retrieved 12 July 2013 fromssl.webs.uvigo.es/actas1997/04/Munhoa.pdf.

Bartlett, F.C. (1932). *Remembering*. Cambridge: Cambridge University Press.

Bartram, M., & Walton, R. (2002).*Correction: A Positive Approach to Language Mistake*. Boston: Heinle.

Baynham, M., & Prinsloo, M. (2009). Introduction: The Future of Literacy Studies. In M.Baynham & M. Prinsloo (Eds.), *The Future of Literacy Studies* (pp. 1-20). Great Britain: Palgrave Macmillan.

Beattie, G. (1983). *Talk: An Analysis of Speech and Non-Verbal Behavior in Conversation*. Open University Press: Milton Keynes.

Bedel, O. (2011). Literature Circles in EFL: How they stimulate the social interaction". *ELT Digest*. Retrieved 19 March 2015 from http://eltdigest.com/ literaturecircles/?pageid=7

Bell, T. (2001). Extensive reading: Speed and comprehension. *The Reading Matrix*, 1(1). Retrieved 12 March 2013 from http://www.readingmatrix.com/articles/bell/ index.html.

Benson, T.W., & Lor, W. (1999).Conceptions of language and language learning. *Systems*, 27; 459-472.

Bernard, H.R. (Ed.) (1988). *Handbook of Methods in Cultural Anthropology*. Walnut Creek: AltaMira Press.

Bernat, E. (2006). Assessing EAP learners' beliefs about language learning in the Australian context. *Asian EFL Journal*, 8(2).

Bernat, E., & Gvozdenko, I. (2005). Beliefs about language learning: Current knowledge, pedagogical implications and new research directions. *TESL-EJ*, 9(1): 1-29.

Bertram, G. (2002). Effective communication. *English Online Resource Centre*. Retrieved 12 April 2013 from http://english.unitecnology.ac.nz/home.html.

Biancarosa, C., & Snow, C.E. (2006). *Reading Next- A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie of New York (2nd ed.)*. Washington, DC: Alliance for Excellent Education.

Biancarosa, G., & Snow, C.E. (2004). *Reading Next- A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Bitchener, J., Young, S., & Cameron, D. (2005). The effects of different types of corrective feedback on ESL student writing.*Journal of Second Language Writing*, 14: 191-205.

Bretag, T., Horrocks, S., & Smith, J. (2002). Developing classroom practice to support NESB students in information systems courses: some preliminary findings. *International Education Journal*, 3(4): 57-69.

Brewer, E.W.,& Burgess, D.N. (2005). Professor's role in motivating students to attend class.*Journal of Industrial Teacher Education*, 42(23): 23-47.

Brewster, C., & J. Fager. (2000). Increasing student engagement and motivation: From time on task to homework. Retrieved 13 June 2014 fromwww.nwrel.org/request/oct00/textonly.html.

Briggs, D.C. (2008). Comments on Slavin: Synthesizing causal inferences. *Educational Researcher, 37*: 15-22.

Bromley, K. (2008). Actively Engaging Middle School Students with Words. In K.A. Hinchman and H.K. Sheridan-Thomas (Eds.), *Best Practices in Adolescent Literacy Instruction* (pp. 99-113). New York, NY: Guilford Press.

Brown, C.L. (2004a). Content based ESL curriculum and academic language proficiency. *The Internet TESL Journal,* 10(2).

Brown, J.D. (2003). Proceedings of the 2nd Annual JATL Pan-Sig Conference. Kyoto, Japan: Promoting Fluency in EFL Classrooms. Retrieved 23 January 2014 from http://jalt.org/pansig/2003/HTML/Brown.htm.

Brown, D. (2009). Why and how textbooks should encourage extensive reading. *ELT Journal*, 63(3): 238-245.

Brown, R. (1973). *A First Language: The Early Stages.* Harvard University Press.

Brumfit, C. (1984). *Communicative Methodology in Language Teaching: The Role of Fluency and Accuracy*. Cambridge: Cambridge University Press.

Bruner, J. (1987). Prologue to the English Edition. In R.W. Rieber and A.S. Carton (Eds.), *The Collected Works of L. S. Vygotsky, Volume 1,*(pp. 1-16). New York, NY: Plenum.

Burden, P.R. (2000). *Powerful Classroom Management Strategies*. Thousand Oaks, CA: Corwin Press.

Burden, P.R.(2004). The teacher as facilitator: reducing anxiety in the EFL university classroom. *JALT Hokkaido Journal*. 8: 3-18.

Burkhart, G.S. (1998). Spoken language: What it is and how to teach it. Retrieved 10 January 2014 from http://www.nclrc.org/ essentials/ speaking/goalsspeak.htm.

Bygate, M., Skehan, P., & Swain, M. (Eds.). (2001). *Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing*. London, UK: Longman.

Byrne, D. (1991). *Teaching Oral Communication*. England: Longman.

Callahan, L. (2010). U.S. Latinos' use of written Spanish: Realities and aspirations. *Heritage Language Journal*, 7(1): 1-27.

Camiciottoli, B. C. (2001). Extensive reading in English: Habits and attitudes of a group of Italian university EFL students. *Journal of Research in Reading*, 24: 135–153.

Campbell, D.T., & Stanley, J.C. (1963). *Experimental and Quasi-experimental Designs for Research*. Chicago, IL: Rand-McNally.

Campbell, D.T.,& Stanley, J.C. (1966). *Experimental and Quasi-Experimental Designs for Research.* Chicago: Rand McNally.

Canale, M. (1983). From Communicative Competence to Communicative Language Pedagogy. In J.C. Richards and R.W. Schmidt (Eds.), *Language and Communication* (pp. 2-27). Harlow: Longman.

Canale, M. (1984). A Communicative Approach to Language Proficiency Assessment in a Minority Setting. In C. Rivera (Ed.), *Communicative Competence Approaches to Language Proficiency Assessment: Research and Application* (pp. 107-122). Clevedon: Multilingual Matters.

Canale, M., & Swain, M. (1980). Model of communicative competence: In theoretical bases of communicative approaches to second language teaching and testing.*Applied Linguistics*, 1(1): 1-47.

Carless, D. (2006). Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly*, 38(4): 639-662.

Carrell, P.L. (1983a). Some issues in studying the role of schemata or background knowledge in second language comprehension. *Reading in a Foreign Language*, 1: 81-92.

Carrell, P.L. (1984). Schema theory and ESL reading: Classroom implications and applications. *The Modern Language Journal,* 68*: 332-343*.

Carrell, P.L., & Eisterhold, J.C. (1983). Schema theory and ESL reading pedagogy, *TESOL Quarterly*, 17: 553-573*.*

Carrell, P.L. (1988a). Some Causes of Text-boundedness and Schema Interference in ESL Reading. In P.L. Carrell, J. Devine, and D.E. Eskey, (Eds.), *Interactive Approaches to Second Language Reading* (pp. 103-113)*.* Cambridge: CUP.

Casado, M.A., & Dereshiwsky, M.I. (2001). Foreign language anxiety of university students. *College Student Journal, 35*(3). Retrieved 12 March 2014 from http://www.findarticles.com/p/articles/mi_m0FCR/is_4_35/ai_84017191.

Cecilia. R.R., & Ojeda, J.R. (2005). Introducing reading journals in the EFL classrooms. Retrieved 21 April 2014 from http://www.reading matrix.com/conference/pp/proceeding2005/Cecilia_Ojeda.pdf.

Chaney, A.L., & Burk, T.L. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.

Chapman, K. (2007). Varsity students do badly in the MUET. The Star Online. Retrieved 29 March 2010 from www.thestaronlime.com.my/news/story

Chen, B., & Bryer, T. (2012). Investigating instructional strategies for using social media in formal and informal learning. *International Review of Research in Open and Distance Learning*, 13(1): 87-104.

Cheng, Y. S., Horwitz, E., & Schallert, D. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning,* 49(3): 417-446.

Chera, P., & Wood, C. (2003). Animated multimedia "talking books" can promote phonological awareness in children beginning to read. *Learning and Instruction*, 13: 33-52.

Cho, K.S., & Krashen, S.D. (1994). Acquisition of vocabulary from the Sweet Valley Kids Series: Adult ESL Acquisition. *Journal of Reading*, 37: 662-667.

Cho, K.S., Park, E.J., & Krashen, S.D. (2008). Reading in English by children in Korea: Frequency effectiveness and barriers. *Indonesian JELT*, 4(1): 18-25.

Cho, K. S., Ahn, K. O., & Krashen, S. D. (2005). The effects of narrow reading of authentic texts on interest and reading ability in English as a foreign language. *Reading Improvement*, 4(1): 58-64.

Cho, K.S., & Krashen, S.D. (2002). Sustained silent reading experiences among Korean teachers of English as a foreign language: The effect of a single exposure to interesting, comprehensible reading. *Reading Improvement*, 38(4): 170-174.

Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge: MIT Press.

Choon, M.C. (2004). The Malaysian communication competence construct. *Journal of Intercultural Communication Research,* 33(3): 131-146.

Chu, H.N. (2008). *Shyness and EFL learning in Taiwan: A Study of Shy and Non-shy College Students' Use of Strategies, Foreign Language Anxiety, Motivation, and Willingness to Communicate.* (Unpublished Doctoral Dissertation), University of Texas. Austin.

Chun, E., Choi, S., & Kim, J. (2012). The Effect of extensive reading and paired-associate learning on long-term vocabulary retention: An event-related potential study. *Neuroscience Letters*, 521(2): 125-129.

Clark, C. (2000). Innovative strategy: Concept cartoons. *Instructional and Learning Strategies,* 12: 34-45.

Clement, R., Gardner, R.C., & Smythe, P.C. (1980). Social and individual factors in second language acquisition. *Canadian Journal of Behavioural Science*, 12:293-302.

Clément, R., Dornyei, Z., & Noels, K.A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning,* 44(3): 417-448.

Clement, R., Baker, S.C., & MacIntyre, P.D. (2003). Willingness to communicate in a second language: The effects of context, norms and vitality. *Journal of Language and Social Psychology*, 22 (2): 190-209.

Coady. J. (1979). A Psycholinguistic Model of the ESL Reader. In R. Mackay, B. Barkman and R.R. Jordan (Eds.), *Reading in a Second Language* (pp. 5-12). Rowley, Massachusetts: Newbury House Publishers.

Cohen, A. (1980). *Testing Language Ability in the Classroom*. Rowley, MA: Newbury House.

Constantino, R. (1994). Pleasure reading helps even if readers don't believe it. *Journal of Reading*, 37(6): 504-505.

Cotterall, S. M. (1995). Readiness for autonomy: Investigating learner beliefs. *System,* 23 (2): 195-205.

Cotterall, S.M. (1999). Key variables in language learning: What do learners believe about them? *System*, 27: 493-513.

Cook, G. (1989). *Discourse.* Oxford: Oxford University Press.

Cook, T.D., & Campbell, D.T. (1979). *Quasi-experimentation: Design and Analysis Issues for Field Settings*. Boston, MA: Houghton Mifflin Company.

Corden, R.E. (2001). Group discussion and the importance of a shared perspective: Learning from collaborative research. *Qualitative Research*, 1(3): 347-367.

Covington, M.V. (2000). Goal theory, motivation, and school achievement: An integrative review. *Annual Review Psychology*, 51: 171-200.

Crookes, G., & Schmidt, R.W. (1991). Motivation: Reopening the research agenda. *Language Learning,* 41(4): 469-512.

Crookes, G. 1986. Task classification: A cross-disciplinary review. (Technical Report No. 4). *Center for Second Language Classroom Research, Social Science Research Institute, University of Hawaii at Manoa.*

Creswell, W.J. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches.* Thousand Oaks, London, New Delhi: SAGE Publication.

Cresswell, J.W., & Plano Clark, V.L. (2011). *Designing and Conducting Mixed Methods Research (2nd ed.)*. Thousand Oaks, CA: Sage.

Csizer, K., & Dornyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, 89: 1-18.

Cunningham, P. (2009). *What Really Matters in Vocabulary: Research-based Practice across the Curriculum*. New York, NY: Pearson.

Cunningham, A.E., & Stanovich, K.E. (2001). What reading does for the mind.*Journal of Direct Instruction*, 1(2): 137–149.

Cunningham, A.E., & Stanovich, K.E. (1990). Assessing print exposure and orthographic processing skill in children: A quick measure of reading experience. *Journal of Educational Psychology*, 82: 733- 740.

Daneman, M., & Carpenter, P.A. (1980). Individual differences in working memory and reading. *Journal of Verbal Learning and Verbal Behaviour*, 19: 450-456.

Daniels, H. (2002). *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. York, ME: Stenhouse Publishers.

Daniels, H. (2006).What's the next big thing with literature circles? *Voices from the Middle*, 13(1): 10-15.

Davies, A. (2003). The Native Speaker: Myth and Reality. In C. Baker and N. H. Hornberger (Eds.), *Bilingual Education and Bilingualism* (pp. 38). Clevedon, UK: Multilingual Matters LTD

Davis, C. (1995). ER: An expensive extravagance? *ELT Journal*, 49(4): 329-336.

Day, R.R. (2013). Creating a successful extensive reading program. *TESL Reporter,* 46(1&2): 10-20.

Day, R.R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge, UK: Cambridge University Press. 28.

Day, R.R., & Bamford, J. (1997). Extensive reading: What is it? Why bother. *The Language Teacher Online*. Retrieved 9 December 2010 from http://www.jalt-publications.org/tlt/files/97/may/extensive.html.

Day, R.R., & Bamford, J., (2005). *Extensive Reading in the Second Language Classroom*. New York: Cambridge University Press.

Day, R.R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2): 136-141.

Day, R.R., Omura, C., & Hiramatsu, M. (1991). Incidental EFL vocabulary learning and reading. *Reading in a Foreign Language*, 7(2): 541-551

Deci, E.L., & Ryan, R.M. (1985). *Intrinsic Motivation and Self-determination in Human Behaviour.* New York: Plenum.

DeGelder, B., & Morais, J. (Eds.). (1995). *Speech and Reading: A Comparative Approach*. Hove, England: Taylor and Francis.

Derwing, T., Munro, M., & Thompson, R. (2008). A longitudinal study of ESL learners' fluency and comprehensibility development. *Applied Linguistics, 29*(3): 359-380.

Donitsa-Schmidt, S., Inbar, O., & Shohamy, E. (2004). The effects of teaching spoken Arabic on students' attitudes and motivation in Israel. *The Modern Language Journal,* 88: 2, 217-228.

Doolittle, P.E., & Hicks, D. (2003). Constructivism as a theoretical foundation for the use of technology in social studies. *Theory and Research in Social Education*, 31(1): 72-104.

Doring, A. (2002). The use of cartoons as a teaching and learning strategy with adult learners. *New Zealand Journal of adult learning,* 30: 56-62.

Dornyei, Z. 2009). *The Psychology of Second Language Acquisition*. Oxford: Oxford

Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.

Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.

Dornyei, Z. (2003). Attitudes, Orientations and Motivations in Language Learning: Advances in Theory, Research and Applications. In Z. Dornyei (Ed.), *Attitudes, Orientation and Motivation in Language Learning* (pp.3-32). Oxford: Blackwell.

Dornyei, Z., & Thurrell, S. (1994). Teaching conversational skills intensively: Course content and rationale. *ELT Journal, 48*(1): 40-49.

Drew, C.J., Hardman, M.L., & Hosp, J.L. (2008). *Designing and Conducting Research in Education*. Los Angeles: Sage Publications, Inc.

Du. X. (2009). The affective filter in second language teaching. *Journal of Asian Social Science, 5*(8).

Dungworth, N., Grimshaw, S., McKnight, C., & Morris, A. (2004). Reading for pleasure?: A summary of the findings from a survey of the reading habits of year 5 pupils. *New Review of Children's Literature and Librarianship*, 10: 169-188.

Duran, R.L. (1992). Communicative adaptability: A review of conceptualization and measurement. *Communication Quarterly*, 31(40): 320-326.

Dweck, C.S. (2010). Mindsets and equitable education. *Principal Leadership*, 10(5): 26-29.

Dyson, A.H. (2004). Writing and the Sea of Voices: Oral Language in, around, and about Writing. In R.B. Ruddell and N.J. Unrau (Eds.), *Theoretical Models and Processes of Reading* (pp. 146–162). Newark, DE: International Reading Association.

Echevarria, J., & Short, D. (2004/2005). Teacher skills to support English language learners. *Educational Leadership*, 62(4): 8-13.

Ee, C.L. (2010). Cultural factors affecting English proficiency in rural areas: A case study. *International Journal of Arts and Sciences*, 3(10): 26-55

Efron, B., & Tibshirani, R.J. (1993). *An Introduction to the Bootstrap*. Boca Raton, FL: Chapman & Hall/CRC.

Elder, C., & O'Loughlin, K. (2003). Investigating the relationship between intensive English language study and band score gain on IELTS, *IELTS Research Reports*, 4.

Elley, W.B. (1991). Acquiring literacy in a second language: The effect of book-based programs. *Language Learning,* 41(3): 375-411.

Elley, W.B., & Mangubhai, F. (1983). The impact of reading on second language learning. *Reading Research Quarterly,* 19: 53-67.

Elley, W.B., & Mangubhai, F. (1981). *The Impact of a Book Flood in Fiji Primary Schools*. Wellington: New Zealand Council for Educational Research and Institute of Education, The University of the South Pacific.

Ellis, R. (2008). *The Study of Second Language Acquisition*. (2nd edn.). Oxford: Oxford University Press.

Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.

Ellis, R. (2009). Learner belief and language learning. *Asian EFL Journal*, 10(4): 7-25.

Ellis, R. (1985). Teacher-pupil Interaction in Second Language Development. In S. Gass and C. Madden (Eds.), *Input in Second Language Acquisition* (pp.69-88). Rowley, MA: Newbury House,.

Ellis, R. (1997). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

Ernest, P. (1999). *Social Constructivism as a Philosophy of Mathematics: Radical Constructivism.*Albany, New York: State University of New York Press.

Experience and Efforts in Literacy Programs: Brief Country Report (2005). National Library of Malaysia: Malaysian Government Publication.

Eyre, G. (2005). *The development and practice of literacy: A voyage of discovery.* Retrieved 4 December 2014 fromhttp://www.iasl-slo.org/ifla2005-eyre.doc.

Fabes, R., & Martin, C.L. (2001). *Exploring Development through Childhood*. Boston: Allyn & Bacon.

Fife-Shaw, C. (2006). Quasi-experimental Designs. In G.M. Breakwell, S. Hammond, C. Fife-Shaw and J.A. Smith (Eds.), *Research Methods in Psychology (3rd ed.)* (pp. 88-103). London, England: Sage.

Fink, L.D., (2003). *Creating Significant learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco, CA: Jossey-Bass Publishers.

Fisher, D., & Frey, N. (2009). *Background knowledge: The Missing Piece of the Comprehension Puzzle.* Portsmouth, NH: Heinemann.

Flege, J.E., MacKay, I., & Meador, D. (1999). Native Italian speakers' perception and production of English vowels. *Journal of the Acoustical Society of America,* 106: 2973-2988.

Flege, J.E. (1992). The Intelligibility of English Vowels Spoken by British and Dutch Talkers. In W. Strange (Ed.), *Speech Perception and Linguistic Experience: Theoretical and Methodological Issues* (pp. 233-272). York: Timonium MD.

Folse, K.S. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor, MI: The University of Michigan Press.

Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical Guidelines for the Education of English Language Learners: Research‐based Recommendations for Instruction and Academic Interventions*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Fraenkel, J.R., & Wallen, N.E. (2003). *How to Design and Evaluate Research in Ed*ucation (5th edn). New York: McGraw-Hill Companies, Inc.

Freeman, D.E., & Freeman, Y. (2000). *Teaching Reading in Multilingual Classrooms*. Portsmouth NH: Heinemann.

Fulcher, G. (2003). *Testing Second Language Speaking*. Pearson Education Limited.

Fulcher, G., & Davidson, F. (2007). *Language Testing and Assessment*. New York: Routledge.

Furr, M. (2004). How and why to use EFL literature circles. Retrieved 17 October 2013 fromhttp://www.eflliteraturecircles.com.

Gabrielatos, C. (2004). Teaching communication and interaction strategies. Retrieved 24 October 2011 fromhttp://www.developing teachers.com/articles-tchtraining/commstrl-costas.htm.

Gao, C.Z. (2001). Second language learning and the teaching of grammar. *Education,* 2: 326- 336.

Gao, X. (2006). Understanding changes In Chinese students' uses of learning strategies in China and Britain: A socio-cultural re-interpretation. *System*, 34(1): 55-67.

Garan, E.M. & DeVoogd, G. (2008). The benefits of sustained silent reading: Scientific research and common sense converge.*The Reading Teacher,* 62(4): 336–344.

Gardner, R.C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivations.* London: Edward Arnold.

Gardner, R.C. (1985a). *The Attitude Motivation Battery Tests (Tech. Rep.).* London, Canada: The University of Western Ontario.

Gardner, R. C. (2004). *Attitude/Motivation Test Battery: International AMTB Research Project*. Canada: The University of Western Ontario.

Gardner, R.C., & Lambert, W.(1972). *Attitudes and Motivation in Secondary Language Learning*. Rowley, M. A: Newbury House.

Gardner, R.C. (2011). The socio-educational model of second language acquisition. *Canadian Issues/Thèmes Canadiens*, 24–27.

Gardner, R.C., & MacIntyre, P.D. (1993). On the measurement of affective variables in second language learning.*Language Learning*, 43(2): 157-94.

Gardner, J. (2001). Integrative Motivation and Second-Language Acquisition. In Z.Dörnyei, and R.Schmidt, (Eds.), *Motivation and Second Language Acquisition* (pp. 1-20). Honolulu, HI: University of Hawai'i Press.

Gardner, R.C., Lalonde, R.N., & Moorcroft, R. (1985). The role of attitudes and motivation in Second language learning: Correlational and experimental considerations. *Language Learning: A Journal of Applied Linguistics, 35*(2): 207-227.

Gass, S., & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course*. New York, NY: Routledge.

Gass, S.M., & Varonis, E.M. (1984). The effect of familiarity on the comprehensibility of non-native speech. *Language Learning,* 34: 65-89.

Gaytan, J. (2005). Effective assessment techniques for online instruction. Information technology. *Learning and performance Journal*, 23(1): 25-34.

Gee, R. W. (1999). Encouraging ESL students to read. *TESOL Journal,* 8(1): 3-7.

Ghazali, Y., Nik, M. R. & Parilah, M. S. (2010). Student attitudes towards Arabic language oral skill at the MARA University of Technology. *GEMA Online Journal of Language Studies,* 10(3): 15-33.

Gielen, S., Peeters, E., Dochy, F., Ongthena, P., & Struyven, K. (2010). Improving the effectiveness of peer feedback for learning. *Learning and Instruction*. 20, 304-315.

Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language. Teaching.* 40: 97-118.

Goodman, K. (1967). Reading: The psycholinguistic guessing game. *Journal of Reading Specialist,* 6: 125-135.

Goodman, K. (1996). *On Reading: A Common Sense Look at the Nature of Language and the Science of Reading*. Portsmouth, NH: Heinemann.

Grabe, W., & Stoller, L. (2002).*Teaching and Researching Readin.* Harlow, UK: Longman

Grabe, W. (1988). Reassessing the Term "Interactive*".* In P. Carrell, J. Devine, & D. Eskey (Eds.), Interactive *Approaches to Second Language Reading* (pp. 56–70). Cambridge: Cambridge University Press.

Grabe, W. (2010). Fluency in reading--Thirty-five years later. *Reading in a Foreign Language,* 22(1): 71-83.

Graves, K. (2008). The language curriculum: A social contextual perspective. *Language Teaching,* 41(2): 147-181.

Green, C. (2005). Integrating extensive reading in the task-based curriculum. *ELT Journal*, 59(4): 306-311.

Green, P. (2002). Teachers intervention in children's reading. *Journal of Child Hood Education,* 46(3): 147-149.

Greenburg, D., Rodrigo, V., Berry, A., Brinck, T., & Joseph, H. (2006). Implementation of an extensive reading program with adult learners. *Adult Basic Education*, 16(20): 81-97

Grundy, J. (2004). Extensive reading - a valuable language learning opportunity, *ESOL Online (Ministry of Education, Wellington, New Zealand).* Retrieved 20 October 2014 fromhttp://www.tki.org.nz/r/esol/esolonline/secondary_mainstream/research/nzresearch/jeanette_grundy/home_e.php.

Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELTJournal,* 55(4): 347-353.

Gumperz, J. (1999). Sociocultural Knowledge in Conversational Inference. In A. Jaworski and N. Coupland (Eds.) *The Discourse Reader* (pp. 98-106). Oxon: Routledge.

Guthrie, J. T. (2008). Reading Motivation and Engagement in Middle and High School. In J.T. Guthrie (Ed.), *Engaging Adolescents in Reading* (pp. 1-16). Thousand Oaks, CA: Corwin Press.

Guthrie, J. T. & Humenick, N. M. (2004). Motivating Students to Read: Evidence for Classroom Practices That Increase Reading Motivation and Achievement. In P. McCardle and V. Chhabra (Eds.), *The Voice of Evidence in Reading Research*(pp. 329-354).Baltimore: Brookes Publishing.

Guthrie, J.T., & Wigfield, A. (2000). Engagement and Motivation in Reading. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, and R. Barr (Eds.), *Handbook of reading research: Volume III* (pp. 403-422). New York: Erlbaum.

Guthrie, J T., Mcrae, A., & Klauda, S. L. (2007). Contributions of concept-oriented reading instruction to knowledge about interventions for motivations in reading. *Educational Psychologist*, 42(4): 237 – 250.

Guthrie, J.T. (2003). Contexts for engagement and motivation in reading. Retrieved

12 July 2014 from http://www.readingonline.org/articles/handbook/guthrie/index.html.

Hafiz, F., & Tudor, I. (1990). Graded readers as an input medium in L2 learning. *System,* 18(1): 31-42.

Halliday, M.A.K. (1985). *Spoken and Written Language*. Oxford: Oxford University Press

Hart, B., & Risley, T.R. (1995). *Meaningful Differences in the Everyday Experience of Young American Children.* Baltimore: Paul H. Brookes.

Hashimoto, Y. (2002). Motivation and willingness to communicate as predictors of reported second language use. *Second Language Studies*, 20(2): 29-70.

Hassan, F., & Selamat, N.F. (2002). Why aren't students proficient in ESL: The teacher perspective .Retrieved 20 March 2011 from http://www.melta.org.my/ET/2002/wp10.htm.

Hassan, M. A., Fong, S.F., & Idrus, R.M. (2011). Impact of E-cooperative Learning Modules on Interpersonal Communication Skills. In A. Zaharim et al. (Eds.), *Recent Researches in Education* (pp. 25-30). Penang, Malaysia: WSEAS.

Hayes, D.P. (1988). Speaking and writing: Distinct patterns of word choice. *Journal of Memory and Language*, 27: 572-585.

Hayes, D.P., & Ahrens, M.G. (1988). Vocabulary simplifications for children: A special case of 'Motherese'. *Journal of Child Language*, 15: 395-410.

He, M. (2014). Extensive Reading and Students' Academic Achievement: A Case Study. In T. Muller, J. Adamson, P. S. Brown, and S. Herder (Eds.). *Exploring EFL Fluency in Asia* (pp. 231-243). Basingstoke, United Kingdom: Palgrave Macmillan.

Heaton, J.B. (1990). *Classroom Testing.* New York: Longman

Helgesen, M. *Extensive Reading/Effective Reading*. Paper presented at the Meeting of Teachers of English to Speakers of other Languages. San Antonio, Texas. April 2005.

Helgesen, M. (2005). Extensive reading reports: Different intelligences, different levels of processing. *Asian EFL Journal*, *7*(3): 25–33.

Helgesen, M. (1997). What one extensive reading program looks like. *The Language Teacher,* 21(5): 31-33.

Hellsten, M., & Prescott, A. (2004). Learning at university: the international students experience. *International Education Journal*, 5, (3), 344-351.

Hess, N. (2006). The Short Story: Integrating Language Skills Through the Parallel Life Approach. In A. Paran (Ed.), *Literature in Language*

Teaching and Learning (pp. 27-43). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Hidi, S., & Harackiewicz, J.M. (2000). Motivating the academically unmotivated: A critical Issue for the 21st century. *Review of Educational Research*, 70(2): 151-179. Retrieved 31 January 2014 from http://www.educ.msu.edu/dWongLibrary.

Hiew, W. (2012). English language teaching and learning issues in Malaysia: Learners' perceptions via facebook dialogue journal. *Journal of Arts, Science and Communication*, 3(1).

Hilferty, A. (2000). The relationship between reading and speaking skills. *National Center for the Study of Adult Learning and Literacy*, Vol 4(A).

Hill, D.R. (1997). Setting up an ER programme: practical tips. *The Language Teacher*, 21(5): 17-20.

Hilton, H. (2007). Review of expertise in second language learning and teaching by K. Johnson (Ed.). *System*, 35: 112-117.

Hinkle, E., Wiersma, W., & Jurs, S.G. (2003). *Applied Statistics for the Behavioural Sciences* (5thed.). Boston, MA: Houghton Mifflin Company.

Hinkel, E. (Ed.). (2005). *Handbook of Research in Second Language Teaching and Learning*. New Jersey: Lawrence Erlbaum Associates, Inc.

Hinkel, E. (2006). Current perspectives on teaching the four skills.*TESOL Quarterly,* 40(1): 109-131.

Hirvela, A. (2004). *Connecting Reading and Writing in the Second Language Writing Instruction*. Ann Arbor: University of Michigan Press.

Hitosugi, C.I. & Day, R.R. (2004). Extensive reading in Japanese. *Reading in a Foreign Language*, 16(1): 20-39.

Holden, W. (2003). Student attitudes toward graded reading: A preliminary investigation. *Bulletin of Hokuriku University*, 27: 145-158.

Hornby, A.S., (1995). *Oxford Advanced Learner's Dictionary.* (5th ed). United Kingdom: Oxford University

Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *Canadian Modern Language Review*, 61(3): 355-382.

Horwitz, E.K. (2010) Research timeline: foreign and second language anxiety. *Language Teaching*, 43 (2): 154-167.

Horwitz, E.K. (1996). Even teachers get the blues: Recognizing and alleviating non-native teachers' feelings of foreign language anxiety. *Foreign Language Annals*, 29: 365-372.

Horwitz, E.K., Talion, M., & Luo, H. (2010). Foreign Language Anxiety. In J. C. Cassady (Ed.), *Anxiety in Schools: The Causes, Consequences, and Solutions for Academic Anxieties* (pp. 95- 115). New York: Peter Lang Publishing,

Horwitz, E.K. (1986). Preliminary evidence for the reliability and validity of a Foreign Language Anxiety Scale. *TESOL Quarterly*, 20: 559-562.

Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign language classroom anxiety.*The Modern Language Journal,* 70*:*125-132.

Horwitz, E.K. (1987). Surveying Student Beliefs about Language Learning. In A.L. Wendenand J. Robin (Eds), *Learner Strategies in Language Learning* (pp. 119-132).London: PrenticeHall.

Horwitz, E.K. (1999). Cultural and situational influences on foreign language learners' beliefs about language learning: A review of BALLI studies. *System*, 27: 557-576.

Horwitz, E.K., & Young, D.J. (1991). *Language Anxiety: From Theory and Research to Classroom Implications.* Upper Saddle River, NJ: Prentice Hall.

Hsu, Y.Y, & Lee, S.Y. (2007). Extensive Reading and EFL Junior College Students in Taiwan. Retrieved 28 April 2013 from http://web.ntpu.edu.tw/~lwen/publications/Hsu_Lee_SELL2007.pdf.

Hu, M., & Nation, I.S.P. (2000). Unknown vocabulary density and reading comprehension. *Reading In A Foreign Language*, 13 (1): 403-430.

Huang, X., & Van Naerssen, M. (1987). Learning strategies for oral communication. *Applied Linguistics*, 8(3): 287-307.

Huber, M.T., Hutchings, P. & Gale, R. (2005). Integrative learning for liberal education*.* Peer Review Summer/Fall. Retrieved 21 February 2013 from psychology.wikia.com/wiki/Integrative_learning.

Hunt, A., & Beglar, D. (2005). A framework for developing EFL reading vocabulary. *Reading in a Foreign Language*, 17(1): 23-59. Retrieved 24 March 2012 fromhttp://nflrc.hawaii.edu/rfl/April2005/hunt/hunt.html.

Ismail, R..(2008). *Factors Affecting Less Proficient ESL Learners' Use of Strategies for Language and Content Area Learning*. (Unpublished PhD. Thesis). Faculty of Modern Languages, Universiti Putra Malaysia, Malaysia.

Ivey, G., & Broaddus, K. (2001). Just plain reading: A survey of what makes students want to read in middle school classrooms.*Reading Research Quarterly*, 36, 350-377.

Iwahori, Y. (2008). Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language*, 20: 70-91.

Jacobs, G. M. (2014). Selecting extensive reading materials.*Beyond Words,* 2(1): 116-131**.**

Jacobs, G., & Gallo, P. (2002). Reading alone together: Enhancing extensive reading via student-student cooperation. *Reading Online, 5*(6). Retrieved, 23 November 2013 fromhttp://www.readingonline.org/articles/art_index.asp?HREF=jacobs/index.html.

Jacquelyn, S. (1990). *Communicative competence revisited: The development of Second language proficiency*.In B. Harlay, P.Allen, J.Cumming, and M.Swain (Eds.). Cambridge University Press.

Jalaludin, N.H., Mat Awal, N., & Abu Bakar, K. (2008). The mastery of English language among lower secondary school students in Malaysia: A linguistic analysis. *European Journal of Social Sciences, 7*(2): 106-119.

Jalongo, M.R. (2007). Beyond benchmarks and scores: Reasserting the role of motivation and interest in children's academic achievement.*International Focus Issue*, 83(6): 395-407. Retrieved 23 April 2014 from http://www.acei.org/motivPosPaper.pdf.

Janopoulos, M. (2009). Pleasure Reading and Writing in a Second Language: (How) Can We Make the Connection? In A. Cirocki (Ed.), *Extensive Reading in English Language Teaching* (pp. 429-438). Lincom Eropa.

Janopoulos, M. (1986). The relationship of pleasure reading and second language writing proficiency. *TESOL Quarterly, 20*(4): 763-768.

Johnson, K. (1979). Communicative Approaches and Communicative Processes. In C.J. Brumfit and K. Johnson. (Eds.) *The Communicative Approach to Language Teaching* (pp.192-205).Oxford: Oxford University Press.

Johnson, K. (1982b). *Communicative Syllabus Design and Methodology.* Oxford: Pergamon Institute of English

Johnson, B., & Christensen, L. (2010). *Educational Research: Quantitative, Qualitative and Mixed Approaches* (4thed.). Thousand Oaks, CA: Sage.

Johnson, P. (1981). Effects on reading comprehension of language complexity and cultural background of a text. *TESOL Quarterly*, 15: 169-181.

Johnson, D.W., & Johnson, R.T. (1975). *Learning Together and Alone, Cooperation, Competition, and Individualization.* Englewood Cliffs, NJ: Prentice-Hall.

Johnson, D.W., & Johnson, R.T. (1994). *Joining Together: Group Theory and Group Skills* (5th ed.). Boston, MA: Allyn and Bacon.

Jones, J.F. (2004). A cultural context for language anxiety. *English Australia*, 21 (2): 30-39.

Joshi, R.M. (2005).Vocabulary: A critical viewpoint of comprehension. *Reading and Writing Quarterly*, 21 (3): 209-219.

Judge, P.B. (2011). Driven to read: Enthusiastic readers in a Japanese high school's extensive reading program. *Reading in a Foreign Language*, 23: 161–186.

Kan, S.O. (2011). Cooperative learning environment with Web 2.0 tool e-portfolios. *European Journal of Social Sciences*, 21(1): 17-27.

Karim, N. S., Onn, F.M., Musa, H.H., & Mahmood, A.H. (2004). *Tatabahasa Dewan Edisi Baharu*. Dewan Bahasa dan Pustaka, Kuala Lumpur.

Karlin, O., & Romanko, R. (2010). Examining multiple variables within a single ER setting. *The Reading Matrix, 10*(2): 181–204.

Kaur, N., Awang, Z.,& Abdullah, K.I. (2008). The Effects of Extensive Reading on Language Proficiency and Motivation to Read on 14 Years Old Students in Malaysia. In Y. Boon, H. Habil and F. Mohd Nor (Eds.), *Insight into Second Language Teaching and Learning* (pp. 98-110). Malaysia: Universiti Teknologi Malaysia. Retrieved 12 February 2013 from http://www.penerbit.utm.my/bookchapterdoc/FP/bookchapter_fp07.pdf

Kelly, M. (2009). The art and craft of motivating students. Retrieved 23 November 2014 from http://712educators.about.com/cs/motivation/a/motivation.htm.

Khabiri, M., & Lavasani, M. (2012). A collaborative approach to autonomy: Does it improve EFL learners' oral proficiency? *World Applied Sciences Journal*, 20 (9): 1293-1299. Retrieved 12 January 2015 from http://www.idosi.org/wasj/wasj20(9)12/17.pdf.

Kidder, L.H., & Judd, C.M. (1986). *Research Methods in Social Relations.* (5th ed.) New York: Holt, Rinehart & Winston.

Kim, B. (2001). Social Constructivism. In M. Orey (Ed.), *Emerging Perspectives on Learning, Teaching, and Technology*. Retrieved 17 October 2014 fromhttp://www.coe.uga.edu/epltt/SocialConstructivism.htm.

Kim, J.Y., & Anderson, T. (2011). Reading across the curriculum: A framework for improving the reading abilities and habits of college students. *Journal of College Literacy and Learning*, 37:29-40.

Kim, S.Y. (2009). Questioning the stability of foreign language classroom anxiety and motivation across different classroom contexts. *Foreign Language Annals*, 42(1): 138-157.

Kim, S.J. (2004). Exploring Willingness to Communicate (WTC) in English among Korean EFL (English as a Foreign Language) Students in Korea: WTC as a Predictor of Success in Second Language Acquisition. (Unpublished doctoral dissertation). Ohio State University, Columbus, Ohio.

Kirin, W., Poolsap, P., & Plongthong, J. (2012). Promoting extensive reading among Chinese students learning Thai as a foreign language. *Procedia Engineering,* 32: 1178-1182.

Kitano, K. (2001). Anxiety in the college Japanese language classroom. *The Modern Language Journal*, 85(4): 549-566.

Klee, C.A. (1998). Communication as an organising principal in the national standards: Sociolinguistic aspects of Spanish language learning leaching. *Hispania*, 81(2): 339-351.

Kong, Y. (2009). A brief discussion on motivation and ways to motivate students in English learning. *International Education Studies*, 2(2): 145-149.

Koo, Y.L. (2008). *Language, Culture and Literacy: Meaning-Making in Global Contexts*. Bangi: Penerbit UKM.

Krashen, S.D. (1997). The comprehension hypothesis: Recent evidence. *English Teachers' Journal (Israel)*, 51:17-29.

Krashen, S.D. (1988). *Second Language Acquisition and Second Language Learning*. Prentice-Hall International.

Krashen, S.D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon.

Krashen, S.D. (2009). *Principles and practice in second language acquisition*. Retrieved 12 March 2014 from http://sdkrashen.com/Principles_and_Practice/Principles_and_Practice.pdf.

Krashen, S.D. (2007). Extensive reading in English as a foreign language by adolescents and young adults: A Meta-analysis. *International Journal of Foreign Language Teaching*, 3(2): 23-29.

Krashen, S.D. (2004). *The Power of Reading*. Portsmouth, NH: Heinemann Publishing Company.

Krashen, S.D. (1993b). *The Power of Reading.* Englewood, CO: Libraries Unlimited.

Krashen, S.D. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the Input Hypothesis. *Modern Language Journal, 73,* 450-464.

Krashen, S.D. (1985). *The Input Hypothesis: Issues and Implications*. England: Longman Group Limited.

Krashen, S.D. (2001a). More smoke and mirrors: A critique of the National Reading Panel report on fluency. *Phi Delta Kappan* 83: 119-123.

Krishna B. (2010).Factors of code switching among bilingual English students in the university classroom: A survey. *English for Specific Purposes World*, 29(9).

Krishnakumari, K., Paul-Evanson, C., & Selvanayagam, S. (2010). *Preparing for Change: From MUET to Academic Writing.* Paper presented at MyCASELT 2010 of the 3rd Malaysia International Conference on Academic Strategies in English Language Teaching. Kuala Lumpur: Saujana Hotel.

Kunt, N. (1997). *Anxiety and Beliefs about Language Learning. A Study of Turkish-speaking University Students Learning English in North Cyprus*. (Unpublished Doctoral Dissertation) Univeristy of Texas, Austin, Texas.

Kwon, O. (2000). Korea's English education policy changes in the 1990s: Innovations to gear the nation for the 21st Century. *English Teaching,* 55(1): 47-91.

Lai, F.K. (1993). The effect of a summer reading course on reading and writing skills. *System*, 21: 87-100.

Landis, J.R., & Koch, G.G. (1977). The measurement of observer agreement for categorical data. *Biometrics*. 33: 159–174.

Langer, J. (2002). *Effective Literacy Instruction.*Urbana, IL: NCTE.

Lantolf, J.P. (2006). Socio-cultural theory and L2: State of the art. *Studies in Second Language Acquisition, 28*(1): 67-109.

Lantolf, J.P., & Thorne, S.L. (2006). *Socio-cultural Theory and the Genesis of Second Language Development*. Oxford, NY: Oxford University Press.

Lazaraton, A. (2001). Teaching Oral Skills. In M.Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language*(pp.103-115), (3rd ed.). Boston: Heinle&Heinle.

Lee, J. (2000). *Tasks and Communicating in Language Classrooms*. Boston: McGraw-Hill.

Lee, J.W., & Schallert, D.L. (1997). The relative contribution of L2 language proficiency and L1 reading ability to L2 reading performance: A test of the threshold hypothesis in an EFL context. *TESOL Quarterly*, 31: 713-739.

Lee, S.Y. (2004). The robustness of extensive reading: Evidence from two studies. *The International Journal of Foreign Language Teaching,* 1(3): 13-19. Retrieved 1 March 2014 from www-o.ntust.edu.tw/.../The_Robustness_of_Extensive_Reading.pdf.

Lee S. Y. & Hsu, Y. Y. (2009). *Determining the crucial characteristics of extensive reading program: The impact of extensive reading on EFL writing*. *The International Journal of Foreign Language Teaching*, 12-20.

Lee, Y.O., Krashen, S.D., & Gribbons, B. (1996). The effect of reading on the acquisition of English relative clauses. *Information Technology Laboratory: Review of Applied Linguistics*, 113-114: 263-273.

Lehmann, C. (2006). *Motivation in language:* Retrieved 14 May 2013 from http://www.christianlehmann.eu/publ/motivation_in_language.pdf.

Leger, D.D. (2009). Self-assessment of speaking skills and participation in a foreign language class. *Foreign Language Annals*, 4291): 158-178.

Leki, I. (2007). *Undergraduates in a Second Language: Challenges and Complexities in Academic Literary Development*. New York: Lawrence Erlbaum Associates.

Leki, J. (1993). Reciprocal Themes in ESL Reading and Writing. In J.G. Carson and I. Leki (Eds.), *Reading in the Composition Classroom* (pp. 9-32). Boston: Heinle & Heinle Publishers.

Levelt, W.J.M. (1989). *Speaking: From Intention to Articulation*. Cambridge: The MIT Press.

Lightbown, P., & Spada, N. (1993). *How Languages are Learned*. Oxford: Oxford University Press.

Lightfoot, A.R. (1998). *Japanese Second Language Learners and the English Article System: A Study in Error Analysis*. (Unpublished MA Thesis). University of Leeds, UK.

Lile, W.T. (2002). Motivation in the ESL classroom. *The Internet TESL Journal*, 8(1)

Lim, S.L. (1994). Fluency and accuracy in spoken language- Implications for classroom practice in a bilingual context.*The English Teacher*, 23. Retrieved 23 March 2011from http://www.melta.org.my/ET/1994/main4.html.

Linn, R., & Gronlund, N. (2000). *Measurement and Assessment in Teaching*. (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms.*Language Teaching*. 40: 243–249.

Liu, M., & Jackson, J. (2009). Reticence in Chinese EFL students at varied proficiency levels. *TESL Canada Journal*, 26(2): 65-81.

Liu, M., & Jackson, J., (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *Modern Language Journal,* 92: 71-86.

Liu, H., & Wu, H. (2011). Impact of extensive reading on young EFL learners' vocabulary knowledge, reading proficiency, and motivation for learning English. *National Pingtung University of Science and Technology, Humanities and Social Science Research, 5*(1): 1-21.

Lone, F.A. (2011). Reading habits of rural and urban college students in the 21st Century*. Library Philosophy and Practice E- Jourmal* (pp. 1-9). Retrived 4 December 2014 fromhttp://digitalcommons.unl.edu/libphilprac/586.

Long, A. et al (1984). *A Survey of the Reading Habits and Interests of Malaysian People*. Kuala Lumpur; Dewan Bahasa dan Pustaka

Long, J.F., Monoi, S., Harper, B., Knoblauch, D., & Karen, P. (2007). Academic motivation and achievement among urban adolescents. *Urban Education*, 42(3): 196-222.

Luoma, S. (2004). *Assessing Speaking.* Cambridge: Cambridge University Press.

Lyall, A. 2014. Impact of a Program to Teach Reading Strategies to Primary Children in Rural Malaysia*. The International TEYL Journal*

Lysaght, P. *Learning and Socio-cultural Theory: Learning and Socio-cultural Exploring Modern Vygotskian Perspectives. Paper presented at the meeting of the* International Workshop 1 (pp. 108-113), University of Wollongong, Australia. 2007.

MacIntyre, P.D., & Gardner, R.C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44: 283-305.

MacIntyre, P.D., & Gardner, R.C. (1991). Methods and results in the study of anxiety and language learning: A Review of Literature*. Language Learning*, 41:85-117.

Macintyre, P.D. (1994). Variables underlying willingness to communicate: A causal analysis. *Communication Research Reports, 11*: 135-142.

MacIntyre, P.D. (1999). Language Anxiety: A Review of the Research for Language Teachers. In D.J. Young (Ed.), *Affect in Foreign Language and L2 Learning: A Practical Guide to Creating a Low-Anxiety Classroom Atmosphere* (pp.24-45). Boston: McGraw Hill College.

MacIntyre, P.D., Noels, K.A., & Clement, R. (1997). Biases in self-ratings of SL Proficiency: The role of language anxiety. *Language Learning*, 47(2): 265-287.

MacIntyre, P.D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15: 3-26.

MacIntyre, P.D., & Gardner, R.C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning*, 39: 251-275.

MacIntyre, P.D., Clément, R., Dörnyei, Z., & Noels, K.A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal,* 82:545-562.

MacIntyre, P., Baker, S.C., Clement, R., & Conrod, S. (2001). Willingness to communicate, social support, and language‐learning orientations of immersion students. *Studies in Second Language Acquisition,* 23: 369‐388.

MacIntyre, P.D., Baker, S.C., Clement, R., & Donovan, L.A. (2003). Talking in order to learn: Willingness to communicate and intensive language programs.*Canadian Modern Language Review*, 59(4): 589-607

MacIntyre, P.D., Baker, S.C., Clement, R., & Donovan, L.A. (2002). Sex and age effects on willingness to communicate, anxiety perceived competence, and second language motivation among junior high school French immersion students.*Language Learning*, 52(3): 537-564.

MacIntyre, P.D., & Gardner, R.C. (1994a). The effects of induced anxiety on three stages of cognitive processing in computerized vocabulary learning. *Studies in Second Language Acquisition, 16*: 1–17.

Majzub, R., & R. Kurnia, (2010). Reading readiness amongst preschool children in Pekan Baru, Riau. *Procedia Social and Behavioral Sciences,* 9: 589-594.

Malaysian National Library (2006), '*The reading profile of Malaysians 2006'*, Unpublished research by the Malaysian National Library, Kuala Lumpur.

Mantle-Bromley, C. (1995). Positive attitude and realistic beliefs: Links to proficiency. *Modern Language Learning*, 79(3):372-386.

Maros, M., Tan, K.H., & Salehuddin, K. (2007). Interference in learning English: Grammar errors in English essay writing among rural Malay secondary schools in Malaysia. *Journal e-Bangi,* 2(3): 1-15.

Marzano, R., Pickering, D., & Pollack, J. (2001). *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Mason, B. The Efficiency of Self-selected Reading and Hearing Stories on Adult Second Language Acquisition. Selected papers presented at the meeting of the Sixteenth International Symposium on English Teaching, English Teachers' Association- Republic of China, Taipei. 2007.

Mason, B. (2011). Impressive gains on the TOEIC after one year of comprehensible input, with no output or grammar study. *International Journal of Foreign Language Teaching*, *7*: 1–5.

Mason, B. (2003). *A Study of Extensive Reading and the Development of Grammatical Accuracy by Japanese University Students Learning English*. (Ed.D. Dissertation), Temple University, Osaka, Japan.

Mason, B. (2006). Free voluntary reading and autonomy in second language acquisition: Improving TOEFL scores from reading alone. *International Journal of Foreign Language Teaching*, 2: 2-5.

Mason, B. (2004). The effect of adding supplementary writing to an extensive reading program.*International Journal of Foreign Language Teaching*, 1(1): 2-16. Retrieved 20 April 2011 fromhttp://www.benikomason.net/articles/effect_of_adding/all.html.

Mason, B., & Krashen, S.D (2004). Is form-focused vocabulary instruction worth while? *RELC Journal*, 35(2): 179-185.

Mason, B., & Krashen, S.D. (1997).Extensive reading in English as a foreign language. *System,* 25: 91-102.

Mat Yatin, S.F., Sulaiman. S.T.M., Shuhaimi, H., Ibrahim, M., & Murad, M.(2014). Reading habits and reading activities: Abibliometric study. *Australian Journal of Basic and Applied Sciences*, 8(23): 163-170.

Matsuda, S., & Gobel, P. (2001). Quiet apprehension: Reading and classroom anxieties. *JALT Journal, 23*(2): 227-47.

Matsumura, L.C., Slater, S.C., & Crosson, A. (2008). Classroom climate, rigorous instruction and curriculum, and students' interactions in Urban middle schools. *The Elementary School Journal*, 108(4): 294-312.

Matsuura, H., Chiba, R., & Fujieda, M. (1999). Intelligibility and comprehensibility of American and Irish Englishes in Japan. *World Englishes, 18*(1): 49-62.

McClure, C.T., (2008). Motivation and Reading. Retrieved 30 May 2014 from

http://www.districtadministration.com/viewarticle.aspx?articleid=1445&p=1#0.

McCroskey, J.C., & Beatty, M.J. (1998). Communication Apprehension. In J.C. McCroskey, J.A. Daly, M.M. Martin and M.J. Beatty (Eds.), *Communication and Personality Trait Perspectives* (pp. 215-231). Cresskill, NJ: Hampton Press.

McCroskey, J.C. (1984). Communication Competence: The Elusive Construct. In R.N. Bostrom (Ed.), *Competence in Communication* (pp. 259-268). Beverly Hills, CA: Sage.

McCroskey, J.C., & Richmond, V.P. (1987). Willingness to Communicate and Interpersonal Communication. In J.C. McCroskey and J.A. Daly (Eds.), *Personality and Interpersonal Communication* (pp. 129-156).Beverly Hills, CA: Sage.

cCroskey, J. C., & Baer, J. E. *Willingness to Communicate and Its Measurement*. Paper presented at the meeting of the Speech Communication Association Convention, Denver, CO. November, 1985.

McCroskey, J.C. (1977). Oral communication apprehension: A Summary of recent theory and research. *Human Communication Research*, 4: 78-96.

McKool, S.S. (2007). Factors that influence the decision to read: An investigation of fifth grade students' out of school reading habits. *Reading Improvement,* 44(3):111-31.

McMillan, J.H., & Schumacher, S. (2006). *Research in Education: Evidence-Based Inquiry*. 6th edn. Boston: Pearson Education, Inc.

McShane, S. (2005). *Applying Research in Reading Instruction for Adults: First Steps for Teachers.* Washington, DC: The National Institute for Literacy.

McQuillan, J. (2001). The effect of print access on reading frequency. *Reading Psychology*, 22: 225-248.

Mejias, H., Applebaum, R.L., Applebaum, S.J., & Trotter, R.T. (1991). Oral communication apprehension and Hispanics: An exploration of oral communication apprehension among Mexican American students in Texas. *Journal of Personality*, 63: 315-339.

Meltzer, J., & Hamann, E.T. (2004). *Meeting the Literacy Development Needs of Adolescent English Language Learners through Content Area Learning. (Part 2): Focus on Classroom Teaching and Learning Strategies*. Providence: The Education Alliance, Brown University.

Melvin, B.S., & Stout, D.S. (1987). Motivating Language Learners through Authentic Materials. In W. Rivers (ed.), *Interactive Language Teaching* (pp. 44-56). New York: Cambridge University Press.

Mercuri, S.P. & Rea, D.M. (2006). *Research-Based Strategies for English Language Learners*. Portsmouth, NH: Heinemann.

Meriam-Webster's Learner's Dictionary. (2014). Retrieved 20 April 2013 fromwww.learnersdictionary.com/definition/ESL

Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: A Methods Sourcebook* (3rd edn.). Thousand Oaks, CA: Sage Publications.

Mohd. Firdaus. A. S. (2003). *Attitudes and Motivation in the Learning of English and Their Implications on Performance: An Analysis among Secondary School Students in Rural Sabah.* (MA Thesis), Faculty of Education, Universiti Kebangsaan Malaysia.

Mokatsi, R. (2005). *Sharing Resources - How Library Networks Can Help Reach Education Goals*.A research paper looking at libraries in the developing world. East African Book Development Association.

Morais, E. (2000). *Reading, Thinking and Writing in an ESL Context: Exploration of the Mind*. Kuala Lumpur: The Beacon Press.

Mori, S. (2002). Redefining motivation to read in a foreign language. *Reading in Foreign Language*, 14(2): 91-110.

Morgan, P.L., & Fuchs, D. (2007). Is there a bidirectional relationship between children's reading skills and reading motivation? *Exceptional Children*, 73: 165-183.

Morrow, L.M. (2004). Motivation: The forgotten factor. *Reading Today,* 21(5): 6.

MUET (2006). *Syllabus. Handbook of Malaysian University English test*. Selangor, Malaysia: Majlis Peperiksaan Malaysia.

Muhammad, A.M. (2007). *Effectiveness of an Academic Reading Course in Facilitating Tertiary Students' Comprehension of Academic Texts*, PhD Thesis, Universiti Teknologi MARA (UiTM).

Munro, M.J., & Derwing, T.M. (1995). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners.*ERIC,* 45(1); 73-97.

Murray, A. (2011). Montessori elementary philosophy reflects current motivation theories, *Montessori Life*, 23(1): 22-33.

Mustaffa, R.(2006). *The effects of culture on students' learning styles*. *3L The*

Southeast Asian Journal of English Language Studies, 12: 83-94.

Mustafa, R., & Zain, S. N. H. J. M. (2009). Language anxiety in a remedial English language course: What teachers need to know. *Journal of Linguistic Studies,* 2(1): 56-68.

Nagy, W.E., & Herman, P.A. (1987). Breadth and Depth of Vocabulary Knowledge: Implications for Acquisition and Instruction. In M.G. McKeown and M.E. Curtis (Eds.), *The Nature of Vocabulary Acquisition* (pp.19-35). Hillsdale, NJ: Erlbaum.

Nakanishi, T. (2005). A Book in question! Intertwining receptive and productive skills using graded readers. *The Language Teacher*, 29(6): 35-36.

Nambiar, R. (2007). Enhancing academic literacy among tertiary learners: A Malaysian experience. 3L *Journal of Language Teaching, Linguistics and Literature*, 13.

Nation, I.S.P., & Deweerdt, J.P. (2001). A defence of simplification. *Prospect*, 16(3): 55-67.

Nation, I.S.P. (1997). The language learning benefits of extensive reading. *The Language Teacher Online*. Retrieved 20 March 2100 fromhttp://www.jalt-publications.org/tlt/files/97/may/benefits.html.

Nation, I.S.P. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge

National Union of the Teaching Profession. (2006, February 12). Some Secondary Students Can't Read.*New Straits Times*.

Natsue, H. (2012). *Attitudes of UKM's Undergraduates towards the Japanese Language*. (MA Thesis). Faculty of Language and Linguistics, Universiti Kebangsaan Malaysia.

Nelson, N., & Calfee, R.C. (1998). *The Reading-Writing Connection*. Chicago: University of Chicago Press.

Nicol, D. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good practice. *Studies in Higher Education*, 31(2): 199-218.

Nishino, T. (2007). Beginning to read extensively: A case study with Mako and Fumi. *Reading in a Foreign Language*, *19*: 76–105.

Norris-Holt, J. (2001). Motivation as a contributing factor in second language acquisition. *TESL Journal*. Retrieved 3 May 2013 from http://iteslj.org/.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge, UK: Cambridge University Press.

Nunan, D. (1997). *Designing and Adapting Materials to Encourage Learner Autonomy.* London: Longman.

Nunan, D. (2003). *Practical English LanguageTeaching*. NY: McGraw-Hill

Nunan, D. (1999). *Second Language Teaching and Learning.* Boston: Heinle and Heinle Publishers.

Nunan, D. & Bailey, K.M. (2009). *Exploring Second Language Classroom Research- A Comprehensive Guide*. Boston: Heinle Cengage Learning

Nuttal, C. (2005). *Teaching Reading Skills in a Foreign Language* (p. 127). Oxford, UK: MacMillan Education.

Nuttal, C. (1996). *Teaching Reading Skills in a Foreign Language* (2nd ed.). Oxford: Hienermann

Nystrand, M. (1996). *Opening Dialogue: Understanding the Dynamics of Language and Learning in the English Classroom*. New York: Teachers College Press.

O'Donoghue, T., & Punch K. (2003). *Qualitative Educational Research in Action: Doing and Reflecting.* London: Routledge Falmer.

Omaggio, A. (1986). *Teaching Language in Context: Proficiency Oriented Instruction*. Boston, MA: Heinle and Heinle Publishers.

Omar, A.H. (1982). *Language and Society in Malaysia*, (2nd ed.). Selangor: Percetakan Dewan Bahasa dan Pustaka.

Omar A.H., & Rama, S.(1995). *An Introduction to Malay Grammar*. Kuala Lumpur: Dewan Bahasa dan Pustaka

Onwuegbuzie, A.J., Bailey, P., & Daley, C.E. (1999). Factors associated with foreign language anxiety. *Applied Psycholinguistics*, 20: 217-239.

Oxford, D.L. (1999). Anxiety and the Language Learner: New Insights. In J. Arnolds (Ed.), *Affect in Language Learning* (pp. 58-67). Cambridge: Cambridge University Press.

Oxford, R. (2003). Toward A More Systematic Model Pf L2 Learner Autonomy. In P. Palfreyman, and R.Smith, (Eds.), *Learner Autonomy Across Cultures: Language Education Perspectives* (pp. 75-91). Great Britain: Palgrave Macmillan.

Partin, K., & Hendericks, C.G. (2002). The relationships between positive adolescent attitudes toward reading and home literary environment. *Reading Horizons*, 43: 61-75.

Parodi, G. (2007). Reading- writing connections: Discourse-oriented research. *Reading and Writing*, 20: 225-250

Pasternak, M., & Bailey, K.M. (2004). Preparing Non-native and Native English-speaking Teachers: Issues of Professionalism and Proficiency. In L.D. Kamhi-Stein (Ed.), *Learning and Teaching from Experience: Perspectives on Non-native English-speaking Professionals* (pp.155-175). Ann Arbor, MI: University of Michigan Press.

Payne, J.S., & Whitney, P.J. (2002). Developing L2 oral proficiency through synchronous CMC: Output, working memory, and inter-language development. *CALICO Journal, 20*(1): 7-32.

Peacock, M. (1997).The effect of authentic materials on the motivation of EFL learners in English. *Language Teaching Journal*, 51; 2.

Pearson-Casanave, C.R. (1984). Communicative pre-reading activities: Schema theory in action.*TESOL Quarterly, 18*(2): 334-336.

Pearson Test of English (2010). General speaking test guide. Retrieved 12 November 2013 fromwww.pearsonpte.com.

Peng, J.E. (2011). Changes in language learning beliefs during a transition to tertiary study: The mediation of classroom affordness. *System*, 39: 314-324.

Perfetti, C.A. (1985). *Reading Ability*. New York: Oxford Press.

Phillips, E.M. (1992). The effects of language anxiety on student test oral performance. *The Modern Language Journal*, 76: 14-26.

Pigada, M., & Schmitt, N. (2006).*Vocabulary Acquisition from Extensive Reading: A Case Study.* Reading in a Foreign Language, 18(1): 1-28.

Retrieved 20 March 2011from http://nflrc.hawaii.edu/rfl/April2006/pigada/pigada.htm.

Pintrich, P.R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95(4): 667-686.

Pitts, M., White, H., & Krashen, S.D. (1989). Acquiring second language vocabulary through reading: A replication of the Clockwork Orange Study using second language acquirers. *Reading in Foreign Language*, 5: 271-275.

Pokomy, H., & Pickford, P. (2010). Complexity, cues and relationships: Student perception of feedback. *Active Learning in Higher Education*, 11(1): 21-30.

Powell, S. (2005). Extensive reading and its role in Japanese high schools. *The Reading Matrix,* 5:28-42.

Preacher, K.J., & Hayes, A.F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior Research Methods, Instruments, & Computers,* 36 (4): 717-731.

Price, M.L. (1991). The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students. In E.K. Horwitz, and D.J. Young (Eds.), *Language Anxiety: From Theory and Research to Classroom Implications* (pp. 101-108). Englewood Cliffs, NJ: Prentice-Hall.

Program Nilam. (1997). *Konsep dan Panduan Pelaksanaan di Sekolah*. Bahagian Teknologi Pendidikan, Kementerian Pelajaran Malaysia.

Rahman, R.A. (2005). *Learning English from Learners' Perspective*. Paper presented at the Seminar Penyelidikan Pendidikan Kebangsaan ke 12. Putrajaya: Kementerian Pelajaran Malaysia.

Rahmat, N., Lau S.M., Sungif, N.A.M., & Yusup, F.N.M. (2014). English language proficiency tests and academic achievement: A study on the Malaysian University English Test as a predictor of technical programundergraduatesacademic achievement. Retrieved 10 November 2014 from www.journals.aiac.org.au/index.php/alls/article/view/630.

Reading Stats in Malaysia (2006, July 16). The Star.

Reeves, C. *Literary Attitudes: Theoretical Perspectives*. Paper presented at a meeting of the 19th World Conference on Reading. Edinburgh, Scotland. 2002.

Renandya, W.A., & Jacobs, G.M. (2002). Extensive Reading: Why Aren't We All Doing It? In J.C. Richards and W.A. Renandya (Eds.), *Methodology in Language Learning: An Anthropology of Current Practice* (pp. 295-302). Cambridge: Cambridge University Press.

Renandya, W.A., Rajan, S., & Jacobs, G.M. (1999). Extensive reading with adult learners of English as a second language. *RELC Journal*, 30(1): 39-61.

Reyes, I. (2004). Functions of code-switching in school children's conversations. *Bilingual Research Journal, 28*(1): 77-96.

Reyes, S.A., & Vallone, T.L. (2008). *Constructivist Strategies for Teaching English Language Learners.* Thousand Oaks, CA: Corwin Press, Inc.

Reznitskaya, A., Anderson, R.C., & Kuo, L.J. (2007). Teaching and learning argumentation. *Elementary School Journal*, 107: 449-472.

Richards, J. (1980). Conversation. *TESOL Quarterly*, 14(4): 413-432.

ctionary of Language Teaching and Applied Linguistics (3rd ed.). London: Longman,

Riley, P.A. (2006). *The Beliefs of First Year Japanese University Students towards the Learning of English*. (Unpublished Doctoral Dissertation). University of Southern Queensland, Australia.

Risemberg, R. (1996). Reading to write: Self-regulated learning strategies when writing essays from sources. *Reading, Research and Instruction*, 35(4): 365-383.

Robb, T.N. & Susser, B. (1989). Extensive reading vs. skills building in an EFL context. *Reading in a Foreign Language*, 5(2). Retrieved 20 March 2011 fromhttp://www.kyoto-su.ac.jp/~trobb/robbsuss.html.

Robb, T., & Kano, M. (2013). Effective extensive reading outside the classroom: A large-scale experiment. *Reading in a Foreign Language,* 25(2): 234-247.

Roberts, G., Torgesen, J.K., Boardman, A., & Scammacca, N. (2008). Evidence-based strategies for reading instruction of older students with learning disabilities. *Learning Disabilities. Research and Practice*, 23(2): 63–69.

Robertson, M., Line, M., Jones, S., & Thomas, S. (2000) International students, learning environments and perceptions: A case study using the Delphi technique. *Higher Education Research and Development,* 19(1): 89-102.

Robinson, R. (1992). Developing practical speaking tests for the foreign language classroom: A small group approach. *Foreign Language Annals*, 19: 33-56.

Rodrigo, V. (2009). Vocabulary size and reading habit in native and non-native speakers of Spanish*. Hispania,* 92(3): 580-592.

Rodrigo, V. (2006). The amount of input matters: Incidental acquisition of grammar through listening and reading. *International Journal of Language Teaching* 2 (1): 10-13.

Rodrigo, V., Krashen, S.D., & Gribbons, B. (2004). The effectiveness of two comprehensible input approaches to foreign language instruction at the intermediate level. *System,* 32(1): 53-61.

Rodriguez, K.E. (2006).*Contemporary Issues and Decisions: Reading, Writing and Thinking in Today's World.* New York: Pearson Longman.

Rosszell, R. (2007). *Combining Extensive Reading and Intensive Vocabulary Study in a Japanese University*. (Unpublished doctoral dissertation). Temple University Japan, Tokyo.

Routman, R. (2003). *Reading Essentials: The Specifics You Need to Teach Reading Well*. Ports-mouth, NH: Heinemann.

Routman, R. (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching*. Portsmouth, NH: Heinemann.

Rule, A.C., & Auge, J. (2005). Using humorous cartoons to teach mineral and rock concepts in sixth grade science class. *Journal of Geosciences Education,* 53(3): 548-558.

Ryan, R.M., & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55(1): 68-78.

Safaeia, L.A., & Bulca, M. (2013). Extensive reading and creative practices. *Procedia - Social and Behavioural Sciences*, 70(25): 592-597.

Saito, Y., Horwitz, E.K., & Garza, T.J. (1999). Foreign language reading anxiety. *The Modern Language Journal*, 83(2): 202-218.

Saito, Y., & Samimy, K. (1996). Foreign language anxiety and language performance: A study of learning anxiety in beginning, intermediate, and advanced-level college students of Japanese. *Foreign Language Annals*, 29: 239–390.

Saleem, B.A.A. (2010). *Impact of Extensive Reading on Literacy Perceptions and on EFL Writing Quality of English Major Students at the Islamic University of Gaza*. (MA Thesis). The Islamic University, Gaza.

Salleh, L.M. (2006). Characteristics of high/low context communication: The Malaysian Malay culture. *Journal of Intergroup Relations*, 32(4): 40-55.

Samuel, R., & Bakar, Z. (2008). The effectiveness of 'VELT' in promoting English language communication skills: A case study in Malaysia. *International Journal of education and development using ICT*, 4(3). Retrieved 13 April 2009 from http://ijedict.dec.uwi.edu/viewarticle.php?id=559.

Schmidt, K. (1994). Extensive reading in English communication courses. Retrieved 23 December 2011 fromhttp://extensivereading.net/docs/schmidt.html.

Schuetze, U. (2002). *Speaking an L2- Second versus Foreign Language Acquisition*. In G.S. Morrison and L. Zsoldos (Eds.), *Proceedings of the Northwest Linguistics Conference 2002*(pp. 1-11). Retrieved 3 June 2014 from http://edocs.lib.sfu.ca/projects/NWLC2002/NWLC2002_Proceedings_Complete_Volume.pdf

Scott, J.A., & Nagy, W.E. (2004). Developing Word Consciousness. In J.F. Baumann & E.J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 201-217). New York, NY: Guilford.

Segalowitz N. (2003). Automaticity and Second Languages. In C.J. Doughty and M.H.Long (Eds.), *The Handbook of Second Language Acquisition* (pp. 382–408). Malden, MA: Blackwell.

Sert, O. (2006). The factors of code switching in ELT classrooms. *The Internet TESL Journal*. Retrieved 24 April 2014 from http://iteslj.org/Articles/Sert-CodeSwitching.html.

Shadish, W.R., Cook, T.D., & Campbell, D.T. (2002). *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Boston, MA: Houghton Mifflin.

Share, D.L., & Stanovich, K.E. (1995). Cognitive processes in early reading development: Accommodating individual differences into a model of acquisition. *Issues in Education: Contributions from Educational Psychology*, 1: 1–57.

Shen, M. (2009). Reading-writing connection for EFL college learners' literacy development. *Asian EFL Journal*, 11(1): 87-106.

Sheu, P.H. (2004). *Extensive Reading as a Breakthrough in a Traditional EFL Curriculum: Experimental Research in Junior High Schools in Taiwan*. (PhD Thesis), University of Warwick, England. Retrieved 12 April 2013 from http://core.ac.uk/display/47137.

Shohamy, E. (1994). The validity of direct versus semi-direct oral test. *Language Testing*, 11: 99-123.

Shohamy, E., Reves, T., & Bejerano, Y. (1986). Introducing a new comprehensive test of oral proficiency. *English Language Teaching Journal*, 40: 212-220.

Shrout, P.E., & Fleiss, J.L. (1979). Intra-class correlations: Uses in assessing rater-reliability. *Psychological Bulletin*, 2: 420-428.

Siebert, L.L. (2003). Student and Teacher Beliefs about Language Learning. *The Oregon Teachers of English to Speakers of Other Languages (ORTESOL) Journal*, 21: 7-39

Siefert, T.L. (2004). Understanding student motivation. *Educational Research*, 46(2): 137-149.

Siegel, J. (2003). Social Context. In C.J. Doughty and M.H. Long (Eds.), *The Handbook of Second Language Acquisition* (pp. 178-223). Malden, MA: Blackwell.

Sinclair, J. (1992). Priorities in Discourse Analysis. In M.Coulthard (Ed.). *Advances in Spoken Discourse Analysis* (pp. 79-88). London: Routledge.

Singh, M.K. (2003).The Use of Cooperative Learning Method in the Teaching and Learning Process in Reading Comprehension to Increase Learner Achievement at Tertiary Level. In A. Pandian, G. Chakravarthy, and S. Che Lah (Eds.), *English Language Teaching and Literacy: Research and Reflections* (pp. 110-119). Serdang: University Putra Malaysia Press.

Skehan, P. (1989). *Individual Differences in Second Language Learning*. London: Edward Arnold.

Skwire, D., & Weiner, H.S. (2005). *Students' Book of College English: Rhetoric Readings, Handbook (10th ed)*. NY: Pearson Educ., Inc.

Slavin, R.E. (1995a). *Cooperative Learning: Theory, Research, and Practice* (2nd ed.). Boston: Allyn & Bacon.

Slavin, R.E. (1995b). Cooperative Learning and Intergroup Relations. In J. Banks and C.M. Banks (Eds.), *Handbook of Research on Multicultural Esducation* (pp. 628-634). New York: Macmillan.

Smith, M.C. (1990). A longitudinal investigation of reading attitude development from childhood to adulthood. *The Journal of Educational Research,* 83: 215-219.

Smith, K. (2010). Integrating one hour of in-school weekly SSR: Effects on proficiency and spelling. *International Journal of Foreign Language Teaching*, 7(1):1-7.

Snow, C.E., Porche, M.V., Tabors, P.O., & Harris, S.R. (2007). *Is Literacy Enough?* Baltimore, MD: Brookes Publishing Co.

Soliman, N.A. (2012). Integrating extensive reading and reading circles in ESL. *International Journal of Global Education*, 1(1): 26-34.

Son, C.V., Yen, T.H.V., & Quyen, T.V. (2014). The amount of English use: Effects on L2 speech. *ERIC*, 17(4).

Sousa, D.A. (2005). *How the Brain Learns to Read*. Thousand Oaks, CA: Corwin Press

Soo, K.S. (2010). *Practical English for Tertiary Students. Book 1. 2nd Edition*. Singapore, Cengage Learning Asia Pte Ltd.

Spitzberg, B.H. (1988). Communication Competence: Measures of Perceived Effectiveness. In C.H. Tardy (Ed.) *A Handbook for the Study of Human Communication: Methods and Instruments for Observing, Measuring and Assessing Communication Processes* (pp. 67-105). Norwood, New Jersey: Ablex Publishing Corporation.

Spitzberg, B.H. (2000). What is good communication? *Journal of the Association for Communication Administration*, 29: 103-119.

Spitzberg, B.H., & Cupach, W.R. (1984). *Interpersonal Communication Competence.* Beverly Hills, CA: Sage.

Spitzberg, B.H., & Cupach, W.R. (2002). Interpersonal Skills. In M.L. Knapp and J.A. Daly, *Handbook of Interpersonal Communication* (pp. 562-612). Thousand Oaks, CA: Sage.

Stanovich, K.E. (1986). *Mathew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy*. Cambridge, MA: Harvard University Press.

Stanovich, K.E., & West, R.F. (1989). Exposure to print and orthographic processing. *Reading Research Quarterly,* 14(4): 402–433.

Starks, D., & Paltridge, B. (1996). A note on using sociolinguistic methods to study non-native attitudes towards English. *World Englishes,* 15(2): 217-224.

Storch, N. (2002). Patterns of interaction in ESL pair work. *Language Learning,* 52(1): 119-158.

Strokes, S.P. *Temperament, Learning Styles, and Demographic Predictors of College Student Satisfaction in a Digital Learning Environment*. Paper presented at the meeting of the Annual Meeting of the Mid-South Educational Research Association, Biloxi, MS. November 2003.

Swain, M. (1999). Integrating Language and Content Teaching through Collaborative Tasks. In C.S. Ward and W.A. Renandya (Eds.), *Language Teaching: New Insights for the Language Teacher* (pp. 125-147). Singapore: SEAMEO Regional Language Centre.

Swain, M. (1995). Three Functions of Output in Second Language Learning. In G. Cook and B. Seidlhofer (Eds.), *Principles and practice in applied linguistics: Studies in honour of H. G. Widdowson* (pp.125–44). Oxford: Oxford University Press.

Swanson, H.L., & Deshler, D. (2003). Instructing adolescents with learning disabilities: Converting a meta-analysis to practice. *Journal of Learning Disabilities*, *36*: 124-135.

Taguchi, E., Takayasu-Maass, M., & Gorsuch, G.J. (2004). Developing reading fluency in EFL: How assisted repeated reading and extensive reading affect fluency development.*Reading in a Foreign Language*, 16: 1–23.

Takase, A. (2003). *The Effects of Extensive Reading on the Motivation of Japanese High School Students* (Unpublished doctoral dissertation). Temple University, PA.

Takase, A.Japanese High School Students' Motivation to Read Extensively. Paper presented at the meeting of the JALT conference, Nara, Japan. 2004.

Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading. *Reading in a Foreign Language*, *19*: 1–18.

Takase, A. (2007a). Japanese high school students' motivation for extensive L2 reading. *Reading in a Foreign Language*, 19: 1–18.

Takase, A. (2009a). The Effects of Different Types of Extensive Reading Materials on Reading Amount, Attitude and Motivation. In A. Cirocki (Ed.), *Extensive Reading in English Language Teaching* (pp. 451-465). unich, Germany: Lincom.

Takimoto, M. (2008). The effects of deductive and inductive instruction on the development of language learners' pragmatic competence. *The Modern Language Journal*, 92(3): 369-386.

Tang, T. (1982). Investigating NNS English teachers' self-assessed language proficiency in an ESL context. McGill University (Canada), 2007. Retrieved 21 June 2014 from http://digitool.Library.McGill.CA:80/R/-?func=dbin-jump-full&object_id=99610&silo_library=GEN01

Tarone, E., & Parish, B. (1988). Task-related variation in inter-language: The case of articles. *Language Learning*, 38: 1-44.

Tarone, E., & Swain, M. (1995). A sociolinguistic perspective on second language use in immersion classrooms. *The Modern Language Journal*, 79: 166-178.

Tavocoli, P., & Foster, P. (2008). Task design and second language performance: The effect of narrative type on learner output. *Language learning*, 58: 439-473.

Tetraeault, J.R., & Chodorow, M. (2008). Native judgments of non-native usage: Experiments in preposition error detection (pp. 24-32). Paper presented at the meeting of the Proceedings of Coling 2008, Workshop in Human Judgments in Computational Linguistics.

Thornbury, S., & Slade, D. (2006). *Conversation: From Description to Pedagogy*. Cambridge: Cambridge University Press.

Tierney, R.J., & Readence, J.E. (2000). *Reading Strategies and Practices: A Compendium* (5th Edn.). Boston: Allyn and Bacon

Ting, S.H., Mahadhir, M., & Chang, S.L. *Sphere Of English Usage And Fluency Of ESL Speakers*. Paper presented at the meeting of the Proceedings of International Conference, SoLLsINTEC 2009, Language and Culture: Creating and Fostering Global Communities, Malaysia. 2009.

Tobias, S. (1986). Anxiety and Cognitive Processing of Instruction. In R. Schwarzer (Ed.), *Self related Cognitionin Anxiety and Motivation* (pp. 35-54). Hillsdale, NJ: Erlbaum.

Torgeson, C.J., & Torgeson, D.J. (2001). The need for randomised controlled trials in educational research. *British Journal of Educational Studies*, 49(3): 316-328.

Tsai, C.I. (2004). Anxiety and beliefs about language learning: A study of Taiwanese students learning English. *Dissertation Abstracts International, Humanities and Social Sciences*, 64: 3936-A.

Tsang, W. (1996). Comparing the effects of reading and writing on writing performance. *Applied Linguistics,* 17(2): 210-233.

Tsui, A. (2001). Classroom Interaction Research. In R. Carter and D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 97-114). New York: Oxford University Press.

Tudor, I., & Hafiz, F. (1989). Extensive reading as a means of input to L2 learning. *Journal of Research in Reading*, 12: 164-178.

Tunku Mokhtar, TM., & Abdullah, A.(2005). Communication Strategies Employed by ESL Learners in Carrying Out Oral Tasks. *Monograph 2, Faculty of Education*, University of Malaya.

Underhill, N. (1987). *Testing Spoken Language. A Handbook of Oral Testing Techniques*. Cambridge: Cambridge University Press.

Ur, P. (2000). *Learner Autonomy: A Guide to Developing Learner Responsibility*. Cambridge: Cambridge University Press.

Vacca, R.T., & Vacca, J.A.L. (2005). *Content Area Reading: Literacy and Learning across the Curriculum*. Boston: Pearson education, Inc.

Vacca, R.T., Vacca, J.A.L., & Mraz, M. (2011). *Content Area Reading: Literacy and Learning Across the Curriculum* (10th ed.). Boston, MA: Pearson.

VanPatten, B., & Cadierno, T. (1993). Input processing and second language acquisition: A role for instruction. *The Modern Language Journal*, 73(1): 45-57.

Venema, J. (2002). Developing classroom specific rating scales: Clarifying teacher assessment of oral communicative competence. *JALT Testing and Evaluation*, 6(1): 2 – 6.

Victori, M., & Lockhart, W. (1995). Enhancing meta-cognition in self-directed language learning. *System,* 23: 223-234.

Viwat, L.J., Duppenthaler, C.E., Nishi, K., & Podziewski, K. (2003). A pilot study on a coordinated approach to language instruction. *Bulletin of the Educational Research Institute,* 21: 79-92.

Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes,* James V. Wertsch (Ed.). Cambridge, MA: Harvard University Press.

Wallace, C. (1992). *Reading*. Oxford: Oxford University Press.

Walqui, A., & Ed, W. (2000). *Contextual factors in second language acquisition*. Retrieved 23 March 2012 fromhttp://www.cal.org/resources/digest/0005contextual.html.

Wang, J.H., & Guthrie, J.T. (2004). Modelling the effects of intrinsic motivation, extrinsic motivation, amount of reading, and past reading achievement on text comprehension between U.S. and Chinese students. *Reading Research Quarterly,* 39(2): 162-186.

Waring, R. (2001). Research in extensive reading. Kiyo, Notre Dame Seishin University: *Studies in Foreign Languages and Literature*. 25(1):44-67.

Waring, R. (2006). Why extensive reading should be an indispensible part of all language programs. *The Language Teacher*, 30(7): 44-47.

Waring, R. (1997). A study of receptive and productive learning from word cards. *Studies in Foreign Languages and Literature*, 21: 94-114.

Weber, K., Maher, C., Powell, A., & Lee, H. (2008). Learning opportunities from group discussions: Warrants become the objects of debate. *Educational Studies in Mathematics*, 68: 247-261.

Weigle, C.J.(2002). *Assessing Writing*. Cambridge: Cambridge University Press.

Weller, M. (2005). *Delivering Learning on the Net: The Why, What How of on-line Education*. Logan Page, London

Wenden, A. (1991). *Learner Strategies for Learner Autonomy.* London: Prentice Hall.

Wendelin, K., & Zinck, R. (1983). How students make book choices. *Reading Horizons*, 23: 84-88.

Widdowson, H.G. (1983). *Learning Purpose and Language Use*. Oxford: Oxford University Press.

Wiemann, J.M., & Backlund, P. (1980). Current theory and research in communicative competence. *Review of Educational Research*, 50: 185-198.

Wigfield, A., & Guthrie, J.T. (1995). Dimensions of children's motivations for reading: An initial study. Retrieved 24 March 2014 from http://www.teach.virginia.edu/go/clic/nrrc/mrq_r34.html.

Wikipedia. Missing data analysis. Retrieve 14 December 2014 from en.wikipedia.org/wiki/ Missing_data)

Wilson, P., & Anderson, R.C. (1986). What They Don't Know Will Hurt Them: The Role of Prior Knowledge in Comprehension. In J. Orasanu (Ed.), *Reading Comprehension: From Research to Practice* (pp. 31-48). Hillsdale, NJ: Lawrence Erlbaum.

Wilson, S.R., & Sabee, C.M. (2003). Explicating Communicative Competence as a Theoretical Term. In J.O. Greene and B.B. Burleson, *Handbook of Communication and Social Interaction Skills* (pp. 3-50). Mahwah, NJ: Lawrence Erlbaum.

Willis, J. (1996). *A Framework for Task-Based Learning* . Essex: Longman.

Wiseman, R.L. (2002). Intercultural Communication Competence. In W.B. Gudykunst and B. Mody (Eds.), *Handbook of International and*

Intercultural Communication (pp. 207-224), (2nd ed.). Thousand Oaks, CA: Sage.

Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37(3): 308–328.

Wong, J.K. (2004) Are the learning styles of Asian internationals culturally or contextually based? *International Education Journal*, 4(4): 154-166.

Woo, Y., & Reeves, T. (2008). Interaction in asynchronous Web-based learning environments: Strategies supported by educational research. *Journal of Asynchronous Learning Networks*, 12(3-4): 179-194.

Worthy, J. (1998). "On every page someone gets killed!" Book conversations you don't hear in school. *Journal of Adolescent and Adult Literary*, 41(7): 508-517.

Xi, X. (2008). Methods of Test Validation. In E. Shohamy and N.H. Hornberger (Eds.), *Encyclopedia of Language and Education, Language Testing and Assessment*. (pp.177-196) (Volume 7). New York: Springer.

Xu, S.H. (2003). The Learner, the Teacher, the Text, and the Context: Socio-cultural Approaches to Early Literacy Instruction for English Language Learners. In D.M. Barone and L.M. Morrow (Eds.), *Literacy and Young Children* (pp. 61-78). New York: The Guilford Press,

Yamazaki, A. (1996). *Vocabulary Acquisition through Extensive Reading*. (Unpublished Dissertation). Temple University, PA.

Yamashita, J. (2013). Effects of extensive reading on reading attitudes in a foreign language. *Reading in a Foreign Language,* 25(2): 234-247.

Yamashita, J. (2004). Reading attitudes in L1 and L2, and their influence on L2 extensive reading. *Reading in a Foreign Language*, 16(1), 1-19.

Yamashita, J. (2008). Extensive reading and development of different aspects of L2 proficiency. *System,* 36(4): 661-672.

Yamashita, J. (2002). Mutual compensation between L1 reading ability and L2 language proficiency in L2 reading comprehension. *Journal of Research in Reading,* 25(1): 81-95.

Yang, A. (2007).Cultivating a reading habit: Silent reading at school. *Asian EFL Journal,* 9(2): 115-129.

Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal*, 86(1): pp.54-66.

Yorio, C.A. (1971). Some sources of reading problems for foreign language learners. *Language Learning*, 21(1): 107-115.

Young, D.J. (1994). New Directions in Language Anxiety Research. In C.A. Klee (Ed.), *Faces In A Crowd:The Individual Learner in Multi-section Courses* (pp. 3-46). Boston: Heinle & Heinle.

Young, D.J. (1999). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *Modern Language Journal*, 75, 426-439

Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. *English Teaching Forum,* 47(1): 32–34.

Zhao, Y. (2004). Development of a Foreign Language Anxiety Model. Current Perspectives and Future Directions. *Foreign Language Teaching and Learning* (pp. 805-834).

Zainal, Z. (2005, January 14). Reading is a Habit We Hold Dear. New Straits Times.

Zakaria, E., & Iksan, Z. (2007). Promoting cooperative learning in science and mathematics education: A Malaysia perspective.*Eurasia Journal of Mathematics, Science & Technology Education,* 3(1): 35-39.

LIST OF PUBLICATIONS

Marji, A.D.B., Galea, S.R., & Chan, M.Y., (2015). Evaluating the Effects of Extensive Reading Circles on ESL Learners' Oral Communnicative Competence, Malaysian Journals of Languages & Linguistics, Vol 4 (1).

List of Conferences as Presentor

Interest & Motivation in Language Learning through Extensive Reading with Reading Circles, ILLC Seminar 11-13 November 2013, Penang

Second Language Oral Development through Extensive Reading with Reading Circles, ICELT Conference 18-20 November 2013, Melaka

Library Counter Talk: Communication Encounters between Counter Staff and International Students. The 8th International Language for Specific Purposes (LAP), 4-5 September 2012, Swiss Garden Hotel & Residences, Kuala Lumpur.

UNIVERSITI PUTRA MALAYSIA

STATUS CONFIRMATION FOR THESIS / PROJECT REPORT AND COPYRIGHT

ACADEMIC SESSION : _____

TITLE OF THESIS / PROJECT REPORT :

EFFECTS OF EXTENSIVE READING CIRCLES ON LOWER PROFICIENCY TERTIARY LEVEL ESL LEARNERS' ORAL COMMUNICATIVE COMPETENCE

NAME OF STUDENT: ALIYAH BAHARUDDIN MARJI

I acknowledge that the copyright and other intellectual property in the thesis/project report belonged to Universiti Putra Malaysia and I agree to allow this thesis/project report to be placed at the library under the following terms:

1. This thesis/project report is the property of Universiti Putra Malaysia.
2. The library of Universiti Putra Malaysia has the right to make copies for educational purposes only.
3. The library of Universiti Putra Malaysia is allowed to make copies of this thesis for academic exchange.

I declare that this thesis is classified as :

*Please tick (√)

☐	**CONFIDENTIAL**	(Contain confidential information under Official Secret Act 1972).
☐	**RESTRICTED**	(Contains restricted information as specified by the organization/institution where research was done).
☐	**OPEN ACCESS**	I agree that my thesis/project report to be published as hard copy or online open access.

This thesis is submitted for :

☐ **PATENT** Embargo from _____ (date) until _____ (date)

Approved by:

_____
(Signature of Student)
New IC No/ Passport No.:

Date :

_____
(Signature of Chairman of Supervisory Committee)
Name:

Date :

[Note : If the thesis is CONFIDENTIAL or RESTRICTED, please attach with the letter from the organization/institution with period and reasons for confidentially or restricted.]