

Utilizing Concept Oriented Reading Instruction to Develop Secondary School Students' EFL Extensive Reading Skills

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The current study aimed at developing the EFL secondary school student's extensive reading skills by using Concept Oriented Reading Instruction. The study adopted the quasi-experimental design. Participants of the research were sixty second year secondary students. They were selected from Al-Mosheer Tantawy Secondary School during the academic year 2023-2024: (30 students for the control group and 30 students for the experimental group). Instruments were an extensive reading checklist and a pre/post Extensive reading Test. The experimental group was taught by the use of CORI whereas the control group was taught by the use of the regular way, The obtained data were analyzed using the Statistics Package for Social Science (SPSS Ver 26). Results revealed that Concept Oriented Reading Instruction had a large effect on developing the EFL extensive reading skills of secondary school students.

Key words: extensive reading skills, Concept Oriented Reading Instruction, EFL.

استخدام القراءة المتمركزة حول المفهوم لتنمية مهارات القراءة الموسعة باللغة الإنجليزية كلفة أجنبية لدى طلاب المرحلة الثانوية

الملخص:

هدفت الدراسة الحالية إلى تنمية مهارات القراءة الموسعة باللغة الإنجليزية كلفة أجنبية لدى طلاب المرحلة الثانوية باستخدام القراءة المتمركزة حول المفهوم. طبقت الدراسة الحالية على عينة من طلاب الصف الثاني الثانوي تم اختيارهم من مدرسة المشير طنطاوي الثانوية المشتركة للعام الدراسي ٢٠٢٣ - ٢٠٢٤ حيث تكونت العينة من مجموعة من الطلاب عددهم ستون طالباً وتم تقسيمهم إلى مجموعتين (٣٠ طالباً للمجموعة الضابطة ودرست وفقاً للطريقة التقليدية و ٣٠ طالباً للمجموعة التجريبية ودرست وفقاً للقراءة المتمركزة حول المفهوم). قامت الباحثة بتصميم اختبار لقياس مهارات القراءة الموسعة باللغة الإنجليزية وتم تطبيقه على كل من المجموعتين قبلياً وبعدياً للوصول إلى مدى دلالة الفروق بين متوسطات الدرجات للمجموعتين الضابطة والتجريبية. تم تدريس المجموعة التجريبية باستخدام القراءة المتمركزة حول المفهوم بينما تم تدريس المجموعة الضابطة باستخدام الطريقة العادية. تم تحليل البيانات التي تم الحصول عليها باستخدام المجموعة الإحصائية للعلوم الاجتماعية SPSS الإصدار ٢٦). أوضحت نتائج الدراسة أن استخدام القراءة المتمركزة حول المفهوم كان له أثر إيجابي في تنمية مهارات القراءة الموسعة لدى طلاب المرحلة الثانوية.

الكلمات المفتاحية : مهارات القراءة الموسعة ، القراءة المتمركزة حول المفهوم.

Introduction:

Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. Students choose their own reading material and read it independently. They read for general, overall meaning, and they read for information and enjoyment. Learners are encouraged to stop reading if the material is not interesting or if it is too difficult. They are also encouraged to expand their reading comfort zone – the range of material that can be read easily and with confidence.

In extensive reading, the readers usually face a longer text. In reading, the readers need a total understanding of writing. According to Listiningrum et al., (2020), extensive reading is carried out to achieve a general understanding of a text. Identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the aims of extensive reading are to build the readers' confidence and enjoyment.

Extensive reading is the process of reading longer, easier texts for an extended period of time without a breakdown of comprehension, feeling overwhelmed, or the need to take breaks. It stands in contrast to intensive or academic reading, which is focused on a close reading of dense, shorter texts, typically not read for pleasure (Grabe, 2012, Nakanishi, Takayuki 2014). Though used as a teaching strategy to promote second-language development, ER also applies to free voluntary reading and recreational reading both in and out of the classroom (Bamford, 2004).

Implementation of extensive reading is often referred to as sustained silent reading (SSR) or free voluntary reading; and is used in both the first- (L1) and second-language (L2) classroom to promote reading fluency and comprehension. In addition to fluency and comprehension, ER has other numerous benefits for both first- and second-language learners, such as greater grammar and vocabulary knowledge, increase in background knowledge, and greater language confidence and motivation (Krashen , 2004).

Nation (2005) suggests that learning from extensive reading should meet the following conditions: focusing on the meaning of the English text, understanding the type of learning that can occur through such reading, having interesting and engaging books, getting learners to do large quantities of reading at an appropriate level, and making sure that learning from reading is supported by other kinds of learning. In order to meet the conditions needed for learning from extensive reading at the students' proficiency levels, it is essential to make use of simplified texts.

The idea that learners can develop their language knowledge through extensive reading is attractive for several reasons. First, reading is essentially an individual activity and therefore learners of different proficiency levels could be learning at their own level without being locked into an inflexible class program. Second, it allows learners to follow their interests in choosing what to read and thus increase their motivation for learning. Third, it provides the opportunity for learning to occur outside the classroom.

In simple terms extensive reading is reading as many easy books as possible for pleasure, and can be contrasted with intensive reading which is slow, careful reading of a short, difficult text. Day and Bamford (1998), Day (2002), Prowse (2002), and Maley (2008

and 2009) have identified a number of key characteristics of Extensive Reading in language learning. Here is a digest of what I think are the seven most important principles for successful Extensive Reading:

- Students read a great deal, quite quickly (at least 150-200 words a minute) and often.
- The reading material is relatively easy for the level of the students. Too much unknown language prevents students from reading quickly and fluently.
- It is the student, not the teacher, who chooses what to read.
- Students have a wide variety of genres and topics to choose from.
- Students read for pleasure, information or general understanding.
- Reading is individual and silent.
- The teacher asks as a guide, monitor and role model.

In Arab World, English is taught as a foreign language ,so more emphasis is laid on teaching reading. Consequently, many studies were conducted in this field. Al-Homoud, (2012) conducted a study explored the effects of extensively reading graded readers on the depth and breadth of vocabulary knowledge and reading speed.

Abdellah , (2013) explored the effectiveness of an ER program on developing selected intensive reading skills for English majors at the College of Education. Based on the results attained in

this study, using reading materials outside the main textbook was an effective technique for improving RC and other higher skills of reading that consequently had a positive effect on improving reading performance in the main reading course. Therefore, from an educational implication perspective, the study offers valuable insights so that students can, with time, transfer the reading skills applied extensively to improve their RC with the formal instructional materials. It further acts as a reference for HEI and secondary reading course designers to add supplementary readers for students to read at their own pace for pleasure.

This encourages the researcher to use concept oriented reading instruction to develop extensive reading skills for secondary school students. The researcher conducted a pilot study on a sample of 30 students of second year secondary school students at AL-mosheer Tantawy Secondary School. She designed extensive reading test to measure the students' extensive reading skills. Results showed that students got low marks in most of EFL extensive reading skills.

Concept-Oriented Reading Instruction (CORI) was developed in 1993 by Dr. John Guthrie with a team of elementary teachers and graduate students. The project designed and implemented a framework of conceptually oriented reading instruction to improve students' amount and breadth of reading, intrinsic motivations for reading, and strategies of search and comprehension. The framework emphasized five phases of reading instruction in a content domain: observing and personalizing, searching and retrieving, comprehending and integrating, communicating to others, and interacting with peers to construct meaning. CORI instruction was contrasted to experience-based teaching and

strategy instruction in terms of its support for motivational and cognitive development (Guthrie, & Wigfield 2014).

The purpose of CORI strategy is to help students become active readers, make them focus on the text, attract their motivation, have a long-term memory in comprehending the text and increase their score on the test. CORI students want to read. In fact, they do choose to read more books after being in CORI (for more about CORI and reading motivation. CORI students learn the concepts they study deeply, which is valuable for their general knowledge and valuable for their content learning.

Context of the problem:

The researcher informally interviewed some students in the secondary stage and found that they suffer from weakness of their extensive reading skills in English and having reviewed some studies in the Egyptian context, she found that :

- 1- The students have negative attitudes toward reading and this influences the secondary language learning.
- 2- Learners in this context do not like to read and they only read to pass examinations and grades.
- 3- The culture of EFL reading for enjoyment or for expanding general knowledge is nearly absent.

Statement of the problem:

The problem of the present study can be stated in the following statement :

“ Secondary students have weakness in EFL extensive reading skills. The researcher proposed to overcome such weakness with

CORI strategy. This strategy may develop EFL extensive reading skills.

Questions of the study:

More precisely, the study addressed the following question:

How can CORI help second year secondary school students develop their extensive reading skills ?

In order to answer the main question above , the following sub-questions could be raised:

- a) What are the extensive reading sub-skills targeted for secondary school students?
- b) What is the actual level of secondary school students' EFL extensive reading skills?
- c) How can CORI be designed to develop secondary school students' EFL intensive and extensive reading skills?
- d) To what extent does CORI have an effect on developing secondary school students' EFL extensive reading skills?

Aims of the study:

This study aimed to:

Develop extensive reading skills for EFL second year secondary school students.

Significance of the study:

Results of the current study would hopefully help the following :

1- The EFL secondary students:

- It may improve their EFL extensive reading skills.
- It may provide them with a suitable environment void of stress or anxiety to practice EFL extensive reading skills.

2- Teachers of English:

- It may provide them with guidelines for using this strategy to enhance students' intensive and extensive reading skills.

3- **Supervisors:** They may use CORI to set training courses for EFL teachers.

4- **Curriculum designers:** They may consider CORI on designing and preparing EFL textbooks.

5- **EFL researchers:** It may guide other researchers to conduct further studies on developing EFL skills through using CORI other than intensive and extensive reading skills.

Delimitations of the study:

The current study was delimited to the following:

- 1) A group of Second-year secondary stage students at Al-Mosheer Tantawy at 10th of Ramadan City in Sharkia governorate ,Egypt as they lack extensive reading skills.
- 2) Some extensive reading skills that will be approved by the jury members and suitable for students..

Definition of terms

Extensive reading:

Extensive reading is reading extra or additional materials for general understanding. In such activities there is no need for knowing the meaning of each word (Joseph & Michael, 2007).

Loh, (2009) defined extensive reading as encouraging learners to read large amount of printed materials in the second language. Extensive reading helps readers to develop the various linguistic skills as reading comprehension, writing and listening comprehension.

Operationally, Extensive reading is the ability of second year of secondary stage students to read broadly for the sake of reading in a pleasurable way. On doing so students improve word recognition and builds overall reading ability.

CORI Definition:

Guthrie (2004) CORI is a coherent instructional process for teaching students to use multiple comprehension strategies flexibly and interactively around text to increase self-regulated strategy use and student engagement or motivation to foster the learning of content.

Operationally, CORI, is a research-based classroom instructional framework that emphasizes reading engagement, intensive-extensive reading , and conceptual learning in content areas.

Literature review:

Extensive reading

Extensive reading is described as an effort to read abundantly to understand texts in general terms (without going into detail) (Brown, 2002). In this type of reading, Brown states that the reader is not interested in the meaning of the words and/or sentences individually, but is interested in the general meaning of the text, and that the main purpose is to enable the student to read more literary texts. In such a program, students read a lot, most of them

outside the school. This type of reading is a superficial type of reading (Yamashita, 2008) and does not require high concentration, so it can be done in any environment, for example when traveling, waiting for public transport or anyone.

According to Renandya (2007), this reading should be planned and conducted in such a way that the teacher's pressure is not felt and encouraged to read by himself. Al-Homoud & Schmitt (2009) states that such studies can be carried out in the classroom but should be carried out in a manner appropriate to the characteristics of the program. According to Al-Homoud & Schmitt, when students acquire the appropriate skills, these studies should be left to students outside the classroom. Walter (2003) emphasizes the need for the student to reach a certain level in order to benefit more from such reading.

Extensive reading is briefly defined as “experiences of reading extended texts for extended periods of time” (Grabe & Stoller, 2011). Extensive reading has a facilitating role of language development. Dubin and Olshtain, (1977) state the benefits of extensive reading as follows:

- Students develop an ability to gain pleasure and also satisfaction from
- Reading on their own in the language they are learning.
- They are exposed to the language in a more natural and less structured way. In other words, they get different unpressured feeling on the structure of the language since they read for pleasure, and not for a grade or a test.
- Extensive reading has also effect on other language skills such as writing and speaking.

- Extensive reading, or reading for pleasure, will help the students comprehend more and also continue to use the language after the instruction.

Concept-Oriented Reading Instruction

Concept-Oriented Reading Instruction (CORI) was developed by Dr. John T. Guthrie in 2013 with a team of elementary teachers and graduate students. The project designed and implemented a framework of conceptually oriented reading instruction to improve students' amount and breadth of reading, intrinsic motivations for reading, and strategies of search and comprehension.

Students in CORI classrooms learn to search for information in the context of asking questions that are important to them. In this case, students are seeking answers to questions they ask. Third phase of Concept Oriented Reading Instruction (CORI) is Comprehend and Integrate. Teachers focus on helping students comprehend and integrate various incoming information into a coherent form, through Summarizing and Organizing Graphically. The past phase of Concept Oriented Reading Instruction (CORI) is Communicate to others. It is now the moment students have been anticipating. It is time to express their new knowledge to their peers and other audiences. Students have chosen the method and form for their personal expression.

Meanwhile, According to Azis (2015), CORI strategy helps students to cope their problem in reading comprehension by using three steps. They are Perceiving text structures, Inferring, and Concept Mapping. Each step of CORI strategy improves the effectiveness of teaching and learning process which is also aimed to improve the students' reading comprehension. Perceiving text structure is the first step of the strategy. This makes the student to

identify the text structure of narrative texts. Inferring is the second step. When the students read the text, they already have purpose to read based on the question and this makes them to stay focus and increase their concentration. In inferring the students try to analyze the words in the texts and make inference on the content of the story.

Method and procedures

Research design

The current study adopted the quasi-experimental design using two groups, experimental and control. The experimental group was instructed using concept oriented reading instruction strategy whereas the control group was instructed in the traditional way.

Participants

Participants included 60 second year secondary students, in the second semester of the academic year (2023 – 2024) from AL-mosheer Tantawy Secondary School. They were assigned equally into two groups, experimental (30) students and control (30) students. It was assumed that the participants formed a homogenous group as they were drawn intentionally. So they were expected to have a lot in common and would not differ much regarding the quality of experience or their ages.

Instruments

The following instruments were designed and implemented.

- 1- An extensive reading skills questionnaire.
- 2- An extensive reading skills test.

Validating the study hypotheses

- The first hypothesis

It was hypothesized that there is a statistically significant difference between the mean scores of the experimental and control groups on the post administration of the extensive reading skills test results, in favour of the experimental group ones. The results have been presented in table (1).

Table 1:

Both groups post EFL extensive reading skills test results

Extensive reading sub-skills	Group	M	S.D	t-value	Sig
1- Skimming	Control	2.75	2.91	3.45	0.01
	experimental	6.00	3.23		
2- Decoding	Control	2.34	2.12	2.23	0.01
	experimental	6.16	3.45		
3- Summarizing	Control	3.32	1.23	4.23	0.01
	experimental	6.25	2.34		
4- Making Inference	Control	2.76	2.81	3.56	0.01
	experimental	6.25	3.76		
Overall extensive reading test	control	11.66	5.34	9.78	0.01
	experimental	24.91	6.45		

Table (1) indicates that the experimental group results were higher than the control group in the EFL overall extensive reading skills ones and sub-skills, where t-values were, (9.78) for overall

extensive reading skills, (3.45) for skimming, (2.23) for decoding, (4.23) for summarizing, (3.56) for making inference, all were significant at 0, 01 level. Therefore, this hypothesis was confirmed.

- **The second hypothesis** It was hypothesized that there is a statistically significant difference between the mean scores of the experimental group in the pre-posttest results of overall EFL extensive reading and its sub-skills, in the favour of the post-test ones. This is shown in table (2):

Table 2:

The pre-post extensive reading skills test results of the experimental group

Extensive reading sub-skills	Group	M	S.D	t-value	Sig
1- Skimming	Pre-test	2.90	1.53	3.54	0.01
	Post-test	6.00	3.23		
2- Decoding	Pre-test	2.80	2.55	4.99	0.01
	Post-test	6.10	3.45		
3- Summarization	Pre-test	4.90	2.46	5.17	0.01
	Post-test	2.25	4.23		
4- Making Inference	Pre-test	2.70	1.60	3.54	0.01
	Post-test	6.50	2.80		
Overall extensive reading test	Pre-test	11.90	2.62	8.45	0.01
	Post-test	24.90	5.23		

Table (2) indicates that the means of scores of the experimental group were higher in the post test results than those of the pre-ones in the EFL extensive reading skills and its sub-skills, where t-values were, (8.45) for overall EFL extensive reading skills, (3.54) for skimming, (4.99) for decoding, (5.17) for summarization, (3.54) for making inference; all were significant at 0, 01 level. Therefore, this hypothesis was confirmed.

- **The third hypothesis** It was hypothesized that using the concept-oriented reading instruction has a positive large effect on the experimental group students' EFL extensive reading skills. Results are shown in table (3).

Table 3: *The effect sizes of the experimental group in the EFL extensive reading skills as a whole in the pre-posttest results*

Extensive reading sub-skills	Test	M	S.D	Eta square	Effect size
1- Skimming	Pre-test	2.9	1.53	0.85	Very large 1.2
	Post-test	6.0	3.23		
2- Decoding	Pre-test	2.8	2.55	0.8	Very large 1.2
	Post-test	6.1	3.45		
3- Summarization	Pre-test	4.9	2.46	0.99	Huge 1.9
	Post-test	2.25	4.23		
4- Making inference	Pre-test	2.7	1.60	0.95	Huge 2.3
	Post-test	6.5	2.80		
Overall extensive reading skills Test	Pre-test	11.9	2.62	.095	Huge 1.5
	Post-test	24.9	5.23		

Significant at (0, 01)

Table (3) indicates that the effect sizes of the experimental group in the post extensive reading test results were higher than those of the pre-ones in the EFL overall extensive reading skills, where the effect sizes were (1.5) for overall extensive reading skills, (1.2) for skimming, (1.2) for decoding, (1.9) for summarization, and (2.3) for making inference, all these values were significant at 0,01 level. Therefore, this hypothesis was confirmed.

Results of the study:

1. The experimental group outperformed the control group in the results of the post administration of the EFL extensive reading skills test.
- 2- The post administration outperformed the pre one in the results of the EFL extensive reading skills test results.
- 3-Using concept-oriented reading instruction had a large effect size on the experimental participants' overall main skills of EFL extensive reading skills test results.

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