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교육학석사학위논문

Effects of Audiobooks on Kazakhstani EFL  
Learners' Reading Development: Focusing on  
Fluency and Motivation

오디오 북이 카자흐스탄 EFL 학습자의  
읽기 발달에 미치는 영향: 유창성과 동기를  
중심으로

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Effects of Audiobooks on Kazakhstani EFL  
Learners' Reading Development: Focusing on  
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by

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# Effects of Audiobooks on Kazakhstani EFL Learners' Reading Development: Focusing on Fluency and Motivation

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Effects of Audiobooks on Kazakhstani EFL  
Learners' Reading Development: Focusing on  
Fluency and Motivation

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## **ABSTRACT**

This study attempted to investigate effects of audiobooks on reading development of Kazakhstani EFL ninth-grade learners, as a means of improving reading fluency in terms of reading speed with comprehension, and increasing motivation to read in English.

Twenty-eight bilingual ninth-grade students from a public school in Aktobe, Kazakhstan were invited to participate, and they were divided into the experimental and the control groups. Silent reading with audiobooks and silent reading only were compared to explore possible effects of audiobooks on reading fluency, namely, reading speed with comprehension, and on reading motivation. The study employed a mixed-method design to compare the results from the intervention lasting over twelve-session period for four weeks. The reading speed was assessed by calculating the number of words read per minute, followed by a reading comprehension test to ensure that students were reading for meaning rather than reading fast. Next, students' reading motivation was measured applying a Motivation for Reading Questionnaire (MRQ), supplemented with a semi-structured interview with the selected participants from the experimental group to obtain more in-depth opinions about the use of audiobooks for reading in English.

In order to investigate the influence of audiobooks on reading speed between the control and the experimental groups, the elicited data was analyzed quantitatively using a paired-sample *t* test and analysis of covariance (ANCOVA). As a result, both groups demonstrated a significant increase by the end of the

reading instruction. Moreover, the experimental group was found to significantly outperform the control group in reading speed while preserving substantial comprehension of the texts.

For the level of motivation to read in English, the MRQ scores were compared applying a paired-sample *t* test to analyze the within-group difference. Next, to examine the between-group difference, ANCOVA was performed. As a result, although both groups' motivation level increased significantly, no significant difference was found between the two groups, suggesting that the use of audiobooks did not contribute much to students' reading motivation. Nevertheless, a qualitative analysis of data obtained from the semi-structured interviews revealed that the use of audiobooks had an overall positive effect on students' self-efficacy, attitude toward the use of audiobooks, and comprehension.

The study suggests a number of pedagogical implications for L2 reading development. To be more specific, the findings imply that the use of audiobooks is significantly effective in improving fluency of Kazakhstani EFL ninth-graders. In addition, despite the nonsignificant difference in motivation level, audiobooks can still be applicable to engage students in reading activities. The study concludes with a discussion of limitations and suggestions for future research.

*Keywords:* L2/EFL reading fluency, reading speed with comprehension, L2/EFL reading motivation, Kazakhstani EFL learners.

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# **CHAPTER 1**

## **INTRODUCTION**

This study investigates effects of audiobooks on reading fluency, specifically reading speed with comprehension and reading motivation in English. Section 1.1 discusses the background and objectives of the study. Section 1.2 presents rationales behind the current study followed by research questions and organization of the thesis in Section 1.3 and Section 1.4, respectively.

### **1.1 Background and Objectives of the Study**

Reading, one of the four main components of language learning, is of paramount importance for academic success in foreign language learning context. However, it is also true that foreign language learners experience significant difficulties in comprehending text, which consequently results in poor reading skills, and fosters negative attitude toward the reading practice (O'Day, 2002). Among crucial components of reading comprehension is the ability to read fluently (Grabe, 2009; Samuels, 2002). Fluent reading is especially important in an academic setting especially (Grabe, 2009), where students are required to accomplish greater amount of reading materials.

Automaticity theory (LaBerge & Samuels, 1974) sheds light on understanding the components of fluency and significance of fluency instruction.

From this theoretical perspective, it is assumed that automated word recognition skill will significantly reduce load of working memory allowing it to be devoted to higher cognitive processes such as meaning inference. However, especially at the beginning level, gaining automaticity in word recognition can be no easy goal to achieve given that beginner learners lack simultaneous application of multiple tasks required for successful reading. To put it differently, beginner L2 readers are prone to performing various tasks in a sequential order rather than simultaneously. That is, for example, word recognition takes place first and only then the meaning is constructed (Samuels, 2007). Therefore, it is postulated that developing one skill (e.g., reading fluency) may result in enforcement of other skills (e.g., integrating information) required for achieving efficient reading.

Automated word recognition is often associated with reading speed, thereby classifying speed as one of indicators of fluent reading. Caldwell (2014) contended that learners' slow reading should raise concern of teachers. Often, when readers who read slowly but yet understand enough may eventually experience frustration for being behind their peers in accomplishing required reading materials, which leads to avoidance of reading at all. In the first language (L1) context, researchers have extensively discussed the role of fluency in reading development (Kuhn & Schwanenflugel, 2008; Kuhn et al., 2006; Samuels & Farstrup, 2006). Although the topic has been receiving relatively little attention in the second language (L2) context, its crucial role in L2 reading processes has been highlighted in recent literature on reading research and instruction issues (e.g., Grabe, 2009; Rasinski, Blachowicz, & Lems, 2012; Segalowitz, 2000; Taguchi,

Melhem, & Kawaguchi, 2016). Nevertheless, more research is needed to determine what approaches in L2 context can be effective in developing reading fluency. To this end, this study aims at examining whether using audiobooks can be used as an effective fluency training approach.

Another key concern of this study is motivation to read. The research on motivation has well documented the essential role of motivation in reading achievement and increasing the amount of reading (e.g., Anderson, Wilson, & Fielding, 1988; Guthrie & Humenick, 2004; Guthrie et al., 2004; Wigfield & Guthrie, 2000). Moreover, available research on L2 reading motivation shows a close link between motivation to read and reading comprehension (e.g., Dhanapala & Hirakawa, 2016; Hayashi, 2015; Kim, 2011; Lee, 2015). Given that motivation proves to be crucial in predicting reading achievement, examining ways to foster reading motivation “deserves” attention in research (Grabe, 2009, p. 182).

Research has well documented that reading independently has significant effect on multiple aspects of reading development (e.g., vocabulary growth, motivation, fluency development, expansion of knowledge). For foreign language (FL) learners especially, reading is a way to develop language skills. However, the amount of practice FL learners are exposed to in classrooms is limited, thus resulting in insufficient practice of independent reading. Consequently, students are handicapped in developing their fluency to read large amounts of text. Slow readers practice smaller reading amounts, thus their reading abilities such as comprehension, vocabulary knowledge, to name a few, can be significantly inhibited. In addition, poor readers tend to become reluctant readers, thus making

less progress in language development as well. It is also clear that when students lack reading experience or face difficulties in reading, they often experience unwillingness to read. Consequently, unwillingness to read may create demotivated readers. One of the promising approaches is reading large amount of easy books. This study suggests that audiobooks may attract students' interest, thereby providing an opportunity to enjoy a large amount of reading. Hence, investigating the use of audiobooks as a tool to foster students' motivation to read in English may prove to be useful.

The ultimate goal of reading instruction is to help learners to develop skillful and efficient reading ability to achieve comprehension of a text in hand. Therefore, the process can be supported in various ways, and audiobooks, that is printed books with an audio compliment, can offer necessary scaffolding for learners who are struggling to achieve fluent and skilled reading abilities (Beers, 1998). In addition, audiobooks can provide opportunities to practice larger amount of reading. For instance, Beers (1998) stated that her students were able to read books appropriate to their mental age when provided with audiobooks. She emphasized that audiobooks allowed readers with decoding weaknesses to read "above their actual reading level" (p. 31). This chimes with Vygotsky's (1978) zone of proximal development (ZPD) concept, according to which it is assumed that a learner can progress from current level to a potential level with a help of an expert. The audiobooks thereof may serve as a more proficient aid enabling a learner to achieve more than s/he could otherwise accomplish alone. Similarly, the use of audiobooks can prove effective since it allows students to read longer

phrases thus presenting larger semantic and syntactic units, which in turn helps them to retain events in memory (Taguchi, Gorsuch, Takayasu-Maass, & Snipp, 2012). In addition, previous studies have reported that incorporation of audiobooks in reading instruction results in positive attitudes toward reading (e.g., Beers, 1998; Chen, 2004; Koskinen et al., 2000).

## **1.2 Statement of the Problem and Purpose of the Study**

The study is motivated by research in L1 context demonstrating the imperative role of reading fluency in successful reading, and by relatively scant body of research in L2 context. Therefore, more research is needed in the area of reading fluency, including fluency instruction and its consequential effect on overall comprehension among other issues. Gorsuch and Taguchi (2008) predicated that it is necessary to attend to reading fluency as a separate skill that needs to be trained. They also noted that with limited access to sufficient reading input it is hard to expect learners to naturally gain fluency with improvement in language proficiency. In this respect, studies addressing effective methods of developing reading fluency are of considerable importance.

Most notably, the significance of this study also stems from the need to address current issues in English education at a local level. Specifically, under the newly developed education paradigm of the Republic of Kazakhstan and the national project ‘The trinity of languages’ proposed by the President of the country

(Seitzhanova, Plokhikh, Baiburiev, & Tsaregorodtseva, 2015), English Education in Kazakhstan is undergoing series of reforms. More specifically, policymakers are currently including English subject in a curriculum of earlier grades, and implementing English mediated instruction (EMI) of major subjects in high schools and higher education institutions. Given the demand for possessing sufficient language skills by the time of entering high school and universities, there is a dire need to find ways to improve English language proficiency. Moreover, based on Education First's—an international education company—ranking in 2015, Kazakhstan falls in the category of “very low proficiency” in English (Osman, 2016). Therefore, studies directed at understanding what measures and instructions can yield effective results in preparing students to be academically proficient and fluent in both communicative and productive skills should be continuously investigated.

The problem this research focuses on is the absence of the studies addressing reading fluency and motivation of Kazakhstani learners using audiobooks compared to silent reading. Therefore, this study might contribute to research on English Education in Kazakhstan.

The provision of audio along with printed material has been used as one of the ways of improving various components of reading abilities (Wolfson, 2008). While considerable research exists in L1 setting with struggling monolingual readers, very few have been conducted with regard to L2 (e.g., O'Day, 2002; Taguchi, Takayasu-Maass, & Gorsuch, 2004; Taguchi et al., 2012; Woodal, 2010). Overall, promising results in L1 setting raise interest in determining whether the

use of audiobooks has similar potential effect if applied in L2 context.

### **1.3 Research Questions**

With aforementioned problems stated, the study raises the following research questions:

RQ 1: To what extent does the use of audiobooks affect Kazakhstani ninth-grade EFL learners' reading fluency in terms of reading speed with comprehension?

RQ 2: To what extent does the use of audiobooks increase motivation to read in English of Kazakhstani ninth-grade EFL learners?

### **1.4. Organization of the Thesis**

The study comprises 5 chapters. Chapter 1 introduces the background of the study, related problems and significance of the study. Chapter 2 reviews literature relevant to the use of audiobooks, fluency development and reading motivation. The methodology of the study is then described in Chapter 3. Afterwards, quantitative and qualitative results and related discussion are presented in Chapter 4. Finally, Chapter 5 concludes with the summary of the major findings, discussion of pedagogical implications, limitations of the study, and suggestions for future research.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The role of audiobooks in developing reading fluency and motivation is the main focus of the present study. This chapter first presents examination and review of literature concerning the use of audiobooks in reading instruction both in L1 and L2 contexts and its potential benefits in Section 2.1. Next, review of research on reading fluency development including definition of reading fluency is presented in Section 2.2. Lastly, Section 2.3 discusses prior studies pertaining to reading motivation.

#### **2.1 The Use of Audiobooks in Language Learning and Its Benefits**

The use of audiobooks described in this study is, in essence, similar to reading-while-listening (RWL), audio-assisted reading (AR), and/or teacher-reading-aloud techniques. What is common among above listed forms of reading is that they all implement audio forms of a printed text (either through a technical device or reading aloud). What is different, though, is that various studies have applied an audio form in different ways (e.g., repeated listening, repeated reading while listening, and/or single reading and listening at the same time). Audiobooks, in this study specifically, refer to the books supplemented with audio recording of

the same text, and the use of audiobooks, practiced in this study, refers to a single reading while simultaneously listening to a CD.

Extensive research has been conducted predominantly on struggling monolingual and/or L2 readers with purpose of fluency development and comprehension improvement. These studies applied RWL technique (e.g., Carbo, 1978; Rasinski, 1990; Reitsma, 1988; Schneeberg, Mattleman, & Kahn, 1973), AR (e.g., Shany & Biemiller, 1995), provided audiobooks (Beers, 1998; Chomsky, 1976; Byrom, 1998; van Bon, Bokesbeld, Font Freide, & van den Hurk, 1991) and examined teacher reading aloud (e.g., Amer, 1997; Gold & Gibson, 2001). While these studies were conducted within a classroom framework, some were extended to home reading and a shared reading practice (Blum et al., 1995; Koskinen et al., 1999, 2000). A number of studies reported on gains in terms of comprehension and reading fluency (e.g., Beers, 1998; Bircham, Shaw, & Robertson, 1997; Blum et al., 1995; Carbo, 1978; Medcalf, 1989; Neville, 1975; Rasinski, 1990; Topping, Shaw, & Bircham, 1996), while few studies revealed positive attitude toward reading (e.g., Blum et al., 1995; Byrom, 1998; Chomsky, 1976; Hickey, 1991; Koskinen et al., 1999, 2000). Despite such positive findings, several studies have indicated contradicting results or no significant changes. For instance, McGill's (2016) investigation of the effect of audiobooks on third-grade struggling readers revealed no benefit of audiobooks for struggling learners in boosting their comprehension or reading level. Moreover, no significant differences were found with regard to students who read at or above grade level when compared with reading silently. Similarly, Cloer and Denton (1995) suggested that the use of

audiobooks in reading processes should be considered with caution when applied to an entire classroom. Their examination of the impact of auditory narration across below-average, average and above-average level students indicated that while below-average and average learners performed similarly regardless of reading silently or listening simultaneously, above average group's comprehension scores, on the contrary, declined. Such findings, hence, suggest that combination of listening and reading should be carefully examined and adjusted if deemed necessary to suit students' needs, preferences and levels of proficiency.

In conclusion, previous studies, predominantly in L1 context, have shown that the use of audiobooks has positive impact on reading development. To further examine effects of audiobooks on reading fluency and motivation specifically, the following sections present review of literature in L1 context in general, and L2 context specifically.

## **2.2 Research on Reading Fluency**

### **2.2.1 Defining the Construct of Reading Fluency**

Defining the construct of reading fluency has been one of controversial issues constantly addressed in literature on reading fluency, which consequently informs fluency assessment and fluency instruction as well. Nevertheless, generally agreed upon key components incorporate accuracy, automaticity (rapid and easy processing), and prosody (expressiveness) (Grabe, 2009). Automaticity

generally refers to rapid and effortless reading. Accuracy, being closely interlinked with speed, suggests correct reading of words. Lastly, prosody is seen as a component of fluency that refers to the ability to read with expression, right pitch and proper intonation. To date, the most influential explanation of the fluency construct derives from automaticity theory that defines reading fluency as “the ability to decode and comprehend at the same time” (Samuels, 2006, p. 39). It is predicated that if the lower processing skills (e.g., word recognition) are relatively automated, readers’ limited cognitive capacity can be spared for execution of higher processing skills such as building textual inference and employing background knowledge, to name but a few. Specifically, Samuels (2006) argues that reading encompasses recognizing printed words visually, which is regarded as decoding, and synchronizing the retrieved information to build meaning, which implies comprehension of a text. It is thus assumed that fluent readers attend to both activities simultaneously, whereas readers with insufficient fluency are prone to sacrificing their comprehension as a result of extensive attention placed on underdeveloped lower level processing.

Another ongoing argument that has been raised in literature on fluency development is how fluency should be assessed. Until recently, the measurement of fluency (e.g., curriculum-based measurement, Diagnostic Indicator of Basic Early Literacy Skills) has been confined to the components such as speed and accuracy (Good & Kaminski, 2002 as cited in Rasinski, Blachowicz, & Lems, 2012). However, teachers reported that even with fast and accurate reading, students still had poor understanding of read material (Rasinski, Blachowicz, &

Lems, 2012). Although, positive correlation between fluency and comprehension has been generally demonstrated in L1 context (Grabe, 2009; Schwanenflugel & Knapp, 2015), it is also true that fast and accurate reading does not necessarily suppose meaning driven reading (Topping, 2006). In this respect, Samuels (2007) argued that unless fluency measurement includes comprehension assessment all we are measuring is students' performance of "barking at print" (p. 563). In a similar vein, Alt and Samuels (2011) stressed necessity to incorporate comprehension assessment along reading speed, accuracy and prosody. Therefore, more recent definition of fluency incorporates wider understanding of the construct by extending to the measurement of comprehension. In addition, current tendency of fluency instruction has extended to include silent reading mode, which has demonstrated to result in similar effects as oral reading instruction (Rasinski, Samuels, Hiebert, Petscher, & Feller, 2011). With this line of reasoning, the present study adopts a recent view of fluency, which argues for assessment of comprehension to be requisite for measurement of reading speed. Moreover, the current study examines silent reading performance, given that silent mode of reading is more commonly practiced than oral reading by adolescent L2 learners (Taguchi, Gorsuch, Lems, & Roszell, 2016).

### **2.2.2 Research on Fluency Development**

The bulk of studies on fluency development targeted struggling readers or beginning readers in L1 context, yet relatively little is known in regard to L2

learners, and even less in regard to FL learners. Kuhn and Stahl (2003), for example, suggested a period of up to fourth grade to be essential in demonstrating strong correlation between reading fluency and comprehension. Therefore, indicating that fluency instruction is more effective at an earlier stage for L1 readers. However, such predictions may be unclear while deciding on a beneficial period of fluency instruction for FL learners. That is, FL learners vary in a number of salient aspects such as age, L1 background, FL proficiency, to name but a few, thus making it complicated to define an appropriate time. Nevertheless, L1 studies, like that of Kuhn and Stahl (2003), provide valuable insights to assume that the practice can be beneficial at the beginning stage of language learning in FL context.

As to the means of fluency instruction, repeated reading (RR) has been extensively studied and proven to be effective in English L1 context (National Reading Panel, 2000). The practice of RR has been developed by Samuels (1979) and entails multiple rereading of the same short passages until readers achieve appropriate level of accuracy and speed. Although research in L2 context demonstrated fluency and comprehension achievements on practiced passages, it yet remains inconclusive whether such gains can be transferred to unpracticed reading passages. Moreover, recent literature on fluency instruction has been discussing drawbacks of RR practice. For example, Taguchi, Gorsuch, Takayasu-Maass, and Snipp (2012) mentioned two such problems of RR: (1) students may be bored and demotivated, and (2) students may have limited exposure to a larger variety of reading materials due to rereading of the same passages.

As part of a solution for the first drawback, audio component has been added. This practice is commonly referred to as assisted RR. For example, Taguchi, Takayasu-Mass, and Gorsuch (2004) compared two groups of EFL learners with similar reading proficiency levels receiving extensive reading (ER) and assisted RR instruction over seventeen weeks. The procedure for assisted RR involved three rounds of silent rereading and additional two rounds of silent rereading while listening. After conducting rigorous comparisons, such as changes in reading speed between ER and assisted RR groups, within assisted RR group both across sessions and within each individual session, the findings revealed that assisted RR was as effective as ER in improvement of reading speed and comprehension.

Motivated by promising findings, Taguchi and colleagues (2012) continued to examine qualitatively a single case of an L2 advanced-level student's achievement in fluency, and whether and how it predicts comprehension growth. Among findings relevant to this review are the advantages and disadvantages of the audio inclusion reported by a participant. The results on this aspect of the study lead to a conclusion that listening enabled the participant to read faster. Moreover, listening to audio informed pronunciation of words and assisted to understand interaction between characters of the story. The researchers elucidated that the audio incorporated with reading text enhances the ability "to chunk the text into meaningful clauses and phrases" (p. 46).

Some of the earlier studies have focused on extending the incorporation of reading and listening practice outside a classroom. As such, Blum et al. (1995)

were interested in literacy development of the first grade English as second language (ESL) learners. A home-based repeated reading and a home-based reading with audiobooks were compared to investigate the effectiveness of reading with audiobooks on fluency. Analyses of the collected data demonstrated that participants achieved fluency improvement. In addition, all the participants, their parents, and teachers showed enthusiasm about the program. Furthermore, children's responses to motivation/behavior survey revealed that the majority preferred reading with audiobooks to reading silently. Similarly, from the teachers' reported observations it can be inferred that children became more engaged in reading activity, as well as showed active participation in book discussions. Driven by such supportive evidence Koskinen et al. (2000) conducted a study with similar purpose, but involving a bigger number of participants. The study focused on comparison between a book-rich classroom with and without audiobooks at home and its effect on motivation, fluency, and comprehension. The findings revealed that provision of audiobooks not only promoted the reading of more difficult materials, but also contributed to meaning-focused reading. While above-described studies provide insightful implications for L2 setting, most of them measured fluency using text that has been repeatedly read—i.e., practiced already. Hence, it is unclear whether children can achieve similar gains if tested on a new passage. Moreover, these studies involved mainly young readers, thus not fully informing how reading with audiobooks may influence adolescent readers' reading development.

While these studies used audiobooks in RR, a number of other studies on

fluency instruction applied audiobooks in a single reading of multiple texts. For example, Chang and Millet (2015) explored the impact of incorporation of audiobooks with ER on reading speed and overall comprehension of sixty-four EFL secondary school students. With the period of treatment lasting for twenty-six weeks, the study employed a quantitative approach involving comparative analysis between two groups, one practicing ER and another practicing ER with audiobooks. Overall, the research was driven by two major purposes: (1) to explore the changes in speed and comprehension through exposure to a large number of texts, and (2) to explore the extent to which such changes are attributable to the incorporation of audiobooks. Though the posttest results obtained from both groups revealed significant increase in speed and comprehension achievements, the group that read with audiobooks significantly outperformed the group that read silently. Moreover, the results of a delayed posttest proved to retain gains obtained from the treatment, thus confirming the beneficial effect of extensive reading with audiobooks.

Similarly, O'Day (2002) conducted a longitudinal study on the effect of reading with audiobooks among fifth-grade learners. Three classrooms in total, one of which was a bilingual classroom, participated in the study. The research adopted a qualitative approach to investigate teachers' and students' perspectives on the integration of audiobooks in a classroom. Among issues addressed, of particular relevance to this study are questions on advantages/disadvantages of audiobooks and its impact on comprehension and word recognition. The findings indicated that implementing audiobooks to reading process positively affected

reading achievements and students' attitudes about reading activity. Students reported that reading with audiobooks increased their vocabulary knowledge, thus facilitating their comprehension. Benefits from audiobooks were more pronounced among bilingual and struggling readers' performance. The researchers posited that audiobooks allow students to rely on prosodic cues and to have access to a proper pronunciation of words. Though the study provides valuable details of teachers and students' perspectives, it lacks documentation of comprehension increase or other stated gains. As reported by the authors, the study does not provide information of time students spent reading. Moreover, the study does not include a control group, which makes it difficult to see whether the positive results are attributable to the use of audiobooks or to other interventions from teachers.

Askildson (2008) conducted an influential study with the purpose of examining whether integration of ER and RWL proves to be effective in facilitating word recognition, reading comprehension, and development of a whole language reading skills for intermediate L2 learners. The study hypothesized that boosting phonological awareness would subsequently result in automatic word recognition. In other words, provision of orthographic and aural forms would encourage learners to match aural and written forms, thus leading to a fluent sight word reading. The researcher investigated whether the combination of RWL with ER promotes increased reading speed, comprehension, vocabulary, and grammatical knowledge. The findings showed that RWL-ER group's gains in reading rate and comprehension were significantly higher compared to other groups (RWL, ER, and control). The researcher argued that, while ER tackled

development of higher level processing, RWL enhanced lower level processing.

With a similar focus, Woodall (2010) examined effects of simultaneous reading and listening to audiobooks on comprehension and fluency of ESL University-level readers. He framed his study within a theoretical approach argued by Ehri (1992) and Perfetti (1992) upon the role of phonological processing as a predictive component of reading comprehension. The study attempted to examine whether students exposed to simultaneous reading and listening become more fluent and better comprehend a text. The research findings support the usefulness of reading while listening for students' reading comprehension. However, no evidence supporting the facilitative effect of simultaneous reading and listening on reading fluency was found.

## **2.3 Research on Reading Motivation**

Motivation, when positive, facilitates comprehension and can itself be improved through instruction (Grabe, 2009). As to its definition, motivation to read in general has been associated with positive attitude, increased amount of reading, and time spent on reading. For example, Guthrie (2011) defined three major components of motivation to read, namely, interest, dedication, and confidence. Interest refers to intrinsic motivation when a reader enjoys and feels pleasure from the activity. Dedication is associated with time spent on reading, efforts put, and persistence to read. Finally, confidence increases when a reader feels s/he can accomplish the activity. Among the first to investigate the

correlation between motivation and reading comprehension were Guthrie and Wigfield (e.g., Guthrie & Wigfield, 1999, 2000; Wigfield & Guthrie, 1997) who made series of research on motivation to read. Not only they contributed to defining the construct of reading motivation, but also claimed that motivation should be understood and treated as a domain-specific concept. For example, Wigfield (1997) related motivation to read with learners' ability beliefs, expectancies for success, self-efficacy, and value attached to the reasons to involve into the activity. Another influential point stated by Guthrie and Wigfield (2000) was that increase in reading motivation can be achieved through directed instruction. With this in mind, it is indispensable for instructors to continuously investigate and experiment with instructional practices that are directed to boost students' motivation to read.

In L1 context the correlation between reading motivation and reading comprehension is well documented (Grabe, 2009). In contrast to considerable research undertaken in L1 reading motivation, there has been a paucity of studies in L2 context. Day and Bamford (1998) were among first to suggest a model of key variables that composed motivation to read in L2, namely, expectancy (e.g., materials and reading ability) and value (e.g., attitude and social factors). Mori (2002) designed an L2 reading motivation questionnaire identifying four major components, including intrinsic motivation, extrinsic motivation, importance of reading, and reading efficacy. Motivated by this study, later studies in L2 context have been attempting to further examine L2 reading-motivation factors and methods to measure reading motivation (e.g., Dhanapala & Hirakawa, 2016;

Kim, 2011; Takase, 2007). For instance, Dhanapala and Hirakawa (2016) developed a questionnaire to assess Sri Lanka students' motivation and attempted to find correlation between reading motivation and text comprehension. Based on the research findings they outlined four constructs of intrinsic and four constructs of extrinsic motivation. The researchers endorsed that only intrinsic motivation (i.e., curiosity and involvement, challenge for reading, positive behavior of reading, and utility value of reading) had positive impact on comprehension. In addition, few studies (Hayashi, 2015; Lee, 2015) were consistent with these findings suggesting that significant relationship exist between reading motivation and reading comprehension. Such positive findings imply that instruction directed towards motivating students to read may, in turn, result in better reading achievements.

As such, audiobooks can be introduced as one way to increase motivation based on evidence from a bulk of research (e.g., Beers, 1998; Blum et al., 1995; Byrom 1998; Hickey, 1991; Koskinen et al., 2000) indicating on its positive impact. Though these studies did not target motivation boost as a primary focus of the research, they, nevertheless, considered motivation as one aspect of the study. For example, Hickey (1991) reported on findings from an experiment using audiobooks to help nine-year old English-speaking children to improve their reading abilities in L2 (Irish). The researcher defined motivation to read in L2 as students' enjoyment and number of times they read. The results of the experiment demonstrated that, in general, students' motivation increased with the provision of an audiobook. In addition, students were willing to continue to read

even a book that first was regarded as difficult. Beers (1998) also observed positive change in attitude toward reading in L1 among her eighth-grade “difficult” learners after she decided to read the books aloud herself. Such reaction motivated her to use audiobooks so that readers could listen and follow along with the print. Koskinen et al. (1999) concluded that the use of audiobooks increased children’s self-efficacy, which, in turn, led children to feel “pleasure and confidence hearing themselves read well” (p. 431). This suggests that the use of audiobooks encouraged students’ confidence as readers and thus motivated them to persist reading.

Unfortunately, the existing research is restricted to young children, or, if adolescent, then predominantly in L1 context, and thus the findings are not generalizable enough to adolescent FL learners. In addition, although these studies suggest positive effect of audiobooks on motivation and offer insightful implications, the results are concluded based on general observation or diary reports only. For these stated reasons, further research incorporating quantitative data in addition to diary entries, as well as involving FL adolescent learners, is necessary to support already existing findings and provide more information on adolescent population.

## **CHAPTER 3**

### **METHODOLOGY**

The present study aimed at investigating effects of audiobooks on learners' reading fluency and motivation, and compared reading with audiobooks to a silent reading of the control group. To this end, reading speed with comprehension and motivation level were measured and evaluated based on a mixed-method research design. This chapter begins with the description of participants provided in Section 3.1. The following Section 3.2 describes the instruments used in the study. The methods utilized for data collection, including the preliminary and the main study, are explained in the Section 3.3. Lastly, the Section 3.4 describes the data analysis.

#### **3.1 Participants**

The focus of the study is to investigate whether the implementation of audiobooks will have positive impact on students' reading skills, specifically on students' reading fluency and motivation to read in English. Twenty-eight pupils from two ninth-grade intact classrooms of a public school in Aktobe, Kazakhstan, participated in this study. The school is not specialized in English language learning, with students predominantly (70%-80%) coming from regional areas. Participants (N=28) have been learning English starting from the fifth grade for four years, 80 minutes per week, mainly focusing on vocabulary and grammar

knowledge. The sample comprised of fourteen (50%) female and fourteen (50%) male students. The participants were Kazakh and Russian bilingual students, whose mean age was 14.5 years, ranging from 14 to 15 years old. Reading, among four skills, was instructed through reading short passages silently followed by comprehension exercises designed and prepared by the teacher or given in school textbooks. Due to lack of technical facilities, students rarely practiced listening to an audio model of reading materials and overall reading in English was limited to short passages (e.g., 100-300 words) given in the textbooks.

Overall, a total of thirty-one students from two classes were recruited for the study with their parents' consent. However, only twenty-eight remained until the end of the study, with fourteen students in each group.

## **3.2 Instruments**

### **3.2.1 Reading Speed with Comprehension**

Participants' reading speed along with comprehension was measured during pretest and posttest. The texts for pretest and posttest were selected from the proficiency-graded audiobooks of Pearson Readers series (level 2), which were not used in the main study. Level 2 graded readers contain 600 headwords, and are defined as preintermediate level by the publisher. Students' reading speed was determined by measuring *words per minute* (WPM). To obtain the

WPM, students' silent reading was timed and recorded. Next, the number of words in the passage given to read was divided by the number of seconds the participant spent on reading and then multiplied by 60.

$$\text{WPM} = \frac{\text{number of words in a passage}}{\text{number of seconds}} \times 60$$

The main purpose of comprehension measurement along with measuring reading speed was to ensure that students were involved in a meaningful reading and not just a speedy reading. To measure students' comprehension, two tests based on four different texts were designed by the researcher using the activity questions provided by the publisher of the graded books from where the texts were adopted (see Appendices A and B). Moreover, revisions were made on the basis of feedback from English language teachers and finally pilot tested on similar ninth-grade students. The result of the pilot study revealed few unfamiliar words, which were thus given in Kazakh/Russian languages below each passage. It was also checked that students have never previously heard or read any of the four stories included in the reading test. Furthermore, to avoid possible effect of topic knowledge, each set of the tests consisted of two texts from different books. Each test included ten questions in total with five multiple-choice questions and five word-finding questions. In addition, to ensure the similarity between two tests passage readability was measured by means of Lexile Analyzer. Lexile Analysis is based on vocabulary and complexity of sentences (e.g., sentence length). As provided in Table 3.1, the Lexile measure of all four passages represented 400L-500L, with similar mean sentence length and word frequency.

Although the passages varied somewhat in length, the total amount of words between the pretest and the posttest was similar. Moreover, all four passages were of a similar difficulty, on the basis of the Flesch-Kincaid Grade Level (see Table 3.1).

Table 3.1

*Readability Estimates for the Pretest and the Posttest Passages*

	Pretest Passages		Posttest Passages		<i>M</i>	<i>SD</i>
	A	B	A	B		
Lexile Measure	400L- 500L	400L- 500L	400L- 500L	400L- 500L		
Mean Sentence Length	7.77	6.69	8.28	6.59	7.33	0.71
Mean Log Word Frequency	3.80	3.79	3.89	3.84	3.83	0.03
Word Count	614	428	439	619	525	91.59
Flesch-Kincaid Readability	2.4	2.0	2.2	2.1	2.17	0.17

### 3.2.2 Reading Motivation

To measure students' motivation to read in English, MRQ was adapted from Wigfield and Guthrie's (1997) study and modified as *reading in English* instead of *reading*. The questionnaire consists of 53 items, representing 11

constructs of reading motivation, and is rated on a 4-point Likert scale ranging from *very different from me* to *a lot like me* (see Appendix C). The total score was calculated by averaging across all the items in the questionnaire, with a maximum of 4 point and a minimum of 1 point. MRQ is designed for younger learners, therefore, considered to be appropriate to the age of the targeting sample of this study. First, the questionnaire was translated into participants' L2 (Russian) by the researcher. Next, three bilingual English teachers were asked to comment on the translation. Finally, several modifications were made based on their feedback. In addition, the comprehensibility of the back-translated MRQ was piloted on a similar target sample.

Furthermore, interview questions developed by O'Day (2002) with focus on students' understanding of the reading process, the use of audiobooks in the classroom, and their feelings of self-efficacy was used during posttest to gain in-depth insight into students' motivation to read (see Appendix D).

### **3.3 Procedures**

Prior to the main study, a preliminary study was conducted with two purposes: (1) to test the instruments used in the main study, and (2) to select materials that would be interesting for participants and appropriate in terms of difficulty level.

### 3.3.1 Preliminary Study

First, reading materials appropriate to learners' reading proficiency level were selected. To define an appropriate level of difficulty, two-page extracts of level 2 and level 3 from Pearson Readers series were presented for learners to circle unfamiliar words. These extracts were selected from books not included in the main study. The "independent level" with 98-99% of familiar vocabulary (Nation, 2001) was selected. The rationale behind justifying the independent level as appropriate text level was Stahl and Heubach's (2006) argument that the amount of support should be considered while deciding on text difficulty in fluency practice. Specifically, they suggest that when students are required to read on their own, the level of reading materials should not be higher than the independent level.

Second, reading materials that learners find interesting were identified. In particular, the story titles and short descriptions of the story provided by the publisher were translated into students' L2 (Russian) and presented to the students to evaluate. Specifically, participants were asked to rank thirteen books on a 5-Point Likert scale with *definitely do not want to read* to *definitely want to read* continuum. Based on students' evaluation seven books were then chosen, of which only four were actually used in the main study.

### 3.3.2 Main Study

The procedure of the main study is summarized in Table 3.2. The experiment was administered during twelve sessions excluding the pretest and the posttest with three 40-minute sessions per week as an afterschool activity. Students were introduced with the purpose of the study and with the procedure through trials of timed reading. The English teacher of the classrooms was asked to assist the researcher to conduct pretest and posttest. In the pretest, students were asked to read the first story silently for comprehension and raise their hands upon completion. The teacher, then, informed the time of completion, which students could fill in the time log section on their reading sheets (see Appendices A and B). Next, students were required to complete following five comprehension questions without referring to the text. The same procedure was repeated with the second story of the test. Overall, students were asked to read two stories in the pretest and complete a total of ten comprehension questions. The participants then were asked to complete MRQ, responding on a 1 to 4 scale from *very different from me* to *a lot like me*.

Table 3.2

*Data Collection Procedures*

Steps	Procedures	Time Allocation
Pretest	Timed silent reading Comprehension test MRQ	No time constraint
Treatment (12 sessions)	Experimental group: reading with audiobooks Control group: silent reading only Discussion session	25 minutes for reading 15 minutes for after-reading activity
Posttest	Timed silent reading Comprehension test MRQ Semi-structured interviews	No time constraint

During the treatment, the control group silently read the passages designed for each section, while the experimental group read silently along with the audiobooks. The materials were segmented based on students' average reading speed. Participants' average reading speed was roughly estimated during the preliminary study while selecting appropriate materials for the main study. Information regarding the segmentation is displayed in Table 3.3. As it can be seen in Table 3.3, word counts for four audiobooks ranged from 7,438 to 10,093 with the estimated speed of audiobooks ranged from 86 WPM to 113 WPM. It is important to note that the speed of audiobooks was not adjusted, but preserved authentic. The photocopied handouts of the reading extracts for each session were distributed to the participants. After reading was completed, students were involved in a 15-minute discussion activity to check comprehension. The after-

reading discussion activity was not intended to record students' comprehension score, but to ensure that they were not reading without understanding. Students were encouraged to use English, but were allowed to use Kazakh/Russian languages during the post-reading activity time.

Table 3.3

*Profile and Segmentation of the Reading Materials*

	1st Session	2nd Session	3rd Session	Word Counts	WPM
Week 1 The Prince and the Pauper	Ch.1- Ch.5	Ch.6 - Ch.10	Ch.11 - Ch. 15	9,137	86
Week 2 Pirates of the Caribbean	Ch.1- Ch.5	Ch.6 - Ch.10	Ch.11 - Ch. 15	7,438	105
Week 3 The Robin Hood	Ch.1- Ch.6	Ch.7 - Ch.12	Ch.13 - Ch.16	8,760	102
Week 4 The Voyages of Sinbad the Sailor	V.1-V.2	V.3 -V.4	V.5 -V.7	10,093	114

Similar procedures to the ones during the pretest were administered during the posttest, with the additional semi-structured interviews with seven randomly selected students from the experimental group.

### **3.4 Data Analysis**

SPSS version 23 for Mac (SPSS, 2015) was employed for the statistical analysis. To address the first research question, descriptive statistics were computed, and the pretest and the posttest results within the groups were compared by means of paired-sample *t* test to examine the gain difference within groups. Next, posttest results of the experimental group were compared to the posttest results of the control group, using ANCOVA, to evaluate whether mean differences between groups were statistically significant. ANCOVA was employed because it allows comparing after-treatment gains controlling for external factors such as preexisting group difference, reflected in the pretest scores in case of this study design. This type of statistic is commonly applied when participants are not randomly assigned into control and experimental groups (Dörnyei, 2007).

For the second research question, the same method as for the first research question was employed to examine whether the use of audiobooks affected students motivation to read in English. That is, descriptive statistics were computed and mean gain differences within groups were investigated applying paired-sample *t* test. Then, mean differences between the experimental and the control groups were examined, while controlling for pretest results employing ANCOVA.

Lastly, to better understand the impact of audiobooks on students' motivation to read in English, qualitative data was collected to supplement the

quantitative data. The qualitative data analysis procedure involved the following steps. First, the verbal recordings transcribed in Kazakh were translated to English by the researcher, then reviewed and commented by two bilingual English teachers to obtain a second opinion. Second, major themes were examined and coded. Although, the primary purpose of the interview was to examine students' motivation to read, additional observations judged to be germane to the study and noteworthy were also reported. The coding and categorizing procedure was carried out following the general moves described by Dornyei (2007) on qualitative data analysis. Specifically, the transcribed data was read several times and emerging thoughts were noted. Then, extracts found directly or indirectly relevant to students' motivation to read were highlighted and labeled. Finally, similar codes across participants' responses were put under the same categories.

The data collection and the analysis were completed based on the methodology described in this chapter, and the following chapter presents the results of the study and discusses the findings.

## **CHAPTER 4**

### **RESULTS AND DISCUSSION**

This chapter presents the quantitative and qualitative results of the study based on the research questions posed in Chapter 1, and discusses the findings. First, Section 4.1 addresses the first research question on how the use of audiobooks affects Kazakhstani ninth-grade EFL learners' reading fluency in terms of speed with comprehension. For this, the results from paired-sample *t* test that compared within-group difference, and ANCOVA that compared between-group difference for reading speed with comprehension are reported. Afterwards, possible interpretation of the findings is provided. Next, in order to answer the second research question, to what extent the use of audiobooks is effective in increasing reading motivation, the findings from paired-sample *t* test and ANCOVA are reported in Section 4.2. Lastly, in order to better understand the impact of audiobooks from students' perspectives, findings from semi-structured interviews with selected students are discussed in Section 4.3. These interviews were analyzed on the basis of qualitative content analysis. Discussion of findings and explanations are then presented.

#### **4.1 Effects of Audiobooks on Reading Fluency**

The first research question (To what extent does the use of audiobooks affect Kazakhstani ninth-grade EFL learners' reading fluency in terms of speed

and comprehension?) sought to examine the effect of audiobooks on reading fluency. To address the first research question, two statistical analyses were run. As the first step in addressing the first research question, the pretest and the posttest scores in each group were compared by means of paired-sample *t* test. Table 4.1 summarizes the mean scores and the standard deviations for reading speed and comprehension obtained in the pretest and the posttest. Students' reading speed was measured by number of words read per minute. With regard to comprehension test, one point was given to each item on the test, which was composed of ten items in total. Consequently, the maximum score for reading comprehension test was 10 and the minimum score for reading comprehension was 0.

Table 4.1

*Descriptive Statistics of Results for Reading Speed and Comprehension*

Group		Speed		Comprehension	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Experimental ( <i>n</i> = 14)	pretest	127.68	20.08	7.64	1.60
	posttest	162.91	25.58	8.64	.93
Control ( <i>n</i> = 14)	pretest	120.07	28.92	7.29	1.64
	posttest	135.22	25.40	8.0	1.36

As shown in Table 4.1, the mean scores of both groups in terms of

reading speed increased notably after the intervention. Moreover, it can be observed that in the posttest the experimental group achieved noticeably higher reading speed (i.e., 162.91 WPM) than the control group (i.e., 135.22 WMP). In looking at within-group changes paired-sample  $t$  tests were run on the pretest and the posttest. As a result, significant differences in reading speed were found for both the experimental group ( $M_{\text{diff}} = -35.23$ ,  $SD = 19.22$ ;  $t = -6.86$ ,  $p = .000$ ) and the control group ( $M_{\text{diff}} = -15.15$ ,  $SD = 23.22$ ;  $t = -2.44$ ,  $p = .030$ ) after the four-week intervention. Importantly, based on two groups' reading comprehension scores in pretest ( $M_{\text{exp}} = 7.64$ ,  $SD = 1.60$  and  $M_{\text{cont}} = 7.29$ ,  $SD = 1.64$ ) and posttest ( $M_{\text{exp}} = 8.64$ ,  $SD = .93$  and  $M_{\text{cont}} = 8$ ,  $SD = 1.36$ ), it can be implied that students were reading with an attempt to understand. In other words, students demonstrated increase in reading speed, while sustaining similar comprehension level from the pretest to the posttest.

As the second step, posttest scores between groups were compared performing ANCOVA to explore whether the difference between groups was statistically significant in the posttest. The summary of the results is displayed in Table 4.2.

Table 4.2

*Results of ANCOVA on Posttest Scores for Reading Speed of the Groups*

Source	SS	df	MS	F	Sig.	Partial $\eta^2$
Reading Speed						
Corrected Model	12338.547	2	6169.274	15.544	.000	.554
Intercept	3553.869	1	3553.869	8.954	.006	.264
Pretest	6972.779	1	6972.779	17.569	.000	.413
Group	3513.607	1	3513.607	8.853	.006	.262
Error	9922.167	25	396.887			
Total	644434.174	28				
Corrected Total	22260.714	27				

*Note.* The significance level was set at  $p < .05$ .

From the summary of the results presented in Table 4.2 it is clear that there was a significant difference in reading speed between the experimental ( $M = 162.91$ ,  $SD = 25.58$ ) and the control ( $M = 135.22$ ,  $SD = 25.40$ ) groups at the specified .05 level of significance,  $F = 8.85$ ,  $p = .006$ , partial  $\eta^2 = .262$ . With regard to the magnitude of the difference, the effect size of .26 based on Cohen (1988) is considered to be large. These findings imply that the use of audiobooks resulted in considerably higher gains in reading fluency.

To summarize, an increase in speed was found to be significant for both

groups based on paired-sample *t*-test results. More important, the difference between groups was found to be statistically significant, suggesting that audiobooks were more effective than silent reading only in enhancing students' L2 reading speed.

The first research question investigated the effect of audiobooks on reading fluency of ninth-graders. This question specifically focused on reading speed with comprehension. Comparison of two groups, which differed in the use of audio accompaniment only, by means of ANCOVA, found statistically significant advantage of audiobooks in improving reading speed (see Table 4.2). With regard to within-group changes in reading speed, both groups demonstrated significant growth over the relatively short period: the experimental group gained 35 WPM, whereas the control group gained 15 WPM. As to the interpretation of the meaning of observed gains, previous research in L2 contexts may provide some insights. For instance, Chang and Millet (2015) investigated the effect of audio-assisted reading on reading speed of tenth-grade EFL students. They found that their reading speed increased from 102 WPM to 145 WPM, gaining 43 WPM over a period of twenty-six weeks. Kim (2012) found similar results from her study on Korean-middle school EFL learners. Specifically, students had gained approximately 48 WPM after a repeated-reading-while-listening practice. Such findings from earlier research lead to assume that the accomplished gains in 35 WPM in this study can be considered encouraging, especially taking into account that the students have completed only four graded books within comparatively short period of twelve sessions over four weeks.

These findings regarding the increased reading speed confirm previous research findings that claimed a positive effect of audio accompaniment on reading speed (Askildson, 2008; Chang & Millet, 2015; Hawkins, Marsicano, Schmitt, McCallum, & Musti-Rao, 2015; Kim, 2012). Such positive result on reading speed suggests strong support for the facilitative effect of audiobooks on reading speed. This may have been due to a scaffolding effect provided by a fluent reader, which in turn enabled students to move from word-by-word reading toward reading in larger chunks (Beer, 1998; Carbo, 1978; Kuhn & Rasinski, 2011; Rasinski, 1990). For example, Kuhn and Rasinski (2011) described that learners should be exposed to a model of fluent reading as one of principles of fluency instruction. Moreover, students need to be assisted in reading in “syntactically appropriate and meaningful phrases” (p. 279). In other words, the inclusion of audio may have rendered students to read beyond word-by-word reading, thus resulting in fluent reading of larger texts. Similarly, with the help of the audiobooks students could reach their proximal development level explained as the ZPD notion within sociocultural theory. Vygotsky’s (1978) claim that one is capable to prosper to the degree of development, which has been only possible to achieve with outer support first and then can be internalized to the extent of independent accomplishment, appeared to be supported by the findings of this study.

Another possible explanation could be that the use of audiobooks assisted students in employing phonological recoding skills, which further facilitated efficient word recognition. In order for students to access mental lexicon they

need to exploit knowledge of visual form (i.e., orthography), knowledge of pronunciation (i.e., phonology), and knowledge of meaning of a word (Ehri, 1992; Ehri & McCormick, 1998). The backbone of the imperative role of phonological processing in sight word recognition is the theory on phases of word learning developed by Ehri (1992). He suggested that the phases of word learning consist of prealphabetic, partial alphabetic, full alphabetic, consolidated alphabetic, and automatic alphabetic phases. Central to these five phases is readers' alphabetic knowledge. Therefore, in order to develop automatic sight word recognition learners should be able to build grapheme-phoneme connection, which is retrieved from learners' already existing knowledge on grapheme-phoneme correspondence (Ehri & McCormick, 1998). To put it differently, for students to store sight words in their mental lexicon, not only they rely on a word's written form (i.e., letter shape) and meaning, but also on its pronunciation. This assumption on a paramount role of phonological processing in word recognition has been also supported by recent studies in the L2 context (Jeon, 2016; Yin, Anderson, & Zhu, 2007 as cited in Ryu, 2018). Audiobooks might have helped students to retrieve information from their long-term memory and recognize words more efficiently. Therefore, future research examining a phonological recording may be necessary to support or reject such assumption.

In sum, findings indicated that students in both conditions improved their reading speed with the experimental group showing superior gains. Moreover, students' comprehension levels remained satisfactory, suggesting that they were not reading merely for speed, but for meaning.

## **4.2 Effects of the Use of Audiobooks on Reading Motivation**

The results in regard to the second research question (To what extent does the use of audiobooks increase motivation to read in English of Kazakhstani ninth-grade EFL learners?) are presented including discussion of findings and possible explanation in relation to previous research studies. It was directed to an investigation of effects of audiobooks on Kazakhstani ninth-grade EFL learners' motivation to read in English. First, Section 4.2.1 presents results of quantitative data analysis. Thereafter, Section 4.2.2 reports on results from semi-structured interviews.

### **4.2.1 Survey Results**

To address the second research question on whether the treatment was effective, results of the motivation survey were compared within and between the two groups. The mean score and standard deviation for each group in the pretest and the posttest are calculated, and the summary is shown in Table 4.3. The minimum value of 1.0 point and the maximum value of 4.0 points were given to each item in the questionnaire, and the total score was calculated by averaging all items.

Table 4.3

*Descriptive Statistics for the Scores on Reading Motivation Level*

Group		Motivation Level	
		<i>M</i>	<i>SD</i>
Experimental ( <i>n</i> = 14)	Pretest	2.70	.41
	Posttest	2.88	.42
Control ( <i>n</i> = 14)	Pretest	2.69	.34
	Posttest	2.93	.42

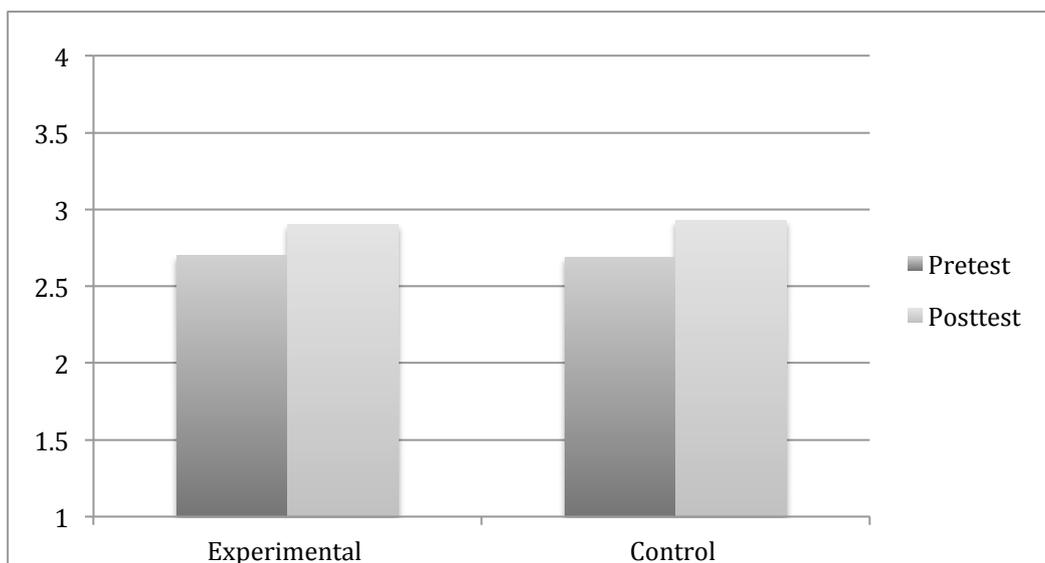


Figure 4.1

*Mean Scores on Reading Motivation Level of Two Groups in the Pretest and the Posttest*

Figure 4.1 displays mean scores for both groups' reading motivation level in the pretest and the posttest. It can be observed that both groups demonstrated

increase in motivation to read. For instance, the mean score of the experimental group in pretest was 2.70 and increased to 2.88 by the end of the treatment. Similarly, the control group seemed to boost their motivation level from the onset of the treatment with the mean score of 2.69 to the end of the treatment reaching average of 2.93 score. Paired-sample *t*-test analysis of pretest and posttest for motivation level revealed significant changes in both the experimental group ( $M_{diff} = -.18$ ,  $SD = .22$ ;  $t = -3.14$ ,  $p = .008$ ) and the control group ( $M_{diff} = -.23$ ,  $SD = .38$ ;  $t = -2.29$ ,  $p = .040$ ) after the four-week intervention.

In order to examine whether the difference between groups was significant ANCOVA was run. The results of ANCOVA are summarized in Table 4.4.

Table 4.4

*Results of ANCOVA on Posttest Scores for Motivation Level of the Groups*

Source	Type II SS	df	Mean Squares	F	Sig.	Partial $\eta^2$
Corrected Model	2.448	2	1.224	11.903	.000	.488
Intercept	.264	1	.264	2.563	.122	.093
Pretest	2.444	1	2.444	23.761	.000	.487
Group	.008	1	.008	.081	.779	.003
Error	2.571	25	.103			
Total	242.475	28				
Corrected Total	5.019	27				

*Note.* The significance level was set at  $p < .05$ .

As demonstrated in Table 4.4 no significant difference was revealed

between the groups ( $F = .081, p = .779, \text{partial } \eta^2 = .003$ ). This result implies that the provision of the audiobooks does not produce greater motivation levels than when provided with only the print. To put it differently, students' motivation to read did not significantly differ regardless of whether they read silently or read along with the audiobooks.

With respect to the second research question on effects of the audiobooks on motivation, two findings from quantitative data analysis are of particular interest. First, results obtained from the *t*-test analysis demonstrated that learners in both conditions were able to boost their motivation significantly. Secondly, based on ANCOVA analysis, the use of audiobooks was not more effective in fostering students' reading motivation than when read silently only.

These findings inevitably failed to find any evidence for a greater benefit of the use of audiobooks over a sustained silent reading, therefore lacking support for previous research in this area (e.g., Beers, 1998; Blum et al., 1995; Byrom 1998; Hickey, 1991; Koskinen et al., 2000). The insignificant difference between two groups leads to assume that audiobooks can be used as an alternative, but not a superior tool to foster reading motivation. One possible reason that may have contributed to nonsignificant difference between two groups is the students' lack of exposure to longer texts, and consequently to a larger amount of reading. The students did not have much experience of reading longer texts. Moreover, the students lack experience of reading in English for pleasure without the pressure of being tested. Therefore, the experience of being involved in reading instruction, regardless of whether they were using

audiobooks or not, might have propelled their motivation to read. In other words, students should have an experience of reading in the first place in order for them to be engaged in text interaction. Audiobooks then may become an additional help to further foster their motivation to read.

#### **4.2.2 Interview results**

In addition to the survey, students' perceptions about the use of audiobooks and sense of self-efficacy were investigated based on the semi-structured interview responses. Seven randomly selected students from the experimental group were invited to individual semi-structured interviews. The interviews were conducted in order to obtain in-depth understanding of the meaning of the results drawn from the quantitative analysis. As a result, several recurring themes emerged in addition to students' motivation level such as students' attitudes toward the use of audiobooks and effects of the audiobooks on word recognition and comprehension.

##### *Students' self-efficacy and motivation*

During the interviews, it was revealed that the majority of the students regarded themselves as good readers, except for one student who attributed his *not so excellent* level to his being *lazy*. Their perceptions of a good reader were based on how well readers could pronounce and understand the given vocabulary

in the texts. Such attitude was evidenced by students' responses to the question whether they regarded themselves as a good reader and if so to explain the reasons. For instance, it is clear from the response of Student A, "*I can read in English, but there are still some words I don't understand, which are hard for me*" or by the response of Student F, "*Yes, I am. But some words...I need to read more because I don't know some words.*" In addition, students' responses demonstrated that they perceived themselves to be competent in assisting others who have trouble in learning to read. This, for instance, was evident in Student F's explanation of her help "*I would read it [aloud] myself so that he [someone, who has trouble in learning to read in English] could listen and then we would start to read together.*" Meanwhile, Student B expressed that she would "*do her best*" by "*try[ing] to explain the meaning of it, be it words or a text.*"

Furthermore, it was observed that students' perceptions of *trouble in learning to read in English* were closely tied to vocabulary knowledge and difficulties in comprehending a reading material. In other words, students associated *trouble* with encountering unknown words and discussed how they would deal with them. While some of the students explained that they would use dictionary or ask a teacher for translation, some mentioned that they would try to understand relying on familiar words. To illustrate, Student E discussed his strategy of dealing with difficulties to understand by trying "*to find its [unfamiliar vocabulary] meaning through familiar word.*" Similar strategy use was revealed in Student D's answer: "*if I don't understand a word I ask it from a teacher... if there is one main word in a sentence, you start to understand that*

*sentence through that main word.*” Student B seemed to rely on a similar strategy to handle comprehension difficulties, *“I think it is possible to understand by connecting them [unfamiliar vocabulary] with the text.”* These examples suggest that students could cope with difficulties by using comprehension strategies (e.g., guessing from the context) or by turning to a dictionary or a teacher for help. These observations are noteworthy to report in that they demonstrate students’ use of strategy to deal with reading challenges. It has been argued that strategy use is an indicator of high intrinsic motivation (Grabe & Stoller, 2013).

In addition, the majority of the students confirmed after-class engagement by means of rereading the handouts, looking up unfamiliar words in a dictionary and discussing the content of books with each other afterwards. This can be demonstrated, for example, in the excerpt from the interview with Student G, *“Girls said hmm they read with me, they said that they don't know this word and asked to look it up in a dictionary, so we all checked and get to know. We also, apart from reading in the classroom, discussed them [books].”* Moreover, students noted that they shared the stories with their families back home as evidenced in Student C’s report, *“I didn't know many words at the beginning, and then I learned. Then I marked them [unfamiliar words], as you mentioned and then translated. [...] I told my sister. My sister was interested.”* Two students (i.e., Student D and Student E) shared that even after the treatment period finished they were willing to continue reading without audiobooks too. All in all, these results imply that the students become actively engaged in reading

activities beyond the classroom, which is a crucial indicator of increase in motivation to read.

At the end of the interview all participants were asked about their favorite book from the experiment. The students' enthusiastic retelling of the story events, and expression of their personal thoughts and emotions in regard to how stories evolved indicate not only their high interest, but also value of knowledge from reading.

#### *Students' attitudes*

All seven interviewed students responded that they liked reading and using audiobooks. They reported that using audiobooks helped them to read words correctly and with intonation as well as to understand the stories. To demonstrate, Student A mentioned that she liked the use of audiobooks because it helped her to read words, *"we see a word, we know what it is, but we don't know how to pronounce it. But while listening to an audio, we will know it."* Student D expressed a similar opinion stating *"it helped me to hmm how the words should be pronounced correctly."* Student E talked about this when he said, *"they [books] were easy and we can hear how words are read."* It could be inferred that the use of audiobooks enabled the students to decode the words, which in turn possibly made the reading process easier. Student B explained that she liked the use of audiobooks since it improved her fluency, *"my reading speed increased after that [the use of audiobooks] hmm. By increasing the speed,*

*I think my comprehension also get better.*” Meanwhile, for some students the reason behind their positive attitudes toward the use of audiobook was its impact on comprehension. This can be demonstrated in answers such as *“I personally think that through the use of audiobooks it was easier to remember [storyline] and as if hmm it was easier to understand”* by Student F and *“you read and you listen hmm at that time it is more comprehensible”* by Student G. Furthermore, the students seemed to believe that the use of audiobooks helped them to improve reading skills. This is evidenced in Student E’s reply when she was asked to name things that have helped her to become a better reader, *“through listening to the words, reading and through memorizing them.”* Similarly, Student G mentioned that participation in the experiment helped her to improve reading abilities. She thought so based on her classroom teacher’s recent comments on her improved performance in reading during the English class. This is illustrated in her response *“My teacher said that my reading has improved. I mean, listening while reading is more helpful because hmm many students don’t know how correctly place a stress in some words, and while listening we know how to pronounce and it [reading] is improving.”* It is worth mentioning that two of the students (i.e., Student B and Student G) expressed that they preferred reading with audiobooks because it was easier to understand and more interesting, and in case of Student B, because it was easier to read and enhanced reading speed.

*Effects of audiobooks on word recognition and comprehension*

The students' comments suggested that audiobooks helped them to understand the stories better. More specifically, it seems that an expressive reading with proper intonations and various emotions rendered the learners with better understanding of the story and helped to "picture" the events. All seven interviewees, without exception, at different parts of the interviews mentioned about the audiobook readers' illustrative tones. For example, the observation of Student D that "*once it [listening sound] reaches your ears, it imprints in your memory. They are memorized and then sometimes when you read it, you can recall it and read correctly thus making progress*" was quite interesting. It might imply that listening to a fluent modeling including prosodic elements enabled the students to grasp the story as a whole, and to construct meaning (Taguchi et al., 2016). Student A expanded on influence of expressive reading when asked whether the use of audiobooks helped to understand a story. The response was "*[...] because the person who reads the audiobooks does so with expression. I think it is comprehensible at such times. [...] For example when there is an exclamation mark hmm s/he might be being surprised or ordering. We can differentiate it by listening to his/her reading.*" Similar remarks in regard to audiobook readers' tone can be found in Student G's reply, "*just by listening to words, I tried to picture in front of my eyes [...] I pictured and I tried to understand. Probably because of the intonation I start to understand very well.*"

Throughout the interviews, it was also evident that students found audiobooks useful in keeping them focused on reading without stumbling over

unfamiliar or difficult words, as indicated in the following conversations between the researcher and the students.

*Excerpt 4, interview with Student B*

SB: I think through listening hmm our reading speed and comprehension improved while reading.

R: Do you think so? How?

SB: Because when people only read s/he might lose attention to other things. But when you read hmm that [with audiobooks] hmm your attention is fully on a text.

This excerpt clearly shows that the student felt increase in her speed and comprehension when she read along with the audiobooks. Moreover, based on her explanation it seems that the audiobooks encouraged her to read continuously without being distracted. This makes sense in that audiobooks are usually read at a constant speed, which may require students to follow the audiobook and to stay on task. Supporting evidence for such reasoning is also illustrated in the following excerpt:

*Excerpt 5, interview with Student C*

SC: I think we don't need to know every word; it is enough to understand the sentence. That's why when you read with audiobooks you try to follow and read together. Thus, since you try hmm you don't pay attention to those words, but able to understand.

Based on this excerpt, it can be asserted that Student C was able to use reading strategy to understand the general meaning, rather than concentrating on separate words. Importantly, the student was able to do so probably due to a pacing support given by the audiobooks.

As to the interpretation and discussion of above-presented results, these findings seem to provide interesting assumptions in terms of the effect of audiobooks from students' perspective. Firstly, the interview results revealed that the participants seemed to generate higher self-efficacy and increased engagement in reading process. Such findings lend support to Wigfield and Guthrie's (1997) argument that "when children believe they are competent and efficacious at reading they should be more likely to engage in reading" (p. 421). Some of core elements that predict motivation to read are interest, dedication and confidence (Guthrie, 2011). From this perspective, it could be concluded that students demonstrated increased interest and dedication, which refers to behaviors such as putting effort and being engaged during and after the school reading. Despite seemingly increased level of motivation, the interview results do not provide enough evidence to claim that such increase in motivation can be attributable solely to the use of audiobooks.

Secondly, the findings from the qualitative data analysis appear to be consistent with the findings from the quantitative data analyses in respect to students' increase in reading speed. This was, for example, evidenced by students' reports on their tendency not to stop when stumbled over unknown

words and not to pay attention to every single word in the text.

Lastly, all seven interviewed students reported to like the use of audiobooks and responded that it helped them to read words and understand the story by “visualizing” and/or “picturing” the events in the stories. This, in turn, might have helped them to construct the meaning and retain the information in their working memories. Such findings on better comprehension may be accounted for by prosodic features - reading with expression and in appropriate phrasing - inherent in audiobooks. Similar reports by students were found in Chang and Millet’s (2015) study on audio-assisted reading. The researchers concluded that due to various sound effects and dramatic reading provided by the audiobooks students seemed to concentrate better on the stories, which in turn may have resulted in enjoyable reading and consequently in enhanced comprehension. Prosodic features could have reinforced students’ ability to construct a meaning using clues provided by a proper intonation, tone, pitch, and other elements of prosody.

## **CHAPTER 5**

### **CONCLUSION**

The present study sought to examine effects of audiobooks on reading development, specifically on reading fluency in terms of reading rate and comprehension, and motivation to read in English. This chapter summarizes the major findings of the present study based on the results of quantitative and qualitative analyses reported in Chapter 4. First, summary of major findings and pedagogical implications are presented in Section 5.1. The chapter, then, concludes by reporting the limitations and making suggestions for future research in Section 5.2.

#### **5.1 Major Findings and Pedagogical Implications**

The main purpose of the study was to investigate the extent to which the use of audiobooks affects Kazakhstani ninth-grade EFL learners' reading fluency and motivation to read in English.

The study was conducted in a public school in Kazakhstan, as part of an after-curriculum reading for pleasure hours over the period of twelve sessions for four weeks. A mixed-method research design was adopted to collect both quantitative and qualitative data.

Regarding the first research question that examined the effect of audiobooks on reading fluency, the results of the study revealed that the use of

audiobooks is significantly effective in developing students' fluency, especially reading speed as demonstrated by ANCOVA results.

As for the second research question that investigated the effect of audiobooks on motivation to read, results obtained from the paired-sample *t* test indicated that both groups achieved significant level of motivation. Between-group comparison employing ANCOVA revealed no significant difference. These findings imply that the students in both conditions increased their motivation level throughout the intervention, regardless of whether audiobooks were used or not. It thus appears that the achievements in motivation increase do not specifically stem from the use of audiobooks.

Finally, in regard to the students' perspectives, semi-structured interview results with selected participants from the experimental group suggested that the students overall enjoyed the use of audiobooks. Based on students' responses it appeared that the use of audiobooks helped students to understand the story better, and enhanced engagement in a reading practice. The students reported that the audiobooks affected their ability to visualize the stories, which in turn might have been helpful in retaining the information in memory.

Overall, this study adds to the existing evidence on the benefits of audiobooks in development of reading fluency. More specifically, it provides empirical evidence that this approach can yield positive gains when aimed at improving reading speed.

The findings have confirmed the benefits of audiobooks in improving students' reading fluency and provided implications for how EFL ninth-grade

teachers could help their students to improve their reading fluency. In particular, the results indicated that implementing audiobooks to support reading for ninth-graders at public schools could have a positive impact on reading speed and motivation to read in English.

Nevertheless, some of the difficulties that occurred at the beginning of the experiment should be taken into consideration. First, the students were not used to reading longer than one-paragraph texts in English, which often made them distracted and easily lose attention. For example, the students from the control group were prone to easily getting distracted, thus requiring the teacher's intervention in the form of addressing comprehension questions after few chapters were read. Meanwhile, the students from the experimental group tended to be more focused. This can be due to the additional audio accompaniment that enhanced their attention and enabled them to read continuously. To this end, it can be concluded that students may have benefitted from the exposure to interesting and large quantity of a reading material as evidenced by positive results in both conditions. That is, reading in large amounts per se could have enhanced reading development (Stanovich, 2000). However, some recent studies (Bryan, Fawson, & Reutzel, 2003; Hiebert & Reutzel, 2010) revealed that when students were left alone to read on their own (e.g., sustained silent reading), they often did not concentrate, thought of something else, or distracted other classmates. Therefore, the use of audiobooks can act more like a technical assistance for the reading practice itself to effectively serve its purpose.

Given that reading in a longer length and for pleasure in itself was new

experience for students, it seems to be more essential to provide students with such experiences first, in order for them to foster motivation to read. This line of reasoning was supported by two facts. First, several students, who were not in either groups originally, expressed willingness to join the reading hours without being tested or added as participants. Second, the students from both groups asked for more books to read when the end of the instruction was announced. All of these indicate that students enjoyed reading books specifically, not short extracts, and were motivated to continue and persist with reading books even after the experiment.

The classroom teacher, who was present during some of the reading sessions out of personal interest, expressed positive attitude toward the use of audiobooks, since it differed from usual listening tasks in its prosodic features such as the reader imitating various characters' voices and emotions. Furthermore, it was crucial to start each session with the explanation why it is important to read, so that students could realize the purpose and possible benefits of the activity. Moreover, it was essential to have discussion activities after reading, when students could demonstrate results of their labor, which seemed to encourage them to continue reading. In addition, it is recommended for teachers to be actively involved in the reading process together with students. Such a role of an active reader may give a sense of support to learners.

In sum, evidence supporting the positive effect of implementation of audiobooks in reading activity, as well as positive effect of reading for pleasure longer texts can guide teachers' and school administrations' decisions on a

curriculum design and how best to use technology to support teaching practice. Most notably, this is the first study, to my knowledge, to investigate the effectiveness of reading instruction with the help of audiobooks on Kazakhstani school level students.

## **5.2 Limitations and Suggestions for Future Research**

Several recommendations for future research were revealed. Firstly, since the major drawback of the study is that it involved a small sample size of participants, further research involving a larger sample size is needed. Secondly, the study included ninth-graders only; therefore it is suggested to investigate effects of audiobooks with lower and higher graders to obtain more generalizable results. The results provide compelling evidence for effectiveness of audiobooks and suggest that reading instruction with inclusion of audiobooks appear to be an effective approach in improving reading speed. However, it is yet to be investigated in future research explaining why such positive impact exists.

Despite these limitations, the study not only adds to the existing research suggesting the effectiveness of audiobooks in improving reading skills, but also provides pedagogical implications for teachers on how the intervention can be adopted in a classroom.

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## **APPENDICES**

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## Appendix A. Reading Task for Pretest

Student ID: \_\_\_\_\_

Time log: \_\_\_\_\_

**Please read the following passage and answer to the questions 1-5 below.**

A king lived in a beautiful palace. The palace had a very big garden with a lot of lovely flowers. People walked through the garden and looked at the flowers. Then they walked through a beautiful wood to the sea.

A nightingale<sup>\*</sup> lived in a tree in the wood. It sang beautifully! Every night an old man came through the wood to the sea. He wanted to catch fish. He stood and listened to the little bird. 'Oh, that's a pretty song!' he thought, and he cried.

Some visitors heard the little bird. 'Nothing is as beautiful as the nightingale's voice,' they said. They wrote books about the city, the palace and the garden, and they always wrote wonderful things about the nightingale.

Other people round the world read these books, and one day the king saw one. He read and read and he was very happy. 'But nothing is as good as nightingale's voice,' the book said.

'What's this?' asked the king. 'The nightingale? I don't know this bird! Is there really bird with a beautiful voice in my garden? Nobody told me. We learn a lot of new things from books.'

So the king called his most important servant<sup>\*</sup>.

'People say there's a very pretty bird here,' said the king. 'They say that it sings very beautifully. I want the nightingale to sing to me tonight.'

'I don't know this nightingale,' said the servant, 'but I'll find it.'

But where was the bird? The servant ran everywhere. He asked the other servants, but they knew nothing about it. He went to the king and said, 'There's no nightingale here. I can't find it.'

'A great king sent me this book,' said the king. 'It says there's a nightingale in my garden. Bring it here now or I'll be very angry.'

The servant ran through the palace and its gardens, and the other servants ran, too. Then they found a young girl in the palace kitchen and asked her about the nightingale.

'Oh yes! It sings in the wood near the sea. It has a beautiful voice! I take some food through the wood to my mother every night because she's very ill. Sometimes I sit down in the wood and then I hear the nightingale's song.'

'Little girl,' said the servant, 'please take us to the nightingale.'

The other servants went with them. On their way to the wood, they heard a cow. 'There's the nightingale,' one man said. 'It sings very nicely.'

'No, that's a cow,' the little girl said. 'We're a long way from the nightingale's home.'

Near a small river in the garden some toads started to make a noise.

'Now I can hear it,' said a servant.

'No, those are toads. They have ugly voices!' said the little girl.

'But we'll hear the nightingale in these trees.'

Then the small bird started to sing. 'There it is!' the little girl said. She showed them a little bird in one of the trees.

'Is that the nightingale?' asked a servant. 'It isn't very pretty. The other birds are prettier and more interesting.'

'Little nightingale!' the girl called. 'Our king wants you to sing something to him.'

'I'll be happy to sing to the king,' the nightingale said.

'Where is the king?' the little bird asked. 'Isn't he here in the wood?'

'Pretty little bird, you're going to the king's palace tonight. You'll sing there,' the servant said.

'I live happily in the green trees. Can I sing inside a palace? I don't know,' said the nightingale. 'But the king wants me to sing to him so I'll try.' And the little bird went with the servants to the palace.

\*Nightingale- бұлбұл/соловей

\*servant – қызметші/слуга

Student ID: \_\_\_\_\_

Which is the right word?

- 1 The nightingale lives in the *garden / wood*.
- 2 The nightingale sings *at night / by day*.
- 3 The king learns about the nightingale from a *book / visitor*.
- 4 A servant thinks that the nightingale is not very *pretty / clever*.
- 5 The nightingale is *sad / happy* about singing to the king.

Student ID: \_\_\_\_\_

Time log: \_\_\_\_\_

**Please read the following passage and answer to the questions 6-10 below.**

One night, Thumbelina was asleep in her flower when an old toad came through the window. The toad\* was very big and very ugly. She jumped onto the table next to Thumbelina.

'Thumbelina is very beautiful. I want her to marry my son,' thought the toad. She took the flower and Thumbelina and she jumped through the window and down into the garden.

The toad lived with her son in a field near a river. Ugh! Her son was very ugly! He saw the beautiful little girl in the flower. 'Croak! Croak! Brek-kek-kek!' he said. 'Don't speak,' said the old toad. 'She'll wake up and run away. We'll put her in the river in this flower. Then she can't get away.'

The next morning, Thumbelina opened her eyes. She was on a big river and she was afraid. Where was the land? Where was her home?

The old toad and her son swam to Thumbelina. 'You'll be his wife,' the old toad said. 'You'll live in a field near the river.'

'Croak! Croak! Brek-kek-kek!' her son said.

Little Thumbelina cried and cried. She did not want to live in the ugly toad's house. The little fish in the river heard her. They swam to her and looked at her sadly. Then they pushed the flower and it moved down the river.

The little flower started to move quickly. The toads were too slow and could not follow the flower.

The little birds in the trees saw Thumbelina. 'She's a lovely little girl!' they said. And the flower moved away down the river.

A big beetle\* saw Thumbelina on her flower. He caught her and took her up into a tree. Then he sat with her in the tree and gave her a flower. 'Eat this,' he said. 'I like you. You're not a beetle but you're very pretty.'

The other beetles wanted to look at little Thumbelina. 'She's only got two legs!' they said. 'She's very ugly! Is she a little girl? Girls are very ugly.'

The big beetle looked at Thumbelina again. 'My friends think she's ugly,' he thought. 'She is ugly!'

He took her down from the tree and put her on a flower. Poor Thumbelina cried and cried. 'Nobody likes me,' she thought. 'They all think I'm ugly.'

Poor Thumbelina lived in the great wood for a long time. She had no friends, and she slept under a flower. It was winter and the days were very cold. The birds started to fly away and the flowers began to die. Then it started to snow.

\* toad- құрбақа/ жаба

\* beetle-қоңыз/ жук

Student ID: \_\_\_\_\_

6. Why does the old toad take the flower and Thumbelina?

- a. The old toad envies Thumbelina.
- b. The old toad wants Thumbelina for her son.
- c. The old toad wants to kill Thumbelina.
- d. The old toad helps Thumbelina to run away.

7. Where does Thumbelina wake up?

- a. In the house.
- b. In the garden.
- c. On the river.
- d. In the field.

8. What do some fish do to Thumbelina?

- a. The fish give Thumbelina a flower to eat.
- b. The fish push the flower away from the toads.
- c. The fish take Thumbelina to a warm country.
- d. The fish want her to tell them stories.

9. Who/what takes Thumbelina up into a tree?

- a. Nobody.
- b. The little birds.
- c. Thumbelina's friends.
- d. The big beetle.

10. What happens to Thumbelina at the end of the passage?

- a. Thumbelina is left alone in the wood.
- b. Thumbelina marries the toad's son.
- c. Thumbelina finds new friends.
- d. Thumbelina is back home.

## Appendix B. Reading Task for Posttest

Student ID: \_\_\_\_\_

Time log: \_\_\_\_\_

**Please read the following passage and answer to the questions 1-5 below.**

Tom worked for a kind man in the next town. The man made tables and other things from wood. Tom worked very hard for one year. When the year ended, the kind man gave him a table. It looked old and dirty, but it was a magic table.

'Say to the table, "I am hungry." Then wonderful food will appear on it by magic,' said the man, with a smile.

'You are very kind,' said Tom to the man. And he left. He went from country to country and from city to city, and he was always happy. He carried his table on his back. When he wanted food, he put the table, 'I am hungry', and lovely food appeared.

Some months later, he thought, 'I would like to see my mother. I'll go home.'

On the last night of his journey to his mother's house, he came to an old house. An old man lived there.

'Can I stay the night here?' he asked the old man.

'Yes, you can stay here, but I can't give you any food,' said the old man.

'Don't give me any food,' Tom said. 'You can eat with me.'

Then he put down his table and said, 'I am hungry.' Wonderful food appeared and they ate it.

Now this man was not a good man. He was a jealous man.

'I want this boy's table,' he thought. 'It will give me some food. I can sell the food to other people. I will never be hungry again.'

When Tom was asleep that night, the old man took the magic table from Tom's room. He worked whole night and made a new table. It looked the same. He put it next to Tom's bed.

The next morning Tom put the new table on his back and he walked to his mother's house.

Tom's mother was very happy when she saw her youngest son.

'What did you do when you were away?' she asked.

'I made table,' said Tom. 'And I have a table here.'

'It's not a very nice table,' said his mother.

'But it's a magic table,' answered Tom. 'When I say to it, "I am hungry", beautiful food appears on it.'

'Show me!' said his mother.

'Let's invite our friends from the village. Then everybody can see the magic,' said Tom.

Tom's mother invited everybody from the village. Tom put his table down in front of them and said, 'I am hungry.' But nothing happened. No wonderful food appeared on the table. Everybody laughed and went away. Tom was very angry. He knew now –the old man had his magic table.

Student ID: \_\_\_\_\_

Who says or thinks these words?

- |   |  |       |
|---|--|-------|
| 1 | 'You are very kind.'                         | _____ |
| 2 | 'Don't give me any food'                     | _____ |
| 3 | 'I want to have this boy's table.'           | _____ |
| 4 | 'It's not a very nice table.'                | _____ |
| 5 | 'Let's invite our friends from the village.' | _____ |

Student ID: \_\_\_\_\_

Time log: \_\_\_\_\_

Please read the following passage and answer to the questions 6-10 below.

This is a story about an emperor. He loved new clothes, and he had different clothes for every hour of the day.

One day two men visited him. They liked money, but they did not want to work for it. 'We can make wonderful cloth,' they said. 'It's very beautiful cloth, so only clever people can see it.'

'I like it,' the emperor thought. 'Make this cloth – then make me some clothes,' he said to the men. 'Some people won't see them, but they're stupid people!' He gave a lot of money to the two men.

Every day the men asked the king for more money. 'We're working hard,' they said. But they did not make any cloth.

The emperor waited and waited. He wanted his new cloth, but he did not want to visit the two men. And he was afraid. 'Perhaps I won't see the cloth,' he thought. 'Then everybody will know that I'm not a clever man.'

He called a servant. 'Go and look at the new cloth. Ask them: "When will it be ready?"'

The servant went to the men's house, but what did he see? Nothing! There was no cloth. 'What are they doing?' the servant thought.

'Come nearer,' one of the men said. 'Do you like our cloth? Isn't it beautiful?'

The servant looked and looked, but he saw nothing. 'I don't understand,' he thought. 'Am I stupid? I can't tell anybody about this.' He spoke to the men: 'Oh, it's very good- very good,' he said. The cloth is beautiful. I'll tell the emperor.'

After two or three days, the people in the city started to talk about the beautiful cloth. 'It's very beautiful, but stupid people can't see it,' they said.

Now the emperor really wanted to see the cloth. He took his servants with him and went to the men's house.

'Isn't the cloth beautiful?' said the two men. 'Please look at it. Isn't it pretty? Touch it.' And they put out their hands and showed him.

'I can see nothing,' the emperor thought. 'This is very, very bad. Am I stupid? A stupid man can't be emperor.'

He looked at the men's hands and said to his servants, 'Oh, the cloth is beautiful. I like it.'

Next morning, the two men went to the palace. 'The emperor's new clothes are ready,' they cried.

The emperor went to their house with his servants. The two bad men put out their arms.

'Here are your clothes,' the men said. 'Put them on.'

'Yes, yes!' said the servants. But they could not see the clothes.

The emperor took off his old shirt and trousers. The two men walked round him and touched his arms and legs.

'We can't see any clothes,' the servants thought. But they said nothing.

'You look wonderful in your new clothes!' everybody cried. 'They are clothes for an emperor!'

'I am ready now. I will walk through the streets,' the emperor said. He looked at his arms and legs. 'These new clothes feel very good. They aren't too big or too small.'

He walked through the streets with his servants and the great men of the country. People stood outside their houses or looked out of the windows. 'Oh, our emperor's new

clothes are very beautiful!' they cried. But they thought: 'We can't see any clothes. Are we stupid?'

Then a little child spoke: 'The emperor has no clothes!'

'Be quiet!' his father said. But it was too late.

'The emperor has no clothes! a man near the child repeated to the woman next to him. She told her friend: 'The emperor has no clothes!'

'The emperor has no clothes!' the people cried. And they started to laugh.

Student ID: \_\_\_\_\_

6. The emperor changes his clothes \_\_\_\_\_.
  - a. Every day
  - b. Every hour
  - c. Every event
  - d. Never
7. What do his two visitors like?
  - a. Work
  - b. Clothes
  - c. Money
  - d. Fame
8. Why the emperor, at first, does not want to visit the two men?
  - a. The emperor was afraid not to see his new cloth.
  - b. The emperor did not like the two men.
  - c. The emperor was very busy.
  - d. The emperor did not want to give money.
9. What does the servant see, when he visited the two men?
  - a. A beautiful cloth
  - b. An ugly cloth
  - c. Nothing
  - d. Emperor's old shirt and trousers
10. Who first said the truth about the emperor's new cloth?
  - a. Emperor's servants
  - b. Emperor's two visitors
  - c. People on the streets
  - d. The little child

## Appendix C. Motivation for Reading Questionnaire

Each statement was rated 1 to 4 based on how students feel about reading.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4
-----------------------------------	---------------------------------------	--------------------------	-----------------------

1. I like being the best at reading in English.
2. I like it when the questions in books in English make me think.
3. I read in English to improve my grades.
4. If the teacher discusses something interesting I might read in English more about it.
5. I like hard, challenging books in English.
6. I enjoy a long, involved story or fiction book in English.
7. I know that I will do well in reading in English next year.
8. If a book in English is interesting I don't care how hard it is to read in English.
9. I try to get more answers right than my friends.
10. I have favorite subjects that I like to read in English about.
11. I visit the library often with my family.
12. I make pictures in my mind when I read in English.
13. I don't like reading in English something when the words are too difficult.
14. I enjoy reading books in English about people in different countries.
15. I am a good reader in English.
16. I usually learn difficult things by reading in English.
17. It is very important to me to be a good reader in English.
18. My parents often tell me what a good job I am doing in reading in English.
19. I read in English to learn new information about topics that interest me.
20. If the project is interesting, I can read in English difficult material.
21. I learn more from reading in English than most students in the class.
22. I read in English stories about fantasy and make believe.
23. I read in English because I have to.
24. I don't like vocabulary questions.
25. I like to read in English about new things.
26. I often read in English to my brother or my sister.
27. In comparison to other activities I do, it is very important to me to be a good reader in English.
28. I like having the teacher say I read well in English.

29. I read in English about my hobbies to learn more about them.
30. I like mysteries.
31. My friends and I like to trade things to read in English.
32. Complicated stories are no fun to read in English.
33. I read in English a lot of adventure stories.
34. I do as little schoolwork as possible in reading in English.
35. I feel like I make friends with people in good books in English.
36. Finishing every reading in English assignment is very important to me.
37. My friends sometimes tell me I am a good reader in English.
38. Grades are a good way to see how well you are doing in reading in English.
39. I like to help my friends with their schoolwork in reading in English.
40. I don't like it when there are too many people in the story.
41. I am willing to work hard to read in English better than my friends.
42. I sometimes read in English to my parents.
43. I like to get compliments for my reading in English.
44. It is important for me to see my name on a list of good readers in English.
45. I talk to my friends about what I am reading in English.
46. I always try to finish my reading in English on time.
47. I am happy when someone recognizes my reading in English.
48. I like to tell my family about what I am reading in English.
49. I like being the only one who knows an answer in something we read in English.
50. I look forward to finding out my reading in English grade.
51. I always do my reading in English work exactly as the teacher wants it.
52. I like to finish my reading in English before other students.
53. My parents ask me about my reading in English grade.

## **APPENDIX D.**

### **Semi-structured Interview Questions**

1. Do you like to read in English? Why or why not?
2. What is reading?
3. Why do people read in English?
4. Do you think you are a good reader in English? Why or why not?
5. Do you think you are a better reader in English now than at the end of the previous grade?
6. What are some things that have helped you to become a better reader in English?
7. What are some things that you still want to learn to become a better reader in English?
8. What do you do when you are having trouble understanding what you are reading?
9. If someone was having trouble learning to read in English, how could you help that person?
10. Do you like using audiobooks? If yes, why?
11. Is there anything that you did not like about listening to audiobooks? Why?
12. Does the use of audiobooks help you understand a story? If yes, how does it help you?
13. Does the use of audiobooks help you with words that you don't know? If yes, how does it help you?
14. Can you tell me about your favorite book that you read using audiobooks?
15. Are there any books that you read you would recommend to other students?

## 국문초록

본 연구는 오디오북이 카자흐스탄 EFL 9학년 학생들의 읽기 유창성과 읽기 동기에 미치는 영향을 분석 하고자 하였다. 본 연구에서 읽기 유창성은 읽기 속도와 이해력을 동시에 포함하는 개념으로 정의했다.

연구를 위해 카자흐스탄 Aktobe 지역의 공립학교의 9학년 학생들 28명을 모집하여, 오디오북을 동반한 묵독(silent reading)을 하는 실험군과 단순 묵독을 하는 대조군 두 집단으로 나누어 연구를 진행하였다. 4주 동안 총 12회에 걸쳐 수업을 실시한 후, 읽기 속도와 읽기 동기의 변화를 분석하였다.

읽기 속도 측정 시에는 분당 읽은 단어 수를 측정하였으며, 이때 학생들이 단순히 빨리 읽기보다는 내용을 이해하며 읽도록 유도하기 위해 이해력 평가를 함께 실시하였다. 읽기 동기는 읽기 동기 설문지(Motivation for Reading Questionnaire; MRQ)를 통해 측정하였으며 오디오북 사용에 대한 심층적인 의견을 얻기 위하여 실험군 참여자 중 일부 학생들을 대상으로 반구조화 인터뷰를 실시하였다.

오디오북이 실험군과 대조군의 읽기 속도에 미치는 영향을 분석하기 위하여 수집한 자료를 대응표본 t검증과 공분산 분석을 통해 분석하였다. 대응표본 t검증 결과, 두 그룹 모두 읽기 교수 이후에 읽기 속도가 유의미하게 증가하였음을 알 수 있었으며, 공분산 분석 결과에서는 실험군의 읽기 속도가 대조군의 읽기 속도보다 빠르다는 것을 알 수 있었다.

영어 읽기 동기 수준의 차이를 분석하기 위하여 그룹 내 MRQ

점수의 변화는 대응표본 t검증을 활용하여, 그룹 간 차이는 공분산 분석을 활용하여 비교하였다. 연구 참여 이후 두 그룹 학생들 모두 동기 수준이 상당히 증가하였으나, 두 그룹 간의 유의미한 차이는 없어 오디오북 사용이 학생들의 읽기 동기에 특별히 기여하지 않았다는 점을 시사했다. 하지만 반구조화 인터뷰에서 수집한 자료를 질적으로 분석해 본 결과, 오디오북 활용이 학생들의 자아효능감과 이해력에 긍정적인 영향을 미쳤으며 학생들이 오디오북 사용에 대해 긍정적인 태도를 갖고 있음을 알 수 있었다.

본 연구 결과를 바탕으로 제 2언어 읽기 발달에 몇 가지 교육적 함의를 제안한다. 본 연구 결과는 오디오북의 사용이 카자흐스탄 EFL 9학년 학생들의 읽기 유창성 발달에 효과적이라는 것을 암시한다. 또한, 동기 수준의 중요한 차이는 없었지만 오디오북이 학생들의 읽기 활동에 유용하게 활용될 수 있다는 가능성을 발견할 수 있었다.

주요어: 제2언어/EFL 읽기 유창성, 이해를 동반한 읽기 속도, 제2언어/EFL 읽기 동기, 카자흐스탄 EFL 학습자

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