THE ROLE OF AFFECTIVE FACTORS ON THE DEVELOPMENT OF READING SKILLS: EXTRA-CURRICULAR ACTIVITIES DURING DISTANCE EDUCATION

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MASTER'S THESIS

Department of Foreign Languages Education
English Language Teaching Programme with Thesis
Advisor: Assoc. Prof. Dr. A. Nejat TÖNGÜR

İstanbul
T.C. Maltepe University
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JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ETİK İLKE VE KURALLARA UYUM BEYANI

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Zehra ÖZDEMİR

September, 2022

ÖZ

DUYGUSAL FAKTÖRLERİN OKUMA BECERİLERİNİ GELİŞTİRMEDEKİ ROLÜ: UZAKTAN EĞİTİMDE MÜFREDAT DIŞI AKTİVİTELER

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Maltepe Üniversitesi Lisansüstü Eğitim Enstitüsü, 2022

Bu çalışma uzaktan eğitim süreci boyunca üniversite İngilizce hazırlık sınıflarında kısa hikayelerin müfredat dışı okuma materyali olarak kullanılması sonucu öğrencilerin okuma becerilerinde kaydedilen ilerleme ve gelişmeye etkilerini ve öğrencilerin bu süreçte okuma becerilerine yönelik hissettikleri duygusal faktörlerin rolünü araştırmaktadır.

Bu karma çalışmada gerekli veriler bu araştırma için hazırlanan bir adet ön test, bir adet son test ve öğrencilerin görüşlerini bildirdiği bir adet anket aracılığıyla toplanmıştır. Katılımcılar testlere ve ankete Blackboard çevrimiçi öğrenme ve öğretme platformu üzerinden erişim sağlamıştır. Her ikisi de on üç İngilizce hazırlık sınıfı öğrencisinden oluşan bir adet kontrol grubu ve bir adet deney grubu, çalışmaya destek olmak için gönüllü katılım sağlamıştır. Ön test, son test ve anket her iki gruba da uygulanmış fakat sekiz adet müfredat dışı kısa hikaye ve bu hikayelere bağlı olan okuma aktiviteleri sadece deney grubuna verilmiştir. Veriler excel kullanılarak analiz edilmiştir. Elde edilen bulgulara göre müfredat dışı kısa hikayeleri okuyan ve okuma aktivitelerini tamamlayan deney grubu hazırlık sınıfı öğrencilerinin İngilizce okuma becerilerinin geliştiği, dil yeterliğinin arttığı, bakış açılarının ve okumaya bağlı olarak hissettikleri olumsuz duyguların değiştiği, bunların yanı sıra verilen anket aracılığıyla öğrencilerin yabancı dil okuma becerilerine yönelik bakış açılarında ve endişe, kaygı, motivasyon, merak gibi

okuma becerilerini etkileyen duygusal faktörlerde olumlu değişimlerin gözlendiği sonucuna varılmıştır.

Sonuç olarak, okuma süreci hem bilişsel hem de duygusal olarak talepkardır. Uzaktan eğitim süreci boyunca öğrencilerin okuma becerilerini geliştirmek ve zenginleştirmek için müfredat dışı kısa hikayeler alternatif ders materyali olarak kullanılabilir. Ayrıca, bu müfredat dışı kısa hikayeler, öğrencilerin yabancı dil öğrenme sürecini etkileyen duygusal faktörlere karşı bakış açısını olumlu yönde değiştirmiştir.

Anahtar Sözcükler: Literatür taramasını kolaylaştırmak üzere tez konusunu ve özgün uygulamaları ifade eden anahtar sözcüklere yer verilir.

ABSTRACT

THE ROLE OF AFFECTIVE FACTORS ON THE DEVELOPMENT OF READING SKILLS: EXTRA-CURRICULAR ACTIVITIES DURING DISTANCE EDUCATION

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This study investigates the effects of extra-curricular short stories on the development and enrichment of students' reading skills at university English prep classes and also examines the role of affective factors on the development of reading skills. In this respect, a comprehensive literature review is done.

In this mixed-method research, the necessary data were collected through a pre-test, a post-test, and a questionnaire that consists of students' points of view about reading skills. The participants of this study attended online classes via Blackboard online learning and teaching platform. There were two groups of participants; a control group and an experimental group each of which consisted of thirteen English prep class students. These participants attended the research voluntarily. The pre-test, the post-test, and the questionnaire were given to both groups, whereas, eight different extra-curricular short stories and related reading activities were only given to the experimental group. The collected data were analysed with Excel. The findings indicated that the reading acquisition and skills of the experimental group were enriched. Their language proficiency improved, and their points of view and negative feelings toward reading changed positively. Moreover, the result of the study revealed that affective factors such as anxiety, motivation, and curiosity played an important role in reading skills.

As a consequence, the reading process is cognitively and emotionally demanding. During distance education, extra-curricular short stories can be used in online classes to develop and enrich students' reading skills. Besides, they highly change students' points of view positively toward affective factors which influence learning a foreign language process.

Keywords: extra-curricular, distance education, online education, short stories, reading comprehension, affective factors.

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LIST OF ABBREVIATIONS

ELT: English Language Teaching

EFL: English as a Foreign Language

CHAPTER 1. INTRODUCTION

1.1 Statement of the Problem

As elsewhere in the learning environment all over the world, students need to achieve four basic language skills which are speaking, writing, listening and reading. In the current regulation of the Higher Education Institutions, the main purpose of the education given in prep programs is defined as teaching students the basic rules of a foreign language, improving the vocabulary of the foreign language, understanding what one reads and hears in a foreign language, and expressing oneself verbally and in writing (YÖK, 2016, p.1).

Among the four basic skills of learning a language, reading has a major effect on students' language acquisition. As an apprehensive skill in the written mode, reading helps learners build vocabulary and grammar, and fosters comprehension (Aydoğan, 2014, p. 674). Apart from this, reading feeds the brain and supports it with proper language structures. Reading plays a crucial role in the development of a student's language knowledge. Thus, reading nowadays is used not only as a source of information, but also as a way of enriching students' vocabulary, grammar, speaking, and writing. (Rivers, 1981, as cited in Ülker, 2019, p. 89).

According to Carrell et al. (1988), students mainly want to learn a new language because of reading (p. 1). The ability to read in another language with good comprehension has been accepted as important as being good at oral skills (Eskey, 1973, as cited in Carrell et al., 1988, p. 1). Besides, Behjat et al. (2012) state comprehension of written texts, or reading skills, form the stepping stone for a learner's education (p. 99). Reading and reading instruction in language learning intends to improve the decoding skills of the learners and enrich the knowledge of vocabulary for literal comprehension (Fung et al., 2003, as cited in Çelik, 2014, p. 3). Therefore, reading skills must be emphasized for the sake of learners' reading comprehension.

Reading is an essential language skill to improve language learning. And, as a way of enriching teaching and learning, technology has become an inevitable part of the language. Especially, with the recent up-to-date advancements in technology, a lot of

fields are affected positively and language learning is one of them. Both teachers and students benefit from the opportunities of technology. Bilgin (2011) states students engage the current technologies both in their daily lives and in their learning process (pp. 69-70). Actually, students communicate easily because they have less or no hesitation with the new technologies. Besides, they can handle and process information very well since they feel comfortable while using the new technologies. So, the new technologies are expected to have a crucial role in language teaching (Koçak, 2010, p.1). Moreover, Bates (2005) indicates that using technology is one of the most critical components of distance education (p. 5). According to Tanyeli, in the 21st century, mainly university-level higher education institutions are more involved in distance and online learning and teaching (2009, p. 565). For this reason, as a guide for learning and teaching, the Internet is a need today not only for teachers but also for students in the field of education (Tanyeli, 2009, p. 564). Evidently, with the help of using the Internet and computers, technology can be a supportive instrument for language learning through distance education.

With the progress of technology, computers began to have an enormous impact on reading skills through the vast array of materials they provide for reading. Computers and the Internet are in use to meet the actual needs of language learners, enhance their reading skills and equip them with required materials and sources. Using the Internet, learners at any language level can get access to a huge number of authentic reading texts to foster their reading skills (Yılmaz, 2015, p. 42). Due to computers and the Internet which provide a wide variety of materials for reading, it can be claimed that literary texts become more accessible and may be integrated into teaching reading skills through distance learning. Computer technologies advance learners' reading skills by allowing the learners, who perceive the new language as a distant abstract concept, to become excited and filled with energy for the new language (Warschauer & Healey, 1998, as cited in Yılmaz, 2015, p. 42).

In language education, especially English language education, learning becomes much easier in the virtual environment when the Internet is used as a tool to learn a new language (Tanyeli, 2009, p. 565). With the improving demand for learning a language, the Internet and technology are vital to teaching and learning English. Several newly-developed techniques and programs have been introduced for language teaching to

improve students' four skills. Especially, English as a Foreign Language (EFL) and computer Technologies have become inseparable (İnsel, 2010, as cited in Çelik, 2014, p.1). Technology has been inserted into language education thoroughly. Thus, technology and foreign language education are no longer disparate from each other (Büyükyazı, 2007, p. 23).

While teaching a language, taking advantage of literature can have various benefits such as promoting a much better linguistic conception, influencing creative skills, and using a potentially productive and rich authentic model of language (Collie & Slater, 1987, p. 3). Literary texts serve quite effectively to improve learners' reading skills and vocabulary knowledge (Warschauer & Healey, 1998, as cited in Yılmaz, 2015, p. 42). That's why many language instructors and teachers conceive using literature as an exciting and valuable concern (Hişmanoğlu, 2005, p.53). Apart from this, literature is seen as a base item that increases the motivation and curiosity of language learners. Using literature and literary works during the teaching process contributes to learners' interaction and communication in the new language. As Hişmanoğlu (2005) states literature and literary genres provide opportunities for learners to face real-life communication styles, and they get acquainted with the social and cultural elements of the new language (p. 54).

Among the literary texts, the short story is accepted to be the most appropriate literary genre for classroom usage (Ceylan, 2016, p. 313). A short story is perceived to be one of the most convenient genres since the short story does not have a very elaborate plot structure, there are not so many characters, and it is limited to one setting (Kaya, 2004, p. 72). Short stories are easy to comprehend and short stories always help learners to improve their language knowledge because they are commonly brief and clear. Short stories provide easy usage of language which appeals to learners' level of the target language. Moreover, students can use their imagination by reading short stories since short stories improve language usage and bring different perspectives. Besides, researches on short stories in EFL classrooms state that short stories can be well-selected demonstrators of augmented motivation, interest in reading, and advanced reading skills (Vural, 2013; Saka, 2014; Pardede, 2011, as cited in Ceylan, 2016, p. 311).

Learning how to read is an important goal of second language education. The ability of reading enables readers to obtain new knowledge, do everyday things, or enjoy literature. Most people can read in their language. However, reading may become complicated when it comes to learning a new language. For English as Foreign Language (EFL), reading is necessarily an essential skill for learners. So, it is inevitably important in teaching EFL as well. To foster reading skills for better reading comprehension, especially during distance education, extra-curricular reading activities offer additional opportunities for teaching and developing students' foreign language abilities (Kuimova and Ukhov, 2016, p. 276). When extra-curricular reading activities and short stories are combined, alternative reading materials can be created to improve reading skills. Using extra-curricular short stories as reading materials allows teachers to encourage students to learn and read the language outside the classroom. As Syafi (2018) mentions, these activities enhance students' language knowledge and provide joyful reading (p. 171). Reading, which is a dynamic process that enables the learners to reveal the meaning of the text and to use various kinds of knowledge with reading fluency, can be conducted out of the classroom by supplying extra-curricular short stories to the students. However, apart from the ways and materials to foster the reading development of the students, some factors influence learning a language either positively or negatively.

Among these factors that influence the process of language acquisition, affective factors are the emotional factors that highly influence reading comprehension and reading skills (Kern, 1988, p. 53). The affective factors such as anxiety, attitudes, motivation, curiosity, and concentration have an impact on the way that students learn a language and foster reading skills. Krashen (1982) states that in second language acquisition, these affective factors are pertinent to being successful (p. 30). Hence, it is important to construe affective factors to determine students' proficiency level of reading skills.

In sum, reading is one of the fundamental skills of language acquisition and reading has an enormous effect on the development and improvement of students' learning of the language. With the advancements in technology, computers and the Internet provide necessary materials for reading skills. To improve reading skills and comprehension, literary texts become significant vehicles which provide authentic materials and activities for better usage of the language. Among the literary texts, the short story is regarded as

one of the most convenient genres and it is the more suitable one to use as an extra-curricular activity. Teaching and learning English can be very effective and fruitful in distance education when extra-curricular short stories are implemented into the reading process. Moreover, the respectable role of affective factors in the development of reading skills is also taken into consideration for the improvement of language learning.

1.2 The Aim of the Study

Several sources can be integrated into language classes to ensure a more extensive exposition of the reading process. Using literature is one of these sources and specifically, as a literary genre, the short story is conceived as one of the most influential vehicles for students' reading comprehension experiences. Using short stories in language classes ensures many essential benefits for improving reading skills and with the progress in technology, it is easy for teachers to provide these short stories in their distance learning classes as extra-curricular materials. Taking the necessity of these extra-curricular short stories, it is possible to say, students can enhance their reading abilities with the help of valuable extra-curricular authentic materials, especially those materials that the Internet and computers provide for language learning. Furthermore, the affective factors which have an emotional influence on learning play a vital role in reading skills and provide a better understanding of reading proficiency. Therefore, the effects of extra-curricular short stories and the role of affective factors on the improvement of reading skills during distance education should be examined.

In light of all the information given above, this study concentrates on providing necessary ideas and thoughts for the improvement of reading skills with the help of extra-curricular short stories during distance learning and also aims to underline the role of affective factors in the development of reading skills. According to Yılmaz (2015), the implementation of short stories through computers in language classrooms have some very positive effects on learners' language learning process such as drawing attention, raising curiosity, cooperation and giving/receiving feedback, improving reading skills, and increasing L2 motivation (p. 41). Thus, this study aims to investigate the role of affective factors on the development of reading skills and the effects of extra-curricular activities during distance education.

1.3 Significance of the Study

The role of affective factors on the development of reading skills and the importance of extra-curricular activities in the improvement of reading during distance education are significant subjects to be aware of the account of reading in a second language. Hence, this study intends to find out the benefits of extra-curricular reading activities and aims to observe the effects of affective factors on the students' reading skills.

The findings of this study are expected to be useful for second language reading classes and reading skills development since the study is undertaken to observe the effects of affective factors and the benefits of extra-curricular reading activities especially short stories.

As a result, this study intends to investigate affective factors' role and influence on the advancement of reading skills and the efficiency of short stories for students' reading skills throughout distance education. It aims to find the possible benefits and advantages of using extra-curricular short stories on reading skills during online courses, examine the role of certain emotions as affective factors on reading and make significant contributions to the better improvement and further development of reading skills during the distance education process. Furthermore, the findings of this study redound the benefit of the reading skills in English Preparatory Courses of universities.

1.4 Assumptions

The extra-curricular short stories are assumed to attract the student's interest and attention as the topics are about real-life events and also the extra-curricular short stories are relevant to the student's lives. The length of the stories is appropriate for the determined period, and it is expected to prevent the students from feeling bored or stressed. The stories are at a proper level of language difficulty by taking into consideration of the student's proficiency level and in terms of linguistic features. Moreover, as the participants attend the tests online and deliver the extra-curricular short stories online, they are assumed to require digital literacies and use technology efficiently to participate successfully in the online courses.

1.5 Limitations of the Study

Although this study has beneficial and essential results, some limitations should be addressed. First of all, this study was applied in two different Stream 1 classes attending the online lessons of the Prep Class of Maltepe University, School of Foreign Languages during the fall and spring terms of the 2020 – 2021 Academic year. The data collected for this study is limited to the participation and perception of 26 prep class students. For further research, a bigger number of participants could be encouraged.

Secondly, there are two groups of students; experimental and control groups. In each group, 13 students answered the given questionnaires and had the pre-test and the post-test. The students attending the online lessons have the same level (A2) of reading comprehension. Furthermore, they are generally from different university departments, which may influence their prior knowledge of reading and reading comprehension skills.

Lastly, 8 extra-curricular short stories were distributed once a week through Blackboard online learning and teaching platform. The students sent the answers to the short story activities online, and then the short stories were discussed together during the online lessons. So, more extra-curricular short stories and activities could be collected for further study to find out the elements that affect the development and improvement of reading skills in a foreign language through distance education.

1.6 Operational Definitions

Distance Education: It is an educational process that all the participants attend remotely all or most of the time during the teaching and learning period, with the effect that the communication between the teacher and the learner is through an artificial medium all or most of the time, either electronic or print (UNESCO, 2002).

Extra-curricular activities: They are the activities that fall outside of normal school curricula and which are offered outside of school hours, but within the school setting or via some association with a school (Makarova & Reva, 2017)

CHAPTER 2. LITERATURE REVIEW

2.1. Reading Comprehension in Language Teaching and Learning

Reading is regarded as a reciprocal process in which the reader is involved in an interaction of the text directly and dynamically to understand the meaning of the text by using or constructing certain knowledge. Eskey (1983) describes reading as a series of activities that contain different levels of knowledge, and meet different needs and purposes (as cited in Kaya, 2010, p.8). It is one of the major skills to become successful in learning a language. Reading is a fundamental skill for language competency and therefore, it is vital to understand the reading process completely to improve reading comprehension abilities. Koda (2007) indicates reading comprehension happens when the reader absorbs and merges some information from the text and combines this information with what is already known (as cited in Grabe, 2009, p. 14.). Reading opens up new windows for the readers and it enables people to add new information and perspectives to their prior knowledge. As Baha (2017) states reading is not only how to read a piece of a passage, a book, or literature but also it is how to get and convey the meaning and implications through the reading process (p. 44).

With regards to foreign language learning, reading attracts considerable attention in EFL learning classes since many learners think that the capability to read in another language is an interactive skill and it develops their understanding. Thus, students do not consider reading a burden anymore (Willis, 2008, as cited in Kaya, 2010, p. 42). Students want to be capable of reading the texts in English either for their careers, for pleasure, or for academic success. They want to improve their vocabulary knowledge, construct sentences, and get opportunities to study language (Koçak, 2010, p. 13). Undoubtedly, reading creates new paths for improving language skills. Thus, reading requires several comprehension strategies to have an effective language learning process.

2.2. Reading Strategies

Within this scope, it is crucial to examine the reading comprehension strategies in detail. Comprehension is an active process, in which the reader can derive meaning from the given text by using the background knowledge, inferring with the help of the words and

expressions that the writer or the author uses to cohere information, ideas, and viewpoints (Pang et al., 2003, p. 14). In other words, Karapınar (2014) explains that comprehension or reading strategies are the ways to understand and deduce the meaning of the text when the readers have trouble in understanding (p. 21). Comprehension involves prior knowledge as well as thinking, inferencing, and reasoning when readers efficiently involved with the text to construct meaning.

Reading comprehension strategies are applied to encourage learners to observe their reading comprehension, and relate sentences to one another and to things they already know. In a similar view, Routman (2003) defines these strategies as procedures which help to decrease the hardness degree of a text and improve comprehension (p. 16). These strategies can promote readers to remember and consider the key points, grasp an opinion about the subject matter, and distinguish the necessary information from the unnecessary. In other words, good readers can gain ground on lots of strategies throughout all the stages of reading (Doğan, 2002, as cited in Çapar, 2015, p. 31).

Correspondingly, Küçükoğlu (2013) asserts teachers can help their students improve their reading comprehension abilities through the instruction of reading strategies (p. 710) because those students can obtain more information about the text and comprehend the text better when reading comprehension strategies are used. That's why, regardless of their language level, students engage in different reading comprehension strategies to read efficiently and effectively (Oxford & Crookall, 1989, p. 404). Moreover, students who have good reading comprehension skills perform better on reading comprehension tests (Baier, 2005, p. 2). According to Celce-Murcia (2002), the strategies should be discussed, explained, modelled, and then reintroduced continually through teacher reminders, discussions, wall charts, student modelling, and student explanations. The explanations of strategies, their practice, and their uses should be a part of every reading lesson to set more elaborate problem-solving strategies and resolve more general reading comprehension difficulties (p. 196). As a result, both teaching and learning reading comprehension strategies are vital in EFL classes for the improvement of communication, linguistic skills and reading abilities.

When it comes to explaining the features of reading comprehension strategies, there are multiple explanations suggested. According to Carell (1989), reading strategies can be applied deliberately and knowingly. Besides, they can be adopted either physically or mentally. The major aim of reading comprehension strategies is to enhance understanding in reading and make up for inadequate understanding (as cited in Karapınar, 2014, p. 23).

From another point of view, Celce-Murcia (2002) explained the features of reading comprehension strategies under six headings; predicting, visualizing, making connections, summarizing, questioning and inferring. Predicting helps the reader set a goal for their reading. The reader makes some guesses about the text using his previous knowledge and reading experiences and formulates his ideas as he continues to read. In visualization, the reader creates a visual image of the text being read and uses this image to interpret the text. The reader can visualize the settings, characters, or actions of a story or text. Through making connections, readers mobilize their prior knowledge and experience to relate ideas in the text to their own experiences and beliefs. In summarizing, readers can perceive the important points of the text and distinguish the main idea and supporting ideas of the text. This strategy helps readers develop their capacity to understand the text. Through inquiry, readers can ask themselves questions to construct meaning and enrich understanding. By inferring, readers read between the lines in the text and draw conclusions from the information, make predictions, and identify underlying themes (Celce-Murcia, 2002, p. 196)

In other respects, Oxford (1990) classifies reading strategies into six categories, social, cognitive, metacognitive, compensation, effective strategies, and memory (as cited in Çapar, 2015, p. 33). However, for Carell et al. (1988), the traditional reading strategies can be counted as skimming, scanning, guessing the meanings from the context, ignoring unnecessary words, reading for a purpose, using prior knowledge, and deducting the main idea (p. 130).

As it is seen, applying these reading skills and strategies is affiliated with useful reading comprehension which plays an essential role in language proficiency. There are various definitions and explanations of reading comprehension skills and strategies which are all employed differently in EFL classes considering the demands of the readers and the text.

Regardless of all these different descriptions of reading comprehension strategies mentioned above, they all serve readers to construct an efficient and fruitful reading process intentionally and engage in reading comprehension actively. In this study, the aim is to investigate the development of reading skills by finding the possible benefits and advantages of using extra-curricular short stories during distance education. Therefore, reading comprehension and strategies inevitably receive special attention.

One of the main problems that teachers come across in EFL classes is how to teach reading effectively. Some teachers prefer to use approaches that lead students to read long texts for pleasure where learning occurs unconsciously. Whereas, other teachers choose to give their students shorter texts to gain an understanding of detail as much as possible under their guidance. As a complex activity, reading has witnessed these two major approaches to develop reading comprehension and reading skills, known as extensive and intensive reading. Recently, these two approaches are believed to be beneficial and influential in improving learners' reading comprehension abilities. Loucky (1996) mentions that both approaches play an important role in helping learners to gain fluency, not only in developing better reading comprehension skills but also in word recognition and vocabulary (p. 2). Extensive and intensive reading are both necessary to develop reading skills, thus, it is vital to examine both of them, yet, in this study, the main aim is to investigate the effects of extra-curricular short stories as reading activities. For this reason, intensive reading is mentioned more broadly than extensive reading in this study.

2.2.1. Extensive reading

Extensive reading is an approach that is defined as reading large quantities of easy language materials for comprehension without performing any tasks after reading and the attention is on the meaning rather than the language for general understanding (Mart, 2015, p. 85). Indeed, readers read for overall meaning, for enjoyment, pleasure, or information.

Extensive reading has several benefits for the development of students' reading proficiency because, during an extensive reading process, learners can build their language competence, acquire new knowledge and improve reading fluency, while building their reading confidence to continue learning. As Day (2004) states extensive

reading enhances language proficiency and enables learners to develop their feelings of independence and confidence in reading (p. 2). Moreover, Palmer (1921) indicates when students read extensively, they gain the advantage of reading informatively with pleasure, since they can concentrate on the content confidently, not on the language (as cited in Karaca, 2013, p. 15). Another benefit of extensive reading is developing critical thinking as learners can improve their reading abilities through linking both previous and new knowledge. Grabe (1991) claims that extensive reading enriches background knowledge hand in hand with prior knowledge, develops automaticity, and enhances overall comprehension skills (p. 379). In addition to these benefits, extensive reading promotes the self-esteem and motivation of the reader. Hedge (2003) argues extensive reading, which helps in developing reading ability by selecting authentic materials, functions according to the motivation of the learner (as cited in Alyousef, 2006, p. 66).

In EFL classes, the teachers' role in extensive reading is crucial because students read for pleasure outside the classroom, and they need encouragement to develop their reading skills. Teachers are expected to assist students in reading longer texts for general understanding, depending on their interests, to enjoy the texts. Extensive reading includes reading activities such as reading novels, magazines, websites, or newspapers which learners do for pleasure generally outside the classroom, or these activities can be conducted without any guidance but assistance in the classroom with graded readers by considering the language proficiency level of the students (Koçak, 2010, p. 13). While assisting the students with these reading activities for pleasure, teachers need to capture students' interest in reading extensively and need to stimulate students to discover that they can read in English, and enjoy it.

So, extensive reading enables students to enjoy what they read if the reading text is proper for their language competency level. Extensive reading provides enjoyment and motivation for reading in English. Besides, it comforts students to develop their reading comprehension abilities. However, as extensive reading is more commonly applied outside the classroom and includes encouragement, language teachers need to be careful with assisting the students correctly to let the students get the optimum benefit from their reading.

2.2.2. Intensive reading

As a way of reinforcing language learning and reading comprehension, intensive reading plays a vital role in language proficiency. Intensive reading leads the students to have a detailed and complete comprehension of language materials (Mart, 2015, p. 85). In this study, the main target is to scrutinize the effects of extra-curricular short stories as reading activities. Hereby, it is essential to form an opinion about intensive reading and its benefits to improve achievement.

Harmer (2007) explains intensive reading is a way of reading which is very detailed and focuses on the construction of reading texts that usually take place in the classroom. It enables students to enhance their receptive skills such as reading for detailed comprehension, gist, or inference (p. 90). According to Loucky (1996), intensive reading mainly focuses on fundamental core vocabulary, text structure patterns, and text types to comprehend written texts (p. 2). Likewise, Brown (1994) indicates intensive reading takes notice of discourse markers, grammatical forms and other details about surface structure to obtain implications, rhetorical relationships and literal meaning (as cited in Karaca, 2013, p. 17). Based on these explanations, intensive reading helps learners to develop general literacy skills for productive expressions and learn to use vocabulary effectively with guided reading in the language classroom. That is to say, intensive reading focuses on accuracy rather than fluency by emphasizing vocabulary and grammar in detail (Mart, 2015, p. 85).

Unlike extensive reading, intensive reading includes reading activities that mainly are not for pleasure or building the reader's language competence, indeed, the process is performed to get knowledge or analysis. According to Patel (2008), intensive reading activities help learners to develop active vocabulary and linguistic items in which teachers play a major role (as cited in Çelik, 2014, p. 17). In the same view, Nuttall (1996) indicates, under the guidance of a teacher or a task who/which obligates students to focus on the text, intensive reading approaches the text to arrive at an understanding (p. 38). Teachers are primarily responsible for choosing the reading materials by considering the specific purposes of the classroom. These materials can be simplified and authentic texts can be selected according to the proficiency level of students (Nuttall, 1996, p. 38).

Students are supplied with reading activities, and they are encouraged to use certain vocabulary and grammar to construct meaning. During intensive reading, teachers can read aloud, ask questions, and let students predict information from texts (Andres, 2020, p. 71). In turn, students can understand the meaning of a text in as much detail as possible.

So, the purpose of intensive reading is to gain an understanding and put attention to grammatical forms and vocabulary, and focus on the content. With the teacher's guidance, it seems reasonable to support and lead students' reading comprehension skills with selected materials. Brown (2000) states the importance of intensive reading underlies the aim of giving students more opportunities to be in contact with a text, in this way, the more familiar the reader is with the text, the more comprehension is promoted (as cited in Andres, 2020, p. 71). Taking these factors into consideration, intensive reading is regarded as the best way of reading for this study because the aim is to use extra-curricular short stories for the development of reading skills.

2.2.3. The three phases of reading

To examine the role of affective factors on the development of reading skills and investigate the effects of extra-curricular short story activities on reading comprehension during distance education, the three phases of reading must be clarified. There are some sets of activities and phases that students engage in to achieve their learning goals and build an efficient reading approach to enhance their reading abilities. These sets of activities and exercises can be designed to cover basic language skills, present new vocabulary, and improve the comprehension that is required for effective reading. According to Toprak and Almacıoğlu (2009), teachers may enhance simple exercises to elicit information in favour of targeted strategies (p. 23). Moreover, Sarıçoban (2002) agrees that teachers can grant students' reading skills with the help of three stages of reading instruction which are pre-reading, while-reading, and post-reading (p.3).

These three reading stages provide contributions and offer purposeful reading experiences to students with the help of several activities. Hence, in this study, several pre-reading, while-reading, and post-reading activities have been used which are integrated into the extra-curricular short stories given to the students every week for two months. Therefore,

it is vital to clarify these three phases of reading for the benefit of reading comprehension development.

2.2.3.1. Pre-reading

As one of the most important phases of reading activity, pre-reading intends to prepare learners for the text and acquaints them with the text while providing necessary background knowledge with certain warm-up activities. As Sarıçoban (2002) describes, the pre-reading phase attempts to arouse students' interest in the topic and motivate them, provide some activities such as guessing or predicting the text, enables students to use their background knowledge, prepares them for the context, ad builds a bridge between the text and the student's background knowledge (p. 3). In the pre-reading phase, teachers can ask for students' personal opinions about the topic and guess what the text is about or find answers to given warm-up questions. According to Toprak and Almacıoğlu (2009) previewing a text with students improves their interest and helps them approach the text in a more meaningful and purposeful manner because the discussion before reading forces them to think about the situation (p. 23). Learners can feel anticipation towards the topic of the text, and they can start to read with a more purposeful aim to complete the activity better.

Pre-reading activities and exercises have several benefits for the development of reading comprehension. As Lazar (1993) states, pre-reading activities have some benefits such as helping students with cultural backgrounds, stimulating students' interests in the text or story, and pre-teaching vocabulary (p. 83). Likewise, Celce-Murcia (2002) states the pre-reading phase serves five important purposes, which are: stimulating students' interests, setting up their expectations, providing assistance to access background information so that students can facilitate consequent reading, modelling strategies for later individual use of texts and lastly elicit specific information for a successful comprehension (p. 191). Another point of view is that students can predict content by reading the title, asking about the topic, or asking questions that encourage thinking about the topic to activate prior knowledge (Feuerstein & Schcolnik, 1995, as cited in Karaca, 2013, p. 31).

These pre-reading activities mentioned above differ according to the needs and expectations of the students and the teacher. The activities include brainstorming,

activation of prior knowledge, warm-up activities, discussing the author or the type of the text, skimming, scanning, and reviewing familiar texts or stories (Toprak and Almacıoğlu, 2009, p. 23.) as well as answering questions about the title or the topic of the text and exploring key vocabulary (Celce-Murcia, 1991, p. 203).

To sum up, pre-reading activities aim at arousing students' interest and letting them approach the text in a more meaningful way. Students can have a chance to establish a reading plan, make predictions about the text, preview the material, and activate their prior knowledge.

2.2.3.2. While-reading

While-reading phase is another significant phase of reading which enables students to improve control over the target language, decode complicated and problematic texts, and develop reading strategies (Toprak and Almacıoğlu, 2009, p. 23). Similarly, Celce-Murcia (1991) indicates that the while-reading phase encourages students through the text, generally lets them focus on understanding difficult concepts and complex sentences, helps them consider the different relationships among ideas and characters in the texts, and encourages them to read purposefully and strategically (p. 191). According to Sarıçoban (2002), the while-reading phase is necessary because it aims to improve students' understanding of the writer's purpose, encourage students to infer and judge the meanings, guessing unfamiliar words, and remind the importance of contextual clues and vocabulary (p. 4).

Lazar (1993) underlines the necessity of while-reading activities by listing the advantages as helping students to understand the plot and the characters, helping them deal with difficult vocabulary, and also with style and language (p. 83). Another benefit of the while-reading phase is to promote students to be flexible, active, and reflective readers (Wallace, 1992, as cited in Karaca, 2013, p. 32) because it promotes an interaction between the reader and the text or the writer. Moreover, these activities ensure that students grasp the main ideas, and they can use their predicting and questioning abilities (Celce-Murcia, 1991, p. 191).

During the while-reading phase, the students can have several activities under the teacher's guidance. To set some examples, guessing the next incident in the text, outlining or summarizing key ideas, discussing attitudes, feelings and emotions of the characters, looking for clarification, and specifying sources of difficulty can be counted as while-reading activities (Celce-Murcia, 1991, p. 191). From another aspect, Lazar (1993) lists the common while-reading activities which include sentence completion, skimming, scanning, jumbled sentences, multiple-choice activities, matching word to definition, and prediction questions (p. 85). According to Toprak and Almacıoğlu (2009), such practice exercises may involve reading for specific pieces of information, word formation clues, predicting text content, guessing word meanings by using context clues, and noting unknown words according to their grammatical functions (p. 23).

While-reading activities serve to help students use their own inferring and judging abilities, gain new vocabulary, develop reading comprehension, and understand the writer's purpose. It allows the students to make new predictions and monitor their comprehension.

2.2.3.3. Post-reading

The last phase of a useful reading process is post-reading. It occurs when the readers finish reading the text. Post-reading phase typically extends ideas and information from the text. Moreover, it ensures that the major ideas and supporting information are well understood (Celce-Murcia, 1991, p. 191). It is the best time to ask questions requiring inferential and evaluative comprehension (Karaca, 2013, p. 34).

Lazar (1993) indicates the post-reading phase helps students make interpretations of the text, encourages them to understand the narrative point of view, and does follow-up fluency practice and writing activities (p. 84). Similarly, Sarıçoban (2002) agrees with the aims of the post-reading phase and states it attempts to help students use their already-learned knowledge in similar readings, integrate their reading skills with other language learning skills, learn more about foreign cultures, extract the main idea, and interpret descriptions of the text (p. 5). Thus, students can widen their ideas and explicitly confirm that they understand the factual information in the text. Besides, they can comment on the

text, evaluate it completely from different perspectives, draw conclusions, understand the narrative point of view and get ready for a follow-up writing exercise or discussion.

During the post-reading phase, students' understanding can be checked with several activities. According to Toprak and Almacıoğlu (2009), the post-reading activities and exercises monitor students' comprehension and lead them to a deeper analysis of the text (23). These activities can encourage students to interpret the text and evaluate comprehension. Celce-Murcia (1991) suggests that there are some widely used post-reading activities teachers can apply in their classrooms such as completing a table, chart, or grid based on the text information, changing a semantic map created before starting reading the text, answering questions that demonstrate comprehension of the text, connect text information and personal experiences, and write a possible ending by using your imagination (p. 192). From another perspective, Kaya (2004) suggests that post-reading activities may include dramatizations, role-plays, simulations, reports, and debates (p. 35). Furthermore, teachers can give short writing assignments to enable students to articulate and further develop their ideas, enhancing their involvement with the text and exploring the text (Ghasemi and Hajizadeh, 2011, p. 72).

Obviously, during the post-reading phase, the students can have a chance to draw conclusions, summarize, evaluate the text and get more information about the narrative point of view as well as establish their previous knowledge about the text.

2.3. Extra-Curricular Reading Activities

Since, Posner and Vandell (1999) define extra-curricular activities as additional activities (as cited in Yıldız, 2016, p. 10), extra-curricular activities are out-of-curricular and informal activities that can be carried out outside the classroom. Considered the most common purpose of reading (Grabe, 2009, p. 71), reading comprehension demands acquiring and constructing meaning as well as enhancing understanding. For these purposes, several reading activities can be applied and implemented in EFL classes to encourage reading and contribute to the reading comprehension process. Extracurricular activities which are applied in language learning, are very successful as effective forms of language instruction and these activities have been proven to be carried out easily in many schools and universities around the world (Campbell, 1973, as cited in Reva, 2012,

p.14). Among these supportive activities, extra-curricular reading activities are the ones that offer lots of opportunities for language acquisition (Makarova & Reva, 2017, p. 47).

For the benefits of extra-curricular activities, it can be underlined that they provide encouragement and motivation to students (Yıldız, 2016, p. 38). Besides, extra-curricular activities foster the development of reading skills, and make reading more efficient (Pfost et al., 2013, p. 3). With the help of authentic materials, these activities provide several opportunities and enable the use of real language to create situations (Avdeyeva et al., 2005, as cited in Reva, 2012, p. 16). Hence, in this study, the extra-curricular short stories are chosen as extra-curricular authentic materials to perceive and examine the development of students' reading skills and to observe the role of affective factors on students' reading skills development. The extra-curricular short stories are chosen by the researcher considering the proficiency level of students, and they are given to the students independently of the formal curriculum of the school. After reading the short stories, the students are not asked to be evaluated or graded. In this regard, it is quite essential to emphasize the relationship between short stories and the improvement of reading skills and the influence of affective factors.

2.4. Short Stories

A valuable source of knowledge is, undoubtedly, literary texts, and more appropriately for reading comprehension purposes, the short story (Ghasemi & Hajizadeh, 2011, p. 69). That is to say, as a literary genre, short stories utilized the stereotyped rules of prose fiction (Charters & Charters, 2001, as cited in Özkul, 2007, p. 30). The short story is a uniquely engaging literary genre and it has many benefits for the language learning process. It presents different environments and atmospheres where learners can encounter real forms of communication and get involved in the new language (Hayırsöz, 2015, p. 22). There are usually a few characters, not a very detailed description of the setting which makes it short and more comprehensible, and one plot in a short story. As a result, the students can follow the storyline of the work easily.

Short stories improve all four skills. As Ceylan (2016) confirms short story is respected as one of the most suitable literary genres which helps students enhance the four skills; writing, speaking, listening, and reading (p. 313). According to Arıoğul (2001), short

stories offer the following educational benefits to the curriculum of English language classes;

> short and simple, makes reading tasks easier when compared to the other literary genres,
> introduce new people, cultures and worldviews,
> requires personal investigation for challenging and creative texts,
> needs prior knowledge for advanced level learners,
> motivates reading,
> offers an intriguing and mysterious world,
> supports critical thinking skills,
> promotes learners to use their creativity,
> disburdens teaching a new language,
> relieves learners and makes them feel free and comfortable,
> enables learners to communicate easily thanks to its universal language,
> support students to read between the lines and go beyond the surface meaning,
> functions as an excellent vehicle to help learners understand their positions as well as others by transferring the gained knowledge to their world (as cited in Hismanoğlu, 2005, p. 62).

The short story is a helpful literary genre in today's language classes because it is short, universal, contributes to the development of critical thinking skills and cognitive abilities, and also, improves students' creativity, motivation, and several other emotions. As Vandrick (1997) indicates that implementing short stories into the language learning process makes students motivated "to explore their feelings through experiencing those of others" (as cited in Erkaya, 2005, p. 42). Moreover, Lazar (1993) implies in the matter of presenting and exploiting the text, the short story is the leading genre that encourages creativity in comparison with other genres (p. 196). Besides, the short story raises linguistic awareness and cultural awareness. From the viewpoint of Erkaya (2005), short stories carry off people's cultures in the written stories and by learning about the culture of these people, students can learn about the customs and traditions of different societies as well as about past and present (p. 43). Apart from its benefits to interaction and understanding, short stories give students a chance to be acquainted with the vocabulary

of the new language and widen their vocabulary knowledge (Hayırsöz, 2015, p. 23). With the encouragement of short stories, students can improve and practice the necessary vocabulary of the target language.

From a similar point of view, Ceylan (2016) argues that short stories have several benefits for improving language skills such as showing different lifestyles from different societies and cultures, providing a comparison between the main culture and other cultures, triggering readers to read more short stories, increasing admiration for literature, broadening perspectives, and enabling thinking about the reasons rather than results (p. 311).

Using short stories has the privilege to enhance students' reading skills and proficiency. According to Lazar (1993), for the language teacher, short stories offer many immediate and striking advantages for reading comprehension as;

> the length of short stories means students can read them entirely in a short time, they are less intimidating to read and more convenient when to be given as homework,
> learners are satisfied with the feeling of achievement at completing a whole work much sooner, and
> short stories offer a great variety of selections which provide the readers to find appealing and interesting stories according to their interests and tastes (p. 196).

Students learn to draw implications and read between the lines because, in short stories, some information is left unexplained and unsaid for the readers to draw implications. If the teacher selects and exploits the short stories appropriately according to learners' English proficiency level, they can present learners sufficient emotional, linguistic, and intellectual involvement and prosper their learning experience. The short story offers both delightful and instructive resources for improving reading comprehension abilities. According to Erkaya (2005), reading a literary text can lead students to be critical thinkers. He points out that when students read a text, they not only interact with it but also interpret what they read and this analysis makes them more creative and critical (p. 45). However, reading short stories on computer monitors is different from reading

conventional printed texts. It requires some electronic literacy skills other than print-based literacy (Kledecka-Nadera, 2001, as cited in Yılmaz, 2015, p. 51).

Consequently, with these emotional, literary, cultural, and high levels of thinking benefits of the short story, all teachers must take benefit from reinforcement of skills and proficiency (Bilal, 2013, p. 288). Short stories are one of the best tailor-made literary genres for reading acquisition skills. From cultural to individual efficiencies, it serves well both for teachers and students to succeed in EFL classrooms. To shed light on the efficiency of using extra-curricular short stories for English reading comprehension development and on the role of affective factors with the help of the Internet and technology during distance education, a review of studies may be required to mention them as valuable sources and provide a fuller understanding of the reading comprehension process.

Few studies are available about extra-curricular short story activities for the development of reading skills and reading comprehension during distance education in English preparatory classes. Accordingly, more research is needed to examine and understand how short stories as extra-curricular activities affect reading comprehension during distance education. Although there are many studies on the effects of online short stories or online reading activities for reading comprehension, there has not been much research about the effects of online extra-curricular short stories during distance education in English preparatory classes. However, extra-curricular reading activities and short stories are also valuable materials for reading comprehension in EFL classes. Therefore, they should be considered influential sources when regarding the improvement of reading skills, especially during distance education. As Pfost et al. (2013) argue, the reading process outside the classroom, which is shaped by authentic reading experience, fosters the development of reading skills and reading comprehension and further makes reading more efficient (p. 3). Short stories are very precious reading materials for the improvement of reading skills. Therefore, they should be considered effective sources in English preparatory classes during distance education.

Özkan (2013) investigated the literature used in ELT classes. He compared ELT graduate teachers with Literature graduate teachers in the reading classes. 140 non-native English

language instructors were selected from different universities in Turkey to carry out the research. A questionnaire was carried out to gather data from teachers with different educational backgrounds about their perceptions and practices of English. The results of the questionnaire demonstrated that both teachers with an ELT and Literature background agree on the positive effects of Literature on the development of students' interpretative abilities, creativity, curiosity, and productivity. The majority of the teachers in the study encourage students to read literature or literary works because they think literature improves vocabulary and offers a good deal of cultural information about the related society. Besides, they agree that literature enriches students' language awareness.

Ceylan (2016) carried out a study to investigate the thoughts and attitudes of the students to see the effects of short stories on reading comprehension. Forty first-year students in English classes were observed with a reading questionnaire and a brief analysis of the short stories every week. The results have signified the importance of short stories in language classes. From students' perspectives, it is reported that studying short stories and using them for language proficiency broaden their perspectives of the target language and provide a better understanding. Besides, they become highly motivated to read for comprehension and improve their reading skills.

To see the effect of teachers' perceptions on the incorporation of short stories in the EFL classroom, Akkuş (2011) investigated the benefits and significance of reading short stories to develop the success rate and language learning abilities of university prep class students. A questionnaire was handed out to 110 native and non-native English language instructors in 7 universities in Turkey to obtain data about the perceptions of English instructors of university prep classes on the incorporation of the short story in English Language Teaching. According to the results of the study, short stories contribute considerably to improving reading skills and enriching vocabulary. The participants agreed on the significance and benefits of short stories in the improvement of language proficiency.

In another study, Pourkalhor and Kohan (2013) examined the effects of short stories on reading comprehension to teach students to enhance a particular attitude, activate their knowledge, and monitor their reading comprehension. The study was conducted with

forty adult Persian-speaking learners who study English as a foreign language at Kish Institute. There were two groups of students to observe the similarities and differences: a control group and an experimental group and each group consisted of twenty students. Both groups were administered an identical pre-test and post-test, however, only the experimental group read the given short stories. At the end of the study, the results indicated that in the experimental group, almost all the students showed improvement after reading the short stories. Nonetheless, it was also underlined that use of literature in foreign language teaching, especially short stories could contain problems as well. These short stories used in language classes for the development of reading comprehension may not be pedagogically designed or there can be a lack of preparation about the background and training in the field.

Frimasary's (2015) study focuses on students' interests in reading short stories to improve reading comprehension and the differences in their scores after experimenting. The results of the study which involved conducting a questionnaire with 80 Indonesian foreign language students revealed that short stories made students interested in reading and encouraged their willingness to read texts in English. Moreover, it was found that engaging short stories in English language classes successfully increased the score of the students.

Yılmaz (2015) conducted a study to shed light on the advantages of integrating short stories into reading classes with computer technologies. The study was conducted with thirty-five university students of several state universities in Turkey. Three different computer-based programs were used to carry out short story activities and tasks. The results have demonstrated that in reading classes, the integration of short stories with the help of computers has effective benefits for the development of reading. According to the results, it is concluded that the contribution of short stories and computers improves students' reading skills considerably. Students agree that they could do a more fruitful reading because these activities have a substantial impact on their reading comprehension experience.

The studies have signified that using short stories in language classes has a positive and fruitful impact on enhancing reading comprehension and reading skills. It can be deduced

that short stories are valuable sources, and they provide not only new knowledge about the target language but also increase motivation and interest in reading. It is similar in almost every study mentioned above that, short stories are precious literary materials for the reinforcement of reading skills.

2.5. Distance Education

The Internet is accepted as a guide for teaching and learning, thus, today it is a necessity and an important tool not only for teachers but also for students in the field of education (Tanyeli, 2009, p. 565). It becomes one of the most defining technologies for literacy and learning (Alverman and Reinking, 2001, as cited in Zawilinski et al., 2007, p. 4). On the other side, the Covid-19 pandemic completely affected education. Schools instantly transitioned to online classes, thus, technology and the Internet have become vital instruments for efficient communication to promote constructive and engaging teaching and learning atmosphere remotely. As Toquero ((2020) states, technology is now a way of effective communication to counter the pandemic and it redefines the educational system and the teaching-learning process (p. 162). Here, as changes and shifts are witnessed in the education system, distance education gains more importance, since, schools have shifted teaching and learning to online platforms. Distance education, which offers education without borders (Levine & Sun, 2003, as cited in Duncan & Young, 2009, p. 18), has started to allow the possibility of receiving lectures and lessons from a source far from the venue of the lecture under emergency circumstances of the Covid-19 pandemic (Ali & Abdalgane, 2020, p. 205). In this study, which was conducted under the circumstances of the pandemic, the target is to provide an insight into the role of affective factors on the development of reading skills and the effectiveness and contributions of extra-curricular short stories through distance learning process. Therefore, it is indispensable to understand the use of technology, the concept of distance education, and their significance in learning and teaching English.

With the development of technology, almost everyone has easy access to the Internet, which become an essential part of every field of inquiry (Bilgin, 2011, p. 69). In the field of education, both the Internet and computers are used as important instruments to facilitate teaching and learning that are now increasingly important (Çelik, 2014, p. 23).

The ways of using technology in education have developed at a growing speed and the tools such as the Internet, computers, telephones, or pads have begun to empower education while increasing the possibility of teaching and learning in a wider range (Bates, 2014, p. 223). To support learning and teaching, the use of the Internet and computers has many different names to call instructional procedures (Marin & Moncada, 2010, p. 2). However, in this study, 'distance education is selected as a generic term to comprise all the derivations of distance teaching and learning.

Various definitions of distance education are given by many researchers in different ways. UNESCO (2002) defined distance education as a process in which all or most of the teaching process is carried out by a person distant from the learner in place and/or time, and in which all or most of the communication between teachers and students is effective through an artificial medium, either print or electronic (p.22). According to Bozkurt (2019), distance education is "a planned activity and its implementation is grounded in theoretical and practical knowledge which is specific to the field and its nature" (p. 2). In addition, Sampson (2003) describes distance learning as students' independent learning from home but not from school, developed through the means of self-study texts and contains non-contiguous communication (as cited in Marin & Moncada, 2010, p. 2). To mention the connection between technology and distance education, Draves (2000) states the rapid development of technology has caused the biggest change in education (as cited in Duncan & Young, 2009, p. 18), and, therefore, with the help of computers and the Internet, distance education, which offers education without borders, can present opportunities for learners by providing flexibility of the study (Duncan & Young, 2009, p. 1). The use of technology and distance education are hand in hand and one cannot be considered separately without the other.

There are various benefits of the integration of technology into education. Ülker (2019) states the integration of technology into the educational process not only helps learners to acquire the required material better but also helps them to get prepared for real life by promoting the improvement of 21st-century skills, such as teamwork, problem-solving, use of digital appliances or critical thinking (p. 83). Similarly, Bilgin (2011) underlines that learners are now more technologically literate and able to benefit from new technologies for their learning (p. 70). As for the teaching practice, Küçük (2009)

indicates the computer is an increasing demand to facilitate teaching with technology, which serves as a teaching tool and helps teachers to improve their teaching skills in creative ways (as cited in Çelik, 2014, p 23). Besides, teachers can use educational technologies for various purposes, such as communicative teaching, individualized teaching, testing and assessment, and teaching materials (Erarslan, 2021, p. 356). With the help of technology, the Internet plays a genuine role in education both for the sake of teachers and students necessarily.

In the area of education, especially language teaching and learning can be adapted to new conditions and can be assisted by technology or the Internet easily (Tanyeli, 2009, p. 565). Recently, there are several technological developments and changes in language education, and consequently, the integration of the Internet and computers has changed dramatically in language classes (Dudeney, 2000, as cited in Bilgin, 2011, p. 69). The English language is the most commonly used language around the world. And, as a target language, it is consistently used in technologically mediated contexts where technology, especially the Internet, offers learners new opportunities for authentic tasks and materials (Çelik, 2014, p. 24). In English Language Teaching (ELT), learning to use computers provides strong intrinsic motivation, greater interaction, experimental learning, and a global understanding of English (Büyükyazı, 2007, p. 29). Furthermore, the Internet provides network-based teaching settings for language instructors which give a chance to them to design meaningful tasks and use a variety of materials for learners (Koçak, 2010, p. 3). Using the Internet and technology provides new ways to practice English and it can become much easier to enhance the language.

Technology and the Internet have already become the new defining ways of teaching and learning English during distance education. In terms of language education, reading comprehension and reading skills are also affected fruitfully by these instruments. Yılmaz (2015) claims that computers can have a fundamental impact on reading skills through the vast array of materials provided for reading because when students at any language level use the Internet, they can get access to an enormous number of authentic reading texts to foster their reading skills (p. 42). This means the students can utilize the advantages and usefulness of the Internet and computers for better reading skills and comprehension. Similarly, Ülker (2019) indicates that, with the integration of the Internet,

students become engaged in reading effectively, and they start to share the obtained knowledge with their peers (p. 92). For teachers, it is possible to integrate the Internet and technology into the reading comprehension process to enhance students' learning abilities as there are various ways such as selecting reading materials from Internet sources, preparing comprehension activities, or giving reading tasks and homework through online platforms (Koçak, 2010, p. 5).

Obviously, during distance education, technology, and the Internet comprise the biggest slice of the cake for English education. Especially, during the pandemic, they bring richer second language learning and teaching opportunities for students, teachers and language instructors themselves. Moreover, the integration of technological tools into distance language classrooms allows employing various teaching and learning benefits for reading comprehension and reading skills. The potential benefits of the Internet and computers in English language classrooms cannot be denied.

2.6. Affective Factors

To examine the role of certain emotions on the development of reading skills and reading comprehension, affective factors must be clarified. Reading has a complex nature and the reading process is cognitively and emotionally demanding, thus, learners need to study hand in hand with perception, attention, comprehension, and memory (Sellers, 2000, as cited in Wu, 2011, p. 279). In language classes, all the aspects of the reading process can be highly influenced by these emotionally demanding sensitive feelings which are called affective factors (Kern, 1988, p. 53). Krashen (1982) considers these affective factors as several variables such as anxiety, self-confidence, motivation, and curiosity (p. 31). With the same view, Kern (1988) illustrates affective factors as anxiety, concentration, motivation, and self-confidence which particularly influence the goal-setting and process-directing metacognitive component of reading (p. 49). As a part of this study's first research question, these affective factors have a significant share in students' perspectives about the improvement of reading skills. Hence, it is crucial to understand these factors for the benefit of students' improvement and development of reading skills because these affective factors can determine students' proficiency level of reading comprehension either positively or negatively.

Anxiety, which is a major affective factor for language learning, is the feeling of being uneasy, frustrated, apprehensive, or worried (Brown, 2000, p. 148). According to Scovel (1978), anxiety can be considered as a cluster of emotional states, which is influenced by factors that are intrinsic and extrinsic to foreign language learners (Miyanaga, 2007, p. 4). When reading a text, the feeling of uneasiness, confusion, and stress is generally called reading anxiety which results in decreased cognitive performance (Mardianti et al., 2021, p. 16). The feeling of reading anxiety can occur when students face difficulties while reading, underestimate their values for learning and reading, and in the end, they start minimizing their self-efficacy. McIntyre and Gardner (1994) explain when a student's anxiety level increases, negative thoughts start to emerge and these thoughts consume cognitive resources that enable availability for performing an activity in the situation (as cited in Miyanaga, 2007, p. 6). Therefore, the student performs unsuccessfully, makes mistakes in the classroom, and is embarrassed in front of people.

On the other hand, Brown (1994) claims that during the reading process, anxiety can sometimes function as a helpful "energizer" for the students (as cited in Jafarigohar & Behrooznia, 2012, p. 160). Anxiety can sometimes cause a triggering effect on reading comprehension. The students can feel the pressure and positively, they can be nourished by the stress of this negative feeling to understand better. However, it is a fact that, when reading a text, feeling anxious decreases the reading performance and capacity of the language students (Mardianti et al., 2021, p. 18).

Another affective factor is motivation which is central to the metacognitive component and when students lack motivation, they establish limited goals and limited comprehension (Kern, 1988, p. 54). According to Morgan and Fuchs (2007), being motivated while reading always contributes both to reading skills and the endurance of effective reading behaviours (p. 167). Motivation has a great influence on reading skills, reading comprehension, and language learning. Motivated students are generally capable of understanding and apprehending the text and because of the increased motivation, students achieve an upper level of understanding of the text. If the students lack motivation or when they are not personally interested in the reading activity, they become reluctant to improve their reading skills and it becomes an obstacle to language learning.

Apart from anxiety and motivation, curiosity and concentration are the other factors that affect the development of reading skills and comprehension. According to Berlyne (1998), curiosity is described as a desire, need and thirst for knowledge (as cited in Gurning and Sinegar, 2017, p. 192). The concept of curiosity is the control of motivation. Moreover, it is a tendency to seek, investigate, and question knowledge and it feeds internal motivation (Gurning and Sinegar, 2017, p. 193). Curiosity is a strong feeling to learn more about a context and raises a positive attitude to increase students' efficiency in reading a text. In addition to curiosity, concentration is another affective factor that plays a key role in developing reading skills for language learning. Reading is an activity that enhances the concentration, acquired knowledge, and language skills of the reader (Çapar, 2015, p. 2). However, when reading a text, the reader often feels difficult to concentrate to comprehend new ideas and new knowledge (Mardianti et al., 2021, p. 16). Snow (2002) believes that to develop reading comprehension, an individual's concentration should be enhanced and enriched (as cited in Çapar, 2015, p. 88).

In essence, affective factors highly influence learning a foreign language. Within this framework, some researchers have studied and analysed affective factors comprehensively. In their study, Zolgar-Jerkovic et al. (2018) conducted a study on different groups of readers to observe their emotional states and attitudes toward reading. The sample included 460 students with good and poor reading abilities. To collect data, a reading evaluation questionnaire, a reading attitude survey, and a handbook of instruments that collected aids for evaluating different reading components were used. The results revealed that most of the participants attributed their failure or success to affective factors. Reading confidence and motivation of the participants could be influential decision-makers to have successful reading achievements. Affective factors might be the cause or the consequence of reading difficulties and could not be overlooked while planning support for those who had poor reading abilities.

To observe the effects of affective factors in a distance language context and extend knowledge of the distance learner experience by allowing learners to talk about the positive and negative emotions they were experiencing through distance education, Hurd (2008) carried out a study. The study consisted of twelve students who followed certain instructions to complete several distance language learning activities. While doing the

activities, the ways participants managed their affective states through distance learning were observed and their feedback was evaluated in detail. The results of the study gave an insight into the positive and negative affective factors of the learners who tried to develop a deeper understanding of learning. Besides, it was underlined that affective factors could characterize learners' learning capacity and success individually.

In another study, Yıldız (2016) examined extra-curricular activities and affective factors, mainly motivation, to observe whether motivation could be provided by extra-curricular activities or not. This was a part of the study that constituted necessary findings on the relation between extra-curricular activities and motivation. The participants were students of English prep classes at Ishık University in Iraq. Several extra-curricular language learning activities, quizzes, and tests were applied throughout the academic year to observe the results comprehensively. At the end of the study, the results demonstrated that joining extra-curricular activities motivated students to learn more. Motivation and other affective factors ensure a major contribution to language proficiency when combined with extra-curricular activities.

These affective factors mentioned above have a significant influence on the emotional states of students for reading performances during the language learning process. Regarding their effects, the affective factors should be considered vital for their contribution to the development of reading skills and reading comprehension and obtaining good results in the classroom.

CHAPTER 3. METHODOLOGY

This chapter presents information about the methodology of the study which includes research questions, population and sampling, data collection instruments, data collection procedure and data analysis procedure.

3.1. Research Questions

Although many studies have been conducted on the use of short stories in EFL reading classes, there are few studies concerning the use of extra-curricular short stories and the role of affective factors in the distance learning process. Therefore, this study aims to provide insight into the effectiveness and contributions of short stories to the improvements of students' reading skills with the help of computers and also to investigate the emotional influence of affective factors on the development of reading skills. According to Arıoğul (2007), the inclusion of short stories in foreign language reading classes offers many educational benefits such as making the student's reading tasks easier owing to being short and simple compared to other literary genres, enlarging the worldviews of readers, helping students to go beyond the surface meaning, facilitating learning and teaching a foreign culture, providing students with the chance to use their creativity, promoting critical thinking skills, motivating students to read an authentic material, providing creative reading texts that require prior knowledge and personal exploration, and making students feel comfortable and free (as cited in Ceylan, 2016, p. 313).

Apart from short stories, affective factors also play a vital role in the development of reading skills. Kern (1988) underlined that all the aspects of reading are highly influenced by affective factors either negatively or positively (p. 53.) Consequently, this study aimed to investigate the role of affective factors and the effectiveness of extra-curricular short stories on the development of reading skills throughout distance education, the following research questions were formulated:

1. As a result of the extra-curricular short story activities, do the students' reading skills improve regarding the scores of the pre-test and the post-test?

2. As a result of the extra-curricular short story activities, do the students' perspectives and strategies regarding their reading skills change?

Research questions were checked by the advisor and two other scholars who were experts on the methods and the content of the study.

3.2. Population and Sampling

This research included two study groups, the control group and the experimental group. Each group consisted of thirteen prep class students and in total twenty-six prep class students contributed to the study. The students were all from different departments, hence high scores of both the pre-test and the post-test were affected by departmental concerns. Students who will attend different faculties and departments of the university have different purposes for learning English, so their motivation to learn English differs in this direction. For instance, those whose program is entirely in English may be more willing, while others may only aim to pass the prep class. In addition, the students' proficiency level in English was A2 at the beginning of this study at Maltepe University, School of Foreign Languages in the 2020-2021 Academic year. The participants were between eighteen and twenty-three years old. Throughout the study, eight different extra-curricular short stories were given as homework only to the experimental group to observe and monitor whether there were going to be any improvements in the reading skills of the participants. Besides, an online reading pre-test and an online reading post-test were conducted to see and examine the improvement of the participants' reading skills at the beginning and also at the end of this study. Moreover, a questionnaire was also performed both at the beginning and at the end of the study to understand the perspectives of the participants toward reading and affective factors.

3.3. Data Collection Instruments

Data collection instruments are the means, either physical or nonphysical, of producing quantitative or qualitative data to be analysed and interpreted (Griffe, 2018, p. 121). In this study, mixed methods research was conducted to explain, compare, contrast, and interpret the effects of extra-curricular reading activities on the development of reading skills of English preparatory class students during the distance education process. Mixed

methods research is a type of research in which the researchers combine both the elements of quantitative and qualitative research approaches to get a broader depth of understanding and confirmation (Johnson et al., 2007, p. 123). Mixed method research ensures better inferences and the opportunity for presenting distinctive views from a larger diversity ((Tashakkori and Teddlie, 2003, p. 16). Moreover, researchers use mixed methods designs to capitalize on the strengths of each approach and to minimize the limitations of weakness (Drew et al., 2008, p. 200). There are several types of mixed methods. Some of the most commonly employed mixed methods include qualitative dominant, quantitative dominant, and equal status (Johnson et al., 2007, p. 124). In this study, the equal status type was utilized in the sense of using both quantitative and qualitative data and approaches equally to add insights to the research.

To collect quantitative data, several different types of quantitative research designs can be employed such as experimental, quasi-experimental, and non-experimental (Rutberg and Bouikidis, 2018, p. 210). Experimental studies are defined as studies aimed at testing the effect of differences created by the researcher on dependent variables (Büyüköztürk et al. 2018, p. 202). Therefore, in this study, an experimental study design was applied to two groups which were the control and the experimental groups.

The design also included an online pre-test and post-test in which both the experimental and control groups participated. The pre-test and post-test group design is conceivably the most common experimental research design. The pre-test is applied to provide a comparison of the two groups before the treatment; whereas the post-test allows to designate the immediate effects of the treatment on the outcome variables (Rogers and Revesz, 2020, p. 4). Therefore, an online pre-test and post-test method were employed to demonstrate the performance difference between the experimental and control groups, define a systematic investigation of the research, perform statistical techniques and collect quantitative data. Questions of pre-test and post-test were formed by the researcher after reviewing the literature carefully and determining the important aspects of reading skills development. To provide validity of the tests, the questions were controlled independently by two different lecturers who had at least ten years of experience in teaching English and by the testing office of the School of Foreign Languages of Maltepe University. The questions of the pre-test and the post-test were checked to see whether

the vocabulary and clarity of the texts were appropriate for the reading skills of the participants. Then, according to the feedback of these lecturers and the testing office, necessary changes were made and the questions were edited in the light of the opinions of these experts. The participants experienced the pre-test and the post-test at the same time on Blackboard online learning platform to ensure the reliability of the tests. The questions were shuffled for each participant and a limited time was given to collect accurate answers.

On the other side, to obtain qualitative data, a case study method was employed to get the perspectives of the students about their feelings of motivation, anxiety, concentration, and curiosity during the reading comprehension process. Described as an intensive and systematic study about a single individual, a group, a case, a unit, or a community, a case study examines complex phenomena deeply in the natural environment to increase understanding of them (Büyüköztürk et al., 2018, p. 261). Educational researchers, who benefit from the qualitative research method, use several data collection methods such as questionnaires, interviews, focus groups, or tests (Tashakkori and Teddlie, 2003, p. 303). In this study, questionnaires were obtained as a way of collecting qualitative data. Using questionnaires is a method of constructing a self-report data collection which is filled out by the research participants (Tashakkori and Teddie, 2003, p. 303). As a result, a questionnaire was prepared to be answered by all the participants of the study. The questionnaire was primarily used to gather data about the perceptions of students on their feelings of anxiety, motivation, curiosity, and concentration during the reading comprehension process. The questions were designed according to the needs of the students after consulting them about the affective factors which influence their reading comprehension process.

To provide reliability, the same questionnaire was given to the experimental and the control groups both at the beginning and at the end of the research, and then the responses were compared. The time between the first and the last questionnaire was extended to three months to prevent memory effects. To measure the validity of the questionnaire, two lecturers who had at least ten years of experience teaching English went through the questionnaire. The questions were checked for confusing, double, irrelevant, and leading

questions. After a detailed examination of the questionnaire, several arrangements were made in light of the opinions and feedback of these lecturers.

3.4. Data Collection Procedure

After making necessary adjustments, the participants were carefully chosen from the students of English preparatory classes. 30 students were found suitable to conduct the questionnaire and the reading comprehension pre-test and post-test. They were contacted both via email and Blackboard online learning platform where students took online courses during distance education. 26 students accepted to participate in the study. All the participants of the study were students from English Preparatory classes of the School of Foreign Languages at Maltepe University in the 2020-2021 Academic year. Their English proficiency level was A2, and their ages were between 18 and 23 years old.

At the beginning of the spring term in March 2021, the questionnaire was given to the control group and experimental group via Blackboard online learning platform. The participants were asked to answer the questions considering their perspectives and views about reading skills, reading comprehension, and reading strategies. The participants were informed that their answers would be used to acquire a better understanding of the development of reading skills through the distance education process. The answers were collected either via email or Blackboard online learning platform. At the end of the spring term in May 2021, the same questionnaire was given again to the participants to observe whether their perspectives and points of view were changed considering the effects of regularly given extra-curricular short stories. It was conveyed to the students that the data collected would be kept confidential and their personal information would not be shared with any third parties without their consent. They were also informed that their participation or non-participation would not affect their school grades.

At the beginning of the spring term in March 2021, both the control group and experimental group experienced a pre-test that included a reading text and several reading skills and comprehension questions. The questions were answered in a limited time on Blackboard online learning platform during the online lesson and the participants could see the answers after every participant completed the test. All the participants answered the questions at the same time. In the pre-test, the text titled *The Kite Runner* was selected

because the text had a fruitful source to form and create reading questions. Moreover, the text was in the B2 English proficiency level.

After applying the pre-test, a different extra-curricular short story was given only to the experimental group every week on Friday for eight weeks to practice reading skills activities and observe the efficiency of extra-curricular short stories on the development of reading skills and comprehension. The answers to extra-curricular short stories were collected via email or Blackboard online learning platform and some questions were discussed in the online reading classes. Participants of the control group were not provided with any extra-curricular short stories, but they only benefited from the materials that the school course books included. Eight short stories titled *Father's Day* by Nathaniel Benchley, *News of the Engagement* by Arnold Bennett, *One Wednesday Afternoon* by Stan Barstow, *The Breadwinner* by Leslie Halward, *The Little Old Lady from Cricket Creek* by Len Gray, *The Old Flame* by Cyril Hare, *The White Trousers* by Yashar Kemal and *The Necklace* by Guy de Maupassant were chosen appropriately according to the reading proficiency level of the students in English and the syllabus of the course. They were selected by the researcher to further extend the reading skills of the students. Each short story contains pre-reading, while reading and post-reading activities to monitor the improvement of the students every week. These short stories were chosen intentionally because they all have different plots, they are about social issues and they offer a wide range of grammar subjects, and they can extend students' vocabulary. The short stories were convenient for the needs of the students and they were abundant to create several pre-reading, while reading, and post-reading activities that were suitable for students' proficiency level. The short stories were limited to eight because the study was conducted during the spring term of the 2020-2021 Academic year.

After eight weeks of study with eight extra-curricular short stories, at the end of the spring term in May 2021, both the experimental group and the control group took a post-test which included a reading text and several reading skills and comprehension questions. The questions were answered on Blackboard online learning platform for a limited time during the online lesson and the participants could see the answers after every participant completed the test. All the participants answered the questions at the same time. All the participants were asked the same reading comprehension questions. In the post-test, the

text titled *Thanksgiving - a Very American Festival* was selected because the text was rich in creating and forming diverse reading comprehension questions. Furthermore, the text was in B2 English proficiency level. Both the pre-test and post-test texts were proper according to the English proficiency level of the students. The texts contained the same amount of words and vocabulary. Both of them were at the same difficulty level. As a result, after conducting the tests, the improvement and development of students' reading skills could be observed and distinguished easily.

3.5. Data Analysis Procedure

Data analysis is a systematic method in which the data is examined to gather information for research investigation to support conclusions and interpretations of the data (Fitzpatrick & Wallace, 2006, p. 124). In this study, mixed-method research - the equal status type has been utilized in terms of using both qualitative and quantitative data to add insights and understandings to the research. Therefore, two separate steps- quantitative and qualitative data analysis- have been taken.

3.5.1. Quantitative data analysis procedure

Quantitative data of the study were collected with a reading comprehension pre-test and post-test which were given to both the control and experimental groups. The data collected from the experimental and control groups during the pre-test and post-test periods were brought together in separate files in the Microsoft Word program for each group. To diligently analyse the quantitative data, Microsoft Excel was used which allowed the researcher to examine and interpret data carefully. The results of the pre-test and post-test were transferred to an Excel sheet for each participant of the experimental and control groups. After entering the data manually, the means of both groups were calculated and the final results were obtained for the data analysis.

3.5.2. Qualitative data analysis procedure

A questionnaire was used to gather qualitative data about the perceptions of students on their feelings of anxiety, motivation, curiosity, and concentration during the reading comprehension process. The questionnaire was given twice to the participants, first at the beginning, and then at the end of the research. When the answers were collected, the

researcher skimmed through the obtained data to get a general sense of the responses. The thematic analysis method was used to reveal the data obtained from the qualitative dimension of this study. The thematic analysis focuses on searching for themes and patterns in the data (Glesne, 2016, p.255). The responses were separated into distinct categories by coding them under certain answers such as positive, negative, neutral, taking into account the affective factors and attitudes mentioned in the research questions. Then the given answers were listed under the themes mentioned in the questionnaire. Finally, the codes and answers which emerged as a result of the analysis were presented in separate tables in Microsoft Excel to compare the restored experimental and control groups.

CHAPTER 4. RESULTS AND FINDINGS

In this chapter, to obtain information about the effects of extra-curricular short stories on the development of reading skills, the analysis of the data from the pre-test and post-test is presented in addition to a questionnaire that includes the points of view of the participants about the affective factors on the development of reading skills.

4.1. Pre-test and Post-test Results of Control and Experimental Groups

Table 1: Pre-test and post-test results of control and experimental groups

Group	Student	Pre-Test Reading Score	Post-Test Reading Score
Control Group	*Control 1*	8	10
	Control 2	8	2
	Control 3	5	12
	Control 4	6	9
	Control 5	6	10
	Control 6	5	12
	Control 7	9	7
	Control 8	7	7
	Control 9	14	15
	Control 10	4	4
	Control 11	7	13
	Control 12	6	9
	Control 13	6	3
	Mean	**7,00**	**8,69**
Experimental Group	*Experimental 1*	13	15
	Experimental 2	7	3
	Experimental 3	5	20
	Experimental 4	6	14
	Experimental 5	3	8
	Experimental 6	7	9
	Experimental 7	7	10
	Experimental 8	7	20
	Experimental 9	6	12
	Experimental 10	5	14
	Experimental 11	2	15
	Experimental 12	11	15
	Experimental 13	7	9
	Mean	**6,62**	**12,62**

As *table 1* illustrated, the average pre-test score of the control group is 7.00, and it is 8.69 for the post-test score. On the other hand, the average pre-test score of the experimental group is 6.62, and the post-test score is 12.62. When the pre-test and post-test scores of both groups were compared, it can be seen that at the beginning of the study, the pre-test scores of both control and experimental groups were nearly the same. Whereas, after reading the extra-curricular short stories and doing the related reading activities, it was observed that the experimental group's post-test scores were improved when compared to the control group.

4.2. Questionnaire Results of Affective Factors According to Control and Experimental Groups

Table 2: The analysis of control and experimental groups' point of view about reading texts

Group	**Pre-questionnaire**			**Post-questionnaire**		
	Positive	*Neutral*	*Negative*	*Positive*	*Neutral*	*Negative*
Control Group	4	1	8	10	1	2
Experimental Group	9	3	1	10	3	0

As seen in *table 2* which displayed results of both control and experimental groups' point of view about reading texts, the control group had 4 *Positive* responses, 1 *neutral* and 8 *Negative* responses in the pre-questionnaire that was given at the beginning of the study. The same control group had 10 participants who had *positive*, 1 participant who had 1 *neutral* and 2 participants that had *negative* responses to the post-questionnaire.

Additionally, in the experimental group, 9 participants had *positive*, 3 participants had *neutral* responses and 1 participant had a *negative* response to the pre-questionnaire. However, after reading the extra-curricular short stories and doing the related reading activities, their point of view toward reading and affective factors changed slightly. Regarding the results of the post-questionnaire, experimental group participants had 10 *positive* and 3 *neutral* responses. According to the results, both the control and the

experimental groups changed their point of view positively about affective factors and about reading skills in the post-questionnaire.

Table 3: The analysis of control and experimental groups' point of view about considering themselves successful with the reading texts

Group	Pre-Questionnaire			Post- Questionnaire		
	Yes	*Neutral*	*No*	*Yes*	*Neutral*	*No*
Control Group	3	7	3	3	8	2
Experimental Group	3	7	3	7	4	2

Table 3 demonstrated the results of the participants' opinions on considering themselves successful while reading texts in English. Regarding the pre-questionnaire results, 3 students had *Yes*, 7 students had *neutral* and 3 students had *No* responses in the control group. In the same control group, 3 students had *Yes*, 8 students had *Neutral* and 3 students had *No* answers for the post-questionnaire. Compared to the control group, 3 students had *Yes*, 7 students had *Neutral* and 3 students had *No* answers in the experimental group at the beginning of the study.

The students in the experimental group had 7 *Yes*, 4 *Neutral* and 2 *No* answers in the post-questionnaire. The results showed that in the pre-questionnaire, the control group and experimental group nearly had the same answers, however, in the post-questionnaire, the experimental group participants thought that they were more successful in reading texts in English when compared to their point of view in the pre-questionnaire. Most of the participants of the experimental group believed that they considered themselves successful with the reading texts and they had made remarkable progress in their reading skills.

Table 4: The analysis of control and experimental groups' point of view about whether having trouble focusing on the reading texts

Group	Pre- Questionnaire			Post- Questionnaire		
	Yes	*Sometimes*	*No*	*Yes*	*Sometimes*	*No*
Control Group	2	7	4	5	4	4
Experimental Group	4	5	4	2	5	6

Table 4 showed the participants' responses to the question of having trouble focusing on the reading texts. For the control group, 2 participants had *Yes*, 7 participants had *Sometimes* and 4 participants had *No* answers in the pre-questionnaire. In addition to this, in the post-questionnaire, 5 participants had *Yes*, 4 participants had *Sometimes* and 4 participants had *No* responses.

On the other hand, for the experimental group, 4 participants had *Yes*, 5 participants had *Sometimes* and 4 participants had *No* responses to the pre-questionnaire. However, in the post-questionnaire, only 2 participants had *Yes*, 5 participants had *Sometimes* and 6 participants had *No* responses to the question. As the responses demonstrated, the participants in the experimental group had less trouble focusing on the reading texts when compared to the participants of the control group and they felt more comfortable while reading.

Table 5: The analysis of control and experimental groups' feelings when a reading text is understood easily

Group	Feeling	Pre-Questionnaire	Post-Questionnaire
Control Group	*happy*	4	3
	good	2	2
	proud	2	1
	motivated	1	1
	successful	1	-
	confident	1	1
	improved	-	2
	encouraged	-	1
	satisfied	-	1
Experimental Group	*happy*	5	4
	good	3	3
	confident	3	3
	successful	2	2
	improved	2	3

Considering *Table 5* above, the feelings of both control and experimental groups on reading and understanding a text easily were analysed. According to the results, in the pre-questionnaire, responses of the control group mostly included the answers *happy* (f=4), *good* (f=2) and *proud* (f=2). In the post-questionnaire, the participants of the control group replied to the question with *happy* (f=3), *good* (f=2) and *improved* (f=2) adjectives. Moreover, these participants also had *encouraged* (f=1) and *satisfied* (f=1) answers different from the responses of the pre-questionnaire.

In the experimental group, the participants answered the question with *happy* (f=5), *good* (3) and *confident* (f=3) responses in the pre-questionnaire. Whereas, their responses were mostly *happy* (f=4), *good* (f=3), *confident* (f=3) and *improved* (f=3) in the post-questionnaire. The results revealed that in the control group, the participants described

their feelings with different adjectives such as *improved, encouraged, and satisfied* when compared to the answers in the pre-questionnaire.

Table 6: The analysis of control and experimental groups' point of view on feeling eager and willing to read and work on different reading texts

Group	Pre- Questionnaire			Post- Questionnaire		
	Yes	*Sometimes*	*No*	*Yes*	*Sometimes*	*No*
Control Group	6	3	4	5	4	4
Experimental Group	10	1	2	13	0	0

The results presented in *Table 6* demonstrated that in the pre-questionnaire, 6 participants had *Yes*, 3 participants had *Sometimes* and 4 participants had *No* responses in the control group. In addition, 5 participants had *Yes*, 4 participants had *Sometimes* and 4 participants had *No* responses in the post-questionnaire.

On the contrary, the participants of the experimental group had 10 *Yes*, 1 *Sometimes* and 2 *No* answers in the pre-questionnaire. At the end of the study, all of the participants in the experimental group replied to the question in the post-questionnaire with *Yes* (f=13). As a result, it can be concluded that the participants of the experimental group considered themselves more eager and willing to read and work on different reading texts.

Table 7: The analysis of control and experimental groups' point of view on feeling excited and curious about reading new and different reading texts

Group	Pre- Questionnaire			Post- Questionnaire		
	Yes	*Sometimes*	*No*	*Yes*	*Sometimes*	*No*
Control Group	5	5	3	9	2	2
Experimental Group	9	3	1	11	2	0

Table 7 illustrated the responses of both control and experimental groups' participants on feeling excited and curious about reading new and different reading texts. For the control group, 5 of the participants had *Yes*, 5 of the participants had *Sometimes* and 3 of the

participants had *No* answers in the pre-questionnaire. In the post-questionnaire, 9 participants had *Yes*, 2 participants had *Sometimes* and 2 participants had *No* responses.

In the experimental group, there were 9 *Yes*, 3 *Sometimes* and 1 *No* responses in the pre-questionnaire. On the other hand, the participants answered the same question with 11 *Yes* and 2 *Sometimes* answers in the post-questionnaire. Based on the results, it can be inferred that both groups were feeling more excited and curious while reading new and different reading texts when compared to the results of the pre-test.

Table 8: The analysis of control and experimental groups' point of view on enjoying reading different texts outside the lesson/classroom

Group	**Pre- Questionnaire**			**Post- Questionnaire**		
	Yes	*Sometimes*	*No*	*Yes*	*Sometimes*	*No*
Control Group	7	0	6	8	1	4
Experimental Group	10	2	1	11	1	1

Table 8 showed that in the control group, 7 participants had *Yes*, and 6 participants had *No* answers in the pre-questionnaire. Similarly, 8 participants had *Yes*, only 1 participant had *Sometimes* and 4 participants had *No* responses in the post-questionnaire.

In the experimental group, at the beginning of the study, 10 participants had *Yes*, 2 participants had *Sometimes* and only 1 participant had *No* answers in the pre-questionnaire. At the end of the study, 11 participants had *Yes*, 1 participant had *Sometimes* and 1 participant had *No* answers in the post-questionnaire. The results demonstrated that the experimental group enjoyed reading different texts outside the lesson more when compared to the control group.

Table 9: The analysis of control and experimental groups' point of view on feeling worried when they do not understand reading texts during the exams

Group	Pre- Questionnaire			Post- Questionnaire		
	Yes	*Sometimes*	*No*	*Yes*	*Sometimes*	*No*
Control Group	11	1	1	7	4	2
Experimental Group	10	1	2	5	3	4

Table 9 demonstrated the results of participants'' opinions on feeling worried when a reading text is not understood during exams. In the pre-questionnaire, the control group had 11 *Yes*, 1 *Sometimes* and 1 *No* answers. The same group had 7 *Yes*, 4 *Sometimes* and 2 *No* answers in the post-questionnaire.

On the other side, in the experimental group, 10 participants had *Yes*, 1 participant had *Sometimes* and 2 participants had *No* responses in the pre-questionnaire. For the post-questionnaire, 5 participants had *Yes*, 3 participants had *Sometimes* and 4 participants had *No* answers in the experimental group. It can be concluded that participants of both groups feel less worried and stressed when they do not understand a reading text during an exam when compared to their answers in the pre-questionnaire. Additionally, the participants of the experimental group feel less nervous and excited when compared to the results of the post-questionnaire of the control group.

Table 10: The analysis of control and experimental groups' point of view on how they feel when they think reading texts are very difficult

Group	Feeling	Pre-Questionnaire	Post-Questionnaire
Control Group	*panic*	2	-
	fear/afraid	3	1
	upset	1	-
	worried	1	3
	nervous	1	2
	anxious	1	3
	bad	-	1
	insufficient	-	1
	stressed	-	1
	sad	-	1
	bored	-	1
Experimental Group	*worried*	2	3
	sad	2	2
	stressed	2	1
	nervous	1	3
	anxious	1	-
	afraid	1	1
	excited	1	-
	angry	1	-
	bad	-	1
	confused	-	1

As seen in *Table 10*, the results demonstrated how the participants feel when they think a reading text is difficult to read and comprehend. According to the results, the participants of the control group described their feelings with adjectives like *fear/afraid* (f=3) and *panic* (f=2) in the pre-questionnaire. Apart from that, the same participants answered the

same question with adjectives such as *worried* (f=3), *anxious* (f=3) and *nervous* (f=2) in the post-questionnaire. Besides, the participants of the control group expressed their negative feelings as *bad, insufficient, stressed, sad, and bored* in the post-questionnaire when compared with their feelings in the pre-questionnaire.

In the experimental group, the participants mostly described their feelings as *worried* (f=2), *sad* (f=2) and *stressed* (f=2) in the pre-questionnaire. However, in the post-questionnaire, the participants expressed their feelings as *worried* (f=3), *nervous* (f=3) and *sad* (f=2). According to the results mentioned above, most of the participants gain negative feelings after coming across different reading texts. Especially, the participants of the control group have more negative feelings toward reading difficult texts when compared to the participants of the experimental group.

Table 11: The analysis of control and experimental groups' point of view on feeling worried and nervous when they do not understand the reading texts

Group	**Pre- Questionnaire**			**Post- Questionnaire**		
	Yes	*Sometimes*	*No*	*Yes*	*Sometimes*	*No*
Control Group	12	-	1	11	1	1
Experimental Group	7	1	2	5	1	2

As Table 11 showed, in the control group, 12 participants had *Yes*, and 1 participant had *No* responses to the question in the pre-questionnaire. For the same question in the post-questionnaire, the participants of the control group had 11 *Yes*, 1 *Sometimes* and 1 *No* answers.

Unlike the control group, the experimental group had 7 *Yes*, 1 *Sometimes* and 2 *No* answers in the pre-questionnaire. On the other hand, the participants had 5 *Yes*, 1 *Sometimes* and 2 *No* responses in the post-questionnaire. As the results demonstrate, the participants of both the control and the experimental group feel worried and nervous when they have difficulty understanding a reading text. Moreover, these negative feelings hardly changed in the post-questionnaire results.

CHAPTER 5. CONCLUSION

This chapter consists of an overview of the research, focuses on the conclusions related to the research findings of the study and presents implications, recommendations and suggestions for further research.

5.1. Conclusion

To start with, the study focuses on the effects of short stories as extra-curricular activities on reading skills during distance education and the role of effective factors in the development of reading skills. For foreign language teaching and learning, the ability to read effectively plays an important role for students because most students want to be capable of reading efficiently for several purposes. Students need to actively engage in reading to construct meaning, develop their understanding, or comprehend the text better.

This study revealed some significant conclusions according to the results of the eight extra-curricular short stories which were given to the experimental group. As regards the first research question "As a result of the extra-curricular short story activities, do the students' reading skills improve regarding the scores of the pre-test and the post-test?", the results demonstrate that students show improvement after reading the short stories and doing the related reading activities. Participants of the experimental group were expected to develop and enhance their reading skills with the help of extra-curricular short stories through the process of distance education. Therefore, a pre-test and a post-test were conducted online to find out the contribution of short stories to the development of participants' reading skills. Regarding the results of the pre-test and the post-test involved in this study, it is clear that the students reading skills and reading comprehension abilities are improved and developed with the help of extra-curricular short stories and related reading activities.

In the light of these given extra-curricular short stories and students' answers to the reading activities, the obtained scores showed that extra-curricular short stories used in the research have positive and fruitful effects on the development of participants' reading skills. There were significant differences between the scores of the pre-test and the post-test of the experimental group, however, in the control group, the scores of the pre-test

and the post-test were nearly the same which reveals the fact that with the help of the extra-curricular short stories and activities, participants showed significant improvement in reading skills and reading comprehension.

As stated before, the use of short stories in the EFL learning environment especially throughout distance learning is necessary because short stories as extra-curricular materials strengthen language skills and enable the students to improve their reading skills in the target language. In this study, by doing several pre-reading, while reading, and post-reading activities outside the classroom, it has been concluded that the students can find opportunities to enhance their reading abilities and interact with many different subjects.

The present study also gave insight into the role of certain emotions known as affective factors on the development of reading skills and reading comprehension. For the second research question "As a result of the extra-curricular short story activities, do the students' perspectives and strategies regarding their reading skills change?", the results of the questionnaire indicate that regarding the points of view of the students, the emotionally demanding nature of reading is highly influenced by affective factors such as anxiety, motivation, curiosity and concentration. According to the collected data from the questionnaire, the participants claim that they feel anxious and stressed when they come across difficult reading texts or when they do not understand a word or sentence in English comprehensively. The negative feelings such as anxiety, fear and worry make the participants feel inadequate and demotivated. However, the participants of the experimental group claimed that, after doing the extra-curricular activities and doing other several reading activities, they start to feel comfortable and motivated. The participants of the experimental group agree that after reading the extra-curricular short stories, the participants start to consider themselves successful in trying to understand a difficult text.

The results of the questionnaire not only show the positive effects of the extra-curricular activities but also it can be inferred that affective factors play a vital role in the learning of a second language and the improvement of reading skills. Besides, the results of the questionnaire display that a considerable number of the participants both from the experimental and the control group agree with the idea that affective factors influence

their willingness towards reading in English. Approximately all the students believe that when they are obliged to read a difficult text and when they do not understand the text completely, they become reluctant to read the text and complete the task or do the reading activities. However, with the help of extra-curricular short stories, most of the participants in the experimental group feel eager and willing to read and work on different texts. In addition to this, in the same group, most of the participants think that they can overcome negative affective factors with the help of extra reading materials.

As a result, the findings of the study support the idea that extra-curricular short stories as reading activities during distance education have influential and beneficial effects on the development of reading skills and reading comprehension in terms of helping students broaden their minds, forcing them to learn new vocabulary, encouraging them to read in another language and developing their language proficiency. Besides, the results demonstrate that affective factors are necessary and important contributors to the reading classes that play a vital role in the development of reading skills and the emotional aspects of the learners.

5.2. Implications for ELT

Understanding the role of affective factors on the development of reading skills and the effects of short stories on reading skills in a foreign language has been a subject of many studies. Although previous research has mostly dealt with the effects of short stories, there have not been plenty of studies investigating the effects and influence of extra-curricular short stories on reading skills. However, the results of this study underlined that extra-curricular short stories, in particular, are observed to play an important role in reading skills in distance English prep classes at universities. The results of this study have significant implications and contributions to reading as a language learning skill. The contribution of using extra-curricular short stories in distance language classes and examining the role of affective factors on the development of reading skills were the main focuses of this study.

As for the key implications of this study, the findings showed that the participants supported the idea that using extra-curricular short stories enriches language learning and reading skills effectively. Besides, extra-curricular short stories are valuable reading

materials that engage students with broad background knowledge and stimulate their emotional involvement. As far as the findings indicate, these extra-curricular short stories help students diminish their negative feelings such as anxiety and fear toward reading in a second language. The affective factors can influence the students' feelings because the role of certain emotions plays an important role in the development of reading skills and reading comprehension. But benefiting from the extra-curricular short stories encourages students to adjust to the language during distance education.

Using extra-curricular short stories during distance education is worthwhile and essential not only for the development of reading skills but also for the positive effects of affective factors on the reading process if appropriate short stories with engaging and realistic content are selected. In this regard, extra-curricular short stories should be carefully chosen for the benefit of the students, and the affective factors that influence the emotions of the students while learning a language had better be taken into consideration.

5.3. Recommendation for Further Research

This study aimed to examine the role of affective factors on the development of reading skills and the influence of extra-curricular short stories on reading skills during distance education. In total, there were 26 university English prep class students who participated in the study. Hence, the findings can be more broadly generalized when there are more participants.

Because of the COVID-19 Pandemic, a great number of students had to keep away from physical education settings and education was delivered remotely. As a result, the study was conducted from an online education setting. In the future, extra-curricular short stories can be preferred in face-to-face classes to observe the effects on the development of reading skills, or the researchers may select another literary genre and carry out the reading activities in a physical learning environment. Moreover, the role of affective factors may be investigated separately in the development of reading skills or other language skills.

This study was conducted with only university English prep class students. For further studies, a more comprehensive study can be carried out. Students from several

departments and grades can be chosen to participate and find new ways to gather data from a broad perspective effectively. Furthermore, teachers' perceptions about the role of affective factors on the development of reading skills and the effects of extra-curricular activities during distance education can be explored in addition to the students'. Finally, this study may be repeated longitudinally over the years to contribute to language learning.

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APPENDICES

Appendix 1: Pre-Test

READING COMPREHENSION PRE-TEST

The Kite Runner

1. Every winter, districts in Kabul held a kite-flying tournament. And if you were a boy living in Kabul, the days of the tournament were the highlight of the cold season. I never slept the night before the tournament. I'd roll from side to side, make shadow animals on the wall, and even sit on the balcony in the dark, a blanket wrapped around me. I felt like a soldier trying to sleep in the trenches the night before a major battle. And that wasn't so far off. In Kabul, fighting kites was a little like going to war.
2. As with any war, you had to ready yourself for battle. For a while, Hassan and I used to build **our** own kites. We saved our weekly allowances in the fall and dropped the money in a little porcelain horse Baba had given me. When the winds of winter began to blow and snow fell in chunks, we went to the bazaar and bought bamboo, glue, string and paper. We spent hours every day shaving bamboo for the centre and cross pieces, cutting the thin tissue paper which made for easy dipping and recovery. And then, of course, we had to make our own string or tar. If the kite was the gun, then tar, the glass-coated cutting line, was the bullet in the chamber. We'd go out in the yard and feed up to five hundred feet of string through a mixture of ground glass and glue. We'd then hang the line between the trees, and leave **it** to dry. The next day, we'd wind the line around a wooden spoon. By the time the snow melted and the rains of spring swept in, every boy in Kabul had numerous cuts on **his** fingers from a whole winter of fighting kites. I remember how my classmates and I used to huddle and compare our battle scars on the first day of school.
3. The kite-fighting tournament was an old winter tradition in Afghanistan. **It** started early in the morning on the day of the contest and didn't end until only the winning kite flew in the sky- I remember one year the tournament outlasted daylight. People gathered on sidewalks and roofs to cheer for their kids. The streets filled

with kite fighters, jerking and tugging on their lines, squinting up to the sky, trying to gain positions to cut the opponents. Good luck.

4. Except that wasn't all. The real fun began when a kite was cut. That was where the kite runners came in, those kids who chased the windblown kite drifting through the neighbourhoods until it came spiralling down in a field, dropping in someone's yard, on a tree, or a rooftop. The chase got pretty fierce; hordes of kite runners swarmed the streets, shoved past each other like those people from Spain I'd read about once, the ones who ran from the bulls. And when a kite runner has his hands on a kite, no one could take it from **him**. That wasn't a rule. That was custom.

5. For kite runners, the most coveted prize was the last fallen kite of a winter tournament. It was a trophy of honour, something to be displayed on a mantle for guests to admire. When the sky cleared of kites and only the final two remained, every kite runner readied himself for the chance to land this prize. He positioned himself at a spot that he thought would give him a head start. Tense muscles readied **themselves** to uncoil. Necks craned. Eyes crinkled. Fights broke out. And when the last kite was cut, *all hell broke loose.*

- **TASK A: Read the text. Circle the correct answer**. **(8 x 1 pt: 8 pts)**

1. How did the narrator feel before the kite-flying tournament?

- **A** relaxed **B** excited **C** aggressive **D** uncomfortable
-

2. How did they get the materials to make their kites with?

- **A** They found them. **C** They gambled for them.
- **B** They were given them. **D** They used their pocket money to buy them.
-

3. The cuts on their hands were caused by_____.

- **A** ground glass **B** string **C** knives **D** wood
-

4. The tournament would usually take_____.

- **A** a morning. **C** most of the day.

- **B** all day and all night. **D** part of the day and part of the night.

5. *Shoved* (para. 4) describes a way of _____.

- **A** standing. **B** talking. **C** pushing. **D** running.
-

6. The kite runners _____.

- **A** started running before the kite had been cut.
- **B** kept away from others when they ran.
- **C** fought for the fallen kites when they found them.
- **D** would follow a fallen kite anywhere.
-

7. The kite runners wanted the last fallen kite in order to _____.

- **A** show-off to other people. **C** prove their speed.
- **B** fly it themselves. **D** get a prize.
-

8. The writer uses the phrase *all hell broke loose* (para. 5) to emphasize how _____.

- **A** much he feared this moment. **C** hot it was.
- **B** much noise and activity there suddenly was. **D** terrible the fighting was.

_____ **/ 8 pts**

<u>TASK B</u>: What do the following refer to? (6 x 1 pts: 6 pts)

1. our (para. 2) :

2. it (para. 2) :

3. his (para.2) :

4. It (para. 3) :

5. him (para. 4) **:**

6. themselves (para. 5) :

_____ **/ 6 pts**

<u>TASK C:</u> Look at the definitions and find the matching words from the text. (6 x 1 pts: 6 pts)

1. **_____ (n. / para. 1):** Narrow holes that is dug into the ground
2. **_____ (n. / para. 2):** a sum of money paid regularly to a person to meet needs or expenses
3. **_____ (n. / para. 2):** Roughly cut pieces
4. **_____ (v. / para. 3):** Lived or existed, or stayed energetic and determined, longer than another person or thing
5. _____ **(v. / para. 4)** move somewhere in large numbers
6. **_____ (adj. / para. 5):** Strongly desired by many

_____ / 6 pts

TASK D: Mark the sentences TRUE or FALSE according to the text. (5 x 1 pt: 5 pts)

1. The tournament was held in spring. **T F**
2. The kids had scars and cuts on their fingers because they had a battle at school. **T F**
3. Every year, the tournament ended when there was only one kite left in the sky. **T F**
4. The kite runners who were chasing the drifting kites came across bulls and escaped from them in fear. **T F**
5. Being the owner of the last kite in the sky was a symbol of admiration and honour. **T F**

Appendix 2: Post-Test

READING COMPREHENSION POST-TEST

Thanksgiving - ***a very American festival***

Thanksgiving is perhaps the most American of America's festivals. While many countries have days when everyone eats a lot, only the Americans have a day on which they celebrate having enough to eat. Perhaps this may seem rather superfluous in a country whose inhabitants are today among the best-fed in the world; but to Americans, Thanksgiving is a reminder that this was not always the *case.*

The last weeks of the year are a festive time in most countries; but while Europeans just celebrate Christmas and the New Year, Americans begin their festive season about a month earlier. The feast of Thanksgiving, celebrated on the fourth Thursday in November, is second only in importance to Christmas in the American calendar of feast days. Thanksgiving is the oldest non-Indian tradition in the United States, and **it** was first celebrated in the year 1621. It was in this year that the men and women in Plymouth, one of the first New England colonies, decided to establish a feast day to mark the end of the farming year. As devout Protestants, **they** called their feast day "Thanksgiving", a day on which people could celebrate and give thanks to God for the crops that they had managed to grow and harvest. This was not in fact an original idea but was based on the English "Harvest Festival", an old custom whereby people gave thanks to God once the crops were all in.

In America however, a successful harvest was more significant than in England, **it** meant a lot for those people. for any failure to bring in an adequate supply of crops could be fatal for a new colony, struggling to set itself up on an alien continent. Several early North American colonies failed because the colonists were killed off by disease or fighting, and others perished because they did not have time to prepare enough land and grow enough food for their needs during the long cold winter months. The year 1621 was a particularly bountiful one for the Plymouth colonists, so they "gave thanks" for their good fortunes.

In the years that followed, other colonies introduced their own Thanksgiving festivals, each one at first choosing its own date, and many varying the date according to the state of the harvests. In 1789, President George Washington gave an official Thanksgiving Day address in honour of the new Constitution; and Thanksgiving Day, like Independence Day (July 4th) became one of America's great days. Nevertheless, at first, the date was not fixed nationally; indeed, **it** was not until 1863 that President Abraham Lincoln declared that Thanksgiving Day should be celebrated on the last Thursday of November. Other presidents made similar proclamations, and the date of Thanksgiving tended to move around until the year 1941 when Congress and the President jointly declared that it should henceforth be fixed on the fourth Thursday of November. Since then, Thanksgiving Day has remained fixed.

Once a communal festival, where whole communities celebrated together, Thanksgiving is today the great family festival; but apart from that, it has not changed greatly. The heart of Thanksgiving is still the fruit of the land; and the Thanksgiving feast is based, essentially, on the native American foods and the early settlers who survived with **them**: turkey, corn, potatoes and squash and pumpkin pie.

Task A: **Read the text and circle the correct answer** (3x2:6 pts)

1. Why did the first colonies begin to celebrate *Thanksgiving*?

a) to show that they had enough to eat
b) to celebrate the end of the farming season
c) to celebrate Christmas and New Year
d) to imitate non-Indian traditions

2. Which of the following is not the reason for the early North American colonies' failure?

a) diseases
b) not enough preparation for land
c) fights
d) housing difficulties

3. Why are some certain foods served and eaten during Thanksgiving?
   a) they represent the rich kitchen of Americans
   b) they are easy to serve, cook and eat
   c) they are the most famous dishes
   d) they remind us how the early settlers survived

Task B: **Answer the questions** (3x2:6 pts)

1. Thanksgiving was not an original idea. Why?
   -
2. When do Americans celebrate Thanksgiving?
   -
3. Who decided on the recent celebration day of Thanksgiving?
   -

Task C: What do the following refer to? (5x2: 10 pts)

it (para 2):

they (para 2):

it (para 3):

it (para 4):

them (para 5):

TASK D: **Look at the definitions and find the matching words from the text.** (8x1: 8 pts)

devout (para 2) (adj):

harvest (para 2) (n):

struggle (para 3) (v):

perish (para 3) (v):

bountiful (para 3) (adj):

address (para 4): (n)

henceforth (para 4) (adv):

squash (para 5) (n):

Appendix 3: Questionnaire

Name&Surname:

A.Point of View & Strategy

1- What do you think about reading texts?

_____

2 – Do you have any certain reading strategies that you use to understand the reading texts better? If yes, what are they?

_____

3 – *How successful do you consider yourself with reading texts?*

_____

B. Focusing & Concentration

4 – Do you have trouble focusing on the reading texts?

_____

5 – Are you distracted while reading the reading texts? If yes, are you having trouble refocusing?

_____

C. Motivation

6 – How do you feel when you understand the reading texts more easily?

_____

7 – Are you eager and willing to read and work on different reading texts?

_____

D.Curiosity

8 – Do you feel excited and curious about reading new and different reading texts?

_____

9 – Do you enjoy reading different texts outside the lessons? If yes, what kind of texts do you read?

_____

E.Anxiety

10 - Are you worried that you will not understand reading texts during the exams? How do you feel about this before the exams?

_____

11 – How do you feel when you think that reading texts are very difficult?

_____

12 – Do you feel worried and nervous when you don't understand the reading texts? If yes, what do you do to alleviate this anxiety?

Thank you very much!

CURRICULUM VITAE

Zehra ÖZDEMİR

Education

Degree	*Year*	*University*
MA.	2019-2022	Maltepe University, ELT
BA.	2005-2010	Hacettepe University, English Language and Literature
	2008-2010	Hacettepe University, American Culture, and Literature (Second Major)
High School	2001-2005	Rize Anatolian High School

Experience

Year	*Profession*
2016 - Present	Instructor at School of Foreign Languages, Maltepe University, Istanbul
2014- 2016	Instructor at Preparatory School, Atasehir Adiguzel Vocational School, Istanbul
2012-2016	English Teacher, Helen Doron Early English, Istanbul