

Integrating Reading and Writing through Extensive Reading in Second Language Acquisition

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Abstract

This study aimed to investigate the effectiveness of extensive reading (ER) on Omani students' summary writing skills. In this program, the researcher selected a simplified graded book appropriate for the students' language level and cultural familiarity. Fifty Omani participants from English Foundation Year 3 took part in the study. Both quantitative and qualitative approaches were adopted for analyzing the data. The results from the questionnaires and interviews indicated that students had a generally positive view of task-based reading programs. Most students reported that peer collaboration and guided reading tasks helped them better understand the texts and, as a result, enabled them to produce more coherent summaries. However, it is important to note that certain demotivating factors were identified concerning task-based extensive reading. The primary demotivating factors included low completion rates, lack of integration into the course curriculum, difficulties with dictionary use, and mismatches in language proficiency. To ensure the success of a task-based extensive reading program, it is crucial to address these challenges effectively.

Keywords: extensive reading, task-based, summary writing, attitudes, challenges