STATEMENT OF PURPOSE

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Abstract: The purpose of the research is to help B1 level learners to grow their reading, comprehension, develop vocabulary and students' memory, guessing words from context. The primary goal of extensive reading is to improve the learner's reading fluency and to help the students to enjoy reading

Key words:Неономинация, неологизм, английский дискурс, словообразование, суффикс, информация.

I.   INTRODUCTION

After students read many books over a long time, they experience the benefits of ER such as growing vocabulary knowledge, having a positive effect on reading comprehension, increasing reading speed, improving writing performance, etc. This study was to discover effective ways, particularly, the effectiveness of extensive reading and to better understand the extensive reading process from the perspective of a foreign language learner.

The goal: The main goal of carrying out this research is to find out the effective ways of developing reading skills, particularly, the effectiveness of extensive reading in teaching B1 level learners.

Objectives: The students read or are involved in reading – related activities for most of each lesson. It also means that the students spend at least one hour a week outside class reading. This principle of in dependent reading informs the course objectives in the groups.

- ✓ To increase student confidence in their English reading ability.
- ✓ To increase student motivation in their English reading.
- ✓ To increase students reading fluency.
- ✓ To decrease dependence on word-by-word comprehension.
- ✓ To increase reading speed.
- ✓ To faster a clear, strong and constant sense of personal success in reading English.

Hypotheses

Implementing extensive reading can promote students' motivation in learning English in a natural way, enhance their vocabulary, reading speed as well as comprehension.

Research questions

The research questions were based on the purpose of study, there were four research questions concerned with the following:

1. How can extensive reading contribute to reading comprehension?

2. What strategies are used by students when they do ER?

3. What are the steps of extensive reading?

5. How can extensive reading be converted into productive skill?

Method. This part is devoted to present the setting and method of the subject research, materials and equipment design of the study. Now we submit them for consideration in the following way.

Subject

The subjects participating in this study two groups experimental. Each group was randomly assigned to the experimental and control groups. The participants of this study are first course learners of Academic Lyceum at Uzbek State University of World languages between the ages of 16 and 18 and they are native speakers of Uzbek language. There were twelve pupils in the control group, which withheld from the practice of extensive reading and twelve students who united the program composing the experimental group. They are described as following in the tables.

Table 1. Personal Information for "Control Group"

	Name	Age	Level	Native language
1	Nafisa	16	Elementary	Uzbek
2	Sayyora	18	Intermediate	Uzbek
3	Turdali	17	Intermediate	Uzbek
4	Feruza	16	Pre-Intermediate	Uzbek
5	Dildora	17	Pre-Intermediate	Uzbek
6	Dilshoda	17	Elementary	Uzbek
7	Salima	17	Pre-Intermediate	Uzbek
8	Gulchiroy	18	Pre-Intermediate	Uzbek
9	Sanobar	17	Pre-Intermediate	Uzbek
10	Dadaxon	16	Intermediate	Uzbek
11	Xosiyat	18	Intermediate	Uzbek
12	Moxichehra	16	Pre-Intermediate	Uzbek

The following participants in the study were students of 111th group at the same level with the previous 109th group.

Table 2. Personal Information for "Experimental Group"

	Name	Age	Level	Native language
1	Shaxlo	17	Pre-Intermediate	Uzbek
2	Oltinoy	16	Pre-Intermediate	Uzbek
3	Dilbar	18	Pre-Intermediate	Uzbek
4	Malika	16	Pre-Intermediate	Uzbek
5	Madina	17	Intermediate	Uzbek
6	Munavvar	17	Intermediate	Uzbek
7	Farangiz	16	Pre-Intermediate	Uzbek
8	Nilufar	18	Pre-Intermediate	Uzbek
9	Lazizaxon	16	Intermediate	Uzbek
10	Abbos	17	Pre-Intermediate	Uzbek
11	Asal	16	Pre-Intermediate	Uzbek
12	Shuxrat	17	Pre-Intermediate	Uzbek

Demographic information of learners.

The differences were what the experimental group had two lessons a week for reading 3 to 5 set books and the control group had only one lesson. Each lesson consists of 80 minutes. Both groups had identical standards of English test scores prior to the experiment. The participants' level is different. The researcher chooses only experimental group she conducted lesson with a same group. In addition, the

consent form also mentioned that the participants' individual information would be private for their protection and that the data would be provided only for the director.

II. DESIGN OF THE STUDY

This experimental study aims at analyzing information about the increase in the ER of pupils and showing the differences between the control and the experimental groups instructed individually to use different materials outside the classroom, except their course-books. First, a list of ER chosen randomly from the course-books of Level 4 was presented to the students in the experimental groups and the control groups. The course-books are Fourth Dimension, Ways of Attaining Study Skills, Communication Through Writing, Project Writing, and Reading Comprehension. Therefore, the groups chosen as control and experimental groups were given the word list as a pre-test and asked to give the meaning of the words in their native language. The aim of giving the word list in the class hour was that it was given as a pre-test, and an identical list would be presented to the same groups in a different order as a post-test some weeks later. Second, the results of cloze and reading speed tests 3 and 4, which measure students' mastery or progress of what has been taught in an academic year was compared. The aim of comparing these tests was to investigate if there would be any discrepancy in vocabulary range between the experimental and the control groups. Third, the first compositions and the summaries of the subjects were compared to observe if there is any difference. Therefore, they are ready to expand ER as their next stage of language development, and this growth is easily quantifiable.

III. MATERIALS AND EQUIPMENT

The main purpose of materials was to prove meaningful and valid data for the research. Researcher used the following materials: books, journals, handouts, mini stories, vocabulary materials, various teaching materials and level of reading materials, the books are divided into four bands: green, blue, red and yellow. Green is roughly equivalent to elementary level; blue approximates to pre-intermediate, red to intermediate, and yellow to upper-intermediate. Each book is color-coded as well as number coded for its level.

Level	Color	Number of headwords
1 Elementary	Green	1000
2 Pre-intermediate	Blue	1000 – 1500
3 Intermediate	Red	1500 – 2000
4 Upper-intermediate	Yellow	2000……..

Table 3. Books categorized by level.

The researcher used questionnaires, pre and post tests for the research. The materials were chosen with regard to the level, age, and interests of the students, as well as they were meaningful and educationally valuable. According to the Lyceum syllabus, during those two months students were to cover the topics of "*Weather and the environment*" and "*money and shopping*". Therefore the content of the selected materials was focused on the two target topics. In addition, all efforts and attention of the researcher were paid to accelerate the process of second language acquisition by enhancing the students overall competence in the target language, the improvement of their speaking, writing, reading and critical thinking skills.

CONCLUSION

A number of key issues with respect to the extraversion construct have been addressed in this study. First, we sought to examine the level of the

participant. Secondly, we analyzed if the participant can handle with the breakdowns in oral speech as well as sow appropriate behavior and body language during the prepared speech. Thirdly, it has been studied if the student can express his thoughts and views in l2. Finally, it was checked that if the student can handle with breakdowns in oral speech with a native speaker.

The hypothesis tested in this study was that extraverted L2 learners would outperform introverts in fluency. Lexical and grammatical accuracy were hypothesized to be lower for extraverts. At the end of the research it has been partially proven Rossier's theory that "people owning extraverted personality are tend to be fluent in communication aspect of L2" since it was identified some mistakes in terms of grammar during the whole observation and study also led to the agreement with the view of Ellis (1994) that "extroverted learners will do better in acquiring basic interpersonal communication skills" while "introverted learners will do better at developing cognitive academic language ability"(p. 520).

From my own perspective, it could be inclined that it should be taken into consideration the age of the participant. Since the participant is young enough to be fluent, possibly, the same study might show different results. During the process of research design different ideas ran through my mind to conduct the case study. However, I chose the way that could do. Through deep investigation, I have found out that one of the final observation types of activities are Direct Communication with a native speaker or Online Communication since they might have a greater contribution to evaluate the student's process and progress after series of lessons. Till the end of the process of my case study, I kept this idea to implement in my study. However, I could not find an opportunity to find neither native speaker nor online friend to ask a favor. So, I would suggest

examining this procedure for those who had in mind to investigate this topic in the future.

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