TITLE: Online Extensive Reading: A Friend or Foe

AUTHORS: Mevlüdiye UCAÇELIK,Ahmet SAHAN

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Online Extensive Reading: A Friend or Foe?[1]

Mevlüdiye Ucaçelik[2] (iD), Ahmet Şahan[3] (iD)

Abstract

The study looked into the perceptions of EFL instructors working at schools of foreign languages at various universities throughout Turkey in order to better understand the effects of Online Extensive Reading (OER) on language learning and the difficulties regarding its implementation. A mixed-type descriptive study design was used to achieve the aim of the study, and the data were collected through semi-structured interviews and an online questionnaire. The questionnaire was completed by 181 EFL instructors, and 10 of them took part in the interviews. The quantitative data analysis was performed via SPSS.23 and frequencies and percentages were calculated. The qualitative data analysis which resulted in the formation of various themes and codes was carried out via MAXQDA. The results revealed that while the instructors held favourable perceptions towards the effects of OER on language learning including its benefits on reading, writing, and vocabulary, they were worried about certain difficulties including hectic schedules, student motivation, school curriculums, exams, and their technical expertise. Overall, it was concluded that despite the instructors' favourable perceptions of OER, it is not a practice that is frequently used in higher education in Turkey due to the instructors' lack of knowledge of OER and the difficulties they mentioned.

Keywords: extensive reading, challenges, instructors' perceptions, online extensive reading, reading

Çevrimiçi Kapsamlı Okuma: Dost mu Düşman mı?

Özet

Bu çalışma Çevrimiçi Kapsamlı Okuma'nın (ÇKO) dil öğrenimi üzerindeki etkilerini ve uygulanmasına yönelik zorluklarını daha iyi anlamak için Türkiye'deki çeşitli üniversitelerin yabancı diller okullarında çalışan İngilizce okutmanlarının algılarını incelemiştir. Araştırma amacını gerçekleştirmek için karma tip betimsel bir çalışma tasarımı kullanılmış ve veriler yarı yapılandırılmış görüşmeler ve çevrimiçi bir anket aracılığıyla toplanmıştır. Çevrimiçi anket 181 İngilizce okutmanı tarafından tamamlanmış ve bunlardan 10'u görüşme aşamasına katılmıştır. Nicel veri analizi SPSS.23 üzerinden gerçekleştirilmiş ve frekans ve yüzdelikler hesaplanmıştır. Çeşitli temaların ve kodların oluşmasıyla sonuçlanan nitel veri analizi ise MAXQDA aracılığıyla gerçekleştirilmiştir. Çalışmanın sonuçları okutmanların okuma, yazma ve kelime öğrenimi üzerindeki faydaları da dahil olmak üzere ÇKO'nun dil öğrenimi üzerindeki etkilerine yönelik olumlu algılara sahipken, yoğun programlar, öğrenci motivasyonu, okul müfredatları, sınavlar ve teknik uzmanlık gibi belirli zorluklardan endişe duyduklarını ortaya koymuştur. Özetle, öğretim elemanlarının ÇKO ile ilgili olumlu tutumlarına rağmen, öğretim görevlilerinin ÇKO'ya dair bilgi eksikliği ve bahsettikleri güçlükler nedeniyle Türkiye'de yükseköğretimde sıklıkla kullanılan bir uygulama olmadığı sonucuna varılmıştır.

Anahtar Kelimeler: çevrimiçi kapsamlı okuma, kapsamlı okuma, okuma, okutmanların algısı, zorluklar

Introduction

Using a language for communication is one of the key reasons why people learn foreign languages. The possession of crucial communication abilities, such as reading, writing, speaking, and listening is required to accomplish this goal. However, the ability to miraculously master these skills overnight is not possible. Indeed, the majority of language learners generally find it difficult to develop and use these skills. When it comes to the effects it has on the development of productive abilities like speaking and writing, reading as a receptive language skill holds an important place among the others. As a result, it might be assumed that one prerequisite for learning a language is to become a proficient reader. However, reading proficiency is challenging since it demands persistence, enthusiasm, and effort. Due

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to the lack of these traits in students, a lot of language teachers struggle to motivate their learners to read in English.

Extensive Reading (ER) has been offered as the best course of action for both learners and teachers struggling with reading and is regarded as the 'missing piece' in English Language Teaching (ELT) (Waring & Husna, 2019). By definition, ER is reading for pleasure and is also known as book flood and free voluntary reading (Yamashita, 2013). Previous studies investigating the effects of ER on language learning revealed that it contributes to various skills including reading, writing, vocabulary, and grammar learning significantly (Al-Mansour & Al-Shorman, 2014; Bell, 2001; Chen et al., 2013; DoHuy et al., 2006; Mason, 2003; Rahmany et al., 2013; Savaş, 2009). More importantly, it was demonstrated that exposing learners to regular ER programs encourages and motivates them to read in English (Arnold, 2009; Rodrigo, et al., 2014). The positive impact observed as a result of ER is usually associated with the principles of ER which allow learners to read materials relevant to their interests, relatively easy to read, and to follow their own pace (Day & Bamford, 2002) as an alternative to exposure to pre-selected, restricted, and graded reading, which discourages learners from reading (Asraf & Ahmad, 2003).

Although ER has been an effective solution for EFL learners and teachers for a long time, as a result of the technological advances which impact the way people live and learn in every aspect, it has become inevitable for ER to transform drastically. Learners are digital learners now, and they carry out all activities including learning on the Internet. Consequently, rather than giving language learners heavy, outdated texts, providing them with online materials is much more convenient and efficient. Thus, Online Extensive Reading (OER) emerged to fulfil the expectation of a contemporary and brand-new reading experience. OER is simply defined as a version of ER with a change of the platform since OER is carried out through e-readers on a screen instead of paper-based graded readers (Pino-Silva, 2006). With the affordances OER brings along, readers can quickly and easily access an infinite supply of extensive reading resources online. E-books, journals, stories from the news, and blogs can all be included in this list of resources.

Considering the effects of online extensive reading, a good deal of research was conducted, and it was revealed that OER has a positive impact on language learning. Cote and Milliner (2015) and Bui and Macalister (2021) observed improvements in learners' reading comprehension, reading speed, reading frequency, and reading amount after OER exposure. Besides, it was revealed that learners' motivation to read increased significantly in addition to improvements in grammar thanks to OER programs (Puripunyavanich, 2021; Zhou & Day, 2021). Advancement in writing was also monitored at the end of the longitudinal studies on OER (Lee, 2014; Namaziandost et al., 2020). Moreover, Alavi and Keyvanshekouh (2012) and Yılmaz (2014) conducted studies investigating the effects of OER on vocabulary, and it was discovered that learners showed progress. Lastly, students improved their listening and speaking skills through it (Permatasari et al., 2020; Smadi & Al-Zawahreh, 2013).

In addition to the studies investigating the effects of OER on language learning, there are also some studies focusing on the challenges of OER with regard to its difficulties for both learners and teachers. Regarding learners, the main issues raised by students enrolled in OER programs include eye discomfort brought on by prolonged screen time, technical issues with OER

platforms, and distraction from online notifications (Puripunyavanich, 2021). Eyestrain brought on by prolonged exposure to a screen is frequently highlighted in research as one of the major difficulties of extensive online reading (Bui & Macalister, 2021; Cote & Milliner, 2015; Puripunyavanich, 2021). Students frequently experience technical issues such as system faults, glitches, login issues, and connection cut-offs in addition to eye fatigue. Also, students might be more prone to get distracted by frequent notifications and pop-ups when reading on a screen because there are more stimulators present than in a book. Busy schedules, exam-focused educational systems, technical issues, a lack of student enthusiasm, language competency, and understanding of OER are the top challenges that teachers face (Howarth & Bollen, 2020; Huang, 2015; Macalister, 2010; Trykacz, 2019). Although almost all of the teachers are satisfied with how OER helped their students' language development, there are still some teachers who are concerned about integrating it into English curricula for a variety of reasons. Most of the technical issues with OER platforms like Xreading and Mreader were brought up by teachers who used OER in their curricula. Also, because of their busy schedules, instructors struggled with time management. Teachers have concerns about the use of OER since it adds an added strain to their workload in terms of observations and assessments. The final factor that affected teachers' motivation was their low level of awareness about ER principles and effects (Macalister, 2010).

Despite the research on the effects and challenges of OER on language learning and students' attitudes towards it, the number of studies on teachers' perceptions of OER is quite limited. One of these studies was conducted by Howarth and Bollen (2020). In their study, at the end of an OER program integrated at Sojo University, the perceptions of nine teachers were examined. The results indicated that teachers view ER as a useful instrument for helping students learn languages and as a positive factor in their growth. The lack of student motivation and skill, however, made them hesitant to incorporate it into the curriculum. Paper-based graded readers were assumed to perform better than Xreading when taking into account OER (Xreading platform), mostly due to technological issues. Nonetheless, educators also had favourable opinions of OER in general and saw its potential to someday be a superior alternative to extensive reading on paper. Zhou and Day (2021) carried out a similar study, and all of the teachers held favourable perceptions of OER. Because the teachers were all M.A. or Ph.D. graduates who had studied principles of L2 reading and had teaching experience, the researchers believed that the reason for the teachers' positive opinion may be due to their theoretical knowledge of the benefits of ER.

The study of Aghar et al. (2022) examined the Arabic version of the M-reader designed for the OER program to evaluate the perceptions of the teachers with regard to its effectiveness and difficulties. The findings of the study showed that educators were well aware of the advantages of ER practice and how it helped students' language competence. They admitted that there were problems, such as the students' lack of time and interest in reading as well as their failure to read on their own. Also, the teachers mentioned challenges in evaluating OER practices and promoting reading among students, particularly when OER is provided as a stand-alone course rather than as a part of the curriculum.

Lastly, Puripunyavanich (2022) designed a study on the OER program implemented in Thailand. The study aimed to explore the perceptions of instructors considering OER in general, the challenges they encountered, and suggestions for improvements to the program.

The results demonstrated that the majority of the teachers shared the same opinions about how effective ER is at helping students' reading and English skills. Although some students complained about the interface and technological concerns, teachers thought the system was highly practical and user-friendly. The range of reading materials, the independence granted to the students, and the automated system also satisfied the teachers. The participants offered the following suggestions for future OER programs: educating students about the advantages of OER, keeping track of their development, scoring their reading to enhance students' engagement, teachers serving as role models for reading, holding class discussions to encourage students to discuss what they read, and attempting to set objectives.

As can be seen from the previous studies, examining and understanding teachers' perceptions of OER programs is of paramount importance because the results provide significant insight into the inclusion of OER in various contexts. Since instructors have a vital role as leading OER practitioners, their understanding and opinions are two key elements that influence how they teach. Therefore, understanding how instructors view OER may help us understand the absence of OER programs in Turkey and how EFL teachers perceive OER inclusion in ELT curricula. Also, investigating instructors' perceptions of the impacts of OER presents valuable results considering the perceived efficiency of OER and more importantly instructors' motivation to implement it.

As a result, the current study aimed to investigate the OER perceptions of EFL instructors working at schools of foreign languages in Turkey. With this respect, the present study sought to answer the following questions:

> ➢ What are EFL instructors' perceptions of the effects of OER on language learning?
> ➢ What are EFL instructors' perceptions of the challenges of OER inclusion in higher education in Turkey?

Method

This article is based on two sections of the findings of an MA thesis named 'Online Extensive Reading: Perceptions and Practices of EFL Instructors'. 181 EFL instructors employed by various governmental, private, and foundation universities in schools of foreign languages in Turkey consisted of participants of the thesis. Only the voluntary teachers took part in the study, and the personal information of the participants was withheld from publication in the study to guarantee that their privacy would be maintained. During the second stage of data collection, 10 voluntarily participating EFL instructors out of the 181 total participants were interviewed.

Data Collection

Two types of data, both qualitative and quantitative, were gathered for the thesis. The researcher adopted and altered an online questionnaire for the quantitative data, and in the qualitative phase of the study, a semi-structured interview was created and used. Regarding the ethical issues, the required permits were received for both of the data-gathering procedures.

The researcher adopted and redesigned a questionnaire with 70 items and 5 sections to serve as the data collection tool for the quantitative data. For this study, only two sections (3 and 5) of the questionnaire were used. The researcher revised the items in the third section, which was adapted from Tezdiker (2007) and Waring and Husna (2019). 17 items aimed to investigate the ways OER impacts language learning and language skills. The fifth section was

modified from the studies of Megniste (2011) and Waring and Husna (2019). The purpose of the 10 items in this section based on OER challenges and difficulties was to learn how instructors perceived potential obstacles to OER inclusion in EFL classes. Also, expert review, content validity, and face validity were all used to confirm the questionnaire's validity and reliability. Initially, three ELT experts and two statisticians examined the questionnaire to declare their professional opinions on the items' relevance and clarity to eliminate the items that were unclear, ambiguous, or irrelevant. Certain changes were made as a result of the feedback taken from the experts.

In order to learn more about the instructors' opinions of OER and their teaching methods, semi-structured interviews with the volunteers were conducted after the questionnaires. For this part of the study, the researchers prepared 10 open-ended questions for the interviews that were conducted with 10 instructors. The EFL instructors' thoughts and ideas regarding OER and their OER activities were investigated through these questions which enabled them to reflect on their perceptions. As pilot research to ensure that the questions do not perplex the participants or lead to any misconceptions, semi-structured questions were asked in advance to 4 experts for validity and reliability. After reviewing the questions, the necessary adjustments and modifications were made.

Data Analysis
Because the current study used a mixed-method design, both quantitative and qualitative analyses were performed. Initially, frequencies and percentages were calculated to gain a general understanding of teachers' perceptions of the effects of OER on language learning. The next section sought to reveal the instructors' perceptions of the challenges of OER implementation. Thus, frequencies and percentages were calculated based on their responses to three Likert scale items.
The semi-structured interviews, which were conducted in English, involved ten teachers. The researcher verbatim transcribed the interviews after they were recorded. The transcriptions were then examined in light of the research questions using MAXQDA. The researcher was able to conduct a full analysis of the data thanks to the many features of MAXQDA, including visualizing and methodically analysing the transcriptions to yield themes, categories, and codes. Hence, the analysis of the qualitative data produced a number of themes, categories, and codes.

Findings
This section presents the findings of the study regarding the instructors' perceptions of the effects of OER on language learning, and their perceptions of the challenges pertaining to OER implementation. The findings obtained from the quantitative data are presented in the table below and they are supported by the excerpts from the qualitative data.

Table 1. Frequency of the EFL Instructors' Perceptions of OER Effects on Language Learning

Effects of OER		f	%
1. recycle and consolidate the language learned in textbooks.	Disagree	1	0,6
	Neutral	10	5,5
	Agree	170	93,9
2. develop a sense of the language by seeing how it flows in its natural context.	Disagree	0	0,0
	Neutral	0	0,0

		Agree	181	10,0
3.	become effective readers by going from the word-by-word level to the idea-by-idea level of reading.	Disagree	6	3,3
		Neutral	9	5,0
		Agree	166	91,7
4.	build a lifelong habit of reading and learning.	Disagree	1	0,6
		Neutral	18	9,9
		Agree	162	89,5
5.	build confidence, motivation, enjoyment, and a love of reading.	Disagree	0	0,0
		Neutral	13	7,2
		Agree	168	92,8
6.	improve reading speed and reading fluency.	Disagree	0	0,0
		Neutral	6	3,3
		Agree	175	96,7
7.	improve their reading comprehension ability.	Disagree	0	0,0
		Neutral	6	3,3
		Agree	175	96,7
8.	use the reading strategies they learn in class.	Disagree	0	0,0
		Neutral	17	9,4
		Agree	164	90,6
9.	improve their grammar knowledge	Disagree	9	5,0
		Neutral	28	15,5
		Agree	144	79,6
10.	learn new grammatical structures through the careful analysis of the language of the text.	Disagree	12	6,6
		Neutral	28	15,5
		Agree	141	77,9
11.	build their vocabulary.	Disagree	0	0,0
		Neutral	2	1,1
		Agree	179	98,9
12.	learn new words incidentally	Disagree	0	0,0
		Neutral	4	2,2
		Agree	177	97,8
13.	improve their speaking skills	Disagree	34	18,8
		Neutral	54	29,8
		Agree	93	51,4
14.	express their opinions orally on various subjects easily.	Disagree	19	10,5
		Neutral	56	30,9
		Agree	106	58,6
15.	be less dependent on dictionaries while reading.	Disagree	8	4,4
		Neutral	20	11,0
		Agree	153	84,5
16.	enhance their writing skills in general.	Disagree	11	6,1
		Neutral	38	21,0
		Agree	132	72,9
17.	improve their listening skills	Disagree	55	30,4
		Neutral	67	37,0
		Agree	59	32,6

The table above demonstrates the perceptions of the EFL instructors regarding the effects of OER on language learning. As can be seen in the table, in general, the instructors held considerably positive perceptions considering the relationship between OER and language

learning. In light of the findings, it was revealed that the instructors believed that OER enables students to experience language in an authentic context. Besides, it might be assumed that the OER helps learners to have a habit of reading and improves their reading speed and fluency. Also, the instructors strongly believed that OER contributes to the reading comprehension of learners. Moreover, during the interviews, the most frequently uttered impact of OER was on reading. In the following section, excerpts related to the instructors' perceptions can be seen.

> *Students improve their reading, and then they learn more words because they are exposed to authentic language, and I guess it contributes to their general English level as well. (6)*
> *First, they boost students' confidence and motivate them to read more. (4)*

With regard to the effect of OER on grammar, the majority of the instructors held favourable perceptions of it, and they asserted that there is a correlation between OER and grammar competence. They believed that OER helps learners to be exposed to diverse grammatical structures and improve their grammatical competence. In addition to grammar, the majority of the instructors held considerably positive attitudes toward the impact of OER on vocabulary learning. In particular, it was believed that students have the opportunity to enhance their vocabulary knowledge. Also, teachers asserted that OER contributes to incidental vocabulary learning. In addition, the results of the qualitative data demonstrated that the participants thought that OER has a positive impact on vocabulary and grammar respectively, and they articulated their opinions as follows:

> *Students have a chance to learn more vocabulary, and also they can improve their reading skills. (8)*
> *Second, it is good to build vocab and grammar knowledge. (4)*
> *We can learn vocabulary and grammar actually the gap between learning and applying is bridged. (7)*

Moreover, it was believed that OER has a positive impact on speaking and writing skills. The instructors were quite positive about how OER enables learners to develop their writing skills. Also, the instructors asserted that through OER exposure, students might become less dependent on dictionaries. Lastly, it could be concluded that the instructors were not certain about the effect of OER on listening because the distribution referring to listening skills was equal. In contrast to the qualitative data, in the interviews, the impacts of OER on writing, speaking, and listening skills were expressed only once by different participants as can be seen from the following quotes.
> *We could say that it can impact learners' reading fluency and different skills such as writing and vocabulary. (3)*
> *They can see how we can express certain feelings or ideas. They can see for example dialogues, and how we can respond to what somebody says. (5)*

Apart from the aforementioned effects, the instructors who participated in the interviews emphasized the importance of OER in terms of increasing learners' motivation, its contribution to learners' language improvement in general, and their knowledge of various topics.

Table 2. Frequency of the EFL Instructors' Perceptions of OER Challenges

Challenges & Difficulties of OER		f	%
1. lack of materials	Disagree	67	37,0
	Neutral	36	19,9
	Agree	78	43,1
2. number of students	Disagree	34	18,8
	Neutral	52	28,7
	Agree	95	52,5
3. low student motivation	Disagree	5	2,8
	Neutral	22	12,2
	Agree	154	85,1
4. insufficient time	Disagree	16	8,8
	Neutral	27	14,9
	Agree	138	76,2
5. low language proficiency of students	Disagree	36	19,9
	Neutral	36	19,9
	Agree	109	60,2
6. pressure on teachers to conform and complete syllabuses and textbooks	Disagree	11	6,1
	Neutral	13	7,2
	Agree	157	86,7
7. exam-oriented school system	Disagree	8	4,4
	Neutral	13	7,2
	Agree	160	88,4
8. lack of training in OER	Disagree	22	12,2
	Neutral	30	16,6
	Agree	129	71,3
9. lack of technological competence of students	Disagree	74	40,9
	Neutral	30	16,6
	Agree	77	42,5
10. lack of technological competence of teachers	Disagree	47	26,0
	Neutral	37	20,4
	Agree	97	53,6

The table above presents the perceptions of the EFL instructors considering OER challenges. The results indicate that the majority of the instructors agreed with all of the items presented in the questionnaire. In accordance with the findings, the challenges can be divided into three sections: challenges with regard to teachers, challenges with regard to students, and challenges with regard to school systems.

First of all, lack of training on OER appeared as a major drawback for the instructors both in the questionnaire and in the interviews. Also, teachers were concerned about their technical expertise to carry on OER. Lastly, some of the instructors believed that unmotivated teachers are one of the factors limiting OER inclusion. During the interviews, lack of knowledge of OER and lack of the instructors' motivation appeared as the main concerns with regard to difficulties of OER related to teachers. In the excerpts below, the participants' thoughts on this issue are presented.

Teachers are not so knowledgeable about our OER. (2)

> *Teachers that are not motivated to monitor and direct their students. (8)*
> *The technological structure is a problem. (6)*
> *I don't think I will be a good guide for my students in terms of OER. (4)*
> *The main problem is teachers' motivation. (5)*
> *I guess the teachers lack information. (6)*

In addition, low student motivation was uttered by almost all of the instructors as the biggest setback towards OER. Besides, the instructors were worried about the proficiency level of their students. The majority of them thought that their students are not proficient enough in English to involve in OER programs. Also, for the item regarding the students' technological competence, while some of the instructors believed that it is a problem, some do not. Additionally, in the interviews, the instructors mentioned that students lack the motivation to join OER programs, and they believed that certain problems with the absence of technological equipment might arise.

> *The problem is students' motivation. (1)*
> *The accessibility to online platforms for all students can be challenging. (3)*
> *We don't have proficient and motivated learners. (8)*

For challenges related to school systems, most of the participants considered that the crowded classroom is a problem for OER implementation. Also, they believed that they do not have enough time to carry on OER, implying that they have busy schedules and that they are under pressure to follow syllabuses and textbooks, which means they are not independent enough to include extra activities such as OER. In addition, exam-oriented systems are considered to be an important problem because they complicate OER implementation. Finally, the lack of materials is another perceived challenge of OER for EFL instructors. Moreover, the qualitative data revealed that the instructors highlighted their concerns about the workload they have and time restrictions.

> *I don't think that I have enough time to encourage students to read and prepare those materials for students. (4)*
> *It is time-consuming to choose the appropriate materials. (4)*
> *We always have to depend on our textbooks. (7)*

Conclusion and Discussion

The findings of the study are discussed under two categories; the effects of OER and its challenges. First of all, pertaining to the results, it was revealed that the most prominent perceived impact of OER was observed in the development of reading skills such as reading comprehension, reading speed and fluency, use of reading techniques, being active readers, and becoming lifelong readers. In parallel with the present study, Waring and Husna (2019), Puripunyavanich (2021), and Tien (2015) asserted that the teachers in their studies emphasized that OER contributes to reading skills significantly by enabling them to exploit several opportunities to improve their reading proficiency. Besides, the examination of how OER affects language learning revealed that the instructors believed that OER has a significant impact on students' language proficiency. In accordance with this, the studies conducted by Puripunyavanich (2022) and Al Aghar et al. (2022) also indicated that the teachers in their studies had favourable perceptions of the effects of OER on language proficiency in learners.

In addition to language proficiency, one of the key themes that emerged from the interviews was the belief that students are exposed to a more real form of language through OER. Supporting this finding, exposure to language in its natural context appeared as one of the major advantages of ER, in Firda et al. (2018). The instructors' favourable opinions might stem from their understanding of the effects of reading skills and language learning. In other words, it is not unexpected that EFL teachers assessed the correlation favourably because they had the necessary understanding of the connection between language acquisition and language skills. The participants also perceived OER as a motivational instrument for students to enjoy reading and to read more as a result. The perception of the participating teachers in ER's ability to boost student motivation was also identified by Firda et al. (2018). This positive impact could be attributed to the alignment between students' interests and the reading materials that ER allows students to read. Moreover, in line with the findings of Waring and Husna (2019) and Trykacz (2019), the participant teachers in this study also considered that one of the most important effects of OER is vocabulary development. The participants also believed that OER had an impact on grammatical understanding, and they thought that OER practice helps learners become more proficient in grammatical competence. Congruent with this, improvements in grammatical knowledge were noticed in students who took part in OER projects in Zhou and Day (2021) and Puripunyavanich (2021). Besides, the examination of the impact of OER on writing demonstrated that the instructors believed that OER contributes to writing skills. The study is consistent with Trykacz (2019), in which the teachers also had favourable opinions of how ER affected the writing competence of learners. Lastly, there was no consensus considering the instructors' perceptions of the effects of OER on listening and speaking. This might be based on the understanding of the correlation between speaking and listening skills. In other words, these two skills are generally utilized to foster one another, and reading is not associated with them.

In this study, contrary to the study of Puripunyavanich (2022), which revealed that the teachers encountered no difficulties regarding OER implementation, the participants of the present study foresaw several challenges. However, the fact that the participants of this study anticipated these challenges without any experience with OER should not be ignored. Thus, when they actively participate in OER programs, they might not face any difficulties, or they might encounter different challenges than they stated in this study. Considering the challenges related to students, aligning with the current study, in the study by Howarth and Bollen (2020), the participant teachers believed that low student proficiency was a major problem for OER programs. In contrast to the opinions of teachers who desire more proficient students to join OER programs (Howarth & Bollen, 2020), and thus believe that their students are not appropriate for OER might be mistaken because OER truly benefits students of all levels, after all. In addition, the same number of instructors agreed, disagreed, or were neutral about students' lack of technological competence. This may suggest that some instructors have students who are technologically adept while others may have learners who have less access to technology. The socioeconomic diversity of Turkey, where some students have numerous opportunities to utilize technology while others have very restricted access, may in fact be the underlying cause of this condition. Also, resonating with the current study, low student motivation appeared as a drawback for teachers in the studies of Trykacz (2019) and Tien (2015). The underlying reason for the lack of motivation of students might stem from today's non-reading culture (Bowman, 2017). For the majority of learners, reading may seem like a chore because they prefer to learn quickly and with the most minimal effort possible. Thus, getting them to read might be rather difficult. Moreover, to urge students to read more,

we first need to motivate them to engage in OER, however, learners' motivation is a prerequisite for ER. As a result, it is like a vicious circle. Students must be motivated to read, though, if we want to encourage them to use OER.

For the challenges regarding the instructors, the majority of the participants identified the lack of technical competence of teachers as a problem, and it is a quite striking result that the instructors had doubts regarding their technological proficiency despite the fact that most of them were quite young (under 40). Therefore, a lack of technological competence on the part of the instructors might suggest that they need further assistance with web-based tools regardless of their age. Additionally, low teacher motivation highlighted by the instructors in this study seems to depend on two main reasons; busy schedules and lack of knowledge. Thus, when the problems with the schedules and lack of training, the instructors will probably be more motivated towards OER. Also, a lack of motivation was considered to be a challenge by the teachers in Waring and Husna (2019). In their study, the teachers were hesitant to implement OER due to the unwillingness they expect from their institutions and their lack of knowledge. As asserted by the instructors, one of the most important challenges for OER integration is that the instructors believed that they are not knowledgeable enough to design and carry on OER programs. In parallel with this, the teachers in the study of Waring and Husna (2019) also emphasized their lack of training on OER. However, despite the instructors' lack of knowledge of OER, their perceptions of the effects of OER were rather positive. This conflict might be explained by the instructors' knowledge of reading and its effects on English language learning in general. Moreover, it is possible to claim that there is an obvious gap in the field of English Language Teaching Education (ELTE) in terms of OER training.

Regarding the system-related challenges of OER, time constraints of teachers were highlighted by the majority of the instructors in accordance with the study of Tien (2015), in which the teachers were worried that they did not have enough time for OER inclusion. Also, the instructors were concerned about the role of OER in their curriculums which are mostly based on exams similar to the perceptions of the teachers in Huang (2015). The concern of the teachers about exams could be due to the lack of knowledge of OER because by its nature OER does not require exams or tests that might discourage learners. Additionally, pressure to follow syllabuses and textbooks was another problem acknowledged by the instructors in line with Firda et al. (2018), in which the participant teachers were reluctant to integrate OER because of their busy teaching programs. Along with the aforementioned challenges considering the system of schools, it might be concluded that the instructors are hesitant to utilize it in their classes because they already have overwhelming schedules that limit their potential to enhance the way they teach. At that point, policymakers and administrators should share the responsibility to alleviate the workload of the teachers. Lastly, the problem that the instructors anticipate about the materials is another factor that indicates their lack of knowledge of OER because there are various websites and applications that are specifically designed for OER programs, and they offer online graded readers and follow-up activities which enable both learners and teachers benefit from OER and monitor their progress closely.

All in all, in light of the results of the study, it was revealed that although the instructors are well aware of the advantages of OER on language learning, they have certain concerns with regard to OER implementation at their institutions. It might be concluded that if the problems that the instructors mentioned can be solved, the number of instructors who employ OER practices is likely to increase. Moreover, proper education on OER for both pre-service and in-

service teachers must be provided for the appropriate and common utilization of OER in order to motivate learners to read more in English.

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