The Effect of an Online Extensive Reading Instructional Program on Jordanian Eleventh Grade Students' Proficiency in English

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Abstract

This study aimed at investigating the effect of an Online Extensive Reading (hereafter, OER) instructional program on Jordanian secondary stage students' proficiency in English. It also aimed at detecting the students' opinions towards the OER program in terms of its effect on their proficiency in English. A sample of two intact Eleventh grade sections from King Abdullah the Second School for Excellence was selected; one section was assigned as an experimental group, the other as a control group. The quantitative findings of the test revealed that the mean scores of the experimental group's English proficiency were significantly higher than the mean scores of the control group, particularly in writing, speaking, vocabulary, reading comprehension and listening due to the teaching methodology. The findings of the test did not reveal any significant difference in the students' grammar proficiency ascribed to the intervention variable. Further, the results of the questionnaire revealed that the respondents were appreciative and pleased with the efficacy of the OER program. This result was also supported by the qualitative findings of the interview.

Keywords: Online Extensive Reading (OER), English proficiency, Jordanian secondary stage students

Introduction and Background

It is noteworthy to admit that the focus on reading as a crucial skill in human being's life is not a new proposition since it can be traced back in the holy Qura'n 1434 years ago where Allah says in Surat Al-'Alaq, which is considered the first Sura revealed to our prophet Muhammed (PBUH): "Read in the name of your Lord who created. He created man from a clot. Read and your lord is most honorable, who taught (to write) with the pen. Taught man what he knew not." Through these sacred verses, it can be noticed the high status reading occupies and captures among the other learning skills. Thus, it is logical to consider ER one of the main paths to improve first, second or foreign language learners' proficiency (Al-Homoud & Schmitt, 2009; Alkhawaldeh, 2011).

Many specialists stress the effective role ER can play in improving and developing students' language skills in various dimensions (e.g., Day and Bamford, 2002; Hedgcock & Ferris, 2009; Krashen, 1985; Lee, 1995; Nuttall, 1982). Most researchers (e.g., Al-Homoud & Schmitt, 2009; Hafiz & Tudor, 1989; Soliman, 2012) defined ER as a procedure or an approach through which the students are exposed to a great deal of appealing materials for the purpose of pleasure, knowledge or both. More importantly, Day and Bamford (2002) not only came up with a new definition for ER but also developed a set of principles based on them most if not all ER programs (e.g., Al-Ananzeh, 2010; Byun, 2010; Hung, 2011; Tamrackitkun, 2010; Tignanelli, 2007). According to Day and Bamford, ER is defined as "a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text" (p.137).

Renandya and Jacob (2002, p. 25) revised Day and Bamford's (2002) 10 ER principles raising the importance of monitoring the students' work by stating that "Teachers and students should keep track of students' progress". By adding such a distinct feature to ER program execution through which the students are supposed to get feedback concerning what they read, write and report either in the classroom or outside the classroom, it seems apparent that consistent work by various researchers have been exerting to bridge the gaps which really do exist in the tents and mechanism of execution. By so doing, teachers and educators can devise various feedback and assessment techniques to monitor their students' progress in the target language.

Other researchers (e.g., Al-Othman, 2003; Hung, 2011; Silva, 2009) addressed ER from another point of view taking into consideration the pervasive use of the Internet and its effect on the target students' English language learning. Furthermore, other researchers (e.g., Coiro, 2012; Hui-jo, 2011) discussed the importance of using technical applications and facilitating procedures such as the electronic log, journals, portfolios, and the like for the sake of developing and encouraging EFL learners to learn and acquire the target language through reading extensively.

Coiro (2012) introduced a paper, entitled "Digital Literacies" through which he elucidated the students' perceptions toward the Internet usefulness, the positive dispositions or attitudes toward reading on the Internet, and how educators can measure and characterize these dispositions in ways that may inform teaching. Through

the surveys that had been developed to gather data, Coiro found that many students are willing to endure the challenges and difficulties of online reading since they have a strong belief concerning the effectiveness of the Internet as a valuable, useful, and engaging means. In the same vein, Silva (2009) affirmed that reading through the Internet helps students not only learn new vocabulary incidentally, enhance students writing ability but also it works as an instrumental machine for constructing pedagogical options for the students.

Another proposal suggested by Hui-jo (2011) is to make a combination of ER and writing blogs as a matter of decreasing second or foreign language learners' anxiety and enhancing their performance in reading and writing. Several scholars (e.g., Abu- Rabia, 2004; Sellers, 2000) have proved that when second language learners have higher anxiety in second language learning, they tend to have weak performance in reading and writing. To that end, Krashen (1985) particularly in his filter hypothesis, assured that the more affective filter is low the better language acquisition is possible. On the basis of this correlation between anxiety and performance, it seems necessary for language instructors to create a low-anxiety environment for their students to learn and upgrade their reading and writing proficiency. According to Hui-jo (2011), using the innovative practice by allowing and encouraging students to complete the post reading activities through blogs instead of paper and pencil plays a crucial role in developing reading and writing skills.

By the same token, Brown, Waring, and Donkaewbua (2008) proposed another form of ER which is based on reading while simultaneously listening to an audio recording, transcribed You-tubes, or even to a teacher reading aloud. They maintained that learners who use this strategy are likely to develop their overall language proficiency, particularly listening comprehension, as well as the ability to acquire a greater sense of the rhythm of the language which in turn can help learners to read and listen in meaningful sense.

Paradigm shift of literacy

The use of technology especially in the 21st century has become widely pervasive by learners who have frequent contacts with various technological devices. They send emails and text messages, make chatting, use mobile phones, iphones, ipads, facebook, twitter and the like. The major premise behind this exploration is that learners nowadays live in a different environment that requires them to deal with a different means for knowledge acquisition and learning. Indeed, their ability to access various modes of resource interaction full of varied types of texts has changed the nature of traditional literacy. Hung (2011, p. 12) voiced out this fact by stating that "[S]tudents today interact with multimodal texts that are different from traditional linear printed texts in that meanings are conveyed through a combination of modes, such as written words, spoken language, still pictures, and moving images."

Since technology provides a plethora of options to enhance students' learning in general, why would an educator resort totally to traditional methods of instruction paying little or no attention to the modern technology? Actually, technology plays an increasingly important role in our current lives because it has become a necessity in our daily interaction and communication especially in the academic contexts. Technology enables teachers, especially if it is used properly, to transform lessons and the target material from being static in textbooks into dynamic and alive one. For example, if a teacher of the English language had a lesson about sports, adventures, accidents and the like, it would be much beneficial and comprehensible for students to be exposed to active technology, like You Tube, Videos, Live interviews and others than using static pictures and data used in textbooks.

Statement of the Problem

In spite of the fact that Jordanian students spend a long period of time (12 years) learning English as a foreign language, research findings have led to the conclusion that an obvious weakness is still marked in the students' English proficiency (e.g., Abu-Ghazaleh & Hijazi, 2011; Al-Jamal, 2007; Rababa'h, 2005). On the basis of several studies reported in the related literature, the use of ER for improving second and foreign language proficiency has proved its effectiveness. Most of those studies, however, have attempted to investigate the effects of the printed extensive reading (henceforth, PER), and few have addressed the effect of the OER. Therefore, this study attempts to investigate how OER may contribute to the development of EFL Eleventh grade students' proficiency in English.

Research Questions

This study attempts to answer the following questions:
1- Are there significant differences in the mean scores of the students' proficiency in English due to the teaching methodology?
2- What are the students' opinions concerning the efficacy of the OER program in developing their proficiency in English?

Significance of the Study

The importance of this study resides in the following areas:

1- This study may hopefully contribute to the process of teaching and learning English by shedding more light on the importance of integrating the modern technology, especially the Internet in language learning.

2- This study may also help those persons who are in charge of designing and developing the EFL curricula by infusing these curricula with adequate doses of ER materials.

3- Unlike the other studies that examined the effect of ER on students' language learning by focusing on specific areas without giving attention to other ones, the current study can be used as a basis for other researchers since it addresses the impact of the OER on students' proficiency addressing the main macro and micro skills (listening, speaking, reading, writing, grammar and vocabulary).

Operational Definitions of Terms

Extensive Reading: It is a methodology through which students are exposed to varied simplified and authentic materials of different genres in vast amounts for enjoyment and knowledge. It is supposed to be based on a shared accountability between the teacher on the one hand and the students on the other hand to promote and develop English language learning and proficiency as well as to guarantee the students' commitment throughout the program execution. Both teachers and learners complement each others' work in a cyclical operation in terms of material selection, reading commitment, reflection, follow-up activities, and assessment tools.

Online Extensive Reading Program: It is a web-based instructional program whose main purpose is to attract the students' attention to the importance of reading extensively as well as to develop their proficiency in English through the four language skills integration. The content of the ER material is displayed in various modes such as written words, oral language, and moving images which is presumed that they enable the learners to achieve better comprehension of verbal and nonverbal information due to the interaction of the eyes, the screen, the texts and other technical facilities.

Language proficiency: The framework of the target language proficiency of this study lies in the General Guidelines and Specific Outcomes which were prepared by the English Language National Team under the auspices of the Jordanian Ministry of Education (2006). According to these Guidelines, there are some general and specific outcomes concerning each language skill students are expected to achieve by the end of the secondary stage. The required proficiency at this level resides in accomplishing the desired outcomes in the following: listening, speaking, reading , writing, grammar and vocabulary.

Limitations of the Study

1- The study is limited to the Eleventh grade female students at King Abdullah the Second School for Excellence in Ajloun and Irbid, so the results are not to be generalized to students studying at different contexts except for similar ones.

2- The study is also limited to the prospected proficiency that the Eleventh grade students are expected to attain by the end of the secondary stage as prescribed by the General Guidelines and Specific Outcomes (2006).

Literature Review

It should be noticed that most of the studies that investigated the effect of ER in the EFL contexts have focused mainly on the PER materials, without paying much or even adequate attention to OER materials, especially in the Arab World. In line with this, the researchers did not find except very few related studies to this topic of research. Only one study was conducted in an Arab context while the other studies were internationally carried out. Al-Othman's (2003) study is considered one of the examples that clearly promotes utilizing the modern technology, specifically the Internet to read extensively for the purpose of developing EFL learners' proficiency level. In her study, Al-Othman examined the relationship between online reading speed rates and performance on proficiency tests. Twenty five participants volunteered to participate in her study who were students in an EFL course at a private center in Kuwait. She implemented two tests, an online speed reading test and a simulated TOEFL (Test of English as a Foreign Language) Reading Subtest. The main finding of her study revealed a strong correlation ($r = 0.92$) between reading speed and performance on the Reading Comprehension subtest of Computer-Based Test (CBT) of TOEFL. Al-Othman suggested at the end of her study that reading online is likely to increase reading speed, and a higher speed of reading on computer screens can have positive effects on computer-based reading comprehension tests.

In a similar line of research, Hung (2011) investigated the effect of the Internet as a means to read extensively on Taiwanese undergraduate EFL students' English proficiency. Three groups, two experimental and one comparison, were asked to read various fictions. Both experimental groups were asked to read fiction stories as a genre of ER but in different means. Three types of statistical analysis tests were conducted: the analysis of covariance (ANCOVA) test whose results indicated equally significant improvement in English proficiency in

the experimental groups but not significant change in motivation for reading across all three groups; the multiple regression test whose results suggested that the ER of either linear or multimodal text predicted English proficiency; and the chi-square test whose results did not reveal significant association between extensive reading and application of several reading strategies.

Similarly, Coertze (2011) investigated ESL students' reading engagement and language output in selected online environments. It aimed to examine how communicative tasks presented in Google Docs and blogs affect ESL students' engagement with the reading texts and tasks as well as how the language output generated by the students in these environments differ in terms of the quantity and quality of their contributions. The treatment lasted for three weeks using blogs, interviews and ethnographic field notes to record students' contributions in whole class discussions and their engagement behavior during text reading as well as during task completion. The findings of the study revealed that several benefits for the incorporation of these environments in the reading classroom and it is therefore argued that the high and intermediate students seem to have benefited from the incorporation of these computer-mediated communication (CMC) environments. It also revealed that the students seemed to be more engaged in the online activities.

Rentas (2011) explored the effects of utilizing hypertext technology in improving the English language learners' reading comprehension. For that purpose, she gathered, examined, and interpreted eleven empirical, refereed journals whose focus was directly on electronic text and reading comprehension. These documents were examined utilizing an extensive constant comparative analysis. The findings of her study indicated that the English language learners were able to interact with the electronic text, construct knowledge, and improve reading comprehension. Additionally, more than half the studies reported significant positive findings regarding electronic text reading. Participants interviewed in the research studies clearly enjoyed reading in a digital format with access to electronic aids and wished for more of the same experience.

Concerning the participants' attitudes to and opinions of the effectiveness of ER in developing learners' proficiency in English, it was found by Haider and Akhter (2012) that though the teachers of Bangladesh had positive attitudes and tendencies towards the benefits of ER in their classroom as an effective means for developing their students' proficiency in various aspects of English, the techniques they followed encouraged and promoted the Intensive Reading (hereafter, IR) approach. In addition, it was found that even those who pretended the use of ER approach in their classrooms did not follow the best practices. For example, some of those teachers did not use suitable material, others did not ask students for any kind of feedback concerning what they read i.e., they did not use follow-up activities to monitor their students' work. Another evidence that shows the negligence of using follow-up activities in ER programs comes from Hafiz and Tudor (1989, p. 4) who defined ER as "the reading of a large amount of material in the second language over time for personal pleasure or interest, and without the addition of productive tasks or follow up language work". In another study conducted by Camiciottoli (2001) in which he investigated the effect of ER on a group of Italian university EFL students' attitudes towards learning English, it was found that even if frequency of reading in English was quite low, attitude towards it was clearly favourable. More importantly, Coiro (2012) detected a group of adolescents' attitudes toward online reading in which he found that many adolescents are willing to endure the challenges of reading online because they believed the Internet is valuable, useful, and engaging.

After reviewing the existing literature related to the OER, the following issues are worth addressing:

1- The major focus of these studies was on specific aspects or components of the English language proficiency, such as reading comprehension, vocabulary development, vocabulary growth, reading speed, reading rate or fluency, students' attitudes, paying little or even no attention to other language proficiency components, such as speaking (oral fluency), writing, listening, and grammar.

2- Very few studies regarding the OER have been conducted either locally or internationally.

3- The current study is oriented towards the secondary EFL students whereas the reported studies addressed EFL undergraduate and college students.

4- Most of the aforementioned studies used a quantitative approach and adopted global measures of proficiency. That is, few studies used a qualitative approach. Unlike those studies, a hybrid methodology of quantitative and qualitative data collection techniques was devised and used in the current study.

5- Most of ER programs that have been conducted in several language learning contexts focused on reading extensively outside the classroom (e.g., Al Ananzeh, 2010; Burrows, 2012), paying little attention to classroom-based ER. In addition, most researchers who defined and conducted ER on various academic settings did not use follow-up activities as a means for monitoring the learners' progress and development in the target language.

6- Unlike other ER programs that focused mainly on literary texts by resorting to ready-made graded readers without paying adequate attention to other types of genres like the informational texts, the current study used both literary and informational texts as a matter of creating a suitable and an appealing learning atmosphere.

7- Unlike several PER and OER programs (e.g., Al Ananzeh, 2010; Hung, 2011) that took place in class once per week, the participants of the current study were required to read four texts per week, i.e., a text per day.

Methods and Procedures

This section presents the methodology that the researchers used in this study in the following order: the participants of the study, OER material, validity of the OER program construction and its execution, instruments of the study and their validity and reliability, study design and methodology, study variables, data analysis and finally the procedures of the study.

Participants of the Study

Two intact sections of Eleventh grade students from King Abdullah the Second School for Excellence in Ajloun were involved in the current study. One section was randomly assigned as an experimental group whereas the other one was assigned as a control group during the first semester of the academic year 2012-2013.
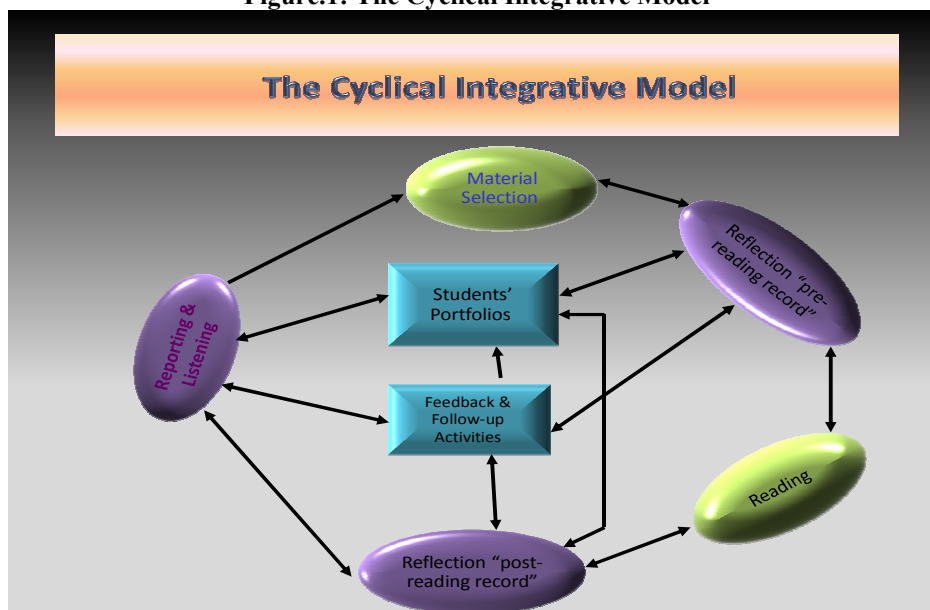
OER Material

In order to guarantee the OER program's success, a set of components and procedures are supposed to be available in advance. One of these components, which is actually considered the cornerstone and the essence of any instructional program, is the material selection. According to Macalister (2008), there is always a risk in selecting a text or a book for another person that they may not like it. Accordingly, a set of criteria were put by the researchers to ensure a successful selection of the material as follows:

1- Meeting the allocated time, i.e., choosing feasible material to be accomplished inside the classroom within the assigned time.
2- Addressing the students' preferences and tastes. To do this, the researchers particularly before embarking on selecting the material took the students' opinions concerning the topics they prefer to read about.
3- Addressing the curriculum's topics, i.e., having relevant topics to those mentioned and prepared to be taught in their formal textbook.
4- Considering the cultural and ethical aspects by excluding the texts that include contradictory scenes or ideas.
5- A blend of authentic and simplified texts/ materials is used in the program. The focus on authentic texts does not imply that we should abandon the use of simplified materials created for instructional purposes. Rather, a blend of the two seems more effective and appropriate.
6- In light of the above criteria, two variables were addressed seriously, the length of the text and the level of easiness and difficulty. Therefore, a wide range of authentic and simplified texts were selected from various online sources and submitted to the validating members who decided their suitability. In fact, several texts were added and others were omitted due to the jury's suggestions.

The Rationale of the OER Program

Based on the related literature especially in terms of what premises and hypotheses have been presented and suggested by various reading specialists and educators, the following proposed model can be used as a demo to show the mechanism that was followed in the OER program construction and execution:

Figure.1: The Cyclical Integrative Model

As shown in Figure 1, it can be noticed that EFL teachers can make use of varied pedagogical premises and principles by combining the best practices that serve their students' purposes. For example, they can employ ER as a means to integrate the four language skills in a cyclical mode as done in this study. In other words, this program encourages and inspires EFL students to acquire and produce the target language simultaneously without focusing or even giving attention to one skill at the expense of the others.
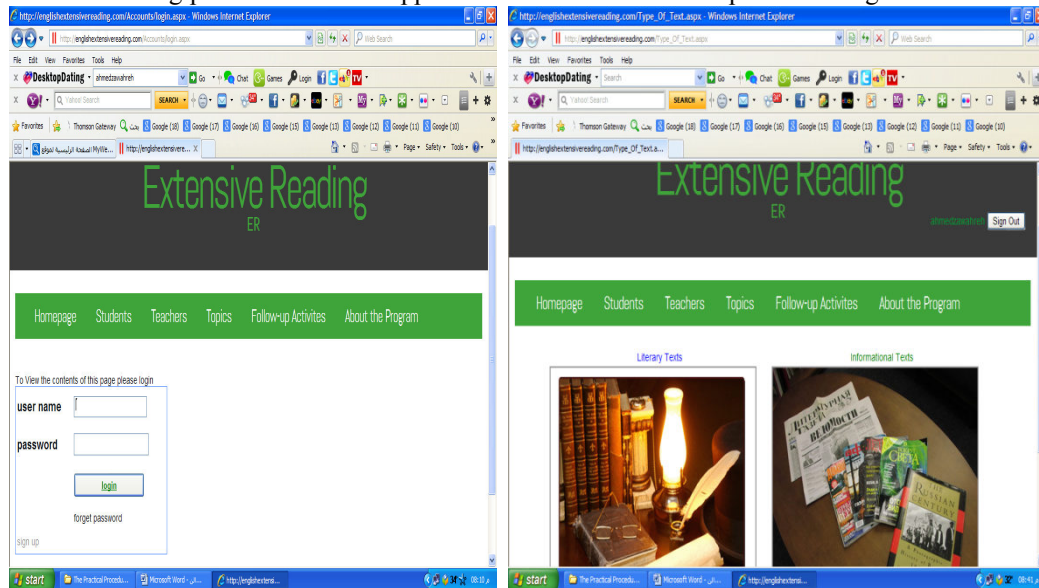
OER program construction

In cooperation with a programmer, the researchers designed an OER program. To design this web-based application program, the following steps and procedures were followed:

1- A special domain was reserved on one of the Internet host services entitled http://www.englishextensivereading.com.

2- Specifying a separate page for each application in order to facilitate the process of transmitting throughout the program. In spite of the fact that a separate page was designed for each application, they all complemented each other. The main applications included in this program were:
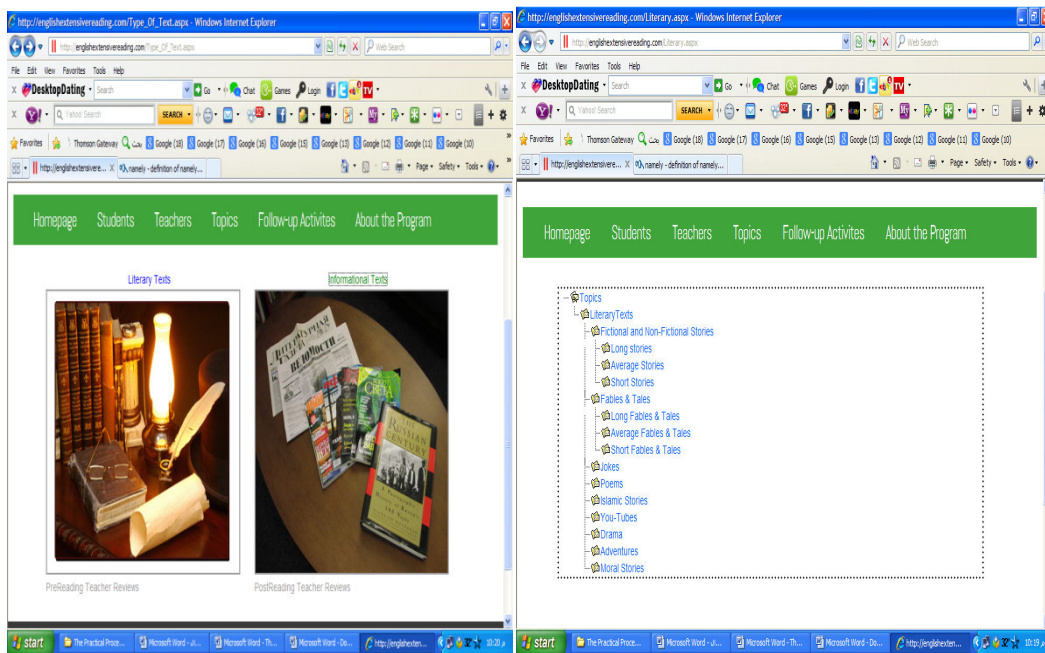
   A- A homepage that encompassed several related pictures to ER as well as some quotations for well-known reading specialists for the sake of attracting the participants' attention to the importance of ER. In addition, this page functioned as the initial application through which the participants could move from one page to another. It included the following icons (applications): students, teachers, topics, and the follow-up activities. The following picture shows clearly what has previously mentioned.
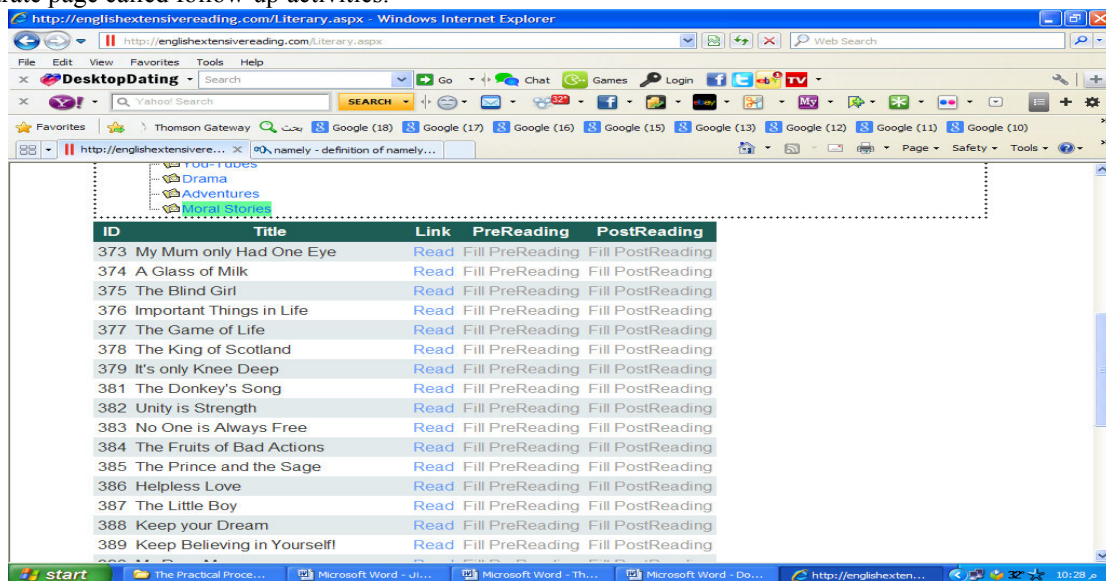
B- A student page through which the participants were first asked to create their own accounts that allowed them to view the content of the online program, particularly the topics, the follow-up activities, and the teacher's feedback concerning their work. In this respect, it is worth indicating that this page also included an online portfolio for each participant to keep up to date with her work and the teacher's comments, suggestions, and feedback. The following pictures show this application before and after the process of log in.
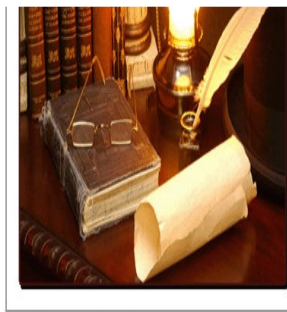

C- A topic page in which two main types of genres were included; the literary and the informational texts. The former contained several subcategories and the included topics in most of these subcategories were classified into three levels in terms of length, i.e., short, average, and long texts. The main subcategories added to this literary section were as follows: fictional and non-fictional stories, fables and tales, jokes, poems, Islamic stories, drama, moral stories and others. The latter contained five subcategories, namely the kid's magazine, Islamic articles, mixed topics, useful articles, local and international news. Under each subcategory of both genres, there were several topics selected and added to the online program in light of the aforementioned criteria. The following pictures show this application more precisely:

D- A follow-up activity page which was, in fact, accomplished through different activities. Some of these activities were integrated in the topic's page such as the pre-and post-reading records in order to keep students closely in contact with their work as well as to help them reflect on what they have read. The pre- reading record contained one general question accompanied with several options that required simple elaboration. In contrast, the post reading record contained several items addressing specific and general aspects of language skills. Other activities such as the quizzes were conducted weekly after reading a set of texts. The latter was displayed on a separate page called follow-up activities.
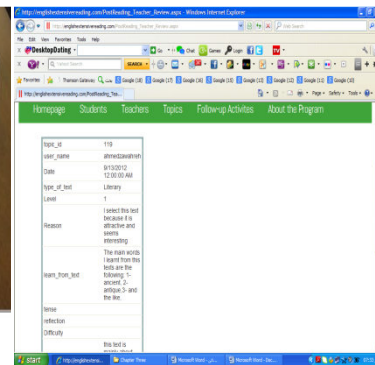

E- A feedback page which was constructed to provide the participants with some suggestions, recommendations, and constructive not destructive criticism concerning their reading, writing, grammar and vocabulary. After each reading session, the students were required to reflect on the texts they read in the classroom, therefore, the teacher's role in this respect as a learning facilitator was to read the students' reflections and provide them with feedback. To access this page, it was purposefully placed in the topics page below the pictures for the purpose of keeping students in direct contact with their work. The following pictures show the position and function of this critical application.
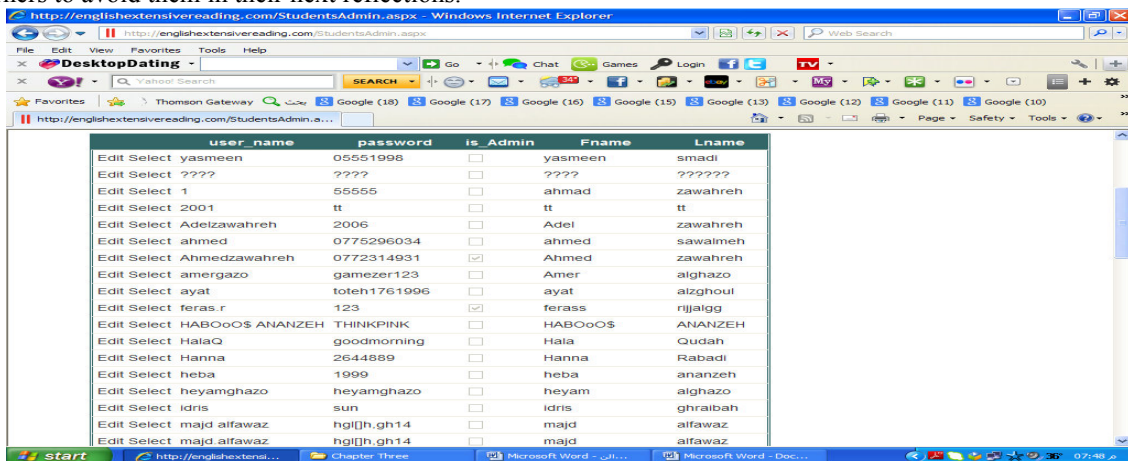
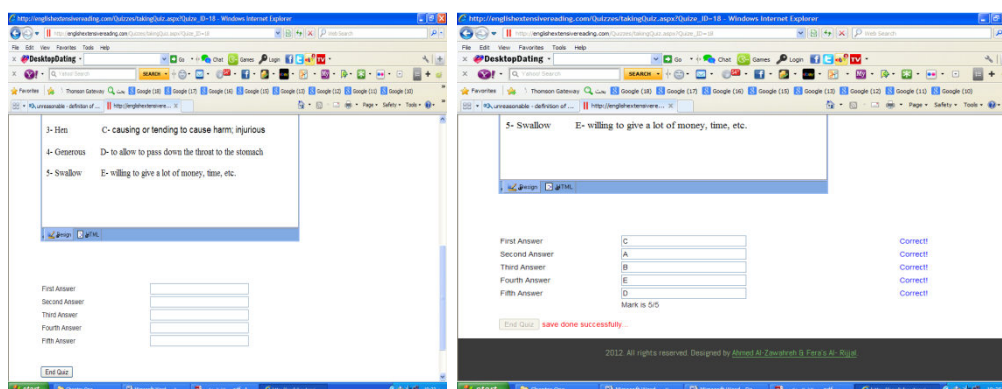PreReading Teacher Reviews   PostReading Teacher Reviews

F- A teacher's page through which the teacher, particularly outside the classroom, goes through the students' work one by one, reading their reflections on the pre-and post-reading records in order to provide them with suitable and encouraging feedback. In addition, relying on the major recurrent errors which the students commit in their reflection throughout the program execution, the researcher devised the quizzes as a matter of helping learners to avoid them in their next reflections.

G- A portfolio page which was constructed in a precise way, i.e., assigning a special portfolio for each participant in order to save their work all through the program execution. In this OER program, the students' portfolios included their pre- and post-reading records, quizzes, drafts of revised versions, teacher's responses, notes, suggestions and others.

H- The quizzes page was constructed for the purpose of helping the participants overcome the recurrent errors they committed in their reflections on the texts they read. These quizzes were designed in a way that enabled the students to answer and get direct feedback. The following pictures give an example of these quizzes before and after the automatic correction.

The Main Procedures Followed in Executing the OER Program

- The researchers started implementing the study by providing the participants of the experimental group with adequate theoretical data and instructions concerning the program, using introduction handouts and PowerPoint presentation prepared by the researcher. In this presentation, the researchers used a data show in order to display illuminating information about the ER programs, including the definition of ER, the benefits of ER, the objectives of the program, varied researched findings and results that demonstrate the effectiveness of ER in different EFL contexts, the material, the schedule that will be used throughout the program execution, the students' role, the teacher's role, the follow-up activities and assignment tools, the procedures…etc.

- The students were also acquainted with the time distribution of their English classes. The duration of the English period for the Eleventh grade students at King Abdullah II School for Excellence is 55 minutes. In order to execute the OER program, the researcher divided the English period into two main parts. The first part (25 minutes) was assigned for teaching the formal mainstream textbook. The last 30 minutes were designated for executing the OER program. Table 1 shows precisely the allocated time for each step.

Table 1: Time Distribution

No.	Time	Task
1.	**3** min.	Text selection
2.	**2** min.	Filling out the pre-reading record
3.	**10** min.	Reading the selected material
4.	**5** min.	Reflecting on the items of the post-reading record
5.	**10** min.	Executing varied follow-up activities closely related to what they have read, including text reporting, debating, role-play acting, feedback discussion etc.

- After that, the participants were required to register for the OER program using their own usernames and passwords, then, they moved to the topic page which included the target material they were required to read in the classroom.

- After selecting the texts, the students clicked on the pre-reading record to justify the reason/reasons behind their selection. Undoubtedly, the main purpose of the pre-reading record was to attract the students' attention towards the selected texts and to engross them indirectly in the process of coming reading. After they finished their reflection, they pressed on the **save** icon found at the bottom of the record whose main function was to transmit their work to the teacher's page and to their special portfolios.

- Then, the students clicked on the reading button and began reading their own selected texts within the allocated time. In this phase, the students were allowed, especially when they were in urgent need for help to ask their colleagues or teacher about the meaning of any new words. In addition, taking time as a crucial part in this phase required and urged students to avoid paying much attention to bits and pieces. Rather, they were encouraged to understand and enjoy the overall meaning of the texts they were reading.

- When students finished reading their selected texts, they clicked on the post-reading record which was constructed to accomplish various objectives ranging from general to specific issues including fluency and accuracy. The following items, for example, were included in the post-reading record as a matter of

addressing general aspects and objectives: "the main idea of the text, the opinions about the texts, the best and worst thing in the texts, and the like". In contrast, other items were employed to tackle specific or micro-skills such as "mentioning the tense/tenses used in the text, giving examples of new words, expressions encountered in the text, examples of discourse markers". Similar to the technique that was followed in the pre-reading records, any student finished reflecting on the items included in this record was required to press on the save button whose purpose is exactly similar to that button inserted in the pre-reading record.

- At the end of every reading session, the last ten minutes, students were asked to orally report to the class on what they have read. In this respect, it is worth indicating that 3-4 students each time were supposed to make oral text-reporting due to the time deficiency. Therefore, a group of students in each period were given a chance to talk in turn. In this manner, the students became more vigilant and attentive to their own reading, reflection, and reporting.

- The teacher's role in this cyclical operation was to check the students' work and provide them with constructive feedback by displaying what beautiful points, feelings included in their oral and written productions.

- In spite of the fact that the program was designed to be carried out inside not outside the classroom within a specific time, there was an exceptional case regarding the matter of feedback which was suggested by the validating committee. In other words, the researchers in cooperation with a programmer allocated a specific time of one hour for the OER students by which they could login to the program outside the classroom to have a look at the teacher's feedback on their previous reflections through which they could receive a diagnosis of areas of strengths and weaknesses and keep up to-date with the latest notes and remarks of their own development.

- In order to ensure and guarantee the students' highest benefit from the teacher's feedback, they were asked to jot down on a special notebook the main errors they committed in their reflections as well as some suggestions given by the teacher. Besides, a weekly quiz of five minutes was carried out at the beginning of the class focusing on the recurrent errors the students committed in their reflection on the texts they read.

- In addition, at the end of each week, each student in the program was asked to prepare herself to talk about one of the best texts she has read during the week using and benefiting from a special speaking format prepared by the teacher himself.

- More importantly, the students at the end of each speaking session were given homework in which they were asked to write a composition about one of the topics they read during the week. The main purpose of this task was to provide the students with ample opportunities to practice what they learnt through the ER program as well as to let them stretch out their language practice without restrictions.

Instruments of the study: The current study which utilized both quantitative and qualitative instruments encompassed three data collection instruments to perform a more in-depth analysis by means of triangulation.

1. The English proficiency test: A comprehensive English language proficiency test (ELPT) was constructed by the researchers in light of the General Guidelines and the Specific Outcomes of the secondary stage (2006).

Validity of the test

Content validity: The test was submitted to a jury of 11 EFL specialists, supervisors and teachers. The test was modified in view of the jury's comments and recommendations.

Construct validity: To validate the construct of the test, it was applied on a pilot study. The sample of the pilot study which consisted of 20 students from king Abdullah II School for excellence was excluded from participating in the actual study. After that, the researcher calculated the coefficient of difficulty for each item in the test. In addition, Pearson's correlation coefficient was calculated for each item in terms of its relation to the test as a whole, to its components, the genre of the text and finally its relation to the task type. All difficulty coefficients ranged between 0.25-0.75 whereas the discrimination coefficients ranged between 0.45-0.95 which means that the validity of the test construct in investigating the students' proficiency in the components included in the test is appropriate and so the test can be used in this context.

Internal construct validity: To validate the internal construct of the test in terms of its six parts (reading comprehension, vocabulary, grammar, writing, listening and speaking), correlation coefficients between the test as a whole and its components were calculated. In addition, the intraclass correlation coefficients for the test's components were calculated using Pearson correlation coefficient. The results of the correlation coefficients between the test and its components ranged from 0.47-0.94. It also shows that the values of the intraclass correlation coefficients ranged from 0.30-0.89 which means that the validity of the internal construct of the test is appropriate.

Reliability of the Test: To ensure the test reliability, the test/retest technique was used by giving it to a pilot

sample of 20 students outside the sample of the actual study. The values of the internal consistency (Cronbach) of the test's components ranged from 0.45-0.97 and the values of the internal consistency for the test as a whole was 0.94 whereas the values of the Stability Index coefficients ranged from 0.81-0.98 which means that the reliability of the test was accepted.

2. **The Questionnaire:** Referring to the related literature and based on the researchers' experience, a questionnaire of four domains including 41 items was devised and developed by the researcher to investigate the students' opinions towards the influence of the OER program on their proficiency in English. In this questionnaire, the participants were asked to show the extent of their agreement/disagreement with each item on the questionnaire using a three-point scale: A-agree, UD-undecided, D-disagree

Validity of the Questionnaire: For the purpose of validating the questionnaire, a jury of 11 EFL specialists, supervisors and teachers were kindly asked to judge whether the items were enough, appropriate and comprehensive. The researchers added a number of items and omitted other ones that were vague and misleading in response to the jury's suggestions.

Reliability of the Questionnaire: To obtain the reliability of the internal consistency and stability index for the questionnaire and its domains, it was piloted to 20 students outside the actual sample of the study using the test-retest method. The researchers administered the questionnaire to the pilot sample twice within a period of two weeks. The values of the stability index (Pearson) for the domains of the research instrument ranged from 0.83-0.87 and was 0.82 for the entire research instrument. The values of the internal consistency (Cronbach) for the domains of this research instrument ranged from 0.83-0.92 and stood at 0.94 for the entire research instrument. Indeed, these calculations reveal that this research instrument is suitable to be used in this study.

3. **The Interview:** The interview was used for the sake of accessing in-depth information about the participants' perceptions and suggestions concerning the OER program to support the data gained by the test and the questionnaire.

Validity of the Interviews: The interview questions were also subjected to a process of validation by the same panel of jury who validated the aforementioned research instruments.

Results of the Study: Results Related to the First Research Question

To answer the first research question, the following statistics were calculated: means and standard deviations of the students' proficiency in the pre- and post- tests according to the teaching methodology, the adjusted means and the standard errors of the post- test, ANCOVA test, means and standard deviations of the students' proficiency in the components of the pre- and post- tests. After finding out that there were observed correlation coefficients among the components of the post test, MANCOVA was used to reveal a statistically significant difference in the students' proficiency in the components of the post-test in favor of the OER students due to the teaching methodology. To determine which components were more affected by the teaching methodology, ANCOVA was used to test each component in the post- test. The results of this analysis is presented in Table 2.

Table 2: **ANCOVA Results of the Students' Proficiency in the Components of the Post-Test after Excluding Their Proficiency Effect in the Pre-Test According to the Teaching Methodology**

Dependent Variable	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Partial η²
Reading Comprehension	Reading Comprehension (Covariate)	6.109	1	6.109	4.571	0.043	16.58%
	Vocabulary (Covariate)	4.833	1	4.833	3.616	0.070	13.59%
	Grammar (Covariate)	1.884	1	1.884	1.410	0.247	5.78%
	Writing (Covariate)	1.054	1	1.054	0.789	0.384	3.32%
	Speaking (Covariate)	1.183	1	1.183	0.885	0.357	3.71%
	Listening (Covariate)	1.010	1	1.010	0.756	0.394	3.18%
	Teaching Methodology	25.904	1	25.904	**19.384**	0.000	45.73%
	Error	30.735	23	1.336			
	Total	72.712	30				
Vocabulary	Reading Comprehension (Covariate)	2.418	1	2.418	1.027	0.322	4.27%
	Vocabulary (Covariate)	7.274	1	7.274	3.088	0.092	11.84%
	Grammar (Covariate)	2.005	1	2.005	0.851	0.366	3.57%
	Writing (Covariate)	5.476	1	5.476	2.325	0.141	9.18%
	Speaking (Covariate)	2.063	1	2.063	0.876	0.359	3.67%
	Listening (Covariate)	3.900	1	3.900	1.656	0.211	6.72%
	Teaching Methodology	46.302	1	46.302	**19.658**	0.000	46.08%
	Error	54.173	23	2.355			
	Total	123.613	30				
Grammar	Reading Comprehension (Covariate)	1.034	1	1.034	0.718	0.406	3.03%
	Vocabulary (Covariate)	8.516	1	8.516	5.911	0.023	20.45%
	Grammar (Covariate)	4.675	1	4.675	**3.245**	0.085	12.36%
	Writing (Covariate)	2.207	1	2.207	1.532	0.228	6.25%
	Speaking (Covariate)	2.667	1	2.667	1.852	0.187	7.45%
	Listening (Covariate)	8.958	1	8.958	**6.219**	0.020	21.28%
	Teaching Methodology	3.323	1	3.323	2.307	0.142	9.12%
	Error	33.132	23	1.441			
	Total	64.512	30				
Writing	Reading Comprehension (Covariate)	6.078	1	6.078	1.464	0.239	5.98%
	Vocabulary (Covariate)	5.110	1	5.110	1.231	0.279	5.08%
	Grammar (Covariate)	14.221	1	14.221	**3.425**	0.077	12.96%
	Writing (Covariate)	74.341	1	74.341	**17.907**	0.000	43.77%
	Speaking (Covariate)	5.025	1	5.025	1.210	0.283	5.00%
	Listening (Covariate)	9.168	1	9.168	2.208	0.151	8.76%
	Teaching Methodology	197.793	1	197.793	**47.644**	0.000	67.44%
	Error	95.485	23	4.152			
	Total	407.220	30				
Speaking	Reading Comprehension (Covariate)	5.742	1	5.742	1.142	0.296	4.73%
	Vocabulary (Covariate)	13.875	1	13.875	2.761	0.110	10.72%
	Grammar (Covariate)	8.395	1	8.395	1.670	0.209	6.77%
	Writing (Covariate)	25.515	1	25.515	5.077	0.034	18.08%
	Speaking (Covariate)	420.834	1	420.834	**83.740**	0.000	78.45%
	Listening (Covariate)	40.806	1	40.806	8.120	0.009	26.09%
	Teaching Methodology	279.683	1	279.683	**55.653**	0.000	70.76%
	Error	115.587	23	5.026			
	Total	910.437	30				
Listening	Reading Comprehension (Covariate)	5.023	1	5.023	10.517	0.004	31.38%
	Vocabulary (Covariate)	6.774	1	6.774	14.182	0.001	38.14%
	Grammar (Covariate)	9.238	1	9.238	19.340	0.000	45.68%
	Writing (Covariate)	8.173	1	8.173	17.110	0.000	42.66%
	Speaking (Covariate)	6.143	1	6.143	12.861	0.002	35.86%
	Listening (Covariate)	44.599	1	44.599	**93.372**	0.000	80.24%
	Teaching Methodology	60.142	1	60.142	**125.911**	0.000	84.55%
	Error	10.986	23	0.478			
	Total	151.078	30				

According to the results in the table above, there are statistically significant differences at α=0.05 among the students' scores on all components of the post-test attributed to the effect of the teaching methodology except for the grammar skill.

The results of Table 2 above can be presented as follows:

1- With regard to writing proficiency, the results were in favor of the OER as compared with the conventional methodology.

2- With regard to speaking proficiency, the results were in favor of the OER as opposed to the conventional methodology.

3- With regard to vocabulary proficiency, the results were in favor of the OER as opposed to the conventional methodology.

4- With regard to reading comprehension proficiency, the results were in favor of the OER as compared with the conventional methodology.

5- With regard to listening proficiency, the results were in favor of the OER as compared with the conventional methodology.

Results of the Second Research Question

To answer the second research question, a questionnaire and an interview were used. The researchers calculated the percentages of the students' responses to the questionnaire according to a 3-point scale, means and standard deviations of the students' responses to the questionnaire items as a whole and to its domains. Furthermore, a content analysis for the interview questions that were posed for the experimental group was conducted. The results are presented in a descending order in Table 3.

Table 3: Percentages, Means, and Standard Deviations of the OER Students' Responses to the Items of the Questionnaire

As shown in Table 3 above, the results of the questionnaire revealed that the students' opinions towards the OER program were positive and the four addressed domains had the following ranks:

1- The content and the procedures of the OER instructional program occupied the first rank in a positive trend.

Domains	Rank	Item ID	Item Content for Students' Opinions toward OER	D.A.	U.D.	A.	Mean	Std. Dev.
The Effect of the OER on My English Proficiency	1	7	Extensive reading increases my English vocabulary	0.0	0.0	100.0	3.00	0.00
	2	1	Extensive reading improves my English	0.0	11.1	88.9	2.89	0.32
	3	9	Extensive reading improves my writing proficiency	0.0	11.1	88.9	2.89	0.32
	4	11	Extensive reading enhances my reading proficiency	0.0	11.1	88.9	2.89	0.32
	5	2	Reading literary texts, such as stories, poems, tales, fables, etc, is necessary to acquire English	0.0	16.7	83.3	2.83	0.38
	6	6	Reading extensively helps me perform better in the English exams	5.6	22.2	72.2	2.67	0.59
	7	10	Extensive reading develops my speaking proficiency	5.6	22.2	72.2	2.67	0.59
	8	3	Reading informational texts is necessary to acquire English	5.6	22.2	72.2	2.67	0.59
	9	8	Extensive reading strengthens my grammar	0.0	33.3	66.7	2.67	0.49
	10	12	Extensive reading ameliorates my listening proficiency	5.6	33.3	61.1	2.56	0.62
	11	4	Literary texts help me to improve my English better than informational texts	16.7	33.3	50.0	2.33	0.77
	12	5	Informational texts help me improve my English better than literary texts	16.7	38.9	44.4	2.28	0.75
My General Opinion concerning ER	1	13	Reading extensively has changed my mind toward English learning positively	0.0	16.7	83.3	2.83	0.38
	2	15	Extensive reading material is appealing and helpful	0.0	16.7	83.3	2.83	0.38
	3	21	This program is considered a starting and turning point in my learning life	5.6	27.8	66.7	2.61	0.61
	4	14	Reading a wide range of English materials gives students a better knowledge of the world	5.6	33.3	61.1	2.56	0.62
	5	16	Extensive reading material should be part of the public curriculum	5.6	50.0	44.4	2.39	0.61
	6	18	Literary texts like stories and poems are easier and more appealing than informational texts	27.8	22.2	50.0	2.22	0.88
	7	19	Informational texts like the Kid's magazine and the mixed topics are easier and more appealing than literary texts	27.8	44.4	27.8	2.00	0.77
	8	17	This is the first time I have read ER materials	33.3	44.4	22.2	1.89	0.76
	9	20	My teacher in the previous grades used to encourage me to read supplementary materials	44.4	33.3	22.2	1.78	0.81
The Content and the Procedures of the OER Instructional Program	1	24	The material is varied and covers various genres	0.0	5.6	94.4	2.94	0.24
	2	31	Using follow-up activities promotes my reading proficiency	0.0	5.6	94.4	2.94	0.24
	3	29	Using follow-up activities helps me in learning and acquiring new vocabulary	0.0	16.7	83.3	2.83	0.38
	4	22	The texts are easy and suit my proficiency level	0.0	22.2	77.8	2.78	0.43
	5	23	The time is enough for reading and reflection	5.6	11.1	83.3	2.78	0.55
	6	28	Using follow-up activities develops my speaking proficiency	5.6	11.1	83.3	2.78	0.55
	7	25	Using follow-up activities shows the close bond among the language skills(Listening, speaking, reading and writing)	0.0	27.8	72.2	2.72	0.46
	8	33	Getting feedback plays a crucial role in developing my proficiency in English	0.0	27.8	72.2	2.72	0.46
	9	34	The program is well-prepared and systematic	5.6	16.7	77.8	2.72	0.57
	10	32	Getting feedback concerning what I do helps me a lot	0.0	27.8	72.2	2.72	0.46
	11	26	Using follow-up activities helps me understand the text properly	5.6	22.2	72.2	2.67	0.59
	12	27	Using follow-up activities develops my writing proficiency	5.6	22.2	72.2	2.67	0.59
	13	30	Using follow-up activities helps me in learning and acquiring new grammar	11.1	44.4	44.4	2.33	0.69
The Students' Opinions Concerning The OER Program	1	41	This instructional program enlightened me about the great value of the Internet as a tool for reading useful texts	0.0	5.6	94.4	2.94	0.24
	2	39	I would work harder if I could use the Internet more often at school	5.6	0.0	94.4	2.89	0.47
	3	38	Reading Multimodal texts helps me in eliciting the meaning of the new and difficult words	0.0	16.7	83.3	2.83	0.38
	4	35	Reading multimodal / Online texts (texts that are accompanied with animated pictures, audio, and bright colours) helps me in comprehending and understanding the content of the material I am reading	5.6	11.1	83.3	2.78	0.55
	5	36	Multimodal/ Online texts encourages me to learn and read more English	5.6	22.2	72.2	2.67	0.59
	6	37	Multimodal/ Online texts promotes my listening proficiency	11.1	16.7	72.2	2.61	0.70
	7	40	Reading texts via the internet is more useful and interesting than reading in print like those texts in our English textbook	16.7	27.8	55.6	2.39	0.78

2- The students' opinions concerning the OER program came in the second rank with a positive trend.

3- The effect of the OER on the students' English proficiency had the third rank with a positive trend.

4- Students' general opinions concerning ER came in the fourth rank with also a positive trend.

In compliance with the results of the questionnaire, the majority of the interviewees responded favorably and revealed their inclination and appreciation towards the highly effectiveness of the OER in improving their proficiency in English,

Discussion of the Results

The researchers believe that the significant differences in the students' proficiency in almost all skills of the post-test could be mainly ascribed to the utilization of the OER program through which various pedagogical issues were consciously and purposefully addressed. The following are examples of these pedagogical issues to which the development might be ascribed: **First**, the healthy learning atmosphere through which the main focus was to mitigate the learners' anxiety and increase their motivation by engaging them in material selection, follow up activities and the assessment tools. From a psychological point of view, creating an engaging classroom atmosphere is one of the main pedagogical issues EFL teachers should be aware of in order to guarantee more learning and prevent behavioral problems from occurring. To do this, employing one of the innovative alternative assessment tools such as portfolios and blogs is considered very urgent. This claim agrees with Hui-jo (2011) who proposed an innovative approach of teaching and learning English language by combining ER with writing blogs aiming at reducing students' anxiety and promoting their performance in L2 reading and writing. Taking the significant role of this factor into consideration, an online portfolio was designed to enable the experimental group keep their accumulative work, revise their teachers' constructive feedback concerning their continuous work throughout the programs execution. **Second**, providing the students of the experimental group with consistent feedback might also have played a role in developing their proficiency. In light of the results of the questionnaire and the interview, it can be clearly noticed that a high percentage of students in the OER program responded positively to the items of the questionnaire that asked them about their opinions concerning the effectiveness of getting feedback in developing their proficiency in English. In support of this result, all the interviewees of the OER group responded favorably to the following question **"Do you think that getting feedback on what you read, write, and speak is necessary? Please, elaborate your answer".** One of the students expressed her opinion as follows *"Yes, it is important because when I reflect on a text, I don't know if it [is] right or wrong but when my teacher sees [checks] it, he tells me back what is right and wrong and how to make it better. In fact, I benefited a lot from the feedback in this program because we were always required to go back to our portfolio[s] and check our teacher's comments on our work and discuss them in the classroom."*

Third, the employment of varied follow-up activities whose main focus was to show the strong tie among the language skills. Based on this advocacy, a set of follow-up activities were designed to arise this association as well as to develop the EFL learners' overall proficiency in English. Therefore, the program included several forms of post-reading activities, such as post-reading records on which the students were required to reflect on some questions related to the texts they read. In support of this claim, a high percent of the OER students (94.4) showed their agreement with the effectiveness of the use of follow-up activities in developing their language proficiency in general and writing in particular. In addition, this result was supported by the findings of the interview through which all students expressed their inclination toward using such activities. One student stated: *"I think they are very important and useful because they give us the freedom of choice to express our points and thoughts with no limits".* **Fourth,** the paradigm shift that has occurred in the field of literacy, particularly with the advent of the modern technology, through which the students have frequent contacts with such devices. Therefore, the use of the online portfolio as a web-based application was very effective in promoting the learners' motivation and engaging them in the learning process. This claim agrees with the result of Armstrong and Retterer (2008) who, in a study that examined the effect of using online portfolio on five ESL students' writing proficiency, found that the overall experience proved to be positive for students and all students enjoyed that experiment due to its ease of use**. Fifth**, being asked to frequently report to the class on what they have read is considered one of the crucial factors that developed the OER students' proficiency. A high percentage of students in the OER program (83.3) responded favorably to the items of the questionnaire that asked them about their opinions concerning the effectiveness of text reporting in developing their speaking proficiency in English. Such a result means that there was a strong and an evident agreement in the opinions expressed by students towards the effectiveness of the OER program in developing English speaking proficiency. In support of this result, all the interviewees of the OER program responded positively to the following question giving various reasons to their development in speaking **"Has your speaking proficiency improved due to this ER program? If so, elaborate how?** The following statements are some of the students' responses: *"Now, I have a lot of new vocabulary that [is] makes my speaking better". "Because as I said, the more vocabulary you get, the better you are. Sometimes, while you are speaking you miss a word so the alternatives should be there".*

Sixth, the use of varied self-selected literary and informational ER material that has received very little attention in other research studies. To this effect, the ER material was carefully tailored to meet the students' preferences, levels, and interests. This is supported by Aebersold and Field (1997) who claimed that free-extensive reading selection could serve as an appropriate tool in developing EFL learners' vocabulary. **Seventh**, the repetitive exposure to the target language, i.e., learners require several times of exposure to the target language in order to approach the prospected proficiency. By so doing, such a methodology made it possible for

the students of the experimental group to have frequent exposures to the new vocabulary items which in turn enabled them to gain more profits. According to Nagy (1987), ER can be distinguished in its three salient attributes particularly in terms of vocabulary instruction: integration, repetition and meaningful use. In view of this discussion, the results of this study suggested that the quantity of reading exposure alone is not enough but rather it needs some follow up activities in order to guarantee the acquisition of the target material.

Eighth, according to the claim of several researchers and reading specialist (e.g., Sheu, 2003; Soliman, 2012; Tignanelli, 2007), ER materials are usually more appealing and useful than those texts used in the mainstream textbook. Therefore and unlike the widespread methodology that is followed in most if not all EFL/ESL classrooms in teaching reading by focusing on the traditional reading instruction, i.e., introducing short passages and analyzing them in details, ER which is considered a meaning-based or a top-down oriented approach concentrates on engaging learners in reading a lot of enjoyable texts at a fairly easy level. **Ninth**, as an expansion for the aforementioned point, it seems obvious that the presentation of information in several modes such as text in combination with sound, pictures, You-tubes, animations had a certain influence in upgrading the OER students' proficiency in various areas especially in writing, reading comprehension and listening. This agrees with Mayer (1997) who found that students who received explanations in several multimedia modes performed significantly better than those who received only one mode of explanations. In support of such a discussion, here are some of the interviewees' responses on the following question "**Has your reading comprehension developed? How?**": *"Actually, my reading comprehension developed too much because in the past, I thought that in order to understand a text I need to know all words of the article. But now, I think it is not necessary"*. Other students focused on vocabulary and frequent reading in developing comprehension in the following words: *"when you learn new vocabulary, they will settle in your brain so next time when you read, write, there will be new vocabulary to be used. In addition, when we read a text, and answer some questions our comprehension will be naturally developed. Therefore, I believe that reading regularly leads ultimately to developed skills"*. Actually, this result agrees with Rentas (2011), who in a study that explored the effects of utilizing hypertext technology in improving the English language learners' reading comprehension, found that the English language learners were able to interact with the electronic text, construct knowledge, and improve reading comprehension. The results of the current study then assured these results and again confirmed the high significance and effectiveness of OER reading materials on various aspects of the target language.

Tenth, the unity of the language skills, i.e., when we communicate, one skill often is not performed without any other. Based on this proposition, the students of the OER program were required to follow a cyclical procedures through which they could practice reading various informational and literary texts, reflecting directly on the texts they read, reporting to their colleagues what they have understood from the texts, listening to each other and to the audio- and you-tubed texts. This agrees with Garza (1991) who affirmed that co-occurring text with video can aid second language comprehension. In short, multiplying input modalities apparently motivates learners and engages their attention to aural input. This result was also supported by the results of the interview as follows: *"Because some of the texts are listenable so we can read them and listen to them and if there are any mistakes in our pronunciation, the listening texts will improve our listening and reading skills"*. Another student expressed her opinion by raising the significance of the various modalities included in the program: *"It's improved because like I said the program includes audio and you tubed texts that made me a good listener and it also opened the way for me to practice the listening skill not only in the classroom but also outside the classroom"*. Other students stated that text reporting was useful and helpful by providing them with an opportunity to speak and listen to others simultaneously: *"Reporting to the class helped me in two ways. First, it encouraged me to speak because I did not use to do this before. Secondly, it gave me [a] chance to listen to my friends' and learn from them"*.

With regard to grammar, the results of the statistical analysis revealed that there was no significant difference at α =0.05 between the students' mean scores in the two groups. This means that the control group's scores in the grammar post-test were similar to their counterparts of the experimental group. In fact, getting such a result was expected due to the widespread methodology that is followed by the EFL teachers in Jordanian schools. That is, in the Jordanian EFL classroom, teaching is mostly focused on a close study of the language itself. A typical procedure would be for the teacher to begin by asking students to open their textbooks on a certain page. Then, the teacher would read the reading passage out, asking the students to look up the meaning of the new vocabulary in the text. After that, he/ she would explain any grammatical points, most probably with some use of Arabic.

Conclusions and Recommendations
Based on the discussion of the results of the present study, the researcher arrived at the following conclusions and recommendations:
1- The quantitative and qualitative results of the study revealed that the OER program was effective in

developing the EFL students' proficiency in various aspects of the English language.

2- It was also found that using the OER is considered a suitable means for incorporating input and output skills, especially by providing the target learners with ample practice accompanied with proper learning tools such as reading logs, online portfolios, constant feedback, top-down strategies, text reporting and the like. Accordingly, this study has shed light on several critical issues concerning the nature of ER culminated in a cyclical-integrative methodology.

Based on these observations, the researchers recommend the stakeholders, EFL textbook designers, and curricula planners to infuse ER as a practice in formal EFL classrooms settings, particularly in EFL institutions that are allotted to the Gifted- Students, like King Abdullah II schools for Excellence. More importantly, for the sake of developing the EFL learners' proficiency as a whole in English, there should be a serious orientation towards the four language skills integration. Such an attitude requires integration not only in learning and teaching but also in testing in order to change the stereotype that has nested in EFL learners' and teachers' minds.

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