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**ONLINE EXTENSIVE READING: PERCEPTIONS AND
PRACTICES OF EFL INSTRUCTORS**

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**ONLINE EXTENSIVE READING: PERCEPTIONS AND
PRACTICES OF EFL INSTRUCTORS**

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Eđitim Bilimleri Enstitüsü M¼d¼rl¼đ¼ne,

Mevl¼diye UCAÇELİK' in hazırladığı **Online Extensive Reading: Perceptions and Practices of EFL Instructors** bařlıklı bu alıřma j¼rimiz tarafından **Yabancı Diller Eđitimi Ana Bilim Dalı, İngiliz Dili Eđitimi Bilim Dalında Y¼ksek Lisans Tezi** olarak kabul edilmiřtir.

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ÖZ

ÇEVİRİMİÇİ KAPSAMLI OKUMA: İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN ALGILARI VE UYGULAMALARI

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Bu çalışmanın amacı, Türkiye'deki farklı üniversitelerin Yabancı Diller Yüksekokullarında görev yapan İngilizce öğretim görevlilerinin Çevrimiçi Kapsamlı Okumanın (ÇKO) ilkeleri, dil öğrenimi üzerindeki etkileri, zorlukları ve ÇKO uygulamalarına ilişkin algılarını ortaya koymaktır. Bu amaçla, karma türde betimsel bir çalışma deseni kullanılmış ve veriler çevrimiçi anket ve yarı yapılandırılmış görüşmeler yoluyla elde edilmiştir. Araştırmanın örneklemini oluşturan 181 İngilizce öğretim görevlisi, çevrimiçi anketi doldurmuş ve bunlardan 10'u da mülakatlara katılmıştır. Nicel veriler SPSS.23 kullanılarak betimsel ve çıkarımsal istatistiklerle, nitel veriler ise MAXQDA ile analiz edilmiş ve buna göre temalar ve kodlar oluşturulmuştur. Bulgular, öğretim görevlilerinin ÇKO hakkındaki bilgilerinin oldukça sınırlı olduğunu ancak ÇKO'nun dil öğrenimi üzerindeki etkilerine ilişkin oldukça olumlu algılara sahip olduklarını ortaya koymuştur. Bu algılar ÇKO'nun dil yeterliliğine, okuma, yazma, kelime bilgisi, ve dilbilgisi gibi becerilerin gelişimine katkıda bulunduğuna ilişkindir. Bulgulara göre, öğretim elemanlarının derslerinde ÇKO uygulamalarından neredeyse hiç faydalanmadıkları görülmüştür. Ayrıca, öğretim görevlilerinin öğrencileri ÇKO aktivitelerine dahil olmaları konusunda teşvik etmedikleri de görülmüştür. Son olarak, okutmanların yoğun programlar, düşük öğrenci motivasyonu ve sınav odaklı okul sistemleri gibi belirli konularda endişeli oldukları ortaya çıkmıştır. Genel olarak, öğretim görevlilerinin ÇKO ile ilgili olumlu algılarına rağmen, bu konuda bilgi eksikliği ve öngörülen problemler nedeniyle, ÇKO'nun Türkiye'de yükseköğretimde sıklıkla kullanılan bir uygulama olmadığı sonucuna varılmıştır. Bu sonuçlar dikkate alınarak, çalışmanın sonunda öğretmen eğitimden materyal seçimine kadar çeşitli konulara değinilerek bazı çıkarımlar ve önerilerde bulunulmuştur.

Anahtar Sözcükler: çevrimiçi kapsamlı okuma, kapsamlı okuma, okuma, öğretim görevlilerinin algıları, yükseköğretim

ABSTRACT

ONLINE EXTENSIVE READING: PERCEPTIONS AND PRACTICES OF EFL INSTRUCTORS

Mevlüdiye UCAÇELİK

Erciyes University, Institute of Educational Sciences
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The aim of the study is to reveal the perceptions of EFL instructors working at schools of foreign languages of different universities across Turkey regarding the principles, impacts on language learning, challenges of Online Extensive Reading (OER), and their OER practices. To this end, a mixed-type descriptive study design was employed, and data were obtained through an online questionnaire and semi-structured interviews. 181 EFL instructors completed the online questionnaire, and 10 of them participated in the interviews. Quantitative data were analysed via SPSS.23 and qualitative data were analysed using MAXQDA, and themes and codes were created accordingly. The findings indicated that the instructors' knowledge of OER is quite limited. However, they held considerably positive perceptions of the impacts of OER on language learning. Namely, they believed OER contributes to language proficiency and improvements of skills such as reading, writing, grammar, and vocabulary. The findings demonstrated that the instructors hardly ever exploited OER in their classes. Furthermore, it was found that they do not guide or encourage their students to engage in OER. Lastly, the instructors were concerned about certain issues such as busy schedules, low student motivation, and the exam oriented school system. Overall, it was concluded that despite instructors' positive perceptions, OER is not a frequently utilized practice in higher education in Turkey due to the lack of knowledge of instructors and challenges. Considering the results, certain implications were drawn touching upon the issues from teacher education to material selection at the end of the study.

Keywords: extensive reading, instructors' perceptions, online extensive reading, reading, higher education

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LIST OF ABBREVIATIONS

CALL	: Computer-Assisted Language Learning
CPD	: Continuing Professional Development
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ELTE	: English Language Teaching Education
ER	: Extensive Reading
ICT	: Information and Communication Technology
OER	: Online Extensive Reading



CHAPTER I

INTRODUCTION

The present study aims to unearth EFL instructors' perceptions and practices of Online Extensive Reading (OER). The main goal is to paint an accurate picture of the current situation of OER practices in higher education in Turkey and instructors' attitudes towards it. In this chapter, the statement of the problem, the significance of the study, and the purpose of the study including the research questions, the assumptions, the limitations, and the key definitions are presented respectively.

1.1. Statement of the Problem

The perpetual question of "How can I improve my English?" is asked constantly by learners of English all over the world. For a remarkable number of (language) teachers or speakers, the answer to that very question is to read in English because reading as a receptive language skill is of paramount importance regarding learners' language development since it equips learners with an incredible amount of authentic input and fosters language learning (Baker & Boonkit, 2004). Moreover, reading is one of the most crucial literacy skills for English language learners since it is a process of meaning-making (as cited in Park & Kim, 2011). Thus, being a competent reader is one of the requirements of learning a language, and it is important to provide as many different avenues of assistance for the growth of reading fluency as possible (Tezdiker, 2007).

Nevertheless, most of the time learners are not happy with the suggestion they get, and they fail to adopt reading as a language learning strategy because of its demanding nature which requires learner autonomy and a good deal of motivation. The main cause of the adversity was explained by Nuttall (1982); she likened reading to a trap in which students experience a vicious circle of reading texts that are difficult to understand, hating them, and ending up in avoidance from reading. In other words, reading competence seems complicated for students since it requires persistence, enthusiasm, and hard work.

In addition to low student motivation and ambition, ‘the current culture of non-readers’ also affects students greatly (Bowman, 2017). As a result of the technology era, people, young people, in particular, are exposed to new technological advances such as applications that ease their lives through functions that let them explain themselves with fewer words and consequently read fewer texts. Besides, they do not need to read long articles or books to find information; all they need is just a click away. Moreover, the vast amount of audio and visuals that people are exposed to in every walk of their daily lives causes distraction, and the attention span, which is currently 8 seconds, shrinks constantly as a result of the digitalized world (DevriX, 2022). Therefore, reading books or newspapers can seem burdensome and neglected most of the time.

Because of the aforementioned reasons, it is not only difficult for students to become competent readers of English, but also for teachers to teach reading since it is quite challenging for teachers to encourage reading in and outside of the classroom. In addition to low student motivation, limited classroom hours and busy schedules (exams, quizzes, coursebooks, assignments) make it even more difficult to find the required time to integrate reading lessons that are appealing enough to motivate learners. It is also an inevitable consequence of busy schedules that teachers have difficulty following learners’ reading progress and aiding them individually.

With regard to the prevailing problems with reading, Extensive Reading (ER) can be offered as an efficient solution. Extensive Reading is defined as pleasure reading, “free voluntary reading, or book flood” (Yamashita, 2013). ER by definition entails reading a lot of books (Ramonda, 2017). Thus, it provides a good deal of language exposure for learners. As Eskey (1986) emphasizes “reading must be developed, and can only be developed, by means of extensive and continual practice, people learn to read, and to read better, by reading” (p. 4). It is, therefore, vital to read extensively to become a lifelong reader. Moreover, ER grants learners the freedom to choose what they read to create a liking for reading. As Asraf and Ahmad (2003) highlight while materials that appeal to learners’ interests encourage students to involve more in reading, pre-selected, graded, and limited materials result in avoidance of reading.

Considering the advantages of ER, by certain professionals in the field, ER was met with enthusiasm as if “the missing piece of the EFL puzzle has been found” (Waring & Husna, 2019 p.154). Although there have been concerns pertaining to ER

implementation in EFL classes such as the cost of books, difficulty to monitor learners, and busy schedules (Ramonda, 2017), studies on the efficiency of ER in language learning proved its worth by contributing significantly to learners' language skills primarily in reading, vocabulary, writing, grammar, speaking and listening respectively (Al-Mansour & Al-Shorman, 2014; Bell, 2001; Chen et al., 2013; He, 2014; Mason, 2003). Despite the affordances ER brought for learners of English, today, it is still eminently difficult to get students to read. It is a fact that technology considerably affects people's lives; as a result, today's learners are not the same as those in the past since they are digital learners now. They do everything on the internet including learning, and there are a lot of tools they can exploit in this sense. Since the ever-growing technology has the potential to revolutionize (extensive) reading radically for 21st-century learners (Cote & Milliner, 2015), it is second language teachers' responsibility to keep up with the emerging educational trends because both the pre-service EFL teachers and their future pupils are "tech-savvy" and "digital natives" who have been raised with digital media and had a significant amount of time interacting with new technology and internet exploration (Prensky, 2001).

Thus, implementing online reading activities, and introducing Online Extensive Reading (OER) as a language learning strategy can be quite efficient to catch up with new trends. Online reading training speeds up the development of reading skills in the L2 reading classroom by providing L2 readers with personalized teaching, timely feedback, and simple access to resources and possibilities for improving their reading (Singhal, 2006). Pino-Silva (2006) defines online reading as a triangular relationship between the eyes, the screen, and the texts presented in hypertext, and it results in comprehension of verbal and nonverbal information presented in the text. Therefore, OER simply refers to extensive reading carried out on computers, tablets, smartphones, etc.

OER is more convenient in various ways when it is compared to extensive reading, and research that compares extensive reading and online extensive reading appears to confirm this notion. To begin with, as noted by Doiron (2010), compared to printed materials, OER is very reasonable. None of the stakeholders (teachers, parents, and learners) need to worry about the price of the copies since they can have whatever they need for free as long as they are connected to the internet. Secondly, flexibility is another convenience OER offers. Learners can read wherever they want without the burden of heavy books because they have their reading materials in their

pockets. Thanks to the variety OER brings along, learners have a chance to pick materials regarding their field of interest. Since the students are not dependent on a school library, they can benefit from an unlimited amount of materials on the internet. Lastly, OER allows students to concentrate on reading without the frequent distraction of dictionary checks as stated by Arnold (2009).

To sum up, analysing the impacts of ER and OER indicates that both of them improves language learning significantly (Rodrigo et al., 2014). As a result, OER must be recognized as an indispensable component of language teaching and learning, and also it should be integrated and exploited in EFL curriculums appropriately. However, in Turkey, regarding tertiary level education, schools of foreign languages, in particular, OER seems not to be valued and benefited adequately. The schools of foreign languages have undoubtedly been operating as crucial components of universities and tertiary level education since they were founded to assist students with their English language skills and to follow their courses, access various types of resources in their field of study, use foreign languages in their professional lives, and develop their written and oral skills in their academic life. Therefore, it is of paramount importance that they must be up-to-date with the changing EFL trends, and their curriculums need to be carefully scrutinized as a guide that sheds light on the current system. Necessary adaptations in the curriculum should be made to accommodate new trends such as OER.

In this regard, examining instructors' perceptions of OER is crucial to better understand these schools' procedures and issues because instructors' actions, behaviours, and roles are of utmost significance and require a profound study. In other words, teachers' awareness of OER and its effects plays a significant role in following and exploiting brand-new trends because they are the leading practitioners and designers of EFL teaching (Puripunyanich, 2022). As the primary practitioners of OER, their beliefs, and knowledge are two important factors that affect their teaching practices (Macalister, 2010). Therefore, learning about teachers' perceptions of OER might offer valuable insights into the causes of the lack of OER programs in Turkey and EFL teachers' attitudes towards its integration into ELT curriculums.

Thus, the current study aims at raising awareness of OER implementation in higher education in Turkey by focusing on instructors' perceived level of knowledge of OER, its effects on language learning, challenges and difficulties regarding its implementation, and their actual classroom practices on OER. The main goal of this

particular scope is to reveal the prevailing state of OER in higher education in Turkey and EFL instructors' attitudes toward it. As a result of the present study, suggestions concerning OER implementation in preparatory programs in higher education in Turkey were provided in the light of teachers' perceptions and practices. Additionally, implications for English Language Teacher Education (ELTE) and Continuing Professional Development Units (CPDU) were drawn to inform both pre-service and in-service teachers about OER programs. Also, suggestions were presented to promote considerable advantages of OER to language learning.

1.2. Significance of the Study

A review of the literature on extensive reading and online extensive reading has revealed that there has been lots of intriguing research on OER (Forster, 2014; Huang, 2013; Jeon & Day, 2016; Pino-Silva, 2006). Most of these studies focus on OER implementations in EFL classes. (Alavi & Keyvanshekouh, 2012; Lee, 2014; Puripunyanich, 2021). In these studies, the main objective is to evaluate the effectiveness of OER programs, and it is achieved through a comprehensive assessment of the contribution of OER to language skills (Bui & Macalister, 2021; Lee, 2014; Permatasari et al., 2020). The findings obtained at the end of these experimental studies indicated that OER contributed substantially to the language learning process by improving the level of learners' reading, vocabulary, grammar, writing, speaking, and listening (Bui & Macalister, 2021; Cote & Milliner, 2015; Milliner, 2017; Namaziandost et al., 2020).

In addition to the linguistic improvement of students, since learner motivation is a significant contributory factor to language learning, some studies focus on student attitudes towards and perceptions of OER (Chen., et al., 2013; Damen, 2018; Sun, 2003) The results of these studies revealed that OER functions as an encouraging language learning tool that increases learner motivation and helps them build a friendlier relationship with reading which in turn make them become life-long readers.

Despite the vast amount of research focusing on the effects of OER and the attitudes and perceptions of students, the number of studies investigating teachers' perceptions of OER is quite limited (Howarth & Bollen, 2020; Zhou & Day, 2021). The review of the literature shows that no study exactly matches the purpose of the current study, which aims at assessing EFL instructors' level of knowledge about OER as an approach and their perceptions of the effects of OER on language development,

challenges of its implementation, and their actual OER practices. As leading practitioners of OER, the teachers' role is significant because their beliefs and knowledge are two important factors that affect their teaching practices. Therefore, learning about teachers' perceptions of OER might offer valuable insights into the causes of the lack of OER programs in Turkey and EFL teachers' attitudes towards its integration into ELT curriculums. The current study is quite unique regarding its broader perspective on Online Extensive Reading since it deals with the perceptions of EFL instructors about OER principles, its effects on language skills, the challenges and difficulties pertaining to its implementation, and their actual classroom practices on OER.

Assessing the extent of teachers' knowledge about OER as an approach and its principles provides valuable information which can be utilized for both teacher education and continuing professional development units because as Cote and Milliner (2015) put forward, teachers have various responsibilities for a successful OER program including giving software training, supporting students throughout the program, encouraging them to read, and helping them become more aware of the advantages of doing ER. Hence, the findings of the current study might contribute to bridging the gap in teacher education as it points out the lack of teachers' knowledge of OER which hinder OER implementations. Thus, certain precautions such as sessions on OER programs might be adopted, and improvements in teacher education might be observed if pre-service teachers are equipped with the essential knowledge about OER principles and programs.

Revealing teachers' perceptions of the effects of OER on language learning offers relevant data on the perceived level of OER efficiency on language skills and proficiency (reading, writing, grammar, vocabulary, speaking, listening) separately, and their motivation to use it. As Al-Seghayer (2016) expresses, a tool is more likely to be used in teachers' own classrooms if it is believed to be beneficial. Thus, EFL instructors' technology integration into instructional practices depends critically on their views. Moreover, causes of belief and disbelief in OER as a language learning tool can be revealed through the present study.

Another significance of the study is that informing the teachers who do not believe in the effectiveness of OER about the advantages OER offers for language learning. In this way, teachers might be encouraged to research and get acquainted with OER, and integrate it into their teaching ultimately. This could be a milestone for

their learners' language learning journey because as Nuttall (1996) emphasizes, "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it." (p.128). Moreover, acknowledging its obvious benefits on language learning not only contributes to their future teaching practices but also to their own reading habits as well.

The actual classroom practices of the participant teachers may reveal the current situation of OER programs of higher education in Turkey. Teachers who exploit OER can be encouraged for further and more appropriate OER implementation and the underlying arguments of those nonpracticing might be examined. Furthermore, understanding the challenges that hinder teachers from using OER in their classes could be the first step toward eliminating them, and creating a more convenient atmosphere that allows OER integration without an extra burden on teachers and institutions.

The current study might also be significant for future studies because it will be an example that portrays the current OER practices in higher education in Turkey and instructors' perceptions of it. Having considered the lack of knowledge and belief in OER, future studies might inform teachers about OER and then evaluate their attitudes towards it. Additionally, for teachers who struggle to motivate their students to read in English, the present study might be a valuable guide.

1.3. Purpose of the Study

The present study aims at contributing to the ELT field and literature as well as endeavouring to present an in-depth understanding of online extensive reading in a higher education context in Turkey by assessing EFL instructors' perceptions and practices of OER. In this respect, the current study sought to answer the following research questions:

1. To what extent are EFL instructors aware of OER and its principles?
2. What are EFL instructors' perceptions of OER regarding its
 - a. effects?
 - b. challenges?
3. What kind of OER practices do instructors adopt in their teaching?
4. To what extent do EFL instructors' perceptions and practices of OER change depending on their
 - a. gender?

- b. years of experience?
 - c. department they graduated from?
 - d. their level of education?
5. What are the instructors' perceptions of integrating OER into their courses?
 6. To what extent is there a relationship among instructors' perceptions of OER principles, the effects of OER on language learning, and their OER practices?

1.4. Assumptions

Throughout the current study, certain assumptions have been made. First of all, it is assumed that the design of the study is relevant to the purpose and the research questions. Secondly, the sample size used in this study is assumed to be adequate to provide valid and reliable results. Thirdly, the research instrument is assumed to be valid, reliable, and appropriate for the design of the study. Finally, the participants are assumed to have completed the questionnaire and responded to the interview questions unbiasedly and sincerely, which is significant to attain valid and reliable results.

1.5. Limitations

There are certain limitations related to the study. Firstly, the sample size is limited to 181 instructors. In order to expand the scope of the research and attain more generalizable results, it would be beneficial to increase the number of participants. Secondly, the results could be biased as a result of different circumstances. Since the data was obtained through the utilization of the questionnaire and interviews, it is difficult to ascertain the level of objectivity and sincerity of the participants. Also, the sample employed in this study was restricted to a particular demographic within the context of Turkey, which may limit the generalizability of the findings to other cultural or geographical situations.

Moreover, although a basic definition of OER was provided at the beginning of the questionnaire, the participants might have interpreted the term differently. As a result, it's still possible that participants gave answers that were prejudiced or erroneous. Lastly, perceptions of the students were not investigated in the current study, which hinders the study from analysing the inclusion of OER in higher education in Turkey in every aspect.

1.6. Definitions

Certain key terms used throughout the study are provided with their basic definitions below to help understand the following sections efficiently.

Extensive Reading (ER): It is the habit of reading a lot of comprehensible materials that the reader considers entertaining (Day & Bamford, 2002).

Online Extensive Reading (OER): It can be basically defined as reading texts for pleasure on a screen through the internet (Pino-Silva, 2006).

Information and Communication Technology (ICT): It is the components and services that make modern computer technology available (Pratt, 2019).

Computer-Assisted Language Learning (CALL): It is an interactive teaching strategy that enables students to learn at their own speed and knowledge sets (Kumar & Sreehari, 2007).

English as a Foreign Language (EFL): Teaching learners who do not speak English as their first language how to speak English (Cambridge Dictionary, 2022).

English Language Teacher Education (ELTE): It is the field concerned with the way both pre-service and in-service English language teachers are educated.

Continuing Professional Development (CPD): The method of keeping track of and recording the abilities, information, and expertise that teachers acquire through their employment both formally and informally (Srinivasacharlu, 2019).

CHAPTER II

REVIEW of LITERATURE

This chapter presents the literature in relation to Extensive Reading and Online Extensive Reading. It mainly focuses on ER and OER backgrounds, definitions, principles, goals, and effects on language learning. Following that, related studies on the perceptions of teachers about both Extensive Reading and Online Extensive Reading are introduced.

2.1. Theories Behind Online Extensive Reading

In this section, the theoretical background of Online Extensive Reading is presented under the headings: Input Hypothesis, Comprehension Hypothesis, and Flow Theory. As it will be presented in detail in the following sections, extensive reading provides a considerable amount of comprehensible input for language learners (Krashen, 2010), and the conditions under which OER is experienced is quite compatible with the conditions of flow theory (Fongpaiboon, 2017; Kirchhoff, 2013). Therefore, the following part explains why OER is important in language learning and how it contributes to language learning in relation to these theories and hypotheses. Also, the link between the theories and ER is presented through previous studies.

2.1.1. Input hypothesis and comprehension hypothesis

In order to understand the nature of second language acquisition (SLA), many theories under various categories have been proposed. Among these theories, Krashen's Second Language Acquisition theory puts forward five hypotheses including Input hypothesis, which basically supports the idea that a second language is acquired through receiving 'comprehensible input' (Krashen, 1985). Through this hypothesis, Krashen focuses on how a second language is acquired, which he considers a subconscious process. According to the hypothesis, the input should be one step

ahead of the learner's linguistic competence so that an improvement could be observed in learners (Krashen, 1985). Krashen (2010) postulates that "Comprehensible input results in language acquisition, an unconscious feel for correctness in language, and the foundation for fluent language production." (p. 46).

Having one of the most prominent roles in forming and shaping second language learners' concept of language, comprehensible input is the essential ingredient in SLA. However, due to the vagueness of the input hypothesis, there also exists widespread criticism regarding the lack of a precise definition for comprehensible input (Liu, 2015). By vagueness, criticisms are concerned with the selection process of type and quality of input. The Input hypothesis, hence, is not regarded as a well-established hypothesis on its own in terms of its efficiency in acquiring a second language. Naturally, many more factors are of paramount importance as well as comprehensible input for SLA.

However, the importance of comprehensible input should not be underestimated in language learning specifically for learning reading. Thus, Krashen (2010) proposes the Comprehension hypothesis which emphasizes the necessity of ample reading input to be competent. This hypothesis is basically a mixture of the long-established notion of "learning to read by reading" (Smith, 1972) and the Input hypothesis (Krashen, 1985). Extensive Reading also known as free voluntary reading might be seen as a shred of evidence that supports the Comprehension hypothesis when its effects on reading proficiency are taken into consideration. Studies investigating the impacts of ER input on learners' reading proficiency revealed that learners exposed to extensive reading input performed better in reading in English (Bell, 2001).

2.1.2. Flow theory

Having been a noteworthy theoretical ground to understand the impact of intrinsic motivation on language learning, flow is a crucial psychological theory initiated by Csikszentmihalyi in 1990. It can be defined as 'an optimal experience' of engagement in an activity with a high level of intrinsic motivation. Taylor (2010) describes it as "a state where attention, motivation, and the situation meet, resulting in a kind of productive harmony of feedback." (p. 279). According to Flow theory, people experiencing flow tend to display a higher level of performance by excluding themselves from extrinsic rewards (Csikszentmihalyi, 1990). Thanks to the fit

between the activity and the learner's interest, flow contributes to learning and performance greatly (Egbert, 2004).

Csikszentmihalyi and Csikszentmihalyi (2000) explored the conditions under which the flow experience occurs by analysing people who do an activity for the pursuit of enjoyment such as dancers or chess players (Lopez et al., 2009). Egbert (2004, p.550) nicely sums up these conditions as follows:

- “a perceived balance of skills and challenge
- opportunities for intense concentration
- clear task goals
- feedback that one is succeeding at the task
- a sense of control
- a lack of self-consciousness
- the perception that time passes more quickly”

Studies investigating the link between flow experience and extensive reading have revealed that extensive reading enables learners to experience flow since the conditions for both flow and ER are parallel with each other (Fongpaiboon, 2017; Kirchhoff, 2013). Kirchhoff (2013) observed that Japanese learners who took ER classes expressed flow-like feelings and harboured favourable attitudes at the end of the ER program. In another study, having been exposed to extensive reading for one semester, 68 EFL students who enrolled in an English reading course took flow state scales and reading attitude questionnaires. The results indicated that the participants experienced flow and adopted positive attitudes toward reading in English thanks to the conveniences ER offers such as the independence to choose reading materials and manage their own pace (Fongpaiboon, 2017).

2.2. Reading

Reading is a remarkable competence developed by most people and of significant importance for both L1 and L2 learning (Day et al., 1998). Although the complicated process of reading is generally underestimated, its significance as a cognitive accomplishment must be acknowledged accurately (Grabe & Stoller, 2011). In order to recognize and describe reading as a notion, it is essential to provide a proper definition initially. However, considering the complexity of the reading process, it is not easy to come up with one single definition that explains everything.

Thus, this section includes certain definitions (traditional and metacognitive) that shed light on different aspects of reading.

In the past, the reader was thought of as a passive "receiver" of information or an "empty vessel" that offered nothing to the text. However, in recent years, there has been a shift from the perspective of "text as object" to "text as process," fostering close engagement between the reader and the text (McDonough et al., 2013). As an example of the traditional definitions, Nunan (1989) describes reading as a process starting with an understanding of smaller language units (letters) to larger ones (words, sentences) and resulting in comprehension of the meaning conveyed in the text. Taking the previous definition a step further, Grabe and Stoller (2011) highlight the function of interpretation in reading as the following; "Reading can be thought of as a way to draw information from a text and to form an interpretation of that information" (p. 16).

Additionally, Day et al. (1998) emphasize the importance of previous knowledge of readers since they believe "The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning, at an understanding" (p. 12). Metacognitive views of reading accentuate cognitive processes taking place while reading. Therefore, reading is regarded as a selective process involving a limited amount of language use selected from the language at disposal in accordance with the expectations of readers. As (Goodman, 1967) asserts; "As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as the reading progresses" (p. 126-127).

2.2.1. Reading and language learning

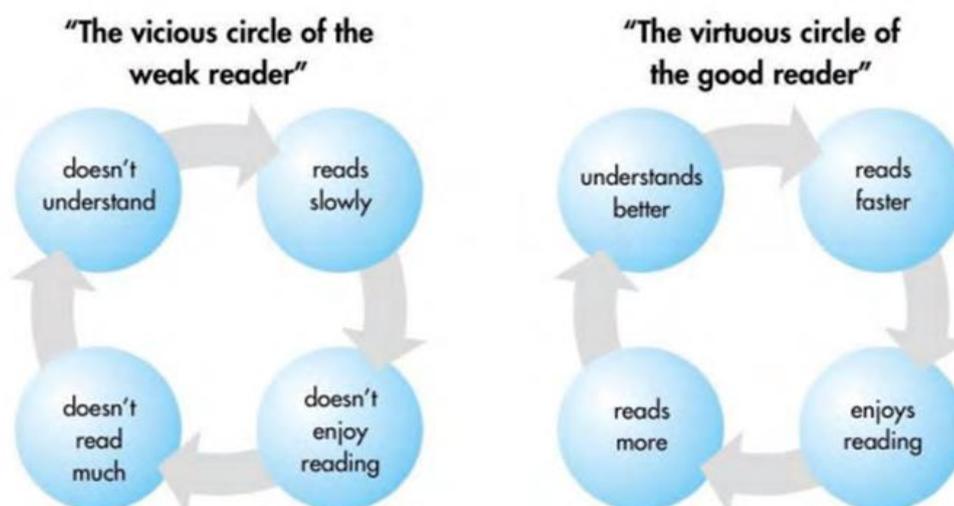
As one of the language skills, it appears that reading is equally important as writing, speaking, and listening. Although nowadays most language learners focus on speaking and listening more and ignore reading since their ultimate goal is to communicate in the target language, they actually overlook the richness of written language. Because the speech-centric language is highly limited, reading functions as an efficient source for learners thanks to the vast amount of input it offers (Baker & Boonkit, 2004).

Despite the shifts and transformations experienced in the field of ELT, reading has never lost its significance in teaching and learning a language. Moreover, along with teaching learners how to decode language chunks, teaching reading skills and

strategies has gained more attention in recent years. Additionally, teachers have started to find solutions for learners with low or no motivation for reading. As Nuttall (1996) expressed in ‘the vicious circle of the weak reader’, students, mostly, avoid reading because they fail to understand the reading material; therefore, they read slowly; they do not enjoy the process because they are slow, and they feel unsuccessful and at the end, they end up quitting reading. Language teachers' main goal is to turn the tables and encourage learners to be good readers who read fast and understand the material they read. Consequently, learners enjoy the reading process and read more (Nuttall, 1996).

Figure 1

Virtuous Circle of the Good Reader



Note. From “Online Extensive Reading in an EFL Context: Investigating Reading Fluency and Perceptions” by T. N., Bui and J. Macalister, 2021, *Reading in a Foreign Language*, 33(1), p. 3

2.2.2. Intensive Reading and Extensive Reading

Early research has confirmed the pivotal role that reading plays in foreign language learning. Thus, the inclusion of reading skills and strategies is of paramount importance for both teachers and learners. Integration of reading is usually realized through two approaches; intensive reading and extensive reading. Although these approaches are generally assumed to be used interchangeably, in fact, they are completely different from one another. What differentiates them is the main purpose

of reading in these approaches. As asserted by Welch (1997) the ultimate purpose of intensive reading is “to study the language and the culture of the countries where it is spoken”. On the other hand, as the main objective of extensive reading, he prefers to use “enjoyment and general understanding”. To provide an in-depth comparison, Nakanishi (2015) classifies these differences under five categories; quantity of reading, difficulty level, freedom, autonomy, and motivation students have. The chart below illustrates the differences between intensive and extensive reading in detail.

Table 1

Intensive Reading vs. Extensive Reading

Intensive Reading		Extensive Reading
Analysis of the language	linguistic focus	Fluency, skill forming
Usually difficult	difficulty	Very easy
Little	Amount	As much as possible
Teachers select	Selection	Learners select
All learners study the same material	material	Learners choose and read what appeals to their interests
In class	where	Outside of class
Checked by detailed questions	comprehension	Checked by reports/ summaries

Note. Adapted from. “Extensive Reading in English Teaching” by R. Waring, 2011, In Widodo, H. & A. Cirocki (Eds.) *Innovation and Creativity in ELT methodology*. Nova Publishers: New York programs.

Additionally, Day et al. (1998) list various reasons why extensive reading is applied less frequently than IR. These reasons are as follows:

cost, the work required to set up a program, the difficulty of finding time for it in the already-crowded curriculum, the different role of the teacher, the “light” nature of the reading material, the dominance of the reading skills approach, especially in ESL academic preparation programs, the belief that reading should be delayed until students can speak and understand the second language, confusion between extensive reading and intensive reading (p. 46).

2.3. Extensive Reading

In this section, ER is defined in the frame of the previous literature. Later Its change is demonstrated in light of the recent literature. Then its principles, goals, and impacts on language skills are presented respectively.

2.3.1. Definition of ER

The advent of Extensive Reading (ER) dates back to 1917 with its first definition. Primarily, extensive reading was defined as a rapid reading activity that requires reading book after book and focuses on the conveyed meaning in these books, not the language utilized (Palmer, 2019). Following that, it started to be used commonly in the English Language Teaching (ELT) field, and various definitions were provided by many different researchers. For instance, Yamashita (2013) defined it as an ‘instructional option’, achieved to grab the attention of the researchers of second language (L2) reading. Reading numerous texts that are simple to understand and, ideally, enjoyable to read for the reader creates the core definition of extensive reading. (Day & Bamford, 2002). Grabe and Stoller (2002) described ER as an approach demanding readers to read wide variety of materials that are appropriate for their linguistic capacity and assisting both teaching and learning reading.

Although the above-mentioned definitions illustrate that ER is a critical approach for language teaching and learning, commonly, it is perceived as a reading strategy such as skimming and scanning. However, the focal point is to recognize ER as an approach to second language reading instruction (Day et al., 1998; Susser & Robb, 1990). In line with that, so as to understand it better, a thorough analysis of its goals, characteristics, and impacts on language learning is requisite.

2.3.2. Goals of ER

The ultimate goal of ER is to assist learners to form a liking for reading, and usually, reading is done for enjoyment. (Waring, 2006). Students are free to read the materials that they would like to read, and this flexibility granted to students encourages them to read more. While practicing extensive reading, learners are not expected to comprehend every single sentence of what they read, and their understanding of the reading material is not assessed either (Day & Bamford, 2002). The only requisite is the learners’ self-motivation to read. Day and Bamford (2002) expressed the goal of extensive reading as “the obtaining of information, the enjoyment of a story, or the passing of time” (p. 2). Similarly, Richards and Schmidt (2010) articulate the purpose of extensive reading as follows:

Extensive reading means reading in quantity in order to gain a general understanding of what is read. It is intended to develop good reading habits, to

build up knowledge of vocabulary and structure, and to encourage a liking for reading (p. 212).

2.3.3. Principles of ER

In order to understand and integrate extensive reading better, it is crucial to touch upon its main principles. The top ten principles of extensive reading have been proposed by Day and Bamford (2002, p. 137–141). These are:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information, and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model of a reader.

Through close analysis, Macalister (2010) grouped these principles under four main headings such as “determining the nature of the reading material (1 and 2), the nature of the reading (5-8). Also he grouped the learners’ behaviour (3 and 4), and the teacher’s behaviour (9 and 10).” Each of these principles will be explained in detail in the following part.

2.3.3.1. *The reading material is easy*

One of the factors hindering learners from (loving) reading is the difficulty level of the text that they are assigned to read. When the reading material is beyond learners’ language competence, the process is highly probable to end with a decline in student interest in reading. Concerning the issue, Krashen (2004) asserts that the most effective method to motivate learners to read is ‘light reading’. Supporting Krashen’s ‘light reading’, in their study, Waring and Takaki (2003) make suggestions on the ideal amount of vocabulary known by learners, and they claim approximately 96% to

99% of the vocabulary items need to be within learners' vocabulary knowledge so as to enable them to guess the unknown vocabulary items from the context.

2.3.3.2. A variety of reading material on a wide range of topics must be available

The type of reading material and the topic of it must appeal to students if the purpose is to facilitate reading with an increased level of motivation. Learners are more probable to involve in reading activities when they enjoy the material. Thus, it is critical to provide them with a wide variety of materials such as novels, short stories, graded books, newspapers, and magazines alongside a wide variety of topics. Readers can decide what to read depending on their field of interest.

2.3.3.3. Learners choose what they want to read

Extensive reading promotes the self-selection of reading material, which, consequently, encourages learner autonomy. Turanlı (2008) emphasizes the importance of student interest in extensive reading, and he asserts that if the text does not appeal to the learner, the learner should have the option to end reading. In other words, it is the student who decides what and how much to read, and the student should not be forced in any way.

2.3.3.4. Learners read as much as possible

The amount of reading required to benefit from extensive reading is one of the issues concerning professionals in the field. Despite the obscurity of how much reading results in the maximum amount of learning, Renandya et al. (1999) suggest the more students engage in reading, the more their level of English improves. According to research, for extensive reading to be effective, a significant amount of reading must be done (Day & Bamford, 2002). Some studies recommend reading at least 300,000 words on a semester-by-semester basis (as cited in Howarth & Bollen, 2020).

2.3.3.5. The purpose of reading is usually related to pleasure, information, and general understanding

As indicated above, the main goal of ER is to encourage learners to enjoy reading and have a reading habit. While reading, students are not supposed to

comprehend every single word that appears in the text and the language used. On the contrary, comprehension of the main message conveyed in the text is the essence of reading. It is obvious that extensive reading mainly centralizes learners' long-term commitment to reading, and by that means, it also intends to persevere their ambition to read (Trykacz, 2019).

2.3.3.6. Reading is its own reward

Students read in extensive reading programs for the sake of reading, and the programs are not designed to assess students' reading. Because the main purpose is student engagement, naturally, learners are not expected to be assessed. However, in some programs follow-up activities such as journal writing can be employed to monitor the process and students' progress closely (Hitosugi & Day, 2004).

2.3.3.7. Reading speed is usually faster rather than slower

Since the students are not expected to understand all the vocabulary items and language structures, they do not need to stop to check unknown words or structures. Additionally, the materials that students read are appropriate for their language competence. As a result, learners read faster in extensive reading programs (He, 2014).

2.3.3.8. Reading is individual and silent

Hitosugi and Day (2004) highlight that extensive reading allows learners to read individually wherever they want in a silent way. Since students are given the freedom to read at their own pace, they can read in an environment and at a time they feel comfortable with. Moreover, extensive reading aims to bridge the gap between L1 and L2 reading, so silent reading, which is a more natural reading approach, is adopted by learners.

2.3.3.9. Teachers orient and guide their students

There is a faint possibility that learners might be aware of extensive reading and its benefits to language learning. Thus, teachers have a pivotal role to inform learners about the principles and outcomes of extensive reading. Pertaining teachers' importance for extensive reading programs, Bamford and Day (1998) claim that many

elements make ER programs successful but “they all have one element in common: teachers who put their heart, soul, and mind into making the programme a success” (p. 188).

2.3.3.10. The teacher is a role model for the reader

In addition to lecturing students about the procedures of ER, teachers should also be good role models who perform extensive reading practices. Specifically, teachers are expected to engage in extensive reading practices frequently and guide their students to do so. In that way, learners could be more motivated to adopt extensive reading practices themselves, which is a favourable outcome that may increase the success of the program in return.

2.4. Impacts of Extensive Reading on Language Learning

A considerable amount of literature has been published on the impacts of extensive reading on second language learning since the early 19th century. Various studies based on empirical and experimental data have proved the obvious advantages gained through regular exposure to extensive reading. Making extensive reading a habit brings along advantages for people, particularly in language learning. The followings seem to be some areas that benefited from extensive reading: reading, writing skills, reading speed development, reduced dictionary use, and incidental vocabulary growth (Al-Mansour & Al-Shorman, 2014; Bell, 2001; Chen et al., 2013; He, 2014; Mason, 2003). In addition to language benefits, the amount of reading is related to motivation, and motivation is also influenced by how much you enjoy and accomplish when you read in a setting where you may choose your own books and feel at ease. (Rodrigo et al., 2014). The impacts of ER on language learning are presented in detail in the following section separately.

2.4.1. Motivation

Lack of motivation can be accepted as one of the key factors hindering learners from reading. Since most of the students do not enjoy reading in their L1, encouraging them to read in their L2 is quite a challenge for language teachers, most of the time. Although motivation is an abstract notion that is difficult to define and reach an exact consensus on in terms of capacity, it is a fact that it affects language learning considerably. With regard to a vast scope of research on motivation, as cited in

Büyükçay (2007), Wigfield and Guthrie (1995) classified reading motivation under three categories:

1. Competence and Reading Efficacy

- reading efficacy
- reading challenge
- reading work avoidance

2. Achievement Values and Goals

Intrinsic motivation

- reading curiosity
- reading involvement
- importance of reading

Extrinsic motivation

- competition in reading
- reading recognition
- reading for grades

3. Social Aspects of Reading

- social reasons for reading
- reading compliance (p.23)

There are numerous studies on motivation and reading. The studies conducted to investigate the effects of extensive reading on learners' reading motivation have shown significant improvement. Arnold (2009) states the motivational outcome of extensive reading:

Rather than the teachers' pre-selection, students' own choice will increase students' motivation to read, raise their confidence in their ability to read L2 texts, improve their reading ability, and encourage learners to read for pleasure outside of class, students feel as if they take the responsibility of their own learning (p. 360).

Similarly, Rodrigo, et al. (2014) emphasize the close relationship between motivation and reading by stressing the effect of 'self-selection' of the materials that students read. Self-selection of the materials and a stress-free environment increase the achievement and motivation of the students. Salameh (2017) carried out a study to investigate the attitudes of university students studying English as a foreign language. 70 students joined a course designed in accordance with an extensive reading

approach. A pre and post-test were responded to by students before and after the course. The questionnaire was designed to touch upon three attitudinal values; affective, cognitive, and behavioural. The results of the study revealed that at the beginning of the semester, students had negative attitudes toward ER, and their confidence was quite low regarding their reading competence. However, positive attitudes were adopted along with an increase in self-confidence after 15 weeks of exposure to extensive reading.

2.4.2. Reading

The evidence presented thus far supports the idea that extensive reading has favourable impacts on reading. In particular, its effects are on reading comprehension, reading speed, and reading frequency. The effects of ER on these skills are examined below in detail.

2.4.2.1. Reading comprehension

With regard to the impact of ER on reading comprehension, Savaş (2009) asserts that “the influence of ER is most intensively felt in reading comprehension skills.” (p.16). In his study, two groups, one experimental and one control, were formed. The experimental group took an EAP course based on ER, and the control group continued with intensive reading. At the end of the year, all the students took the same exam. The result indicated that those in the experimental group managed to get higher scores than the students in the other group (Savaş, 2009).

As cited in Tezdiker (2007), the results of the study conducted by Bell (2001) overlap with the findings of Savaş (2009). The study compared the reading comprehension results of two groups, and the participants in the experimental group were asked to read graded readers, and the control group read short texts and answered comprehension questions subsequently. The results of the reading comprehension exam that both groups took showed that the extensive reading group attained better results than the intensive reading group (Bell, 2001).

DoHuy et al. (2006) conducted a study lasting for seven weeks, and it investigated students’ perceptions of the effects of ER on reading ability and reading strategies. The findings of the research suggested that students gained more autonomy in reading in English, and they observed more frequent occurrences of the exploitation

of reading strategies. Furthermore, improvement in the perceived reading ability was observed.

2.4.2.2. Reading speed

Extensive reading affects reading speed as well. Although reading speed and the difficulty level of the material are closely related, still, regular extensive reading may have permanent advancements in reading speed (He, 2014). In his study, Imamura (2008) found out that regular extensive reading improved the reading speed of EFL students in Japanese high schools.

2.4.2.3. Reading frequency

According to Camiciottoli (2001), EFL students majoring in business studies did not enjoy reading in English outside of their courses. The study presents the results of a survey conducted on attitudes toward extended reading in English along with reading frequency. 182 EFL students served as the subjects of the study. In order to gather information for this study on both the frequency and perceptions related to ER in English, 22-item questionnaires were created. The findings of this study demonstrated that ER conveniences with regard to easy access to materials contribute to reading frequency. As a result, equipping classrooms and building sizable libraries should be considered vital aspects for learners of English. Time constraints can be overcome by including a comprehensive reading program in the curriculum.

2.4.3. Vocabulary

Investigating the impact on vocabulary reveals that students will have the opportunity to pick up greater vocabulary via extensive reading because the number of words that may be learned through classroom instruction is relatively restricted compared to vocabulary learning through extensive reading (Chen et al., 2013). Moreover, Chen et al. (2013) point out the correlation between motivation and vocabulary learning in their study: “With the freedom to select material according to their interest, associated with a positive attitude, these learners achieve not only substantial improvements in their reading comprehension but also a greater growth in vocabulary” (p. 308).

Tezdiker (2007) carried out a study analysing teachers' and students' perceptions of the Extensive Reading Project at Anadolu University School of Foreign Languages. In the research, the teachers and the students were asked to complete a questionnaire examining the effectiveness of the program and then 10 participants were interviewed. The findings of the research demonstrated that the program achieved its goals, especially, vocabulary learning and reading comprehension. However, it did not achieve the expected success in terms of the promotion of students' motivation. The possible cause of the underachievement was the assessment part implemented in the program. Both the students and the teachers were not content with it (Tezdiker, 2007).

2.4.4. Writing

Al-Mansour and Al-Shorman (2014) also examined the impact of an ER program on the writing abilities of Saudi EFL university students. According to certain researchers, learners who join an online program that emphasizes extensive reading will be better writers than those who take traditional courses. Students' language abilities were enhanced by dealing with numerous texts and engaging in numerous reading and writing exercises as part of an ER program. Additionally, the program encouraged learners to utilize the information they had gained when writing an essay or paragraph, which would help them become better writers. In Poorsoti and Asl (2016), similar results were observed regarding the improvement in students' writing performance. They found out that ER has a significant impact on both fluency and competency in writing, not on accuracy though.

2.4.5. Speaking

In order to investigate the effects of ER on speaking motivation, Rahmany et al., (2013) conducted a study with 60 Iranian students studying EFL in an institute. Being elementary, intermediate, and advanced levels, three groups consisting of 20 students were created. During 12 weeks, 10 students in each group were assigned to read extensively and the other half of the groups continued with regular reading activities. As the instrument of the research, the attitude motivation test battery (AMTB) and Schmidt's motivation questionnaire (SMQ) were adopted as both pre and post-test. The findings of the study showed that according to the results of the pre-test,

all the groups were homogenous regarding their speaking motivation. Students' motivation for speaking did not change significantly after the ER program.

2.4.6. Listening

Imamura (2008) carried out a longitudinal study to observe the effects of ER on listening, reading, vocabulary, and grammar. The students were asked to read graded readers on their own time for approximately eight months. A number of tests assessing learners' language skills and knowledge were applied before and after the program. The results regarding the listening skill of the students revealed that ER does not have a significant effect on listening skills.

2.4.7. Grammar

Learning grammar is closely related to reading since reading provides the discourse needed to observe the functions of grammatical structures in a language. Pursuing the aim of exploring the interwoven link between extensive reading and grammar accuracy Yoshizawa et al. (2018) designed a study consisting of three groups of Japanese students. The findings of the research showed that ER played a prominent role in improving students' grammar accuracy. Also, it is stressed that the amount of reading is of paramount importance for language development. Congruent with Yoshizawa et al. (2018), in Mason (2003), students in Japan improved significantly in terms of grammar accuracy at the end of the ER program supported by writing tasks after each book.

2.4.8. Dictionary use

In addition to the effects of ER on language learning like motivation, improvement in both reading and writing skills, and vocabulary enhancement, it plays an important role in discouraging the constant dictionary use of learners while reading in English. In the study by Arnold (2009), the participants stated a decrease in their usage when they read extensively.

2.5. Language Teaching and Technology

Each and every aspect of modern life is surrounded by the affordances provided by cutting-edge technology. As a result, education, including language education, is one of the major areas that employ technology as an instrument to increase the efficiency and motivation of learners. Touching on the significance of technology for language teaching, Kessler (2018) describes technology as “unprecedented opportunities to communicate with others in authentic and compelling, linguistically and culturally contextualized domains” (p. 206). Similarly, Davies (2011) defined the integration of technology as a means utilised to achieve learning goals. Considering the potential of technology, Koksal (2004) emphasizes the importance of teachers’ competence in technology, which is vital in order to be up to date with new trends and integrate them into their syllabuses efficiently.

2.5.1. Information and communication technology (ICT)

Information and Communication Technology (ICT) is an umbrella term that is used for both brand-new technological advances and conventional methods such as televisions and radios, which have the capacity to produce, store, process, distribute, and exchange information (Jayanthi & Kumar, 2016). Gaible and Burns (2005) (as cited in Walsh & Mann, 2022) attribute ICT as an incentive that can promote contemporary styles of learning and teaching. ICT has gained prominence because of its potential to foster both an independent and collaborative learning environment that grants students with much ease in learning English (Jayanthi & Kumar, 2016). Moreover, ICT encourages learner autonomy, increases motivation to learn the language, and provides learners with favourable circumstances at their disposal to practice the language (Okumuş, 2021). It is apparent that ICT is a promising and open field, and how much more can be benefited is yet to be discovered.

2.5.2. Computer-assisted language learning (CALL)

Computer-Assisted Language Learning (CALL) is simply defined as the various uses of technology for language learning (Chapelle, 2009). Also, Egbert and Hanson-Smith (1999) described it as a pursuit of “optimal, technology-enhanced language teaching and learning environments; that is, language and content settings in which technology was used as effectively as possible to support learning” (p. 3).

The history of CALL dates back to the 1970s and since then it became a controversial topic, and it was redefined and reshaped during the shifting periods of ELT. As shown in the table below, three main stages of CALL; Structural CALL, Communicative CALL, and Integrative CALL were described within the framework of language teaching approaches.

Table 2

History of CALL

Stage	1970s-1980s: Structural CALL	1980s-1990S: Communicative CALL	21 st Century: Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English- Teaching Paradigm	Grammar Translation & Audio-Lingual	Communicative Language Teaching	Content-based, ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally-constructed system)	Socio-cognitive (developed in social interaction)
Principal Use of Computers	Drill and Practice	Communicative Exercises	Authentic Discourse
Principal Objective	Accuracy	Fluency	Agency

Note. Adapted from “*The impact of call instruction on English language teachers’ use of technology in language teaching*” (p.9) by F. Kılıçkaya, 2012 (321194) [Doctoral Dissertation, Middle East Technical University]. Ulusal Tez Merkezi.

Although CALL was a controversial issue at first, it became an insurmountable part of language learning and teaching today due to its sheer advantages for language learners. Considering the affordances CALL brings along, the diversity of the options draws attention most. Numerous different technologies such as laptops, personal digital assistants (PDAs), digital audio recorders, modems, the Internet, local area networking are among these options. Along with the variety of software at its disposal, CALL has also been significantly efficient at increasing the motivation of learners (Blake, 1987). Besides, the implementation of CALL enables students to work at their own pace with the opportunity for material and topic selection, which, in

turn, fosters learner autonomy and interest, and to directly receive relevant feedback (Büyükyazı, 2007).

2.6. Online Reading

As a result of advancing technology, reading has made inroads into a brand-new era called online reading. The reading process does not consist of a printed text and a reader anymore; however, there are many more elements involved such as the hypertext and the hypermedia. Research on online reading has shown that it brings along many advantages for learners as well as certain drawbacks (Park & Kim, 2011). The complex system of online reading, which requires new competencies is one of the major problems. More specifically, discovering and syncing internet information are examples of new literacies that have to be acquired so as to exploit it competently (Laeli et al., 2020). Similarly, Cradler et al. (2002) highlight the necessity of high-order skills like contrasting and comparing to fulfil the requirements of online reading activities.

With regard to its benefits for language learners, online reading may solve the long-standing issues pertaining to reading. Abdi (2013) describes the integration of online reading in ELT as a supplement and improvement of long-established language teaching. Abdi (2013) online reading activities allow readers to employ reading skills and strategies while enjoying the process. With regard to the advantages of online reading materials, Guo (2012) asserts that online authentic reading materials are much better than traditional paper-based materials as they evoke great interest among teachers and students.

Comparing internet-based and paper-based reading, Alipanahi (2007) conducted a study to observe the differences between the two groups; the experimental group was assigned to online reading activities whereas the control group read printed texts. Both groups took TOEFL (Test of English as a Foreign Language) before and after the experiment. Although, in the beginning, there was no significant difference between the groups' test results, the final test showed that engaging in the online reading practice improved learners' proficiency in English. In his study on the effects of CALL on reading comprehension, Marzban (2011) created 4 homogenous groups consisting of 15 intermediate level female students. Half of the students were provided with software to learn reading skills, and the rest of the learners were taught through traditional methods. Both at the beginning and end of the teaching period, all the

students took standardized language tests which showed significantly different results between the experimental and control group regarding reading comprehension. In light of the results, CALL-based reading instruction improved students' reading comprehension better than the traditional teaching approach.

Bhatti (2013) conducted a similar study to observe the effects of CALL on reading skills in English. The experiment was carried out with two groups of secondary students who took 24 reading lessons. One of the groups was taught through CALL and the other one was taught through conventional methods. Both groups took both pre and post-tests, and the results revealed that reading instruction through CALL was more efficient than traditional methods.

2.7. Online Extensive Reading

In the light of previous research, extensive reading has proven its success in promoting second language learning in various ways. Although ER managed to grab students' attention and motivated them to have a habit of reading, nowadays, with the advances in technology, it is more challenging to get students to read extensively on paper-based materials. The variety and the number of stimulators that technological devices such as smartphones, tablets, laptops, and tablets have exceed the limits of paper-based materials such as books and magazines. For the aforementioned reasons, it is an inevitable need for EFL classes to integrate new technological affordances into their curriculums if student motivation is upheld. Cote and Milliner (2015) underscore the potential of these technological tools as invigorating because of their potential to reshape the reading experience of students and extensive reading, consequently.

To take the advantages that extensive reading offers a step further and alleviate its drawbacks (access to the libraries, cost of printed books, a limited number of copies, mobility) online extensive reading (OER) has started to gain recognition. Although the number of studies on online extensive reading was limited, with the advances technology entails, researchers have recently shifted their focus to OER rather than ER and elicited data on the effects of OER. Online reading is defined as a triangular relationship of the eyes, the screen, and the texts presented in hypertext, and it results in comprehension of verbal and nonverbal information presented in the text (Pino-Silva, 2006). The combination of online reading and the principles of extensive reading may grant a great number of benefits. Although the number of studies on online extensive reading is limited, early research confirmed its effectiveness concerning

reading in a second language. As noted by Jeon and Day (2016) web-based extensive reading is more efficient than printed materials. Similarly, Forster (2014) asserts that the amount of convenience that online reading materials provide is not even comparable to printed materials. Conformity, flexibility, and cost efficiency are among the many advantages OER brings along (Forster, 2014). Portability, accessibility, diversity, and convenience are among the other advantages that are suggested (Puripunyanich, 2021).

Affordable prices of e-books, the ability to share them through always-available online libraries, and the ease with which they may be accessed on mobile devices offer advantages for both students and teachers (Gerlich et al., 2011). E-book systems allow both students and teachers to observe the progress of students; they can keep track of their reading frequency, reading speed and level, the number of the words that they read, and comprehension question results (Huang, 2013). Additionally, teachers may send reading materials more efficiently to their students thanks to the affordances of OER programs (Gerlich et al., 2011), which detect the students who need extra support in reading by utilizing reading analytics reports (Brown, 2012) and give instant feedback. Along with the practicality, OER also offers a more personalized reading experience for readers by allowing personal options such as font, size, text display, glossaries, audio narration, and dictionary access (Cote & Milliner, 2015; Huang, 2013; Lai & Chang, 2011). It provides learners with an authentic learning environment where they can read whatever they want and follow their own pace without external interruption.

Pino-Silva (2006) nicely sums up the advantages of online extensive reading as follows:

...extensive reading through the Internet appears to be a very promising pedagogical approach that may strengthen students' learning in that they (a) capitalize on the opportunity to gain access and read from the vast amount of information available on the web, (b) ensure access to updated and varied information, (c) develop discipline in the use of their own time, and take the necessary risks to explore, evaluate and make their own decisions on what to read now and what to postpone for later (p. 94).

In Pino-Silva's study (2006) a questionnaire including ten open-ended questions regarding the advantages and disadvantages of web-based ER was assigned

to the participants of the study. The comments obtained from the questionnaire were demonstrated below:

1. Access to hundreds of more recent and intriguing magazine articles can be found by reading extensively online.
2. Upon completion of the course, I can continue to read. Only my interest will determine it.
3. Compared to reading from a book, it is simpler, quicker, and more useful.
4. The internet is a huge assistance. I'd like to repeat the process.
5. Anytime I want, I can turn in my work, and the teachers receive it immediately.
6. To identify the main idea, note it down, and submit it, one must read more quickly.
7. My contact with the teacher is more frequent.
8. My vocabulary improved as a result of extensive online reading.
9. One develops the ability to concentrate just on the main idea.
10. Despite my reservations, I started to appreciate the process. I read a great deal.

2.7.1. Impacts of OER on language skills

The studies mentioned above emphasize various advantages of OER for language learners. Thus, it could be concluded that implementing it contributes to language learning considerably (Forster, 2014; Huang, 2013; Jeon & Day, 2016; Pino-Silva, 2006). The impacts of OER on language skills are presented in the following sections.

2.7.1.1. Reading

Milliner (2017) conducted a study to observe the impacts of ER done via smartphones on reading engagement and achievement. The participants (19 students) read approximately 263, 767 words during two semesters and took a test that resulted in considerable improvement in the students' reading comprehension. In their study, Cote and Milliner (2015) observed that as a result of the regular engagement with OER, the reading speed of the participants increased significantly. Likewise, Ramonda

(2017) and Bui and Macalister (2021) report that the participants in the study believed that their reading speed improved thanks to OER engagement.

In addition to reading speed, the amount of reading students who were involved expanded thanks to the motivation OER brings along (Cote & Milliner, 2015). Correspondingly, the results of Milliner (2017) revealed that students' consistent engagement with online reading was observed during the longitudinal study. In their study, Robb and Kano (2013) analysed the reading scores of 2783 students who engaged in OER through M-reader at a university in Japan. The data of the research reported that participants improved their reading skills significantly at the end of the program.

2.7.1.2. Motivation

An Extensive Reading Online (ERO) program was designed and utilized for tertiary-level EFL students in Taiwan by Sun (2003). The program not only provided an online platform to read but also aided learners by offering an online dictionary, concordancer, an automatic test generator, gradual training for reading strategies, and text annotation. Besides, teachers had their own interface to observe student progress. The study was conducted within a reading course, and the evaluation was done by the students who participated in the course. The results revealed that although basic problems arose, the general assessment of the students was positive, and they benefited from the online reading program (Sun, 2003).

Another study focusing on the effect of online extensive reading on reading comprehension, vocabulary, and motivation was carried out in an ER e-book program that lasted for ten weeks. Throughout the study, the control group followed the traditional program, and the experiment group used an e-book program. The findings of the study demonstrated that when the reading material was suitable for learners' interests, they achieved considerable progress in reading comprehension, and even a greater improvement in vocabulary, and developed a positive attitude toward reading (Chen, et al., 2013). Similarly, after being involved in an online extensive reading program for two terms, the participants in the study of Zhou and Day (2021) held more positive attitudes in the post-test than in the pre-test. Damen (2018) aimed to analyse the efficiency of M-reader, which is an online extensive reading platform, on 725 college-level students who enrolled in a preparatory program. The findings of the study

presented that through M-reader, students' reading motivation increased significantly. Additionally, although it is almost impossible to assess learner autonomy directly, the results suggest that OER helps learners promote autonomy.

In his study, Puripunyanich (2021) explored the attitudes of university students in Thailand toward online extensive reading. Because of the Covid Pandemic, the university changed its extensive reading implementation with the Xreading platform. Both quantitative and qualitative data indicated that students held positive attitudes toward OER due to the convenience it provides for learners such as the freedom of choice and easy-to-read books.

2.7.1.3. Writing

Blogs, one of the tools of online extensive reading, were the focus of many studies like Lee (2014). For tertiary-level students, a reading blog was designed in order to observe the outcomes of blogging on English language learning. The participants were assigned to read English books, and write reflections about the reading process and share them online. The process involved interaction among participants as well. Thus, students commented on their peers' blogs. At the end of the study, the results revealed that the interaction among students helped them improve both their reading and writing skills. More importantly, engaging in self-selected reading materials and integrating blogs encouraged the learners to engage in reading more (Lee, 2014). Namaziandost et al. (2020) investigated the correlation between ER and writing fluency. Thus, they gathered information about participants' ER habits and then asked them to write an argumentative essay. The analysis of the data proved that there was a moderate correlation between ER and writing fluency. In other words, the more students engaged in ER, the better they wrote.

2.7.1.4. Vocabulary

Previous studies on extensive reading have proved that vocabulary learning is improved considerably at the end of OER programs. In order to observe incidental vocabulary learning through extensive reading, an experimental group and a control group were formed for the study. MoodleReader was employed as the reading tool by the experimental group, and the control group continued with the printed extensive reading materials. After 3.5 months, all the participants took a vocabulary test, and the

findings indicated that the experimental group was much more successful on the test (Alavi & Keyvanshekouh, 2012). In the study of Yılmaz (2014), the differences between pre and post-vocabulary tests indicated that the participants' incidental vocabulary learning improved significantly after their exposure to an OER program. Besides, the students declared their positive attitudes towards OER with regard to vocabulary growth, and they wanted to engage in more OER in the future.

2.7.1.5. Grammar

Zhou and Day (2021) underscored the effects of the OER program on grammatical knowledge. They suggested that through extensive exposure to language, students have the chance to discover the way words are placed in sentences, which affects their writing skills directly. Similarly, participants of Puripunyanich (2021) also mentioned improvements in their grammatical knowledge after the OER program they took part in for one academic year.

2.7.1.6. Speaking

In order to observe the effects of OER on language skills, Smadi and Al-Zawahreh (2013) designed an online reading program. In this study, half of the participants joined actively, and the rest of the participants formed the control group. At the end of the school year, the results revealed that students who completed the OER program improved their speaking, reading, listening, writing, and vocabulary skills more than the students who were taught with conventional methodology.

2.7.1.7. Listening

Concerning the effects of OER on listening skills, Permatasari et al. (2020) conducted a descriptive study focused on students who practiced ER on Wattpad for more than 3 years. The findings validated the effectiveness of OER on listening. Students believed OER helped their listening comprehension to improve since they learn new words, phrases, and their content knowledge, which is a determinant factor affecting comprehension, also expands as a result of regular exposure to various texts.

2.8. Challenges of OER

Recent research shows that OER is a crucial contributory factor to the improvement of the language learning process. Although substantial advantages of OER have been observed, certain difficulties regarding its implementation also exist. The challenges related to OER can be divided into two main categories: challenges for learners and challenges for teachers.

As regards learners, discomfort in the eyes because of long screening time, technical problems with OER platforms and distraction due to online notifications are among the major concerns underlined by students engaged in OER programs (Puripunyanich, 2021). As one of the main challenges of extensive online reading, eyestrain caused by exposure to a screen for a long time is mentioned in many studies (Bui & Macalister, 2021; Cote & Milliner, 2015; Puripunyanich, 2021). In addition to eyestrain, students mostly suffer from technical difficulties such as system errors, glitches, login problems, and connection cut-offs. Besides, Since the number of stimulators is greater on a screen compared to a book, learners are more likely to be distracted by frequent notifications and popups. Lastly, indecisiveness on what to read (Puripunyanich, 2021) and the shortage of books that appeal to students' interests were among the drawbacks (Bui & Macalister, 2021).

For teachers, the major challenges can be listed as follows: busy schedules, exam-oriented school systems, technical problems, lack of student motivation, lack of student proficiency in English, lack of time, and lack of knowledge about OER (Howarth & Bollen, 2020; Huang, 2015; Macalister, 2010; Trykacz, 2019). Although almost all of the teachers were satisfied with the way OER contributes to their students' language development, teachers are still hesitant about its integration into English curriculums for certain reasons. Teachers who integrated OER into their syllabuses mostly complained about the technical problems of OER platforms such as Xreading and Mreader. Additionally, teachers had problems with time because of their busy schedules. Since OER brings along an extra burden on teachers with the observations and assessments, teachers had doubts about its implementation. Lastly, the lack of knowledge of teachers about ER principles and effects impacted their motivation negatively (Macalister, 2010).

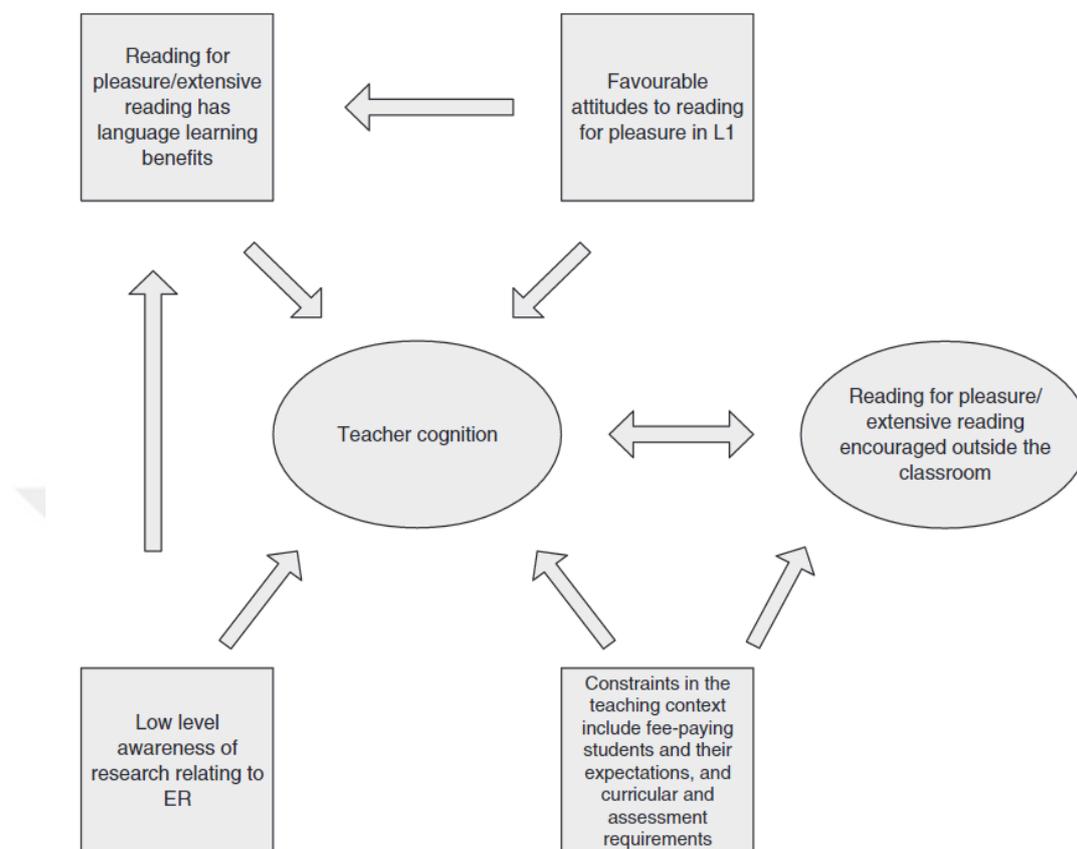
2.9. Perceptions of Teachers

Teachers play a crucial role in education and are an essential component of teaching and learning (Khan et al., 2012). Since the beginning of education, the teaching profession has maintained its top priority to undertake and endorse initiatives for educational improvements (Bedir, 2019). Because of the complex nature of the teaching profession, it concurrently brings its own problems, modifications, and innovations, thus, it requires in-depth and distinct analysis (Borg, 2003). In this regard, for a very long time, major studies focused on classroom-based research, and the findings of the studies conducted during the time demonstrated that the classroom is a highly complex setting with all of its characteristics and dynamics, which, indeed, shows the inadequacy of cause-and-effect models of teaching methodology (Varghese et al., 2005). Therefore, in order to better understand key phenomena about teaching and the efficiency of teaching, studies in the field of teaching and teacher education began to focus on teacher cognition, perceptions, beliefs, attitudes, and knowledge.

In his definition of teachers, Borg (2003) referred to teachers as “active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs” (p. 81). Based on the above-mentioned characteristics of teachers, it might be deduced that there are copious aspects that are involved in shaping teacher cognition such as their background, experiences, education, practices, and beliefs. As a result of the abstract nature of teacher cognition, it was called “the hidden side of teaching” by Freeman (2002, p. 1), and it was also named “the unobservable cognitive dimension of teaching” (Borg, 2003, p. 81). Regarding the complex structure of teacher cognition and ER, Macalister (2010) illustrated the components congruent with each other in the figure below:

Figure 2

Teacher Cognition and Extensive Reading in Higher Education



Note. From “Investigating teacher attitudes to extensive reading practices in higher education: Why isn’t everyone doing it?” by J. Macalister, 2010. *RELC Journal*, 41(1), p.62 (<https://doi.org/10.1177/0033688210362609>).

Although teacher perception is an abstract notion, it is possible to explore it to some extent through diverse techniques like questionnaires and interviews. Moreover, by turning the spotlight on teachers, the pivotal role of examining teacher cognition and teachers’ perceptions, in particular, can be recognized because of its function in discovering and understanding what happens in classrooms. Although the empirical evidence enlightening the link between teachers’ perceptions and their effects on students is limited, according to the number of studies investigating teachers’ perceptions on various topics, it can be concluded that teachers’ perceptions affect learners in certain ways because teachers might shape their teaching techniques, teacher identity, and classroom practice in light of their beliefs and attitudes. Additionally, perceptions of teachers have an influence on the way they view certain concepts including their openness to adopt and exploit new advances in the field (Al-

Seghayer, 2016). Therefore, it is safe to assume that teachers' perceptions may have profound consequences on students' motivation and learning.

To that end, the role of teacher education and continual professional development (CPD) is of paramount importance because teachers' knowledge and experiences are among the factors that can affect their perceptions. Meticulous attention should be directed to understanding teacher perception during teacher education and CPD so as to facilitate the skills teachers already have and aid any potential deficiencies. One of the areas that require further investigation is teachers' perceptions of OER because as Puripunyanich (2022) emphasizes "Whether the implementation of an ERP is initiated by institutions (i.e. administrators), or individual teachers, it is the classroom teacher who plays an important role in implementing and shaping the ERP in their classroom" (p. 325). Thus the following section summarizes the studies on teachers' perception of ER and OER.

2.10. Related Studies on Teachers' Perceptions

In this section, related studies on teachers' perceptions are divided into two categories. First, the studies focused on teachers' perceptions of ER are presented. Then, the studies investigating teachers' perceptions of OER are demonstrated.

2.10.1. Teachers' perceptions of ER

Addressing one of the fundamental dilemmas extensive reading poses for language teaching, Macalister (2010) investigated the causes of the shortage of ER practices in spite of the favorable beliefs about its effects on language development. In order to analyse the overall stance that teachers adopt towards ER, he carried out a study involving 36 teachers teaching in different language teaching centres in New Zealand. As the instrument of the study, structured interviews were done with the teachers, and the results shed light on three main categories; knowledge of and beliefs about extensive reading, classroom practice, and requirements for extensive reading. First of all, almost all the participants were familiar with ER, and they held positive attitudes toward it. They also mentioned the benefits of ER such as vocabulary improvement, grammar, motivational effects, reading speed, reading strategies, and writing respectively in the order of importance. Regarding the classroom practice of the participants, most of them encouraged their students to read for pleasure by adopting various strategies such as being role models, setting up book chains,

introducing books and materials, assigning homework, or creating competitions. Although the teachers were willing to encourage students to practice extensive reading, when it comes to integrating ER into in-class activities, most of them failed because of certain constraints. In addition, while almost half of the teachers did not monitor students' reading outside the classroom, the rest stated they followed various systems to follow what students read. As for the requirement for extensive reading, four main areas drew teachers' attention; time, resources, student expectations, and curriculum and assessment. In the light of the results, Macalister (2010) proposed improvements in teacher education since there is an obvious lack of knowledge of ER and teachers' role in it. Besides, he believes more research needs to be carried out so as to convince teachers about the effects of ER, and convenient course designs should be formed for classroom practice. Resource arrangement and raising awareness of all stakeholders (i.e. administration, and managers) are the other issues touched upon in the study.

Existing research recognizes the critical role played by teachers in the inclusion of ER in foreign language classrooms. However, the amount of research investigating teachers' attitudes toward ER is relatively limited compared to the number of studies on students' attitudes. Thus, Trykacz (2019) conducted research exploring EFL teachers' attitudes toward ER practices in Sweden. The participants of the study were 23 teachers, from different secondary schools, who implemented ER previously or currently. An open-ended questionnaire was employed as the data collection instrument, and the participants were interviewed in written form. The results of the study indicated that the majority of the participants articulated their positive attitudes towards both ER, in general, and its practice in the classrooms. The findings also showed that in line with teachers' positive attitudes, an increase in students' engagement in ER was observed. It was also mentioned that encouraging students to read for pleasure is quite challenging since it requires a long time, and teachers' persistence is determinant in that sense. In accordance with this view, the teachers in this study attributed their achievement in motivating students to participate in ER practice to their perseverance. As the other interests of the study, while improvements in vocabulary and students' motivation were regarded as the main outcomes, some teachers mentioned growth in reading and writing skills as a result of their ER practices. Regarding the challenges they confronted during ER practice, cost, time, and workload were the most prominent matters expressed by the teachers.

In order to investigate the efficiency of an ER program implemented in four senior high schools in Taiwan and investigate practitioner teachers' perceptions regarding the extent they benefited from the program and the challenges they experienced during the process, Huang (2015) carried out a study named "Why don't they do it?" in Taiwan. Throughout this study, a 12-week ER program was completed with the involvement of 258 participants (6 teachers and the students). The findings of the study revealed that although most of the students expressed a positive attitude toward the ER program, it did not motivate them to read more because of their busy schedules. The participant teachers agreed with the students in that sense; due to the workload that students have, ER activity was regarded as a 'burden' by a group of students, particularly those who did not like reading in general. Regarding the benefits they experienced at the end of the program, students mentioned vocabulary improvement and reading ability in English. Teachers' perceptions about the benefits of the ER program were in line with students' perceptions. The teachers believed the ER program contributed to the students' reading comprehension, at least, for most of them. However, the teachers were concerned with the required time to yield the expected efficiency. In other words, they believed the program duration was insufficient to observe the outcomes correctly. In addition to time restraints, a busy curriculum, and an exam-oriented system were the other challenges encountered by the teachers.

Inspired by Macalister (2010), Firda et al. (2018) designed a study investigating the attitudes of teachers working in senior high schools toward extensive reading. 32 teachers from Indonesia participated in the study by completing questionnaires and volunteering for the second phase of the study, interviews. Through the questionnaires, the attitudes of the teachers were examined in three dimensions; cognitive, behavioural, and affective. The results of the cognitive section maintained that the majority of the participants were positive about ER, and they had adequate knowledge to differentiate ER from IR. However, the behavioural domain proved that in spite of the knowledge they had of ER, the teachers felt uncertain about the inclusion of ER practice. Finally, as for the affective domain, the teachers reflected interesting opinions since they were surprisingly positive about it. According to Firda et al. (2018) in order to benefit from this positiveness, certain measures should be taken by the authorities to alleviate the teachers' doubts and allow them to exploit ER efficiently.

Tien (2015) also carried out a study on an extensive reading program to assess the perceptions of students and instructors about the effectiveness of the program. The ER program lasted for two years at a private university in Taiwan, and 5,711 students and 36 instructors participated in the study. Both the teachers and the students were asked to complete questionnaires evaluating their attitudes toward the program and they were interviewed later on. The findings of the study revealed that at the beginning of the program, instructors were quite negative and sceptical of the ER program because they were hesitant about the low proficiency of their students and the feasibility of the program at their institution due to their busy schedules. However, at the end of the program instructors' perceptions seemed to change positively, and they mostly expressed their support for the program and belief in its advantages. An interesting result of the study is that there were important differences between male and female instructors' perceptions, and it was stated that male instructors were more approving to some extent. Regarding instructors' concerns about the program, the cost of the graded readers stood out since the students were reluctant to buy the books.

Because ER is a relatively new concept in Indonesia, the Indonesian Extensive Reading Association (IERA) and the Extensive Reading Foundation (ERF) held seminars to inform teachers about ER and its benefits. In order to understand teachers' experiences and expectations of ER, a questionnaire was sent to the teacher who attended these seminars on ER. The study also compared the data obtained from those who had done and who had not done ER. The results showed that most of the teachers had a lack of knowledge and experience in ER. Although they had positive attitudes towards the benefits of ER on language learning such as improvement in vocabulary, grammar, and reading, they were still not very willing to integrate it because of the challenges such as time constraints, assessment, and low- student motivation (Waring & Husna, 2019).

Tezdiker (2007) conducted a study on the effectiveness of an ER program at a school of foreign languages in Turkey. The study aimed at exploring the perceptions of both the teachers and students involved in the program regarding the strong and weak aspects of the program, taking into consideration its aims and objectives. Thus, questionnaires and interviews were applied to both teachers and students. The analysis of the data revealed that while the majority of students believed that increasing reading comprehension and vocabulary are the most significant benefits gained from the program, the majority of instructors stated that exposure to various text genres was the

strongest aspect. Additionally, while teachers believed that only the first three goals of the ERP had been accomplished, students were generally satisfied with how well the ERP achieved the aim to improve reading vocabulary, comprehension, motivation toward reading in English, and use of the reading comprehension strategies. Moreover, the data highlighted issues including the impact of assessments on the inclusion of the ER program. The findings implied that the ERP may be failing to achieve its objectives, particularly those related to improving attitudes toward reading, due to its integration of assessment. Nevertheless, the project appeared to be successful, in the eyes of both students and teachers, in enhancing reading comprehension and vocabulary.

Similar to Tezdiker (2007), Demir (2010) carried out a study investigating the effects of the ER program at a language centre at a university in Turkey. Questionnaires and interviews were conducted with both students and teachers to understand the perceptions of both parties. According to the analysis of the data, the teachers believed that an ERP is relevant at all levels and in all classes and that it is highly helpful for the students. The information gleaned from the interviews showed that the students believed they should be evaluated on their extensive reading in order for the program to be taken more seriously. The research also highlighted certain problems including a lack of materials in the classroom library and time limits. Additionally, students believed that reading in class rather than outside would be preferable since they would be more inspired and encouraged by the instructor. The strengths of the program, according to the research, were that it encouraged learners to read whenever and whatever they want to read and allowed them to start at the right reading level. Additionally, the teachers and the students were typically pleased with the ERP's ability to enhance their vocabulary. The findings of this study also implied that ERP influenced students' views about reading in English positively, but not as significantly as wanted or anticipated.

Because extensive reading was not given enough amount of attention in language teaching, Megniste (2011) designed a study aiming to find out how instructors and students at Medhanialew Preparatory School felt about extensive reading and its use. Both quantitative and qualitative methods were applied to obtain data. The findings showed that both students' and teachers' perceptions of the benefits were quite positive. However, both parties did not seem to be eager enough to engage in ER. Students were not motivated enough to read extensively and teachers were

concerned about the challenges such as the current student background and educational structure. It was also observed that the teachers did not use ER practice in their classes because they believed it is far from their students' level and their busy schedules.

2.10.2. Teachers' perceptions of OER

In their study, Howarth and Bollen (2020) worked with nine teachers who work at Sojo University, where extensive reading has been practiced through graded readers. However, in order to experience online extensive reading, all the second-year students at Sojo University are asked to subscribe to Xreading, which is an online reading platform. The aim of the study was twofold; to discover the teachers' perceptions of extensive reading as a learning tool and online extensive reading. The analysis of the data showed that the teachers consider ER as an efficient language learning tool that contributes to learners' progress positively. However, they have hesitation with regard to its implementation in the curriculum due to the lack of student motivation and proficiency. Considering online extensive reading (Xreading platform), paper-based graded readers are thought to outperform Xreading because of the technical problems experienced. Nevertheless, teachers also held positive attitudes toward online extensive reading in general and recognized its potential in the future as a better replacement for paper-based extensive reading.

In the study of Zhou and Day (2021), all of the participants had favourable opinions of online extensive reading. The researchers assumed that the reason for teachers' optimistic perception might be a result of their theoretical understanding of ER's advantages because they were all M.A. or Ph.D. students who had studied theories of L2 reading and had experience teaching L2 reading. Also, their interactions with students may have affected their attitudes. Some of their students were more inclined to urge other students to continue ER when they discussed their reading success with the teachers. As a result, the instructors' views on ER may also be influenced by the attitudes of their pupils. The study also suggests encouraging language instructors to gather their students' opinions on ER through interviews, reflections, or journals regularly because discussing the advantages and significance of ER with their pupils is also crucial.

Puripunyanich (2022) conducted a study on an OER program at a university in Thailand. 5000 students and 60 teachers used the Xreading platform to carry out

extensive reading assignments, and 10 teachers, three administrators, and one coordinator were interviewed to understand their perception of OER, challenges faced during implementation, and their recommendations for future implementations. The results of in-depth interviews with the participants of the study revealed that most of the teachers agreed on the efficiency of ER in improving learners' English and reading. Although some students mentioned problems with the system interface and technical issues, teachers found the system quite convenient and user-friendly. Besides teachers were content with the variety of reading materials, the freedom given to the students, and the automated system. The suggestions for future OER programs given by the participants are as follows: informing students about the benefits of OER, monitoring their progress, assessing their reading by giving scores to increase students' motivation, teachers being role model readers, holding classroom discussions to get students to share what they read, and setting weekly goals.

Al Aghar et al. (2022) examined how Arabic instructors in the United Arab Emirates perceived the practice of online extensive reading. The goal of the study was to create and introduce an Arabic version of the M-Reader, a popular English online reading tool that can help students and teachers track reading. Before releasing the tool, the current study sought to evaluate instructors' perspectives with regard to difficulties, motivational techniques, methods, and approaches employed during ER implementation in higher education. The findings of the study revealed that teachers were well aware of the benefits of ER practice and its beneficial effects on language proficiency. They acknowledged that there were issues such as the learners' lack of time and interest in reading as well as their incapacity to read on their own. In addition, teachers mentioned difficulties with encouraging students to read and evaluating OER practices, particularly when OER is offered as a separate course rather than as a component of the curriculum.

CHAPTER III

METHODOLOGY

This section presents the research design, the population, and the sample of the study along with information on the setting and the participants. Later, detailed information on data collection tools and processes is presented. Lastly, the data analysis process is explained respectively.

3.1. Research Design of the Study

The current study aimed to investigate EFL instructors' perceptions of OER regarding its principles, effects on language learning, and challenges and also find out instructors' OER practices. To this end, a mixed-method study design was adopted. A mixed-method study might be defined as the involvement of both quantitative and qualitative data in one study attempting to comprehensively analyse the phenomena (Dörnyei, 2007). Thus, both quantitative and qualitative data was collected to reach comprehensive results. The present study was designed as a mixed-method study because the use of both quantitative and qualitative data can complement each other (Miles & Huberman, 1994). By enabling researchers to evaluate data from these two data sets, the analysis of mixed method studies is likely to formulate more accurate findings than both qualitative and quantitative approaches do separately (Strauss & Corbin, 1998).

Of the subcategories of the mixed method, the present study applied an explanatory sequential design as quantitative data collection. Thus, the analysis of quantitative data creates the basis of the qualitative data collection and analysis in a two-phase mixed methods approach. In this way, the qualitative data helps to further understand the quantitative data (Creswell, et al., 2003). The quantitative phase involved more participants, which contributed to drawing conclusions representative enough for EFL instructors in general, and it enabled the researcher to navigate and manage the qualitative data collection following the collection and analysis of the

quantitative data. The results of the qualitative data and the findings obtained from the quantitative data were combined during the data analysis phase for further in-depth conclusions.

Besides, as Creswell (2002) asserts the determinant factor while deciding on the right research design should depend on the research problems and questions asked to refer to the problem. Thus, considering the research problems of the current study, a descriptive research model was applied to analyse the data obtained from the questionnaires. Rather than experimenting or adopting a treatment period in the study, the descriptive method describes the phenomena by collecting available data with the use of several research instruments. This model is concerned with current situations or relationships, held beliefs, ongoing processes, impacts that are visible, or emerging trends (Best & Kahn, 2013). In particular, it is a research method that aims to describe the existing phenomena as accurately as possible (Atmowardoyo, 2018).

3.2. The Population and the Sample of the study

In the following sections, the population and the sample of the study are explained. Following that, information about the setting of the study is provided. Lastly, the participants of the study are presented in detail with their demographic backgrounds.

3.2.1. The population and the sample of the study

In the current study, the population, which refers to the group of people who the research is about (Dörnyei, 2007), consisted of 5600 EFL instructors working at 146 schools of foreign languages in Turkey (according to the Council of Higher Education). However, since contacting all of the EFL instructors was not convenient regarding time and cost, a sample, which is a participant group that a researcher investigates during an empirical study (Dörnyei, 2007) was created with the involvement of 181 EFL instructors working at various schools of foreign languages in Turkey. Convenience sampling, a nonprobability sampling method that aims to find a balance between obtaining a sample that is sufficiently representative and employing resources that are convenient for the researcher (Creswell, 2014), was utilized to select the participants.

3.2.2. Sample

In accordance with the Council of Higher Education in Turkey, most university students are required to continue studying English as a foreign language for at least one year. This requirement applies as long as 30% of the courses offered at their universities are in English. The purpose of these preparatory programs is to provide students with fundamental English skills and subskills to enable them to continue the courses in their departments competently. This study took place in different schools of foreign languages as part of the state, private, and foundation universities all over Turkey in the 2021-2022 academic year. As the research instrument, a questionnaire was sent to all of the schools of foreign languages (146 in total) in Turkey, and instructors participated in the study on a voluntary basis by completing the questionnaire. The institutions of the participants were not presented in the study to protect their privacy.

3.2.3. Participants

The participants of the study consisted of 181 EFL instructors working at different schools of foreign languages as part of the state, private, and foundation universities in Turkey. Although the primary goal of the study was to reach the maximum number of English instructors among 5600 instructors working at 146 schools of foreign languages (according to the Council of Higher Education), only the voluntary instructors participated in the study. Convenience sampling method was used to form the participants. To assure to preserve the privacy of the participants, their names were not presented in the study. Of the 181 EFL instructors, 10 voluntary participants were interviewed during the second part of the data collection process.

3.2.3.1. Demographics of the participants of the quantitative data

Table 3

Age Distribution of the Participants of the Quantitative Data

Age Range	n	%
30 and below	39	21.5
31-40	64	64
41-50	54	29.8
51-60	22	12.2
61+	2	1.1
Total	181	100

As table 3 illustrates, most of the participants' (64) ages ranged between 31-40. While 54 (29.8%) of them were 41-50, 39 (21.5%) were 30 years old or younger. 22 (12.2%) were aged between 51-60, and only 2 (1.1%) participants were 61 years old or above.

Table 4

Gender Distribution of the Participants of the Quantitative Data

Gender	n	%
Female	133	73.5
Male	48	26.5
Total	181	100

Table 4 demonstrates that the gender of 133 (73.5%) of the instructors participating in the research was female. The remaining 48 (26.5%) participants were male. Female instructors made up the larger part of the participants.

Table 5

Institution Distribution of the Participants of the Quantitative Data

Institution	n	%
Private or Foundation University	53	28.7
State University	129	71.3
Total	181	100

As Table 5 presents, the institution in which 52 of the participants (28.7%) worked was a private university or a foundation university. 129 (71.3%) participants worked at a state university. The majority of the participants worked in state universities.

Table 6*Field of Graduation Distribution of the Participants of the Quantitative Data*

Field of Graduation	n	%
English Language Teaching	100	55.2
English Language and Literature	69	38.1
American Culture and Literature	3	1.7
Translation and Interpretation	4	2.2
Linguistics	5	2.8
Total	181	100

Table 6 indicates that most of the participants' major (N=100, 55.2%) was English Language Teaching. 69 (38.1%) of them studied English Language and Literature. While 3 (1.7%) instructors studied American Culture and Literature, 4 (2%, 2) of them graduated from Translation and Interpretation and only 5 (2.8%) majored in Linguistics.

Table 7*Highest Completed Education Level Distribution of the Participants of the Quantitative Data*

Highest Completed Education Level	n	%
Undergraduate	82	45.3
Postgraduate	99	54.7
Total	181	100

Table 7 summarizes the highest completed education level of 181 participants. 82 (45.3%) of them had a bachelor's degree. The remaining 99 (54.7%) were postgraduates, who graduated from MA or Ph.D. programs.

Table 8*Current Education Distribution of the Participants of the Quantitative Data*

Current enrolment in educational programs	n	%
Bachelor's degree (BA)	3	1.7
Master's degree (MA)	24	13.3
Doctorate degree (Ph.D.)	29	16.0
None	125	69.1
Total	181	100

The table above shows the current level of education of the participants. While 24 (13.3%) of the participants were MA students, 29 (16.0%) instructors were enrolled in Ph.D. programs, and the majority of the participants (N =125, 69.1%) did not continue graduate studies. Only 3 (1.7%) of them were enrolled in BA programs.

Table 9*Teaching Experience Distribution of the Participants of the Quantitative Data*

Years of Teaching Experience	n	%
Up to 10 Years	56	30.9
Over 11 Years	125	69.1
Total	181	100

Table 9 presents the participants' years of teaching experience. The experiences of the instructors were divided into two categories. The majority of the participants (N=125, 69.1%) taught English for 11 years or more. 56 (30.9 %) of them had up to 10 years of experience.

3.3.3.2. Demographics of the participants of the qualitative data**Table 10***Demographics of the Participants of the Qualitative Data*

	Gender	Age	Institution	Field	Education	Experience	Degree
Participant 1	M	41-50	State	ELL		11+	MA
Participant 2	F	30 and below	Foundation	ELT		10-	MA
Participant 3	F	31-40	State	ELL	Ph.D.	11+	MA
Participant 4	M	31-40	State	ELL		10-	Ph.D.
Participant 5	F	41-50	State	ELT		11+	Ph.D.
Participant 6	F	30 and below	Foundation	ELT	MA	10-	BA
Participant 7	M	31-40	State	ELL		11+	MA
Participant 8	M	31-40	Foundation	ELL	MA	10-	BA
Participant 9	F	30 and below	State	ELT		10-	MA
Participant 10	M	51-60	State	ELL		11+	BA

The table demonstrates the demographics of the instructors who volunteered to participate in the interviews. As shown above, with regard to their gender, five of the participants were male and five of them were female. Three of them were 30 and below, four of them were 31-40, two of them were 41-50, and only one of them was 51-60 years old. Seven of the instructors worked at state universities, and three of them worked at foundation universities. While four of them were ELT graduates, the rest graduated from ELL departments. Five of them had a BA degree, two of them had a

Ph.D. degree, and three of them had a BA degree. Regarding their years of teaching experience, five of them had 10 years or less in teaching, the rest had 11 years or more. Lastly, two of them were currently enrolled in MA programs and one of them was enrolled in a Ph.D. program.

3.3. Data Collection Tools

As being qualitative and quantitative, two types of data were obtained for this study. For the qualitative data, an online questionnaire was adapted from Tezdiker (2007) and revised by the researcher, and a semi-structured interview was designed and applied in the qualitative phase of the study. For both of the data collection processes, necessary permissions were granted regarding the ethical concerns (Appendix V), and the participants' consents for their participation in the questionnaire and the interview were taken through consent forms (Appendix I).

3.3.1. The questionnaire

As the data collection instrument for the quantitative data, a questionnaire (Appendix II) consisting of 70 items and five sections was adopted and revised by the researcher. In a study conducted by Bhat (2023), a questionnaire was defined as the process of gathering data from respondents through a series of questions or statements. The main rationale behind exploiting a questionnaire in the present study is that it has the potential to gather a lot of information rapidly in a form that can easily be processed, is remarkably adaptable, and is quite simple to create (Dörnyei, 2007). In other words, questionnaires are affordable, reliable, valid, fast, and simple to complete (Best & Kahn, 2013). Despite the affordances mentioned here, both the design and analysis processes of the questionnaires require rigorous study and interpretation of the data acquired, competent and creative planning, and logical and skilful reporting (Cohen et al., 2017). Moreover, there are no right or wrong responses on questionnaire items; rather, they collect data from the participants by assessing their responses without comparing them against pre-determined norms (Best & Kahn, 2013). Thus, the nature of the questionnaires is an exact match with the goal of the current research, which is to present EFL instructors' OER perceptions and practices as accurately as possible. The questionnaire designed for the current study aimed to obtain three types of data from the participants; thus, it included three types of questions; factual

questions, which are used to elicit demographic information of the participants, behavioural questions, which investigate instructors' OER practices, and attitudinal questions, which aim to uncover instructors' perceptions of OER and its effects on language learning along with its drawbacks and challenges (Dörnyei, 2007).

The first part of the questionnaire included demographic items like participants' gender, years of teaching experience, and educational levels. I adapted the second part of the questionnaire from Tezdiker (2007) and revised the items on ER as OER. It consisted of 17 statements about the principles of OER and aimed to investigate instructors' beliefs about OER as a language-learning approach. The items in this section were based on issues like teachers' role in OER programs, assessment and evaluation of extensive reading, and the amount and type of reading required. The third part was adapted from Tezdiker (2007) and Waring and Husna (2019), and the items were revised as OER by the researcher. It consisted of 17 items about the effects of OER on language learning. The items were focused on language skills separately. Items 1 and 2 focused on language learning in general, 3, 4, 5, 6, 7, and 8 on reading skills, 9 and 10 on grammar, 11 and 12 on vocabulary, 13 and 14 on speaking skills, 15 on dictionary use, and 16 on writing skills, and 17 focused on listening skills.

The fourth section was adapted from Megniste (2011), and some of the items were rewritten to turn them into OER by the researcher. This section included 19 items about instructors' OER practices, and it investigated instructors' classroom experiences on OER closely. The fifth section was adapted from Megniste (2011) and Waring and Husna (2019), and certain items were revised as OER challenges. There were 10 items about the challenges and difficulties of OER in this section, and it aimed to understand instructors' perceptions of the possible challenges and difficulties of OER implementation in EFL classes. The Likert scale, devised by Rensis Likert (1932) and named after him, was used in the questionnaire. The participants were asked to indicate whether they agree, disagree, or were neutral about the items in sections II, III, and V and whether they always, often, or never do the items in section IV.

In order to ensure the validity and reliability of the questionnaire, expert review, content validity and face validity were utilized. Initially, three experts in ELT and two experts in statistics were consulted to get expert review on the relevance and clarity of the items in case of confusing, ambiguous, poorly worded, or non-relevant items. Then, the content of the questionnaire was assessed to assure that it adequately covered all the areas related to research questions. Lastly, in order to make sure the

items seem to be measuring what they are intended to measure, the questionnaire was evaluated by a group which was similar to the target population of this study. Based on the feedback gathered from these processes, the questionnaire was revised and checked once again before it was sent to the participants. In the light of their feedback, some of the items were reformulated, and some of them were eliminated.

3.3.2. Semi-structured interviews

From a qualitative point of view, the difficulty with questionnaires is that they inevitably entail a brief and only slightly extended involvement with the topic on the respondent's behalf (Dörnyei, 2007). Therefore, an interview (Appendix III) was designed to reach more comprehensive data on the issue. It is because qualitative study supports the quantitative one, and both complete one another's shortcomings (Jick, 1979). For an in-depth understanding of the participants' opinions about OER, semi-structured interview questions were asked to the participants as part of the qualitative method for the analysis. The rationale behind using semi-structured interviews was to have a set of questions to guide the participants, but it was also aimed to create space for the participant to elaborate on their ideas and answers (Dörnyei, 2007). Similarly, Merriam (1997) puts forward that conducting semi-structured interviews "allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (p. 74).

The researcher created the semi-structured interview questions with regard to the purpose of the study. After the questionnaires, the voluntary instructors were asked to participate in the interviews to acquire an improved understanding of their perceptions of OER and their classroom practices. For the interviews conducted with 10 instructors, I prepared 10 open-ended questions in parallel with the questionnaire and the research questions of the study. Their viewpoints and opinions about OER and their OER practices were investigated through several questions which enabled them to reflect on their perceptions. Along with the pre-determined questions, certain follow-up questions were also asked during the interviews when necessary. Also, the interviews were conducted in English because all of the participants were proficient in English. Thus, the language barrier was not an issue for the present study. The interviews were conducted face to face, and all the interviews were audio-recorded with the participant's permission to transcribe them later. For validity and reliability,

semi-structured questions were asked to 4 experts beforehand as a pilot study to assure that the questions do not confuse the participants and cause any misunderstandings. After the questions were reviewed, necessary changes and modifications were made and refined upon their opinions.

Table 11

Duration of the semi-structured interviews

Participant Number	Duration
Participant 1	10'
Participant 2	9.46'
Participant 3	12'
Participant 4	15'
Participant 5	13.54'
Participant 6	8'
Participant 7	20'
Participant 8	11.24'
Participant 9	9.40'
Participant 10	12.46'

Table 11 demonstrates the duration of the semi-structured interviews for each participant. The longest interview was conducted with participant 4, and it lasted for 13.54 minutes. The shortest interview took place with participant 6, and it lasted for 8 minutes.

3.4. Data Analysis

Since a mixed-method study was employed in the current research, both quantitative and qualitative analyses were carried out. Initially, the analysis procedure for the quantitative data set is explained in detail. Later, the qualitative data analysis procedure is presented in the following section.

3.4.1. Quantitative data analysis

As the initial step of the data analysis procedure, the data obtained from the online questionnaires were transferred into a data analysis software named Statistical Package for Social Sciences (SPSS) version 23. Following that, utilizing the information gathered through the first part of the questionnaire, the demographic information of the participants was analysed through descriptive statistics. Dörnyei (2007, p.197) defines the role of descriptive statistics as an instrument enabling

researchers to reveal ‘measures of tendencies’ and ‘measures of variability’ in the data. Additionally, it allows us to compare the extent to which scores are related to each other (Creswell, 2002). As a result, to answer the research questions of the present study, descriptive statistics were conducted to reveal percentages (%) and frequencies (f). In addition, inferential statistics were also utilized in the present study to reach conclusions about the actual population by evaluating the data from the sample. Moreover, it can be determined if the disparities between groups or the relations between variables are significantly higher or less than what we would anticipate for the entire population whether it could be examined through inferential statistics (Creswell, 2002).

As a subcategory of inferential statistics, a chi-square test (χ^2) was conducted in order to see whether instructors’ perceptions differ regarding the variables; gender, experience, field of graduation, and highest completed educational level as well. In other words, the chi-square test is conducted to determine if the amount of the difference between the groups on a chi-square distribution is large or small (Larson-Hall, 2010). The chi-square test can be used to compare two categorical variables and results from one categorical variable, and it calculates the difference between an expected result based on statistics and the actual result to determine whether or not there is a statistically significant difference between the two (Cohen et al., 2017). For the second part of the questionnaire that investigates teachers’ perceptions of the OER principles, frequencies and percentages were calculated to depict the general beliefs on these items. Following that, in order to investigate whether there were any changes in the participants’ answers, inferential statistics were employed to reveal if there are any statistically significant differences. Thus, a chi-square test was conducted in this part for the variables; gender, years of experience, highest completed educational level and the departments they graduated from.

For section three, aiming at revealing teachers’ perceptions of the effects of OER on language learning, initially, frequencies and percentages were calculated to reach a general understanding. Later, a chi-square test was conducted in this part for gender, years of experience, highest completed educational level, and the departments they graduated from to understand if there were any statistically significant differences between these variables. In the fourth part, instructors reported their OER practices by stating whether they do the items always, sometimes, or never. To understand the frequency of their practices, frequencies, and percentages were calculated. Following

that, the chi-square test was applied to determine whether there were any statistically significant differences between different backgrounds.

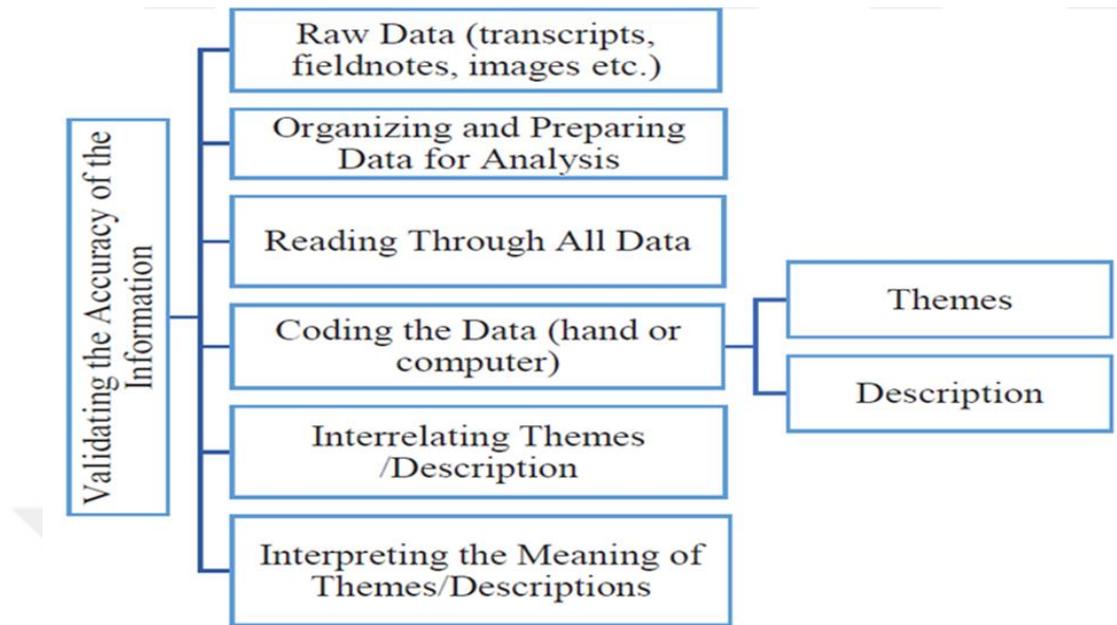
Section five aims at understanding instructors' beliefs about the difficulties of OER implementation. Frequencies and percentages were calculated in the light of their answers to 3 Likert items. After that, a chi-square test was conducted to see whether there were any statistically significant differences. After the descriptive and inferential analysis was conducted on Statistical Package for Social Sciences (SPSS) version 23, the findings were also qualitatively analysed and interpreted for research questions 5 and 6. Certain assumptions that might explain the causes of the current distribution of the data were made. Also, the relations between sections II, III, IV, and V were investigated to scrutinize the issue from a broader perspective.

3.4.2. Qualitative data analysis

Ten teachers participated in the interviews, which were carried out in English. First, the interviews were recorded and then transcribed verbatim. Following that, utilizing the MAXQDA computer application, which is one of the software programs that is used frequently for the organization and analysis of qualitative data, the transcriptions were analysed in the light of the research questions. The numerous capabilities of MAXQDA, including visualizing and methodically evaluating the transcriptions to produce themes, categories, and codes, enabled the researcher to thoroughly investigate the data. As a result, the analysis of the interviews with the instructors generated a number of codes. The stages outlined by Creswell (2014) were followed for the semi-structured interview analysis (Figure 3).

Figure 3

Stages of semi-structured interview analysis



Note. From “*Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*” by Creswell, J. W., 2014. SAGE.

Following the completion of the interview transcriptions, the data were closely examined and some margin notes were added. The next stage was to create the codes, which had not been predetermined but had, instead, been developed from the data analysis. The codes were produced using structural coding (Saldana, 2009). Saldana (2009) asserts that structural coding would be especially suitable for interview analysis that allows the researcher to make inferences based on a particular research question. Structural coding often results in the identification of significant parts of text on expansive subjects; these parts may serve as the foundation of an in-depth examination inside or beyond topics as stated by MacQueen et al. (1998). The last stage involved creating themes and categories based on the generated codes (see Appendix IV for a sample of interview analysis). Once linked categories and themes had been established, they were discussed and some quotations from the participants' responses were utilized to further explain the codes and themes. Throughout the coding process, an iterative process including techniques such as constant comparison, memoing, and theoretical sampling was also employed (Charmaz, 2006). An iterative process entails going over the transcripts several times, making adjustments to codes and themes in response to criticism or fresh information, and iteratively testing and improving the analysis. Repeating this procedure several times strengthens quality and depth of the

analysis and ensures that it accurately reflects the available data and the research issue. Finally, a thorough interpretation and discussion of the information gleaned from the interviews were conducted. Through semi-structured interviews, the ultimate goal was to learn more about the instructors' attitudes toward OER and their practices and the underlying reasons for the perceptions they had. The frequency of the codes and direct quotations from the participants' responses were given in order to show their opinions. Member checking was used to confirm the accuracy of the findings in order to establish the validity of the findings (Creswell, 2013). All the participants received emails with sections of the interview transcripts utilized for direct quotes and the pertinent findings to verify their correctness.



CHAPTER IV

FINDINGS

This chapter presents the findings obtained from the analysis of both quantitative (questionnaire) and qualitative (semi-structured interview) data sets. Initially, the findings of the quantitative data set were illustrated and explained along with tables. Later, qualitative data results were demonstrated with tables and excerpts from the interviews.

4.1. Findings Related to the EFL Instructors' Perceptions of OER Principles

In order to understand the perceptions of the instructors regarding OER principles, the data were analysed through descriptive statistics. The frequency and percentage of each item are presented in the table below. Following that, in-depth explanations are given.

Table 12

Frequency distribution of the EFL instructors' perceptions of OER principles

Teachers' Perceptions of Online Extensive Reading		f	%
1. Online extensive reading material should be chosen by the teacher at lower levels.	Disagree	18	9.9
	Neutral	31	17.1
	Agree	132	72.9
2. The purpose of reading an online text extensively is to understand the general gist of the text.	Disagree	22	12.2
	Neutral	29	16.0
	Agree	130	71.8
3. The reading teacher should do a post-reading activity to relate what the students read to their real life.	Disagree	6	3.3
	Neutral	23	12.7
	Agree	152	84.0
4. The students themselves should decide on the type of online text to read extensively.	Disagree	33	18.2
	Neutral	55	30.4
	Agree	93	51.4
5. Students' work in extensive reading should be evaluated by the teacher.	Disagree	39	21.5
	Neutral	46	25.4
	Agree	96	53.0
6. Students should be given a purpose to read during online extensive reading.	Disagree	13	7.2
	Neutral	23	12.7
	Agree	145	80.1

Table 12 Continued

Teachers' Perceptions of Online Extensive Reading		f	%
7. The aim of online extensive reading is to make students like reading, not a detailed reading.	Disagree	22	12.2
	Neutral	35	19.3
	Agree	124	68.5
8. Students should be encouraged to use their dictionaries (bilingual or monolingual) during online extensive reading.	Disagree	34	18.8
	Neutral	42	23.2
	Agree	105	58.0
9. Assessing session of online extensive reading is not a very important part of online extensive reading if students understand the text.	Disagree	41	22.7
	Neutral	50	27.6
	Agree	90	49.7
10. Students should decide the topics they want to read about out of class.	Disagree	18	9.9
	Neutral	38	21.0
	Agree	125	69.1
11. The teachers should guide students to find different online texts about different topics to read extensively.	Disagree	7	3.9
	Neutral	16	8.8
	Agree	158	87.3
12. The reading text for online extensive reading should include vocabulary that is appropriate to the students' level.	Disagree	8	4.4
	Neutral	14	7.7
	Agree	159	87.8
13. Online extensive reading material should be below the students' language proficiency level.	Disagree	112	61.9
	Neutral	39	21.5
	Agree	30	16.6
14. Students should be assessed on the online extensive reading they do.	Disagree	40	22.1
	Neutral	60	33.1
	Agree	81	44.8
15. If students are to be assessed, they should be graded according to the number of books they have read.	Disagree	96	53.0
	Neutral	52	28.7
	Agree	33	18.2
16. If students are to be assessed, they should be graded according to the answers to the reading comprehension questions.	Disagree	31	17.1
	Neutral	35	19.3
	Agree	115	63.5
17. If students are to be assessed, the assessment questions related to the books should focus on every detail in the book.	Disagree	128	70.7
	Neutral	34	18.8
	Agree	19	10.5

According to the examination of Table 12, the results indicated 9.9% ($n=18$) of English instructors disagreed with the item “Online extensive reading material should be chosen by the teacher at lower levels”. 17.1% ($n =31$) of them were neutral, and 72.9% ($n =132$) of them expressed that they agreed with it. This finding might indicate that most of the instructors thought that teachers should be responsible for the material chosen in OER programs at lower levels.

The majority of the instructors (71.8%, $n =130$) agreed with the item “The purpose of reading an online text extensively is to understand the general gist of the text”. 16.0% ($n =29$) of them were neutral and only 12.2% ($n =22$) of the English instructors disagreed with it. Considering the results, it can be inferred that most of the

instructors agreed on the fact that the aim of OER is to have a general understanding of the reading material.

With regard to the item “The reading teacher should do a post-reading activity to relate what the students read to their real life”, 84.0% ($n = 152$) of the instructors stated that they agreed. While 12.7% ($n = 23$) of them were neutral, 3.3% ($n = 6$) of the English instructors disagreed with the item. According to the data, it might be concluded that most of the instructors agreed on the necessity of a follow-up activity after reading.

Considering the item “The students themselves should decide on the type of online text to read extensively”, 51.4% ($n = 93$) of the participants agreed with it. 30.4% ($N = 55$) of them were neutral and 18.2% ($n = 33$) of them disagreed with it. Thus, it might be inferred that most of the instructors agreed with the item.

21.5% ($n = 39$) of English instructors disagreed, 25.4% ($n = 46$) of them were neutral, and 53.0% ($n = 96$) of them agreed to the item “The students' work in extensive reading should be evaluated by the teacher”. As a result, it might be concluded that most of the instructors believed that the assessment of the students' work in OER programs was required. 80.1% ($n = 145$) of the instructors agreed, 7.2% ($n = 13$) of them stated they disagreed, and 12.7% ($n = 23$) were neutral about the item “Students should be given a purpose to read during online extensive reading”. Based on this result, it might be inferred that most of the instructors agreed on the importance of providing learners with a purpose during OER.

With regard to the item “The aim of online extensive reading is to make students like reading, not a detailed reading”, the majority of the participants (68.5%, $n = 124$) agreed with it. While 19.3% ($n = 35$) of them were neutral, 12.2% ($n = 22$) of the instructors disagreed with the item. According to this finding, most of the instructors considered OER as an instrument that encourages learners to like reading.

Considering the item “Students should be encouraged to use their dictionaries (bilingual or monolingual) during online extensive reading” the majority of the instructors (58.0%, $n = 105$) seemed to agree. While 23.2% ($n = 42$) of them were neutral, 18.8% ($n = 34$) of the English instructors disagreed with it. This finding might indicate that the majority of the instructors thought that learners should be encouraged to use dictionaries during OER.

22.7% ($n = 41$) of the English instructors disagreed with the item “Assessing session of online extensive reading is not a very important part of online extensive

reading if students understand the text”. While 27.6% ($n = 50$) of them were neutral about it, 49.7% ($n = 90$) of them expressed that they agreed. This finding might indicate that most of the instructors agreed with the item.

9.9% ($n = 18$) of the English instructors disagreed, 21.0% ($n = 38$) of them were neutral and 69.1% ($n = 125$) of them agreed with the item “Students should decide on the topics they want to read about out of class”. This finding might show that most of the instructors agreed with the item. Regarding the item “The teachers should guide students to find different online texts about different topics to read extensively”, a great number of the participants (87.3%, $n = 158$) expressed that they agreed with it. While 8.8% ($n = 16$) of them were neutral, 3.9% ($n = 7$) of the English instructors disagreed with it. Based on the result, it might be concluded that for most of the instructors, teachers’ guidance for topic choice is a necessary step of OER.

4.4% ($n = 8$) of the English instructors disagreed, 7.7% ($n = 14$) of them were neutral, and 87.8% ($n = 159$) of them agreed with the item “The reading text for online extensive reading should include vocabulary that is appropriate for the students' level”. According to this finding, it might be inferred that the majority of the instructors believed that the level of vocabulary and the students’ English should be compatible with each other during OER. With regard to the item “Online extensive reading material should be below the students' language proficiency level”, 61.9% ($n = 112$) of the English instructors disagreed with it, 21.5% ($n = 39$) of them were neutral, and only 16.6% ($n = 30$) of them agreed. According to this finding, it can be concluded that most of the instructors thought that the level of the OER material should not be below learners’ English proficiency level.

22.1% ($n = 40$) of English instructors disagreed, 33.1% ($n = 60$) were neutral and 44.8% ($n = 81$) of them agreed with the item “Students should be assessed on the online extensive reading they do”. According to this finding, it can be asserted that most of the instructors agreed with the item. 53.0% ($n = 96$) of the English instructors disagreed with the item “If the students are to be assessed, they should be graded according to the number of books they have read”. While 28.7% ($n = 52$) of them were neutral, 18.2% ($n = 33$) of them stated that they agreed. Based on this finding, it might be concluded that most of the instructors did not believe that the number of books that the students read should be the main criterion to assess the students.

With the item “If students are to be assessed, they should be graded according to the answers to the reading comprehension questions”, 17.1% ($n = 31$) of the English

instructors disagreed. 63.5% ($n = 115$) of them stated that they agreed and 19.3% ($n = 35$) were neutral about it. As a result, it can be inferred that most of the instructors thought that comprehension questions should be the main criterion to assess the students during OER.

The majority (70.7%, $n = 128$) of the English instructors disagreed with the item “If students are to be assessed, the assessment questions related to the books should focus on every detail in the book”. 18.8% ($n = 34$) of them were neutral about it, and 10.5% ($n = 19$) of the instructors expressed that they agreed. Based on this finding, it might be concluded that most of the instructors did not agree with the item.

4.2. Findings Related to the EFL Instructors’ Perceptions of the Effects of OER on Language Learning

The aim of this section is to explore to what extent EFL instructors believe OER affects language learning in general and different language skills. To this end, the frequency distribution of the EFL instructors’ perceptions of the effects of OER on language learning is presented in the following table. Furthermore, in depth explanations for Table 13 are provided.

Table 13

Frequency distribution of the EFL instructors’ perceptions of the effects of OER 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

Table 13 Continued

Effects of OER		f	%
8. use the reading strategies they learn in the 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

According to Table 13, 0.6% ($n = 1$) of the English instructors did not agree, 5.5% ($n = 10$) of them were undecided, and 93.9% ($n = 170$) of them agreed with the item “recycle and consolidate the language learned in textbooks”. Considering this finding, it can be concluded that the majority of the instructors believed that OER helps learners improve the language presented in the textbooks. Besides, none of the English instructors disagreed with the item “develop a sense of the language by seeing how it flows in its natural context”, none of them were undecided, and all of them agreed with it. This finding might indicate that all of the instructors thought that OER allows learners to see the language in a natural context.

3.3% ($n = 6$) of the English instructors disagreed with the item “become effective readers by going from the word-by-word level to the idea-by-idea level of reading”, 5.0% ($n = 9$) of them were undecided, and 91.7% ($n = 166$) of them expressed

that they agreed with it. According to this finding, it might be concluded that most of the instructors agreed with the item. It was also observed that only 0.6% ($n=1$) of the English instructors disagreed with the item “build a lifelong habit of reading and learning”, 9.9% ($n=18$) of them were undecided, and 89.5% ($n=162$) of them agreed with it. With regard to this finding, it might be inferred that the majority of the instructors believed that OER enables learners to become lifelong readers and learners.

With the item “build confidence, motivation, enjoyment, and a love of reading”, none of the English instructors stated that they disagreed, 7.2% ($n=13$) of them were undecided, and 92.8% ($n=168$) of them agreed. This finding might indicate that most of the instructors agreed with the item. It was also revealed that none of the English instructors disagreed with the item “improve reading speed and reading fluency”, only 3.3% ($n=6$) of them were undecided, and 96.7% ($n=175$) of them agreed with it. Based on this finding, it might be inferred that the majority of the instructors believed that OER develops learners’ reading speed and fluency.

With the item “improve their reading comprehension ability”, none of the English instructors disagreed, while 3.3% ($n=6$) of them were undecided, and 96.7% ($n=175$) of them agreed. According to this finding, it could be concluded that almost all of the instructors thought that OER improves the reading comprehension of the learners. Also, it was indicated that none of the English instructors disagreed with the item “use the reading strategies they learn in the class”, 9.4% ($n=17$) were undecided, and 90.6% ($n=164$) of them agreed. According to this finding, most of the instructors agreed with the item.

With regard to the item “improve their grammar knowledge”, it was observed that 5.0% ($n=9$) of the English instructors disagreed with it, 15.5% ($n=28$) of them were undecided, and 79.6% ($n=144$) of them agreed. Based on the results, it can be inferred that the majority of the instructors believed that OER contributes to learners’ grammar knowledge. Moreover, 6.6% ($n=12$) of the English instructors disagreed with the item “learn new grammatical structures through the careful analysis of the language of the text”, 15.5% ($n=28$) of them were undecided, and 77.9% ($n=141$) of them agreed with it. Thus, it might be concluded that most of the instructors agreed with the item.

It was clear that none of the English instructors disagreed with the item “build their vocabulary”, only 1.1% ($n=2$) of them were undecided, and 98.9% ($n=179$) of them agreed with it. Considering this finding, it could be deduced that the majority of

the instructors thought that OER builds learners' vocabulary. Besides, none of the English instructors disagreed with the item "learn new words incidentally", only 2.2% ($n=4$) of them were undecided, and 97.8% ($n=177$) of them agreed with it. Based on this finding, it might be stated that the majority of the instructors believed that learners learn new words incidentally through OER.

18.8% ($n=34$) of the English instructors disagreed, 29.8% ($n=54$) were undecided and 51.4% ($n=93$) agreed with the item "improve their speaking skills". According to this finding, it could be stated that most of the instructors agreed with the item. Regarding the item "express their opinions orally on various subjects easily", while 10.5% ($n=19$) of the English instructors disagreed with it, 30.9% ($n=56$) of them were undecided, and 58.6% ($n=106$) of them agreed with the item. According to this result, it might be concluded that most of the instructors agreed with the item. It was also found that 4.4% ($n=8$) of the English instructors disagreed with the item "be less dependent on dictionaries while reading", 11.0% ($n=20$) were undecided, and 84.5% ($n=153$) of them agreed. Considering this finding, it might be concluded that most of the instructors thought that students become less dependent on dictionaries while reading thanks to OER.

With the item "enhance their writing skills in general", it was observed that 6.1% ($n=11$) of the English instructors disagreed, 21.0% ($n=38$) of them were undecided, and 72.9% ($n=132$) of them agreed. Based on this finding, it can be inferred that the majority of the instructors believed that OER improves learners' writing skills. Also, while 30.4% ($n=55$) of the English instructors disagreed with the item "improve their listening skills", 37.0% ($n=67$) of them were undecided, and 32.6% ($n=59$) of them agreed. According to this result, it could be concluded that the frequency of the instructors' perception of the item is similar.

4.3. The Findings Related to Frequency Distribution of the EFL Instructors' Perceptions of OER Challenges

This section aims to discover the challenges with regard to OER inclusion that the EFL instructors foresaw in their teaching contexts. Thus, the frequency distribution of the EFL instructors' perceptions of OER challenges is presented in detail in the following table. Also, the findings are explained thoroughly.

Table 14*Frequency distribution 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 analysis of Table 14 showed that 37.0% ($n=67$) of the English instructors disagreed, ($n=36$) 19.9% of them were undecided, and 43.1% ($n=78$) of them agreed with the item "Lack of materials". Considering the finding, it can be inferred that most of the instructors thought that lack of materials is among the difficulties of OER. Also, 18.8% ($n=34$) of the English instructors disagreed, 28.7% ($n=52$) of them were undecided, and 52.5% ($n=95$) of them agreed with the item "Number of students". With regard to this finding, it might be concluded that most of the instructors believed that the number of students is a factor hindering OER implementation.

2.8% ($n=5$) of the English instructors disagreed, 12.2% ($n=22$) of them were undecided, and 85.1% ($n=154$) of them agreed with the item "Low student motivation". According to this finding, it might be concluded that most of the

instructors agreed with the item. Besides, 8.8% ($n = 16$) of the English instructors disagreed with the item “Insufficient time”, 14.9% ($n = 27$) of them were undecided, and 76.2% ($n = 138$) of them agreed. Based on this finding, it can be deduced that the majority of the instructors believed that insufficient time is one of the challenges of OER implementation.

It was also revealed that 19.9% ($n = 36$) of the English instructors disagreed, 19.9% ($n = 36$) of them were undecided, and 60.2% ($n = 109$) of them agreed with the item “Low language proficiency of students”. Considering this finding, it might be inferred that for most of the instructors, one of the difficulties is the low language proficiency of students. Also, 6.1% ($n = 11$) of the English instructors disagreed, 7.2% ($n = 13$) of them were undecided, and 86.7% ($n = 157$) of them agreed with the item “Pressure on teachers to conform and complete syllabuses and textbooks”. According to this finding, it might be deduced that most of the instructors agreed with the item.

With the item “Exam-oriented school system”, 4.4% ($n = 8$) of the English instructors disagreed, 88.4% ($n = 160$) of them agreed, and 7.2% ($n = 13$) of them were undecided. Regarding this finding, it can be concluded that the majority of the instructors thought that an exam-oriented school system is one of the challenges of OER implementation. Moreover, concerning the item “Lack of training in OER”, the results indicated that 12.2% ($n = 22$) of the English instructors disagreed with it, 16.6% ($n = 30$) of them were undecided, and 71.3% ($n = 129$) of them agreed with it. Considering this finding, it might be stated that the majority of the instructors agreed on the lack of OER training.

40.9% ($n = 74$) of the English instructors disagreed, 16.6% ($n = 30$) of them were undecided, and 42.5% ($n = 77$) of them agreed with the item “Lack of technological competence of students”. Based on this finding, it might be inferred that the frequency of participation of the instructors in the item is similar. Also, with the item “Lack of technological competence of teachers”, 26.0% ($n = 47$) of the English instructors disagreed, 20.4% ($n = 37$) of them were undecided, and 53.6% ($n = 97$) of them agreed. According to this result, it might be inferred that most of the instructors agreed with the item.

4.4. Frequency Distribution of the EFL Instructors' OER Practices

To reveal what kind of OER practices the EFL instructors adopt and how often they exploit them, descriptive statistics were performed. The table below presents the frequencies and percentages calculated for each item. Also, comprehensive explanations are provided with regard to the data in this section.

Table 15

Frequency distribution of the EFL instructors' OER practices

OER Practices		f	%
1. I orient students to the benefits and techniques of online extensive reading.	Always	26	14.4
	Sometimes	69	38.1
	Never	86	47.5
2. I advise students to have a habit of online extensive reading.	Always	16	8.8
	Sometimes	47	26.0
	Never	118	65.2
3. I keep records of books and reading materials from the internet for the use of online extensive reading.	Always	65	35.9
	Sometimes	61	33.7
	Never	55	30.4
4. I bring online reading materials to class to allow students to involve in online extensive reading.	Always	62	34.3
	Sometimes	46	25.4
	Never	73	40.3
5. I determine students' reading levels and recommend lists of books/ reading materials for students to choose from for online extensive reading.	Always	77	42.5
	Sometimes	56	30.9
	Never	48	26.5
6. I keep track of what students read.	Always	104	57.5
	Sometimes	46	25.4
	Never	31	17.1
7. I engage in online reading to be a role model.	Always	58	32.0
	Bazen	52	28.7
	Never	71	39.2
8. I share books/stories I read online and hold discussions on them.	Always	72	39.8
	Sometimes	52	28.7
	Never	57	31.5
9. I assess students' reading problems and assist them if necessary.	Always	46	25.4
	Sometimes	55	30.4
	Never	80	44.2
10. I encourage students to share what they read for the class.	Always	47	26.0
	Sometimes	49	27.1
	Never	85	47.0
11. I give home reading assignments as online extensive reading practice.	Always	82	45.3
	Sometimes	56	30.9
	Never	43	23.8
12. I integrate silent reading programs in class and let them read online.	Always	113	62.4
	Sometimes	31	17.1
	Never	37	20.4
13. I prepare a variety of follow-up activities for online extensive reading.	Always	101	55.8
	Sometimes	37	20.4
	Never	43	23.8

Table 15 Continued

OER Practices		f	%
14. I integrate silent reading programs in class and let them read books.	Always	111	61.3
	Sometimes	41	22.7
	Never	29	16.0
15. I give home reading assignments as online extensive reading practice.	Always	82	45.3
	Sometimes	56	30.9
	Never	43	23.8
16. I integrate silent reading programs in class and let them read online.	Always	113	62.4
	Sometimes	31	17.1
	Never	37	20.4
17. I prepare a variety of follow-up activities for online extensive reading.	Always	101	55.8
	Sometimes	37	20.4
	Never	43	23.8
18. I integrate silent reading programs in class and let them read books.	Always	111	61.3
	Sometimes	41	22.7
	Never	29	16.0
19. I encourage students to read paper-based books out of class.	Always	30	16.6
	Sometimes	51	28.2
	Never	100	55.2
20. I give paper-based home reading assignments.	Always	60	33.1
	Sometimes	64	35.4
	Never	57	31.5
21. I am more involved in paper-based extensive reading than online extensive reading.	Disagree	36	19.9
	Neutral	53	29.3
	Agree	92	50.8
22. I'd like to learn more about OER and integrate it into my syllabus.	Disagree	12	6.6
	Neutral	42	23.2
	Agree	127	70.2
23. I'd like to learn more about OER and integrate it into my syllabus rather than ER.	Disagree	21	11.6
	Neutral	61	33.7
	Agree	99	54.7

The examination of Table 15 indicated that regarding the item “I orient students to the benefits and techniques of online extensive reading”, 14.4% ($n = 26$) of the English instructors stated that they always did it, 38.1% ($n = 69$) of them sometimes did it, and 47.5% ($n = 86$) never did it. According to this finding, it can be concluded that most instructors do not orient their students to OER. Also, to the item “I advise students to have a habit of online extensive reading”, 8.8% ($n = 16$) of the English instructors chose always, 26.0% ($n = 47$) of them chose sometimes, and 65.2% ($n = 118$) chose never. Based on this finding, it could be inferred that most instructors do not advise students to have an OER habit.

Considering the item “I keep records of books and reading materials from the internet for the use of online extensive reading”, 35.9% ($n = 65$) of the English instructors expressed that they did it always, 33.7% ($n = 61$) of them chose sometimes

and 30.4% ($n = 55$) of them chose never. Considering the result, it might be inferred that the frequency of the instructors' practice is similar. Regarding the item, "I bring online reading materials to class to allow students to involve in online extensive reading", 34.3% ($n = 62$) of the English instructors stated that they always did it, 25.4% ($n = 46$) of them chose sometimes, and 40.3% ($n = 73$) of them chose never. In the light of this finding, it can be deduced that the frequency of the instructors' practice is similar.

For the item "I determine students' reading levels and recommend lists of books/ reading materials for students to choose from for online extensive reading", 42.5% ($n = 77$) of the English instructors chose 'always', 30.9% ($n = 56$) of them chose 'sometimes', and 26.5% ($n = 48$) of them chose never. Based on this finding, it might be concluded that the frequency of the instructors' practice is similar. Besides, 57.5% ($n = 104$) of the English instructors chose always, 25.4% ($n = 46$) of them chose sometimes, and 17.1% ($n = 31$) of them chose never to the item "I keep track of what students read". According to this finding, it can be chose that most instructors follow their students' reading habits.

32.0% ($n = 58$) of the English instructors chose always, 28.7% ($n = 52$) of them chose sometimes, and 39.2% ($n = 71$) of them chose never to the item "I engage in online reading to be a role model". Regarding the result, it could be stated that the frequency of the instructors' practice is similar. Also, to the item "I share books/stories I read online and hold discussions on them", 39.8% ($n = 72$) of the English lecturers chose always, 28.7% ($n = 52$) of them chose sometimes, and 31.5% ($n = 57$) of them chose never. Based on this finding, it can be inferred that the frequency of the instructors' practice is similar.

To the item "I assess students' reading problems and assist them if necessary", 25.4% ($N = 46$) of the English instructors chose always, 30.4% ($n = 55$) of them chose sometimes, and 44.2% ($n = 80$) of them chose never. Thus, it can be concluded that most instructors do not assess their students' reading problems and assist them if necessary. Moreover, to the item "I encourage students to share what they read for the class", 26.0% ($n = 47$) of the English instructors chose always, 27.1% ($n = 49$) of them chose sometimes, and 47.0% ($n = 85$) of them chose never. According to this finding, it could be claimed that most of the instructors do not encourage their students to share what they read for the class.

It was revealed that 45.3% ($n=82$) of English instructors chose always, 30.9% ($n=56$) of them chose sometimes, and 23.8% ($n=43$) of them chose never to the item “I give home reading assignments as online extensive reading practice”. Regarding this result, it might be inferred that most of the instructors do this practice often. Also, to the item “I prepare a variety of follow-up activities for online extensive reading”, 55.8% ($n=101$) of the instructors chose always, 20.4% ($n=37$) of them chose sometimes, and 23.8% ($n=43$) of them chose never. Based on this finding, it can be claimed that most of the instructors prepare follow-up activities for OER.

To the item “I integrate silent reading programs in class and let them read books”, 61.3% ($n=111$) of the English instructors chose always, 22.7% ($n=41$) of them chose sometimes, and 16.0% ($n=29$) of them chose never. Considering this finding, it can be chose that the majority of the instructors integrate silent reading programs in class and let their students read books. Also, 16.6% ($n=30$) of the English instructors chose always, 28.2% ($n=51$) of them chose sometimes, and 55.2% ($n=100$) of them chose never to the item “I encourage students to read paper-based books out of class”. This finding might indicate that most of the instructors do little of this practice.

33.1% ($n=60$) of the English instructors chose always, 35.4% ($n=64$) of them chose sometimes, and 31.5% ($n=57$) of them chose never to the item “I give paper-based home reading assignments”. According to this finding, it could be deduced that the frequency of the instructors' practice is similar. Additionally, 19.9% ($n=36$) of the English instructors disagreed with the item “I am more involved in paper-based extensive reading than online extensive reading”, 29.3% ($n=53$) of them were undecided, and 50.8% ($n=92$) of them agreed with it. Considering this finding, it can be concluded that most of the instructors thought that they are more involved in ER than OER.

6.6% ($n=12$) of the English instructors disagreed with the item “I'd like to learn more about OER and integrate it into my syllabus”, 23.2% ($n=42$) of them were undecided, and 70.2% ($n=127$) of them agreed. According to this finding, it can be inferred that most of the instructors want to learn more about OER and integrate it into their syllabi. With the item “I'd like to learn more about OER and integrate it into my syllabus rather than ER” 11.6% ($n=21$) of the English instructors disagreed, 33.7% ($n=61$) of them were undecided, and 54.7% ($n=99$) of them agreed. According to this finding, it can be deduced that the majority of the instructors want to learn more about OER and integrate it into their syllabi rather than ER.

4.5. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding English Instructors' Perceptions of Online Extensive Reading Principles Based on the Variable Gender

In this section, the results answering the following research question; “To what extent do EFL instructors’ perceptions of OER principles change depending on their gender?” are presented in detail. The results of chi-square test are demonstrated in the table below. Also, detailed explanations are provided respectively.

Table 16

Frequency distribution and chi-square statistics regarding English instructors’ perceptions of OER principles based on the variable gender

Teachers’ Perceptions of Online Extensive Reading	Gender		Disagree	Neutral	Agree	χ^2
1. Online extensive reading material should be chosen by the teacher at lower levels.	Female	f	14	25	94	$\chi^2=1.336;$ $p>.05$
		%	10.5	18.8	70.7	
	Male	f	4	6	38	
		%	8.3	12.5	79.2	
2. The purpose of reading an online text extensively is to understand the general gist of the text.	Female	f	18	21	94	$\chi^2=.894;$ $p>.05$
		%	13.5	15.8	70.7	
	Male	f	4	8	36	
		%	8.3	16.7	75.0	
3. The reading teacher should do a post-reading activity to relate what the students read to their real life.	Female	f	3	17	113	$\chi^2=1.758;$ $p>.05$
		%	2.3	12.8	85.0	
	Male	f	3	6	39	
		%	6.3	12.5	81.3	
4. The students themselves should decide on the type of online text to read extensively.	Female	f	19	38	76	$\chi^2=8.068;$ $p<.05$
		%	14.3	28.6	57.1	
	Male	f	14	17	17	
		%	29.2	35.4	35.4	
5. Students’ work in extensive reading should be evaluated by the teacher.	Female	f	30	41	62	$\chi^2=9.919;$ $p<.05$
		%	22.6	30.8	46.6	
	Male	f	9	5	34	
		%	18.8	10.4	70.8	
6. Students should be given a purpose to read during online extensive reading.	Female	f	6	20	107	$\chi^2=7.132;$ $p<.05$
		%	4.5	15.0	80.5	
	Male	f	7	3	38	
		%	14.6	6.3	79.2	
7. The aim of online extensive reading is to make students like reading, not detailed reading.	Female	f	9	21	103	$\chi^2=21.086;$ $p<.05$
		%	6.8	15.8	77.4	
	Male	f	13	14	21	
		%	27.1	29.2	43.8	

Table 16 Continued

Teachers' Perceptions of Online Extensive Reading	Gender		Disagree	Neutral	Agree	χ^2
8. Students should be encouraged to use their dictionaries (bilingual or monolingual) during online extensive reading.	Female	f	30	29	74	$\chi^2=4.708;$ $p>.05$
		%	22.6	21.8	55.6	
	Male	f	4	13	31	
		%	8,3	27,1	64,6	
9. Assessing session of online extensive reading is not a very important part of online extensive reading if students understand the text.	Female	f	26	38	69	$\chi^2=2.764;$ $p>.05$
		%	19.5	28.6	51.9	
	Male	f	15	12	21	
		%	31.3	25.0	43.8	
10. Students should decide the topics they want to read about out of class.	Female	f	10	29	94	$\chi^2=3.314;$ $p>.05$
		%	7.5	21.8	70.7	
	Male	f	8	9	31	
		%	16.7	18.8	64.6	
11. The teachers should guide students to find different online texts about different topics to read extensively.	Female	f	1	11	121	$\chi^2=13.551;$ $p<.05$
		%	0.8	8.3	91.0	
	Male	f	6	5	37	
		%	12.5	10.4	77.1	
12. The reading text for online extensive reading should include vocabulary that is appropriate to the students' level.	Female	f	3	12	118	$\chi^2=6.434;$ $p<.05$
		%	2.3	9.0	88.7	
	Male	f	5	2	41	
		%	10.4	4.2	85.4	
13. Online extensive reading material should be below the students' language proficiency level.	Female	f	82	29	22	$\chi^2=.020;$ $p>.05$
		%	61.7	21.8	16.5	
	Male	f	30	10	8	
		%	62.5	20.8	16.7	
14. Students should be assessed on the online extensive reading they do.	Female	f	31	55	47	$\chi^2=20.445;$ $p<.05$
		%	23.3	41.4	35.3	
	Male	f	9	5	34	
		%	18,8	10,4	70,8	
15. If students are to be assessed, they should be graded according to the number of books they have read.	Female	f	67	40	26	$\chi^2=1.464;$ $p>.05$
		%	50.4	30.1	19.5	
	Male	f	29	12	7	
		%	60.4	25.0	14.6	
16. If students are to be assessed, they should be graded according to the answers to the reading comprehension questions.	Female	f	23	30	80	$\chi^2=3.601;$ $p>.05$
		%	17.3	22.6	60.2	
	Male	f	8	5	35	
		%	16,7	10,4	72,9	
17. If students are to be assessed, the assessment questions related to the books should focus on every detail in the book.	Female	f	96	23	14	$\chi^2=.746;$ $p>.05$
		%	72.2	17.3	10.5	
	Male	f	32	11	5	
		%	66.7	22.9	10.4	

According to Table 16, in order to reveal whether there is a statistically significant difference with regard to the variable gender, the chi-square test was applied, and it was concluded that there was no statistically significant difference between the male and female participants regarding the following items: "Online

extensive reading material should be chosen by the teacher at lower levels, the purpose of reading an online text extensively is to understand the general gist of the text, the reading teacher should do a post-reading activity to relate what the students read to their real life, students should be encouraged to use their dictionaries (bilingual or monolingual) during online extensive reading, assessing session of online extensive reading is not a very important part of online extensive reading if students understand the text, students should decide the topics they want to read about out of class, online extensive reading material should be below the students' language proficiency level, if students are to be assessed, they should be graded according to the number of books they have read, if students are to be assessed, they should be graded according to the answers to the reading comprehension questions, if students are to be assessed, the assessment questions related to the books should focus on every detail in the book”.

Of the female participants, 14.3% ($n = 19$) of them did not agree with the item “The students themselves should decide on the type of online text to read extensively”. While 28.6% ($n = 38$) of the females were neutral, 57.1% ($n = 76$) of them agreed with it. Of the male participants, 29.2% ($n = 14$) of them stated that they disagreed, 35.4% ($n = 17$) of them were neutral, and 35.4% ($n = 17$) of them agreed. According to the results of the chi-square test performed to determine whether there was a significant difference between the groups according to gender, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it might be inferred that female instructors agreed more with the item.

While, with the item "Students' work in extensive reading should be evaluated by the teacher", 22.6% ($n = 30$) of the female instructors disagreed, 30.8% ($n = 41$) of them were neutral about it, and 46.6% ($n = 62$) of them agreed. With regard to male instructors, 18.8% ($n = 9$) of them disagreed, 10.4% ($n = 5$) of them were neutral, and 70.8% ($n = 34$) of them agreed. Based on the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it might be inferred that male instructors agreed more with the item.

4.5% ($n = 6$) of the female lecturers disagreed, 15.0% ($n = 20$) of them were undecided, and 80.5% ($n = 107$) of them agreed with the item “Students should be given a purpose to read during online extensive reading”. Also, it was observed that 14.6% ($n = 7$) of the male instructors disagreed, 6.3% ($n = 3$) of them were undecided, and 79.2% ($n = 38$) of them agreed with it. According to the results of the chi-square test, there was a statistically significant difference at the level of .05 between the

perceptions of the instructors. With regard to this finding, it might be concluded that female instructors agreed more with the item.

6.8% ($n=9$) of the female instructors disagreed with the item “The aim of online extensive reading is to make students like reading, not a detailed reading”, 15.8% ($n=21$) of them were undecided, and 77.4% ($n=103$) of them expressed that they agreed. Considering the male participants, it was observed that 27.1% ($n=13$) of them disagreed, 29.2% ($n=14$) of them were undecided, and 43.8% ($n=21$) of them agreed with it. According to the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this result, it might be inferred that female instructors agreed more with the item.

Of the female instructors, only 0.8% ($n=1$) of them disagreed with the item “The teachers should guide students to find different online texts about different topics to read extensively”. While 8.3% ($n=11$) of them were undecided, 91.0% ($n=121$) of them stated that they agreed. Also, it was found that 12.5% ($n=6$) of the male instructors disagreed, 10.4% ($n=5$) of them were undecided, and 77.1% ($n=37$) of them agreed with this item. According to the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it might be inferred that female instructors agree more with the item.

2.3% ($n=3$) of the female instructors disagreed with the item “The reading text for online extensive reading should include vocabulary that is appropriate to the students' level”, 9.0% ($n=12$) of them were undecided, and 88.7% ($n=118$) of them expressed that they agreed. Also, it was observed that 10.4% ($n=5$) of the male instructors disagreed with the item. While only 4.2% ($n=2$) of them were undecided, 85.4% ($n=41$) of them agreed with this item. Considering the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it could be concluded that female instructors agree more with the item.

With the item “Students should be assessed on the online extensive reading they do”, 23.3% ($n=31$) of the female instructors disagreed, while 41.4% ($n=55$) of them stated they were undecided, 35.3% ($n=47$) of them agreed with it. On the other hand, 18.8% ($n=9$) of the male instructors disagreed, 10.4% ($n=5$) of them were neutral about it, and 70.8% ($n=34$) of them agreed with it. According to the results, there was a statistically significant difference at the level of .05 between the perceptions of the

instructors. With regard to this finding, it might be deduced that male instructors agree more with the item.

4.6. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the EFL Instructors' Perceptions of the Effects of OER on Language Learning Regarding the Variable Gender

This section demonstrates the data with regard to the answer to the research question; "To what extent do EFL instructors' perceptions of the effects of OER on language learning change depending on their gender?". The results of the chi-square test are presented in the table below. In addition, further explanations are provided respectively.

Table 17

Frequency distribution and chi-square statistics regarding the EFL instructors' perceptions of the effects of OER on language learning based on the variable gender

Effects of OER	Gender		Disagree	Neutral	Agree	χ^2
			f	%	f	
1. Recycle and consolidate the language learned in textbooks.	Female	f	1	7	125	$\chi^2=.423;$ $p>.05$
		%	0.8	5.3	94.0	
	Male	f	0	3	45	
		%	0.0	6.3	93.8	
2. Develop a sense of the language by seeing how it flows in its natural context.	Female	f	0	0	133	---
		%	0.0	0.0	10.0	
	Male	f	0	0	48	
		%	0.0	0.0	10.0	
3. Become effective readers by going from the word by word level to the idea by idea level of reading.	Female	f	4	6	123	$\chi^2=.390;$ $p>.05$
		%	3.0	4.5	92.5	
	Male	f	2	3	43	
		%	4.2	6.3	89.6	
4. Build a lifelong habit of reading and learning.	Female	f	1	11	121	$\chi^2=1.896;$ $p>.05$
		%	0.8	8.3	91.0	
	Male	f	0	7	41	
		%	0.0	14.6	85.4	
5. Build confidence, motivation, enjoyment, and a love of reading.	Female	f	0	9	124	$\chi^2=.130;$ $p>.05$
		%	0.0	6.8	93.2	
	Male	f	0	4	44	
		%	0.0	8.3	91.7	
6. Improve reading speed and reading fluency.	Female	f	0	4	129	$\chi^2=.148;$ $p>.05$
		%	0.0	3.0	97.0	
	Male	f	0	2	46	
		%	0.0	4.2	95.8	

Table 17 Continued

Effects of OER	Gender	Disagree	Neutral	Agree	X ²	
7. Improve their reading comprehension ability.	Female	f %	0 0.0	3 2.3	130 97.7	$\chi^2=1.756;$ p>.05
	Male	f %	0 0.0	3 6.3	45 93.8	
8. Use the reading strategies they learn in the class.	Female	f %	0 0.0	9 6.8	124 93.2	$\chi^2=4.062;$ p<.05
	Male	f %	0 0.0	8 1.7	40 83.3	
9. improve their grammar knowledge	Female	f %	6 4.5	21 15.8	106 79.7	$\chi^2=.249;$ p>.05
	Male	f %	3 6.3	7 14.6	38 79.2	
10. Learn new grammatical structures through the careful analysis of the language of the text.	Female	f %	9 6.8	25 18.8	99 74.4	$\chi^2=4.376;$ p>.05
	Male	f %	3 6.3	3 6.3	42 87.5	
11. Build their vocabulary.	Female	f %	0 0.0	2 1.5	131 98.5	$\chi^2=.730;$ p>.05
	Male	f %	0 0.0	0 0.0	48 10.0	
12. Learn new words incidentally	Female	f %	0 0.0	1 0.8	132 99.2	$\chi^2=4.934;$ p<.05
	Male	f %	0 0.0	3 6.3	45 93.8	
13. Improve their speaking skills	Female	f %	21 15.8	41 30.8	71 53.4	$\chi^2=2.952;$ p>.05
	Male	f %	13 27.1	13 27.1	22 45.8	
14. Express their opinions orally on various subjects easily.	Female	f %	8 6.0	46 34.6	79 59.4	$\chi^2=11.814;$ p<.05
	Male	f %	11 22.9	10 20.8	27 56.3	
15. Be less dependent on dictionaries while reading.	Female	f %	4 3.0	14 10.5	115 8.5	$\chi^2=2.610;$ p>.05
	Male	f %	4 8.3	6 12.5	38 79.2	
16. Enhance their writing skills in general.	Female	f %	7 5.3	29 21.8	97 72.9	$\chi^2=.704;$ p>.05
	Male	f %	4 8.3	9 18.8	35 72.9	
17. Improve their listening skills	Female	f %	36 27.1	55 41.4	42 31.6	$\chi^2=4.526;$ p>.05
	Male	f %	19 39.6	12 25.0	17 35.4	

Table 17 reveals that, considering the gender of the instructors, there was no statistically significant difference between the groups except for the following items. With the item “use the reading strategies they learn in the class”, none of the female instructors expressed that they disagreed, 6.8% ($n=9$) of them were undecided, and

93.2% ($n=124$) of them agreed with it. Also, none of the male instructors disagreed with it, only 16.7% ($n=8$) of them were undecided, and 83.3% ($n=40$) of them agreed. Based on the results of the chi-square test performed to determine whether there was a significant difference between the groups according to variable gender, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it might be inferred that female instructors agreed more with the item.

Regarding the item “learn new words incidentally” none of the female lecturers disagreed with it, only one of them (0.8%) was undecided, and 99.2% ($n=132$) of them agreed. Also, that none of the male instructors disagreed with it, 6.3% ($n=3$) of them were undecided, and 93.8% ($n=45$) of them agreed. According to the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it might be inferred that female instructors agreed more with the item.

6.0% ($n=8$) of the female lecturers disagreed, 34.6% ($n=46$) of them were undecided, and 59.4% ($n=79$) of them agreed with the item “express their opinions orally on various subjects easily”; 22.9% ($n=11$) of the male instructors stated that they disagree, 20.8% ($n=10$) of them were undecided, and 56.3% ($n=27$) of them agreed. According to the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it could be inferred that female instructors agreed more with the item.

4.7. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the EFL Instructors’ Perceptions of the Challenges of OER Based on the Variable Gender

Inferential statistics were conducted to see whether the gender of the instructors had an impact on the way they perceive OER challenges. In the following table, the results of the relevant data are presented in detail. Later, in-depth explanations are given for the items.

Table 18

Frequency distribution and chi-square statistics regarding the EFL instructors' perceptions of the challenges of OER based on the variable gender

Challenges & Difficulties of OER	Gender		Disagree	Neutral	Agree	χ^2
1. Lack of materials	Female	f	45	29	59	$\chi^2=2.483$; p>.05
		%	33.8	21.8	44.4	
	Male	f	22	7	19	
		%	45.8	14.6	39.6	
2. Number of students	Agree	f	24	43	66	$\chi^2=3.193$; p>.05
		%	18.0	32.3	49.6	
	Male	f	10	9	29	
		%	20.8	18.8	60.4	
3. Low student motivation	Agree	f	4	17	112	$\chi^2=.316$; p>.05
		%	3.0	12.8	84.2	
	Male	f	1	5	42	
		%	2.1	10.4	87.5	
4. Insufficient time	Agree	f	10	20	103	$\chi^2=1.090$; p>.05
		%	7.5	15.0	77.4	
	Male	f	6	7	35	
		%	12.5	14.6	72.9	
5. Low language proficiency of students	Agree	f	28	31	74	$\chi^2=5.037$; p>.05
		%	21.1	23.3	55.6	
	Male	f	8	5	35	
		%	16.7	10.4	72.9	
6. Pressure on teachers to conform and complete syllabuses and textbooks	Agree	f	6	10	117	$\chi^2=2.190$; p>.05
		%	4.5	7.5	88.0	
	Male	f	5	3	40	
		%	10.4	6.3	83.3	
7. Exam-oriented school system	Agree	f	4	8	121	$\chi^2=3.592$; p>.05
		%	3.0	6.0	91.0	
	Male	f	4	5	39	
		%	8.3	10.4	81.3	
8. Lack of training in OER	Agree	f	12	25	96	$\chi^2=5.601$; p>.05
		%	9.0	18.8	72.2	
	Male	f	10	5	33	
		%	20.8	10.4	68.8	
9. Lack of technological competence of students	Agree	f	51	24	58	$\chi^2=1.579$; p>.05
		%	38.3	18.0	43.6	
	Male	f	23	6	19	
		%	47.9	12.5	39.6	
10. Lack of technological competence of teachers	Agree	f	32	29	72	$\chi^2=1.185$; p>.05
		%	24.1	21.8	54.1	
	Male	f	15	8	25	
		%	31.3	16.7	52.1	

The results obtained from chi-square test were presented above. When Table 18 was examined, it was concluded that there was no statistically significant difference. This finding indicates that there is no relation between the groups in any of the items based on the gender of the instructors.

4.8. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the EFL Instructors' OER Practices Based on the Variable Gender

In order to investigate whether the gender of the instructors had an impact on the OER practices they do, inferential statistics were conducted. In the following table, the statistics which shed light on the relationship between the instructors' OER practices and the variable gender are demonstrated. Following that, further information with regard to the significant results is provided.

Table 19

Frequency distribution and chi-square statistics regarding the EFL instructors' OER practices based on the variable gender

OER Practices	Gender		Always	Sometimes	Never	χ^2
1. I orient students to the benefits and techniques of online extensive reading.	Female	f	18	48	67	$\chi^2=1.648;$ $p>.05$
		%	13.5	36.1	50.4	
	Male	f	8	21	19	
		%	16.7	43.8	39.6	
2. I advise students to have a habit of online extensive reading.	Female	f	10	31	92	$\chi^2=3.573;$ $p>.05$
		%	7.5	23.3	69.2	
	Male	f	6	16	26	
		%	12.5	33.3	54.2	
3. I keep records of books and reading materials from the internet for the use of online extensive reading.	Female	f	43	50	40	$\chi^2=4.061;$ $p>.05$
		%	32.3	37.6	30.1	
	Male	f	22	11	15	
		%	45.8	22.9	31.3	
4. I bring online reading materials to class to allow students to involve in online extensive reading.	Female	f	38	39	56	$\chi^2=8.135;$ $p<.05$
		%	28.6	29.3	42.1	
	Male	f	24	7	17	
		%	50.0	14.6	35.4	
5. I determine students' reading levels and recommend lists of books/ reading materials for students to choose from for online extensive reading.	Female	f	53	45	35	$\chi^2=2.221;$ $p>.05$
		%	39.8	33.8	26.3	
	Male	f	24	11	13	
		%	50.0	22.9	27.1	
6. I keep track of what students read.	Female	f	74	35	24	$\chi^2=.696;$ $p>.05$
		%	55.6	26.3	18.0	
	Male	f	30	11	7	
		%	62.5	22.9	14.6	
7. I engage in online reading to be a role model.	Female	f	42	38	53	$\chi^2=.088;$ $p>.05$
		%	31.6	28.6	39.8	
	Male	f	16	14	18	
		%	33.3	29.2	37.5	

Table 19 Continued

OER Practices	Gender		Always	Sometimes	Never	χ^2
8. I share books/stories I read online and hold discussions on them.	Female	f	54	39	40	$\chi^2=.466;$ $p>.05$
		%	40.6	29.3	30.1	
	Male	f	18	13	17	
		%	37.5	27.1	35.4	
9. I assess students' reading problems and assist them if necessary.	Female	f	31	42	60	$\chi^2=1.205;$ $p>.05$
		%	23.3	31.6	45.1	
	Male	f	15	13	20	
		%	31.3	27.1	41.7	
10. I encourage students to share what they read for the class.	Female	f	28	38	67	$\chi^2=6.326;$ $p<.05$
		%	21.1	28.6	50.4	
	Male	f	19	11	18	
		%	39.6	22.9	37.5	
11. I give home reading assignments as online extensive reading practice.	Female	f	55	42	36	$\chi^2=4.108;$ $p>.05$
		%	41.4	31.6	27.1	
	Male	f	27	14	7	
		%	56.3	29.2	14.6	
12. I integrate silent reading programs in class and let them read online.	Female	f	77	27	29	$\chi^2=5.058;$ $p>.05$
		%	57.9	20.3	21.8	
	Male	f	36	4	8	
		%	75.0	8.3	16.7	
13. I prepare a variety of follow-up activities for online extensive reading.	Female	f	69	32	32	$\chi^2=4.613;$ $p>.05$
		%	51.9	24.1	24.1	
	Male	f	32	5	11	
		%	66.7	10.4	22.9	
14. I integrate silent reading programs in class and let them read books.	Female	f	80	31	22	$\chi^2=.293;$ $p>.05$
		%	60.2	23.3	16.5	
	Male	f	31	10	7	
		%	64.6	20.8	14.6	
15. I encourage students to read paper-based books out of class.	Female	f	21	35	77	$\chi^2=1.439;$ $p>.05$
		%	15.8	26.3	57.9	
	Male	f	9	16	23	
		%	18.8	33.3	47.9	
16. I give paper-based home reading assignments.	Female	f	44	48	41	$\chi^2=.147;$ $p>.05$
		%	33.1	36.1	30.8	
	Male	f	16	16	16	
		%	33.3	33.3	33.3	
17. I am more involved in paper-based extensive reading than online extensive reading.	Female	f	26	38	69	$\chi^2=.225;$ $p>.05$
		%	19.5	28.6	51.9	
	Male	f	10	15	23	
		%	20.8	31.3	47.9	
18. I'd like to learn more about OER and integrate it into my syllabus.	Female	f	6	24	103	$\chi^2=12.934;$ $p<.05$
		%	4.5	18.0	77.4	
	Male	f	6	18	24	
		%	12.5	37.5	50.0	
19. I'd like to learn more about OER and integrate it into my syllabus rather than ER.	Female	f	14	46	73	$\chi^2=.620;$ $p>.05$
		%	10.5	34.6	54.9	
	Male	f	7	15	26	
		%	14.6	31.3	54.2	

When Table 19 was examined, according to the gender of the instructors, there was no significant difference between the groups apart from the following items. To

the item “I bring online reading materials to class to allow students to involve in online extensive reading” 28.6% ($n=38$) of the female instructors might be inferred always, 29.3% ($n=39$) of them might be inferred sometimes, and 42.1% ($n=56$) of them might be inferred never. Besides, 50.0% ($n=24$) of the male instructors might be inferred always, 14.6% ($n=7$) of them might be inferred sometimes, and 35.4% ($n=17$) of them might be inferred never. According to the results of the chi-square test performed to determine whether there was a significant difference between the groups regarding gender, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. This finding might indicate that female instructors conduct the practice less.

With the item “I encourage students to share what they read for the class”, 21.1% ($n=28$) of the female instructors disagreed, 28.6% ($n=38$) of them were undecided, and 50.4% ($n=67$) of them agreed. Also, 39.6% ($n=19$) of the male instructors disagreed, 22.9% ($n=11$) of them were undecided, and 37.5% ($n=18$) of them agreed with it. Regarding the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it could be inferred that female instructors employ the practice less.

4.5% ($n=6$) of the female lecturers did not agree with the item “I’d like to learn more about OER and integrate it into my syllabus”, 18.0% ($n=24$) of them were undecided, and 77.4% ($n=103$) of them stated that they agreed. Also, 12.5% ($n=6$) of the male instructors disagreed with it, 37.5% ($n=18$) of them were undecided, and 50.0% ($n=24$) of them agreed with it. Considering the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it might be deduced that female instructors agree more with the item.

4.9. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the EFL Instructors’ Perceptions of Online Extensive Reading Principles Based on the Variable Highest Completed Education Level

This section aimed to answer one of the research questions of the study; “To what extent does the variable highest completed educational level have an impact on the EFL Instructors’ Perceptions of Online Extensive Reading Principles?”. To this end, a chi-square test was conducted. The results are demonstrated in the table below and elucidated in the following section.

Table 20

Frequency distribution and chi-square statistics regarding EFL instructors' perceptions of Online Extensive Reading principles based on the variable highest completed education level

Teachers' Perceptions of Online Extensive Reading	Highest Completed Education Level		Disagree	Neutral	Agree	χ^2
1. Online extensive reading material should be chosen by the teacher at lower levels.	Undergraduate	f	11	14	57	$\chi^2=2.055$; p>.05
		%	13.4	17.1	69.5	
	Postgraduate	f	7	17	75	
		%	7.1	17.2	75.8	
2. The purpose of reading an online text extensively is to understand the general gist of the text.	Undergraduate	f	12	9	61	$\chi^2=3.279$; p>.05
		%	14.6	11.0	74.4	
	Postgraduate	f	10	20	69	
		%	10.1	20.2	69.7	
3. The reading teacher should do a post-reading activity to relate what the students read to their real life.	Undergraduate	f	1	11	70	$\chi^2=2.079$; p>.05
		%	1.2	13.4	85.4	
	Postgraduate	f	5	12	82	
		%	5.1	12.1	82.8	
4. The students themselves should decide on the type of online text to read extensively.	Undergraduate	f	18	31	33	$\chi^2=7.472$; p<.05
		%	22.0	37.8	40.2	
	Postgraduate	f	15	24	60	
		%	15.2	24.2	60.6	
5. Students' work in extensive reading should be evaluated by the teacher.	Undergraduate	f	14	21	47	$\chi^2=1.912$; p>.05
		%	17.1	25.6	57.3	
	Postgraduate	f	25	25	49	
		%	25.3	25.3	49.5	
6. Students should be given a purpose to read during online extensive reading.	Undergraduate	f	3	12	67	$\chi^2=3.078$; p>.05
		%	3.7	14.6	81.7	
	Postgraduate	f	10	11	78	
		%	10.1	11.1	78.8	
7. The aim of online extensive reading is to make students like reading, not a detailed reading.	Undergraduate	f	9	19	54	$\chi^2=1.465$; p>.05
		%	11.0	23.2	65.9	
	Postgraduate	f	13	16	70	
		%	13.1	16.2	70.7	
8. Students should be encouraged to use their dictionaries (bilingual or monolingual) during online extensive reading.	Undergraduate	f	13	20	49	$\chi^2=.855$; p>.05
		%	15.9	24.4	59.8	
	Postgraduate	f	21	22	56	
		%	21.2	22.2	56.6	
9. Assessing session of online extensive reading is not a very important part of online extensive reading if students understand the text.	Undergraduate	f	19	26	37	$\chi^2=1.561$; p>.05
		%	23.2	31.7	45.1	
	Postgraduate	f	22	24	53	
		%	22.2	24.2	53.5	
10. Students should decide the topics they want to read about out of class.	Undergraduate	f	10	16	56	$\chi^2=.933$; p>.05
		%	12.2	19.5	68.3	
	Postgraduate	f	8	22	69	
		%	8.1	22.2	69.7	

Table 20 Continued

Teachers' Perceptions of Online Extensive Reading	Highest Completed Education Level		Disagree	Neutral	Agree	χ^2
11. The teachers should guide students to find different online texts about different topics to read extensively.	Undergraduate	f	4	7	71	$\chi^2=.420$; $p>.05$
		%	4.9	8.5	86.6	
	Postgraduate	f	3	9	87	
		%	3.0	9.1	87.9	
12. The reading text for online extensive reading should include vocabulary that is appropriate to the students' level.	Undergraduate	f	4	6	72	$\chi^2=.105$; $p>.05$
		%	4.9	7.3	87.8	
	Postgraduate	f	4	8	87	
		%	4.0	8.1	87.9	
13. Online extensive reading material should be below the students' language proficiency level.	Undergraduate	f	47	25	10	$\chi^2=7.801$; $p<.05$
		%	57.3	30.5	12.2	
	Postgraduate	f	65	14	20	
		%	65.7	14.1	20.2	
14. Students should be assessed on the online extensive reading they do.	Undergraduate	f	14	29	39	$\chi^2=2.201$; $p>.05$
		%	17.1	35.4	47.6	
	Postgraduate	f	26	31	42	
		%	26.3	31.3	42.4	
15. If students are to be assessed, they should be graded according to the number of books they have read.	Undergraduate	f	40	23	19	$\chi^2=2.542$; $p>.05$
		%	48.8	28.0	23.2	
	Postgraduate	f	56	29	14	
		%	56.6	29.3	14.1	
16. If students are to be assessed, they should be graded according to the answers to the reading comprehension questions.	Undergraduate	f	13	14	55	$\chi^2=.835$; $p>.05$
		%	15.9	17.1	67.1	
	Postgraduate	f	18	21	60	
		%	18.2	21.2	60.6	
17. If students are to be assessed, the assessment questions related to the books should focus on every detail in the book.	Undergraduate	f	55	19	8	$\chi^2=1.896$; $p>.05$
		%	67.1	23.2	9.8	
	Postgraduate	f	73	15	11	
		%	73.7	15.2	11.1	

When Table 20 was examined, the results demonstrated that there was no statistically significant difference between the groups except for the following items. 22.0% ($n=18$) of the instructors with a BA degree did not agree with the item "The students themselves should decide on the type of online text to read extensively". While 37.8% ($n=31$) of them were neutral, 40.2% ($n=33$) of them agreed with it. Of the participants who have either an MA or Ph.D. degree, 15.2% ($n=15$) of them disagreed with the item, 24.2% ($n=24$) of them were neutral, and the majority of them (60.6%, $n=60$) agreed with it. According to the results of the chi-square test conducted to determine whether there was a significant difference between the groups according to the education level, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it might be inferred that the instructors with a postgraduate education level agree more with the item.

57.3% ($n=47$) of the instructors with an undergraduate education status did not agree with the item “Online extensive reading material should be below the students' language proficiency level”, 30.5% ($n=25$) of them were undecided, and 12.2% ($n=10$) of them agreed. On the other hand, 65.7% ($n=65$) of the instructors with postgraduate degrees disagreed with the item, 14.1% ($n=14$) of them were undecided, and 20.2% ($n=20$) of them agreed. According to the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it might be inferred that the instructors with a postgraduate education level agreed more with the item.

4.10. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the EFL Instructors’ Perceptions of the Effects of OER on Language Learning Regarding the Variable Highest Completed Education Level

A chi-square test was conducted to answer the following research question of the study “To what extent does the variable highest completed education level have an impact on the EFL Instructors’ Perceptions of the effects of OER on language learning?”. To this end, a chi-square test was conducted. The results were presented and explained in detail in the following section.

Table 21

Frequency distribution and chi-square statistics regarding the EFL instructors’ perceptions of the effects of OER on language learning based on the variable highest completed education level

Effects of OER	highest completed education level		Disagree	Neutral	Agree	χ^2
1. recycle and consolidate the language learned in textbooks.	undergraduate	f	1	6	75	$\chi^2=2.175;$ $p>.05$
		%	1.2	7.3	91.5	
	postgraduate	f	0	4	95	
		%	0.0	4.0	96.0	
2. develop a sense of the language by seeing how it flows in its natural context.	undergraduate	f	0	0	82	---
		%	0.0	0.0	10.0	
	postgraduate	f	0	0	99	
		%	0.0	0.0	10.0	
3. become effective readers by going from the word-by-word level to the idea-by-idea level of reading.	undergraduate	f	5	4	73	$\chi^2=3.623;$ $p>.05$
		%	6.1	4.9	89.0	
	postgraduate	f	1	5	93	
		%	1.0	5.1	93.9	

Table 21 Continued

Effects of OER		highest completed education level	Disagree	Neutral	Agree	χ^2
4. build a lifelong habit of reading and learning.	undergraduate	f 0 % 0.0	10 12.2	72 87.8	$\chi^2=1.640$; p>.05	
	postgraduate	f 1 % 1.0	8 8.1	90 90.9		
5. build confidence, motivation, enjoyment, and a love of reading.	undergraduate	f 0 % 0.0	6 7.3	76 92.7	$\chi^2=.004$; p>.05	
	postgraduate	f 0 % 0.0	7 7.1	92 92.9		
6. improve reading speed and reading fluency.	undergraduate	f 0 % 0.0	2 2.4	80 97.6	$\chi^2=.359$; p>.05	
	postgraduate	f 0 % 0.0	4 4.0	95 96.0		
7. improve their reading comprehension ability.	undergraduate	f 0 % 0.0	1 1.2	81 98.8	$\chi^2=2.054$; p>.05	
	postgraduate	f 0 % 0.0	5 5.1	94 94.9		
8. use the reading strategies they learn in class.	undergraduate	f 0 % 0.0	8 9.8	74 90.2	$\chi^2=.023$; p>.05	
	postgraduate	f 0 % 0.0	9 9.1	90 90.9		
9. improve their grammar knowledge	undergraduate	f 4 % 4.9	14 17.1	64 78.0	$\chi^2=.295$; p>.05	
	postgraduate	f 5 % 5.1	14 14.1	80 80.8		
10. learn new grammatical structures through the careful analysis of the language of the text.	undergraduate	f 6 % 7.3	12 14.6	64 78.0	$\chi^2=.175$; p>.05	
	postgraduate	f 6 % 6.1	16 16.2	77 77.8		
11. build their vocabulary.	undergraduate	f 0 % 0.0	1 1.2	81 98.8	$\chi^2=.018$; p>.05	
	postgraduate	f 0 % 0.0	1 1.0	98 99.0		
12. learn new words incidentally	undergraduate	f 0 % 0.0	2 2.4	80 97.6	$\chi^2=.036$; p>.05	
	postgraduate	f 0 % 0.0	2 2.0	97 98.0		
13. improve their speaking skills	undergraduate	f 17 % 20.7	21 25.6	44 53.7	$\chi^2=1.351$; p>.05	
	postgraduate	f 17 % 17.2	33 33.3	49 49.5		
14. express their opinions orally on various subjects easily.	undergraduate	f 9 % 11.0	21 25.6	52 63.4	$\chi^2=2.011$; p>.05	
	postgraduate	f 10 % 10.1	35 35.4	54 54.5		

Table 21 Continued

Effects of OER	highest completed education level		Disagree	Neutral	Agree	χ^2
15. be less dependent on dictionaries while reading.	undergraduate	f	3	12	67	$\chi^2=2.081$; p>.05
		%	3.7	14.6	81.7	
	postgraduate	f	5	8	86	
		%	5.1	8.1	86.9	
16. enhance their writing skills in general.	undergraduate	f	4	20	58	$\chi^2=1.277$; p>.05
		%	4.9	24.4	70.7	
	postgraduate	f	7	18	74	
		%	7.1	18.2	74.7	
17. improve their listening skills	undergraduate	f	25	28	29	$\chi^2=.687$; p>.05
		%	30.5	34.1	35.4	
	postgraduate	f	30	39	30	
		%	30.3	39.4	30v3	

The results obtained from chi-square test were presented above. Table 21 indicated that there was no statistically significant difference between the groups in any of the items regarding the highest completed educational level of the instructors. Since the data distribution was insufficient, the second item could not be compared based on the variable highest completed educational level.

4.11. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the EFL Instructors' Perceptions of the Challenges of OER Based on the Variable Highest Completed Education Level

This section aimed to explore whether the variable highest completed educational level had an impact on the instructors' perceptions of the challenges of OER. To this end, relevant statistics were calculated and presented in Table 22. Following that, the findings were elucidated thoroughly.

Table 22

Frequency distribution and chi-square statistics regarding the EFL instructors' perceptions of challenges of OER based on the variable highest completed educational level

Challenges & Difficulties of OER	highest completed education level		Disagree	Neutral	Agree	χ^2
1. Lack of materials	undergraduate	f	28	17	37	$\chi^2=.530$; p>.05
		%	34.1	20.7	45.1	
	postgraduate	f	39	19	41	
		%	39.4	19.2	41.4	
2. Number of students	undergraduate	f	15	24	43	$\chi^2=.035$; p>.05
		%	18.3	29.3	52.4	
	postgraduate.	f	19	28	52	
		%	19.2	28.3	52.5	
3. Low student motivation	undergraduate	f	3	12	67	$\chi^2=1.395$; p>.05
		%	3.7	14.6	81.7	
	postgraduate	f	2	10	87	
		%	2.0	10.1	87.9	
4. Insufficient time	undergraduate	f	10	16	56	$\chi^2=5.274$; p>.05
		%	12.2	19.5	68.3	
	postgraduate	f	6	11	82	
		%	6.1	11.1	82.8	
5. Low language proficiency of students	undergraduate	f	14	17	51	$\chi^2=.748$; p>.05
		%	17.1	20.7	62.2	
	postgraduate.	f	22	19	58	
		%	22.2	19.2	58.6	
6. Pressure on teachers to conform and complete syllabuses and textbooks	undergraduate	f	6	8	68	$\chi^2=2.013$; p>.05
		%	7.3	9.8	82.9	
	postgraduate	f	5	5	89	
		%	5.1	5.1	89.9	
7. Exam-oriented school system	undergraduate	f	4	8	70	$\chi^2=1.610$; p>.05
		%	4.9	9.8	85.4	
	postgraduate	f	4	5	90	
		%	4.0	5.1	90.9	
8. Lack of training in OER	undergraduate	f	6	17	59	$\chi^2=4.459$; p>.05
		%	7.3	20.7	72.0	
	postgraduate.	f	16	13	70	
		%	16.2	13.1	70.7	
9. Lack of technological competence of students	undergraduate	f	26	17	39	$\chi^2=5.539$; p>.05
		%	31.7	20.7	47.6	
	postgraduate	f	48	13	38	
		%	48.5	13.1	38.4	
10. Lack of technological competence of teachers	undergraduate	f	18	20	44	$\chi^2=2.074$; p>.05
		%	22.0	24.4	53.7	
	postgraduate	f	29	17	53	
		%	29.3	17.2	53.5	

The results obtained from chi-square test were presented above. Table 22 indicated that there was no statistically significant difference. This finding indicates that there is no relation between the groups in any of the items according to the highest completed educational level of the instructors.

4.12. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the EFL Instructors' OER Practices Based on the Variable Highest Completed Education Level

To understand whether the variable highest completed educational level affects the instructors' OER practices, relevant statistics were calculated. The results are demonstrated in the table below. Later, in-depth explanations are provided.

Table 23
Frequency distribution and chi-square statistics regarding the EFL instructors' OER practices based on the variable highest completed educational level

OER Practices	highest completed education level		Always	Sometimes	Never	χ^2
1. I orient students to the benefits and techniques of online extensive reading.	undergraduate	f	10	34	38	$\chi^2=.974$; p>.05
		%	12.2	41.5	46.3	
	postgraduate	f	16	35	48	
		%	16.2	35.4	48.5	
2. I advise students to have a habit of online extensive reading.	undergraduate	f	7	23	52	$\chi^2=.339$; p>.05
		%	8.5	28.0	63.4	
	postgraduate	f	9	24	66	
		%	9.1	24.2	66.7	
3. I keep records of books and reading materials from the internet for the use of online extensive reading.	undergraduate	f	25	33	24	$\chi^2=3.194$; p>.05
		%	30.5	40.2	29.3	
	postgraduate	f	40	28	31	
		%	40.4	28.3	31.3	
4. I bring online reading materials to class to allow students to involve in online extensive reading.	undergraduate	f	24	27	31	$\chi^2=4.655$; p>.05
		%	29.3	32.9	37.8	
	postgraduate	f	38	19	42	
		%	38.4	19.2	42.4	
5. I determine students' reading levels and recommend lists of books/ reading materials for students to choose from for online extensive reading.	undergraduate	f	37	28	17	$\chi^2=2.627$; p>.05
		%	45.1	34.1	20.7	
	postgraduate	f	40	28	31	
		%	40.4	28.3	31.3	
6. I keep track of what students read.	undergraduate	f	45	21	16	$\chi^2=.674$; p>.05
		%	54.9	25.6	19.5	
	postgraduate	f	59	25	15	
		%	59.6	25.3	15.2	
7. I engage in online reading to be a role model.	undergraduate	f	25	29	28	$\chi^2=3.398$; p>.05
		%	30.5	35.4	34.1	
	postgraduate	f	33	23	43	
		%	33.3	23.2	43.4	

Table 23 Continued

OER Practices	highest completed education level		Always	Sometimes	Never	χ^2
8. I share books/stories I read online and hold discussions on them.	undergraduate	f	33	25	24	$\chi^2=.405$; p>.05
		%	40.2	30.5	29.3	
	postgraduate	f	39	27	33	
		%	39.4	27.3	33.3	
9. I assess students' reading problems and assist them if necessary.	undergraduate	f	18	25	39	$\chi^2=1.091$; p>.05
		%	22.0	30.5	47.6	
	postgraduate	f	28	30	41	
		%	28.3	30.3	41.4	
10. I encourage students to share what they read for the class.	undergraduate	f	23	21	38	$\chi^2=.381$; p>.05
		%	28.0	25.6	46.3	
	postgraduate	f	24	28	47	
		%	24.2	28.3	47.5	
11. I give home reading assignments as online extensive reading practice.	undergraduate	f	40	27	15	$\chi^2=2.476$; p>.05
		%	48.8	32.9	18.3	
	postgraduate	f	42	29	28	
		%	42.4	29.3	28.3	
12. I integrate silent reading programs in class and let them read online.	undergraduate	f	53	13	16	$\chi^2=.322$; p>.05
		%	64.6	15.9	19.5	
	postgraduate	f	60	18	21	
		%	60.6	18.2	21.2	
13. I prepare a variety of follow-up activities for online extensive reading.	undergraduate	f	48	17	17	$\chi^2=.785$; p>.05
		%	58.5	20.7	20.7	
	postgraduate	f	53	20	26	
		%	53.5	20.2	26.3	
14. I integrate silent reading programs in class and let them read books.	undergraduate	f	48	23	11	$\chi^2=2.754$; p>.05
		%	58.5	28.0	13.4	
	postgraduate	f	63	18	18	
		%	63.6	18.2	18.2	
15. I encourage students to read paper-based books out of class.	undergraduate	f	11	24	47	$\chi^2=1.083$; p>.05
		%	13.4	29.3	57.3	
	postgraduate	f	19	27	53	
		%	19.2	27.3	53.5	
16. I give paper-based home reading assignments.	undergraduate	f	30	29	23	$\chi^2=1.098$; p>.05
		%	36.6	35.4	28.0	
	postgraduate	f	30	35	34	
		%	30.3	35.4	34.3	
17. I am more involved in paper-based extensive reading than online extensive reading.	undergraduate	f	18	23	41	$\chi^2=.418$; p>.05
		%	22.0	28.0	50.0	
	MA or Ph.D.	f	18	30	51	
		%	18.2	30.3	51.5	
18. I'd like to learn more about OER and integrate it into my syllabus.	undergraduate	f	4	24	54	$\chi^2=3.467$; p>.05
		%	4.9	29.3	65.9	
	MA or Ph.D.	f	8	18	73	
		%	8.1	18.2	73.7	
19. I'd like to learn more about OER and integrate it into my syllabus rather than ER.	undergraduate	f	9	28	45	$\chi^2=.060$; p>.05
		%	11.0	34.1	54.9	
	MA or Ph.D.	f	12	33	54	
		%	12.1	33.3	54.5	

The results obtained from chi-square test were presented above. When Table 23 was examined, it was found that there was no statistically significant difference. This finding might indicate that there is no relation between the groups in any of the items regarding the highest completed educational level of the instructors.

4.13. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the EFL Instructors' Perceptions of Online Extensive Reading Principles Based on the Variable Years of Teaching Experience

The relationship between the variable years of teaching experience and EFL instructors' perceptions of Online Extensive Reading principles was investigated through a chi-square test. The relevant results are shown in the table below. Following that, further information is presented.

Table 24

Frequency distribution and chi-square statistics regarding EFL instructors' perceptions of Online Extensive Reading principles based on the variable years of teaching experience

Teachers' Perceptions of Online Extensive Reading	Years of Teaching Experience		Disagree	Neutral	Agree	χ^2
1. Online extensive reading material should be chosen by the teacher at lower levels.	Up to 10 years	f	5	10	41	$\chi^2=.110$; p>.05
	Over 11 years	f	13	21	91	
2. The purpose of reading an online text extensively is to understand the general gist of the text.	Up to 10 years	f	9	9	38	$\chi^2=1.201$; p>.05
	Over 11 years	f	13	20	92	
3. The reading teacher should do a post-reading activity to relate what the students read to their real life.	Up to 10 years	f	2	6	48	$\chi^2=.299$; p>.05
	Over 11 years	f	4	17	104	
4. The students themselves should decide on the type of online text to read extensively.	Up to 10 years	f	10	12	34	$\chi^2=3.522$; p>.05
	Over 11 years	f	23	43	59	
5. Students' work in extensive reading should be evaluated by the teacher.	Up to 10 years	f	17	13	26	$\chi^2=3.744$; p>.05
	Over 11 years	f	22	33	70	
6. Students should be given a purpose to read during online extensive reading.	Up to 10 years	f	4	6	46	$\chi^2=.295$; p>.05
	Over 11 years	f	9	17	99	
		%	7.2	1.6	79.2	

Table 24 Continued

Teachers' Perceptions of Online Extensive Reading		Years of Teaching Experience	Disagree	Neutral	Agree	χ^2
7. The aim of online extensive reading is to make students like reading, not detailed reading.	Up to 10 years	f %	3 5.4	15 26.8	38 6.9	$\chi^2=5.414$; p>.05
	Over 11 years	f %	19 15.2	20 16.0	86 68.8	
8. Students should be encouraged to use their dictionaries (bilingual or monolingual) during online extensive reading.	Up to 10 years	f %	12 21.4	16 28.6	28 50.0	$\chi^2=2.205$; p>.05
	Over 11 years	f %	22 17.6	26 20.8	77 61.6	
9. Assessing session of online extensive reading is not a very important part of online extensive reading if students understand the text.	Up to 10 years	f %	16 28.6	15 26.8	25 44.6	$\chi^2=1.696$; p>.05
	Over 11 years	f %	25 20.0	35 28.0	65 52.0	
10. Students should decide the topics they want to read about out of class.	Up to 10 years	f %	6 10.7	9 16.1	41 73.2	$\chi^2=1.187$; p>.05
	Over 11 years	f %	12 9.6	29 23.2	84 67.2	
11. The teachers should guide students to find different online texts about different topics to read extensively.	Up to 10 years	f %	1 1.8	2 3.6	53 94.6	$\chi^2=3.956$; p>.05
	Over 11 years	f %	6 4.8	14 11.2	105 84.0	
12. The reading text for online extensive reading should include vocabulary that is appropriate to the students' level.	Up to 10 years	f %	1 1.8	6 10.7	49 87.5	$\chi^2=2.205$; p>.05
	Over 11 years	f %	7 5.6	8 6.4	110 88.0	
13. Online extensive reading material should be below the students' language proficiency level.	Up to 10 years	f %	37 66.1	9 16.1	10 17.9	$\chi^2=1.439$; p>.05
	Over 11 years	f %	75 60.0	30 24.0	20 16.0	
14. Students should be assessed on the online extensive reading they do.	Up to 10 years	f %	15 26.8	21 37.5	20 35.7	$\chi^2=2.749$; p>.05
	Over 11 years	f %	25 20.0	39 31.2	61 48.8	
15. If students are to be assessed, they should be graded according to the number of books they have read.	Up to 10 years	f %	36 64.3	10 17.9	10 17.9	$\chi^2=5.276$; p>.05
	Over 11 years	f %	60 48.0	42 33.6	23 18.4	
16. If students are to be assessed, they should be graded according to the answers to the reading comprehension questions.	Up to 10 years	f %	10 17.9	13 23.2	33 58.9	$\chi^2=.927$; p>.05
	Over 11 years	f %	21 16.8	22 17.6	82 65.6	
17. If students are to be assessed, the assessment questions related to the books should focus on every detail in the book.	Up to 10 years	f %	40 71.4	10 17.9	6 10.7	$\chi^2=.047$; p>.05
	Over 11 years	f %	88 70.4	24 19.2	13 10.4	

The results obtained from chi-square test were presented above. Table 24 indicated that there was no statistically significant difference. This finding might

Table 25 Continued

Effects of OER		Years of Teaching Experience		Disagree	Neutral	Agree	χ^2
7. improve their reading comprehension ability.	Up to 10 years	f	0	2	54	$\chi^2=.017$; p>.05	
	Over 11 years	%	0.0	3.6	96.4		
8. use the reading strategies they learn in class.	Up to 10 years	f	0	5	51	$\chi^2=.020$; p>.05	
	Over 11 years	%	0.0	8.9	91.1		
9. improve their grammar knowledge	Up to 10 years	f	3	4	49	$\chi^2=4.301$; p>.05	
	Over 11 years	%	5.4	7.1	87.5		
10. learn new grammatical structures through the careful analysis of the language of the text.	Up to 10 years	f	3	4	49	$\chi^2=4.792$; p>.05	
	Over 11 years	%	5.4	7.1	87.5		
11. build their vocabulary.	Up to 10 years	f	0	0	56	$\chi^2=.906$; p>.05	
	Over 11 years	%	0.0	0.0	100.0		
12. learn new words incidentally	Up to 10 years	f	0	2	54	$\chi^2=.696$; p>.05	
	Over 11 years	%	0.0	3.6	96.4		
13. improve their speaking skills	Up to 10 years	f	13	14	29	$\chi^2=1.485$; p>.05	
	Over 11 years	%	23.2	25.0	51.8		
14. express their opinions orally on various subjects easily.	Up to 10 years	f	7	16	33	$\chi^2=.459$; p>.05	
	Over 11 years	%	12.5	28.6	58.9		
15. be less dependent on dictionaries while reading.	Up to 10 years	f	0	5	51	$\chi^2=4.325$; p>.05	
	Over 11 years	%	0.0	8.9	91.1		
16. enhance their writing skills in general.	Up to 10 years	f	3	6	47	$\chi^2=5.497$; p>.05	
	Over 11 years	%	5.4	10.7	83.9		
17. improve their listening skills	Up to 10 years	f	16	26	14	$\chi^2=3.464$; p>.05	
	Over 11 years	%	28.6	46.4	25.0		

The results obtained from chi-square test were presented above. When Table 25 was examined, it was observed that there was no statistically significant difference between the groups in any of the items according to the years of teaching experience of the instructors. Since the data distribution was insufficient, the second item could not be compared according to the years of teaching experience.

4.15. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the EFL Instructors' Perceptions of the Challenges of OER Based on the Variable Years of Teaching Experience

The purpose of this section is to understand whether the variable teaching experience had an impact on the EFL instructors' perceptions of the challenges of OER. Firstly, certain statistics were calculated. Then, the results are demonstrated in the following table.

Table 26

Frequency distribution and chi-square statistics regarding the EFL instructors' perceptions of challenges of OER based on the variable years of teaching experience

Challenges & Difficulties of OER	Years of Teaching Experience		Disagree	Neutral	Agree	χ^2
1. Lack of materials	Up to 10	f	17	10	29	$\chi^2=2.561;$ $p>.05$
	years	%	30.4	17.9	51.8	
	Over 11	f	50	26	49	
	years	%	40.0	20.8	39.2	
2. Number of students	Up to 10	f	10	15	31	$\chi^2=.271;$ $p>.05$
	years	%	17.9	26.8	55.4	
	Over 11	f	24	37	64	
	years	%	19.2	29.6	51.2	
3. Low student motivation	Up to 10	f	1	3	52	$\chi^2=3.939;$ $p>.05$
	years	%	1.8	5.4	92.9	
	Over 11	f	4	19	102	
	years	%	3.2	15.2	81.6	
4. Insufficient time	Up to 10	f	2	4	50	$\chi^2=7.641;$ $p>.05$
	years	%	3.6	7.1	89.3	
	Over 11	f	14	23	88	
	years	%	11.2	18.4	70.4	
5. Low language proficiency of students	Up to 10	f	11	9	36	$\chi^2=,819;$ $p>.05$
	years	%	19.6	16.1	64.3	
	Over 11	f	25	27	73	
	years	%	20.0	21.6	58.4	

Table 26 Continued

Challenges & Difficulties of OER	Years of Teaching Experience		Disagree	Neutral	Agree	χ^2
6. Pressure on teachers to conform and complete syllabuses and textbooks	Up to 10 years	f	2	1	53	$\chi^2=4.710$; $p>.05$
		%	3.6	1.8	94.6	
	Over 11 years	f	9	12	104	
		%	7.2	9.6	83.2	
7. Exam-oriented school system	Up to 10 years	f	1	0	55	$\chi^2=7.981$; $p>.05$
		%	1.8	0.0	98.2	
	Over 11 years	f	7	13	105	
		%	5.6	10.4	84.0	
8. Lack of training in OER	Up to 10 years	f	7	8	41	$\chi^2=.307$; $p>.05$
		%	12.5	14.3	73.2	
	Over 11 years	f	15	22	88	
		%	12.0	17.6	70.4	
9. Lack of technological competence of students	Up to 10 years	f	20	10	26	$\chi^2=.899$; $p>.05$
		%	35.7	17.9	46.4	
	Over 11 years	f	54	20	51	
		%	43.2	16.0	40.8	
10. Lack of technological competence of teachers	Up to 10 years	f	16	9	31	$\chi^2=1.017$; $p>.05$
		%	28.6	16.1	55.4	
	Over 11 years	f	31	28	66	
		%	24.8	22.4	52.8	

The results obtained from chi-square test were presented above. According to Table 26, it was concluded that there was no statistically significant difference. This finding reveals that there is no relation between the groups in any of the items depending on the years of teaching experience of the instructors.

4.16. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the EFL Instructors' OER Practices Based on the Variable Years of Teaching Experience

The relationship between the EFL instructors' OER practices and the variable years of teaching experience was explored in this section. The chi-square test results are presented in the table below. Following that, these results are explained.

Table 27

Frequency distribution and chi-square statistics regarding the EFL instructors' OER practices based on the variable years of teaching experience

OER Practices	Years of Teaching Experience	Always	Sometimes	Never	χ^2
1. I orient students to the benefits and techniques of online extensive reading.	Up to 10 years	f 14 % 25.0	19 33.9	23 41.1	$\chi^2=7.467$; p<.05
	Over 11 years	f 12 % 9.6	50 40.0	63 50.4	
2. I advise students to have a habit of online extensive reading.	Up to 10 years	f 10 % 17.9	12 21.4	34 60.7	$\chi^2=8.352$; p<.05
	Over 11 years	f 6 % 4.8	35 28.0	84 67.2	
3. I keep records of books and reading materials from the internet for the use of online extensive reading.	Up to 10 years	f 20 % 35.7	19 33.9	17 30.4	$\chi^2=.002$; p>.05
	Over 11 years	f 45 % 36.0	42 33.6	38 30.4	
4. I bring online reading materials to class to allow students to involve in online extensive reading.	Up to 10 years	f 20 % 35.7	17 30.4	19 33.9	$\chi^2=1.654$; p>.05
	Over 11 years	f 42 % 33.6	29 23.2	54 43.2	
5. I determine students' reading levels and recommend lists of books/reading materials for students to choose from for online extensive reading.	Up to 10 years	f 26 % 46.4	18 32.1	12 21.4	$\chi^2=1.118$; p>.05
	Over 11 years	f 51 % 40.8	38 30.4	36 28.8	
6. I keep track of what students read.	Up to 10 years	f 37 % 66.1	12 21.4	7 12.5	$\chi^2=2.567$; p>.05
	Over 11 years	f 67 % 53.6	34 27.2	24 19.2	
7. I engage in online reading to be a role model.	Up to 10 years	f 20 % 35.7	13 23.2	23 41.1	$\chi^2=1.270$; p>.05
	Over 11 years	f 38 % 30.4	39 31.2	48 38.4	
8. I share books/stories I read online and hold discussions on them.	Up to 10 years	f 24 % 42.9	18 32.1	14 25.0	$\chi^2=1.607$; p>.05
	Over 11 years	f 48 % 38.4	34 27.2	43 34.4	
9. I assess students' reading problems and assist them if necessary.	Up to 10 years	f 13 % 23.2	23 41.1	20 35.7	$\chi^2=4.522$; p>.05
	Over 11 years	f 33 % 26.4	32 25.6	60 48.0	
10. I encourage students to share what they read for the class.	Up to 10 years	f 12 % 21.4	18 32.1	26 46.4	$\chi^2=1.418$; p>.05
	Over 11 years	f 35 % 28.0	31 24.8	59 47.2	

Table 27 Continued

OER Practices	Years of Teaching Experience		Always	Sometimes	Never	χ^2
11. I give home reading assignments as online extensive reading practice.	Up to 10 years	f	31	16	9	$\chi^2=3.972$; p>.05
	Over 11 years	f	51	40	34	
12. I integrate silent reading programs in class and let them read online.	Up to 10 years	f	38	10	8	$\chi^2=1.911$; p>.05
	Over 11 years	f	75	21	29	
13. I prepare a variety of follow-up activities for online extensive reading.	Up to 10 years	f	38	11	7	$\chi^2=6.463$; p<.05
	Over 11 years	f	63	26	36	
14. I integrate silent reading programs in class and let them read books.	Up to 10 years	f	38	14	4	$\chi^2=4.752$; p>.05
	Over 11 years	f	73	27	25	
15. I encourage students to read paper-based books out of class.	Up to 10 years	f	14	17	25	$\chi^2=5.261$; p>.05
	Over 11 years	f	16	34	75	
16. I give paper-based home reading assignments.	Up to 10 years	f	25	20	11	$\chi^2=6.849$; p<.05
	Over 11 years	f	35	44	46	
17. I am more involved in paper-based extensive reading than online extensive reading.	Up to 10 years	f	17	13	26	$\chi^2=5.795$; p>.05
	Over 11 years	f	19	40	66	
18. I'd like to learn more about OER and integrate it into my syllabus.	Up to 10 years	f	5	6	45	$\chi^2=7.298$; p<.05
	Over 11 years	f	7	36	82	
19. I'd like to learn more about OER and integrate it into my syllabus rather than ER.	Up to 10 years	f	8	19	29	$\chi^2=.630$; p>.05
	Over 11 years	f	13	42	70	
		%	10.4	33.6	56.0	

According to Table 27, regarding the years of teaching experience of the English instructors, it was revealed that there was no statistically significant difference between the groups for the following items: “I keep records of books and reading materials from the internet for the use of online extensive reading, I bring online reading materials to class to allow students to involve in online extensive reading, I determine students' reading levels and recommend lists of books/ reading materials for

students to choose from for online extensive reading, I keep track of what students read, I engage in online reading to be a role model, I share books/stories I read online and hold discussions on them , I assess students' reading problems and assist them if necessary, I encourage students to share what they read for the class, I give home reading assignments as online extensive reading practice, I integrate silent reading programs in class and let them read online, I integrate silent reading programs in class and let them read books, I encourage students to read paper-based books out of class, I am more involved in paper-based extensive reading than online extensive reading, I'd like to learn more about OER and integrate it into my syllabus rather than ER”.

25.0% ($n=14$) of the instructors with an experience of up to 10 years did not agree with the item “I orient students to the benefits and techniques of online extensive reading”, 33.9% ($n=19$) of them were undecided, and 41.1% ($n=23$) of them agreed with it. Also, 9.6% ($n=12$) of the instructors who had an experience of 11 years and above disagreed, 40.0% ($n=50$) of them were undecided, and 50.4% ($n=63$) of them agreed. Based on the results of the chi-square test performed to reveal whether there was a significant difference between the groups according to the years of teaching experience of the instructors, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Considering this finding, it might be inferred that instructors with an experience of 11 years and above employ the practice less.

17.9% ($n=10$) of the instructors with an experience of up to 10 years did not agree with the item “I advise students to have a habit of online extensive reading”, 21.4% ($n=12$) of them were undecided, and 60.7% ($n=34$) of them agreed. It was also observed that 4.8% ($n=6$) of the instructors who had an experience of 11 years or more disagreed, 28.0% ($n=35$) of them were undecided, and 67.2% ($n=84$) of them agreed with the item. According to the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it might be inferred that instructors with an experience of 11 years and above conduct the practice less.

67.9% ($n=38$) of the instructors with an experience of up to 10 years did not agree with the item “I prepare a variety of follow-up activities for online extensive reading”, 19.6% ($n=11$) of them were undecided, and 12.5% ($n=7$) of them agreed. Also, 50.4% ($n=63$) of the instructors who had an experience of 11 years and above disagreed with it, 20.8% ($n=26$) of them were undecided, and 28.8% ($n=36$) of them

agreed. According to the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it might be inferred that instructors with an experience of 11 years and above conduct the practice less.

With the item "I give paper-based home reading assignments", 44.6% ($n=25$) of the instructors with a n experience of up to 10 years expressed that they disagreed, 35.7% ($n=20$) of them were undecided, and 19.6% ($n=11$) of them agreed. Besides, 28.0% ($n=35$) of the instructors who had an experience of 11 years or more disagreed with it, 35.2% ($n=44$) of them were undecided, and 36.8% ($n=46$) of them agreed. Based on the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this finding, it might be concluded that instructors with an experience of 11 years and above conduct the practice less.

With the item "I'd like to learn more about OER and integrate it into my syllabus", 8.9% ($n=5$) of the instructors with an experience of up to 10 years disagreed, 10.7% ($n=6$) of them were undecided, and 80.4% ($n=45$) of them stated they agreed. Besides, 5.6% ($n=7$) of the instructors who had an experience of 11 years or more stated that they disagreed, 28.8% ($n=36$) of them were undecided, and 65.6% ($n=82$) of them agreed with it. Based on the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Considering this finding, it might be inferred that instructors with an experience of up to 10 years agree more with the item.

4.17. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the English Instructors' Perceptions of Online Extensive Reading Principles Regarding the Variable Their Field of Graduation

To investigate whether the variable field of graduation affect the instructors' perceptions of OER principles, a chi-square test was conducted. The results were presented in the following table. Following that, further explanations are provided.

Table 28

Frequency distribution and chi-square statistics regarding the English instructors' perceptions of OER principles based on the variable field of graduation

Teachers' Perceptions of Online Extensive Reading	Field of Graduation		Disagree	Neutral	Agree	χ^2
1. Online extensive reading material should be chosen by the teacher at lower levels.	ELT	f	14	17	69	$\chi^2=4.170$; p>.05
		%	14.0	17.0	69.0	
	Other	f	4	14	63	
		%	4.9	17.3	77.8	
2. The purpose of reading an online text extensively is to understand the general gist of the text.	ELT	f	15	19	66	$\chi^2=3.780$; p>.05
		%	15.0	19.0	66.0	
	Other	f	7	10	64	
		%	8.6	12.3	79.0	
3. The reading teacher should do a post-reading activity to relate what the students read to their real life.	ELT	f	5	12	83	$\chi^2=2.027$; p>.05
		%	5.0	12.0	83.0	
	Other	f	1	11	69	
		%	1.2	13.6	85.2	
4. The students themselves should decide on the type of online text to read extensively.	ELT	f	17	24	59	$\chi^2=5.710$; p>.05
		%	17.0	24.0	59.0	
	Other	f	16	31	34	
		%	19.8	38.3	42.0	
5. Students' work in extensive reading should be evaluated by the teacher.	ELT	f	23	28	49	$\chi^2=1.494$; p>.05
		%	23.0	28.0	49.0	
	Other	f	16	18	47	
		%	19.8	22.2	58.0	
6. Students should be given a purpose to read during online extensive reading.	ELT	f	7	11	82	$\chi^2=.622$; p>.05
		%	7.0	11.0	82.0	
	Other	f	6	12	63	
		%	7.4	14.8	77.8	
7. The aim of online extensive reading is to make students like reading, not detailed reading.	ELT	f	14	24	62	$\chi^2=4.520$; p>.05
		%	14.0	24.0	62.0	
	Other	f	8	11	62	
		%	9.9	13.6	76.5	
8. Students should be encouraged to use their dictionaries (bilingual or monolingual) during online extensive reading.	ELT	f	23	17	60	$\chi^2=5.973$; p<.05
		%	23.0	17.0	60.0	
	Other	f	11	25	45	
		%	13.6	30.9	55.6	
9. Assessing session of online extensive reading is not a very important part of online extensive reading if students understand the text.	ELT	f	26	26	48	$\chi^2=1.453$; p>.05
		%	26.0	26.0	48.0	
	Other	f	15	24	42	
		%	18.5	29.6	51.9	
10. Students should decide the topics they want to read about out of class.	ELT	f	8	19	73	$\chi^2=1.755$; p>.05
		%	8.0	19.0	73.0	
	Other	f	10	19	52	
		%	12.3	23.5	64.2	
11. The teachers should guide students to find different online texts about different topics to read extensively.	ELT	f	5	7	88	$\chi^2=1.610$; p>.05
		%	5.0	7.0	88.0	
	Other	f	2	9	70	
		%	2.5	11.1	86.4	

Table 28 Continued

Teachers' Perceptions of Online Extensive Reading	Field of Graduation		Disagree	Neutral	Agree	χ^2
12. The reading text for online extensive reading should include vocabulary that is appropriate to the students' level.	ELT	f	6	8	86	$\chi^2=1.369$; $p>.05$
		%	6.0	8.0	86.0	
	Other	f	2	6	73	
		%	2.5	7.4	90.1	
13. Online extensive reading material should be below the students' language proficiency level.	ELT	f	62	22	16	$\chi^2=.066$; $p>.05$
		%	62.0	22.0	16.0	
	Other	f	50	17	14	
		%	61.7	21.0	17.3	
14. Students should be assessed on the online extensive reading they do.	ELT	f	26	30	44	$\chi^2=2.235$; $p>.05$
		%	26.0	30.0	44.0	
	Other	f	14	30	37	
		%	17.3	37.0	45.7	
15. If students are to be assessed, they should be graded according to the number of books they have read.	ELT	f	58	25	17	$\chi^2=2.305$; $p>.05$
		%	58.0	25.0	17.0	
	Other	f	38	27	16	
		%	46.9	33.3	19.8	
16. If students are to be assessed, they should be graded according to the answers to the reading comprehension questions.	ELT	f	18	19	63	$\chi^2=.123$; $p>.05$
		%	18.0	19.0	63.0	
	Other	f	13	16	52	
		%	16.0	19.8	64.2	
17. If students are to be assessed, the assessment questions related to the books should focus on every detail in the book.	ELT	f	76	12	12	$\chi^2=6.838$; $p<.05$
		%	76.0	12.0	12.0	
	Other	f	52	22	7	
		%	64.2	27.2	8.6	

When Table 28 was examined, it was revealed that that there was no statistically significant difference between the groups except for the following items. With the item “Students should be encouraged to use their dictionaries (bilingual or monolingual) during online extensive reading” 23 % ($n=23$) of the ELT graduates disagreed, 17 % ($n=17$) were neutral, and 60% ($n=60$) agreed. 13.6% of the instructors who graduated from other departments disagreed, 30.9% ($n=25$) were neutral, and 55% ($n=45$) of them agreed with the item. According to the results of the chi-square test performed to determine whether there was a significant difference between the groups according to their field of graduation, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this, it can be inferred that ELT graduates agreed with the item more.

With the item “If students are to be assessed, the assessment questions related to the books should focus on every detail in the book”, while, 76% ($n=76$) of the ELT graduates disagreed, 12% ($n=12$) of them agreed, and, 12% ($n=12$) of them were

neutral about it, 64.2% ($n=52$) of the graduates of other departments disagreed, 27.2% ($n=22$) were neutral, and only 8.6% ($n=7$) agreed. According to the results, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this, it can be inferred that ELT graduates disagreed with the item more.

4.18. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the EFL Instructors' Perceptions of the Effects of OER on Language Learning Regarding the Variable Field of Graduation

This section aimed to investigate the relationship between the EFL instructors' perceptions of the effects of OER on language learning and the variable field of graduation. To this end, relevant statistics were calculated and the results are shown in the table below. Also, in-depth explanations in light of the results are presented.

Table 29

Frequency distribution and chi-square statistics regarding the EFL instructors' perceptions of the effects of OER on language learning based on the variable field of graduation

Effects of OER	Field of Graduation		Disagree	Neutral	Agree	χ^2
1. recycle and consolidate the language learned in textbooks.	ELT	f	0	8	92	$\chi^2=3,800;$ $p>.05$
		%	0.0	8.0	92.0	
	Other	f	1	2	78	
		%	1.2	2.5	96.3	
2. develop a sense of the language by seeing how it flows in its natural context.	ELT	f	0	0	100	---
		%	0.0	0.0	100.0	
	Other	f	0	0	81	
		%	0.0	0.0	100.0	
3. become effective readers by going from the word-by-word level to the idea-by-idea level of reading.	ELT	f	3	6	91	$\chi^2=.554;$ $p>.05$
		%	3.0	6.0	91.0	
	Other	f	3	3	75	
		%	3.7	3.7	92.6	
4. build a lifelong habit of reading and learning.	ELT	f	1	8	91	$\chi^2=1.716;$ $p>.05$
		%	1.0	8.0	91.0	
	Other	f	0	10	71	
		%	0.0	12.3	87.7	

Table 29 Continued

Effects of OER	Field of Graduation		Disagree	Neutral	Agree	χ^2
5. build confidence, motivation, enjoyment, and a love of reading.	ELT	f	0	6	94	$\chi^2=.469$; p>.05
		%	0.0	6.0	94.0	
	Other	f	0	7	74	
		%	0.0	8.6	91.4	
6. improve reading speed and reading fluency.	ELT	f	0	4	96	$\chi^2=.327$; p>.05
		%	0.0	4.0	96.0	
	Other	f	0	2	79	
		%	0.0	2.5	97.5	
7. improve their reading comprehension ability.	ELT	f	0	4	96	$\chi^2=.327$; p>.05
		%	0.0	4.0	96.0	
	Other	f	0	2	79	
		%	0.0	2.5	97.5	
8. use the reading strategies they learn in class.	ELT	f	0	11	89	$\chi^2=.679$; p>.05
		%	0.0	11.0	89.0	
	Other	f	0	6	75	
		%	0.0	7.4	92.6	
9. improve their grammar knowledge	ELT	f	4	13	83	$\chi^2=1.639$; p>.05
		%	4.0	13.0	83.0	
	Other	f	5	15	61	
		%	6.2	18.5	75.3	
10. learn new grammatical structures through the careful analysis of the language of the text.	ELT	f	3	16	81	$\chi^2=4.757$; p>.05
		%	3.0	16.0	81.0	
	Other	f	9	12	60	
		%	11.1	14.8	74.1	
11. build their vocabulary.	ELT	f	0	1	99	$\chi^2=.023$; p>.05
		%	0.0	1.0	99.0	
	Other	f	0	1	80	
		%	0.0	1.2	98.8	
12. learn new words incidentally	ELT	f	0	2	98	$\chi^2=.046$; p>.05
		%	0.0	2.0	98.0	
	Other	f	0	2	79	
		%	0.0	2.5	97.5	
13. improve their speaking skills	ELT	f	24	28	48	$\chi^2=3.985$; p>.05
		%	24.0	28.0	48.0	
	Other	f	10	26	45	
		%	12.3	32.1	55.6	
14. express their opinions orally on various subjects easily.	ELT	f	15	33	52	$\chi^2=6.266$; p<.05
		%	15.0	33.0	52.0	
	Other	f	4	23	54	
		%	4.9	28.4	66.7	
15. be less dependent on dictionaries while reading.	ELT	f	7	11	82	$\chi^2=3.535$; p>.05
		%	7.0	11.0	82.0	
	Other	f	1	9	71	
		%	1.2	11.1	87.7	

Table 29 Continued

Effects of OER	Field of Graduation		Disagree	Neutral	Agree	χ^2
16. enhance their writing skills in general.	ELT	f	9	20	71	$\chi^2=3.360;$ $p>.05$
		%	9.0	20.0	71.0	
	Other	f	2	18	61	
		%	2.5	22.2	75.3	
17. improve their listening skills	ELT	f	34	34	32	$\chi^2=1.534;$ $p>.05$
		%	34.0	34.0	32.0	
	Other	f	21	33	27	
		%	25.9	40.7	33.3	

Table 29 showed that there was no statistically significant difference between the groups regarding the following items: “recycle and consolidate the language learned in textbooks, develop a sense of the language by seeing how it flows in its natural context, become effective readers by going from the word by word level to the idea by idea level of reading, build a lifelong habit of reading and learning, build confidence, motivation, enjoyment, and a love of reading, improve reading speed and reading fluency, improve their reading comprehension ability, use the reading strategies they learn in the class, improve their grammar knowledge, learn new grammatical structures through the careful analysis of the language of the text, build their vocabulary, learn new words incidentally, improve their speaking skills, be less dependent on dictionaries while reading, enhance their writing skills in general, improve their listening skills”. Due to the lack of data distribution for item number 2, it could not be compared with the variable field of graduation.

With the item “express their opinions orally on various subjects easily” 15% ($n=15$) of the ELT graduates disagreed, 33% ($n=33$) of them were neutral, and 52% ($n=52$) of them agreed. 4.9% ($n=4$) of the graduates of other departments disagreed, 28.4% ($n=23$) were neutral, and 66.7% ($n=54$) agreed with it. According to the results of the chi-square test performed to determine whether there was a significant difference between the groups according to their field of graduation, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this, it can be inferred that ELT graduates agreed with the item less.

4.19. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the EFL Instructors' OER Practices Based on the Variable Field of Graduation

In order to understand whether the variable field of graduation had an impact on the EFL instructors' OER practices, a chi-square test was conducted. The findings are presented in the following section. Also, further explanations are provided.

Table 30

Frequency distribution and chi-square statistics regarding the EFL instructors' OER practices based on the variable field of graduation

OER Practices	Field of Graduation		Always	Sometimes	Never	χ^2
1. I orient students to the benefits and techniques of online extensive reading.	ELT	f	17	33	50	$\chi^2=2.909$; p>.05
		%	17.0	33.0	50.0	
	Other	f	9	36	36	
		%	11.1	44.4	44.4	
2. I advise students to have a habit of online extensive reading.	ELT	f	12	22	66	$\chi^2=3.901$; p>.05
		%	12.0	22.0	66.0	
	Other	f	4	25	52	
		%	4.9	30.9	64.2	
3. I keep records of books and reading materials from the internet for the use of online extensive reading.	ELT	f	37	34	29	$\chi^2=.221$; p>.05
		%	37.0	34.0	29.0	
	Other	f	28	27	26	
		%	34.6	33.3	32.1	
4. I bring online reading materials to class to allow students to involve in online extensive reading.	ELT	f	37	24	39	$\chi^2=.766$; p>.05
		%	37.0	24.0	39.0	
	Other	f	25	22	34	
		%	30.9	27.2	42.0	
5. I determine students' reading levels and recommend lists of books/reading materials for students to choose from for online extensive reading.	ELT	f	39	35	26	$\chi^2=1.872$; p>.05
		%	39.0	35.0	26.0	
	Other	f	38	21	22	
		%	46.9	25.9	27.2	
6. I keep track of what students read.	ELT	f	58	26	16	$\chi^2=.207$; p>.05
		%	58.0	26.0	16.0	
	Other	f	46	20	15	
		%	56.8	24.7	18.5	
7. I engage in online reading to be a role model.	ELT	f	33	26	41	$\chi^2=.822$; p>.05
		%	33.0	26.0	41.0	
	Other	f	25	26	30	
		%	30.9	32.1	37.0	
8. I share books/stories I read online and hold discussions on them.	ELT	f	39	29	32	$\chi^2=.058$; p>.05
		%	39.0	29.0	32.0	
	Other	f	33	23	25	
		%	40.7	28.4	30.9	

Table 30 Continued

OER Practices	Field of Graduation		Always	Sometimes	Never	χ^2
9. I assess students' reading problems and assist them if necessary.	ELT	f	25	32	43	$\chi^2=.279$; p>.05
		%	25.0	32.0	43.0	
	Other	f	21	23	37	
		%	25.9	28.4	45.7	
10. I encourage students to share what they read for the class.	ELT	f	25	20	55	$\chi^2=7.283$; p<.05
		%	25.0	20.0	55.0	
	Other	f	22	29	30	
		%	27.2	35.8	37.0	
11. I give home reading assignments as online extensive reading practice.	ELT	f	47	28	25	$\chi^2=.911$; p>.05
		%	47.0	28.0	25.0	
	Other	f	35	28	18	
		%	43.2	34.6	22.2	
12. I integrate silent reading programs in class and let them read online.	ELT	f	59	19	22	$\chi^2=1.144$; p>.05
		%	59.0	19.0	22.0	
	Other	f	54	12	15	
		%	66.7	14.8	18.5	
13. I prepare a variety of follow-up activities for online extensive reading.	ELT	f	51	22	27	$\chi^2=2.178$; p>.05
		%	51.0	22.0	27.0	
	Other	f	50	15	16	
		%	61.7	18.5	19.8	
14. I integrate silent reading programs in class and let them read books.	ELT	f	60	24	16	$\chi^2=.243$; p>.05
		%	60.0	24.0	16.0	
	Other	f	51	17	13	
		%	63.0	21.0	16.0	
15. I encourage students to read paper-based books out of class.	ELT	f	18	30	52	$\chi^2=.964$; p>.05
		%	18.0	30.0	52.0	
	Other	f	12	21	48	
		%	14.8	25.9	59.3	
16. I give paper-based home reading assignments.	ELT	f	35	32	33	$\chi^2=1.105$; p>.05
		%	35.0	32.0	33.0	
	Other	f	25	32	24	
		%	30.9	39.5	29.6	
17. I am more involved in paper-based extensive reading than online extensive reading.	ELT	f	25	29	46	$\chi^2=3.965$; p>.05
		%	25.0	29.0	46.0	
	Other	f	11	24	46	
		%	13.6	29.6	56.8	
18. I'd like to learn more about OER and integrate it into my syllabus.	ELT	f	8	22	70	$\chi^2=.773$; p>.05
		%	8.0	22.0	70.0	
	Other	f	4	20	57	
		%	4.9	24.7	70.4	
19. I'd like to learn more about OER and integrate it into my syllabus rather than ER.	ELT	f	14	46	73	$\chi^2=1.410$; p>.05
		%	10.5	34.6	54.9	
	Other	f	7	15	26	
		%	14.6	31.3	54.2	

Table 30 showed that there was no statistically significant difference between the groups except for the following items. With the item “I encourage students to share what they read for the class” 25% ($n=25$) of the ELT graduates disagreed, 20% ($n=20$) of them were neutral, and 55% ($n=55$) of them agreed. 27.2% ($n=22$) of the graduates of other departments disagreed, 35.8% ($n=29$) of them were neutral, and 37% ($n=30$) agreed. According to the results of the chi-square test performed to determine whether there was a significant difference between the groups according to their field of graduation, there was a statistically significant difference at the level of .05 between the perceptions of the instructors. Based on this, it might be inferred that ELT graduates employ this OER practice more.

4.20. Findings Related to Frequency Distribution and Chi-Square Statistics Regarding the EFL Instructors’ Perceptions of the Challenges of OER Based on the Variable Field of Graduation

The purpose of this section is to explore the relationship between the variable field of graduation and the EFL instructors’ perceptions of the challenges of OER. To this end, a chi-square test was conducted. The results were demonstrated and elucidated in the following table.

Table 31

Frequency distribution and chi-square statistics regarding the EFL instructors’ perceptions of challenges of OER based on the variable field of graduation

Challenges & Difficulties of OER	Field of Graduation		Disagree	Neutral	Agree	χ^2
1. Lack of materials	ELT	f	43	16	41	$\chi^2=4.088;$ $p>.05$
		%	43.0	16.0	41.0	
	Other	f	24	20	37	
		%	29.6	24.7	45.7	
2. Number of students	ELT	f	20	22	58	$\chi^2=4.992;$ $p>.05$
		%	20.0	22.0	58.0	
	Other	f	14	30	37	
		%	17.3	37.0	45.7	
3. Low student motivation	ELT	f	3	9	88	$\chi^2=2.099;$ $p>.05$
		%	3.0	9.0	88.0	
	Other	f	2	13	66	
		%	2.5	16.0	81.5	
		%	9.9	16.0	74.1	

Table 31 Continued

Challenges & Difficulties of OER	Field of Graduation		Disagree	Neutral	Agree	χ^2
4. Insufficient time	ELT	f	8	14	78	$\chi^2=.395$; p>.05
		%	8.0	14.0	78.0	
	Other	f	8	13	60	
		%	9.9	16.0	74.1	
5. Low language proficiency of students	ELT	f	19	21	60	$\chi^2=.229$; p>.05
		%	19.0	21.0	60.0	
	Other	f	17	15	49	
		%	21.0	18.5	60.5	
6. Pressure on teachers to conform and complete syllabuses and textbooks	ELT	f	3	8	89	$\chi^2=3.822$; p>.05
		%	3.0	8.0	89.0	
	Other	f	8	5	68	
		%	9.9	6.2	84.0	
7. Exam-oriented school system	ELT	f	3	4	93	$\chi^2=4.705$; p>.05
		%	3.0	4.0	93.0	
	Other	f	5	9	67	
		%	6.2	11.1	82.7	
8. Lack of training in OER	ELT	f	14	19	67	$\chi^2=1.991$; p>.05
		%	14.0	19.0	67.0	
	Other	f	8	11	62	
		%	9.9	13.6	76.5	
9. Lack of technological competence of students	ELT	f	41	15	44	$\chi^2=.447$; p>.05
		%	41.0	15.0	44.0	
	Other	f	33	15	33	
		%	40.7	18.5	40.7	
10. Lack of technological competence of teachers	ELT	f	27	20	53	$\chi^2=.128$; p>.05
		%	27.0	20.0	53.0	
	Other	f	20	17	44	
		%	24.7	21.0	54.3	

The results obtained from chi-square test were presented above. Table 31 revealed that there was no statistically significant difference. The finding reveals that there is no relation between the groups regarding the variable field of graduation.

4.21. Analysis of the Qualitative Data

In this section, the themes, categories, and codes which were created after the analysis of the qualitative data are presented along with the statistics indicating their frequency. The analysis of the interviews resulted in three main themes; instructors' perceptions of OER as an approach, the effects and the challenges of OER, and the instructors' current and future practices. Explanations related to these themes, categories and codes are presented in detail along with the excerpts from the interviews.

Table 32*Instructors' Perceptions of OER as an Approach*

Category	Code	f
Assessment	Presentation or discussion	2
	Writing summaries	4
	No assessment	3
	Vocabulary Test	1
	Comprehension questions	3
	Total	13
Students' role	To follow the instructions and read	10
	Total	10
Teachers' role	To be a guide and a role model	10
	Total	10
Amount of reading	As much as possible	6
	30 minutes a day	1
	20 minutes a day	1
	A book per week	1
	11 book per week	1
	Total	10
Purpose of OER	To improve language learning	3
	To improve writing skill	1
	To improve grammar	1
	To improve vocabulary	4
	To improve reading skill	6
	To encourage students to read more	4
	To enjoy reading	1
Total	20	
First encounter with OER	A publishing house	1
	A book	1
	Webinar	1
	Research survey	7
	Total	10
Overall Total		63

As shown in the table above, instructors had various perceptions of the assessment of OER. While most of the instructors ($n=7$) agreed on the necessity of the assessment part of OER programs, three instructors believed that there should not be an assessment of OER. Those who were in favour of assessment also had various ideas on the type of assessment. The most prominent types were writing summaries, asking students some comprehension questions about the reading material, doing a presentation or having a discussion on the reading material, and evaluating students through vocabulary tests. Additionally, some of the instructors stated that they needed to learn more about the assessment of OER.

I don't think there should be an assessment for OER. (2)

Comprehension questions, vocabulary then maybe we could just urge students to write a summary of what they read. (7)

I would like to learn more about the assessment of OER. (4)

Regarding the students' role, all of the instructors ($N=10$) reached a consensus and expressed that students should take responsibility and follow the instructions given by their teachers regularly and efficiently.

They need to read and they need to be motivated enough to read and follow the activities (6)

Students should be strictly following the instructions (7)

Likewise, all of the instructors believed that instructors should be role models and a guide for the students in OER programs.

Teacher can be only a facilitator or either or a guide for online extensive reading (2)

Teachers should open the door and let students walk through it themselves (4)

Facilitators in this online extensive reading programs. they just guide students (6)

However, the instructors held different perceptions regarding the responsibilities of the instructors as guides. In other words, while some of the instructors thought that the instructors should provide students with the required information on the program and the process and that they should grant students the freedom to choose the material and follow their own pace, others defined the role of a guide as being responsible for choosing the material, controlling and following students strictly.

Teachers have an important role in reading because choosing a text regarding their level is really important (4)

The teacher can play a role that shows them what to read how to read how to assess and how to carry this activity through (7)

To guide students and to monitor students rather than assess them or rather than grade teachers role is more like a guide and maybe a consultant (5)

When asked about the amount of reading required to call reading extensive reading, most of the instructors ($N=6$) emphasized that there should not be a benchmark and that students should read as much as they can. The rest of the

instructors gave exact amounts such as 30 minutes a day, 20 minutes a day, one book per week, and 11 books per week.

There is no limit to it, so students can get access to a lot of reading no matter how much they want to. (1)

I don't think there is a certain amount but I could say the more is the better.(6)
20 minutes they should spare time 20 minutes per day for reading. (3)

With regard to the purpose of OER, most of the participants ($N=6$) stated that it was good for improving reading skills, four of them thought that OER improved learners' vocabulary knowledge, four of them believed OER played an important role in encouraging learners to read more, three of them stated that it was good for language learning in general, and improvement in grammar competence, improvement in writing skill, and developing a liking for reading were mentioned once by different instructors.

To improve their vocabulary and reading strategies. (10)

It's an opportunity for students to improve their grammar their vocabulary knowledge. (1)

It's just for pleasure. (2)

Encouraging students to read more and let them boost their vocabulary knowledge and improve their language learning skills. (4)

When the participants were asked about their first encounter with the term OER, most of them ($n=7$) referred to the questionnaire of the current study. A book, a webinar, and a publishing house were mentioned by the rest of the instructors ($n=3$). All of the instructors expressed that they found OER quite interesting when they heard about it for the first time.

It was when I answered your questionnaire. (5)

Last year I attended an online workshop and I heard about it. (4)

Table 33*Instructors' Perceptions of the Effects of OER on Language Learning and Challenges*

Category	Code	f
Effects on Language skills	Writing	1
	Speaking	1
	Listening	1
	Grammar	4
	Vocabulary	9
	Reading	7
	Language improvement	3
	Motivation	2
	Knowledge	3
	Total	31
Challenges	Lack of students' motivation	5
	Lack of teachers' motivation	3
	Lack of knowledge of OER	3
	Lack of technological equipment	4
	Busy schedule	4
	Total	19
Overall Total	50	

As table 33 shows, the instructors mentioned different aspects about how they thought OER affects language learning. Vocabulary improvement is the most outstanding effect that the instructors ($n=9$) verbalized. Following that, improvement in reading skills was regarded as one of the most important effects of OER by the participants ($n=7$). Grammar ($n=4$), language improvement in general ($n=3$), general knowledge ($n=3$), motivation ($n=2$), writing ($n=1$), speaking ($n=1$), and listening ($n=1$) were the other perceived effects of OER as reported by the participants.

It can impact on progression of learners reading fluency and different skill areas such as listening speaking writing vocabulary motivation. (3)

First they boost students' confidence and motivate them to read more. Second, it is good to build vocab and grammar knowledge. Third, it may be a good step to make reading a part of their life. I mean making it a kind of habit for students.

Finally reading is a must to learn a foreign language. (4)

Can be beneficial for their interests they can bring their interests and English together when they read something they like they can understand that it's not just a lesson they can see how it can be practiced and how it is and how it can be in their own life. (5)

Regarding the challenges of OER, lack of students' motivation ($n=5$), lack of technological equipment ($n=4$), busy schedules ($n=4$), lack of teachers' motivation

($n=3$), lack of knowledge of OER ($n=3$) were expressed respectively by the participants.

The main problem is students' motivation (5)

Teachers are not so knowledgeable about our OER (2)

The technological structure is a problem (6)

Teachers that are unmotivated to monitor and direct their students (8)

I don't think that I have enough time to encourage students to read and prepare those materials for students. (4)

Table 34

Instructors' Current and Future OER Practices

Category	Code	f
OER practices	I don't use OER	6
	I use OER	4
	Total	10
ER practices	I don't use ER	8
	I use ER	2
	Total	10
OER vs ER	Both ER and OER	2
	ER	1
	OER	7
	Total	10
Willingness to integrate OER	Would like to	9
	Wouldn't like to	1
	Interested in learning more	10
	Total	20
Suggestions for learners	Listening and speaking practices	4
	Grammar	1
	Playing games	2
	Watching movies	2
	Watching tv series	4
	Reading	8
	Total	21
Overall Total		71

As shown in the table above, the current and future OER practices of the instructors were analysed under five categories. Concerning their current OER practices, while most of the instructors ($n=6$) indicated that they did not use it for several reasons such as busy schedules and lack of information on OER, four of the instructors stated that they used OER in their classes. When asked for further details on their implementations, it was observed that those who expressed that they use OER only suggested students do online reading activities. For ER practices, most of the participants ($n=6$) stated that they did not use it in their classes, and two of the

instructors reported that they used ER. Some of the participants explained the reason why it was not convenient for them to exploit OER in their classes as follows:

English proficiency level of students in our school is very low we are not able to start reading skill as a class before the second term so we are limited to do reading parts in our main coursebook parts which contains let's say in a limited time so it is not probable for us to do it. (3)

because I'm very new to this area and I don't know in what ways the students can get access to online extensive online readings so I think I need to be shown some sites so I can make use of it and how I can guide the students to online reading so I think I need some professional lecturing in this area. (1)

Firstly I am not comfortable with applying them. I may have lack of knowledge in terms of what and how. I guess I need to read more and learn more about these activities. Secondly, I don't think that I have enough time to apply these activities. I don't think that my workload will let me apply them. You know exams, quizzes other workload and my personal life. (4)

When the participants were asked whether they prefer ER or OER for their classes, most of them ($n=7$) chose OER, two of them stated both of them, and only one preferred ER.

If I'm given the shown some various sources which you know definitely I would prefer OER. (1)

Yeah I would definitely suggest OER because it's available it's cheap and also it's fun for students because it's online. (2)

If we think about since it is 2022 everybody has Internet I would prefer online because everybody has easy access when compared to paper based that's why. (9)

Regarding future OER practices, instructors were asked whether they would like to integrate OER in the future if an appropriate environment is available for them. Almost all of them ($n=9$) stated that they would like to use it, and only 1 participant held a negative attitude towards it because of the above-mentioned challenges.

Of course why not it would be great. (2)

Why not of course I I'm kind of a teacher who likes to try new things. (7)

I would but I think I need some training on it. (3)

In order to learn instructors' recommendations for their learners who want to develop their language skills, they were asked to indicate the most common

suggestions they gave to their students. The results revealed that the most common suggestion was to do reading practice ($n=8$) followed by watching tv series ($n=4$), and listening and speaking practice ($n=4$). Watching movies ($n=2$), playing online games ($n=2$), and studying English grammar ($n=1$) were the other areas in which the instructors guide their students for self-study. Those instructors who suggested their students do reading activities for language improvement also expressed they preferred OER over ER because it was more convenient to reach and more appealing for their learner profiles.

I would suggest students to improve their language skills especially through reading (1)

Watching films TV series. (2)

I mainly advise them for the grammar. (3)

Of course I will start with online extensive reading. (5)

Listen to podcasts. (6)

CHAPTER V

DISCUSSION, CONCLUSION, AND IMPLICATIONS

In this section, the findings of the study are discussed in light of the research questions and the related literature. Following that, the conclusion of the study is presented and certain implications are drawn for OER inclusion in Turkey. Finally, suggestions for further research are explained.

5.1. Discussion

Instructors' ability to exploit effective teaching techniques and resources aiming to develop students' reading skill is dependent on their understanding of OER as a promising technique enabling language learners to improve themselves. Thus, it is significant to explore how EFL instructors working at schools of foreign languages perceive and conceptualize online extensive reading regarding its principles, effects on language learning, its challenges, and the practices that those instructors employ. To this end, 181 instructors teaching English at both state and foundation universities in Turkey were contacted, and their perception and awareness of OER were investigated through both qualitative and quantitative means.

In what follows, the findings obtained from the questionnaire and the interview were elucidated and discussed to reveal the current situation with regard to OER implementation in tertiary-level education in Turkey. The instructors' perceptions regarding OER principles, effects, challenges, and the practices they employ were explored under the research questions of the current study.

5.2. Perceptions Regarding the Principles of Online Extensive Reading

The primary research question of the present study was "To what extent are EFL instructors aware of OER and its principles?", and it aimed to discover EFL instructors' perceptions of OER with regard to their (un)familiarity with the term, first encounters, their own definition of it, the purpose, and the main principles. One noteworthy result from the findings was that the majority of the participants were not

familiar with the term OER, noting they may have heard of it once or twice but were uncertain of what it entailed in parallel with the study of Puripunyanich (2022). In his study, the majority of the instructors who carried out the OER program did not have any prior experience with it, but they had a rough understanding of ER. The findings related to the first OER encounters of the instructors revealed that there were no encounters in teacher preparation programs and continuing professional development, which appears to support the assumption that Turkish higher education institutions lack specialized OER training.

Although practically none of the participants had any theoretical background on OER, they were all able to describe it in a way that mainly matched how the term was conceptualized in the literature. According to the elements of OER described in the literature, the majority of the teachers who participated in the interview were able to define it as engaging in extensive reading practices on various themes by using online platforms with the purpose of an improvement in reading and language learning in general (Cote & Milliner, 2015; Forster, 2014; Pino-Silva, 2006). This finding can be linked to the participants' familiarity with extensive reading. Since teaching reading is taught in detail in teacher education programs, they are likely to know what ER and IR are. As a result, they were able to define the main concepts of OER by only changing the platform which is a screen instead of paper-based books. Supporting this claim, it was also observed that the teachers in the study of Al Aghar et al. (2022) were all well aware of online extensive reading. Also, in Firda et al. (2018), the teachers managed to differentiate the differences between ER and IR successfully by having an ideal level of knowledge of ER.

Concerning the principles of OER, the results revealed that the instructors hold various perceptions of it. First of all, the participants had compatible opinions with Day and Bamford (2002) regarding most of the 10 main requirements of extensive reading. For instance, the instructors seem to agree upon the purpose of OER, which they believe is to form a liking for reading in line with Waring (2006) and a habit of the lifelong reader (Richards & Schmidt, 2010). Besides, improving reading skills and reading comprehension in particular were accepted as the main purpose of OER by the participants, which aligns with the findings of Tezdiker (2007) and Waring and Husna (2019). In their studies, developing reading and sub-skills brought about the main goal of ER.

Being one of the items of ER principles, the roles of teachers in ER programs were defined as role models and guides by Day and Bamford (2002). However, the quantitative data obtained from the questionnaires of this study indicated that the instructors' perceived roles of teachers symbolize a more centralized role that is responsible for choosing the materials, giving students a purpose, and assessing and evaluating learners, which is consistent with Tezdiker (2007) and Demir (2010). Participants in those studies also held teachers responsible for the aforementioned roles in ER programs. Although the interviewees of the present study used 'guides' and 'role models' to describe the role of teachers, they mentioned a more comprehensive responsibility when they provided an in-depth description of the role of teachers, which is congruent with Cote and Milliner (2015). In their study, they also emphasized the importance of teachers in ER programs by featuring them as practitioners, facilitators, guides, and technical supporters. The desire of teachers to be at the centre of the programs was also noticed by Trykacz (2019), and she attributed this will of teachers who want to control what students read to their preference to be the leader of the classroom.

Moreover, it was observed that the participants had conflicting perceptions of the roles of students in OER programs. The quantitative data showed that most of the instructors believed that students should take responsibility for choosing their own materials to read by deciding on the type and topic of the materials, resonating with Tezdiker (2007) and Demir (2010). The teachers in these studies agreed that students should decide what to read in ER programs. Nevertheless, during the interviews, it was asserted that the participant teachers of the current study believed students are not capable of choosing the materials on their own and that teachers should provide them with pre-selected texts appropriate for their language levels and purposes. A possible explanation of the instructors' perception of a more teacher-centred OER program which leaves students with less room to navigate their own reading journey could stem from both the lack of information on ER and its principles and their frequent use of intensive reading, which requires more teacher guidance by its nature. In other words, as the participants emphasized their unfamiliarity with OER and their willingness to gain more knowledge about it, it might be inferred that the misconceptions they had about OER could be simply a result of a lack of knowledge.

Concerning the level of the material that the students read, although Day and Bamford (2002) and Waring and Takaki (2003) recommend relatively easy material

to read extensively to motivate learners more, the majority of the instructors reported that the level should not be below students' language proficiency, similar to the study of Waring and Husna (2019). Instead, the instructors believed the level of materials should match with students' level, unlike the perceptions of the instructors in Demir's study (2010). In her study, most of the teachers agreed that the material should be below the learners' level. The cause of challenges that the instructors desire the reading materials to include might stem from the lack of knowledge of OER, and they might have confused OER with IR. Moreover, the fact that each teacher has their unique teacher identity should not be ignored (Yazan, 2018). Therefore, another possibility was acknowledged here with regard to teacher identity because those who were in favour of more difficult texts might employ challenging activities for their students as a teaching strategy in general.

The last issue handled regarding the EFL instructors' perceptions of OER principles is assessment. Assessment of OER is one of the most argued matters in the literature that presents both its supporters (Hitosugi & Day, 2004) and opponents (Trykacz, 2019). In the current study, although most of the participants seemed to reach a consensus by agreeing and disagreeing on the same items, the items indeed had contradictory stances against assessment. For instance, while item 9 (Assessing session of online extensive reading is not a very important part of online extensive reading if students understand the text) implies that assessment is not required as long as learners understand the text, item 14 (Students should be assessed on the online extensive reading they do) reports that OER should be assessed, and items 15,16, and 17 focus on the type of it if there was assessment. Item 15 (If students are to be assessed, they should be graded according to the number of books they have read.) implies that assessment should be based on the number of books that students read, item 16 (If students are to be assessed, they should be graded according to the answers to the reading comprehension questions.) says that it should be based on comprehension questions, and item 17 (If students are to be assessed, the assessment questions related to the books should focus on every detail in the book.) states that assessment questions should focus on every detail in reading materials. The results of both the questionnaire and the interview indicated that, while the majority of the instructors believed in the necessity of assessment of OER unlike Demir (2010), they also expressed that the most important thing is the comprehension of the material. Therefore, they suggest assessing students through comprehension tests, writing

reports or summaries, and having discussions and presentations. Besides, they did not think that the number of books that students read is an important factor in the evaluation process, contrary to Demir (2010). Because the instructors in Demir (2010) were familiar with ER and actively practicing it, there is a possibility that they were more knowledgeable about it. The current results of the study could be due to the lack of knowledge or misinformation. Instead of exposing students to tests that evaluate their understanding and that can possibly form negative attitudes toward extensive reading, in those situations in which assessment seems obligatory, assessing learners through the amount of reading they have done sounds more reasonable. According to Renandya et al. (1999) and Howarth and Bollen (2020), the more students engage in extensive reading, the more they benefit from it. Thus, if the learners are assessed for the sake of increasing the effectiveness of OER programs for students, the most appropriate option for the teachers might be to follow the number of books students read. However, as cited in Puripunyanich (2022), including scores and grades in the assessment of students' reading appears to be effective to encourage them to read. Thus, there might be a possibility that the instructors were in favour of assessment in order to increase the motivation of their learners.

All in all, in the light of the findings, it could be inferred that although the instructors were relatively familiar with the term OER, they did not have comprehensive information about it. Namely, they had doubts about the roles of teachers and learners in these programs, the assessment, and material selection. If the teachers are to create and manage successful OER programs, initially, they need to be equipped with the necessary knowledge.

5.2.1. Perceptions regarding the principles of online extensive reading depending on the variable gender

In the present study, 133 female and 48 male EFL instructors volunteered to complete the questionnaire. The difference between the numbers of male and female participants can be explained by the fact that the number of female instructors working in schools of foreign languages in Turkey is generally higher than that of men. The results showed that, in general, gender was not a significant factor affecting EFL instructors' perception of OER principles. The items on the necessity of assessment were agreed on by male instructors more than by female instructors. This result might

indicate that male instructors tend to integrate assessment and evaluation processes into their teaching.

Moreover, female instructors agreed more on the following statements: “The vocabulary level of the text and students’ level should match, teachers should guide learners to find reading materials; students should be responsible for choosing the text type, teachers should give a purpose to read extensively; the purpose of OER is to encourage students like reading, not a detailed reading.” The difference between male and female instructors’ perceptions for these items could signal that female instructors are more aware of the principles of OER in general. As this study is the first study examining the relationship between teachers’ OER knowledge and their gender, it is not possible to compare the findings with those of another study.

5.2.2. Perceptions regarding the principles of online extensive reading depending on the variable years of teaching experience

In the study, 125 of the instructors had 11 or more than 11 years of experience, and 56 of them had 10 or less than 10 years of teaching experience. The results revealed that years of teaching experience did not create a significant effect on instructors’ OER perceptions. One possible explanation is that there was no relationship between the instructors’ perceptions of OER principles and their teaching experience. Because the study is the only one exploring the relationship between teachers’ OER knowledge and their teaching experience, there was no study available to compare the results.

5.2.3. Perceptions regarding the principles of online extensive reading depending on the variable highest completed educational level

Of the participants in the study, 82 of them had a BA degree, and 99 of them had either an MA or Ph.D. The data investigating the relationship between instructors’ perceptions and the variable highest completed educational level indicated that education status was not a significant variable in order to create a difference in the EFL instructors’ perceptions except for two items: ‘The students themselves should decide on the type of online text to read extensively, and online extensive reading material should be below the students’ language proficiency level’. According to the results, the participants with a postgraduate degree agreed more with these items. This

result might be an indicator of a higher awareness level of postgraduate degree holders regarding OER principles. The results cannot be compared since this study is the only one that explores the link between instructors' knowledge of OER and their highest completed educational level.

5.2.4. Perceptions regarding the principles of online extensive reading depending on the variable field of graduation

Of the instructors in the study, 100 of them graduated from an English Language and Teaching department and 81 of them are graduates of other departments such as English Language and Literature American Culture and Literature, Translation and Interpretation, and Linguistics. The results revealed that, in general, the field of graduation was not a significant factor affecting ELF instructors' perception of OER principles. In other words, both ELT graduates and graduates of other departments held similar perceptions of OER except for the following statements: "Students should be encouraged to use their dictionaries (bilingual or monolingual) during online extensive reading ; if students are to be assessed, the assessment questions related to the books should focus on every detail in the book." ELT graduates appear to have agreed more with the first item, and they disagreed more with the second item. The reason might be that ELT departments offer courses on how to teach language skills such as reading and writing. Thanks to these courses, ELT graduates might have comprehensive knowledge about how learners read better and how they should be assessed, unlike the graduates of other departments which lack specialized courses on how to teach various skills. The results of this study cannot be compared to those of other studies since it is the only one to examine the relationship between instructors' awareness of OER and the department they graduated from.

5.3. Perceptions Regarding the Effects of Online Extensive Reading on Language Learning

The effects of OER on language learning have been the main concern of a great deal of prominent research, and the longitudinal observations of these studies have revealed that OER contributes to language learning in various ways by enabling learners to make inroads in language skills such as reading, writing, vocabulary and grammar learning (Forster, 2014; Huang, 2013; ; Jeon & Day, 2016; Pino-Silva, 2006) as well as encouraging and motivating learners to enjoy and like reading (Damen,

2018; Sun, 2003). Therefore, the second research question of this study was “What are EFL instructors’ perceptions of the effects of OER on language learning?”. Aligning with the literature, the results of the current study presented that most of the instructors believed that OER affects language learning positively. Perceptions of the instructors were discussed under certain subtitles in the following sections.

5.3.1. OER and language proficiency

The analysis related to the effects of OER on language learning showed that the instructors believe that OER affects learners’ language proficiency positively. Through the questionnaires, it was revealed that the participants think that thanks to extensive reading practice, students seize the opportunity to ‘recycle and consolidate’ the language they learn from textbooks. Supporting this result, the teachers in Tien (2015) also believed that thanks to outside readers an improvement in students’ English proficiency is observed. Moreover, Puripunyanich (2022) and Al Aghar et al. (2022) found that the teachers held a positive perception toward the impact of OER on learners’ language competence. Besides, during the interviews, one of the prominent codes was that OER offers students a more authentic language exposure, and they learn more naturally. In the study of Firda et al. (2018), as one of the outstanding benefits of ER, exposure to the natural use of language was reported by the teachers. The positive perceptions that the instructors have might be attributed to their knowledge of the effects of reading on language learning. In particular, since EFL teachers are equipped with the essential knowledge of the relationship between language learning and language skills, it is not surprising that they perceived the correlation positively.

5.3.2. OER and motivation

Motivation plays a significant role in every step of the language learning journey because it obviously eases the process considerably. However, having that motivation is not that easy for learners, and it requires great effort to motivate learners in a foreign language, especially when they need to read. ER and OER were recommended as effective ways of encouraging learners to read more, and studies on efficiency of OER in terms of motivation demonstrated positive improvements

(Arnold, 2009; Chen, et al., 2013; Damen, 2018; Rodrigo, et al., 2014; Salameh, 2017; Sun, 2003; Zhou & Day, 2021).

The participants of the current study also emphasized that OER functions as a motivating and encouraging tool for learners to like reading and read more in return. In addition, they believed that learners gain self-confidence through OER practices. The reason why the instructors believed that OER increases learners' self-confidence might be because OER programs provide students with easy-to-read materials which are preferably below learners' language level, and they can understand what they read more efficiently, as a result, get more self-confident. Aligning with this view, Firda et al. (2018) also identified the belief of the participant teachers in ER's function to increase learners' motivation, and they associated this impact with the match between students' interests and the materials they read that are provided by ER. In parallel with this finding, the teachers in the study of Tezdiker (2007) agreed that students' motivation to read more increased after the ER program. In addition, Demir (2010) stated that the teachers in her study held positive perceptions of the effect of ER on motivation.

5.3.3. OER and vocabulary

Being the main research question of many studies, the relationship between vocabulary improvement and (online) extensive reading is one of the most striking and researched topics in the literature. The results of these in-depth studies indicated that (O)ER considerably contributes to incidental vocabulary learning (Alavi & Keyvanshekouh, 2012; Chen et al., 2013; Yılmaz, 2014). Supporting the early findings, the instructors in this study also believed OER improves learners' vocabulary improvement, aligning with the findings of Waring and Husna (2019) and Trykacz (2019), in which the participant teachers believed that one of the most significant impacts of ER is on vocabulary learning. Both in the questionnaire and during the interviews, they voiced their positive opinions of OER as a vocabulary learning booster. Additionally, the instructors believed that learners' dependency on dictionaries decreases through regular OER practice. This result of the study is in line with the findings of Macalister (2010), Trykacz (2019), and Huang (2015). In these studies, teachers observed vocabulary improvement in their students after ER programs and had positive attitudes toward it.

5.3.4. OER and grammar

Previous studies investigating the effect of (O)ER on grammar indicated that a large amount of ER practice develops grammatical accuracy significantly (Mason, 2003; Yoshizawa et al., 2018). Moreover, Zhou and Day (2021) and Puripunyanich (2021) highlighted the grammatical improvement observed in the students who joined the OER programs. Concerning the present study, the items on the impact of OER on grammar knowledge were agreed upon by the participants, and they believed that learners' grammar competence improves thanks to OER practice. This result matches with Firda et al. (2018) because the teachers thought that ER can foster proper grammar as it exposes learners to a variety of language forms and allows them to read a wide range of texts that are appropriate for their reading level and interests. Moreover, teachers in Waring and Husna (2019) also thought that ER contributes to the grammar knowledge of learners.

5.3.5. OER and writing

The items on the impact of OER on writing skills was agreed upon by the majority of the instructors, and they thought learners can make progress in writing skills with the help of OER. The same reasons aforementioned while discussing OER and grammar may be transferred here automatically with regard to ample exposure to language forms. Studies exploring the effect of (O)ER on writing proved that moderate improvement can be observed in learners' writing at the end of regular extensive reading exposure (Al-Mansour & Al-Shorman, 2014; Lee, 2014; Namaziandost et al., 2020; Poorsoti & Asl, 2016). Regarding the studies on the perception of teachers, the study is congruent with Trykacz (2019). In that study, the teachers held positive perceptions toward the impact of ER on writing skills as well.

5.3.6. OER and reading

Being the main purpose of reading extensively, forming a reading habit, and improving reading skills, the relationship between reading and O(ER) has been researched through both qualitative and quantitative studies. The results revealed that learners' reading skills are affected significantly by O(ER) exposure. Improvements in reading speed and fluency, reading comprehension, using reading strategies, being active readers, and being life-long readers are among the many advantages OER brings

along in parallel with Waring and Husna (2019). When teachers were asked about these improvements individually, the majority of them agreed, and all of the instructors reached a consensus about the positive effect of OER on reading skills during the interviews. In agreement with the findings of the present study, the teachers in Puripunyavanich (2021) emphasized the impact of OER on developing reading competence. In addition to this, in Tien (2015), the participant teachers stated that it helps students to form and improve their reading habits.

5.3.7. OER and speaking

Although the number of studies exploring the relationship between O(ER) and speaking skills is limited, there are some which were carried out experimentally, and in one of these studies, an improvement in speaking skills was observed at the end of an OER program conducted by Smadi and Al-Zawahreh (2013). Half of the participants in their online reading program actively participated, and the remaining participants were from the control group. The outcomes at the end of the academic year showed that students who successfully completed the OER program had improved their speaking skills. However, Rahmany et al. (2013) did not observe a change in learners' speaking competence and motivation at the end of an ER program. Regarding the perception of the participants of the current study, although 54 of them were undecided about it, a positive attitude was held in general. This can be explained by the common notion that improvement in speaking is associated with exposure to listening, not reading. Thus, the teachers might not have been able to decide whether they would affect each other or not.

5.3.8. OER and listening

The statement of the questionnaire concerning the effect of OER on listening skills could not be analysed because the number of instructors who stated positive, negative, and neutral opinions were equal. This might have been due to the fact that both of these skills (reading and listening) are receptive skills, and there does not seem to be an obvious correlation between these two. Also, in teacher education, teaching listening skills is generally associated with vocabulary, speaking, and pronunciation. Therefore, teachers might not have recognized a correlation between OER and listening.

5.3.9. Perceptions regarding the effects of online extensive reading on language learning depending on the variable gender

The findings demonstrated that gender was generally not a significant factor influencing how EFL instructors perceived the effects of OER on language learning. Both male and female participants had similar opinions about the effects of OER with the exception of only three items. The results are partially consistent with Tien (2015) because in that study, for some of the items, male and female instructors showed considerable differences regarding the effects of the extensive program. However, while in Tien (2015), male instructors held more positive attitudes, especially toward students' thinking abilities, in the present study, female instructors agreed more with the following items: "use the reading strategies they learn in the class; learn new words incidentally; express their opinions orally on various subjects easily".

5.3.10. EFL instructors' perceptions regarding the effects of online extensive reading on language learning depending on the variable teaching experience

The data obtained to analyse the correlation between instructors' opinions of the effects of OER on language learning and the variable teaching experience revealed that teaching experience did not have a significant effect of making a difference on the perception of EFL teachers. This result might be because of the lack of knowledge and experience in OER. In other words, given that OER is a fairly recent concept, it can be assumed that younger teachers favour its adoption. The results showed, however, that both more experienced and less experienced instructors avoid integrating OER in their classes.

5.3.11. Perceptions regarding the effects of online extensive reading on language learning depending on the variable highest completed educational level

Unlike Zhou and Day (2021), the highest completed educational level of the instructors was not a significant variable to make a difference in the perception of the EFL instructors according to the data examining the relationship between instructors' perceptions of the effects of OER on language learning and the variable highest completed educational level. In Zhou and Day (2021), the teachers had positive attitudes toward the OER program, and their perception was attributed to the teachers'

educational backgrounds who were all MA or Ph.D. students. Contrary to Zhou and Day (2021), one of the striking findings of qualitative phase of the current study is that all of the participants declared that they had not heard of OER during their postgraduate studies. This difference between the curriculums of the postgraduate education that the participants of these two studies undertook may be the main reason.

5.3.12. Perceptions regarding the effects of online extensive reading on language learning depending on the variable field of graduation

The findings showed that field of graduation did not significantly influence how the EFL instructors perceived the effects of OER on language learning. In other words, both the ELT graduates and the graduates from other departments had similar opinions of OER with the exception of the following statement; “express their opinions orally on various subjects easily”. According to the results, the ELT graduates agreed with this item less compared to the graduates of other departments. The reason why the ELT graduates agreed with this item more than the other instructors may be because of their awareness regarding the difference between receptive (reading and listening) and productive skills (writing and speaking).

5.4. Perceptions Regarding the Challenges of Online Extensive Reading

The third research question was “What are EFL instructors’ perceptions of the challenges of OER?” In order to understand the problems and challenges hindering OER implementation in higher education in Turkey, the instructors were asked to reflect on their perceived drawbacks regarding OER implementation. The results showed that there are numerous challenges, in contrast to Puripunyanich (2022), in which teachers did not believe there are any difficulties related to OER implementation. Nevertheless, it should not be neglected that the participant instructors expected these difficulties despite having no prior experience of OER. As a result, they may not experience any issues when actively engaging in OER programs, or they may have different difficulties than those reported in this study. In the present study, the majority of the instructors agreed with the following challenges presented in the questionnaire: lack of materials, the number of students, low student motivation, insufficient time, low language proficiency of students, exam-oriented school system, lack of OER training, lack of technical competence of teachers, pressure on teachers to conform and complete syllabuses and textbooks. However, the data distribution of

the item referring to the lack of technological competence of students was similar, which means the same number of instructors agreed, disagreed or were neutral about the item. This might indicate that while some of the instructors have tech-savvy students, others might have students whose technological access is limited. Indeed, this situation might stem from the socio-economic diversity of Turkey where some of the students have abundant opportunities to exploit technology while others have very limited access. Although there was indecisiveness related to students' technological competence, the majority of the instructors identified the lack of technical competence of teachers as a problem. It is a quite striking result that the instructors had doubts regarding their technological proficiency despite the fact that most of the participants were quite young (under 40). Lack of technological competence on the part of the instructors might also suggest that they need further assistance with web-based tools and new technological advances that they can utilize for teaching. In addition to these drawbacks, during the interviews, the participants also emphasized lack of time, low student motivation, and low teacher motivation as well as low student proficiency, which resonates with Tien (2015). In that study, the most outstanding challenges mentioned by the teachers were the limited time for teaching and demotivated students. Being perceived as one of the major problems, low student proficiency was also highlighted by the teachers in Howarth and Bollen (2020). They considered this finding to be interesting because by its nature extensive reading aims at allowing students to read materials below their proficiency level to increase their English level. Therefore, it may be deceptive to claim that extensive reading is only effective for students at a higher academic level. One possible implication for this could be the fact that teachers simply desire "high proficiency" students who are more conscientious or driven (Howarth & Bollen, 2020). Following the low proficiency of students, low student motivation was also articulated by a lot of teachers as a problem just like in Tien (2015), Trykacz (2019), and Howarth and Bollen (2020). This could mainly be due to the current culture of non-readers (Bowman, 2017) because the learners tend to reach knowledge immediately with the minimum amount of effort, for most of them, reading may seem like a burden. It is, therefore, quite challenging to encourage them to read. Similarly, in the study by Waring and Husna (2019), the teachers highlighted that their students were demotivated to read even in their own language. With regard to the motivational problems of students, it is argued that only motivated learners can benefit from the advantages that ER brings along (Firda et al., 2018). Because ER aims

to create a liking for reading, students are required to be intrinsically motivated to engage in OER programs, and they should not be forced to read with external factors such as grades or assignments.

Being one of the challenges of OER, similar to Huang (2015), exam-oriented school systems seem very problematic because the requirement of exams makes OER implementation divert from its ultimate goal by discouraging students and turning the process into an obligation, removing the main principle of the willingness of readers. The fact that the exam-oriented school system stands out as a challenge contradicts with the perception of the instructors who believed that there should be an assessment process of OER. This may suggest that teachers believed in the necessity of assessment because they work in schools where exams are obligatory. Besides, the instructors highlighted that lack of training on OER is a significant problem for them, aligning with the study of Waring and Husna (2019). This means that they need training on it, and it can also explain the confusion they had about the assessment and exam-oriented school system issue.

In addition to low student motivation, low teacher motivation appeared as a challenge during the interviews. Because the instructors already have enough on their plates, they might want to avoid undertaking another responsibility that requires careful planning and close monitoring. At this point, it is the administration's duty to comfort the teachers and allow them to have more flexible schedules which leave room for extracurricular activities such as OER. Aligning with this result, the Indonesian teachers were unwilling to implement ER due to their lack of knowledge in the area and the resistance they expected to get from their schools (Waring & Husna, 2019).

Time constraints of the instructors appeared as one of the main concerns of the teachers in this study in parallel with Tien (2015), Firda et al. (2018), and Huang (2015). In addition, pressure on teachers to conform to and complete syllabuses and textbooks came out as the problem of crowded teaching programs in Firda et al. (2018). Taken together, these results suggest that EFL teachers have quite busy schedules full of classroom teachings, deadlines to catch, exams to be prepared, textbooks and materials to be covered, and assignments to give feedback on. According to Huang (2015), the enormous pressure on teachers to finish the syllabus is the main deterrent to including ER as a whole or a significant component of their classroom program. Another factor mounting the workload of teachers is the number of students. Since the instructors underscored it as a major difficulty that they encounter, it can be inferred

that most of them have crowded classes where they are supposed to observe and support a considerable number of students individually.

The last issue pointed out by the instructors was the lack of materials. The issue of selecting and utilizing content from the internet, which provides a limitless amount of text, might be what they intended to address here. Similar to the concern of the participants, Waring and Husna (2019) also emphasize that the teachers had issues with where and how to find graded readers for ER. Once again, the concern that the instructors had about materials refers to the lack of guidance on OER like the lack of knowledge of teachers in Indonesia (Waring & Husna, 2019). If the instructors were well-informed about OER, they would not worry about the material selection because they would know that thanks to e-readers, they can implement OER effortlessly without a material preparation responsibility.

To sum up, as Macalister (2010) puts forward, if extensive reading is to be promoted in higher education settings, new research, modifications to course design, more awareness among administrators and managers, and better resource access are all essential. In addition, considering the drawbacks that the instructors described, in the Turkish higher education setting, in order to benefit from OER efficiently, along with the managers and administrators, the instructor should be informed appropriately about OER. Also, students' awareness on the impact of OER should be raised to encourage them to actively participate in programs. Besides, the aforementioned challenges regarding time and equipment constraints need to be resolved.

5.4.1. Perceptions regarding the challenges of online extensive reading depending on the variables gender, teaching experience, highest completed educational level and field of graduation

The findings on the relationship between the instructors' perceptions of OER challenges and the instructors' gender, teaching experience, highest completed educational level and field of graduation revealed that these variables had no significant effect on how EFL instructors perceived the difficulties of OER. The reason why these variables did not create an impact on the instructors' perceptions might stem from their lack of knowledge and experience in OER.

5.5. EFL Instructors' OER Practices

The fourth research question of the current study was “What kind of OER practices do the instructors adopt in their teaching?” Thus, following the investigation of the instructors' knowledge of OER and their perception of the effects of OER on language learning, their classroom practices were explored subsequently. The results showed that although the instructors were knowledgeable about OER principles to a certain extent and appear to be convinced about the positive impact of OER on language learning, their OER practices were quite limited aligning with the ER practices of teachers in Tien (2015) and Megniste (2011). In those studies, despite being aware of the advantages of extensive reading, the participant teachers were cautious about the practicality of implementing such a program at their institution because of the limited amount of available instructional time and the unmotivated character of the students. Likewise, Firda et al. (2018) found that the teachers were hesitant to incorporate ER regularly as a part of their teaching program.

With regard to the current OER practices of the instructors, it was revealed that EFL instructors do not encourage or instruct their students to engage in either ER or OER, similar to Megniste (2011) and unlike Macalister (2010). In the interviews when the instructors were asked about their main recommendations to students for their language studies, the majority of the instructors asserted that they would suggest their learners read in English. However, interestingly, it was discovered that they do not actually recommend learners to read extensively either ER or OER. Moreover, the majority of the instructors claimed that they follow what their students read while the percentage of the instructors who do and do not retain the reading records of their students is similar aligning with Macalister (2010). In Macalister (2010), some of the teachers who do not follow their students' ER practices referred to one of the principles of ER which is ‘reading is its own reward’, meaning that monitoring students might discourage them from the process, thus, those teachers preferred to grant students with complete autonomy. However, it could be argued that the instructors in the present study might not have had the same intention for not following their students. It could basically be because of their workload and busy schedules, taking into consideration that they are in favour of assessment and monitoring. Besides, there is no significant difference between the instructors who bring or do not bring online reading materials to class. Depending on their learners' proficiency levels, while some teachers suggest

online reading materials to their students, some do not. It was also revealed that OER is a practice that over half of the instructors themselves use although the frequency of their uses varies. However, the teachers in Megniste (2011) stated that by engaging in ER, they hardly ever serve as role models for students. Indeed, in this study, the instructors' own participation in OER may account for their favourable views of the advantages of OER.

Moreover, the majority of the instructors do not identify and, if required, address their learners' reading difficulties, and most instructors do not encourage their students to discuss what they read for class, similar to Megniste (2011). This lack of practice can be linked to the instructors' busy schedules and also their lack of knowledge of OER. Another interesting finding is that the majority of the instructors claimed that they prepare follow-up exercises for OER, contrary to Megniste (2011), even though they do not use OER in their classes. This finding might signal that the instructors' idealized version of OER includes follow-up activities as they mentioned during the interviews. Additionally, most of the instructors allow their students to read books in class and include silent reading programs in their curricula. Although most of them stated that they assign students with OER and ER on the questionnaires, during interviews, none of the teachers mentioned that.

5.5.1. The instructors' perceptions of integrating OER into their courses

In order to understand whether the instructors are more interested in ER or OER, they were asked some questions both in the questionnaire and the interview. With regard to that, the majority of the participants voiced that, currently, they are more engaged in ER than OER. Nevertheless, they also underscored that compared to ER, they are more interested in learning about OER, and that they intend to use it in their curricula in the future, which could suggest that EFL instructors in Turkey are willing to keep up with the current approaches and employ them to enhance their teaching. Moreover, since they preferred OER over ER, it might also be concluded that the instructors are aware of the power of technology in enhancing students' language learning and its affordances. The result falls in line with Howarth and Bollen (2020) because the teachers in their study also had favourable opinions of extended reading online in general and saw its potential to replace paper-based extensive reading in the future. The most noteworthy finding of the study is that both the qualitative and

the quantitative data obtained from the instructors reflected their favourable attitudes toward OER in general regarding its convenience and its benefits on overall language proficiency and toward its inclusion in English teaching curricula in tertiary-level education in Turkey. As a result, taken together, the study reports that the EFL instructors in Turkey are eager to implement OER in their curricula provided that they are equipped with a comprehensive education on it and measures are taken to eliminate the anticipated challenges.

5.5.2. EFL instructors' OER practices depending on the variable gender

The results demonstrated that gender was not a significant factor affecting EFL instructors' perception of OER principles in general; both male and female participants employed similar OER practices. However, the female instructors exploited the following practices less often than the male instructors; "I bring online reading materials to class to allow students to involve in online extensive reading; I encourage students to share what they read for the class". According to this result, it may be assumed that the male instructors in this study read more online materials and might tend to share these materials with their students. Moreover, it was also found out that female instructors are more willing to learn about OER and use it than male instructors since they agreed more with the following statement; "I'd like to learn more about OER and integrate it into my syllabus". It is clear that female instructors in Turkey are more eager to make use of OER while teaching English as they held positive perceptions towards the effects of OER on learners' reading skills, vocabulary and speaking.

5.5.3. EFL instructors' OER practices depending on the variable teaching experience

The findings regarding the relationship between instructors' OER practices and their teaching experience revealed that there were significant differences between the groups for certain statements. For example, teachers with an experience of 11 years and above do the following practices less: "I orient students to the benefits and techniques of online extensive reading, I advise students to have a habit of online extensive reading; I prepare a variety of follow-up activities for online extensive reading, I give paper-based home reading assignments". Besides, instructors with an experience of up to 10 years agree more with the item; 'I'd like to learn more about

OER and integrate it into my syllabus'. In the light of these results, it can be assumed that the instructors with an experience up to 10 years tend to engage in OER more than the instructors with an experience over 11 years. This difference could be attributed to less experienced instructors' familiarity with technology and the affordances it brings to their teaching. They may also know how technology helps students' learning.

5.5.4. EFL instructors' OER practices depending on the variable highest completed educational level

According to the results, it was discovered that there was no significant relationship between the instructors' OER practices and the variable highest completed educational level. In other words, the instructors' OER practices did not change depending on their highest completed educational level. The key factor here might be the fact that all of the instructors admitted they had never been informed about OER while pursuing their master's or doctorate degrees.

5.5.5. EFL instructors' OER practices depending on the variable field of graduation

Concerning the variable field of graduation, it did not create a significant difference affecting instructors' OER practices for almost all of the questionnaire items except for the following item: "I encourage students to share what they read for the class". The results indicated that ELT graduates employ this particular OER practice more often. One possible implication addressing this result is that both the curriculums of ELT departments and the other departments such as English Language and Literature and linguistics lack OER training.

5.6. The Relationship Among Instructors' Perceptions of OER Principles, the Effects of OER on Language Learning, its Challenges, and Their OER Practices

The analysis of the data from both qualitative and quantitative means demonstrated that the instructors' had rough knowledge of OER. Although they know what OER refers to, they lack significant information on its implementation as a particular program in a language teaching curriculum. As they emphasized over and over again during the interviews, they need to be provided with proper education on OER. However, this did not imply that the OER knowledge of the teachers has an impact on their perceptions of the effects of OER. On the contrary, in Firda et al.

(2018), it was argued that cognitive attitude might be one of the determinants of whether excellent knowledge influences positive behavioural attitudes or vice versa. In spite of the lack of knowledge of OER, it was observed that the perceptions of the instructors towards the effects of OER tend to be considerably favourable, which means that the instructors in Turkey strongly believe that OER contributes to English language learning significantly. The lack of a correlation between the instructors' perceptions of the effects of OER and their OER practices can be inferred from the fact that, despite their positive attitudes toward OER, they hardly ever used it in their classrooms, which is consistent with the teachers' sparse use of ER in Macalister (2010). On the other hand, although the instructors do not employ OER practices in their current teaching curriculums, they emphasized that they are willing to integrate it in the future because of their positive attitudes towards the effects of OER on language learning. Thus, it would not be inaccurate to assume that the instructors' perceptions of OER effects do not have an impact on their current practices; nevertheless, their perceptions of the impacts of OER affect their future intentions of OER inclusion.

Referring back to the disparity between the instructors' positive perceptions about the impacts of OER on language learning and their limited OER practice, it might be associated with the challenges that the instructors anticipated encountering in their teaching environments. Because the instructors expect to experience a significant number of difficulties during OER inclusion, they might have just preferred to avoid it. Moreover, since one of the major challenges that the teachers mentioned was the lack of training on OER, teachers' restricted knowledge of OER could be one of the reasons that hinder their practices. Congruent with this, Macalister (2010) asserts it is concerning that instructors do not have a greater understanding of the findings of ER research, which has 20 years of history, since this will likely limit their ability to take the initiative in classroom instruction.

5.7. Conclusion

The summary of the present study will be reported in the following section. Moreover, several implications for language teaching are elucidated. Following that, suggestions for future research is explained and discussed.

5.7.1. Summary

In order to unearth the OER perceptions of EFL instructors teaching at English preparation schools in higher education in Turkey with regard to principles, impacts, and challenges of OER and their OER practices, a mixed-method descriptive study was designed. Since revealing perceptions and practices of EFL instructors had the potential to paint an approximate picture of the current situation of OER in higher education in Turkey, it was significant to explore instructors' attitudes because the related literature indicated that OER contributes to language learning considerably. Thus, exploit it efficiently and appropriately, and convincing teachers to acknowledge OER and its impacts on language learning is of paramount importance.

In accordance with the purpose of the study, a questionnaire, consisting of 5 sections; demographic information, perceptions of the instructors about OER principles, the effects of OER on language learning, the challenges of OER implementation, and OER practices, was adopted and redesigned. Furthermore, a semi-structured interview was prepared to attain in-depth information about the topics touched upon in the questionnaire. 181 instructors working at various universities across Turkey responded to the questionnaire, and 10 of them volunteered to participate in the interviews.

The data obtained through both qualitative and quantitative means were analysed separately. The quantitative data were analysed using SPSS.23.0. To answer the research questions of the present study, descriptive statistics were conducted to reveal percentages (%) and frequencies (f). A chi-square test, a type of inferential statistics, was performed to determine whether instructors' perceptions and practices varied regarding the variables: gender, experience, field of graduation, and highest completed educational level. The semi-structured interviews were held in English and involved ten teachers. The researcher recorded the interviews and later had them transcribed. The transcriptions were then examined in light of the research questions using the MAXQDA computer program, which enabled the formation of themes and codes based on the research questions of the study. The researcher was able to fully analyse the data by means of the numerous features of MAXQDA, including visualizing and methodically analysing the transcriptions to produce themes, categories, and codes. The analysis resulted in the creation of several codes and

themes. In the light of the analysis, the findings of the study were discussed with reference to related literature.

The following list summarizes the major results of the study:

1. EFL instructors are able to define what OER is, however, they need further information about what OER programs entail. In other words, they need proper training on the design of OER programs, the role of teachers and students in those programs, the assessment, and the material selection processes.

2. EFL instructors have positive perceptions of the impacts of OER on language learning. They believe OER contributes to reading (comprehension, fluency, speed) motivation to read, vocabulary, grammar, writing, listening, and speaking skills.

3. They appear not to employ OER in or out of their classes, however, most of them assert that they want to integrate it into their language teaching curriculum once they get more knowledgeable about it and a convenient environment is available.

4. When they are given the opportunity to choose between ER or OER, they favour OER since they acknowledge the affordances of technology inclusion in language education.

5. It seems that the instructors are concerned about students' motivation, their lack of knowledge of OER, time constraints, busy schedules, exam-oriented school systems, the pressure to follow textbooks, technological competence, and materials.

6. In general, the instructors' perceptions and practices did not change significantly depending on the variables: gender, teaching experience, current highest completed educational level, and the departments they graduated from.

7. In the light of the results of the study that portrayed the current OER practices in higher education in Turkey, and EFL instructors' perceptions of it, certain implications were provided in order to increase OER inclusion and facilitate English language learning by encouraging learners to become life-long readers.

5.8. Implications

Based on the results of the current research on the OER perceptions and practices of EFL instructors working at preparatory programs in both state and foundation universities in Turkey, certain implications were drawn. The implications touches upon the issues like material selection, learner motivation and assessment

problems. Additionally, to fully benefit from OER suggestions on teacher education programs and curriculum design were presented.

5.8.1. Pre-service and in-service teacher education programs

To begin with, the findings of the study revealed that the EFL instructors in Turkey lack knowledge of OER, and they obviously want to learn more about it. In other words, it was observed that the instructors lack direction, and they are concerned about the policies they will adopt, the programs they will establish, and the position of OER programs within the educational system. Moreover, although information on the distinction between ER and IR is generally provided in teacher education detailed information on its advantages and ER programs might not have been provided because the instructors not only prefer not to use OER, but they do not use ER either. Furthermore, when the instructors were asked about their first encounters with OER, it was revealed that none of encounters were in their undergraduate teacher education or postgraduate education. Therefore, it is suggested that the inclusion of OER in teacher education curriculums could be the first step. If pre-service teachers are informed about the principle of OER and its impacts on language learning, they will probably integrate it in their classes more often and more easily when they start teaching. In addition to offering theoretical courses on OER, providing pre-service teachers with the opportunity to experience OER themselves and become OER practitioners is likely to produce more concrete and encouraging results since the number of the instructors who read online extensively were quite limited. For postgraduate-level teacher education, more research on OER in Turkey could be encouraged to inform and persuade professionals in the field. Lastly, proper training on OER and its implementation might be arranged for in-service teachers to inform them.

5.8.2. Material Selection

Secondly, in the light of the results, it was explored that most of the instructors were concerned about assessing and monitoring students and also preparing the materials needed for the OER programs. Informing the instructors about websites and applications designed especially for OER could be an efficient solution at this point. For instance, websites like Xreading (<https://xreading.com>), MoodleReader

(<https://moodlereader.com/>), or ReadOasis (<https://readoasis.com/teacher>) might be presented, and the instructors could be given time and opportunity to use trials of these websites in order to understand whether they are appropriate and applicable in their own teaching contexts. In this way, those instructors who had doubts regarding their technological competence to exploit OER could get familiar with the interfaces of the websites and understand that the process does not require an advanced level of technical expertise as well. Furthermore, employing these websites could save teachers' time since they will not need to prepare any materials, tests, or exams because the programs offer ready-made materials and exams and also offer monitoring systems that allow teachers to follow their students' reading pace, word counts, and exam results.

5.8.3. Learner Motivation

For the motivational problems of the students certain suggestions were made. Firstly, acknowledging the advantages OER brings along for their language development may be useful. Moreover, instead of discouraging them with reading assignments that students are not interested in, prioritizing learners' interests and willingness in OER programs by granting them the freedom to choose the materials they want to read and proceed at their own pace is likely to motivate them to engage in OER.

5.8.4. Curriculum Integration

It is vital to integrate OER into the language curriculum because when it is just an extracurricular activity, it tends to be ignored by both students and teachers as their schedules get busier with exams and assignments. However, integrating OER into the language curriculum, which requires attentive planning, is a brand-new notion in higher education in Turkey; thus all the stakeholders will probably experience issues based on their deficiency of knowledge and experience. Laying all the responsibility on teachers would not be reasonable since each classroom and each teacher exist within a larger context (Macalister, 2010) that involves more stakeholders such as curriculum designers, administrators, and teachers.

5.8.5. Assessment

With regard to OER inclusion in the curriculums of schools of foreign languages in Turkey, it would naturally bring the assessment problem to light. Therefore, an assessment system that will not burden students and discourage them should be developed. In the interviews, the suggestions of the teachers for OER assessment were follow-up activities such as presentations and classroom discussions; employing them as the main assessment tools might be useful in this respect. In addition, the quizzes provided by the integrated OER systems can be used by the students to self-evaluate and monitor their reading comprehension and vocabulary learning.

5.9. Suggestions for Further Research

As a result of the current study, certain suggestions for future studies can be made. To start with, a study designed in parallel with this study could be carried out by changing the contextual factors of the study. For example, the study could be conducted in various educational contexts such as primary or high school. Exploring the OER perception and practices of EFL teachers working with young learners and teenagers might offer valuable insights into the role of OER in pre-college language education.

Moreover, a longitudinal study might be designed. In such research, instructors could be provided with OER training first, and their perceptions and practices might be evaluated during the semesters following the training in order to see whether their knowledge has an impact on their perceptions and practices. Additionally, an experimental study might also be designed with an actual OER program implemented at a preparatory school, and both teachers' and students' attitudes could be assessed accordingly.

Lastly, since the present study focused on instructors only, another study might discover the perceptions and practices of students studying English. Revealing the perceptions of students is likely to result in a significant understanding of the notion, and necessary precautions can be taken in light of students' perceptions during future OER program inclusions. Also perceptions of teachers and students might be compared through a comparative study.

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APPENDICES

Appendix I: Informed Consent Forms

Dear Colleague,

This questionnaire is designed to collect data for a thesis study conducted at Erciyes University, MA Program. The study aims at gathering data about EFL instructors' perceptions of Online Extensive Reading (OER) regarding its principles, effects, and challenges as well as instructors' OER practices.

The first part of the questionnaire is to gather demographic information. The second part consists of statements about the principles of OER. The third part includes beliefs about the effects of OER in language teaching. Following that, the fourth part includes teaching practices of OER. Finally, the last part covers the challenges and difficulties of OER. The questionnaire will approximately take 15 minutes. All responses will be treated as confidential, and your privacy will be maintained in all presented and published data resulting from the study. Filling in this questionnaire will ensure that you agree to participate in this study.

Thank you for your valuable contribution.

Contact Information

Mevlüdiye UCAÇELİK

Dear Colleague,

This interview is prepared to collect data for a thesis study conducted at Erciyes University, MA Program. The study aims at gathering data about EFL instructors' perceptions about Online Extensive Reading (OER) regarding its principles, effects, and challenges as well as instructors' OER practices.

The first part consists of questions about the principles of OER. The second part aims at gathering your beliefs about the effects of OER in language teaching. Following that, the third part is about teaching practices of OER. Finally, the last part covers the challenges and difficulties of OER.

The interview will last no more than 60 minutes and with permission, we will audio record the interview. Your responses will only be used for this research and be kept confidential.

Taking part in this interview will ensure that you agree to participate in this study.

Thank you for your valuable contribution.

Contact Information

Mevlüdiye UCAÇELİK

Appendix II: Online Extensive Reading Questionnaire

<p>1. Gender:</p> <p><input type="checkbox"/> Female</p> <p><input type="checkbox"/> Male</p> <p>2. Please select your age group:</p> <p><input type="checkbox"/> 21-30</p> <p><input type="checkbox"/> 31-39</p> <p><input type="checkbox"/> 40-49</p> <p><input type="checkbox"/> 50-59</p> <p><input type="checkbox"/> Over 60</p> <p>3. Please select your institution</p> <p><input type="checkbox"/> a private university</p> <p><input type="checkbox"/> a state university</p> <p>4. Please select the department that you graduated from:</p> <p><input type="checkbox"/> English Language Teaching</p> <p><input type="checkbox"/> English Language and Literature</p> <p><input type="checkbox"/> American Culture and Literature</p> <p><input type="checkbox"/> Translation and Interpretation</p> <p><input type="checkbox"/> Other (Please specify):</p> <p>_____</p>	<p>5. What is the highest degree or level of school you have completed?</p> <p><input type="checkbox"/> Bachelor's degree (BA)</p> <p><input type="checkbox"/> Master's degree (MA)</p> <p><input type="checkbox"/> Doctorate degree (Ph.D.)</p> <p>6. Are you currently enrolled in a degree program?</p> <p>Yes (please specify below):</p> <p><input type="checkbox"/> Bachelor's degree (BA)</p> <p><input type="checkbox"/> Master's degree (MA)</p> <p><input type="checkbox"/> Doctorate degree (Ph.D.)</p> <p><input type="checkbox"/> No</p> <p>7. Please select your years of experience in teaching English:</p> <p><input type="checkbox"/> 0-5 years</p> <p><input type="checkbox"/> 6-10 years</p> <p><input type="checkbox"/> 11-15 years</p> <p><input type="checkbox"/> 16- 20 years</p> <p><input type="checkbox"/> More than 20 years</p>
<p>***A brief info about Online Extensive Reading (OER)***</p> <p>The term online extensive reading can be basically defined as reading texts for pleasure on a screen through the internet.</p>	

OER Principles Below are some beliefs about Online Extensive Reading. Read each statement and then indicate whether you... agree, neutral, or disagree. There are no right or wrong answers. This study is only conducted to have your opinions about the topic.	Agree	Neutral	Disagree
1. Online extensive reading material should be chosen by the teacher at lower levels.			
2. The purpose of reading an online text extensively is to understand the general gist of the text.			
3. The reading teacher should do a post-reading activity to relate what the students read to their real life.			
4. The students themselves should decide on the type of online text to read extensively.			
5. Students' work in extensive reading should be evaluated by the teacher.			
6. Students should be given a purpose to read during online extensive reading.			
7. The aim of online extensive reading is to make students like reading, not a detailed reading.			
8. Students should be encouraged to use their dictionaries (bilingual or monolingual) during online extensive reading.			
9. Assessing session of online extensive reading is not a very important part of online extensive reading if students understand the text.			
10. Students should decide the topics they want to read about out of class.			
11. The teachers should guide students to find different online texts about different topics to read extensively.			
12. The reading text for online extensive reading should include vocabulary that is appropriate to the students' level.			
13. Online extensive reading material should be below the students' language proficiency level.			
14. Students should be assessed on the online extensive reading they do.			
15. If students are to be assessed, they should be graded according to the number of books they have read.			
16. If students are to be assessed, they should be graded according to the answers to the reading comprehension questions.			

17. If students are to be assessed, the assessment questions related to the books should focus on every detail in the book.			
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OER Effects Below are some beliefs about the effects of Online Extensive Reading on language learning. Read each statement and then indicate whether you.... agree, neutral, or disagree. There are no right or wrong answers. This study is only conducted to have your opinions about the topic. Online extensive reading helps students to...	Agree	Neutral	Disagree
1. recycle and consolidate the language learned in textbooks.			
2. develop a sense of the language by seeing how it flows in its natural context.			
3. become effective readers by going from the word by word level to the idea by idea level of reading.			
4. build a lifelong habit of reading and learning.			
5. build confidence, motivation, enjoyment, and a love of reading.			
6. improve reading speed and reading fluency.			
7. improve their reading comprehension ability.			
8. use the reading strategies they learn in the class.			
9. improve their grammar knowledge			
10. learn new grammatical structures through the careful analysis of the language of the text.			
11. build their vocabulary.			
12. learn new words incidentally			
13. improve their speaking skills			
14. express their opinions orally on various subjects easily.			
15. be less dependent on dictionaries while reading.			
16. enhance their writing skills in general.			
17. improve their listening skills			

OER Practices Below are some teaching practices of Online Extensive Reading. Read each statement and then indicate whether you do them...always, sometimes, or never. There are no right or wrong answers. This study is only conducted to have your opinions about the topic.	Always	Sometimes	Never
1. I orient students to the benefits and techniques of online extensive reading.			
2. I advise students to have a habit of online extensive reading.			
3. I keep records of books and reading materials from the internet for the use of online extensive reading.			
4. I determine students' reading levels and recommend lists of books/ reading materials for students to choose from for online extensive reading.			
5. I bring online reading materials to class to allow students to involve in online extensive reading.			
6. I keep track of what students read.			
7. I engage in online reading to be a role model.			
8. I share books/stories I read online and hold discussions on them.			
9. I assess students' reading problems and assist them if necessary.			
10. I encourage students to share what they read for the class.			
11. I give home reading assignments as online extensive reading practice.			
12. I integrate silent reading programs in class and let them read online.			
13. I prepare a variety of follow-up activities for online extensive reading.			
14. I integrate silent reading programs in class and let them read books.			
15. I encourage students to read paper-based books out of class.			
16. I give paper-based home reading assignments.			
17. I am more involved in paper-based extensive reading than online extensive reading.			
18. I'd like to learn more about OER and integrate it into my syllabus.			
19. I'd like to learn more about OER and integrate it into my syllabus rather than ER.			

Challenges & Difficulties of OER Below are some beliefs about the difficulties and challenges of Online Extensive Reading implementation. Read each statement and then indicate whether you... agree, neutral, or disagree. There are no right or wrong answers. This study is only conducted to have your opinions about the topic.	Agree	Neutral	Disagree
1. Lack of materials			
2. Number of students			
3. Low student motivation			
4. Insufficient time			
5. Low language proficiency of students			
6. Pressure on teachers to conform and complete syllabuses and textbooks			
7. Exam-oriented school system			
8. Lack of training in OER			
9. Lack of technological competence of students			
10. Lack of technological competence of teachers			

Appendix III: Online Extensive Reading Interview

INTERVIEW QUESTIONS

1. Are you familiar with the term OER? What do you know about it? Can you give brief information about
 - The Purpose of OER?
 - The amount of reading necessary for OER?
 - Teachers' role in OER programs?
 - Students' role in OER programs?
 - Assessment of OER?
2. Would you like to learn more about OER? (Why or Why not) ?
3. Do you remember the first time you encountered with the term OER? When was it?
 - Did you find it interesting at that time? Why or Why not?
4. Do you think applying online extensive reading practices is beneficial for foreign language learning?
 - In what ways do you think OER can be beneficial for English language learners? Please give examples.
5. Do you apply any OER practices in your classes? (If no-Why not?)
 - What kind of online extensive reading practices do you usually apply?
 - Why do you apply this particular extensive reading practice?
6. Do you apply any ER practices in your classes? (Why or Why not?)
 - What kind of extensive reading practices do you usually apply?
7. Do you think implementing OER is easy or difficult in your own teaching context?
 - What are the possible challenges? Please give examples.
8. Would you like to integrate OER in your teaching curriculum if an appropriate environment is available? (Why or Why Not?)
9. If your students asked for advice to improve their language skills in general, what would you suggest them?
 - Would you suggest your students do OER or ER to improve their English language skills?
 - Why do you prefer ER or OER ?

Appendix IV: Semi-Structured Interview Transcript Sample

	1	INT: Are you familiar with the term online extensive reading and what do you know about it can you give a brief information?
familiarity with OER	2	TCHR: I can't say I'm very familiar with the term online extensive reading but I am a little bit familiar with the term extensive reading actually I've heard about it. and I guess online extensive reading is just the online version of it.
	3	INT: can you give brief information about the purpose of online extensive reading?
purpose of OER	4	TCHR: as far as I know the purpose of online extensive reading is to encourage students to read more and to encourage them to improve their reading skills.
	5	INT: can you give brief information about the amount of reading necessary for online extensive reading?
Amount of reading necessary for OER	6	TCHR: I guess the amount of reading necessary for online extensive reading, I don't think there is a certain amount but I could say the more is the better.
	7	INT: OK and what about teachers role in these programs in online extensive reading programs?
Teachers' role	8	TCHR: teachers are like the facilitator like in every practice in the classroom. I mean like they all do is to facilitate the learners and the activities that's why I guess they're again facilitators in this online extensive reading programs. they just guide students
students' role students' role	10	TCHR: students have the biggest role I guess. because they need to read and they need to be motivated enough to read and follow the activities.
	11	INT: what about the assessment part ?
assessment	12	TCHR: I'm not sure if there needs to be an assessment or not but I think I believe if there will be an assessment it should be about like a follow up activity like writing a summary maybe or doing another activity like gathering around and students can exchange ideas about the things they read.
	13	INT: would you like to learn more about online extensive reading?
interested in learning more about OER ..reason of the interest	14	TCHR: yeah I would like to learn more about online extensive reading because we are living in a technology era and everything about technology everything related to Internet motivates students more that's why I would love to learn then use it.
	15	INT: do you remember the first time you encountered with the term online extensive reading when was it?
first encounter with OER	16	TCHR: the first time I encountered it I encountered with the term online extensive reading is the time that I came across with a survey about online extensive reading.
	17	INT: did you find it interesting at that time?
	18	TCHR: yeah I found it quite interesting at that time because uh you know it's about technology and I I'm interested in reading actually I like reading. I believe that reading helps students improve their language that's why uh it it got my attention.

..Vocabulary
 ..Reading
 ..Language improvement
 effects of OER on language
 ..Grammar
 ..knowledge

OER practices
 ..I don't use OER

ER practices

..Lack of knowledge on OER
 ..Lack of teachers' motivation
 ..Lack of students' motivation
 ..Lack of technological equipment

..Lack of knowledge on OER

..I would like to integrate OER
 willingness to implement OER

suggestions for
 ..watching tv series
 ..playing games
 suggestions for language improve
 suggestions for language imprc
 ..watching movies
 ..listening-speaking practice
 suggestions for language improve

- 19 **INT:** do you think applying online extensive reading practices is beneficial for foreign language learning?
- 20 **TCHR:** yeah sure I believe that applying online extensive reading practices is beneficial for foreign language learning in various ways actually for example uh the the most important part is students improve their reading and then they learn more words and because they're exposed to authentic language. I guess it contributes to their general English level as well. I mean they can learn some grammatical structures and they can acquire new phrases. they they can learn general information I mean cultural information as well.
- 21 **INT:** do you apply any online extensive reading practices in your classes?
- 22 **TCHR:** to be honest I don't. and the only thing I do is to inform my students about reading and its advantages and I don't uh I don't encourage them to read online specifically but I tell them to read whatever they find whatever they like that's that's all.
- 23 **INT:** do you apply any extensive reading practices in your classes?
- 24 **TCHR:** as I said before I encourage my students to read extensively and I don't I don't choose whether paper based or online. I just encourage them to read more.
- 25 **INT:** do you think implementing online extensive reading is easy or difficult in your own teaching context?
- 26 **TCHR:** I think implementing online extensive reading in my teaching context is a little bit difficult because you know first of all I'm not informed I'm not well informed about online extensive reading so I guess the teachers are lack of the information as an approach. then both the students and the teachers motivation, it is another problem another big problem actually. we don't have that much motivation and the technological structure, maybe we need some to lp in this way as well. Besides, assessment part is a little bit challenging in our curriculum I think there would be there should be some guidance about it I'm not sure how it can be integrated in our curriculum and how can we assess it that's all.
- 27 **INT:** would you like to integrate online extensive reading in your teaching curriculum if an appropriate environment is available
- 28 **TCHR:** yeah I would I would love to integrate it in my curriculum but as I said before in the previous question there should be some guidance there should be some training about it then why not I believe that it would be very useful for our learners and our teachers as well.
- 29 **INT:** if you're students ask for advice to improve their language skills in general what would you suggest them?
- 30 **TCHR:** first of all I advise my students to be exposed to language as much as possible and I don't really interfere with the way they are exposed to the language. I just tell them to watch TV series watch movies listen to podcasts play games if they want, read of course. but you know students nowadays they're not very willing to read that's why I mostly tell them to watch and listen but I also suggest them to read as well.
- 31 **INT:** would you suggest your students do online extensive reading or extensive reading to improve their English language skills?

Appendix V: Permission of Ethical Committee

BAŞVURU NO: 48

ERCİYES ÜNİVERSİTESİ SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU PROJE ONAY FORMU

Projenin Adı	"Online Extensive Reading: Perceptions and Practices of EFL Instructors"	
Projenin Niteliği	Yüksek Lisans/Uzmanlık/Doktora Tezi	
Proje Araştırmacıları	Mevlûdiye UCAÇELİK Dr. Öğretim Üyesi Ahmet ŞAHAN	(Sorumlu Araştırmacı) (Danışman)
Sorumlu Araştırmacının Haberleşme Bilgileri	Mevlûdiye UCAÇELİK Dr. Öğretim Üyesi Ahmet ŞAHAN	(Sorumlu Araştırmacı) (Danışman)

KARAR:

Etik Kurulumuza başvuran *Mevlûdiye UCAÇELİK*'in, "*Online Extensive Reading: Perceptions and Practices of EFL Instructors*" adlı çalışması değerlendirilerek aşağıdaki sonuca ulaşılmıştır.

- Proje etik açıdan uygun bulunmuştur.
- Projenin etik açıdan geliştirilmesi gerekmektedir.
- Proje etik açıdan uygun bulunmamıştır.

22/02/2022

	ADI SOYADI	İMZA
Etik Kurul Başkanı	[Redacted]	[Redacted]
Etik Kurul Başkan Yrd.	[Redacted] AN	[Redacted]
Üye	[Redacted]	[Redacted]
Üye	[Redacted] GÖZ	[Redacted]
Üye	[Redacted]	[Redacted]
Üye	[Redacted] UT	[Redacted]
Üye	[Redacted]	[Redacted]
Üye	[Redacted] SE	[Redacted]
Üye	[Redacted]	[Redacted]
Üye	[Redacted] EL	[Redacted]
Üye	[Redacted]	[Redacted]
Üye	[Redacted] HAR	[Redacted]
Üye	[Redacted] AĞ	[Redacted]

ÖZGEÇMİŞ

KİŞİSEL BİLGİLER

Adı Soyadı:	Mevlüdiye UCAÇELİK
Uyruğu:	Türk

EĞİTİM

Derece	Kurum	Mezuniyet Tarihi
Yüksek Lisans	Erciyes Üniversitesi	
Lisans	Orta Doğu Teknik Üniversitesi	2016
Lise	Kaman IMKB Anadolu Öğretmen Lisesi	2012

İŞ DENEYİMLERİ

Yıl	Kurum	Görev
2016-Halen	Erciyes Üniversitesi	Öğretim Görevlisi

YABANCI DİL

İngilizce (96,25)