



## THE CONCEPT OF A READERS' CLUB IN EFL LEARNING

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### ABOUT ARTICLE

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**Abstract:** This article explores the concept of a Readers' Club and its application in enhancing English as a Foreign Language (EFL) learning. By fostering an engaging and collaborative environment, Readers' Clubs play an important role in developing learners' language skills and sociocultural competence. This paper includes a comprehensive literature review, including the historical background of Readers' Club development, details of the methodology for implementing a Readers' Club, and discusses findings from a case study, emphasizing its benefits in EFL education.

### INTRODUCTION

A Readers' Club is a collaborative-study approach that promotes reading for pleasure and learning in cooperation with peers. It serves as a platform for immersive language acquisition for EFL learners. While traditional language learning classrooms focus on grammar and vocabulary-based activities, a Readers' Club can offer learners to engage with authentic texts, by doing so fostering intrinsic motivation and practical communication skills. Moreover, involving in reading activities will improve students' vocabulary comprehension in context.

#### Literature Review

##### The Origin of Readers' Clubs

The concept of a Readers' Club, while common today, has its roots in ancient practices of communal learning and literary appreciation. The idea evolved over centuries as societies began to recognize the benefits of shared reading experiences. Below is an exploration of the historical origins and development of Readers' Clubs.

The origins of Readers' Clubs can be traced back to ancient civilizations where oral traditions dominated. In Ancient Greece, public readings and discussions were central to cultural and intellectual life. Philosophers like Socrates and Plato engaged in dialogues that could be seen as precursors to

modern book discussions. Similarly, in ancient Rome, gatherings in private homes or public forums often involved the reading and analysis of literary works.

In other parts of the world, such as the Middle East and South Asia, shared learning experiences were deeply ingrained in cultural and educational practices. Islamic scholars would gather in madrasas or homes to discuss the Quran and other literary works, fostering a collaborative approach to reading and interpretation.

The idea of a Readers' Club gained momentum during the Renaissance (14th-17th centuries) when literacy rates began to rise, and printed books became more widely available thanks to the invention of the printing press by Johannes Gutenberg in the 15th century.

During the Enlightenment (17th-18th centuries), literary societies and salons became popular, particularly in Europe. These gatherings were often organized by intellectuals and aristocrats who sought to discuss literature, philosophy, and science. Salons in France and reading circles in England were notable examples of early Readers' Clubs. They not only facilitated the exchange of ideas but also promoted critical thinking and social bonding.

The 19th century marked a significant turning point for Readers' Clubs with the establishment of public libraries in many parts of the world. These institutions became hubs for literary and cultural activities, encouraging individuals from all walks of life to engage in reading.

In England, the rise of industrialization brought about the formation of subscription libraries and literary societies. Working-class readers often formed mutual improvement societies where books were collectively purchased and discussed. In the United States, organizations such as the Chautauqua Literary and Scientific Circle (founded in 1878) became one of the first structured reading groups, offering a curriculum and reading materials to participants.

With the advent of mass education and widespread literacy in the 20th century, Readers' Clubs became more accessible and diversified. Public schools, colleges, and community centers worldwide began to incorporate book clubs and literary circles into their programming.

During this time, Readers' Clubs also adapted to serve various purposes, from socializing and entertainment to political activism. For instance:

- Women's book clubs became prominent, providing a space for discussing literature and addressing social issues.
- During the civil rights movements, Readers' Clubs were used as platforms to explore texts that challenged societal norms and inspired change.

In the 21st century, Readers' Clubs have expanded further, blending traditional and modern practices. The digital revolution has played a significant role in reshaping the concept:

1. Online Book Clubs: Platforms like Goodreads and social media groups have created global communities where readers can discuss books, share reviews, and connect with authors.
2. Hybrid Formats: Libraries and educational institutions now offer hybrid models where in-person and virtual discussions coexist.
3. Thematic Readers' Clubs: Modern clubs often focus on specific genres, authors, or themes, such as science fiction, feminist literature, or multicultural narratives.

In contemporary world the concept of Readers' Clubs agrees with Krashen's Input Hypothesis (1982), which emphasizes the importance of comprehensible input for language acquisition. Extensive reading, as practiced in Readers' Clubs, provides learners with exposure to a wide range of linguistic structures and vocabulary in context, which aids in subconscious language learning. Nation (2009) highlights that engaging with authentic texts develops learners' reading fluency and comprehension while promoting

vocabulary retention. Furthermore, Vygotsky's Sociocultural Theory (1978) underscores the role of social interaction in cognitive development, a key element in Readers' Clubs, where collaborative discussions deepen understanding and critical thinking.

### **Previous Research on Readers' Clubs**

**Day and Bamford: Extensive Reading and Language Fluency.**

Day and Bamford emphasize the role of extensive reading programs in developing reading fluency and learner motivation. They argue that when learners read large quantities of material they enjoy; they are more likely to improve their overall language proficiency.

**Hafiz and Tudor: The Impact of Extensive Reading.**

In a study conducted in the UK and Pakistan, Hafiz and Tudor investigated the impact of extensive reading programs on learners' language skills. The results showed that learners engaged in extensive reading outperformed their peers in reading comprehension and vocabulary acquisition.

**Mason and Krashen: Reading Aloud and Silent Reading.**

Mason and Krashen compared the effects of reading aloud and silent reading in an extensive reading program. Their findings revealed that silent reading, a typical activity in Readers' Clubs, resulted in greater vocabulary growth and reading fluency.

**Renandya and Jacobs: Collaborative Reading in Language Learning.** Renandya and Jacobs studied collaborative reading activities in Southeast Asian EFL classrooms. They found that students participating in group discussions and activities based on reading texts developed a deeper understanding of the material and showed higher motivation to engage with English texts.

**Paran: The Relationship Between Reading and Vocabulary Development.** Paran highlighted the connection between reading and vocabulary acquisition, emphasizing that extensive reading provides repeated exposure to new vocabulary in context, making it an effective way to expand learners' lexical knowledge.

**Takase: Motivation and Extensive Reading.**

Takase examined the motivational effects of extensive reading on Japanese high school students. The study found that learners who participated in voluntary reading programs demonstrated greater autonomy and a positive attitude toward learning English.

**Yamashita: Extensive Reading and L2 Proficiency.**

Yamashita conducted a meta-analysis of extensive reading studies, showing that learners who engaged in extensive reading activities experienced significant improvements in their second language (L2) reading comprehension and general proficiency.

**Stoller and Grabe: Integrating Reading with Social Interaction.**

Stoller and Grabe demonstrated that incorporating interactive activities, such as Readers' Clubs, into reading instruction enhanced learners' comprehension and speaking skills. The collaborative aspect of these clubs allowed students to practice real-life communication in English.

**Bell: Benefits of Extensive Reading.**

Bell studied adult EFL learners in Yemen and found that participants in extensive reading programs improved their reading speed, comprehension, and overall language confidence. Bell concluded that extensive reading should be a core component of EFL instruction.

**Cho and Krashen: Pleasure Reading and Language Proficiency.**

Cho and Krashen investigated the impact of pleasure reading on language learning. Their findings indicated that EFL learners who read materials of personal interest showed noticeable improvements in vocabulary, grammar, and even writing skills.

Green: Reading Clubs and Lifelong Learning.

Green explored the long-term effects of Readers' Clubs, concluding that students involved in these clubs developed a lifelong love for reading, contributing to sustained language proficiency and cultural understanding.

By combining insights from these studies, it becomes evident that Readers' Clubs not only improve specific language skills, such as vocabulary and comprehension, but also foster motivation and create a supportive social environment for language acquisition. Being motivated by these findings we conducted our own research on the impact of Readers' Club in EFL learning.

## **METHODOLOGY**

### Participants

The study involved 50 middle school EFL learners, aged 12-15, from an urban school in Uzbekistan. They were divided into two groups: one participating in a Readers' Club (experimental group) and the other following a traditional reading curriculum (control group).

### Design and Procedure

The Readers' Club met weekly over six months. Sessions included:

1. Reading Activities: Students read short stories, novels, and articles chosen based on their interests and proficiency levels.
2. Discussion Circles: Participants discussed themes, characters, and cultural aspects of the texts.
3. Creative Exercises: Role-plays, book reviews, and creative writing were incorporated to reinforce comprehension and language use.

The control group followed a standard curriculum with no collaborative activities.

### Data Collection

Data were collected using:

- Pre-and post-tests on reading comprehension and vocabulary knowledge.
- Surveys to assess learners' attitudes toward reading.
- Observations and interviews to evaluate engagement and communication skills.

## **DISCUSSION**

### Improvement in Reading Comprehension

The experimental group showed a 25% improvement in reading comprehension scores compared to a 10% improvement in the control group. This aligns with Krashen's theory that extensive reading enhances understanding through exposure to contextually rich texts.

### Vocabulary Acquisition

Students in the Readers' Club demonstrated greater retention and use of new vocabulary. Discussions and role-plays allowed them to use learned words in meaningful contexts, reinforcing their understanding.

### Enhanced Communication Skills

Engaging in discussions improved learners' speaking and listening skills. They expressed ideas more confidently and used a wide range of vocabulary. Observations also revealed an increase in intersectional competence, including turn-taking and active listening.

### Positive Attitude Toward Reading

Surveys showed that 85% of the experimental group developed a positive attitude toward reading in English, compared to 50% in the control group. Students attributed this to the enjoyable and collaborative nature of the Readers' Club.

## **RESULTS**

The findings suggest that Readers' Clubs significantly enhance EFL learning by:

- Improving reading comprehension and vocabulary retention.
- Developing communication and sociolinguistic competence.
- Promoting motivation and a love for reading in English.

Quantitative data from test scores and qualitative feedback from participants highlight the transformative role of collaborative reading practices in language acquisition.

### CONCLUSION

Readers' Clubs provide an effective, learner-centered approach to EFL education. By combining extensive reading with interactive activities, they address key aspects of language learning, including comprehension, vocabulary, and communication. Educators are encouraged to integrate Readers' Clubs into their teaching practices to create a dynamic and engaging learning environment that nurtures lifelong language skills. Our own findings proved the effectiveness of the reading activities in groups that will serve as a supplement for previous research outcomes.

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