IMPACT OF EXTENSIVE READING IN A KOREAN EFL UNIVERSITY SETTING: A MIXED METHODS STUDY

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ABSTRACT

IMPACT OF EXTENSIVE READING IN A KOREAN EFL UNIVERSITY SETTING: A MIXED METHODS STUDY

NAMHEE SUK

This study investigated the longitudinal impact of an extensive reading approach on Korean EFL university students' reading comprehension, reading rate, vocabulary acquisition, and motivation to read over a 15-week semester. The study also examined the relationship between two types of vocabulary tests (i.e., a generalized vocabulary knowledge test and individualized vocabulary knowledge tests) designed for the study. Additionally, students' perceptions of extensive reading throughout the semester were explored. A quasi-experimental research design was employed using four intact classes, two comparison (n = 88) and two experimental (n = 83) classes. The comparison classes received 100-minute intensive reading instruction per week whereas the experimental classes received 70-minute equivalent intensive reading instruction and 30-minute extensive reading instruction per week.

A reading comprehension and rate test and a generalized vocabulary test were administered at pre- and post-tests. Sixty-two students in the experimental classes who read consistently throughout the semester also took individualized vocabulary tests to assess learning of the words that appeared in the reading materials read by individual students. Additionally, an extensive reading motivation questionnaire (post-test only) was administered to the experimental classes to determine which factors in the questionnaire

would predict students' reading amount. Finally, a semi-structured interview protocol was employed at three different time intervals during the semester.

Repeated-measures MANOVA revealed that the experimental classes significantly outperformed the intensive reading classes on the combination of the three dependent variables (i.e., reading comprehension, reading rate, and vocabulary acquisition). Results of the investigation of the relationship between the two types of vocabulary tests revealed that the two tests showed similar patterns in terms of measuring vocabulary knowledge as a result of extensive reading. Finally, in terms of the participants' motivation to read, a multiple regression analysis indicated that one predictor variable (i.e., Reading for Academic Achievement) was able to predict the participants' motivation to read. In addition, qualitative results from interviews with 19 students showed that the participants had positive extensive reading experience over a 15-week semester; their perceptions of extensive reading and extensive reading practices support the findings from the quantitative data. Implications for extensive reading in L2 curricula are discussed.

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Chapter 1

Introduction

Reading ability is an important second language (L2) skill in academic settings, where L2 learners are required to read-to-learn and complete related tasks, which hold them accountable for reading content, in and out of class (Anderson, 2012; Grabe, 2009; Rosenfeld, Leung, & Oltman, 2001). Reading ability can make a great difference in L2 learners' academic performance and contribute to their academic success. Given the importance of reading in academic contexts, a key issue is how L2 reading ability can best be developed. Based on research to date, reading ability is only likely to develop gradually when L2 learners are continually exposed to abundant meaningful input, or extensive reading (Grabe & Stoller, 2011).

In the field of L2 learning, it has been widely accepted that language learning is more likely to happen when learners are exposed to abundant and comprehensible input. In addition, it has been generally assumed that L2 learners learn better when they are highly motivated. In L2 reading, the literature on extensive reading emphasizes that L2 learners learn to read better by reading more (Day & Bamford, 1998; Grabe, 2009; Grabe & Stoller 2011; Krashen, 2004, 2011). The conceptual idea that reading develops through extensive practice is a widely held notion. Extensive reading has been proposed as one of the most effective approaches for developing L2 reading abilities because it exposes L2 learners to ample amounts of L2 reading input, motivates L2 learners to read, and leads to the development of reading abilities.

One of the major benefits that extensive reading can bring into L2 classrooms is exposure to a sufficient amount of comprehensible input. Extensive reading can be

especially effective in foreign language (FL) settings because students learning a foreign language rarely receive enough exposure to large amounts of reading material in and out of class. In addition to sufficient input, students' freedom to choose their own reading materials in a typical extensive reading program is another key principle for learning. In general, students in FL classroom settings are required to read passages in their textbooks, even if the passages do not complement their own interests; such readings oftentimes contribute to students' decreased motivation for reading and negative attitudes towards reading in the target language. What is often missing in FL classroom settings is opportunities for pleasure reading (Krashen, 2004). Extensive reading can provide students with an ideal experience to read easy and interesting reading materials in large quantities.

Furthermore, extensive reading can lead students to flow experiences in which students are completely but effortlessly involved in reading (Csikszentmihalyi, 1991). According to Csikszentmihalyi, when people are in a flow state, they complete tasks without forcing themselves because they are fully engaged in the act of doing the tasks. This flow experience is what most L2 learners need in order to enjoy as well as succeed in L2 reading. Unfortunately, most L2 readers are not likely to have experienced flow because they may not have been exposed to the conditions that facilitate it. Especially in FL contexts where exposure to target language input is fairly limited, learners need to be exposed to situations that motivate them to read in the target language. In an extensive reading program, L2 learners' attention can be fully concentrated on their reading and that attention can lead to enjoyment. It is possible that a systematically designed extensive reading curriculum can contribute to creating flow. In summary, extensive

reading can promote reading development by providing meaningful input, a large amount of text input, the possibility to read self-selected materials, and opportunities for increased motivation and flow experiences.

Setting for the Study

One context in which L2 reading is an important goal, but achievement is somewhat limited, is in the Korean English as a foreign language (EFL) context. Students in Korean EFL reading classes are usually taught to analyze short challenging texts and required to memorize difficult vocabulary in the texts. This traditional intensive reading instruction usually requires students to demonstrate their thorough understanding of texts by translating texts line by line. This approach to reading instruction seems to have resulted in limited exposure to target language input, slow reading, and decreased motivation to read in English. Although exposure to rich input, especially in EFL settings, has been identified as one of the most fundamental elements in successful language learning, the importance of exposure to abundant input seems to have been disregarded in Korean EFL settings when it comes to L2 reading instruction.

Reading skills in Korean EFL settings have been one of language areas that has received the least attention from Korean students as well as educators. Since the sixth national Korean English education curriculum was put into place in 1992 by the Korean Ministry of Education, the focus of English language instruction has been on listening and speaking (i.e., aural/oral) abilities. As a result, Korean students' reading and writing abilities did not show any improvement (Byun, 2010). The focus on building communicative competence has resulted in negligence in attending to reading instruction in Korean EFL classrooms.

The traditional approach to reading instruction in Korea centers on intensive English reading instruction. Most teachers believe that focusing on grammatical features and asking students to translate reading passages from English into Korean line by line are the only ways to improve Korean students' reading abilities in Korean EFL school settings. Although intensive reading instruction can be effective (e.g., Anderson, 1999; Paran, 2003), intensive-reading-only instruction limits exposure to the target language. In addition, it is likely that students build negative attitudes toward target-language reading because of constant exposure to linguistically challenging texts, which are not interesting to students to read.

To cope with the problems that intensive reading instruction creates in Korea and elsewhere, over the last two decades, other L2 settings have turned to an extensive reading approach and studies confirm its effectiveness (e.g., Al-Homoud & Schmitt, 2009; Beglar, Hunt, & Kite, 2012; Mason & Krashen, 1997). However, extensive reading has not been widely implemented in Korean EFL settings. Although EFL reading curricula in Korean universities are more flexible than those in middle or high schools, university-level reading instruction still heavily focuses on intensive reading. In relation to studies on extensive reading in Korean EFL settings, only a limited number of empirical studies have researched the effects of extensive reading in university settings in Korea (e.g., Im, 2007; Jeon, 2008; Kweon & Kim, 2008; Yang, 2010). Implementing an extensive reading approach in a Korean EFL setting where exposure to target language input is limited can play a crucial role in developing Korean students' English reading abilities. Therefore, this dissertation study aims to explore the impact of extensive reading in a Korean EFL

university context by incorporating an extensive reading component into an already existent Korean EFL university reading curriculum.

Importance of the Dissertation

Although there have been a number of studies on extensive reading in L2 settings, little research has investigated the effects of extensive reading on various areas of language learning. This study investigated the impact of extensive reading on different areas of English learning (i.e., reading comprehension, reading rate, vocabulary acquisition, and motivation to read) employing a mixed methods research design. The findings contribute to a growing body of literature that demonstrates the effects of extensive reading on implicit language learning in L2 settings.

Extensive reading has not been widely practiced in Korea although many teachers and administrators acknowledge the positive effects of extensive reading. This study demonstrates the feasibility of extensive reading as an addition to an already existing reading curriculum and provides practical guidelines for implementation of extensive reading in L2 settings, in general. This study designated about 30% of regular class time for extensive reading; during that time, extensive reading activities were incorporated to motivate students to read in and out of class. In this study, extensive reading was implemented systematically and consistently throughout a semester. The ways in which extensive reading was implemented in this study can be beneficial to other teachers who want to implement extensive reading in their classes.

Finally, students' semester-long experience with extensive reading was explored in depth. Students' extensive reading practices and their perceptions of extensive reading provide valuable insights into the benefits of incorporating extensive reading into an

existing reading curriculum in Korean EFL university settings or other L2 settings. In addition, understanding students' practices and perceptions makes an important and practical contribution to the extensive reading literature and serves as useful guidelines when teachers implement extensive reading in their classes.

Overview of the Dissertation

This chapter has provided a brief rationale for extensive reading in L2 settings, described the setting for the study (a Korean EFL university L2 reading class context), and explained the importance of this dissertation. The remainder of this dissertation consists of seven chapters. Chapter 2 reviews the literature on extensive reading in L2 settings, including L2 research on extensive reading, predictors of the effectiveness of extensive reading, gaps in the previous research, extensive reading practices, and results of a pilot study on extensive reading activities. Then, the purpose of the dissertation study is proposed through a set of research questions.

Chapter 3 presents the development of instruments for the study, including materials for instruction and measurements developed. Chapter 4 then describes the instructional procedures for the study; the chapter covers procedures for creating a class library for experimental classes and procedures for comparison and experimental classes. Chapter 5 addresses the methodology of the study, including participants, study design, procedures for data collection, and data analyses procedures and their underlying assumptions.

Chapter 6 reports the quantitative results of the study. The chapter first presents the preliminary analyses of amount of reading done by experimental students, and then answers each research question based on the results of the statistical analyses. Chapter 7

presents the qualitative results of the study based on four themes derived from interview data. Chapter 8 discusses the findings of each research question and concludes with implications, limitations, and future research directions.

Chapter 2

Literature Review

This chapter reviews literature on extensive reading in second language (L2) settings. It first provides a definition of extensive reading and then discusses research on the effectiveness of extensive reading in L2 settings. The chapter then addresses predictors of the effectiveness of extensive reading, followed by gaps in the previous research. After that, the chapter reviews extensive reading practices introduced in the literature; it reports a pilot study on extensive reading activities conducted for this dissertation study. The chapter concludes with the purposes for the dissertation study as defined by a set of research questions.

Definition of Extensive Reading

An understanding of extensive reading is important because the way it is perceived can greatly affect how it is practiced. Grabe and Stoller (2011) define extensive reading as an approach in which "learners read large quantities of materials that are within their linguistic competence" (p. 286). According to Bamford and Day (2004), extensive reading is "an approach to language teaching in which learners read a lot of easy material in the new language" (p. 1). These two definitions share two important concepts: (a) in extensive reading learners read a lot; (b) in order for learners to read a lot, reading materials should be within learners' reading proficiency levels. Bamford and Day (2004) expand the scope of their definition by elaborating upon additional features of extensive reading such as self-selection of reading materials, independent reading, reading for general meaning, and reading for information and enjoyment.

Three important issues arise from these discussions, which contribute to a more fine-tuned definition of extensive reading. One important feature of extensive reading, specifically, reading materials that are within learners' linguistic ability, stresses that reading materials should be easy enough to (a) facilitate effortless comprehension without imposing any learning burden and (b) keep learners on the task independently. Day and Bamford (1998) stress that reading within the reader's linguistic competence (i.e., *i*-1) can contribute to developing a sight vocabulary and thus lead to reading fluency. Moreover, they claim that input in extensive reading should be meaningful and comprehensible enough for learners to read extensively. A second key element of extensive reading emphasizes the large amount of meaningful exposure provided in the target language, which plays an important role in language learning. By being exposed to large quantities of meaningful reading materials for an extended period of time, reading fluency and reading comprehension can develop incrementally, which facilitates implicit learning (Grabe, 2009; Nation, 2009). A third key feature is that learners in an extensive reading program usually read self-selected reading materials. This feature is unique compared to that of other language learning approaches because by selecting their own reading materials, learners can satisfy their individual reading needs, such as reading to obtain information or reading for enjoyment. Furthermore, individual learners' linguistic needs can be satisfied because learners can choose level-appropriate reading materials. Satisfying the needs of individual readers can also facilitate L2 learners' motivation to read. These features of extensive reading require that teachers engage students in reading a lot of interesting materials within their linguistic competence for long periods of time

and consistently motivate students to read (Day & Bamford, 1998; Grabe, 2009; Grabe & Stoller, 2011).

In order to help teachers better understand what extensive reading is, Day and Bamford (2002, pp. 137-140) proposed the top ten principles of extensive reading:

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*.

These ten principles, in general, include the three key features of extensive reading mentioned previously and add the importance of the teachers' role. Day and Bamford (1998, 2002) stress that teachers provide students with an orientation at the beginning of an extensive reading program and offer on-going guidance to motivate students consistently. In addition, they emphasize that teachers themselves should be readers and teach as role models of good readers. This last principle has been debated, however, because the teacher-as-role-model can sometimes limit a teacher's abilities to monitor students' reading practices (Stahl, 2004).

In addition to the teacher's role, Day and Bamford stress that "reading is its own reward;" they suggest that no (or a minimum of) comprehension checking be used in extensive reading. However, other scholars voice different opinions on the principle. Robb (2011) suggests that students be held accountable for their extensive reading completed outside the classroom because students put more value on tasks that are graded.

In order to solve the problem of holding students accountable for their reading done outside the classroom, Robb advocates using M-Reader— a free online database of quizzes on graded readers—to hold students accountable for their reading done out of class. In short, a few of Day and Bamford's ten principles need to be reconsidered to a certain extent when defining extensive reading and when implementing an extensive reading approach in L2 classroom settings because a few principles (e.g., reading is its own reward, teacher as a role model of a reader) may not be applicable or ideal in various L2 pedagogical settings.

Research on Extensive Reading in L2 Settings

The effectiveness of extensive reading in L2 settings has been explored quantitatively and qualitatively by numerous researchers. It has been supported by a number of studies arguing that extensive reading has a positive impact on reading ability and vocabulary acquisition. Another major gain attributable to extensive reading is in motivation. Multiple studies have shown that L2 learners developed positive attitudes toward L2 reading and became motivated to read as a result of extensive reading. The following section reviews and critiques research on the impact of extensive reading in L2 settings.

Impact on reading ability. Research has shown that one major gain from extensive reading is improved reading ability (Al-Homoud & Schmitt, 2009; Beglar, Hunt, & Kite, 2012; Bell, 2001; Burrows, 2012; Elley & Mangubhai, 1983; Huffman, 2014; Krashen, 2004, 2011; Lightbown, Halter, White, & Horst, 2002; Mason & Krashen, 1997; Robb & Susser, 1989; Tanaka & Stapleton, 2007; Yamashita, 2008). The following

selected studies review the effects of extensive reading on L2 reading comprehension and reading rate.

An extensive reading study with young learners by Elley and Mangubhai (1983) demonstrated the benefits of extensive reading on L2 students' reading performance. The researchers conducted a "Book Flood" project in Fiji primary schools. Classes 4 and 5 in the twelve rural schools were randomly chosen and assigned to one of three groups: Shared Book (n = 186), Silent Reading (n = 194), or Control (n = 234). Two hundred fifty storybooks were given to each classroom in Shared Book and Silent Reading groups. The teachers in the Shared Book group were trained to use the shared reading method in which a teacher chooses a story and reads the story aloud to the class by using a large book. The Silent Reading group read books independently for 20–30 minutes each day during sustained silent reading. The Control group followed standard audiolingual English instruction. The students in the Book Flood groups (i.e., Shared Book group and Silent Reading group) were given rich input with the storybooks while the students in the Control group had little or no exposure to additional books. After eight months, the students with rich input performed significantly better than the Control group on reading comprehension tests, $F(1, 258) = 17.70$, $p < .001$ for Class 4 and $F(1, 267) = 21.07$, $p < .001$ for Class 5. A one-year follow-up study showed that the students in the Book Flood groups made significant gains in these areas of language—reading, writing, listening, grammar, and vocabulary. Despite the positive effects of the extensive reading treatment that both Book Flood groups received, it is unclear how much extensive reading itself led to the impacts on language learning because the authors did not report how much the students in the experimental groups actually read. Furthermore, it is

questionable how much the students in the Silent Reading group understood because the story books they read were unsimplified reading materials. According to Webb and Macalister's (2013) analysis of unsimplified texts written for children, L2 students should have a vocabulary size of 10,000 words to know 98% of the words in those texts. In addition, there were no measures used to check whether the students actually read and understood the reading materials.

Robb and Susser (1989) carried out a study to examine the effects of extensive reading on 125 Japanese university EFL students' reading ability over a semester. The students were randomly assigned to an experimental group and a control group. The students in the experimental group read SRA cards in class and an average of 641 pages in books written for American teenagers outside the class. In order to check students' out-of-class reading, short summary writing was required. The comparison group, on the other hand, used a textbook which focused on reading skills. To check whether the students in the experimental group did required reading at home, a short quiz was administered in every class. The findings showed that the experimental group made significantly higher gains on two reading comprehension measures (i.e., 'understanding the important facts' and 'guessing vocabulary from context'). The other comprehension measures (i.e., 'getting the main idea' and 'making inferences') indicated that the experimental group performed better than the control group although significant differences were not found between the groups. The results of the students' reading speed tests showed that the students in the experimental group (a mean of 336.39 seconds for the total passage) read significantly faster than the comparison group students (a mean of 411.90 seconds for the total passage). The study showed that extensive reading produced

better results than a skills approach; however, there are some methodological issues to be considered. As the authors indicated, the pre- and post-tests were not equivalent. Therefore, students' improvements in reading comprehension and reading speed, as revealed by pre- and post-tests, cannot be attributed to the extensive reading treatment. In addition, it is unclear how well the Japanese EFL students were able to understand what they were reading because the reading materials chosen for outside class reading were unsimplified texts written for American teenagers.

Mason and Krashen (1997) carried out three experimental studies with EFL Japanese university students to examine the impact of extensive reading in an EFL setting. In the first semester-long experiment, the researchers investigated the effects of extensive reading in two intact classes — a comparison group with traditional instruction and an experimental group with an extensive reading treatment. The students in the experimental group read an average of 30 graded readers during the semester. The researchers randomly selected 20 out of 30 students from each group for analysis. The results of the pre- and post-tests of 100-item cloze tests for reading comprehension showed that the experimental group made significantly greater gains than the comparison group, $t(38) = 2.269$, $p < .025$.

The researchers conducted their second study with 128 Japanese EFL students from a four-year university ($n = 79$) and a junior college ($n = 49$). At each college there was an experimental group ($n = 40$ for the four-year university, $n = 31$ for the junior college) that read graded readers and a comparison group ($n = 39$ for the four-year university, $n = 18$ for the junior college). The four-year college students were allowed to read authentic texts. After finishing a book, students in the experimental groups wrote

short summaries of their books in English and their reflections on the book in Japanese. The comparison groups received intensive reading instruction, focusing on short, challenging texts. For pre- and post-tests, the same 100-item cloze tests from the first experiment were used. The gains from the experimental groups were significantly greater than the comparison groups, $t(72) = 4.991$, $p < .001$ for university students and $t(46) = 5.035$, $p < .001$ for junior college students. However, it is unclear to what extent extensive reading had an impact on students' reading abilities because the researchers also did not report how many books the students in the experimental groups read during the extensive reading treatment.

In their third study, Mason and Krashen included three groups: Extensive Reading with English response group ($n = 36$) that wrote summaries of the books they read in English, an Extensive Reading with Japanese response group ($n = 40$) that wrote summaries of the books they read in Japanese, and a comparison group ($n = 38$) that worked on extensive cloze exercises and intensive reading tasks. The third study was different from the other two studies in terms of the availability of books; over 3,000 books were available while there were only about 100 books available in Experiments 1 and 2. The two experimental groups (i.e., English response group and Japanese response group) had access to the books and read extensively. The students took the same cloze test used for Experiments 1 and 2 as a pre- and post-test. The students were also given a reading comprehension test but only as a post-test. In addition, a summary writing task was used as a pre- and post-test. To assess the students' reading speed, the students recorded the time spent on reading an assigned book at the beginning of the year, and the students indicated the time spent on reading the same book at the end of the year. Results

showed that both extensive reading groups performed better than the comparison group on the cloze test and the reading comprehension test; however, the English response group significantly outperformed the comparison group on the cloze and reading comprehension tests. Both extensive reading groups made a significant gain on reading comprehension, $F(2, 106) = 4.127$, $p < .025$. The Extensive Reading with Japanese response group made statistical significant gains in reading speed over the comparison group, $t(68) = 12.76$, $p < .001$ and the Extensive Reading with English response group, $t(67) = 5.70$, $p < .001$. Although the results yielded positive impacts of extensive reading, this study also does not report how much students read during the extensive reading treatment. Furthermore, the results for the students' reading speed may not be trustworthy because the results were based not on an objective measurement but on students' self-reporting.

In another EFL setting, Bell (2001) conducted a two-semester study with 26 young adult government employees in the Yemen Arab Republic. The study measured both reading speed and comprehension in two groups: an intensive reading group and an extensive reading group. The participants in the intensive reading group ($n = 12$) read short passages and completed activities that focused on grammar, vocabulary, and rhetorical patterns in the passages. On the other hand, the extensive reading group ($n = 14$) read graded readers; these participants had access to 2,000 graded readers in the British Council library. The participants in the extensive reading group engaged in several activities, such as doing 20-minute sustained silent reading once a week in the library and writing reading diaries and book reports. Bell reported that the amount of time spent on reading for both groups was not significantly different, although he did not

report how much each group read during the study. To measure reading speed, two reading texts were chosen; to measure reading comprehension, three different texts with three types of questions (i.e., cloze, multiple-choice, and true/false) were selected. The results showed that the extensive reading group improved significantly on reading comprehension as well as reading speed. For reading comprehension, the extensive reading group made a mean gain of 33.72% whereas the intensive reading group made a mean gain of 11.36%, $t(23) = 5.22$, $p < .001$ for cloze test and $t(23) = 7.40$, $p < .001$ for multiple choice and true/false questions. The mean gains in reading rate between the two groups were also noticeable. The extensive reading group made a mean gain of 59.43 words per minutes (wpm), while the intensive reading group showed a mean gain of 14.09 wpm, $t(24) = 5.70$, $p < .001$. Although the results show a positive impact of extensive reading on reading comprehension and reading speed, the study has clear limitations (see Beglar, Hunt, & Kite, 2012). First, the amount of reading done by the participants is not reported. Also, it is not clear whether the participants actually comprehended the texts while reading at their normal speed because the reading speed tests did not include reading comprehension questions.

Al-Homoud and Schmitt (2009) investigated the effectiveness of extensive reading on reading abilities, vocabulary development, and attitudes toward L2 reading with 70 male EFL university students in Saudi Arabia over a 10-week course. The students were randomly assigned to one of two groups: an intensive reading group ($n = 23$) and an extensive reading group ($n = 47$). The students in the intensive reading group were given quizzes and taught new words and reading strategies (e.g., scanning, skimming, previewing) in their four 50-minute classes each week whereas the students in

the extensive reading group were given time for silent reading of a self-selected graded reader and taught reading strategies and vocabulary learning strategies. The researchers measured the students' reading speed using three reading passages from a graded reader. The participants were given 3 minutes to read each passage and mark the last word they reached. The researchers used this measure for the pre- and post-tests and found that students in the extensive reading group (a mean gain of 33.49 wpm) showed significantly larger improvement in their reading speed than the intensive reading group (a mean gain of 26.13 wpm). Both groups, the intensive and extensive reading groups, showed improvements in reading comprehension, but there was no significant difference between the groups. Although Al-Homoud and Schmitt's findings support the claim that reading fluency can be developed with extensive reading, comprehension questions should be followed by reading speed measures to validate whether the students actually read the passages at their normal speed with good comprehension. In addition, the study is not clear about reporting how much the students in the extensive reading group read. Although the authors tried to estimate the reading amount, they fail to show the evidence of the amount of reading done by the students.

Iwahori (2008) conducted a study with 33 beginning EFL Japanese high school students to investigate the impact of extensive reading on reading speed over seven weeks. The participants in the study read graded readers or comic books only for homework. There was no extensive reading activity in class. The researcher used a 1-minute reading probe as a reading speed measure and included three reading comprehension questions about the text to check whether the students actually read at their normal speed while understanding the passage. The same texts were used for both

pre- and post-tests. The findings showed that the students' reading speed improved significantly from a mean reading rate of 84.18 to 112.82 wpm as a result of extensive reading over a 7-week period. However, her study does not conclusively affirm the effectiveness of extensive reading because there was no control group in the study. In addition, this study also fails to report how much reading was actually done during the 7-week extensive reading treatment.

In a recent EFL study, Beglar, Hunt, and Kite (2012) investigated how pleasure reading affects reading rates with 97 Japanese university students over two semesters (i.e., 28 weeks). Students were divided into four groups: one Intensive Reading Group and three Pleasure Reading Groups. The students in the Intensive Reading Group (n = 17) read a collection of fairy tales in and out of class. Pleasure Reading Group 1 (n= 23) was also engaged in intensive reading of fairy tales in class, but they read self-selected graded readers or unsimplified books out of class. Pleasure Reading Groups 2 (n = 22) and 3 (n= 35) read six graded readers selected by the teacher and self-selected graded readers or unsimplified books in class; they also read self-selected graded readers or unsimplified books out of class. The researchers used standard words (Carver, 1982, 1990), defined as six character spaces each, to calculate the amount of reading done by the participants. The students in the Intensive Reading Group read about 40,000 standard words, whereas the students in Pleasure Reading Groups 1, 2, and 3 read 136,029, 158,993, and 200,170 standard words, respectively. Pleasure Reading Group 3 read more simplified texts than Pleasure Reading Groups 1 and 2. In order to measure the students' reading rate and passage comprehension, four passages with 8 multiple-choice comprehension questions per passage were used for a pre-test and a post-test. Results showed that the Pleasure

Reading Groups made greater gains than the Intensive Reading Group. Furthermore, even among the Pleasure Reading Groups, the groups that read more (Pleasure Reading Groups 2 and 3) made greater gains in reading rates than the group that read the least (Pleasure Reading Group 1). The Pleasure Reading Groups were also able to maintain their reading comprehension as their reading rates increased. In addition, the findings showed that reading simplified texts (i.e., graded readers) had a more positive impact on reading rates than unsimplified texts. Despite the empirical study being well-designed, one limitation can be found in the assessment of students' reading done in and out of class. Although the instructors and researchers held students accountable by collecting book reports and examining all written reports, it is questionable how accurately students' written reports were checked when each student read different books, which the instructors and researchers might not have been familiar with.

In sum, the studies reviewed suggest that extensive reading promotes reading abilities; the effect of extensive reading appears to be larger on reading rate than on reading comprehension. A meta-analysis of extensive reading research by Nakanishi (2015) also has reported that extensive reading has a large effect on reading rate (d = 0.98) and a medium effect on reading comprehension (d = 0.63). However, most of the studies failed to report the amount of reading done by participants. It was also not clear whether participants were able to understand authentic books used in the studies. In addition, the studies lack empirical rigor because of methodological problems (e.g., lack of a control group, lack of comprehension questions in reading rate tests, and different pre- and post-tests). These methodological issues raise questions about the asserted positive effect of extensive reading on reading abilities.

Impact on vocabulary. Gains in vocabulary represent another benefit of extensive reading. An increasing number of studies have explored the effects of extensive reading on vocabulary acquisition (Cho & Krashen, 1994; Chun, Choi, & Kim, 2012; Elley & Mangubhai, 1983; Grabe & Stoller, 1997; Hafiz & Tudor, 1989; Horst, 2005, 2009; Kweon & Kim, 2008; Lee, 2007; Pigada & Schmitt, 2006; Yamamoto, 2011). Because extensive reading exposes learners to abundant input, vocabulary acquisition can occur incidentally and incrementally with repeated exposures over time.

In an ESL setting, Horst (2005) investigated 21 adult immigrant ESL students' vocabulary growth in a six-week extensive reading program, using an innovative method to assess students' vocabulary growth. The participants' proficiency levels ranged from beginning to high intermediate. The participants read graded readers in and out of class, and they were involved in extensive reading activities (e.g., reading silently in class, discussing books the students read) for an hour a week in class. The mean number of graded readers that each participant checked out was 10.52 books (SD = 6.71) over the six-week period. To measure the students' vocabulary growth attributable to the graded readers that the students read, the researcher used three procedures. First, the first 20 pages of 12 graded readers were scanned for the pre-test and the first 20 pages of 37 other graded readers were scanned for the post-test. Then, lexical frequency profiling was used to create three frequency ranges: 1,001–2,000, academic word list (AWL), and off-list words. AWL words were not included in the tests because they rarely appeared in the graded readers. Finally, 100-item vocabulary checklist tests were developed for the pre- and post-tests. Unlike the pre-test, different individualized post-tests, created based on four of the graded readers each participant had selected to read, were administered to 17

participants. Results of pre- and post-tests showed that the participants made a significant mean gain of 7 words from the measure of the 1,001–2,000 words and a significant mean gain of 10 words from the measure of off-list words. The findings seem to confirm gains in vocabulary through extensive reading. However, because the pre- and post-tests were not identical, participants' vocabulary growth cannot be entirely attributed to the effects of extensive reading. The study also fails to report the reliability of the tests because every student took different individualized tests. This study, like many other studies, does not report the amount of reading done by participants. In addition, the absence of control groups also weakens the findings of her study. Lastly, Horst's checklist rating for the vocabulary test seems to have poor face validity.

Pigada and Schmitt's (2006) case study of a learner of French also looked at the effectiveness of extensive reading on lexical knowledge. The participant read four graded readers, for a total of approximately 30,000 words, over about a month. The study assessed 133 French words in total, 70 nouns and 63 verbs from the graded readers that the participants read. The researchers investigated the acquisition of three types of vocabulary knowledge (i.e., word meaning, spelling, and grammatical knowledge) in terms of the number of word occurrences in the texts over one month of extensive reading. The same test was used as the pre- and post-tests, except for a change in sequence of lexical items in the tests. The post-treatment test included a one-on-one interview. Findings indicated that the participant gained vocabulary knowledge of 65% of the target words as a result of extensive reading, with spelling benefiting the most for both nouns and verbs. As the researchers mentioned, this study may be limited because it is a case study with a highly motivated student. Another possible limitation of the study is

in the short interval between the pre- and post-test (i.e., one month). Although the participant was not aware that he would take the same test again and he was assigned distracting tasks after spelling and grammar tests, the short interval (i.e., 4 weeks) might have had an impact on test results.

In a Korean EFL setting, Kweon and Kim (2008) explored 12 university learners' incidental vocabulary acquisition and retention after a five-week extensive reading program. The participants in the study were required to read three unsimplified teen novels. The three books contained 134,013 words in total. In order to check whether the students read the books as assigned, a comprehension quiz was given in each class meeting. The test included 367 words with a three rating option self-report checklist, such as YES, NS (not sure), and NO. The procedures of the study consisted of a pre-test, an immediate post-test, and a delayed post-test administered 4 weeks after the immediate post-test. The researchers found a statistically significant difference between pre- and post-tests, $F(1, 11) = 309.65$, $p < .001$ for nouns; $F(1, 11) = 275.05$, $p < .001$ for verbs; $F(1, 11) = 290.34$, $p < .001$ for adjectives. The post-test and the delayed post-test showed no significant differences. Thus, the findings appear to confirm incidental vocabulary acquisition through extensive reading, and the participants seemed to retain most words without attrition. However, the study cannot confirm the impact of extensive reading on vocabulary learning due to the lack of a control group in the study. Another limitation, observed also in Horst's (2005) study, is that this study uses only one measure, the self-report checklist, which seems to have a lack of face validity. Had additional measures of test students' vocabulary knowledge been employed, the results might have been different.

Yamamoto (2011) conducted a study of the effects of extensive reading combined with writing tasks on receptive and productive vocabulary knowledge growth with 67 EFL Japanese university students over a period of 13 weeks. Both control group (n = 34) and experimental group (n = 33) spent class time on intensive reading and explicit vocabulary instruction. The experimental group was required to read at least five books during the 13-week extensive reading program. The researcher used three vocabulary tests to observe changes in vocabulary size: (a) the Vocabulary Levels Test (2,000, 3,000, 5,000 word levels) developed by Nation (1990), (b) the Productive Vocabulary Levels Test (Laufer & Nation, 1999), and (c) the VocabProfile (Cobb, 2010). Although this study did not result in significant differences between pre- and post-tests for either the control group or the extensive reading group, her findings showed that extensive reading with writing practice helped to prevent lexical attrition for productive vocabulary whereas the control group showed significant attrition in productive vocabulary knowledge. The study seems to support the effect of extensive reading on sight vocabulary; however, the study has several limitations. First, the study lacks ecological validity because the study did not test the vocabulary that the participants might have encountered from extensive reading. Therefore, it is hard to attribute vocabulary acquisition to extensive reading. Second, it is not clear why the 5,000-word level was included in the measurement, because the word level in graded readers does not usually exceed the 3,000-word level. Third, like many other studies, this study also fails to report evidence of how much students read. Although the researcher mentioned that the students had to read five graded readers during the 13-week semester, no information (e.g., levels of the graded readers, number of words in the graded readers, genre of the graded

readers) on the graded readers that the students had to read was provided. Lastly, reading five graded readers for a 13-week period represents a fairly limited amount of reading to contribute to the effect of extensive reading.

Overall, the link between vocabulary acquisition and extensive reading in the studies reviewed seems to be relatively weak and less persuasive although the studies reviewed show a positive impact of extensive reading on vocabulary acquisition. Why the impact of extensive reading on vocabulary appears to be less convincing may be because the previously mentioned studies have methodological weaknesses in their research designs. The methodological issues center on study design (e.g., lack of a control group), short extensive reading training periods, the absence of a reliability report and amount of reading done, and a small number of participants.

Impact on affect. That extensive reading has a positive impact on affect has also been reported quantitatively and qualitatively. Extensive reading motivates L2 learners to read more because the reading materials are usually self-selected based on learners' interest and linguistic levels. Studies have consistently shown that learners develop positive attitudes toward reading and become more eager readers after experiencing extensive reading in L2 (Al-Homoud & Schmitt, 2009; Arnold, 2009; Asraf & Ahmad, 2003; Camiciottoli, 2001; Elley, 1991; Judge, 2011; Mason & Krashen, 1997; Ro & Chen, 2014; Robb & Susser, 1989; Rodrigo, Greenberg, & Segal, 2014; Takase, 2007; Yamashita, 2013).

Takase (2007) conducted a study of 219 female Japanese high school students' motivation for L2 extensive reading over one academic year. The participants read graded readers and other easy-reading books written for Japanese high school students.

Extensive reading was primarily done out of class. The researcher used a 5-point Likert-scale questionnaire to investigate participants' motivation and attitudes toward L2 reading and L1 reading. The motivation questionnaire was administered approximately one month after the extensive reading program started. Results showed that the participants had strong intrinsic motivation for L1 reading and L2 reading; on the other hand, there was no positive correlation between L1 reading motivation and L2 reading motivation, perhaps due to the participants' lack of L2 reading proficiency. Interestingly, the participants who were not motivated to read in their L1 developed positive motivation for L2 reading. The researcher points out the followings as limitations of her study: the different extensive reading treatments that her participants received might have affected the results of the study. In addition, the amount of reading (i.e., a mean of 71,653 words) done by the participants over an academic year does not seem to show that the participants read extensively.

In another L2 study with 70 EFL university students in Saudi Arabia, Al-Homoud and Schmitt (2009) investigated the effectiveness of extensive reading on students' attitudes toward L2 reading at the end of a 10-week course. The researchers developed a 50-item questionnaire, with a 6-point Likert scale, which was administered at the end of the course. The researchers reported that extensive reading group participants showed more positive attitudes towards reading and learning experiences than intensive reading groups. As mentioned previously, the study lacks reporting how much the students in the extensive reading group read.

Judge (2011) carried out a multiple case study with nine EFL Japanese high school students over two and a half years investigating the students' motivations to read extensively. The participants read graded readers, English books for L1 young learners, and Japanese stories written in English. Data collection consisted of interviews, a written questionnaire, and documents written by the participants, such as book summaries and reading records. The interviews were carried out in English. The researcher reported that the participants felt a sense of autonomy during extensive reading and some of the participants had 'flow' experiences while reading in English. The nine participants also showed a mix of motivations over time during the extensive reading program. Despite the positive affect that accrued with extensive reading, the study lacks sufficient information on the actual extensive reading treatment.

Overall, the studies reviewed confirm previously made claims that L2 learners develop positive attitudes toward extensive reading and increased motivation to read in the L2 (Day & Bamford, 1998; Grabe, 2009; Krashen, 2004). More detailed description of how extensive reading is implemented in relation to students' motivation for and attitudes toward extensive reading appear to be important for supporting claims that positive impact on affect can be attributed to extensive reading.

Summary of the extensive reading studies. Table 2.1 offers an overview of the eleven empirical studies of extensive reading conducted in EFL settings, which were reviewed on the previous pages. Most of the studies noted in Table 2.1 report positive impacts of extensive reading on learners' language development in settings (with English learners ranging from elementary school learners to adult learners) where exposure to the target language is limited. The results of the studies argue persuasively that EFL learners

Table 2.1

Summary of Selected Empirical Studies of Extensive Reading in EFL Settings

Study	Contexts & participants	Duration of ER[b]	Amount of reading	Types of reading materials	Means to determine accountability for ER[b]	Results: Impact on…
Elley & Mangubhai (1983)	Fiji;614 students from 12 primary schools	8 months; one-year follow-up study	Not reported	250 unsimplified story books	Not reported	Reading; listening; writing; attitude
Robb & Susser (1989)	Japan;125 university students	2 semesters	36 SRA cards in class; 641 pages of reading out of class	Books written for American teenagers	Short summaries	Reading comprehension ; reading rate; attitude
Mason & Krashen (1997)	Japan; 40, 128, 114 university students (3 studies)	1 semester 2 semesters 2 semesters	Study 1: 30 books; studies 2 and 3: not reported	Studies 1 & 2: 100 graded readers; Study 3: over 3,000 graded readers	Short summaries; discussion	Reading comprehension; writing; attitude
Bell (2001)	Yemen;26 beginning young adults	2 semesters	Not reported	Graded readers (up to 2,000 titles)	Book report; oral presentation	Reading comprehension; reading rate
Takase (2007)[a]	Japan; 219 high school students	1 academic year	71,653 words	500 – 700 graded readers and other simplified books	Book records; summary writing	General proficiency; motivation

Table 2.1 (continued)

Study	Contexts & participants	Duration of ER[b]	Amount of reading	Types of reading materials	Measures to determine accountability for ER[b]	Results: Impact on …
Tanaka & Stapleton (2007)	Japan; 190 high school students	5 months	Not reported	16- 60 titles of graded readers	Not reported	Reading comprehension; reading rate; attitude
Iwahori (2008)[a]	Japan; 33 high school students	7 weeks	Not reported	107 graded readers; 30 comic books	Book report	Language proficiency; reading rate
Kweon & Kim (2008)[a]	Korea; 12 university students	5 weeks	134,013 words	3 unsimplified texts	Comprehension quiz; response journal	Vocabulary
Yamashita (2008)[a]	Japan; 31 university students	15 weeks	11 graded readers	500 graded readers	Book reports in Japanese	Reading comprehension
Al-Homoud & Schmitt (2009)	Saudi Arabia; 70 university students	10 weeks (3-week break)	Estimation of 1 graded reader per week after week 3	150 graded readers	Not reported	Reading rate; reading comprehension & vocabulary (as effective as intensive group); attitude
Beglar, Hunt, & Kite (2012)	Japan; 97 university students	2 semesters	PR1[c]: 136,029 words; PR2: 158,993 words; PR3: 200,170 words	180 graded readers and unsimplified texts	Vocabulary tests; reading comprehension tasks; book reports	Reading rate (reading comprehension maintained)

[a]No control group in the study; [b]Extensive Reading; [c]Pleasure Reading Group 1: There were three pleasure reading groups.

in various contexts can acquire the target language by reading extensively. Most of the studies reported that extensive reading increases L2 learners' reading abilities including reading rate and reading comprehension. Positive attitudes toward English reading after extensive reading treatments emerged in all six studies (of eleven studies) that examined changes in affect. Finally, gains in vocabulary acquisition through extensive reading represent another likely benefit from extensive reading.

In short, numerous studies on extensive reading have provided quantitative and qualitative evidence that extensive reading can promote L2 learning. The evidence, however, leads to a question of what characteristics of extensive reading contribute to L2 learning. It is important to explore the factors that contribute to the effectiveness of an extensive reading approach. The next section reports possible factors that may influence the effectiveness of extensive reading on L2 learning.

Predictors of the Effectiveness of Extensive Reading

Researchers have claimed that in order to see the effects of extensive reading on L2 learning, L2 learners should be exposed to a large amount of meaningful input consistently for an extended period of time (Day & Bamford, 1998, 2002; Grabe, 2009; Grabe & Stoller, 2011; Krashen, 2004, 2011). That is, the duration of an extensive reading program, the amount of reading done by students, and the kinds of extensive reading materials are factors that contribute to successful extensive reading programs. Along with these three factors, how studies have held students accountable for extensive reading for a long period of time is also worthwhile discussing. This section of the chapter explores how these factors are reported in the studies reviewed previously.

First, the duration of an extensive reading program is regarded as one of the most important factors for determining the success of an extensive reading program. Constant exposures to multiple meaningful input over time are the key to developing automaticity and fluency in L2 reading (Grabe, 2009). Nation (2009) also argues that the benefits of extensive reading result from multiple exposures to meaningful input and the implicit learning that takes place over time. The extensive reading studies reported in Table 2.1 lasted from 5 weeks to 20 months, and the majority of the studies lasted one semester or less, which may not be a long enough period of time for acquisition to appear even though a semester is a long time for a research study. The majority of the studies have pointed out the length of the extensive reading program as one of the major limitations of the studies. Studies argue that a longer duration of an extensive reading program should result in more positive effects of extensive reading on L2 learning. In addition, more longitudinal empirical research on the duration of an extensive reading program in relation to amount of reading done by students may provide more solid evidence for the appropriate length of an extensive reading program.

Second, the amount of L2 reading done in and out of class also appears to contribute to successful extensive reading programs. As shown in Table 2.1, of the eleven selected studies, five studies did not report how much students read during the extensive reading treatments, which makes it hard to confirm the effects of extensive reading. Of the studies that reported the amount of reading, three studies only reported the number of books students read instead of reporting the number of words that students actually read during the extensive reading program. The number of books may not be an accurate measure of amount of reading done because book lengths vary by levels. On the other

hand, Beglar, Hunt, and Kite (2012) reported the number of words that students read as well as how many books students read, which strengthen findings of their study. By reanalyzing the findings from Beglar, Hunt, and Kite (2012), Beglar and Hunt (2014) further explored the duration of extensive reading with regard to minimum amount of reading to confirm the effectiveness of extensive reading to develop reading rate, which previous studies have not investigated. They propose that students read a minimum of 200,000 standard words annually for reading rate development.

Although the amount of reading reported represents good evidence of effects of extensive reading, a problem for researchers involves determining exactly how much students actually read. For example, reports on amount of reading in several studies are based on participants' self-reporting, which may not be an accurate and reliable way of measuring students' reading done in and out of class. As shown in Table 2.1, in eight out of eleven studies, students were assigned tasks that held them accountable for their reading (e.g., book reports, short summaries, comprehension quizzes). Researchers argue that there should be no or minimum accountability held for extensive reading because requiring accountability can have a negative effect on L2 students' attitudes toward reading (Day & Bamford, 1998; Krashen, 2011). In a recent EFL study, Stoeckel, Reagan, and Hann (2012) investigated whether taking quizzes on each book students read over a semester would change Japanese EFL university students' attitudes toward reading in English. They found out that there were no differences in reading attitudes between the students who took weekly quizzes and the ones who did not. Their findings suggest that requiring accountability for extensive reading does not affect students' reading attitudes

negatively; therefore, accountability checks can be used to facilitate and confirm students' reading outside class.

Another factor influencing the effectiveness of extensive reading relates to reading materials (i.e., simplified texts or unsimplified texts). What students read can have a great impact on the outcome of extensive reading because it can increase or decrease students' motivation to read (e.g., Beglar, Hunt, & Kite, 2012; Day & Bamford, 1998; Judge, 2011; Takase, 2007). Graded readers were used in most of the studies as shown in Table 2.1. Extensive reading requires students to read easy and interesting materials so that students can read a large quantity of books without encountering any major language problems from vocabulary and/or syntactic structures. Studies on extensive reading among L2 learners have shown that students who read graded readers showed more gains in their reading rate than those who read unsimplified texts (Beglar & Hunt, 2014; Beglar, Hunt, & Kite, 2012). In addition to the effects of extensive reading with respect to types of reading materials, one question that arises about using graded readers for an extensive reading program is to what extent graded readers contribute to developing language learning including reading abilities, vocabulary acquisition, and motivation to read.

One other factor that most likely contributes to the success of extensive reading is accessibility to multiple reading materials. Krashen (2007) conducted a meta-analysis of the effectiveness of extensive reading among adolescents and young adults in EFL settings, focusing on results of cloze tests and reading comprehension tests. He chose access to reading materials as a moderating variable to determine whether the factor contributes to the overall effect of extensive reading on reading comprehension. Results

showed that a significant relationship between student access to reading materials and reading comprehension. Krashen's findings imply that a large number of varied and interesting reading materials predict students' better reading comprehension.

Gaps in the Current Research

Numerous studies on extensive reading have shown the effectiveness of extensive reading on L2 learning, as evidenced by gains in reading comprehension, reading rate, vocabulary acquisition, and motivation to read; however, limitations and gaps exist in those studies. These limitations and gaps reveal possible directions for future research. First, it is important to investigate further what areas of L2 learning extensive reading contributes to and why. While most of the studies reported above explored the effects of extensive reading on one or two specific areas of language learning, a limited number of studies used several measures to examine learners' gains in several areas during the extensive reading program (e.g., Al-Homoud & Schmitt, 2009). It is essential to develop various measures that can provide information on *where* the effectiveness of extensive reading lies (e.g., reading comprehension, reading rate, vocabulary acquisition, motivation to read). Incorporating various dependent variables in a study can provide insights into the effects of extensive reading on L2 learning. In addition, relationships among the dependent variables may help explain why extensive reading is effective in L2 reading as well as in other areas of L2 learning.

The review of previous research on the effectiveness of extensive reading on vocabulary acquisition reveals one main concern about the measurements used in the studies to measure vocabulary gains as a result of extensive reading. As mentioned previously, studies seemed to fail to measure words that individual students in an

extensive reading program actually encountered in their reading because they used existing vocabulary tests (e.g., the Vocabulary Levels Test) that do not necessarily feature words that students encountered in their reading. To ensure that vocabulary growth is solely attributable to extensive reading, future studies should consider designing vocabulary tests that more precisely reflect students' extensive reading.

Another concern is the absence of control groups in many previous extensive reading studies (e.g., Horst, 2005; Iwahori, 2008; Kweon & Kim, 2008; Takase, 2007; Yamashita, 2008). Without control groups, it is hard to determine whether the impact on reading, as well as on other L2 areas, is solely from extensive reading. In such cases, other intervening factors may affect study results. Therefore, including control groups in future studies should be an essential part of the research design to ensure that results obtained are due to a difference in treatments.

In addition to the need for control groups, it is advantageous to incorporate both quantitative and qualitative data collection into the research design of extensive reading research. Many extensive reading studies use either quantitative or qualitative methods. In order to better understand why extensive reading is more feasible in certain situations than in others and how extensive reading is actually practiced, extensive reading studies could benefit from mixed methods, including both quantitative and qualitative research methods. Mixed methods research offers "the strengths that offset the weaknesses of separately applied quantitative and qualitative research methods." It also provides "more comprehensive evidence for study problems and helps answer questions that quantitative or qualitative methods alone cannot answer" (Creswell & Plano Clark, 2006, p. 18).

One other important area that studies have not paid much attention to is why extensive reading is more effective in certain conditions and why it is not in other conditions. It is essential for researchers to take into consideration which factors (e.g., duration of an extensive reading treatment, amount of reading, types of reading materials, accountability, extensive reading activities) of a successful extensive reading program predict better L2 learning and, if so, to what degree those factors affect L2 learning. Different factors of an extensive reading treatment over a period of time can greatly influence the outcome of an extensive reading program. One factor, which this chapter has not explored, extensive reading practices, is explored in the following section of this chapter.

Extensive Reading Practice

Along with the factors that contribute to the success of extensive reading mentioned above, another important factor is in types of extensive reading treatments implemented over a long period of time. In other words, how extensive reading is implemented in the classroom might have an impact on the outcome of an extensive reading program. As the popularity and importance of extensive reading increase, it is necessary to explore how extensive reading should be practiced and what types of extensive reading activities can facilitate students' reading in and out of class.

Extensive reading activities and ideas on how to implement extensive reading have been suggested by several reading scholars (e.g., Bamford & Day, 2004; Day et al., 2011; Grabe, 2009; Jacobs & Farrell, 2012). Bamford and Day's *Extensive Reading Activities for Teaching Language* (2004) includes more than 100 extensive reading activities that can be incorporated into language classrooms. These extensive reading

activities are designed to help teachers (a) introduce extensive reading to students, (b) familiarize students with reading materials, (c) motivate students to read, (d) monitor and evaluate students' reading, and (e) develop particular aspects of language abilities (e.g., vocabulary knowledge, oral fluency, and writing abilities) Another reading scholar, Grabe (2009), points out that the successful implementation of extensive reading in L2 classrooms requires substantial effort on the part of the teacher to motivate students as well as various interesting texts for students. Grabe proposes numerous ways to engage students in extensive reading; they include (a) providing students with a variety of interesting reading materials and reading time in and out of class,(b) reading interesting materials to students (c) monitoring students' reading preferences and progress (d) keeping records of what students read and providing simple and appropriate rewards, and (e) having students share and recommend what they read to their classmates. Both Grabe's suggestions for extensive reading and Bamford and Day's (2004) extensive reading activities serve two similar purposes in terms of what should be considered when extensive reading is implemented: engaging students in reading and monitoring students' reading. How these two purposes are achieved in extensive reading programs over a long period of time could impact the outcomes of the programs. The section that follows examines what kinds of activities have been used in previous research studies, or mentioned in the literature, to motivate students to read more and help teachers monitor students in an extensive reading program.

Extensive reading activities. Numerous studies of extensive reading have used extensive reading activities (e.g., sustained silent reading [SSR], book reports, discussion, summary writing, oral presentations) not only to help students sustain or develop their

motivation to read but also to help teachers monitor students' reading throughout an extensive reading program (e.g., Al-Homoud & Schmitt, 2009; Beglar, Hunt, & Kite 2012; Bell, 2001; Elley & Mangubhai, 1983; Horst, 2005; Mason & Krashen, 1997; Takase, 2007; Yamashita, 2008). Although many research studies of extensive reading have employed one to several extensive reading activities as part of their extensive reading program and have reported positive effects of extensive reading, the effectiveness of actual extensive reading activities has not been the focus of those studies.

Many studies on extensive reading have incorporated specific activities into research and used them to increase student motivation and performance. In order to engage students in reading, SSR has been a common practice in reading classrooms and many extensive reading studies have employed the activity (e.g., Beglar, Hunt, & Kite, 2012; Bell, 2001; Horst, 2005; Huffman, 2014; Mason & Krashen, 1997; Rodrigo et al., 2007; Yamashita, 2008). SSR provides students with time to engage in self-selected reading for set periods of time that range from 10 to 15 minutes (or more) depending on the context. Studies of extensive reading, both in first language (L1) and L2 classrooms, have shown that SSR has a positive impact on students' reading abilities (Elley & Mangubhai, 1983; Krashen, 2004, 2011). However, SSR may not work well when the teacher is also reading, a common recommendation and, thus, fails to monitor students' reading (Stahl, 2004). Several reading scholars (Reutzel, Fawson, & Smith, 2008; Reutzel, Jones, & Newman, 2010) identified problems with SSR and proposed Scaffolded Silent Reading (ScSR), a variation of a free reading activity. To offset the limitations of traditional SSR practices, ScSR utilizes silent, wide reading of various texts, accompanied by the teacher who is monitoring and interacting with students, in addition

to holding students accountable for what they have read. ScSR can be beneficial to L2 learners in an extensive reading program if implemented effectively because it can play a key role in increasing reading engagement and reading achievement.

Another way to increase students' reading engagement is by directly introducing interesting and appropriate books to students (Bamford & Day, 2004; Grabe, 2009; Jacobs & Farrell, 2012). Bamford and Day (2004) suggest several activities for introducing students to linguistically appropriate and interesting reading materials. For example, in an activity labeled "Identify the Books" (Yamanaka, 2004), students try to match short descriptive paragraphs about books (i.e., book blurbs) on the back cover with the books themselves. This matching activity introduces interesting books to students as a way to motivate them to read. Another way to engage students in reading involves the teacher who chooses an interesting story and reads part of it aloud to the class. For instance, Nation (2004) introduces an activity labeled "Reading with Children," in which a teacher reads aloud an interesting book to students and involves students in the reading by asking students to make predictions about the story. Although these activities have not been empirically tested by research, they appear to be beneficial because they can enhance students' engagement in reading books introduced in class.

To monitor students' reading progress, to increase students' motivation, and to hold students accountable for their reading assignments, numerous studies of extensive reading have employed various kinds of post-reading activities, such as book reports, short summaries, and comprehension quizzes. In various studies, after finishing reading, students were required to write about what they had read as a follow-up activity. These post-reading activities have been used to monitor students' reading as well as increase

students' reading engagement (e.g., Beglar, Hunt, & Kite, 2012; Bell, 2001; Horst, 2005; Huffman, 2014; Lee, 2007; Mason & Krashen, 1997; Robb & Susser, 1989). For example, the "One-Sentence Check" activity, advocated by Day (2004), asks students to write one-sentence summaries of their books in two or three minutes. Prentice (2011) presents a similar activity developed by a teacher in Jordan, "Minute Paper", which asks students to write a description about a book, including a character, place, or topic, in a minute. Although there is no empirical evidence to show the effectiveness of these activities, they can be useful because teachers can determine whether students have actually read their books and further help students improve their writing abilities.

The "written reading report" is another widely practiced extensive reading activity in many research studies (e.g., Beglar, Hunt, & Kite, 2012; Mason & Krashen, 1997). According to Bamford and Day (2004), the book report activity can be used "to give learners a chance to reflect on the books they read and to relate the content to review their own knowledge and experience" as well as "help the teacher check to see whether learners have actually done the reading they report" (p. 137). Bamford and Day, however, advise that the time spent on writing should be limited to 10–15 minutes. In this way, students do not view writing as the major focus of their efforts. In a similar vein, Krashen (2004) argues that extensive reading should require the least amount of accountability (e.g., a short summary of what students read, rather than a long one), which means that teachers should not assign any imposing accountability tasks to determine whether students actually read. Miller (2009), in L1 settings, argues that requiring book reports can become a negative external motivator and fail to encourage students to read consistently. As an alternative to the traditional practice of book reports, in which

students include details and important events from the book they read, to demonstrate that they read the book, Miller (2009) suggests book reviews because they provide an opportunity during which students can share personal reactions and opinions about the books they have read. In her L1 classes, her students shared their book reviews by posting them on their classroom blog. In summary, in L2 settings, as long as time spent on writing tasks as post-reading activities is minimal (e.g., 10–15 minutes), incorporating book reports or book reviews into an extensive reading program can fulfill two purposes: holding students accountable for their reading assignments and increasing students' motivation to read by sharing their thoughts about the books they read.

As another way to check students' reading done in and out of class, in lieu of book reports, students are oftentimes asked post-reading comprehension questions. Because students in extensive reading programs typically read different books, chosen based on their own interests and linguistic levels, teachers find it daunting to individualize comprehension questions for all their students. In addition, students usually value the homework assessed by their teacher. If students are not held accountable for their reading in and out of class and know that their reading assignments will not be graded by their teacher, less motivated students might be unwilling to complete their assignments. To cope with the problem of individualizing comprehension questions and to hold students accountable for what they read, using M-Reader–a free online database of quizzes on graded readers–has been suggested as a substitute for individualized comprehension questions (Robb, 2011). After reading a book, students can take a short M-Reader quiz (which takes 5–10 minutes to complete) on the book they read to show that they have read the book with appropriate comprehension. Incorporating the M-

Reader into an extensive reading program can be beneficial because it can help the teacher check students' reading assignments done in and out of class and hold students accountable for their reading.

The post-extensive reading activities mentioned above are reported to facilitate students' reading in and out of class, enhance students' reading engagement, and allow teachers to monitor students' reading. Utilizing post-reading activities in extensive reading programs can be contradictory to Day and Bamford's (2002) theoretical claim that *reading is its own reward* and may negatively affect students' reading engagement. However, incorporating post-reading extensive reading activities into L2 classrooms can yield positive effects of extensive reading without creating negative attitudes towards reading (Powell, 2005; Renandya, Rajan, & Jacobs, 1999; Stoeckel, Reagan, & Hann, 2012).

Although the effectiveness of the extensive reading activities mentioned previously has not been the major focus of past research studies, the same studies have employed multiple extensive reading activities to determine the effects of extensive reading. Extensive reading activities, if implemented systematically and effectively, can contribute to increasing students' reading engagement (Renandya, Rajan, & Jacobs, 1999). Incorporating various extensive reading activities into an extensive reading program may solve one problem that studies on extensive reading often face. For example, studies of extensive reading often point out that students in extensive reading programs experience difficulty in reading graded readers or other reading materials (e.g., Asarf & Ahmad, 2003; Sheu, 2003; Takase, 2007), which implies that the students were not reading books within their linguistic competence and/or students were not guided in

book selection. In addition, the absence of teacher monitoring in an extensive reading program can lead to the problem of students reading inappropriate books. Thus, there are indications that this problem might be solved by including activities that can guide students in choosing appropriate reading materials.

The reviewed literature on extensive reading practices reports limited empirical evidence to support the claims made about the extensive reading activities (e.g., written reading reports, the M-Reader). The effectiveness of extensive reading activities in L2 settings is not clear; little research has explored what specific kinds of activities (a) contribute to students' reading engagement and (b) lead to a successful extensive reading program. Exploring what kinds of extensive reading activities can facilitate students' reading engagement is a key early step to understanding what makes a successful extensive reading program. Therefore, the effectiveness of extensive reading activities, as revealed by teacher and student perceptions, was investigated as a pilot study and the pilot study is explained in the following section.

A Pilot Study: Teacher and Student Perceptions of Extensive Reading Activities

Two primary goals served as the impetus for the pilot study: One goal was to discover teacher and student perceptions of selected extensive reading activities in an L2 setting; the other was to determine which of the selected activities would be appropriate in a Korean EFL setting for this dissertation study. Eight extensive reading activities were selected for piloting. Two research questions motivated the pilot study: (1) Did the eight selected extensive reading activities motivate L2 students to read more in and out of class? (2) Based on the results of research question 1, which activities are most appropriate as is or with adaptation for a Korean EFL university setting?

The participants of the pilot study were 27 low-intermediate to intermediate proficiency level students enrolled in two intact extensive reading classes in an intensive English program at a U.S. university. The two classes consisted of 20 students from Saudi Arabia, 5 students from China, and 2 students from Kuwait. Students' ages ranged from 17–25. During the time of the study (a 15-week semester), the students were taking 24 hours of various ESL classes per week (including reading and writing, listening and speaking, content-based instruction, computer assisted language learning, and writing lab). Also included in the mix was the extensive reading class, which met twice per week for an hour each session (for a total of 30 hours over the course of the semester). The researcher was the instructor of the students in the two extensive reading classes.

Eight extensive reading activities were implemented during the 15-week extensive reading program. The eight extensive reading activities included (a) scaffolded silent reading (ScSR), (b) the three-minute paper, (c) book blurbs, (d) listen to a story and respond, (e) the Moodle Reader (now referred to as M-Reader), (f) book reviews, (g) book presentations, and (h) the book club. These activities were selected to engage students in reading and to monitor students' reading done in and out of class. These activities were carefully planned in advance and implemented systematically throughout the semester.

The 60-minute class time was usually divided in the following way. First, each class started with ScSR for 15 minutes; however, the length of ScSR gradually increased up to 25 minutes toward the end of the semester. The students began by reading a graded reader at one or two levels below their reading level. The teacher helped the students with book selection. During ScSR, the teacher monitored and assisted the students by

answering questions without interrupting other students. After ScSR, the students shared what they had read with a partner or as a class and then wrote a three-minute paper about what they had read. Students' three-minute papers were collected and returned to the students with feedback and a grade the next class. The next 10 minutes were dedicated to increasing students' reading engagement through the use of one other extensive reading activity, selected from among these activities: book blurbs, listen to a story and respond, or book presentations. The remaining 20–30 minutes of class were used to meet the needs of existing course objectives focusing on reading skills (e.g., activities for main ideas, major and minor details, inferences, text structures). The students were required and encouraged to read as much as possible, to reach a goal of reading 100,000 words by the end of the semester. In order to hold the students accountable for reading outside the class, the students were required and encouraged to take a quiz on the Moodle Reader website every week. In addition to taking a quiz on the website, the students were required to post a book review on the Moodle Reader blog about the book they had finished reading. The teacher helped the students accomplish the goal of reading 100,000 words by the end of the semester by encouraging them to read more books, helping them with book selections, and giving them opportunities to talk about books read throughout the semester.

The teacher and student perceptions of the extensive reading activities were explored both quantitatively and qualitatively. Data collected over the 15-week semester included (a) teacher reflection on each class, (b) interviews with students, (c) activity evaluation surveys, (d) an end-of-semester survey, and (e) teacher's communication with students throughout the semester. Teacher reflections, teacher's communications with students, interviews with students, and open-ended survey items provided qualitative

results whereas activity evaluation surveys and two questions from the end-of-semester survey provided quantitative results.

Results show that six (of the eight) extensive reading activities were perceived as effective in the pilot setting. They include (a) ScSR, (b) the three-minute paper, (c) book blurbs, (d) listen to a story and respond, (e) the Moodle Reader, and (f) the book club. The two activities that were not deemed as effective were *book reviews* and *book presentations*. Data on the amount of reading done by the students over a 15-week semester showed that the implementation of these extensive reading activities seemed to have facilitated students' reading engagement. The students reported that they had read more during the semester of the pilot study (i.e., a mean of 9.06 books) compared to the semester before the pilot study (i.e., a mean of 0.5 books). Based on the results of the pilot, the activities contributed to increasing the students' reading amount and improving several students' attitudes toward L2 reading. Those who read consistently and those who joined the book club reported that they benefited from the extensive reading activities. Results show that these students not only developed positive attitudes toward L2 reading but also noticed improvement in their reading abilities. On the other hand, findings from the other two activities showed that book presentations and book reviews did not seem to have facilitated students' reading engagement. Teacher and students' perceptions of the effectiveness of pilot-study extensive reading activities led to the selection of five extensive reading activities for the Korean EFL context. Considered feasible for the Korean context were five extensive reading activities: ScSR, book blurb, listen to a story and respond, 3-minute paper, and the Moodle Reader (For more details on the pilot study, see Suk, 2013). Book club was not included, although the pilot study showed positive

results of the activity, because of the difficulty in finding an appropriate time and place that could work for most students in the setting.

Proposed Research Questions

Taking into consideration the many variables involved in research on extensive reading, the proposed study has four purposes. The main purpose of the study is to investigate the longitudinal impacts of an extensive reading approach on reading comprehension, reading rate, vocabulary acquisition, and motivation to read for university learners over a 15-week semester in a Korean EFL context. As mentioned previously, it is necessary to measure the effects of extensive reading on other L2 areas (e.g., vocabulary, motivation to read in L2) as well as L2 reading abilities because the results may explain the degree to which extensive reading treatments are effective on different areas of L2 learning.

Another purpose of the study is to assess the students' knowledge of words encountered in extensive reading. Most studies that have examined vocabulary knowledge gains through extensive reading have employed existing vocabulary tests (e.g., Vocabulary Levels Test, Vocabulary Size Test, etc.), which do not measure words that students actually met in their reading; thus, it is hard to claim that students' vocabulary gains can be attributed to extensive reading. Because students in an extensive reading program usually read different reading materials based on their interests and reading proficiency, it can be more effective to design vocabulary tests based on the books students choose to read to ensure ecological validity. Therefore, this study aimed to examine students' vocabulary gains by using two different types of vocabulary tests (i.e., a generalized vocabulary knowledge test and individualized vocabulary knowledge tests).

The third purpose of the study is to explore students' motivation to read extensively in English. Although research mentioned previously has shown that one of positive impacts of extensive reading is on motivation and attitudes toward L2 reading, little research has shown what factors in L2 learners' motivation can predict L2 learner's reading amount. Exploring what factors predict students' motivation to read can contribute to promoting reading engagement.

The last purpose is to ascertain students' perceptions of extensive reading throughout a 15-week semester. Discovering how students perceive extensive reading and how they practice extensive reading for a long period of time would provide valuable insights into understanding the way extensive reading should be implemented in L2 settings.

To fulfill the purposes mentioned above, four research questions are proposed for the study.

1. What is the relationship between extensive reading and students' reading abilities (i.e., reading comprehension, reading rate, and vocabulary knowledge)? Is there a difference in Korean EFL university students' reading abilities between extensive reading classes and intensive reading classes after a 15-week semester?
2. What is the relationship between two different vocabulary measures (i.e., a generalized vocabulary knowledge test and individualized vocabulary knowledge tests) in showing the impact of extensive reading?
    2.1 Are the two types of vocabulary knowledge tests measuring different vocabulary knowledge?

2.2 Do results from the individualized vocabulary knowledge tests show different patterns to those from the generalized vocabulary knowledge test in participants' vocabulary knowledge after a 15-week extensive reading treatment?

3. What is the relationship between extensive reading and students' motivation for extensive reading in English? What factors in the extensive reading motivation questionnaire predict Korean EFL university students' extensive reading (i.e., reading amount)?
4. How do Korean EFL university students perceive extensive reading over a 15-week semester?

Chapter 3

Instrument Development

This chapter describes the instructional materials and data-collection instruments that were developed for and used during the dissertation study. The materials used for instruction include (a) a textbook for both experimental and comparison classes, (b) reading materials for experimental classes, and (c) extensive reading activities for experimental classes. To determine the impact of extensive reading over a semester, five data-collection instruments were developed for the study: (a) a reading comprehension and rate test, (b) a generalized vocabulary knowledge test, (c) individualized vocabulary knowledge tests, (d) an extensive reading motivation questionnaire, and (e) interview protocols.

Materials for Instruction

This section consists of three instructional materials used for the study: Textbook for experimental and comparison class, graded readers for experimental classes, and extensive reading activities designed for the experimental classes.

Textbook for experimental and comparison classes. The textbook used for both comparison and experimental classes was an ESL course book, *Real Reading 3* (Bonesteel, 2011), which contains twelve units with high-interest topics including superstitions, neuroscience, sports, magic, and technology, among others. Each unit contains two chapters; each chapter has one reading passage with various activities centered around previewing the topic, introducing target words, checking reading comprehension, consolidating target-word knowledge, and practicing strategies for learning vocabulary and reading.

Reading materials for experimental classes. Approximately 350 graded readers, with 155 titles, from four different publishers (i.e., Cambridge University Press, Macmillan, Oxford University Press, and Pearson Longman) were available as "other reading materials" for experimental classes. Various genres among the graded readers were available, including thrillers, romances, murder mysteries, human interest stories, and informational books. The levels of the readers ranged from 800 to 3,500 headwords.

Extensive reading activities for experimental classes. Five extensive reading activities, piloted during earlier semesters, were used during the current study. The five extensive reading activities included (a) scaffolded silent reading, (b) three-minute paper, (c) book blurbs, (d) listen to a story and respond, and (e) the M-Reader. The purposes and procedures for each of these activities are described in the following sections. See Appendix A for a more complete description of the five selected activities.

Scaffolded silent reading (ScSR). The students in experimental groups read self-selected graded readers independently for 15 minutes at the beginning of each class. During ScSR, the teacher monitored students' reading and provided assistance with unknown words, when needed. After reading for 15 minutes, the students briefly shared what they read with a partner. Figure 3.1 includes more detailed information about the ScSR activity.

***Three-minute paper*.** After the ScSR session in weeks 4, 9, and 14, the students were given three minutes to write a brief summary of what they read either in English or Korean. The purposes of this activity were to check what the students read during ScSR, give the students opportunities to practice writing and use vocabulary from the texts that they read, and provide time for students to think about what they read. This activity was

incorporated into classroom instruction three times during the semester. Figure 3.2 includes more detailed information about the three-minute paper activity.

Activity	Scaffolded Silent Reading (ScSR)
Source	Idea developed from Reutzel, Fawson, & Smith (2008)
Goal / Purpose	To increase students' reading time in class to develop reading habit and skills
In- or out-of-class activity	In-class activity
How often	Every class (Weeks 2–14)
How long	15 minutes
Procedures	Before class, the on-line stopwatch should be set to 15 minutes. Students: Read self-selected graded readers independently for 15 minutes at the beginning of each class. Teacher: Monitor students' reading and provide assistance. After 15minutes of reading: Teacher: Ask a few volunteers to share what they have read with the class or ask students to turn to a neighbor to share what they have read.
Materials needed	Graded readers
Materials to be collected/evaluated	None

Figure 3.1. Description of ScSR activity.

Activity	Three-minute paper
Source	Adapted from Bamford & Day (2004); Prentice (2011)
Goal / Purpose	To check students' reading done in class; to improve students' writing and vocabulary; to provide time for students to think about what they read
In- or out-of-class activity	In-class activity
How often	Three times (Weeks 4, 9, & 14)
How long	4–5 minutes
Procedures	After ScSR, Teacher: Distribute handouts or ask students to take out a piece of blank paper. Set an on-line stopwatch to 3 minutes. Ask students to write a short summary of what they read including a character, place, and/or the topic. Students: Write a short summary of what they read. Teacher: Collect the paper after 3 minutes.
Materials needed	Worksheets for three-minute paper activity
Materials to be collected/evaluated	Three-minute paper

Figure 3.2. Description of three-minute paper activity.

Book blurbs. The activity involved students in matching 6 book blurbs (taken from the back covers of six graded readers) typed on a worksheet (see Appendix B). This activity was carried out to introduce students to interesting and level-appropriate books and help them self-select interesting books that they wanted to read. The book blurb activity was integrated into classroom instruction three times during the semester. Figure 3.3 provides additional details about the activity.

Activity	Book blurbs
Source	Adapted from Bamford & Day (2004)
Goal / Purpose	To introduce books to students; to help students choose interesting books
In- or out-of-class activity	In-class activity
How often	Three times (Weeks 3, 5, & 11)
How long	10–15 minutes
Procedures	Teacher: Explain what the blurb activity is. Distribute worksheets and show the book covers displayed on the projector. Do one of the six blurbs with the class as an example. Tell students that there are six blurbs and seven books. Read the directions with the class. Students: In groups of 3, students find books that match blurbs and talk about whether each book sounds interesting. Teacher: After most students have finished the task, as a class, go over each blurb by asking questions (e.g., what is the book title for the first blurb? Why do you think so?). Upon completion of the review, encourage students to read blurbs on the back covers of books for check-out.
Materials needed	Book blurbs activity worksheet
Materials to be collected/evaluated	Book blurbs activity worksheet

Figure 3.3. Description of book blurbs activity.

Listen to a story and respond. The purpose of this activity was to introduce an interesting passage from a graded reader to increase the students' motivation to read. As the students listened to an audio clip of a graded reader, the students followed along with the reading passage silently and responded to the reading either by writing a summary of the story or by making predictions for the next part of the story. This activity was carried

out once during the semester due to a lack of class time. Figure 3.4 presents further details about the activity.

Activity	Listen to a story and respond
Source	Adapted from Bamford & Day (2004)
Goal / Purpose	To motivate students to read more books by introducing an interesting passage from a graded reader
In-or out-of-class activity	In-class activity
How often	One time (Week 10)
How long	15 minutes
Procedures	Teacher: Distribute copies of a segment of a graded reader. Use an audio CD. Students: Read along silently as they listen to an audio CD. After the listening segment, students write a 2-3 sentence summary of the segment of the story or make predictions about the story. Teacher: Encourage students to check out the book and find out whether their predictions are correct.
Materials needed	Reading passage from a graded reader; audio version of the passage on CD
Materials to be collected/evaluated	Students' response to the reading passage

Figure 3.4. Description of listen to a story and respond activity.

The M-Reader. The students were required to read as much as they could, preferably at least 2 hours a week, out of class. They were also required to take a quiz on each book read, upon its completion, using online M-Reader quizzes <mreader.org>. The teacher provided students with the rationale for the activity, which was to hold students accountable for their reading assignments and to check students' reading comprehension. The teacher showed students how to use the website in class and also met with individual students if they needed further assistance using the website. The students received points for the activity if they passed the online quiz. Students who failed M-Reader quizzes, even though they finished reading the books, were permitted to write a summary in lieu of the M-Reader quiz to receive a point for the activity. Students who read books for which M-Reader did not have a quiz took a quiz written by the

researcher (the teacher); the researcher wrote the quizzes, with questions similar to the types of questions on M-Reader. Figure 3.5 presents further details about the M-Reader activity.

Activity	The M-Reader
Source	Idea developed from Robb (2011); mreader.org
Goal / Purpose	To hold students accountable for their reading; to check students' reading comprehension
In- or out-of-class activity	Out-of-class activity
How often	When students finish a graded reader, ideally once a week (Weeks 2–14)
How long	5–10 minutes
Procedures	Students: Go to mreader.org upon completion of a book and take a quiz on the book. Teacher: Check students' reading progress on the website. See whether students are passing or failing quizzes. If they passed a quiz, teacher can assume that they read the book, which also means they completed the out-of-class reading assignment. For students who did not pass the quiz, teacher needs to consult with the students on why they are failing the quizzes and provide the students with appropriate support. Review the website regularly and advise students who are under-achieving.
Materials needed	Access to a computer
Materials to be collected/evaluated	Results of quizzes taken on the website (Passed or Not passed)

Figure 3.5. Description of M-Reader activity.

The five activities described above were implemented in the experimental classes over a 15-week semester to facilitate students' reading in and out of class. The implementation of these extensive reading activities in experimental classes is described in the instructional procedures section in Chapter 4. The following section describes five data-collection instruments used in the study.

Instruments for Data Collection

Three types of tests (i.e., a reading comprehension and rate test, a generalized vocabulary knowledge test, and an individualized vocabulary knowledge test) were developed to investigate the effect of extensive reading on comparison and experimental

students' reading abilities and vocabulary. In addition to the three tests, an extensive reading motivation questionnaire for the experimental classes was developed to determine which dimensions in the questionnaire would predict students' reading amount. In order to explore students' perceptions of extensive reading throughout the semester, a semi-structured interview protocol was employed. The following sections describe the three tests, the extensive reading motivation questionnaire, and the interview protocol.

Reading comprehension and rate test. In order to measure students' reading comprehension and rate, this study used the same passages for a reading comprehension and rate test. That is, selected passages for the reading rate test were accompanied by reading comprehension questions; students' reading comprehension was measured based on correct answers to the reading comprehension questions.

To measure students' reading comprehension and reading rates, four reading passages were taken from two different ESL reading textbooks: *Reading Power* (Mikulecky & Jeffries, 2004) and *More Reading Power* (Mikulecky & Jeffries, 2003). The two passages from *Reading Power* were approximately 400 words in length; the other two passages from *More Reading Power* were approximately 500 words in length. See Appendix C for the four reading passages.

The four passages were selected based on topic familiarity, text type, and text difficulty. Students' familiarity with the topics of the texts was considered because overly unfamiliar topics might affect students' reading comprehension and/or reading rate (Lee, 2007). Second, text type was also considered carefully. Because most of the graded readers that students would be reading were either stories or informational texts, two narrative passages and two expository passages were selected. Last, difficulty of texts

was taken into consideration as an important factor for text selection. Difficulty of texts was determined by the levels of graded readers that students would be reading. It was assumed that most students in the experimental classes would be reading graded readers with a Lexile measure of 600L to 700L by the middle of the semester. Therefore, two reading passages with Lexile measures of 680L and 710L were selected for the reading comprehension and rate test. For the remaining two reading passages, two texts with Lexile measures of 920L and 930L were selected. One reason for choosing more difficult reading texts was due to the anticipated mixed-level students in the comparison and experimental classes. For example, if a student's reading proficiency is much higher than the other students at the start of the semester, the student may answer all questions correctly. This assumes that the student may also answer the same questions correctly at the post-test. In this case, it may be hard to tell whether the student's reading comprehension has improved because of extensive reading. Therefore, two texts at one reading level above the other two were included to determine the effects of extensive reading on reading abilities across EFL students with different proficiency levels. The lexical coverage of the selected passages was also checked using VocabProfile / BNC-20 at <http://www.lextutor.ca/vp/bnc/> to confirm that the difficulty of the vocabulary did not exceed the level of the graded readers that the target students might read. Results of the readability statistics and lexical coverage of the four texts are provided in Table 3.1.

Each passage has eight multiple-choice reading comprehension questions. The questions ask for main ideas, details, and inferences in the passages. The researcher and her colleague answered the questions without reading the passages to determine how many questions could be answered without reading the passages based on background

Table 3.1

Readability Statistics and Lexical Coverage of Reading Texts

Text title	Text type	Text length	Readability: Lexile measures (Flesch-Kincaid Grade Level)	Lexical coverage		
				2K word level coverage	3K word level coverage	4K+ word level coverage
Becoming a Successful Writer[a]	Narrative	403	680L (5.7)	93.93	94.54	95.86
Animals and Language[a]	Expository	400	710L (5.9)	95.54	97.27	99.51
Going Her Own Way[b]	Narrative	508	920L (8.7)	92.89	95.46	97.05
The Iceman[b]	Expository	514	930L (7.3)	94.01	97.10	98.64

[a]Passages are from Mikulecky and Jeffries (2004); [b]Passages are from Mikulecky and Jeffries (2003)

knowledge. It was found that there were a few questions that could be answered without reading the passages; those questions were revised.

The 32-item reading comprehension and rate test was piloted at three different times: with two native speakers of English, 12 English as a Second Language (ESL) students, and 10 Korean EFL university students. The first pilot study was carried out with two native speakers of English who hold an MA in TESL. Based on the results of the pilot test, a few ambiguous items were discussed and revised. The tests were also piloted with 12 intermediate to advanced level ESL university students and the reliability for the reading comprehension test was acceptable (α = .821). The results of item analysis for the reading comprehension test revealed three items with negative values. The three items were kept but revised because the "Cronbach's alpha if items deleted" values were only slightly greater than the overall alpha. The last pilot study was conducted with 10 Korean advanced level EFL students majoring in English, who were attending the university where the current study was conducted. The results of the pilot study showed that the test was too easy for the advanced Korean EFL students (M = 29, SD = 1.69, k = 32). It was assumed that approximately 20% study participants' English reading proficiency levels might correspond to these pilot students' proficiency levels. Therefore, the test was reviewed several times and changes were made to increase the difficulty of the test.

Vocabulary tests (generalized and individualized vocabulary knowledge tests). In an extensive reading program, every student typically chooses books that he or she wants to read. Therefore, when developing a vocabulary test for students in an extensive reading program, it is challenging to determine which words to include in the

vocabulary test that reflect individual students' vocabulary growth from their reading. In order to test the words that appeared in the reading materials that each student read, development of the vocabulary tests for the present study was adapted from Horst (2005). The present study designed two vocabulary tests: a generalized vocabulary knowledge test and individualized vocabulary knowledge tests. The former was designed with words taken from 155 graded readers. The latter was designed based on the graded readers that each student read. Both types of tests were designed to determine students' vocabulary gains from the books that they read. The procedures for developing both types of vocabulary tests for the present study are explained in four steps: (a) scanning graded readers and building a graded reader text corpus, (b) creating word lists for each graded reader through lexical frequency profiling, (c) developing a generalized vocabulary knowledge test based on the word lists of 155 graded readers, and (d) creating individualized vocabulary knowledge tests based on the graded readers that each student read.

Scanning graded readers and building a graded reader text corpus. First, each graded reader was scanned and converted into a word file using Scannx Book ScanCenter 2.0. Then, the scanned text, which was saved in Word format, was proofread and edited for wrong characters that the Optical Character Recognition (OCR) software could not recognize while scanning. The graded reader text corpus included graded readers from four different publishers and the levels of the graded readers ranged from 800–3,500 headwords. In total, a corpus comprising the texts of 155 graded readers (with a total of 2,673,449 words) was built. It was used to create the vocabulary tests used during the study.

Creating word lists. After building the entire graded reader text corpus, the text file for each graded reader was entered into VocabProfile, Web VP/BNC-20 to identify words in different frequency ranges in the text. Then, each output file per graded reader was examined to select word candidates for a word list to be used when creating the vocabulary tests. Selection criteria for the words to be placed on the lists are as follows. Fifteen words from 2K words per graded reader were selected as candidates for a word list to be used; the frequency and the parts of speech of a word were considered for word selection. In terms of frequency, a word (including a member of the family) with more than 5 occurrences in the 1,000–2,000 (2K) frequency range were included in the word lists. For example, if a word occurred more than 5 times in different forms, such as *repeat [1], repeated [3], repeats [2]*, the word, *repeat,* which was deemed as 6 occurrences in a text, was selected to be included in the word lists. The parts of speech that qualified for inclusion on the word lists were limited to nouns, verbs, adjectives, and adverbs because they are the most frequently distributed lexical word classes across registers, such as fiction, news, academic prose, and conversation (Biber et al., 1999). The same procedure was repeated to select word candidates for different frequency ranges, such as, 2,001–3,000 (3K) and 3,001–20,000 (4–20K) frequency ranges. Words that appeared more than 3 times, with some exceptions, in each 3K and 4–20K frequency ranges qualified for inclusion. Fifteen word candidates were selected from the 3K frequency range and 10 words were chosen from the 4–20K frequency ranges. In total, 40 word candidates per graded reader were selected for the word lists (see Table 3.2).

Table 3.2

Selection Criteria for Words to be Included in the Word Lists from Each Graded Reader

	2K words	3K words	4–20K words
Word frequency	5+	3+	3+
Number of word candidates	15	15	10
Parts of speech[a]	n, v, adj, adv	n, v, adj, adv	n, v, adj, adv

[a]n = noun, v = verb, adj = adjective, adv = adverb

However, when there were not enough words that met the minimum number of word candidates desired for each frequency level, less frequent words were included in the word lists to meet the minimum number of word candidates for the word lists. For example, if there were only 8 words that occurred more than 5 times from the 2K word lists, the remaining 7 words (of the total 15) were selected from less frequent words (e.g., words with 3 to 4 occurrences) to meet the number of word candidates for the lists. The number of word frequencies for inclusion criterion was decided after examining word frequencies in 10 sample graded readers; the numbers were deemed plausible to be used as an inclusion criterion for the word lists.

Developing a generalized vocabulary knowledge (GVK) test. The next step was to design a generalized vocabulary knowledge (GVK) test using the word lists created. In order to develop a 120-item GVK test for pre- and post-tests for both comparison and experimental classes, first, the entire set of words from the word lists (i.e., [40 word candidates per graded reader] X [the entire number of graded reader titles, that is 155 titles] = 6,200 words) were entered into VocabProfile, Web VP/BNC-20. Then, a total of 120 words (i.e., 40 word items per range) with high frequency in the three frequency

ranges (i.e., 2K, 3K, and 4–20K) were selected from the output file of VocabProfile, Web VP/BNC-20 for a GVK test.

Originally, when developing the word lists from 155 graded reader titles, 15 1K words from each graded reader were selected to be included in the word lists and 20 1K word items from the word lists were included in the pilot GVK test. Thus, the GVK test included 20 1K items, 40 2K items, 40 3K items, and 20 4–20K items. The GVK test was piloted with the same 10 advanced-level Korean EFL university students who participated in the pilot test for the reading comprehension and rate test. Because the results of the GVK test indicated that the test seemed to be too easy for the pilot students (M = 105.4, SD = 8.77, k = 120), the test was changed to increase the test difficulty. That is, the 20 items from 1K words were deleted and the number of items from 4–20K words was increased to 40 items from 20 items. Therefore, 40 items from 2K words, 40 items from 3K words, and 40 items from 4–20K words were included for the GVK test for the current study. See Appendix D for the GVK test used in the study.

Developing individualized vocabulary knowledge (IVK) tests. To assess the words that appeared in the self-selected reading materials that each student read, an individualized vocabulary knowledge (IVK) test was created for each student. IVK tests were created for the students who read more than seven books throughout the semester. A total of 62 students who read more than seven books were selected for the IVK tests and 62 individualized vocabulary knowledge tests were created.

To develop an IVK test, first, the books that individual students read were identified through students' reading record charts (see Appendix E) and M-Reader results (see Appendix F for an example of M-Reader results). To include an equal number of

words from each graded reader that students read in an IVK test, a chart that specified item distribution was created; the chart showed how many vocabulary items from each graded reader should be included in an IVK test (see Appendix G). Using the chart, the number of items to be included from each graded reader was identified. Table 3.3 shows an example of specifications for an IVK test for a student who read 12 graded readers and it identifies the number of items per graded reader by the different frequency ranges.

Table 3.3

Sample Specifications for Individualized Vocabulary Knowledge Test for a Student Who Read 12 Books

Titles	No. of words	# of items[a] to be included	2K	3K	4-20K	Total
A Cup of Kindness	11,205	3	3	3	3	9
The Prisoner of Zenda	10,710	3	3	3	3	9
Two Lives	14,404	3	3	3	3	9
The House by the Sea	15,919	3	3	3	3	9
But was It Murder?	17,857	3	3	3	3	9
High Life Low Life	18,353	3	3	3	3	9
Staying Together	18,910	3	3	3	3	9
The Thirty-nine Steps	17,170	3	3	3	3	9
The Hound of Baskervilles	19,330	4	4	4	4	12
Evening Class	24,033	4	4	4	4	12
Great Expectations	19,517	4	4	4	4	12
A Love for Life	28,441	4	4	4	4	12
Total	215,849	40	40	40	40	120

[a]# of items to be included shows how many vocabulary items from each graded reader should be included in an individualized vocabulary knowledge test.

After the number of items per graded reader was identified, vocabulary test items from each graded reader were randomly selected from the word lists. Then, the randomly selected 120 items were entered into VocabProfile, Web VP/BNC-20, to confirm that the number of word ranges (i.e., 40 2K items, 40 3K items, and 40 4–20K items) were

equally balanced and to prevent the same words from appearing in the test more than once. If duplicate words were found, one of the items was removed and substituted with another item. The order of vocabulary items on the IVK tests followed the same order used for the GVK test: 40 2K items, 40 3K items, and 40 4–20K items.

Table 3.4 shows the distribution of the parts of speech in a sample vocabulary test for an imaginary student who read 7 graded readers. As shown in Table 3.4, the parts of speech are not equally distributed in the test because there were not enough high frequency words across the four parts of speech (i.e., noun, verb, adjective, and adverb). It should be noted that word frequencies were considered as the main criteria to be included on the IVK test. In order to prevent the same vocabulary items from appearing both on the IVK tests and the GVK test, the researcher highlighted the 120 GVK items in the word lists. Thus, the items used for the GVK test were easily identified and were excluded for the IVK test items. Figure 3.6 provides the overall procedures for developing the GVK and the IVK tests.

Table 3.4

Distribution of Parts of Speech in a Sample Individualized Vocabulary Knowledge Test

Parts of speech	2K	3K	4–20K	Total (%)
Noun	19	22	22	63 (52.60%)
Verb	9	11	6	26 (21.67%)
Adjective	10	6	9	25 (20.83%)
Adverb	2	1	3	6 (5.00%)
Total	40	40	40	120 (100%)

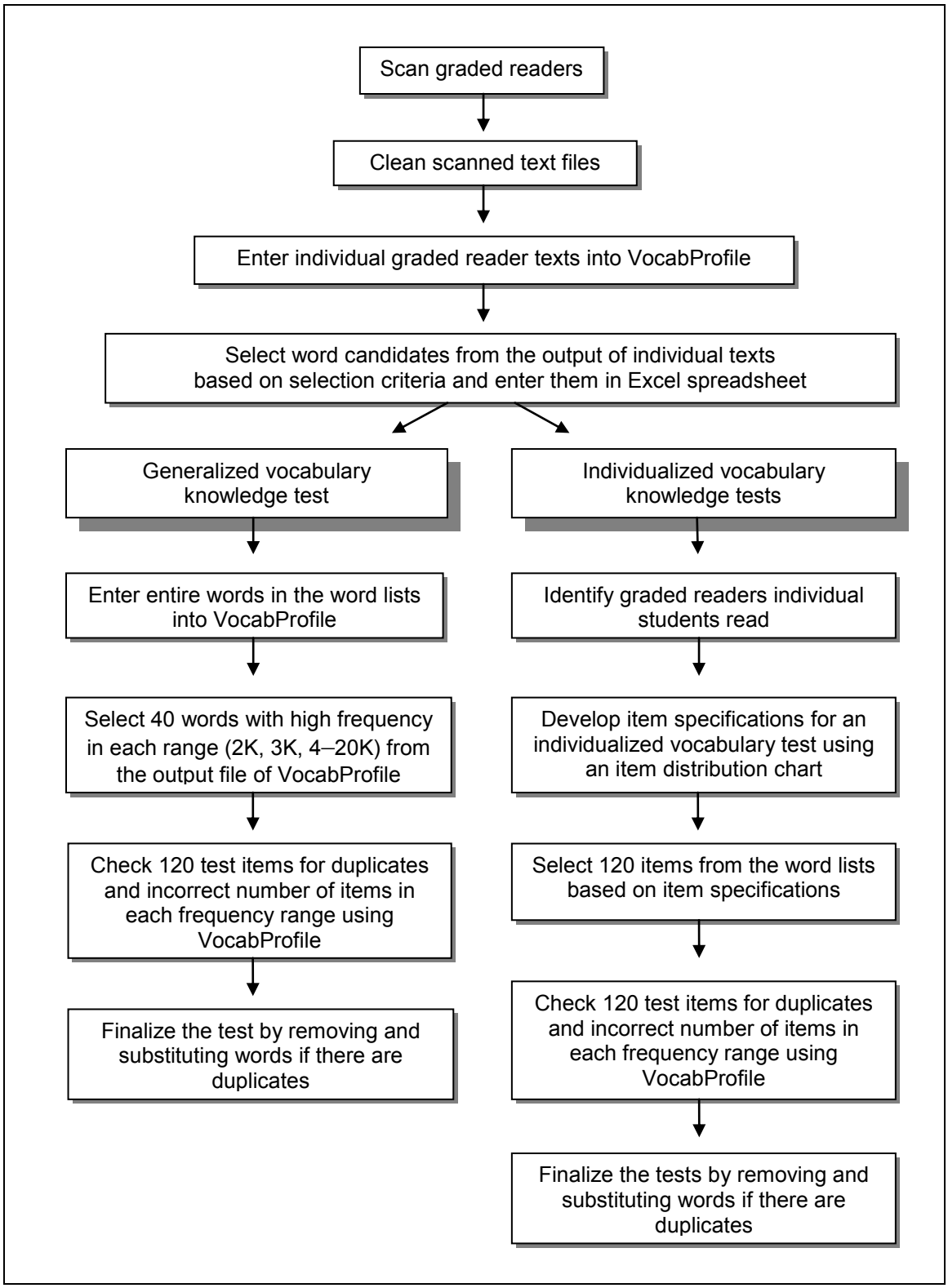

Figure 3.6. Procedures for developing generalized and individualized vocabulary knowledge tests.

Extensive reading motivation questionnaire. In order to investigate which dimensions of students' motivation predict amount of reading, a questionnaire was administered to the experimental classes in Week 14. The questionnaire consists of three parts: Part 1 on background information (8 items), Part 2 on motivation for reading in English (30 items), and Part 3 with two open-ended questions asking for students' opinions about extensive reading. See Appendix H for the extensive reading motivation questionnaire developed for the current study.

Part 1 of the questionnaire included items that solicit background information about participants, including age, gender, major, experience staying in English speaking countries, purposes for studying English reading, and exposure to English (e.g., taking other English classes or self-studying English) at the time of the study. The statements in Part 2 of the questionnaire were developed based on previous studies on motivation for L1 reading and L2 reading (i.e., Komiyama, 2009a; Wigfield & Guthrie, 1997). A 4-point Likert scale, ranging from '1 = very different from me, 2 = a little different from me, 3= a little like me, 4 = a lot like me' was used. The 4-point Likert scale and wording are the same scale and wording used in Komiyama (2009a) and Wigfield and Guthrie (1997). The current study followed the same scale and wording in order to avoid any confounding variables, which could influence outcome variables due to a change of wording and/or the Likert scale. The thirty statements on motivation for reading in English cover six possible dimensions of motivation, with five statements per dimension (reliability figures from Komiyama's study are provided in parentheses): Intrinsic Motivation (.88), Extrinsic Drive to Excel (.88), Extrinsic Academic Compliance (.77), Extrinsic Test Compliance (.80), Reading Work Avoidance, and Extensive Reading

Motivation. The first four dimensions (i.e., Intrinsic Motivation, Extrinsic Drive to Excel, Extrinsic Academic Compliance, and Extrinsic Test Compliance) are taken from Komiyama's (2009a) L2 reading motivation study conducted with 1,400 adult English for Academic Purposes (EAP) students at U.S. colleges and universities. Among the four dimensions in Komiyama's study, statements with high factor loadings (i.e., mostly above .50) were included for the current study. One statement in the fourth dimension (i.e., Extrinsic Test Compliance) was created for the current study, rather than taken from Komiyama's study.

Reading Work Avoidance from Wigfield and Guthrie (1997) was included with adaptation for the current study, even though this dimension was not included in Komiyama's study. One main reason for the inclusion of this dimension lies in the researcher's teaching experience with ESL students in extensive reading classes. Students often made statements that represent Reading Work Avoidance as their reasons for not liking reading in English. For Reading Work Avoidance taken from Wigfield and Guthrie, the reliability ranged from .44 at one time point and .60 at a different time point. Among the five items in the Reading Work Avoidance dimension in the present study, four items were taken from Wigfield and Guthrie's questionnaire and one item was created by the researcher. The remaining dimension (i.e., Extensive Reading Motivation) was included because the current study investigates students' motivation to read extensively in the L2. The items in this dimension, Extensive Reading Motivation, were created by the researcher based on the literature on extensive reading (e.g., Day & Bamford, 1998; Day et al., 2011; Grabe, 2009; Grabe & Stoller, 2011).

The questionnaire was translated into Korean. In addition, it was back translated into English by two Korean native speakers to validate that the researcher's translation covered all aspects of the original questionnaire items. Then, the questionnaire was piloted with 10 Korean EFL students and minor revisions were made based on the pilot students' comments. Table 3.5 shows the details of the questionnaire.

Table 3.5

Specifications of Motivation for the Extensive Reading Questionnaire

Sources	Dimensions	No. of Statements	Statements
Komiyama (2009a)	Intrinsic motivation	5	1, 3, 7, 15, 21
	Extrinsic drive to excel	5	9, 12, 17, 23, 26
	Extrinsic academic compliance	5	2, 8, 16, 24, 28
	Extrinsic test compliance	5	5, 13, 19[a], 25, 27
Wigfield & Guthrie (1997)	Reading work avoidance	5	6, 11[a], 18, 22, 29
Statements developed from the literature	Extensive reading motivation in English	5	4[a], 10[a], 14[a], 20[a], 30[a]
Total No. of statements		30	

[a]These statements were created by the researcher.

Interviews. In order to document students' perceptions of extensive reading in depth, face-to-face interviews with 19 participants total from the two experimental classes were conducted. The interview questions were developed based on the literature review on extensive reading, the researcher's teaching experiences, and the results from piloting the questions with ESL students; revisions were made where necessary. The interview questions are included in Appendix I. The interview questions were designed to explore students' (a) motivation for and attitudes toward extensive reading in English, (b) semester-long extensive reading practices, (c) perceptions of extensive reading activities,

and (d) perceived improvement in English learning as a result of extensive reading. The following section describes how the coding rubric was developed for the interview data.

Coding rubric development for interview data. After the completion of data transcription, the researcher read entire transcripts carefully multiple times, line by line, labeling, underlining, and highlighting key ideas that seemed to be linked to the literature on extensive reading, appeared repeatedly, and/or seemed interesting or surprising.
A unit of analysis for coding was defined as a segment that had to be mutually exclusive and responsive to the purpose of the current study (Merriam, 2009). Therefore, a unit of analysis was based on ideas in response to each question. In order for coders of the current study to code the same unit, each unit to be coded was underlined. A unit ranged from a word to several sentences.

To conceptualize the data, the researcher read the transcripts again and went through the previously developed coding system by combining, categorizing, and deleting unnecessary codes. Then, she compiled the entire set of codes and sorted them into similar themes. As a result, four themes and nine sub-themes were identified. One category was assigned to *other insights* for a code which did not belong to any of the themes included in the thematic categories. The themes were generated based on a mixed inductive and deductive approach, which means they were identified not only from the interview transcripts, but also from other studies on extensive reading to answer the research questions. The coding rubric consisted of themes, sub-themes, codes used, descriptors of each code, and examples from interview transcripts. Each theme was labeled with a descriptive code to correspond to its intended meaning.

Table 3.6 shows the final coding rubric developed for the current study. Numeric codes with decimal numbers were assigned to each code (e.g., 1.1, 1.2). The number after the decimal distinguishes each of sub-themes under the same theme from each other based on their characteristics. For example, as shown in Table 3.6, there are three sub-themes under theme Number 2, which represents how the participants managed extensive reading during the 15-week semester. The code 2.1 was applied to the sub-theme that represents how students chose their books for their extensive reading. The code 2.2 was assigned to the sub-theme that represents when, where, and how much participants were able to read extensively. The code 2.3 was applied to the sub-theme that represents what actions participants took when they encountered difficulties in reading extensively. The first version of the coding rubric was discussed by the researcher and her two dissertation co-chairs, and modifications were made where necessary. Subsequently, the coding rubric was used by two Applied Linguistics graduate students to elicit further feedback in general. Then the coding rubric was further refined through a rubric training process. For instance, by combining sub-themes 3.1 (i.e., Perceived improvement in reading abilities) and 3.2 (i.e., Perceived improvement in other areas), the sub-theme 3.1 was reworded to "perceived improvement in English learning." The sub-theme 3.2 was reworded to "uncertainty about improvement in English learning."

In order to establish reliability of the coding rubric, coding training followed several procedures. Two coders were recruited (and paid) to categorize interview comments in line with the developed rubric. To help the coders become familiar with the data, three coding training sessions were necessary. During the first training session, the

Table 3.6

Coding Rubric for Interview Data

Themes	Sub-themes	Codes used	Descriptors	Examples from the transcripts*
1. Motivation to read extensively	Positive opinions / strong motivation	1.1	Positive extensive reading experience; flow experience (e.g., losing track of time while reading, concentration, goal oriented, sense of accomplishment); change in motivation (negative → positive) improvement in affect (e.g., confidence in reading English, decreased anxiety); persistence to read (e.g., willingness to read over long periods of time); positive opinions about graded readers; possibility of voluntary extensive reading; willingness to read extensively in the future; extrinsic motivation (to improve English, complete an assignment to get a good grade, get a good job); reading appropriate levels - easy to read; favorite books	*T: Do you like reading in English?* *S: I didn't like reading English books before. But now I find it interesting. And I think I've read a lot.* *T: Do you think you would read extensively in English in the future?* *S: If I have time, I'm willing to read more in the future.*
	Negative opinions / weak motivation	1.2	Anxiety to start extensive reading; anxiety from extensive reading assignment; anxiety in English (reading); negative opinions about graded readers; negative previous experience in reading English books; reading avoidance (e.g., too many characters); lack of time to read; lack of interest in voluntary extensive reading; unwillingness to read extensively in the future; language and content difficulty; least favorite books	*T: Do you like reading in English?* *S: I've read Harry Potter before, but it was so difficult. So I gave up.* *T: Do you think you would read extensively if it were not required?* *S: No. I don't think I would read.*
2. How to manage extensive reading	Choosing books	2.1	How to choose books (e.g., looking at genres and levels, asking for teacher guidance when choosing books)	*T: How do you choose a book?* *S1: I look at the title and read the blurb.*
	Finding places, time to read, time to check-in/out books	2.2	Where to read; when to read; how much to read ; how often to read; how to plan extensive reading time, when to check-in/out books	*T: When do you usually read? S: I usually read before going to bed.* *T: How much do you read at one sitting?* S: *When I read, I tried to read half of the book.*
	Taking actions to deal with reading difficulties while reading	2.3	Actions taken to deal with reading difficulties while reading, (e.g., guessing meaning of unknown words, using a dictionary)	*T: What did you do when you encountered unknown words while reading?* *S: I usually use a dictionary.* *S: I guess the words from a context.*

Table 3.6 (continued)

Themes	Sub-themes	Codes used	Descriptors	Examples from the transcripts*
3. Effective-ness of the five extensive reading activities	Effective / positive opinions	3.1	Positive opinions about five extensive reading activities; boost motivation to read; create reading community (e.g., reading together in class); positive M-Reader quiz anxiety (e.g., good accountability check)	*T: What do you think about ScSR?* *S: It was good because everyone was reading at that time.*
	Ineffective / negative opinions	3.2	Negative opinions about five extensive reading activities; M-Reader quiz anxiety; poor quality of questions from M-Reader; mechanical problems	*T: What do you think about M-Reader?* *S: The questions are not good. It asks unimportant things.*
4. Perceived improve-ment in English learning	Improve-ment in English learning	4.1	Improvement in English learning (reading skills, other areas of English learning, such as vocabulary, grammar, listening, writing)	*T: Do you think your reading skills have improved as a result of extensive reading?* *S: I think I read faster now.*
	Uncertainty about improve-ment in English learning	4.2	Being not sure about improvement in English learning (reading skills and other areas of English learning)	*T: What other areas except reading skills do you think have improved as a result of extensive reading?* *S: I think my vocabulary has improved.*
5. Other insights		5	Other interesting comments about extensive reading that do not fall into themes 1–4	

*Underlined units of student responses were coded.

researcher explained the purpose of the study and the interview questions. Then, the researcher went over the coding rubric with the two coders explaining themes, sub-themes, descriptors of each sub-theme, and examples of each sub-theme which corresponded to each code. To help the coders understand each code, they were asked to practice coding with sample interview segments that included the interviewer's question and student responses with underlined units to code. The researcher instructed the coders to read selected interview segments and to assign a numeric code to each underlined unit. During each training session, the coders and the researcher discussed discrepancies after

coding sample interview transcripts; then the problems were resolved. The training sessions led to final modifications of the coding rubric and consolidated a common understanding of the 10 codes between the two coders. For example, during the first training session, the two coders were often uncertain whether they should code certain units as *choosing books* or *strong motivation / positive attitudes toward extensive reading*. After discussion, when interview participants mentioned their favorite books, it was agreed to code the unit as *strong motivation / positive attitude towards extensive reading* instead of regarding it as opinions about *choosing books*. Through these discussions, all codes were developed to be mutually exclusive. Appendix J shows a sample segment of transcripts for coding practice. See Figure 3.7 for a summary of the coding training procedure.

Step 1. Provide coders with background knowledge about the study.

1. Explain the study.
2. Describe the extensive reading activities.
3. Explain the interview (purpose and procedures).
4. Go over the interview questions.

Step 2. Go over the coding rubric with coders.

1. Explain themes and sub-themes.
2. Explain descriptors.
3. Explain examples from the transcripts.

Step 3. Have coders code several sample segments of interview transcripts independently.

1. Ask coders to code independently.
2. Compare and discuss the coding of the coders.
3. Revise the themes according to the discussions.

Step 4. Repeat Steps 1–3 for each training session until coders are confident and familiar with the coding rubric for coding.

Figure 3.7. Coding training procedures.

This chapter has presented materials for instruction (a textbook for both experimental and comparison classes, reading materials for experimental classes, and five extensive reading activities for experimental classes) and instruments for data collection (a reading comprehension and rate test, two types vocabulary tests, extensive reading motivation questionnaire, and interview protocols) developed for the study. The next chapter presents instructional procedures for both experimental and comparison classes.

Chapter 4

Instructional Procedures

This study was a 15-week longitudinal study that started in the second week of September in 2013 and lasted until the third week of December in 2013. This chapter describes the procedures for building and managing a graded reader class library for the two experimental classes. In addition, the 15-week semester instructional procedures for both comparison and experimental classes are described.

Procedures for a Class Library for Experimental Classes

Extensive reading was considered a new approach to English language learning in the Korean university setting where the current study was conducted. The goal for constructing and managing the class library was to encourage reading by providing students with access to a collection of interesting books and support as needed. In order to provide students in the two experimental groups with extensive reading opportunities, a range of engaging reading materials had to be accessible to the students. Thus, a class library of graded readers had to be constructed before implementing extensive reading in the setting. The following sections describe how a class library was constructed before the implementation of extensive reading and how the class library was managed throughout the semester.

Constructing a class library. To build a class library, the researcher followed a three-stage process: (1) Selecting graded readers, (2) acquiring graded readers, and (3) organizing graded readers. Guiding these steps was the belief that it was important for a class library to have a wide range of interesting graded readers at various reading levels.

In this way, students could find (and check out) books that matched their interests and reading abilities (Day et al., 2011; Jacobs & Farrell, 2012).

Selecting graded readers. The selection of graded readers for the class library largely relied on the researcher's previous experience teaching college-age international students enrolled in an ESL program in the US and the researcher's pilot study. For example, a book-interest survey, individual students' personal comments on books they read in their book reviews, and numerous casual conversations with students about books that they had read in previous semesters played an essential role in selecting books for the current study. In addition, the researcher's knowledge of graded readers—gained both from having read various graded readers and from having used them in her previous classes (over a period of four semesters)—helped determine which books should be included in the class library. The researcher read graded readers to better understand what her students were reading, to talk about them with her students, and to help her students select books that best complemented their interests and reading levels.

The researcher's experiences teaching extensive reading and reading graded readers offered her some ideas about which factors should be considered when selecting graded readers. Some students liked fiction while others liked non-fiction. The types of stories that students liked included murder mysteries, thrillers, ghost stories, classics, and romance. Those who did not like fiction preferred autobiographies, biographies, and/or informational books on sports, culture, technology, and the environment. Therefore, various types of fiction readers as well as nonfiction readers were chosen as candidates for the class library. The researcher also considered including famous stories that have wide appeal to many Korean students, such as Sherlock Holmes stories, James Bond

stories, and stories of film adaptations. Graded readers that the researcher and most of her previous students deemed boring were excluded.

The availability of graded-reader quizzes on the M-Reader website <mreader.org> was also considered when selecting graded readers for the class library because the students in the experimental classes would be asked to take a quiz at M-Reader after finishing each book that they read. Another consideration for selecting graded readers for the class library was to choose graded readers at the most appropriate levels for target students. In terms of determining the reading levels of graded readers for the class library, graded readers with more than 800 headwords were chosen because it was assumed that graded readers with fewer than 700 headwords might be much lower than expected participants' reading levels. The researcher decided to include more high-beginning to intermediate-level graded readers (with 800–1,900 headwords) than upper intermediate- to advanced-level graded readers (with 2,000–3,500 headwords) in the class library because the lower-level graded readers would permit more fluent reading, without the need for dictionary use. Another factor that the researcher considered for the class library was the inclusion of graded readers from four different publishers known to be major language-learning publishers in Korea: Cambridge University Press, Macmillan, Oxford University Press, and Pearson Longman. These four publishers were chosen because they had a large number of graded reader collections; graded readers from those publishers were easily available in Korea.

Acquiring graded readers. Acquiring reading materials could be a major concern for teachers who want to implement extensive reading in their classes, especially when there are no resources available in the existing context and no financial support available

from administrators. Three different sources of funding permitted the acquisition of graded readers for the class library for the current study: one dissertation co-chair's support, publishers' support, and the researcher's personal funds. First, the researcher received funding from one of her co-chairs; he purchased a number of graded readers to support the current research. Another source of funding came from publishers of graded readers both in the US and Korea. In order to solicit publisher support, book donation request emails were sent to the four publishers in the US. Among the four publishers, two publishers (i.e., Macmillan and Pearson Longman) were willing to donate graded readers to support this study. The researcher also sent book donation request emails to the four publishers in Korea and each publisher kindly donated several graded readers to support the study. As a result, about 250 graded readers for the class library were acquired thanks to the support from the researcher's dissertation co-chair and the publishers. To have a wider range of graded readers available in the class library, the researcher's personal funds were also used to purchase about 100 more graded readers. In total, approximately 350 graded readers, with a total of 155 titles, were acquired for the class library. See Appendix K for the titles of all graded readers included in the study.

Organizing graded readers. After acquiring the graded readers, the next class-library planning stage involved labeling the readers. Because the students in the experimental classes were going to be asked to read self-selected graded readers, it was important to label the graded readers according to reading levels so that students could easily find the most appropriate reading materials. Because graded readers from four different publishers were included in the class library and each publisher has its own range of levels, it was necessary to organize the books in a systematic way for the current

study. The researcher categorized book levels from 1 (beginning) to 5 (advanced), indicated with a different colored circle sticker on the front cover of each book: yellow for Level 1, green for Level 2, blue for Level 3, red for Level 4, and white for Level 5. In addition, the researcher wrote the book level on the stickers so that students would easily notice the actual book level on the colored stickers.

The researcher's decision about book-level designations (Levels 1–5) relied on four sources of information: (a) headwords reported by the publishers, (b) the Extensive Reading Foundation Graded Reader Level Scale at <http://erfoundation.org/wordpress/graded-readers/erf-graded-reader-scale>, which is based on headword count, (c) book levels assigned by the M-Reader, and (d) the researcher's own experience reading and using graded readers with her students. Table 4.1 shows how the book levels were organized and how many titles per level were included in the class library.

Although the headwords reported by the publishers were used to determine the levels of the books, the headwords were not used as the sole source for determining the book level because each publisher has its own way of dividing levels according to headwords, which means levels are different among publishers. For example, for the class library, the researcher labeled graded readers from the Oxford University Press with 1,000 headwords as Level 2, even though Macmillan graded readers with 1,100 headwords and Pearson Longman graded readers with 1,200 headwords were labeled as Level 1. This decision was made because the researcher deemed graded readers from Oxford University Press with 1,000 headwords as more difficult than those from the other two publishers. The decision to not use publisher-designated headword counts for label

designations in these cases was based on the researcher's experiences reading numerous graded readers published by those publishers. The researcher also reviewed graded reader level schemes used by M-Reader and compared her own decisions about levels of graded readers with M-Reader levels. It was found that the levels for the class library mostly corresponded to the levels used by M-Reader.

Table 4.1

Labeling Graded Readers by Levels

Levels	Label	Publisher[a]	Headwords	Number of Titles	Total number of titles
Level 1	Yellow	CUP	800	4	
		M	1,100	10	
		PL	1,200	10	24
Level 2	Green	CUP	1,300	19	
		OUP	1,000	12	31
Level 3	Blue	CUP	1,900	12	
		M	1,400	13	
		OUP	1,400	20	
		PL	1,700	13	58
Level 4	Red	CUP	2,800	6	
		M	1,600	10	
		OUP	1,800	9	
		PR	2,300	3	28
Level 5	White	CUP	3,500	8	
		M	2,200	5	
		PL	3,000	1	14
Total					155

[a] CUP – Cambridge University Press, M – Macmillan, OUP – Oxford University Press, PL – Pearson Longman

Managing the class library. Managing the class library for the current study involved setting up a class library for each experimental-class meeting, keeping track of graded readers and students' reading, and guiding students in selecting books. The management of the class library was a work in progress throughout the semester of the current study. The researcher constantly monitored and reflected on how the class library was managed and how students chose their books.

Setting up and checking out books. The two experimental classes met in two different classrooms and each classroom could hold about 50 students. For each experimental class, the researcher carried about 100 graded readers in a suitcase to each classroom. She set up the class library at the front of the classroom 15–20 minutes before each class started. She did so by putting several desks together to make a long table in order to display graded readers on them. Graded readers were displayed on the desks by levels. After the class library set-up, students checked out and returned books for 15 minutes before each class started. In addition to the 15-minute check-out time before each class, the students were encouraged to check out books in a classroom at designated times during the week for book check-out.

Keeping track of graded readers and students' reading. In order to keep track of graded readers in the class library and monitor students' reading, a reading record chart was used. The reading record chart asked for the following information from each student: student's name, graded-reader titles, check-out and return dates, level of books, star ratings for quality and difficulty of books, number of words read, and number of times a dictionary was used (see Appendix E). The information from the reading record charts served numerous purposes.

The book title, check-out date, and return date that were recorded on the reading record charts helped students keep track of what they had read and how long they kept each book. The check-out and return dates also helped the researcher figure out how long it took students to finish a book. For example, if students kept a book for several weeks, it made the researcher wonder whether they were reading an appropriate book for their reading levels and interests or whether they were not able to find time to read. In addition, the dates helped the researcher monitor students' reading patterns (e.g., whether they read books consistently throughout the semester or if they crammed to meet each extensive reading assignment deadline). In addition, the titles also helped the researcher determine the types of books that individual students liked.

The recording of book level on the reading record chart served the purpose of helping students and the researcher see how many books at the same level students had read and when students tried books at the next level. The researcher usually recommended that students try the next level after they had read at least 4–5 books at the same level. Students were encouraged to try the next level on condition that they found the books they had read very easy and/or they wanted a challenge. This record keeping helped the students become aware of how many more books at their current reading level they needed to read to be ready for the next level.

For students' ratings of book quality and difficulty, a scale of one to five stars was used. By examining students' ratings, the researcher was able to identify how much students enjoyed their books and whether they read level-appropriate books. If students marked low ratings for quality and difficulty of their books, the researcher helped them find books that better fit their reading levels, interests, and needs.

Recording the number of words in a book served two purposes. First, it helped students actually see how many words they read; second, it helped them be more aware of how much closer they were to their goal of reading 200,000 words by the end of the semester. Students could ascertain the number of words in a book by consulting the back cover of some books or M-Reader after passing quizzes on books that they had read.

The information on the number of dictionary consultations was also useful for the researcher because she was able to determine the number of unknown words students encountered while reading. If students used a dictionary too often, which meant they were reading books above their reading levels, this indicated that the students needed the researcher's support for finding books at appropriate reading levels.

The researcher kept the reading record charts. Students filled in the chart when checking a book out and/or when returning a book. By physically keeping the reading record charts, the researcher could not only prevent students from misplacing or losing them but she could also use them to check students' reading progress. In addition, the researcher often used individual students' reading record charts when recommending books. In sum, the reading record charts not only served as a mechanism for monitoring which books were checked out and returned but they also played a substantial role in the researcher's guiding students' extensive reading throughout the semester of the study. After the semester was over, the researcher used the reading record charts to check the entire class-library collection to identify the number of missing graded readers. The researcher found that five books were missing. A few students who had not returned books were contacted, but they never returned the books. Some students dropped the

course during the semester and did not return the books that they had checked out. Thus, less than 2% of the entire class library was lost.

Helping students choose books. Because most students in the experimental groups did not have experience reading English fiction or non-fiction books or using a class library, it was necessary to scaffold student book selection. Teaching students how to choose appropriate books and helping them when selecting books are essential elements of fostering reading habits because reading a difficult and/or boring book could decrease students' reading motivation.

In order to help students select graded readers at an appropriate level at the beginning of the semester, the researcher advised students to start reading at a low level, that is, to choose books from Level 1 or Level 2. In addition, the students were advised to read graded readers with no more than one or two unknown words per page. Students who encountered more than two unknown words on a page were encouraged to read a book at one level below. The students, however, were free to choose any books at or below their linguistic level with the researcher's guidance. To teach students how to find a book on their own, a book blurbs activity (Appendix B) was carried out.

However, there were always several students who often asked the researcher for recommendations. They seemed to trust the researcher because she knew about the books and she knew them as her students and readers. Whenever students were browsing books to check out, the researcher observed them carefully and gave suggestions. When the researcher gave students book recommendations, she sometimes shared opinions from other students about the books. For example, some students liked a book while others did not enjoy the book because the plot was confusing. Moreover, the researcher used

students' ratings on the quality or difficulty of the books, recorded on reading record charts, when she recommended books to students. When a book received low ratings from several students, she asked the students why they gave low ratings. In addition, she also read those books to understand why the books lacked student appeal. Based on students' responses to less appealing books and her own experience in reading those books, the researcher guided students in choosing books that were right for them. Being familiar with the graded readers and the students helped the researcher better support her students for book selection.

The ultimate goal of guiding students in self-selecting books was to build their confidence and independence in choosing books. Some students blindly trusted books recommended by the researcher, while other students sometimes did not find any of the researcher's recommendations to be of interest. When students asked for book recommendations, the researcher usually gave students several books to choose from, based on their interests and reading levels documented on their reading record charts and/or their responses to a few questions posed by the researcher about their reading preferences and needs. The researcher did not want her recommendations to affect students' book selection too much because students needed to develop their own ability and confidence in choosing books independently.

Most students usually limited their book selections throughout the semester to a specific genre that they liked (e.g., thrillers, murder mysteries). Toward the end of the semester, some students seemed to lose interest in reading the same genre repeatedly. When students were reading the same genre (e.g., murder mysteries) for too long, the

researcher carefully intervened in their reading lives. She encouraged those students to try a different genre by suggesting the benefits of wide reading (Anderson, 1996).

Procedures for Comparison and Experimental Classes

The following sections describe instructional procedures for both comparison and experimental classes, which started in the second week of September in 2013 and lasted until the third week of December in 2013. Both comparison and experimental classes met once a week for a 100-minute English Reading Comprehension class.

Comparison classes focusing on intensive reading. The students in two comparison classes received intensive English reading instruction, centered on an ESL course book, *Real Reading 3* (Bonesteel, 2011), which contains 24 texts on various topics. A typical 100-minute reading class was composed of several activities, including pre-reading, during reading, and post-reading activities focusing on reading strategies (e.g., making predictions, previewing texts, finding main ideas and details, making inferences) that were introduced in each chapter. Other activities centered around teaching new words identified in the textbook chapter, translating passages into Korean, analyzing grammatical structures, and answering comprehension and vocabulary questions. The students were quizzed on the new vocabulary in the next class; they were required to reread the reading passage covered in class and answer the questions provided by the researcher as an assignment. The students received 25% of their course grade from the vocabulary quizzes and the reading assignment. Table 4.2 shows a summary of instruction in the 15-week comparison classes.

Experimental classes focusing on intensive and extensive reading. The participants in the two experimental classes had the same amount of in-class time (i.e.,

Table 4.2

Summary of 15-week Instruction for Comparison Classes

Weeks[a]	Intensive reading[b] (100 minutes)	Assignments
Week 2	Pre-tests; Ch1 Move Over, Hollywood!; vocabulary practice	Study for vocabulary test
Week 3	Ch1 Move Over, Hollywood!; previewing the text; vocabulary practice	Reread the text; study for vocabulary test
Week 4	Ch 3 Running around the World; identifying the main ideas; vocabulary practice	Reread the text; study for vocabulary test
Week 5	Ch 5 Your Second Life; identifying the main ideas and details; vocabulary practice	Reread the text; study for vocabulary test
Week 6	Ch 7 Choosing to Be Different; text organization; skimming; vocabulary practice	Reread the text; study for vocabulary test
Week 7	Ch 11 Crows' Brains and Geckos' Feet; sequence; scanning; vocabulary practice	Reread the text; study for vocabulary test
Week 9	Ch 12 Creature Comforts; compare and contrast; vocabulary practice	Reread the text; study for vocabulary test
Week 10	Ch 13 Trends in Tourism; author's purpose; vocabulary practice	Reread the text; study for vocabulary test
Week 11	Ch15 A Blossom Lunch; making inferences; vocabulary practice	Reread the text; study for vocabulary test
Week 12	Ch 16 The First Home-Cooked Meal; cause and effect; vocabulary practice	Reread the text; study for vocabulary test
Week 13	Ch 19 Branding and Product Placement; reviewing reading skills; vocabulary practice	Reread the text; study for vocabulary test
Week 14	Ch 23 Being a Genius is Hard Work; summary writing; vocabulary practice; post-test	Reread the text; study for vocabulary test

[a] Week 1 (class introduction), Week 8 (midterm exams), and Week 15 (final exams) are not included in the table. [b]Intensive reading in each class includes several types of activities, such as engaging in pre-, during-, and post-reading activities, answering reading comprehension questions, and translating texts.

100 minutes a week) as the comparison classes had. The participants in the two experimental classes received 70 minutes of intensive reading instruction that was similar to that received by the comparison classes. Both sets of classes used the same textbook (i.e., *Real Reading 3*). Because the current study had to satisfy existing university curricular expectations, the 70 minutes had to cover intensive reading activities such as pre-, during- and post-reading activities focused on reading strategies. The remaining 30 minutes of class time, which distinguished experimental classes from the comparison classes, was devoted to extensive reading activities. That is, the participants in the experimental classes did not engage in a few activities that the students in the comparison classes completed, such as taking vocabulary quizzes, analyzing grammatical structures, and translating texts into Korean for the additional 30 minutes.

The 30 minutes of class time that distinguished the experimental classes from the comparison classes was dedicated to extensive reading activities at the beginning of each class session. Five extensive reading activities from the pilot study were chosen for the current study. These activities, implemented in the two experimental classes over the semester to facilitate students' reading in and out of class, included the following: (a) scaffolded silent reading, (b) three-minute paper, (c) book blurbs, (d) listen to a story and respond, and (e) the M-Reader. For more information on these extensive reading activities, refer back to Chapter 3.

Implementing extensive reading. In the two experimental classes, the students read self-selected graded readers for 15 minutes during scaffolded silent reading (ScSR) at the beginning of each class. The teacher monitored the students' reading and provided assistance if the students encountered difficulties in understanding the books. The

remaining 10 to 15 minutes after ScSR was used for other extensive reading activities (i.e., three-minute paper, book blurbs, or listen to a story and respond) in order to check the students' reading comprehension and engagement in class and/or to increase reading motivation by introducing interesting books. In addition to the four in-class extensive reading activities, one out-of-class activity, M-Reader homework, was assigned to hold students accountable for their reading. As out-of-class extensive reading homework, the students in the experimental classes were expected to read as much as they could, preferably to finish a book per week. In order for the students to be accountable for their out-of-class extensive reading assignments, the students were required to take a quiz on the book they finished reading on M-Reader <mreader.org>. The students were encouraged to reach the goal of reading 200,000 words by the end of the semester in order to receive 25% of their course grade from extensive reading assignments. No assignments except the extensive reading assignment were given to the students throughout the semester.

In order to implement M-Reader in the study, the researcher contacted Thomas Robb, the founder of M-Reader, about a month before the current study started and asked for directions for registering the school and setting up classes at the website. When the semester started, the researcher registered each student in the two experimental classes on the M-Reader website, creating each student's username and password, and setting a class goal of reading 200,000 words for the 15-week semester on the website.

In week 2, extensive reading was introduced to the experimental classes and the researcher provided the students with guidelines for using the M-Reader website. A detailed description about M-Reader was provided. Because M-Reader was an out-of-

class activity, it was necessary for the researcher to view and check individual students' progress at the website as frequently as possible. The researcher checked the website to see who passed a quiz, which suggested that the students understood the book that they were reading, and who did not pass the quiz, which typically meant the students had not read or understood the book they read. The researcher reviewed the website regularly and advised students who were under-achieving if necessary. To help the students read consistently throughout the semester, three deadlines for the extensive reading assignments were set. The students were required to read 80,000 words by Week 8, another 80,000 words by Week 13, and the remaining 40,000 words by Week 15.

In weeks 6, 7, 12, and 13, new activities that the researcher created during the semester were implemented instead of the selected extensive reading activities for the study. One reason for implementing new activities was to prevent students from cheating on the M-Reader reading assignment done out of class. In order to prevent students from cheating, as a class activity, the students were asked to write a summary of what they just finished reading. An individually designed worksheet for the summary writing activity was given to the students. The worksheet had each student's name with the title of the book they had just finished reading. The students who were deemed dishonest were not able to complete the summary writing task. The summary writing activity seemed to succeed in giving the students a warning and keep them from cheating. A schedule of the extensive reading activities incorporated into experimental classes is presented in Table 4.3. The main structure of both the comparison and the experimental classes is described in Table 4.4.

Table 4.3

Summary of 15-week Instruction for Experimental Classes

Weeks[a]	Extensive reading (30 minutes)	Intensive reading[b] (70 minutes)	Assignments
Week 2	Extensive reading orientation; ScSR	Pre-tests	Read for 2-3 hours; M-Reader quiz
Week 3	ScSR; book blurbs	Ch1 Move Over, Hollywood!; Previewing the text	Read for 2-3 hours; M-Reader quiz
Week 4	ScSR; 3-minute paper	Ch 3 Running around the World; Identifying the main ideas	Read for 2-3 hours; M-Reader quiz
Week 5	ScSR; book blurbs	Ch 5 Your Second Life; Identifying the main ideas and details	Read for 2-3 hours; M-Reader quiz
Week 6	ScSR; other activity[c]	Ch 7 Choosing to Be Different; text organization; skimming	Read for 2-3 hours; M-Reader quiz
Week 7	ScSR; other activity[c]	Ch 11 Crows' Brains and Geckos' Feet; sequence; scanning	Read for 2-3 hours; M-Reader quiz
Week 9	ScSR; 3-minute paper	Ch 12 Creature Comforts; compare and contrast	Read for 2-3 hours; M-Reader quiz
Week 10	ScSR; listen to a story and respond	Ch 13 Trends in Tourism; author's purpose	Read for 2-3 hours; M-Reader quiz
Week 11	ScSR; book blurbs	Ch15 A Blossom Lunch; making inferences	Read for 2-3 hours; M-Reader quiz
Week 12	ScSR; other activity[c]	Ch 16 The First Home-Cooked Meal; cause and effect	Read for 2-3 hours; M-Reader quiz
Week 13	ScSR; other activity[c]	Ch 19 Branding and Product Placement; Reviewing reading skills	Read for 2-3 hours; M-Reader quiz
Week 14	ScSR; 3-minute paper	Ch 23 Being a Genius is Hard Work; summary writing; post-tests	Read for 2-3 hours; M-Reader quiz

[a] Week 1 (class introduction), Week 8 (midterm exams), and Week 15 (final exams; post-tests) are not included in the table. [b]Intensive reading in each class includes several types of activities, such as doing pre-, during-, and post-reading activities, and answering comprehension questions. [c]Other activities were new activities the researcher created during the semester.

Table 4.4

In- and out-of-class Reading Instruction for Comparison and Experimental Classes

Class	In-class	Out-of-class[a]
Intensive Reading Classes	• Intensive reading instruction using a textbook (100 minutes)	• Intensive reading of a textbook as homework (2-3 hours)
Extensive Reading Classes	• Intensive reading instruction using a textbook (70 minutes) • Extensive reading instruction (30 minutes)	• Extensive reading of graded readers (2-3 hours)

[a]Out-of-class time is based on a week's assignment.

This chapter described procedures for constructing and managing a class library for experimental classes. In addition, instructional procedures for both comparison and experimental classes were described. The next chapter addresses methods of the study.

Chapter 5

Methods

This chapter consists of five sections: (a) participants, (b) study design, (c) variables in the study, (d) data collection procedures, and (e) proposed means of quantitative and qualitative data analyses for the study. A summary of this chapter is presented in Table 5.3 at the end of the chapter.

Participants

This study was conducted in four intact university-level English reading classes at a medium-sized, 4-year, national university located in the southern part of Korea. Participants of the study were 171 Korean English as a Foreign Language (EFL) university students enrolled in four 2-credit elective English reading classes. There were 88 students in the two comparison classes (i.e., 45 and 43 students in each class) and 83 students in the two experimental classes (44 and 39 in each class). The participants' ages ranged from 18 to 26 years old, with a mean age of 20 years old (SD = 1.64) in the comparison classes and a mean age of 21.25 years old (SD = 2.06) in the experimental classes. The participants were made up of 87 males and 84 females (42 male and 46 female students in the comparison classes; 45 male and 38 female students in the experimental classes) in their first to fourth year of the university, majoring in various subjects, such as Business Administration, Chemistry, Engineering, English, International Commerce, Law, Marine Biology, Nursing, and Physics.

The participants had studied English for at least 10 years as a required subject in primary and secondary schools. Approximately 10% (17 out of 171 students) of the entire participant group had experience studying, visiting, or living in English speaking

countries. Of the 10%, one student in one of the comparison groups had lived in an English speaking country for 13 years; two students from the experimental groups had lived in an English speaking country for 3–4 years. The rest of the 10 % (14 out of 17 students) had 1–20 months' experience visiting, living, or studying in English speaking countries. Approximately 40% of the participants (68 out of 171 students) in the four classes were taking other English classes at the time of the study. More specifically, 38 of the 88 students (43%) in the control classes and 30 out of the 83 students (36%) in the experimental classes were taking other English classes. Total hours of other English classes were 168 hours for the comparison classes and 135 hours for the experimental classes. According to the results of the pre-tests measuring reading comprehension and rate and generalized vocabulary knowledge, the participants' English reading proficiency levels seemed to range from high-beginning to advanced, but the majority seemed to be at high-beginning to intermediate levels. The English reading classes in which the participants were enrolled met once a week for 100 minutes, for a total of 15 weeks of classes over a semester. I, the researcher, was the instructor of the four classes.

Study Design

This study used a mixed methods research design to answer the research questions mentioned previously in Chapter 2. A quasi-experimental research design was employed using four intact English reading classes: two comparison classes and two experimental classes. Two comparison classes were designated as intensive reading classes; students received traditional intensive reading instruction and did not receive any extensive reading treatment used for experimental classes. The two experimental classes were designated as extensive reading classes; students received traditional intensive reading

instruction (for 70 minutes per class meeting), in addition to the extensive reading treatment (for 30 minutes per class meeting) as a part of course requirements. Therefore, 70% of the instructional time was equivalent between intensive reading and extensive reading classes (see Chapter 4 for instructional procedures).

The quantitative data collected for the study came from four measures: a reading comprehension and rate test, a generalized vocabulary knowledge test, individualized vocabulary knowledge tests (designed for a subset of participants, see Chapter 3), and an extensive reading motivation questionnaire. Two measures of the four (i.e., the reading comprehension and rate test and the generalized vocabulary knowledge test) were administered at two different times to all four classes – at the beginning and at the end of the semester during the study. Of the other two measures, the individualized vocabulary knowledge tests were conducted as a post-test-only with selected students from the two extensive reading classes who read consistently throughout the 15 weeks of the study. The extensive reading motivation questionnaire (post-test-only) was administered to the two extensive reading classes. Qualitative data for the study stemmed from (a) interviews, conducted at different time intervals during the study, with 19 students from the two extensive reading classes and (b) answers to two open-ended questions on the extensive reading motivation questionnaire completed by the entire extensive reading group. In addition to data from the interviews and open-ended questions, the teacher's notes, reflecting each class meeting and casual conversations with numerous students throughout the semester, were also incorporated into the qualitative data to understand / support the quantitative data.

To maintain validity of the treatment (i.e., extensive reading) and to ensure the treatment was implemented as planned over time, it was important to collect evidence for treatment fidelity. In order to ensure fidelity of treatment and minimize bias, several fidelity checks were implemented in this study. As one treatment fidelity check, the researcher tried to adhere to treatment protocols as much as possible by following lesson plans. In addition, she kept a notebook of self-observations after each class. She also made a checklist of activities that were supposed to be done in each class and used the checklist to verify that a treatment was implemented as intended. In this study, the teacher (i.e., the researcher) taught all four classes; this was done to add treatment control and minimize inaccurate delivery of treatment.

Variables in the Study

The quantitative part of the present study included four dependent variables and three independent variables. The four dependent variables consisted of reading rate, reading comprehension, vocabulary knowledge, and extensive reading (i.e., the amount of reading completed by participants). The three independent variables included treatment, time, and six dimensions from the extensive reading motivation questionnaire. The following section describes the operationalizations of the variables, the scale of measurement, and the range of scores. The variables included in the study are summarized in Table 5.1.

The first dependent variable, reading rate, was operationalized as the average time that participants spent on reading four reading passages. The scale of measurement is continuous and the range of scores is the number of words read per minute. The second dependent variable, reading comprehension, was operationalized as the average scores on

Table 5.1

Description of Variables in the Quantitative Part of the Study

Type of variables	Name of variables	Operationalization	Range of scores	Scale of measurement
Dependent variables	• Reading rate	Time spent on reading 4 passages	Number of words read per minute	Continuous
	• Reading comprehension	Scores on reading comprehension test	0–32	Continuous
	• Vocabulary knowledge	Scores on generalized vocabulary knowledge test	0–120	Continuous
		Scores on individualized vocabulary knowledge test	0–120	Continuous
	• Extensive reading	Amount of reading from M-Reader results	Number of words read	Continuous
Independent variables	• Group	Experimental and Comparison	1/2	Categorical
	• Time	Pre-treatment and post-treatment	1/2	Categorical
	• 6 dimensions[a] of extensive reading motivation	Scores on 5 items on 1–4 scale per dimension in a 30-item questionnaire	5–20	Continuous

[a] Six dimensions included Intrinsic Motivation, Extrinsic Drive to Excel, Extrinsic Academic Compliance, Extrinsic Test Compliance, Reading Work Avoidance, Extensive Reading Motivation

a 32-item reading comprehension test. The variable is continuous and the range of scores is 0–32. The third dependent variable, vocabulary knowledge, was operationalized as the average scores on a 120-item generalized vocabulary knowledge test and on 120-item

individualized vocabulary knowledge tests. The dependent variable is continuous, and the scores range from 0 to120. The remaining dependent variable is extensive reading (i.e., amount of reading). Extensive reading was operationalized as the amount of reading done by the participants over a 15-week extensive reading treatment. The amount of reading was identified primarily from M-Reader results and information on the students' reading record charts. The scale of measurement for the dependent variable is continuous, and the range of scores is the number of words that individual students read over a 15-week semester.

The three independent variables included in this study were group, time, and six dimensions of extensive reading motivation. A between-subjects independent variable includes group with two levels, one group with the extensive reading treatment (i.e., experimental classes) and the other group without the extensive reading treatment (i.e., comparison classes). The extensive reading treatment group read graded readers and was involved in extensive reading activities in and out of class whereas the comparison group did not receive the extensive reading treatment. A within-subjects independent variable included time with two levels, pre and post. Time was operationalized as the pre-treatment test and post-treatment test. The scale of measurement of the two independent variables is both categorical. The remaining independent variable is six dimensions from the questionnaire, including Intrinsic Motivation, Extrinsic Drive to Excel, Extrinsic Academic Compliance, Extrinsic Test Compliance, Reading Work Avoidance, and Extensive Reading Motivation. The independent variable was operationalized as the average scores on each dimension on a 4-point Likert scale ranging from 1 (very different

from me) to 4 (a lot like me). The scale of measurement for the independent variable is continuous and has a range of scores from 5–20.

Procedures for Using Instruments and Collecting Data

Five instruments were developed for the study: reading comprehension and rate test, generalized vocabulary knowledge test, individualized vocabulary knowledge tests, extensive reading motivation questionnaire, and interviews. (See Chapter 3 for details about the development of these instruments.) At the beginning of the 15-week reading course (i.e., Week 2), a reading comprehension and rate test and a generalized vocabulary test were administered to the four classes (i.e., two intensive reading classes, two extensive reading classes) as pre-tests. In order to determine the effects of extensive reading during the semester, post-tests were administered in weeks 14 and 15 to both groups. The post-reading comprehension and rate test, which was the same test used for the pre-test, was administered to the two intensive reading classes and two extensive reading classes in week 14. The reliability estimates were .65 for the reading comprehension ($k = 32$) and .96 for the generalized vocabulary knowledge test ($k = 120$). Regarding the two types of vocabulary tests (i.e., a generalized vocabulary knowledge test and individualized vocabulary knowledge tests), the post-generalized vocabulary knowledge test, the same test used for the pre-test, with resequenced vocabulary item entries, was administered to the four classes in week 15. Sixty-two students in the extensive reading classes (76%) read more than seven books consistently throughout the semester. They also took an individualized vocabulary knowledge test as a post-test based on the specific graded readers that they had read.

The extensive reading motivation questionnaire was administered in week 14 to the extensive reading classes. The reliability estimates for the extensive reading motivation questionnaire was acceptable, $\alpha = .90$ ($k = 30$). Interviews with 19 students from the extensive reading classes were conducted in students' native language (i.e., Korean) in weeks 5, 10, and 15. Table 5.2 describes the sequence of data collection during the study by instruments.

Table 5.2

Sequence of Data Collection

Weeks	Classes[a]	Approximate Time (min.)	Instruments
Week 2 (Pre-test)	IR and ER	30–40	- Reading comprehension and rate test
	IR and ER	15	- Generalized vocabulary knowledge test
Weeks 5–6	ER	15–30	- Interviews with 10 students
Weeks 10–11	ER	15–30	- Interviews with 14 students
Week 14 (Post-test)	IR and ER	30–40	- Reading comprehension and rate test
	ER	10–12	- Extensive reading motivation questionnaire
Week 15 (Post-test)	IR and ER	15	- Generalized vocabulary knowledge test
	ER	15	- Individualized vocabulary knowledge test[b]
	ER	15–30	- Interviews with 19 students

[a]IR – intensive reading, ER – extensive reading; [b]62 selected students took an individualized vocabulary knowledge test

Prior to administering the reading comprehension and rate test, the researcher instructed the students on test procedures. There were four reading passages and each passage had eight multiple choice questions. Each passage was preceded by a blank cover

page so that the students could not read the text beforehand. On the other side of each passage were eight reading comprehension questions. The students were told to read each passage silently at their normal speed with good comprehension. They were also told that they had to answer comprehension questions on the reading passage so that they had to read the passage with good comprehension. Then, students were required to record the finishing time indicated on the online stopwatch on the test. After recording the finishing time, the students turned the page over, answered the comprehension questions, and recorded the finishing time for the comprehension questions.

After the procedures were explained, the students did a practice test with a short text (100 words) as an example to ensure that they understood test procedures. Subsequent to the practice test, the students took the actual test. First, the first passage was distributed to the students. The students were directed to open their packets to the passage and start reading at the same time. Simultaneously, the online stopwatch projected on the white board was turned on. After the students were done with the first passage, they were told to place their packets with the cover page facing up on their desks. Then, the next passage was distributed. The same procedures were repeated three more times. After the students finished the set of four tests, all tests were collected. It took 30–40 minutes to complete the entire reading comprehension and rate test.

Before the administration of the pre- and post-vocabulary tests, the teacher read the directions aloud to the students to ensure their understanding of the directions. It took about 15 minutes to complete each vocabulary test. The 62 students who read at least seven graded readers were selected for the individualized vocabulary knowledge tests and were advised that they would have another vocabulary test (i.e., individualized

vocabulary knowledge test) based on the books they read beforehand. The post-vocabulary tests were administered during week 15.

The extensive reading motivation questionnaire was administered to the experimental classes in week 14. The teacher went over the directions with the class before administering the questionnaire. It took the students between 10–12 minutes to complete the questionnaire.

In order to obtain more in-depth perceptions of students' extensive reading, semi-structured interviews, with students who agreed to participate in the interviews, were conducted at three different times during the semester (see Appendix I for interview protocols). A common set of interview questions was used in the interviews; however, the interviewer (i.e., the researcher) posed additional questions as appropriate during the interviews, which allowed the researcher to probe for more details and discuss issues further with the interviewees.

The decision as to whom to interview throughout the 15-week semester was guided by two criteria: (a) the results of the pre-tests and (b) the results of M-Reader, which showed how consistently the students in the extensive reading classes were reading. Initially, participants were chosen based on their pre-test scores (i.e., 2 high-beginning, 5 intermediate, and 3 high-intermediate reading proficiency level students). More specifically, minimum, median/mean, and maximum scores of the reading comprehension (17, 26/26, 31) and rate (65, 128/133, 225) test and a generalized vocabulary knowledge test (12, 52/52, 98) were used to select students at three different proficiency levels (the numbers in parentheses represent minimum, median/mean, and maximum scores, respectively). Originally, three high-beginning students were selected,

but one dropped the course in the middle of the semester. Therefore, the student was not included in the study. Five students from each extensive reading class were interviewed out of class at three different times (i.e., Weeks 5–6, 10–11, Week 15). In addition to the original 10 participants, two more participants from each class were included for the second interview. At the end of the semester, three more participants from each extensive class were interviewed, for a total of 20 interviewees in the last round of interviews. One interviewee, who was only interviewed for the second interview, was not included in analyses because she forgot to return her signed consent form to the researcher. In total, 19 students from the two extensive reading classes were interviewed. Table 5.3 provides the profile of the interview participants.

Table 5.3

Interview Participant Profile (n = 19)

Participant ID	Extensive reading classes	Gender	Age	School year	No. of interviews	No. of words read
DW	1	Male	25	4	3	212,191
SG	1	Male	25	4	3	229,340
TH	1	Male	19	1	3	208,885
HN	1	Male	22	1	3	70,453
KH	1	Male	22	1	3	244,540
JW	2	Male	24	4	3	304,651
SB	2	Male	22	2	3	289,241
HJ	2	Female	22	4	3	170,778
HS	2	Male	24	2	3	238,997
YM	2	Male	22	3	3	204,705
SM	1	Female	22	4	2	211,305
JS	1	Male	21	2	2	74,611
SS	2	Male	19	2	2	240,735
DH	2	Male	25	4	2	258,107
YJ	1	Female	23	4	1	199,751
MJ	1	Female	19	1	1	209,509
PS	2	Male	20	2	1	256.616
MC	2	Male	19	2	1	207,901
BO	2	Male	19	1	1	203,944

In qualitative studies, the process of collecting and analyzing qualitative data is recursive and dynamic (Creswell, 2013; Merriam, 2009). Collecting interview data was done at three different times. Several modifications (i.e., changes in in-class extensive reading activities, interview questions) were made throughout the semester based on first and second interview responses and the researcher's reflections on the two experimental classes.

Each interview lasted from 13–30 minutes; the duration was influenced by the length of interviewees' responses to the interview questions, improvised questions from the interviewer, and students' answers to those questions. The interviews were conducted in Korean by the researcher in a classroom; a total of 43 interviews were audio recorded. The total time taken to complete the interviews was approximately 1,005 minutes, that is, 16.75 hours.

Data Analysis

The following sections describe both quantitative and qualitative data analyses. The first section identifies the statistical procedures employed for each research question. The second section examines assumptions of statistical procedures. The third section describes the qualitative interview data.

Quantitative data analysis. Research question 1: *What is the relationship between extensive reading and students' reading abilities? Is there a difference in Korean EFL university students' reading abilities between extensive reading classes and intensive reading classes after a 15-week semester?* This question explores the difference in reading abilities (i.e., reading comprehension, reading rate, vocabulary knowledge) between extensive reading classes and intensive reading classes after a 15-week extensive

reading treatment. In order to find out whether there are significant differences with regard to the combined dependent variables (i.e., reading comprehension, reading rate, vocabulary knowledge) across the independent variables (i.e., group and time), repeated-measures MANOVA was used. Further analyses on the three dependent variables were conducted using an ANOVA test.

Research question 2: *What is the relationship between two different vocabulary measures (i.e., a generalized vocabulary knowledge test and individualized vocabulary knowledge tests) in showing the impact of extensive reading?* For this question, descriptive statistics for the two types of vocabulary measures were used to find out the impact of extensive reading on vocabulary knowledge. To answer research question 2.1, *Are the two types of vocabulary tests measuring different vocabulary knowledge?* Pearson's Correlation Coefficient was used to investigate the relationship between the two types of vocabulary measures. For research question 2.2, *Do results from the individualized vocabulary knowledge test show different patterns to those from the generalized vocabulary knowledge test in participants' vocabulary knowledge after a 15-week extensive reading treatment?* Sixty-two students' pre-generalized vocabulary knowledge test results were compared to their post-generalized vocabulary knowledge test and individualized vocabulary knowledge tests to compare the mean differences between the two tests in relation to the pre-generalized vocabulary knowledge test. In addition, a post-hoc analysis of the two vocabulary tests was run to explore whether the two types of vocabulary tests show different patterns across the three vocabulary bands (i.e., 2K, 3K, and 4K+) depending on amount of reading done (i.e., exposure to extensive reading) using descriptive statistics.

Research question 3: *What is the relationship between extensive reading and students' motivation for extensive reading in English? What factors in the reading motivation questionnaire predict Korean EFL university students' extensive reading (i.e., reading amount)?* For this question, two analyses were performed. First, exploratory factor analysis was performed to validate the internal structure of the motivation questionnaire. Based on the results from exploratory factor analysis, a multiple regression analysis was computed to determine which factors can best predict Korean EFL university students' reading amount. Amount of reading (i.e., the total number of words students read) was used as a dependent variable. The independent variables were factor scores. The following sub-section describes assumptions that were checked for analysis of multivariate data.

Assumptions of statistical procedures. The present study used Multivariate Analysis of Variance (MANOVA) and multiple regression analysis to answer research questions 1 and 3, respectively. Prior to the multivariate analyses, all variables were examined for accuracy of data entry, missing values, and assumptions of multivariate analyses for a valid result. The assumptions were checked following Tabachnik and Fidell's (2007) recommendations. For MANOVA, it is important to have more cases than the number of dependent variables in every cell. If there are more dependent variables than the cases, the cells become singular and the assumption of homogeneity of variance – covariance is untestable. In addition, the power is reduced because it entails a loss of degrees of freedom for error causing non-significant multivariate *F*. Therefore, an adequate sample size in each cell is required. In the present study, there were more cases than the number of dependent variables in each cell; thus, the data met the assumption.

Another assumption for MANOVA requires multivariate normality. In order to check whether all dependent variables in each cell and all linear combination of the dependent variables are normally distributed, histograms, scatterplots and other analyses (e.g., skewness, kurtosis using *z*-scores) were examined; the results showed that the data was fairly normally distributed. According to Tabachnick and Fidell (2007), at least 20 observations in each cell ensure robustness to modest violations of normality. The present study with more than 20 observations per cell ensured adequacy of the sample size.

Absence of outliers is another important assumption for MANOVA because MANOVA is highly sensitive to the effect of outliers. To determine whether the present study meets this assumption, first, univariate outliers were checked by checking z scores of ± 3.29 ($p < .001$, two-tailed test) for any dependent variable within a group. In addition, histograms, box plot, and normal probability plots were used to detect univariate outliers. Then, multivariate outliers were checked using the measure, Mahalanobis distance ($p < .001$). One outlier was detected in one of the comparison classes. The outlier was eliminated because it seemed that the student was negligent when taking post-tests (e.g., the pre-test scores were much higher than the post-test scores).

The assumption of homogeneity of variance-covariance matrices was tested using Box's *M* test of equality of covariance. If Box's *M* test is significant at $p < .001$, the assumption is violated. In the current study, Box's *M*, test was not significant ($p = .002$); therefore, meeting the assumptions of homogeneity of variance-covariance matrices (Tabachnick & Fidell, 2007).

MANOVA assumes a linear relationship among all pairs of dependent variables. Scatterplots were checked for the assumptions of normality and linearity. No

curvilinearity was found for dependent variables. Finally, MANOVA assumes absence of multicollinearity and singularity. Multiple regression analysis was conducted to check for multicollinearity and singularity. There should be reasonable correlation between dependent variables. In multicollinearity, correlations with .9 and above between the dependent variables can be reason for concern. In this study, reasonable correlation was observed across most of the dependent variables. Multicollinearity was checked by examining squared multiple correlation (SMC), tolerance, condition index, and variance inflation factor (VIF) of a variable. No presence of multicollinearity was detected in the study.

For research question 3, multiple regression analysis was conducted to answer the question. Univariate and multivariate screening analyses was conducted by checking (a) ratio of cases and missing data, (b) normality, linearity, and homoscedasticity of residuals, (c) outliers, and (d) multicollinearity and singularity. This analysis first identified if the ratio of valid cases to independent variables was acceptable for the present study using the criteria of $N \geq 50 + 8m$ (m is the number of predictor variables) for testing the multiple regression and $N \geq 104 + m$ for testing individual predictors (Tabachnick & Fidell, 2007). In this study, the extensive reading motivation questionnaire was first validated using factor analysis and the questionnaire generated three latent factors. The study has 83 cases; therefore, it meets the criteria of $N \geq 50 + 8m$ (i.e., $83 \geq 50 + (8 \times 3)$). Then, normality, linearity, and homoscedasticity of residuals were assessed by examining scatterplots of residuals; homoscedasticity, normality, and linearity were present in the data. Absences of multicollinearity and outliers were checked as described previously in assumptions for using MANOVA. There was no multicollinearity present in the data.

One outlier was identified; the researcher decided to keep the outlier because the score was considered legitimate.

Qualitative data analysis. Research question 4: *How do Korean EFL university students perceive extensive reading over a 15-week semester?* For this question, students' perceptions of extensive reading were explored through interviews with selected participants and answers from the two open-ended questions in the post-motivation questionnaire. The data were analyzed for key themes and shared insights into the extensive reading experience.

The coding rubric (see Chapter 3 for details on coding rubric development) was used as the basis for the inter-coder reliability analysis. After the two coders felt confident with the coding rubric as a result of training sessions, the researcher selected 13 interview transcripts (30% of the entire interview data) that had not been coded before. The 13 interviews conducted at the end of the semester were chosen for coding because the participants' responses after 15 weeks of extensive reading seemed to be more comprehensive, covering most of the codes developed.

At the beginning of each formal coding session, the coders and the researcher went over the coding rubric and the coders coded 2–4 sample interview transcripts, which included 6–10 units of analysis to be coded. Then, each coder was given the additional 4–5 interview transcripts to code independently. Based on the assigned codes, the researcher marked discrepancies that emerged between the two coders (while the coders were coding). Disagreements between the researcher and the two coders were also marked for discussions. If the two coders assigned the same code to a unit, the coding was regarded as in agreement. At the end of each coding session,

discrepancies between the coders were discussed. The researcher marked agreements and disagreements during the discussion. The last of the four coding sessions was used to review and discuss the remaining discrepancies from coding the 13 interview transcripts.

Based on independent ratings, in total, 776 interview units were coded by the two coders and 85 units were coded differently (including the coders' mistakes admitted as mistakes by themselves during the discussion). In all, there was 89% agreement. The differences were discussed and resolved, with the exception of two units which the coders did not agree on. Prior to discussed changes, Cohen's *K* was run to determine if there was agreement between the two coders on the 13 selected interview transcripts. There was a substantial agreement between the two coders, $K = .866$ (95% CI, .839 to .891), $p < .0005$. (See inter-coder reliability matrix for the interview data analysis in Appendix L. Short descriptions of agreement between the two coders are also provided.) The researchers' coding of the same interview transcripts was also compared with the two coders. There was a high agreement between the researcher and each coder ($K = .917$, 95% CI, .898 to .939 with Coder 1; $K = .926$, 95% CI, .909 to .947 with Coder 2). As the researcher had obtained a high level of inter-coder agreement, she coded the remaining data, which included 30 interview transcripts, using the coding rubric.

In this chapter, I presented the methodologies used for this study, providing information on participants, study design, variables in the study, procedures for using instruments and collecting data, and quantitative and qualitative data analysis. Table 5.4 outlines of the research questions, the variables, and data analyses. Chapter 6 presents the results of the quantitative data analysis performed for research questions 1–3.

Table 5.4

Overview of Research Questions, Variables, and Data Analyses

Research question	Sub-question	Dependent variable	Independent variable	Analysis
1. What is the relationship between extensive reading and students' reading abilities (i.e., reading comprehension, reading rate, and vocabulary knowledge)?	Is there a difference in Korean EFL university students' reading abilities between extensive reading classes and intensive reading classes after a 15-week semester?	Scores on reading comprehension and vocabulary tests; Time spent on reading rate test	Group (extensive reading classes vs. intensive reading classes); time (pre- and post-test)	Repeated-measures MANOVA
2. What is the relationship between two different vocabulary measures (i.e., a generalized vocabulary knowledge test and individualized vocabulary knowledge tests) in showing the impact of extensive reading?	a. Are the two types of vocabulary knowledge tests measuring different vocabulary knowledge? b. Do results from the individualized vocabulary knowledge tests show different patterns to those from the generalized vocabulary knowledge test in participants' vocabulary knowledge after a 15-week extensive reading treatment?	Scores on vocabulary tests (a generalized vocabulary knowledge test and individualized vocabulary knowledge tests)	Group (extensive reading classes); Time (pre- and post-test)	Descriptive statistics (mean comparison)
3. What is the relationship between extensive reading and students' motivation to read in English?	What factors in the extensive reading motivation questionnaire predict Korean EFL university students' extensive reading (i.e., reading amount)?	Amount of reading	Factor scores on extensive reading motivation questionnaire	Multiple regression analysis
4. How do Korean EFL university students perceive extensive reading over a 15-week semester?	No sub-question			Categorizing into themes; coding based on coding rubric

Chapter 6

Quantitative Results

This chapter presents results of the quantitative data analyses of the study. Before presenting the results of each research question posed by the study, the chapter first reports descriptive statistics about how much the students in the two extensive reading classes read over a 15-week semester. The chapter then presents descriptive statistics for the dependent variables and the research findings for each research question addressed in the study.

Preliminary Data Analysis

This section reports descriptive statistics about how much the students in the two extensive reading classes read over a 15-week semester. It also presents the number of graded readers read (broken out by different graded-reader levels). The number of words (graded readers) read is reported based on the reports from the M-Reader and individual students' reading record charts kept during the semester. As shown in Table 6.1, the students in the two extensive reading classes read a mean of 152,714 words (*SD* = 78,967) during the semester. The students in Extensive Reading Class 2 (*M* = 171,718; *SD* = 81,003) approximately read 35,051 more words on average than the students in Extensive Reading Class 1 (*M* = 136,667; *SD* = 74,354). Regarding the number of graded readers read, the two extensive reading classes read a mean of 10 books (*SD* = 4.56); approximately 11 books were read by the students in Extensive Reading Class 2 (*SD* = 4.62) and 9 books by the students in Extensive Reading Class 1 (*SD* = 4.40). A visual examination of histograms revealed that the number of words and books read by the students were normally distributed. Additionally, Table 6.1 shows that the skewness and

kurtosis values are below an absolute value of 2.0, which means that both the number of words and books read by the students in the two extensive reading classes are reasonably normally distributed. There is a negative skew, indicating that the number of words (and books) read fall toward the higher side of the distribution. There is also a negative kurtosis indicating that the distribution is flatter than a normal distribution.

Table 6.1

Descriptive Statistics for Average Amount Read by Two Extensive Reading Classes

	Extensive Reading Class 1 (n = 45)	Extensive Reading Class 2 (n = 38)	Total (n = 83)
Number of words read			
M	136,667.16	171,718.16	152,714.60
SD	74,354.17	81,003.25	78,967.72
Median	147,962.00	201,552.50	190,014.00
Min.	8,691.00	9,614.00	8,691.00
Max.	238,997.00	304,651.00	304,651.00
Skewness	-.40	-.54	-.38
Kurtosis	-1.44	-.86	-1.12
Number of books read			
M	9.22	11.03	10.05
SD	4.40	4.62	4.56
Median	10.00	12.00	11.00
Min	1.00	1.00	1.00
Max.	16.00	18.00	18.00
Skewness	-.45	-.56	-.44
Kurtosis	-1.01	-.83	-.93

Table 6.2 displays the number of different levels of graded readers read by the two extensive reading classes. The students in Extensive Reading Class 1 and Extensive Reading Class 2 read 413 and 426 graded readers in total, respectively. As shown in Table 6.2, the graded readers read by the students in the two extensive reading classes were mostly at Levels 1, 2, and 3. More specifically, 91.5% (378 out of 413 graded

readers) of the graded readers read by Extensive Reading Class 1 and 88.5% (376 out of 426 graded readers) of the graded readers read by Extensive Reading Class 2 were at Levels 1, 2, and 3, indicating that in general the students read graded readers below the 2,000 headword level and the students in the two classes read fairly similar levels of graded readers without much variation.

Table 6.2

Number (Percent) of Graded Readers Read at Different Levels

Graded Reader Level	Publisher[a]	Headwords	Number of Graded Readers Read (%)		
			Extensive Reading Class 1	Extensive Reading Class 2	Total
1	CUP	800	102	91	193
	M	1,100	(24.70%)	(21.60%)	(23.00%)
	PL	1,200			
2	CUP	1,300	110	125	235
	OUP	1,000	(26.60%)	(29.30%)	(28.00%)
3	CUP	1,900			
	M	1,400	166	160	326
	OUP	1,400	(40.20%)	(37.60%)	(38.00%)
	PL	1,700			
4	CUP	2,800			
	M	1,600	34	41	75
	OUP	1,800	(8.20%)	(9.60%)	(8.90%)
	PL	2,300			
5	CUP	3,500	1	8	9
	M	2,200	(.20%)	(1.90%)	(1.10%)
	PL	3,000			
Total			413	426	839

[a]C – Cambridge University Press; M – Macmillan; OUP – Oxford University Press; PL – Pearson Longman; The levels of graded readers were decided by the researcher. See Chapter 4 for details.

Research Question 1. What is the relationship between extensive reading and students' reading abilities (i.e., reading comprehension, reading rate, and vocabulary knowledge)? Is there a difference in Korean EFL university students' reading abilities between the extensive reading classes and the intensive reading classes after a 15-week semester?

Research question 1 hypothesized that there would be a difference in reading comprehension, reading rate, and vocabulary knowledge between the extensive reading classes and the intensive reading classes after a 15-week semester. Table 6.3 presents descriptive statistics for pre- and post-test scores for reading comprehension, reading rate, and vocabulary knowledge between the two extensive reading classes (n = 83) and the two intensive reading classes (n = 88). At the outset, the two groups had similar mean scores on reading comprehension; the mean score differences in reading rate and vocabulary knowledge between the two groups of classes were larger than the one for reading comprehension. In the pre-reading comprehension test, there was very little score difference between the extensive reading classes (M = 25.87, SD = 2.85) and the intensive reading classes (M = 25.91, SD = 3.43). However, in the pre-reading rate test, there was a larger difference between the two groups. The students in the extensive reading classes read a mean of 133.29 (SD = 29.83) words per minute (wpm), while those in the intensive reading classes read a mean of 147.76 (SD = 28.47) wpm, indicating that the students in the intensive reading classes read 14.47 more words per minute. In the pre-generalized vocabulary knowledge test, the mean score of the extensive reading classes (M = 51.63, SD = 18.90) was also lower than that of the intensive reading classes (M = 54.22, SD = 18.79).

Table 6.3

Descriptive Statistics for Pre- and Post-test Scores by Extensive Reading and Intensive Reading Classes (N = 171)

	Reading Comprehension (k = 32)		Reading Rate[a]		Generalized Vocabulary Knowledge (k = 120)	
	ER[b] (n = 83) Pre / Post	IR[c] (n = 88) Pre / Post	ER (n = 83) Pre / Post	IR (n = 88) Pre / Post	ER (n = 83) Pre / Post	IR (n = 88) Pre / Post
M	25.87 / 27.14	25.91 / 25.83	133.29 / 168.42	147.76 / 163.29	51.63 / 64.70	54.22 / 57.63
SE	.31 / .28	.37 / .35	3.28 / 4.25	3.04 / 3.61	2.07 / 2.02	2.03 / 2.06
SD	2.85 / 2.54	3.43 / 3.24	29.83 / 38.72	28.47 / 33.87	18.90 / 18.41	18.79 / 19.30
Median	26.00 / 27.00	26.00 / 26.00	127.77 / 164.17	147.18 / 161.50	52.00 / 67.00	55.00 / 58.00
Min.	17.00 / 20.00	15.00 / 17.00	65.00 / 74.00	94.00 / 98.00	12.00 / 22.00	8.00 / 6.00
Max.	31.00 / 31.00	32.00 / 32.00	225.00 / 268.00	238.00 / 253.00	98.00 / 105.00	105.00 / 108.00
Skewness	-.61 / -.44	-.72 / -.66	.75 / .50	.49 / .45	.09 / -.35	-.08 / -.06
Kurtosis	.37 / -.29	.71 / -.02	1.14 / .19	.38 / .01	-.58 / -.50	.70 / .40

[a]Four reading passages were used to access words read per minute; [b]Extensive reading classes; [c]Intensive reading classes

In the post-tests, the mean scores also differed across the tests between the two groups. For all three tests, the extensive reading classes produced higher mean scores than the intensive reading classes. In the reading comprehension test, the difference in the mean score between the two groups of classes was small, with a mean of 27.14 (*SD* = 2.54) for the extensive reading classes and 25.83 (*SD* = 3.24) for the intensive reading classes. In terms of reading rate, the students in both classes improved their reading rate. However, the extensive reading classes (*M* = 168.42, *SD* = 38.72) read more words per minute than those in the intensive reading classes (*M* = 163.29, *SD* = 33.87). For the generalized vocabulary knowledge test, the extensive reading classes (*M* = 64.70, *SD* = 18.41) also gained more words than the intensive reading classes (*M* = 57.63, *SD* = 19.30).

Visual examinations (i.e., Q-Q plots and histograms) revealed that all test scores were normally distributed. As shown in Table 6.3, the skewness and kurtosis values fall within an absolute value of 2.0, which indicates that normality is evident. Additionally, according to Tabachnick and Fidell (2007), skewness (and kurtosis) statistic values divided by its standard error should be $z < \pm 3.29$ ($p < .001$, two-tailed test) to be considered normal; all computed z-score values for skewness and kurtosis were within the range of ±3.29, confirming normality assumptions.

Prior to conducting a repeated-measures MANOVA, Pearson correlations were computed to test the MANOVA assumption (see Chapter 5 for the detailed evaluation of MANOVA assumptions) that the dependent variables (i.e., reading comprehension, reading rate, and vocabulary knowledge) would be correlated with each other in a moderate range. As shown in Table 6.4, a reasonable correlation was observed across

most of the dependent variables, suggesting the appropriateness of a MANOVA. In addition, the Box's *M* value of 47.05 was associated with a *p* value of .002, greater than .001, interpreted as non-significant, thus, meeting the assumptions of homogeneity of variance-covariance matrices (Tabachnick & Fidell, 2007).

Table 6.4

Correlations, Means, and Standard Deviations for Three Test Variables at Pre- and Post-tests (N = 171)

	1	2	3	4	5	6	*M*	*SD*
1. Pre-RC	1.00						25.89	3.14
2. Post-RC	.70	1.00					26.47	3.00
3. Pre-RR	.20	.06	1.00				140.74	28.46
4. Post-RR	.20	.12	.68	1.00			165.78	36.29
5. Pre-GVK	.47	.38	.42	.35	1.00		52.96	18.83
6. Post-GVK	.49	.49	.29	.34	.90	1.00	61.06	19.14

Note. RC = reading comprehension; RR = reading rate; GVK = generalized vocabulary knowledge

To test the effects of extensive reading after a 15-week semester, addressed in Research Question 1, a repeated-measures MANOVA was calculated with group as the independent variable (i.e., extensive reading and intensive reading) at two time points (i.e., pre- and post-tests) and the three test scores as dependent variables (i.e., reading comprehension, reading rate, and vocabulary knowledge). As presented in Table 6.5, repeated-measures MANOVA analyses confirmed a significant multivariate interaction effect between group and time, Wilks' Lambda (Λ) = .61, $F(3, 167) = 35.76$, $p = .000$,

partial η^2 = .39, d = .80. There was also a significant multivariate effect for time, pre- and post-tests, Λ = .31, $F(3, 167) = 132.85$, p =.000, partial η^2 = .69, d = .1.49.

Table 6.5

MANOVA Results of Reading Comprehension, Reading Rate, and Vocabulary Knowledge (N = 171)

Source	Wilks' Lambda (Λ)	F	Hypoth. df	Error df	p	η^2
Within						
Time	.31	123.85	3	167	.000	.69
Interaction (Group*Time)	.61	35.76	3	167	.000	.39

As follow-up tests to the repeated-measures MANOVA, ANOVA tests were conducted on the three dependent variables. Prior to performing follow-up ANOVA tests, the homogeneity of variance assumption was tested for all three dependent variables at pre- and post-tests. The results showed that all of the Levene's F tests were not statistically significant ($p > .05$); therefore, the homogeneity of variance assumption was satisfied. Table 6.6 presents univariate ANOVA results for within-groups contrasts. There was a significant interaction between group and time for reading comprehension, $F(1, 169) = 15.32$, p = .000, partial η^2 = .08; the effect size is relatively small (d = .30). There was also another significant interaction between group and time for reading rate, $F(1, 169) = 26.27$, p = .000, partial η^2 = .14 and the effect size is small to medium (d = .39). The last significant interaction effect was found in the generalized vocabulary knowledge test, $F(1, 169) = 82.29$, p = .000, partial η^2 = .33, showing a large effect on vocabulary acquisition (d = .70).

Table 6.6

Univariate ANOVA Results (Within-Groups Contrasts)

Variables		*SS*	*Df*	*MS*	*F*	*p*	η^2
Interaction (Group*Time)	RC	39.31	1	39.31	15.32	.000	.08
	RR	8201.24	1	8201.24	26.27	.000	.14
	GVK	1991.90	1	1991.90	82.29	.000	.33
Error (Time)	RC	433.54	169	2.57			
	RR	52757.05	169	312.17			
	GVK	4090.84	169	24.21			

Note. RC – reading comprehension; RR – reading rate; GVK – generalized vocabulary knowledge

As shown in Figures 6.1, 6.2, and 6.3, students in the extensive reading classes performed significantly better than the intensive reading classes on the three tests at post-tests. The lines represent the extensive reading and the intensive reading classes are not parallel, suggesting an interaction effect. As indicated in Figure 6.1, for reading comprehension, the two groups (extensive reading and intensive reading classes) did not have difference at the outset. However, the extensive reading classes showed a significant improvement in reading comprehension at the post-test (after 15 week of extensive reading) whereas it does not show any improvement for intensive reading classes. Regarding reading rate and vocabulary knowledge, as shown in Figures 6.2 and 6.3, although the mean scores of the extensive reading classes were lower than those of intensive reading classes at the outset, the extensive reading classes outperformed the intensive reading classes at the post-tests, showing more dramatic improvement than shown by the intensive reading classes.

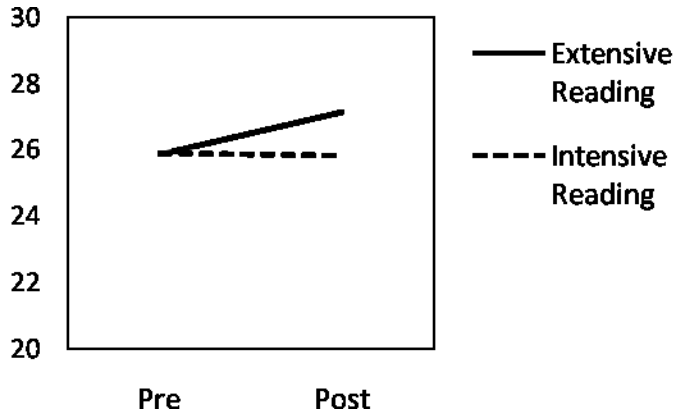

Figure 6.1. Reading comprehension mean scores across group and time.

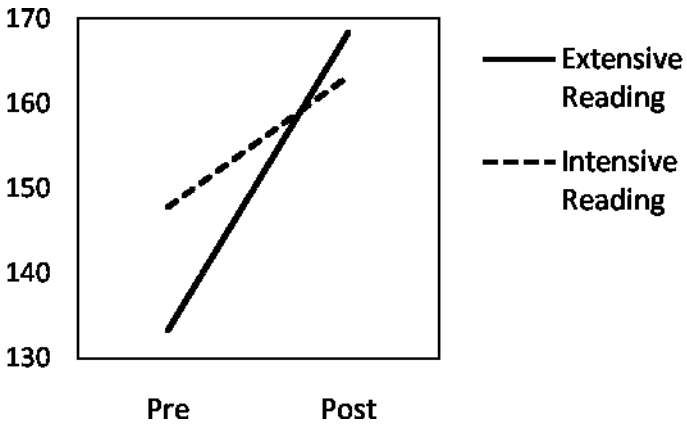

Figure 6.2. Reading rate mean scores across group and time.

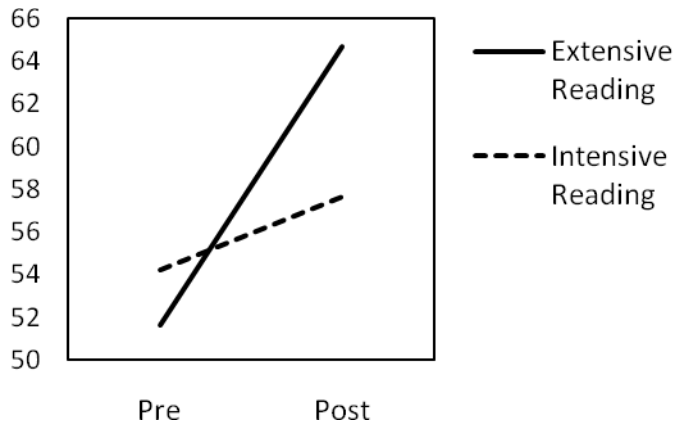

Figure 6.3. Generalized vocabulary knowledge mean scores across group and time.

Research Question 2: What is the relationship between two different vocabulary measures (i.e., a generalized vocabulary knowledge test, individualized vocabulary knowledge tests) in showing the impact of extensive reading?

In order to answer Research Question 2, results from the two types of vocabulary tests (i.e., a generalized vocabulary knowledge test and an individualized vocabulary knowledge test) were compared in relation to the impact of extensive reading. The generalized vocabulary knowledge (GVK) test was designed based on most frequently appearing vocabulary in the entire 155 graded readers and was administered at pre- and post-tests for both extensive reading and intensive reading classes. The individualized vocabulary knowledge (IVK) test was designed based on vocabulary that appeared in graded readers that each student read and were administered at a post-test only with 62 students in the extensive reading classes who read consistently—that is, reading at least more than 7 books—throughout the semester (see Chapter 3 for more details about development of the vocabulary tests).

Data from the two types of vocabulary tests with the 62 students in the extensive reading classes were analyzed to answer the research question 2. As shown in Table 6.7, results from the pre- and post-GVK tests reveal improvement (a mean gain of 15.48 words) in vocabulary knowledge after the 15-week extensive reading, showing the positive impact of extensive reading. In addition, results from the IVK test revealed similar patterns to the post-GVK test, indicating the positive impact of extensive reading.

Research question 2.1 Are the two types of vocabulary knowledge tests measuring different vocabulary knowledge?

It was hypothesized that the two vocabulary knowledge tests would be measuring

Table 6.7

Descriptive Statistics for the GVK and IVK Tests (n = 62)

	M	*SD*	Median	Min.	Max.
Pre-GVK	51.81	19.08	52	13.00	98.00
Post-GVK	67.13	17.46	69	25.00	105.00
IVK	65.87	16.48	69	25.00	106.00

Note. GVK = Generalized vocabulary knowledge test (k = 120); IVK = Individualized vocabulary knowledge test (k = 120)

different vocabulary knowledge assuming that the IVK test would better reflect the 62 students' vocabulary knowledge that accrued from extensive reading. To investigate if the GVK and the IVK tests are measuring the same (or different) vocabulary knowledge from extensive reading, Pearson correlations were computed. Results show that the two vocabulary tests were strongly correlated at $r(62) = .86$, $p < .001$ for the 62 students who took the GVK and IVK tests, indicating that the two vocabulary knowledge tests seemed to measure the same vocabulary knowledge from extensive reading.

Research question 2.2 Do results of the individualized vocabulary knowledge test show different patterns to those from the post-generalized vocabulary knowledge test in participants' vocabulary knowledge after a 15-week extensive reading treatment?

It was hypothesized that results of the IVK test would show different patterns when compared with results of the post-GVK test in the participants' vocabulary knowledge after reading extensively over a semester. The 62 students' pre-GVK test result was compared to their post-GVK test and IVK test to see the mean differences between the two tests in relation to the pre-GVK test. As shown in Table 6.7, results show that the mean score for the post-GVK was 67.13 (SD = 17.46) and the mean score

of the IVK was 65.87 (*SD* = 16.48), showing that the mean scores from the two tests were much higher than that of the pre-GVK test (*M* = 51.81, *SD* = 19.08). However, there is a very small difference in the mean scores between the post-GVK test and the IVK test. The gain score from the pre- and post-GVK tests (15.48 words) was slightly higher than the mean score difference between the pre-GVK and the IVK tests (14.06 words), showing not much mean difference between the two tests. Therefore, the GVK and IVK tests seem to show similar patterns in terms of measuring vocabulary knowledge from extensive reading.

Post-hoc analysis of vocabulary tests: Is there a mean difference in participants' vocabulary scores across vocabulary bands (i.e., 2K, 3K, and 4K+) as post-tests depending on exposure to extensive reading?

Because of the interesting findings from the two types of vocabulary tests, a post-hoc analysis was run to explore whether the two tests would show different mean scores across the vocabulary bands (i.e., 2K, 3K, and 4K+) depending on the amount of reading done (i.e., exposure to extensive reading). In response to the question involving the post-hoc analysis, the entire set of students (*N* = 171) from both extensive and intensive reading classes were categorized into three groups based on their extensive reading exposure throughout the semester: (a) ER-Most Read group—62 extensive reading students who consistently read extensively, (b) ER-Least Read group—21 students exposed to extensive reading, but who did not read much, that is, who did not take the IVK tests, and (c) IR group—88 students in the intensive reading classes, who did not have any exposure to extensive reading.

Table 6.8 displays descriptive statistics for three vocabulary bands (i.e., 2K, 3K, and 4K+) in the two vocabulary tests across three groups. For the ER-Most Read group, differences in the mean scores across the three vocabulary bands for the post-GVK and IVK test are very small, with a mean of 30.44 words at the post-GVK test and 28.94 words at IVK for 2K band; results for 3K and 4K+ also show very small mean differences, indicating similar patterns in the two tests. This result confirms the findings from Research Question 2 that the two tests are similar in terms of testing words based on the graded readers that students read.

Table 6.8

Descriptive Statistics for Three Vocabulary Bands in Vocabulary Tests across Three Groups

		Pre-GVK	Post-GVK	IVK
		M (*SD*)	*M* (*SD*)	*M* (*SD*)
ER-Most Read	2K	25.10 (6.72)	30.44 (5.27)	28.94 (5.92)
(*n* = 62)	3K	16.76 (8.09)	22.92 (7.45)	23.42 (6.88)
	4K+	9.95 (5.74)	13.77 (6.00)	13.5 (5.53)
ER-Least Read	2K	24.57 (7.32)	26.43 (7.08)	
(*n* = 21)	3K	16.90 (7.66)	19.62 (7.62)	
	4K+	9.62 (6.11)	11.48 (7.18)	
IR	2K	25.36 (7.01)	26.68 (6.74)	
(*n* = 88)	3K	18.23 (7.43)	20.28 (7.65)	
	4K+	10.63 (5.70)	10.67 (6.14)	

Note. Each vocabulary band has 40 items; Only ER-Most Read group took the IVK test at the end of the semester.

Table 6.9 presents the three groups' gain scores across the vocabulary bands from the pre- and post-GVK tests and the mean differences from the pre-GVK and the IVK test for the 62 students who took the IVK test. As indicated, there is a clear difference in the gain scores for the GVK test across the three groups; the ER-Most Read group shows the largest gain scores at all three vocabulary bands, while the IR group that did not have any exposure to extensive reading gained the least among the three groups. The results indicate that the exposure to extensive reading contributes to gains at all of the compared levels of vocabulary knowledge.

Table 6.9

Mean Gain Scores across Vocabulary Bands by Three Groups (N = 171)

	ER-Most Read (*n* = 62)		ER-Least Read (*n* = 21)	IR (*n* = 88)
	GVK	IVK[a]	GVK	GVK
2K words	5.34	3.84	1.86	1.32
3K words	6.16	6.66	2.72	2.05
4K+ words	3.82	3.55	1.86	.04

[a]Mean differences between Pre-GVK and IVK tests.

Research Question 3. Is there a relationship between extensive reading and students' motivation for extensive reading in English? What factors in the extensive reading motivation questionnaire predict Korean EFL university students' extensive reading (i.e., reading amount)?

It was hypothesized that not only there would be a relationship between extensive reading and Korean EFL students' motivation for extensive reading, but also it was hypothesized that the dimensions explored on the reading motivation questionnaire would predict Korean EFL students' extensive reading (amount of reading). Before answering

the research questions, items in the motivation questionnaire were checked to discover which items in the questionnaire formed coherent subsets that were correlated with each other, using exploratory factor analysis (EFA). Firstly, the factorability of the 30 items were examined to determine if the correlation (*R*) matrix was likely to produce linear combinations of variables as factors, that is, correlations on individual variables that exceeded .30 (Tabachnick & Fidell, 2007). There were several bivariate correlations between the 30 variables that are above .30 in the *R* matrix, suggesting reasonable factorability. Secondly, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy with the 30 variables was checked and it was adequate at .77; Bartlett's test of sphericity was significant (χ^2 (435) = 1484.32, $p < .001$). Finally, the communalities were checked and three extraction communalities below .20 (i.e., Item 6 = .18, Item 11 = .18, Item 18 = .15) were eliminated. Given these indicators, factor analysis was run with 27 items and was deemed to be suitable. With the 27 items, the KMO measure of sampling adequacy was .79; Bartlett's test of sphericity was significant (χ^2 (351) = 1355.99, $p < .001$).

Principal axis factoring was used to determine adequacy of extraction and to identify the likely number of factors in the solution. To find the most parsimonious set of factors, eigen values and a scree plot were examined. Initial eigen values indicated that there were 6 factors above 1.0. The first three factors had the eigen values over 2.0, explaining 54.76% of the total variance—30.68%, 14.54%, and 9.54% of the variance, respectively. The scree test of eigen values also supported retaining the three factors in the data. A promax rotation was used for the final solutions because the extracted factors are expected to be correlated with each other. Three items (Items 25, 17, and 12) were eliminated because they failed to meet a minimum criteria of having a factor loading

of .45, which is about 20% variance overlap between a variable and a factor (Comrey & Lee, 1992). Overall, factor analysis resulted in rejection of six items and the analysis was repeated using the remaining 24 items. The factor loading for this final solution and communalities are displayed in Appendix M. With the final 24 items, the KMO measure of sampling adequacy was .81; Bartlett's test of sphericity was significant (χ^2 (276) = 1183.96, $p < .001$). Three latent factors were extracted accounting for 58.59% of the variance in the data.

Internal consistency for each factor was examined using Cronbach's alpha. Each factor had a good reliability ($\alpha = .90$ for Factor 1, $\alpha = .90$ for Factor 2, and $\alpha = .71$ for Factor 3) as indicated in Table 6.10. A thematic labeling of the variables for each factor was chosen. Factor 1 comprised of eleven items from the fifteen items of extrinsic motivation that were initially decided: five items from Extrinsic Academic Compliance, two items from Extrinsic Drive to Excel, and four items from Extrinsic Test compliance. See Chapter 3 for sources of items. The eleven items represented students' motivation to read extensively in English for good grades and good test scores to get a good job; therefore, Factor 1 was labeled as Reading for Academic Achievement. Factor 2 consisted of ten items: five items from Intrinsic Motivation, four from Extensive Reading Motivation, and one from Extrinsic Drive to Excel, which were initially determined. The ten items characterized students' intrinsic motivation to read interesting and easy materials in English for enjoyment; therefore, Factor 2 was labeled as Reading for Pleasure. Only three items were included in Factor 3. The three items comprised of two items from Reading Avoidance and one from Extensive Reading Motivation that were

originally determined for the present study. The items represented students' reluctance and unwillingness to read in English; therefore, Factor 3 was labeled as Reading Anxiety.

Table 6.10

Factor Labels and Reliabilities for the Motivation Factors (n = 83)

Factor	Label	No. of items	Cronbach's alpha
1	Reading for Academic Achievement	11	.90
2	Reading for Pleasure	10	.90
3	Reading Anxiety	3	.71
Total		24	.89

The final 24 items in the motivation questionnaire provided an efficient means of capturing students' motivation to read extensively. In order to investigate the relationship between extensive reading and the 83 Korean students' motivation to read in English, a standard multiple linear regression was performed between the number of words read as an outcome variable and each factor score on the motivation questionnaire as predictor variables. Prior to the multiple linear regression analysis, the data were checked for assumptions (see Chapter 5 for results of evaluation of assumptions).

As displayed in Table 6.11, the bivariate correlations show that there were generally moderate correlations between the outcome variable (i.e., number of words read) and two predictor variables (i.e., Reading for Academic Achievement and Reading for Pleasure). However, Reading Anxiety was not correlated with the other variables (i.e., number of words read, Reading for Academic Achievement, and Reading for Pleasure).

Table 6.11

Correlations, Means, and Standard Deviations for Reading Amount and Three Motivation Factors (n = 83)

	1	2	3	4	*M*	*SD*
1. Number of words read	1.00				152,714.60	78,967.73
2. Reading for Academic Achievement	.57	1.00			31.80	6.43
3. Reading for Pleasure	.39	.38	1.00		27.12	6.43
4. Reading Anxiety	-.08	-.05	.16	1.00	7.78	1.16

To find out which factors predicted the Korean university students' motivation to read extensively in English, the three predictor variables were loaded into the model using the Enter method. As shown in Table 6.12, the results showed that a significant model, $F(3, 79) = 13.22$, $p < .001$, predicted 33% of the sample outcome variance (R^2 at .33). Only one of the three predictor variables significantly contributed to the model. Reading for Academic Achievement was significantly associated with increased number of words read ($b = .49$, $t = 4.90$, $p < .001$), indicating that the students read extensively to earn a good course grade and good test scores. The other two predictor variables (i.e., Reading for Pleasure and Reading Anxiety) did not contribute significantly to regression, indicating that reading for pleasure and reading anxiety, as predictor variables, failed to predict the students' extensive reading.

Summary of Findings

This chapter has provided quantitative research findings, answering each research question posed for the study. Results of the first research question showed that there was a significant multivariate interaction effect between group (extensive reading vs.

Table 6.12

Multiple Regression Analysis of Motivation for Extensive Reading in English (n = 83)

Predictor Variable	R^2	Adj. R^2	F	p	b	t	p
Model	.33	.31	13.22	.00			
Reading for Academic Achievement					.49	4.90	.00
Reading for Pleasure					.17	1.64	.11
Reading Anxiety					-.08	-.84	.40

Note. Reading for Academic Achievement (k = 11); Reading for Pleasure (k = 10); Reading Anxiety (k = 3)

intensive reading) and time (pre- and post-tests); the extensive reading classes were found to have improved significantly more than the intensive reading classes on the combination of the three dependent variables (reading comprehension, reading rate, and vocabulary knowledge) at the post-tests. Findings of the study provided strong evidence for the effectiveness of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. Results of the second research question revealed that the two types of vocabulary knowledge tests (generalized vocabulary knowledge and individualized vocabulary knowledge tests) showed similar patterns in terms of measuring the students' vocabulary knowledge as a result of extensive reading. Finally, to answer the third research question, the extensive reading motivation questionnaire was first examined for its validity using exploratory factor analysis and the final outcome produced three motivation factors (Reading for Academic Achievement, Reading for Pleasure, and Reading Anxiety). Results revealed that the multiple regression model was significant and predicted 33% of the outcome variance. Among the three motivation factors, only one predictor variable (i.e., Reading for Academic Achievement) predicted the students' extensive reading.

The next chapter (Chapter 7) will present results from the qualitative data analysis of students' interviews and open-ended questions of the extensive reading motivation questionnaire.

Chapter 7

Qualitative Results

This chapter answers the research question 4 by reporting the qualitative results from (a) interviews with a subset of students (n = 19) in the extensive reading classes during the current study and (b) answers to two open-ended questions in the extensive reading motivation questionnaire administered to the entire group of students in the extensive reading classes at the end of the semester. The purposes for the qualitative data collected for the study are to gain a better understanding of individual student's extensive reading experiences over the 15-week semester, to discover the students' insights about their extensive reading experiences, and to gain access to students' perspectives on extensive reading.

Research Question 4. How do Korean EFL university students perceive extensive reading over a 15-week semester?

Four major themes emerged when coding the interview data. They include the participants' (a) motivation for and attitudes toward extensive reading throughout the semester, (b) semester-long extensive reading practices and the strategies developed to handle reading-related difficulties, (c) perceptions of the effectiveness of five extensive reading activities in relation to the students' motivation to read in and out of class, and (d) perceptions of their English-language improvement as a result of extensive reading. Findings are presented in line with the four themes derived from coding. Each finding is supported by quotes from interviewees, translated into English by the researcher. To minimize the occurrence of misinterpretations of participants' responses and to clarify participants' intended meanings, further explanations are added to the quotes in brackets

[ ] when researcher interpretation seemed necessary; the brackets include the researcher's interpretation of the segment rather than the students' exact words.

Motivation for and attitudes toward extensive reading. The participants' extensive reading experiences were largely related to their motivation for and attitudes toward reading in English extensively for a semester. The overarching view of participants' motivation for and attitudes toward extensive reading was positive. Nonetheless, some negative voices emerged from interview data, which are worth exploring. The factors that affected participants' motivation for and attitudes toward extensive reading centered on the factors itemized in Table 7.1. The following section reports findings associated with each factor.

Table 7.1

Factors Affecting Motivation for and Attitudes toward Extensive Reading

1. English reading anxiety
2. Flow experience
3. Reading persistence
4. Belief in effectiveness of extensive reading
5. Shifts in motivation to read extensively
6. Extrinsic motivation
7. Willingness to read voluntarily
8. Opinions about graded readers
9. Reading appropriate materials
10. Lack of time

English reading anxiety. One finding that most frequently emerged from an analysis of the interview data is that all nineteen participants indicated that their anxiety about English or English reading decreased as a result of extensive reading. A typical response was, "My anxiety about reading in English has decreased a lot." Of the nineteen participants, all but one recounted that they no longer had any anxiety about reading in

English after reading extensively for a semester. Fourteen of the participants commented that their anxiety about the extensive reading assignment was very high when they heard about it on the first day of class. The participants had had high anxiety about reading English books (graded readers) before they actually tried extensive reading. However, after they had finished their first book, most of them reported that their anxiety seemed to have decreased; in its place, they developed greater self-efficacy. For example, YM commented that he used to have strong anxiety about English; he reported developing "a headache just by looking at English words," and having "butterflies in my stomach." As the semester progressed, he said that he "overcame the anxiety" and did not have the uneasy feeling that he used to have whenever he read English reading materials. In addition, he "developed confidence in reading in English." One common pattern that most of the participants experienced was that the more they read, the more comfortable they were with reading in English, and the less anxiety they had. For example, SB stated:

> The change is that I didn't usually read in English, but I have to read in English now. So I don't have any anxiety about reading in English now.

Overcoming anxiety about English reading through extensive reading seemed to have led several students to increased self-confidence as well as motivation to read. For example, YJ stated:

> In the beginning, when I looked at the books [graded readers], I just didn't want to read. Not because the book was hard, but it was written in English. Now that I have read continuously, I am just curious about what is going to happen next… I have less anxiety about reading English books. Now I don't have that anxiety.

As shown in YJ's comment, her previously held negative perceptions of English learning disappeared and her motivation to read emerged because of her consistent reading in English. Similarly, DH, majoring in Informational Technology, reported having confidence in reading IT articles written in English for his other classes as a result of extensive reading. He stated, “Most of the articles in my field are in English. In the past, I didn’t even think about reading them. Now, I want to try reading them.” In addition, a comment related to decreased anxiety was that the graded readers were “easy enough” to understand. YM remarked, “The books were easy, so I could read easily without having anxiety.”

Flow experience. All of the participants reported having had a flow-like experience (Czikszentmihalyi, 1997) at least once throughout the semester. Although several participants were reluctant to read at the beginning of the semester, they found a sense of accomplishment after finishing a few graded readers. For example, TH, after reading a few graded readers, developed self-efficacy and was “determined to continue to read to reach the class goal of reading 200,000 words.” Another student, SG, also felt a sense of accomplishment after finishing each graded reader at the beginning of the semester. He pointed out that he was able to finish each graded reader easily because the graded readers were not long. For SG, being able to finish a graded reader was so rewarding that he “kept reading to be able to feel the reward.” Similarly, SB recounted:

> Several times, I forgot the fact that I was reading in English.

He realized that he “was reading for enjoyment.” Similar to SB, other participants’ comments revealed that they “lost track of time” when they were reading interesting graded readers that were within their reading levels. For example, PJ stated that he did

not realize that he was reading in English when he read an easy graded reader; he stated, "I read the book just like I was reading a book in Korean." Reading easy graded readers did not require much effort from the participants; they were able to read without any frustration, which led them to flow experiences. On the contrary, when the graded readers were boring and/or above their reading levels, the participants were not able to concentrate on their reading, thereby causing a decrease in their motivation to read.

Reading persistence. Sixteen of the nineteen participants revealed that they became interested in their reading when they read persistently. The participants admitted that they had to read more to find out whether the graded reader that they were reading was actually interesting. Ten participants reported that graded readers that seemed boring initially "became interesting after reading more." The participants had difficulty focusing on the story when reading the first several pages of the graded reader; it was while reading those first few pages when participants tried to engage themselves in reading. Only after expending energy to become engaged in reading did the participants discover themselves enjoying the reading task. For example, HS recounted:

> What's interesting is, you know, the first 20 pages of a book are always hard because I have to get to know he characters and the setting. But, for example, if it took one hour reading the first 20 pages, it only takes 30 minutes to read the next 20 pages because I figured out the first section [of the graded reader].

By experiencing their reading-engagement threshold, the participants figured out how to become engaged in their graded readers, which made their effort at engagement worthwhile. For example, SG mentioned that he always had trouble getting himself engaged in reading whenever he started a graded reader; however, he was able to read

faster after he reached his threshold of reading engagement. “It’s always slow in the beginning. Later I read faster and get interested in the book. It’s just like when I read in Korean.” Being able to overcome their reading-engagement threshold by reading persistently seemed to have led several participants to experience flow. For example, another student, DW, had trouble figuring out character names at the start of a story. However, he commented, “After figuring out who was who in the story, I was always able to understand and read better. After that, I enjoyed reading.”

Belief in effectiveness of extensive reading. A belief in extensive reading among the participants played an important role in their consistent and persistent reading throughout the semester. All of the participants believed that extensive reading was useful for their learning of English and would improve their reading abilities. For example, SB mentioned:

> Reading in Korean helps me with learning many things, so I think reading in English will be the same, too.

Likewise, HS also articulated his positive attitude toward extensive reading. He believed that “reading extensively is useful for improving English,” which was “the reason why I wanted to read as much as possible whenever I could find time.” His belief in the effectiveness of extensive reading helped sustain his motivation to read throughout the semester.

Shifts in motivation to read extensively. The participants’ changes in motivation to read extensively followed similar patterns throughout the semester. Data analysis revealed that the participants’ motivation was influenced by several factors, such as the extensive reading assignment (i.e., a goal of reading 200,000 words), interesting graded

readers, lack of time, peers, and personal reasons. For example, when asked how his motivation to read extensively had been, TH noted:

> In the beginning, I started reading because it was an assignment. Then, I got interested in reading the books. After that, as I got busier, I only read to complete the assignment. And then, I got interested in reading romances. After reading 2-3 books in the same genre, when I got used to the genre, I lost my interest in the genre.

Similar to TH's shifts in motivation, fourteen participants mentioned that they did not have motivation to read at first and their anxiety was high. However, they got motivated after they enjoyed at least one graded reader. When the participants were busy with exams and assignments for the other classes that they were taking, they did not have time to focus on extensive reading. In the case of MC, who had no motivation to read at the beginning of the semester, he did not think that any of his classmates would regard the extensive reading assignment (i.e., a goal of reading 200,000 words) seriously, so he did not try to read. However, later he realized that "many of my classmates were engaged in reading." By witnessing and observing that his peers were reading, he became motivated to read and he started to read. He stated, "I had to be part of the group." Lastly, personal reasons (e.g., family issues, unsatisfactory academic progress, financial problems, and uncertainty about future careers) also contributed to decreases in three students' motivation. For example, SG, who started extensive reading passionately at the beginning of the semester, experienced a decline in motivation to read due to personal matters.

Extrinsic motivation. Analyses of interview data revealed two kinds of extrinsic motivation among participants. One was to read to receive a good grade for the class; the

other was to improve English for other purposes (e.g., to find a good job, to prepare for tests). Ten participants claimed that they read not only to complete the extensive reading assignments but also to improve their reading skills for their future careers. For example, YJ mentioned that he read to improve his reading skills "to get a good job." DW commented that he continued reading, even though he found the graded reader that he was reading boring, in order to achieve the goal of reading 200,000 words. All of the participants read because extensive reading was required for extensive reading assignment (i.e., a goal of reading 200,000 words by the end of the semester). Three due dates for reaching the goal of reading 200,000 words created anxiety but boosted extrinsic motivation. For instance, KH mentioned that he had not cared about completing the reading goal at the beginning of the semester. However, to meet the due date for the first extensive reading assignment (i.e., reading 80,000 words), he started to read on a regular basis. All of the participants agreed that it was necessary to be given the due dates because they pushed them to read; otherwise, they would not have read that much. By reading more graded readers to meet the three due dates for the goal of reading 200,000 words, the participants discovered their interest in reading, although the fact that they were required to read 200,000 words for their extensive reading assignment seemed to create anxiety to a certain degree.

Willingness to read voluntarily. When asked whether they would read if the extensive reading (i.e., a goal of reading 200,000 words) were not mandatory, two participants reported that they would not read. Six claimed that they would continuously read as much as they could. Eleven of the participants mentioned that they would not read as much as they were required, but they would read. The eleven participants explained

that if they had not had any extensive reading obligations, they would not have read any graded readers at all. However, after they experienced what extensive reading was, they expressed their willingness to read a few graded readers even if reading graded readers were not required. For example, SB stated, when asked if he would continue reading if extensive reading were not required:

> My answer to the question would be different depending on *when* I was asked the question—now after reading several books or at the beginning of the semester when I didn't know anything about extensive reading. Now, even if it were not required, I would read several books.

In general, thirteen participants expressed a willingness to read graded readers continuously in the future (i.e., after the semester was over) under several conditions: (a) if the graded readers are interesting, (b) because they need to improve their English, (c) if they can see their improvement in their English as a result of extensive reading, and/or (d) if graded readers are easily accessible. For example, SG expressed his willingness to read if a graded reader is interesting, even if reading graded readers was not required. However, he expressed his concern about reading for the extensive reading assignment (i.e., reading 200,000 words by the end of the semester). He stated, “Because it is required, I kept reading my book even if it was not interesting. I just didn’t want to waste my time. If it were not required, I think I would read a different book.” He added, “You know, I think finishing a boring book is also helpful. Every book is different and I think it’s not bad to read various kinds of books.” In the case of HS, he commented that he would keep reading because he “realized how effective extensive reading was and wanted to improve his English.” YM expressed that if he could see improvements in his English

later, he would be willing to continue reading in the future. For three participants, accessibility to reading materials played a role in their willingness to read in the future. For example, SS reported, "I would read those books in the future if I had easy access to the books." Unlike SS, participants, DW and SB, noted their interests in reading authentic books (i.e., books written for native speakers of English, non-graded readers) in the future upon completion of advanced level graded readers.

***Opinions about graded readers*.** None of the participants had had any previous experience reading graded readers in the past. In general, the participants expressed positive attitudes toward the graded readers, commenting that the graded readers were "pretty interesting," "easy to read," "short enough," "easy to finish," and "easy to carry." For example, SS remarked:

> I didn't have any motivation to read in the beginning, so I picked up a book without thinking about what to read. But I found out that there were quite a variety of genres [available] and the books were more interesting than I expected.

Another student, SG, also made positive comments about graded readers, stating "the books are short and easy, so they are easy to finish. In addition to that, they are easy to carry." Similarly, HN, who had strong anxiety about English, expressed his preference for reading short graded readers. He noted that "reading a short book helped me decrease my anxiety." Although a few students voiced concerns about the quality of graded readers, commenting that story plots would be "rather childish if they were in Korean," were "not well-connected," and were "hard to follow in the beginning," they enjoyed the graded readers in general. For example, TH pointed out that the content of graded readers would be "too simple if it were translated into Korean." However, he said that he enjoyed

the graded readers that he read, mostly mysteries, because they were easy to follow. SB also asserted that “the quality of the plot of the books would not have been good had it been written in Korean.” Nevertheless, he became interested in reading graded readers when he found out that "the class library had a variety of books with various genres.”

Nine participants expressed their preferences for specific publishers (i.e., Cambridge University Press and Macmillan), noting that those graded readers “read very well,” “have bigger font sizes and better colored paper,” and “include short descriptions about the characters.” Five participants expressed specific interests in reading graded readers by well-known authors and/or with well-known titles because they had heard of the authors and titles before. For example, DH conveyed a keen interest in reading Sherlock Holmes stories and enjoyed them because they were “famous stories.” In addition, five participants articulated favorable attitudes toward graded readers adapted from movies because they had previously watched the movies; their familiarity with the storylines improved students' engagement with the graded readers.

Reading appropriate materials. All of the participants were more motivated to read when they read level- and topic-appropriate graded readers; such graded-reader characteristics contributed to students’ flow-like experiences. The graded readers that participants identified as their favorites and least favorites were associated with their motivation to read. For example, TH started with a graded reader below his reading level and moved to higher levels as the semester progressed. TH’s motivation decreased after trying advanced-level graded readers with more than 20,000 words. In addition, he developed anxiety when reading longer graded readers because he was not able to remember the storyline. Similarly, an avid reader, SB, also felt a decline in his motivation

to read as he moved to advanced-level graded readers. He remarked, “Depending on the level of the books, I felt more or less interested.” He reported that he was “less interested in the book when it was difficult to understand.” He also pointed out that he was “a little overwhelmed when a book had close to 100 pages” and “felt reluctant to read.” Another student, YM, stated, in relation to level of graded readers, that he “felt comfortable” with reading graded readers below his reading level and was able to “read fast.” On the other hand, when he tried the next level, he was not able to enjoy the graded reader comfortably; instead, he had to “think twice to understand.” However, he reported that he “got used to the book [higher-level graded readers] after reading one or two books at the same level.” Another student, DH, stressed the importance of “reading books appropriate for my level.” In addition, he mentioned, “My first book was so easy that I had confidence in reading the next level book. But the book [the second book] turned out to be too difficult.” He also stated that the plot of the more advanced story confused him, which resulted in a decrease in motivation.

Reading a genre of interest was another important factor that influenced students' motivation to read. The participants chose mysteries, thrillers, or romances as their favorite graded readers; when reading their favorite genres, participants were more engaged and found the reading to be easy. Two participants had strong preferences for specific genres (i.e., biographies, informational books) because they were able to learn something from them. For example, YM stated that he preferred to read biographies because he could expand his knowledge about famous people. One reason why YM did not like novels was that he had trouble figuring out who said what, and his confusion hindered his comprehension and demotivated him to read.

Lack of time. One factor that affected the participants' motivation to read negatively was lack of time to read. Fourteen of the participants in the study were full-time students who were also working part time. Not having spare time to read was one of the big concerns that the participants reported, especially when they had major exams and assignments in other classes. All of the participants noted, when asked what difficulties they had during the semester, that although they enjoyed extensive reading, at times they felt stressed out because they had a lot of assignments in the courses for their majors, which they regarded as more important classes. For example, HS commented, "I did not have enough time to study for the other courses that I was taking. It was hard for me to devote a certain amount of time to reading every week, even on weekends." Especially for CJ, who was a very slow reader with high anxiety about English, the extensive reading assignment (i.e., a goal of reading 200,000 words by the end of the semester) was a burden for him. He expressed with frustration, "If I only took one less course this semester, I could enjoy reading. It was stressful for me to complete the reading assignment as well as my other class assignments. What was worse, I read very slowly."

In summary, according to the data collected, the participants' motivation for and attitudes toward extensive reading were positive in that they had less anxiety in reading in English, experienced flow, read persistently, and had a belief in the effectiveness of extensive reading. In addition, their extrinsic motivation to read helped them read consistently, although their motivation at times changed throughout the semester. The fact that the participants were required to read extensively contributed to creating motivation to read and their willingness to read in the future even if extensive reading were not assigned or required. In addition, despite some negative opinions expressed

about graded readers, the participants' positive opinions about graded readers and their experiences when reading graded readers at the appropriate level helped the participants sustain their motivation to read. Lastly, a lack of time to read negatively affected the participants' motivation to read extensively.

Extensive reading practices: How? The second theme generated from interview data analysis revealed how students read extensively in English throughout the semester. The participants' extensive reading practices were explored by focusing on three factors: (a) how the participants self-selected graded readers for their extensive reading, (b) when, where, how long, and how often the participants engaged in extensive reading, and (c) how the participants dealt with the reading difficulties that they encountered while reading extensively.

How to choose reading materials. The analysis of data regarding graded reader selection revealed that most of the participants followed similar patterns when choosing materials to read. As seen in Table 7.2, choosing graded readers by finding preferred genres and reading back-cover book blurbs were most frequently mentioned by the participants. For example, TH recounted, when asked how he chose graded readers for extensive reading, the following:

> As you suggested, I read the blurb on the back cover of the book. And if it is the genre that interests me and the blurb sounds interesting, I choose the book.

In the case of DH, after he had a hard time finishing the graded reader, *Lord Jim*, he realized that it was important for him to choose a genre that he liked. To enjoy reading, after his less than satisfactory *Lord Jim* experience, he chose to read mysteries, the genre that he liked. Two other participants expressed strong preferences for nonfiction over

fiction. They liked reading to increase their knowledge of the world, so they chose graded readers based on facts.

Table 7.2

Book Selection Strategies Used by the Participants (n = 19)

Book selection strategies used	Number of responses[a]
1. Finding genre that complements students' interests	18
2. Reading back-cover book blurbs	16
3. Following teacher recommendations	14
4. Looking at book cover / title	10
5. Looking at book length / level	8
6. Choosing by author / well-known title	5
7. Reading first few pages	3

[a]Number of responses include the participants' responses to interview questions and the teacher's observations of the participants' book-selection habits.

Following teacher recommendations was another frequently used strategy when choosing a graded reader. As shown in Table 7.2, fourteen participants trusted the teacher's recommendations of graded readers. Comments related to following teacher recommendations when choosing a graded reader include the following:

> I often read the books you recommended to me. They were all interesting because you know all the books. (SM)
>
> You read everything [all of the books in the class library], so I thought you could choose appropriate books for each student. (HN)

Similarly, another student, HJ, relied on the teacher's recommendations blindly. She expressed that the graded readers that the teacher recommended had "a higher success rate of being interesting books." When asked why she did not have confidence in choosing a graded reader herself, she stated, "When I self-selected a book, it sometimes was not as interesting as the books you recommended. The books that you recommended

were all very good." A few students, for example, MC, HN, and YJ, depended on the teacher's recommendations after failing quizzes a few times. For example, MC noted:

> I think you've done this [incorporating extensive reading in a reading class] a lot. And you own the books, so you know about the books. Moreover, you always ask students about the books they read, saying "How was the book?" So I think you have more information about the books and I believed that the books you recommended would be definitely good. And you also know what genre I liked and you recommended the genre that I liked.

Another commonly used graded reader selection strategy used by the participants involved looking at the graded reader title and cover. Most of the participants claimed that they first picked out a graded reader based on how intriguing the title and the picture on the cover of the graded reader were. The participants chose graded readers "if the picture on the cover looks interesting" and "the title sounds thrilling." Three students chose graded readers by looking at the pictures but failed to find an book interesting. For example, SM stated, "I chose the book *Lorna Doone* because the lady on the cover of the book was so beautiful. But it was not the kind of book I like." Similarly, HJ's strategy to self-select a graded reader partly depended on its cover and title. Her comment revealed that the cover of a graded reader played a role in self-selection of a book, "You know, I don't like this type of a book. By looking at the cover, you can guess what it might be. It might be a story about a person who became an aviator. I don't like this kind of a story."

Eight participants chose graded readers by looking at their lengths or levels. They stated that they were "unwilling to read longer books" because it would "take more time to finish a book." Although most of the participants were reluctant to read graded readers

above their reading level because it slowed their reading speed down, six of the participants expressed their willingness to try higher-level graded readers to improve their English. Other comments related to graded reader selection strategies revealed that participants chose graded readers based on their familiarity with titles and authors, such as choosing graded readers written by famous authors. The participants had heard of famous titles by well-known authors and wanted to read them to educate themselves. In addition, CJ chose graded readers written by the same author, even if the author was not famous, because of his positive experience reading an interesting graded reader by that author. Three participants' responses to graded reader selection interview questions suggested that they "tried a book by reading a few pages" to see if the graded reader was "a good fit" for them. They were willing to spend time reading a few pages or a chapter to find out whether they would want to continue reading the graded reader.

The general pattern of participants' graded-reader selection practices suggests that participants did not use only one specific strategy when self-selecting a graded reader. Instead, they used at least 3–4 strategies when choosing a graded reader. For example, although many of the participants favored the graded readers that the teacher recommended, they also read several back-cover blurbs and the titles of graded readers that the teacher recommended and decided which book(s) to read among the teacher's recommendations. One other pattern shows that the participants became more autonomous in selecting graded readers as the semester progressed. While they chose graded readers by only looking at the title and the cover picture at the beginning of the semester, they incorporated more graded-reader selection strategies as the semester progressed. For example, JP, SB, BO, and TH pointed out the importance of choosing an

interesting graded reader to stay motivated in reading. When choosing a book, TH was very cautious. He stated why he was very careful about his graded reader selection:

> You know, it is important to choose a good, interesting book. I should spend 5–10 minutes to choose an interesting book that I like. If I choose a boring book, I would want to change the book, but I don't have time to read another book. If I choose a book that I like, I can engage in reading very well.

Likewise, JP also mentioned the importance of selecting a good graded reader for himself. He stated that he made a mistake when choosing a graded reader at the beginning of the semester and was not able to stay interested in the graded reader. He stressed, "You have to choose an interesting book. Otherwise, it's a real headache." These participants stated that they tried to spend more time choosing good graded readers.

***Extensive reading practices: Where, when, and how often*.** This section explores participants' responses about where, when, how long, and how often extensive reading engagement happened throughout the 15-week semester. The participants' reading engagement took place at various places, such as at home, at school, on the bus or subway, and in cafés. Table 7.3 provides a summary of participants' extensive reading practices with regard to where and when their reading took place and how long and often they were engaged in extensive reading. Their most preferred place for reading was at home, especially in their bedrooms because they provided them with a quiet and comfortable environment for reading engagement. For instance, sixteen participants stated that they liked to read "on my bed comfortably," "in my room because it is quiet," and "at home when there is nothing to do." Another reading location identified by eleven participants was school, especially at the school library. The participants also preferred to

"read between classes while waiting for my next class." Five other participants often read riding the bus, subway, or train home after school. A few participants liked to read at a café because of its comfortable and quiet ambience.

Table 7.3

Out-of-class Extensive Reading Practices: Where, When, How Often, and How Long

	Responses
Places for reading engagement	home; school, library; bus, subway; café; work
Time for reading engagement	evening; before bedtime; weekend; after school; during lunch
Reading frequency and amount	whenever for short time; a lot in one sitting; one book in a sitting

In terms of the time that the participants were engaged in reading, reading before going to bed or in the evening was most frequently mentioned by the participants when asked when they usually found time to read. All of the participants found the time before bedtime to be the most "relaxing and quiet" for extensive reading. The participants also liked to read in the evening at home. For example, HJ stated, "I usually read after I finish the day's work because I feel relaxed then." Six participants also used their weekends for reading because they were usually busy during the week due to other classes. Three participants mentioned that they read during lunch. Although each participant expressed individual preferences for his or her reading place and time, they all mentioned that they needed a "peaceful and quiet place away from distractions."

How frequently the participants were able to find time to read varied depending on their personal schedules. Ten participants mentioned that they read 3–4 times a week, during which they tried to finish a graded reader. Six other participants enjoyed their

reading whenever they could find time. For example, HS remarked, "I read for about 10–15 minutes whenever I wanted to take a break from my other studies." As the semester progressed, fifteen participants seemed to develop similar reading habits. Although the participants read regularly several times a week for 20–30 minutes each time at the beginning of the semester, they developed a habit of reading larger amounts in one sitting as the semester progressed, in an attempt to finish a graded reader within 1–3 days. They reported a few reasons for reading a lot in one sitting. One reason was that "it was easy to answer questions on M-Reader." Another reason was that the students were "able to follow storylines easily" when they read more pages in one sitting. They commented that because they read longer and higher level graded readers toward the end of the semester, "it was hard to remember the storyline." Therefore, the participants developed a strategic reading habit. To pass a quiz as well as to become interested in the graded reader that they were reading, they read more pages in one sitting. For example, SG commented:

> In fact, it is better to read a lot in one sitting because I can remember the story [after finishing a book]. It also helps when I take a quiz. If I read a little for several days, I sometimes cannot connect the sequence of the story. In terms of remembering the content of the story and following the story flow, it's better [to read a lot at one sitting].

One concern related to participants' extensive reading practices was accessibility of graded readers. Seven participants expressed concerns about not being able to check out graded readers at convenient times. Inaccessibility to graded readers during participants' convenient times seemed to have hindered several participants' reading

plans. For example, JW mentioned that he gave up on checking out a graded reader when he had to wait for 5 hours to check out a graded reader, stating, “It was inconvenient.”

***How to deal with reading difficulties*.** This section reports what actions the participants took when they encountered difficulties while reading. Results show that the participants developed several reading strategies when they encountered difficulties while reading extensively in English. The strategies developed by the participants include (a) guessing the meaning of unfamiliar words or hard-to-comprehend sentences from context, (b) using a dictionary or glossary, (c) analyzing texts using previously learned knowledge, (d) rereading, and (e) other strategies, such as drawing mind maps, skipping/ignoring unimportant parts, asking friends or using the Internet for help, as listed in Table 7.4.

Table 7.4

Reading Strategies Used by the Participants to Deal with Reading Difficulties (n = 19)

Reading strategies used	Number of responses
1. Guessing the meaning of words or sentences from context	19
2. Using a dictionary or glossary	19
3. Analyzing texts using previously learned knowledge	9
4. Rereading	8
5. Others (drawing mind maps; skipping/ignoring unimportant parts; asking friends or using the Internet for help)	5

One reading-strategy pattern that emerged from participants’ responses reveals that participants did not want to be interrupted while reading; for that reason, all of the participants guessed the meanings of unknown words or difficult-to-understand sentences from context. For example, KH stated, “I didn't use a dictionary much because I didn't like to stop the flow of reading.” When asked whether what he guessed was right, he stated that he was confident with his guessing. His comment shows that it was important

for him to maintain uninterrupted reading. Fifteen participants noted that they used a dictionary more at the beginning of their extensive reading but they gradually diminished their dictionary consultations. Participants employed different reading strategies at different times during their extensive reading experiences. For example, DH tried to read every single word and used a dictionary whenever he encountered unknown words at the beginning of the semester; however, he developed the strategy of guessing the meaning of a word from context as the semester progressed. He mentioned that he used a dictionary only if the unknown words were important in the context. He also asserted:

> I used to read word by word, so I read very slowly. Now I just read a sentence and try to think about the meaning and guess unknown words. If I still don't understand the sentence, I use a dictionary.

Comments from the participants revealed that they did not want to stop while reading. Guessing the meaning of an unknown word enabled the participants to read faster and to be engaged in the graded reader that they were reading while maintaining their motivation. In addition, guessing the meaning of words in multiple graded readers throughout the semester indirectly seemed to have contributed to gains in vocabulary acquisition. For example, HS reflected on his reading experience; he pointed out that the number of times he guessed the meaning of unknown words decreased as the semester progressed. He asserted:

> I can understand some words right away. For example, for the word 'know,' I understand the meaning right away. But some words are not like that. You have to try to understand what they mean…. And there are some other words that I don't know. But if I keep thinking, I come to know the meaning. Now I feel that the

number of those types of words has decreased.

The second most commonly used reading strategy among the participants was using a dictionary. All of the participants used a dictionary when they were "not able to guess the meanings of unknown words from the context and the unknown words interfered with comprehension." In case of TH, for example, when asked what actions he took when encountering unknown words while reading, he stated:

> For example, I know the word 'flat' as even, smooth, but the word was used *in the flat* in the book I was reading. I thought it had to be a space or place because of *in*. So I looked up the meaning and got to know the meaning.

This comment reveals that he used the dictionary only after he tried to understand the meaning of the word (in this case, a phrase) in context using his grammatical knowledge. Like TH, when asked when the participants decided to use a dictionary, fifteen participants made similar statements:

> If it is an important word and appears continuously, I look it up. Otherwise, I just guess. (PJ)
>
> I don't like to use the dictionary. You know, even though I don't understand some words, I sometimes can understand if I read the next sentence. But if I still don't understand, I use a dictionary. (MJ)

As an alternative to using a dictionary, six participants used glossaries provided at the back of graded readers when they encountered unknown words. Other participants' comments related to dictionary use include:

> I look up more nouns than other part of speech. (SG)
>
> I think books that contain a lot of vocabulary words related to royal families or

the ancient times require more dictionary use. (PJ)

Another reading strategy used when dealing with reading difficulties was analyzing sentence structures using previously acquired knowledge. Nine participants took time to translate into Korean when they had trouble understanding specific sentences, applying their grammar knowledge. For example, BO mentioned that he "often analyzed sentence structures" when he was not able to understand specific parts of the text "recalling grammar knowledge learned before." Another participant, SM, also commented that she "examined how the sentences were structured when sentences contained a lot of modifiers," saying that she had "a tendency to look at grammar rules when a book was difficult to understand." In the case of MC, he applied his Korean reading strategies to his English reading. For example, he remarked, "Like when we learned Korean reading in high school, if there is *because* in a sentence, the next part is important. Like this, I applied my [Korean reading] knowledge to reading in English."

Rereading was another strategy used by eight participants to deal with reading challenges. The participants stated that they sometimes had to reread a specific part of a story to be able to fully understand the story. For example, SG mentioned that he had to reread depending on the kind of a graded reader he read. He commented that he "had to reread when a book included numerous metaphors and/or when a person in a story disappeared all of sudden and appeared again later in the story," which "confused" him. He recounted:

> You know, especially the book *Picture of Dorian Gray* had lot of implicative expressions. Although I knew all the words there, the literal meanings didn't

make sense. If I didn't read those lines carefully, I might not have been able to understand the book.

SG reported that rereading helped him understand the embedded meaning of the story and connect the storyline more easily.

Other strategies used by five of the nineteen participants include (a) drawing a mind map, (b) skipping/ignoring unimportant parts of the text, and (c) asking friends or using the Internet for help. For example, HS developed a reading strategy to better understand the graded reader that he was reading. He created a mind map of the story and used it to guide himself through his reading. He remarked:

> I take notes about the characters in the beginning. Then I draw arrows to understand the relationships between the characters, like a mind map. That helped me understand the story when a new character appeared in the story while reading. Because I could use my notes.

Another participant, PJ, also developed a strategy that involved skipping parts of the text that he thought were unimportant while reading. He expressed that he could identify important parts and tried not to read in detail the parts that he thought unimportant. He commented that he learned the reading strategy, skipping the unnecessary parts, in high school. Therefore, he was applying a previously learned reading strategy to his extensive reading in English. In the case of DW, when he encountered reading difficulties, he asked a friend who had a high English reading proficiency for help. Two other participants mentioned that they often "used the Internet to search for solutions to the English language problems" that they faced while reading.

Perceived effectiveness of extensive reading activities. The third theme describes students' perceived effectiveness of extensive reading activities implemented in the study. Five extensive reading activities were implemented in the experimental classes to engage students in reading graded readers in English (see Appendix A). In general, findings revealed that the five activities contributed to creating the participants' motivation to read more. The participants' responsiveness to the effectiveness of each activity was analyzed to explore the participants' perceptions of the activities in relation to their motivation to read. Table 7.5 shows the results of participants' perceptions of the extensive reading activities.

Table 7.5

Perceived Effectiveness of Extensive Reading Activities by the Participants (n = 19)

Extensive reading activities	Number of positive responses
Scaffold Silent Reading (ScSR)	18
Three-minute paper	13/16
Book blurbs	13
Listen to a story and respond	15/17
M-Reader	19

Note. The results of two of the five activities, *three-minute paper* and *listen to a story and respond,* were based on 16 and 17 participant responses, respectively.

Scaffolded Silent Reading (ScSR). This activity was incorporated to give students time to read in class and develop their motivation to read. Of the nineteen participants interviewed at the end of the semester, eighteen participants voiced positive opinions about the activity. The participants' positive reports about this activity revealed that this activity contributed to creating a constructive in-class reading environment and experience. The participants appreciated the quiet uninterrupted reading time in class and pointed out the importance of and the need for an environment conducive to reading. For

example, TH stated that he "enjoyed the quiet in-class reading time together with classmates." Likewise, ten participants reported that they were able to be engaged in reading "because everyone starts reading quietly at the same time." All of the participants reported that they had not had any previous experience in reading English graded readers silently in class; therefore, ScSR was a new, stimulating approach to reading extensively for the participants; it provided them with the time to enjoy reading. For example, SB remarked:

> I think it [silent reading time] is something refreshing because in a reading class we usually do not read books independently like this…. I think students would be much more interested in the books they chose if they read even a small part of the books in class, even if it were mandatory, rather than just checking out a book and reading at home.

Because ScSR was new to the participants, at the beginning of the semester it failed to create an ideal reading environment; it took a few weeks for students to get accustomed to this activity. For example, YM mentioned that he "was not able to focus on reading at the beginning of the semester because it was a little noisy." After the ScSR time became a quiet reading time, he remarked that he "could engage in reading better because it was quiet" during ScSR. Three participants who did not find the ScSR time valuable at the beginning of the semester became better immersed in reading during ScSR after 4–5 weeks because of the improved reading environment (e.g., everyone engaged in reading quietly during ScSR) and their familiarity with the activity.

Five participants found the time for ScSR useful especially when they started a new graded reader after finishing one. For example, DW thought that the ScSR activity

was helpful because he "got to know the beginning part of the story during the reading time [ScSR]." He also recounted, "If I don't like the book after reading for 15 minutes, I can change the book right after the class." In addition, other participants commented, "I think it might be good for students who just checked out a book because they have time to find out whether the new book is interesting or not." Overall, the participants reported that the 15-minute ScSR time was effective because it provided a quiet reading period and stimulated their curiosity to find out about the book they self-selected.

Besides the positive opinions about ScSR, there were concerns about ScSR. Six participants were not able to be fully engaged in reading during ScSR. Reasons for not being able to benefit from ScSR were linked to two factors: (a) insufficient time to engage in reading and (b) unpreparedness for reading. Three participants commented that they were not able to become fully immersed in reading during ScSR. They noted that they could only be engaged in reading for about 10 minutes; the first or last 5 minutes were spent getting ready to read or looking out the windows when there were only a few minutes left after finishing a chapter. For example, SM mentioned, "It is a little hard to focus on reading in the beginning [of ScSR], but I could get engaged in reading 5 minutes later. That's about the time when I'm into the story." Another participant, BO also said that he usually read for 10 minutes and the other 5 minutes were used for looking out the windows. He expressed a concern about reading only for a short time, stating:

> I think that I might forget everything that I read in class. I'm only reading for 10 minutes. You know, I will finish the book later at home anyway. So I feel like I don't want to read.

When asked if he would spend the reading time efficiently if he was given more time (e.g., 30 minutes instead of 15 minutes) for in-class reading, he said without hesitation, "Of course. Because I can read more then." Another participant, MJ, also claimed that the "15-minute reading time was not enough." She commented, "I like the time [ScSR], but only for 15 minutes. I read slowly. So I can read only 5–6 pages. If we have 30 minutes, I think I can finish a chapter or more."

Comments from three other participants, who claimed not to be ready to read during ScSR, showed that they were not using the reading time efficiently and did not perceive ScSR to be very helpful for them. For example, KH stated:

> Frankly speaking, I can't get engaged in reading during the [ScSR] time. Because I have a class right before this class, I'm always in a hurry to get to this class from the other side of campus. So I can't focus on reading and it takes time for me to get ready for reading. Other than that, I like the reading time."

Like KH, two other participants were not able to be ready for ScSR time and fully benefit from the activity due to their busy class schedules. However, they expressed favorable attitudes toward ScSR.

Besides the two factors that prevented participants from fully benefitting from the ScSR activity (i.e., insufficient time to engage in reading and unpreparedness for reading), a few participants expressed concerns about not being able to focus on reading during ScSR. HS, for example, expressed that he was not able to immerse himself in reading much because he did not like the classroom environment for reading. For him, reading had to happen in a quiet and relaxing place. However, during his second interview, he commented that he was better at reading during ScSR, even though he still preferred to

read at home. He stated that he liked to "read comfortably on my bed." Due to the classroom environment for reading, which was not physically comfortable for him, he was not able to enjoy reading. Similarly, HJ also failed to benefit from ScSR because she could not read comfortably during ScSR in class. She preferred to read outside the class where reading was not mandatory but voluntary.

Three-minute paper. The main purposes of this activity were to check students' reading done during ScSR and provide writing practice that required students to reflect on what they had read. Thirteen of the sixteen participants who were asked whether the three-minute paper activity was effective exhibited positive attitudes toward this activity. Comments from the participants showed that the intended purposes for the activity were achieved. For example, SB mentioned:

> I think it is good for the teacher to check whether the students actually used the time for reading… I like the activity because I get to practice writing about what I read and felt in English. Although it [the writing time] was short, I liked it.

Another participant, HS, also stated favorable attitudes toward this activity saying:

> I think it [the three-minute writing activity] is really good. Whether we write it either in Korean or English, to write about what we learned [read] is effective because we can remember what we studied [read]. In that sense, writing it in Korean is good. If it is in English, it develops our writing skills.

A few participants stated that this activity was also "helpful for taking [M-Reader] quizzes" because it helped them "recall information and names in the story by writing them down." Three participants "felt good" about themselves after writing down what

they read. It boosted the participants' self-efficacy, making them feel proud of themselves because they read a lot during the limited ScSR time.

Aside from the positive comments about the activity, three participants articulated concerns about the activity stating that they were not sure what to write because the time given for the activity was too short. For example, DW commented, "I did not have enough time to complete it [the activity]." One other concern about the activity was associated with students' engagement in reading during ScSR. Because the activity was related to ScSR, two participants who did not engage actively in reading during ScSR reported that they could not complete the task successfully. However, two other participants, HS and HJ, who did not use ScSR time efficiently for reading, expressed favorable attitudes toward the activity. In fact, they tried to engage themselves in reading because of the activity.

***Book blurbs*.** This activity was implemented for two purposes: (a) to motivate students to read by introducing interesting graded readers through back-cover blurbs and (b) to teach students how to choose an appropriate graded reader by reading the blurbs. Thirteen participants mentioned that the activity had helped them find interesting graded readers; they actually checked out most of the graded readers introduced during the activity. For example, SB mentioned that the activity helped him learn about graded readers that he had not read. When asked about whether the activity was effective, he commented:

> I think it is very useful. Because we can read a summary [blurb] of a book that we haven't read, it [the activity] is motivating. We can remember the title and the book cover if we are interested in the book and check out the book later.

Through the activity, the participants found graded readers that they wanted to read and added them to their to-read list. For instance, TH commented, when asked whether the activity motivated him to want to read the graded readers introduced in class, “if there are particular books that I want to read, I make a plan to read the books in the future. It helped me find what I wanted to read later.” His account revealed that the activity promoted developing ownership of future reading. In addition, this activity contributed to teaching students how to choose an interesting graded reader. All of the participants stated that they “developed a habit of reading blurbs when choosing a book.” In the case of HJ, this activity activated her imagination about graded readers that she had not read. She remarked, when asked why the activity was useful, “It helps me think about a book. This blurb represents this kind of a title. After the activity, I've developed a habit of reading blurbs.” Many other students were observed reading blurbs when self-selecting graded readers after this activity was introduced.

Although the majority of the participants perceived the effectiveness of the book-blurb activity, three participants did not become motivated to read the graded readers introduced in this way. One reason why the book-blurb activity was not effective for these participants is related to their reading preferences. For example, YM, who had a strong preference for reading biographies, did not think the activity was effective commenting, “I wish it [the activity] included more biographies.” Similarly, two other participants mentioned that the activity did not motivate them to read the graded readers that were introduced through book blurbs because they already knew what they wanted to read. Two participants did not articulate any positive or negative attitudes toward the activity.

Listen to a story and respond. Similar to the book-blurbs activity, the listen to a story and respond activity was incorporated into extensive reading class instruction to motivate students to read the graded reader introduced in class. This activity was implemented only once during the study due to a lack of instruction time. Fifteen of seventeen participants asked whether the activity was effective reported that they enjoyed the activity and expressed their interests in wanting to read the book, *Owl Hall*. For example, when asked about how effective the activity was, SM expressed that she enjoyed the activity saying that "reading a part of the story with the class by listening to an audio file of the story being read aloud made the reading more interesting." This activity positively facilitated the participants' curiosity about the graded reader. For example, PJ stated that he "wanted to find out what happened after that part of the story introduced in class." After the book was introduced, several students actually read the book.

Although most of the participants expressed their interest in the graded reader introduced in class by means of this activity, two participants did not want to read the showcased graded reader. For example, although SB thought the graded reader sounded interesting to him, he did not want to read the book. He stated that the level of the graded reader was not the level that he wanted to read. He was reading higher-level graded readers at the time, so he did not want to read lower-level graded readers.

M-Reader. The M-Reader activity was incorporated in the extensive reading classes to hold students accountable for their reading in and out of class. The participants all agreed that the activity was necessary for checking students' reading and that the activity indeed held them accountable for their reading. For example, SG remarked, "I

think it is the only way to check whether students read a book or not. You can't answer the questions without finishing a book. I think it is good." JW also commented that M-Reader is a good accountability check because it would be difficult for students to pass a quiz without reading because of the detailed questions.

In addition to holding the participants accountable for their reading, this activity also boosted the participants' self-efficacy. The participants claimed that they felt a sense of accomplishment when they passed M-Reader quizzes and saw the number of words they read moving toward the goal of reading 200,000 words. For example, when asked how he felt after passing an M-Reader quiz, HN recounted:

> You know, the sense of accomplishment is incredible. I feel good about myself after passing a quiz. 'Wow, I passed…' I felt good when I saw the word 'passed.' You know, passing a quiz makes me feel good. I need to read 200,000 words. When I see the bar [on M-Reader] moving toward the goal, I feel great about my accomplishment. In the beginning, I was worried because I thought that quizzes might be difficult. But they were easier than I thought.

Another student, HJ, also had a positive attitude toward M-Reader though she claimed to have had anxiety about it at the beginning of the semester. Like HN, she recounted, "I felt so good about myself when I passed quizzes and watched the number of words moving toward the goal of reading 200,000 words." Though the participants had anxiety about M-Reader quizzes at the beginning of the semester when they had no idea about what M-Reader quizzes would be like, mainly because of their lack of familiarity with the site and its quizzes, all of the participants found M-Reader quizzes easy, stating that it only took 5–10 minutes to complete a quiz. For example, YM stated, "If I finished reading a book,

taking a quiz is not a problem at all." HS also voiced a positive account about M-Reader, stating:

> I think it is good. I had anxiety about taking a quiz. But if you finished reading, there shouldn't be any problem answering the questions. If I didn't understand the book, I may fail. But what I need to do is to understand the book. I think it is a good way to check whether I understood the book."

Despite positive attitudes toward M-Reader, eleven participants voiced concerns about M-Reader. The concerns were associated with three factors: anxiety after failing a quiz, quality of M-Reader quiz questions, and mechanical problems experienced while taking quizzes. Although the questions in M-Reader were easy for most of the participants, three participants, especially for those who failed quizzes at least once, articulated anxiety about taking quizzes. For example, SG, after failing a few quizzes, stated:

> I'm not complaining about M-Reader. I failed again. It drives me crazy. I often fail quizzes these days, so I should try to read more carefully…. I may have to take notes about characters while reading…. but I don't have anxiety while reading. I think I should consider it as a real test when I take a quiz. But I always have butterflies in my stomach when I take a quiz."

In addition, MC expressed his concern when he failed a quiz.

> The quiz asked who said this…. I understood everything when I read the book, but I was confused while I was taking the quiz. I swear I finished reading, but I failed the quiz…. So, since then, I've paid attention to who said this in which chapter while I was reading…. If I pass, I feel very motivated. But I always feel

nervous when I take a quiz. I spent this much time. If I fail, it is worthless. I hate that.

The quality of the questions on M-Reader was another concern. Ten participants articulated concern about one type of question asked (i.e., who said this). This type of question led seven participants to pay extra attention to specific lines from specific characters while reading in order not to make mistakes on quizzes. The participants seemed to have developed a habit of reading for the forthcoming M-Reader quiz, predicting possible quiz questions while reading. For example, when asked whether he had anxiety about a quiz while reading, SS stated, "I had experience reading for a quiz. When someone killed a person and if someone says anything important, I read that part carefully because the line might appear on a quiz."

Encountering mechanical problems while taking online M-Reader quizzes was another concern mentioned by participants. Comments related to mechanical errors included "not having choices in multiple-choice questions," "blank pages appearing while taking a quiz," and/or "system breakdown." These mechanical incidents caused more anxiety among participants, especially among those who had failed quizzes before. All in all, although there were concerns about M-Reader, all of the participants expressed favorable attitudes toward M-Reader, reporting that the use of M-Reader is a good way to check students' progress toward achieving the reading goal of 200,000 words by the end of the semester and to improve students' self-efficacy.

In summary, results from analyzing interview data about the effectiveness of five extensive reading activities indicated that, in general, the participants perceived the

activities implemented effective in terms of motivating them to read and holding them accountable for their extensive reading completed in and out of class.

Perceived improvement in English learning through extensive reading. All of the participants perceived improvements in their English learning as a result of reading extensively for a semester. As shown in Table 7.6, the areas in which students perceived the greatest improvements include reading rate, comprehension, and vocabulary knowledge. Improvements in grammar knowledge, listening, speaking, and writing were also perceived by a small number of the participants.

Table 7.6

Perceived Improvement in English Learning by the Participants (n = 19)

Improvement in …	Number of responses
1. Reading rate	19
2. Reading comprehension	17
3. Vocabulary knowledge	19
4. Grammar knowledge	6
5. Listening	5
6. Speaking	4
7. Writing	3

Reading rate was the area in which participants perceived the greatest improvement. All participants stated that they became fluent in reading as a result of reading multiple graded readers. For example, when asked which area of English learning he thought had improved, TH remarked, "I read faster now and my eyes move faster." Another student, DH, also stated, "I used to read word by word and translate into Korean by going back to the subject after reading a sentence. Now, I read and understand at the same time." As is clear in the following comment from HS, consistent exposure to rich written texts enabled him to read faster:

> I read faster because I've read a lot. In the beginning, I had to translate every sentence into Korean to understand the meaning of it. Now I can picture the story right away when I read English. Just automatically, the image comes to my mind.

Another student, SB, also mentioned that he read faster than before. However, he was not confident that his reading rate improved because of extensive reading. He remarked:

> Maybe I can say that I read faster now because I don't have to use a dictionary as much as I used to. That's because when I encounter the words that appeared before, I know them now.

His comments suggest that his reading rate improved because of gains in his vocabulary knowledge.

In addition to perceived improvements in reading rate, the participants also perceived their improvement in reading comprehension. Of the participants, seventeen commented that reading extensively enabled them to comprehend better. Comments related to improvement in reading comprehension include:

> I used to stop and think while reading to understand fully. Now I don't stop to translate. I just understand immediately. (DW)
>
> Because I read regularly and consistently for a long time, it is natural for me to understand better. (JW)
>
> I think I can grasp the content of a story better than before. (SG)
>
> My reading comprehension is faster now so that I read faster. (HS)

Two other participants also perceived improvement in reading comprehension, stating that they were able to better understand reading passages in the textbook used for intensive reading because of extensive reading. Two participants voiced uncertainty

about improvement in reading comprehension although they thought their reading rates had improved. For example, YM commented, "I think I read faster, but I'm not sure about comprehension because I usually do not read in detail." He mentioned that he could understand the story although he did not read every word.

All participants reported that they perceived gains in vocabulary knowledge through extensive reading. The participants reported that extensive reading not only helped them learn new words, but it also consolidated their partial vocabulary knowledge. For example, JW noted that he was able to "improve [his] vocabulary knowledge without trying to memorize words." He stated that it helped him to acquire words implicitly because "the words I looked up appeared in other books multiple times." Furthermore, HJ explained why she thought that reading extensively helped her gain vocabulary knowledge:

> In the beginning, I didn't even know very basic words. You know, there are a lot of confusing words. They all look alike. I hadn't studied English for a long time before this class, so I had a hard time distinguishing words that look alike. For example, *yawn* and *dawn*, I used to be confused with these kinds of words. But I'm better now.

Similar to HJ's statement, PJ claimed the benefits of extensive reading for consolidating partially known word knowledge:

> It [extensive reading] helps me review words. I used to memorize a lot of words, but I stopped studying English for a year and forgot all the words. You know, these books have a lot of general vocabulary. By reading these books, I got to

> review the words that I had forgotten and I also learned some new words in spite of myself because they appeared repeatedly in other books, too.

Comments such as these revealed that the participants developed their sight vocabulary knowledge because of multiple exposures to written input, which confirms the benefits of extensive reading for developing sight vocabulary (Day et al., 2011). As a result of multiple encounters with already known or partially known words in various graded readers, the participants gained the knowledge of partially known words.

In addition to perceived gains in reading abilities and vocabulary knowledge, six participants mentioned that extensive reading helped them gain grammar knowledge. For example, DW noted:

> My grammar knowledge seemed to have improved from reading extensively because I was exposed to similar grammatical structures many times.

As DW noted, he was able to develop an ability to understand sentence structures through a lot of reading practice. Similar to gains in sight vocabulary knowledge, SS commented that he was able to consolidate his grammar knowledge through multiple exposures to similar sentence-structures patterns. Another statement from BO supports the effect of extensive reading on consolidating previously acquired grammar knowledge:

> When I can't understand, I tried to think about the grammar rules that I learned. There are grammar points that I used to know, but now I forgot most of them. It [extensive reading] helped me think about the grammar points that I had learned before.

Another gain perceived to have resulted from extensive reading was in listening abilities. Five participants stated that their listening abilities seemed to have improved

because of extensive reading. For example, TH remarked that he was able to notice improvement in his listening at the end of the semester. He stated:

> I thought reading books would not be helpful for listening. But, because these [graded readers] are written in conversational styles, I think reading these books can be helpful for listening, too. Reading these books seems to have helped me study the listening comprehension section of TOEIC, especially for the short conversations section.

Another participant, PJ, also stated that extensive reading helped his listening:

> Because the text is not academic… I got used to conversational English and spoken English expressions and got to know the expressions. After reading the books, I was able to understand better when I watched English TV programs. I think it [extensive reading] helps listening, too.

Two other participants also articulated the effect of extensive reading on listening when they combined reading silently with listening to audio CDs of the same text. For example, HN mentioned, "Because I used audio CDs, it helped my listening."

One other perceived improvement is in speaking. For instance, KH stated that extensive reading was "helpful for conversational English because the books are written with easy conversational English." Another participant, SS, also commented that extensive reading was "helpful for speaking because there were a lot of conversations between characters." Other comments, although limited in number, relate to perceived gains in writing. For instance, SG mentioned, "I think it [extensive reading] is helpful for learning sentence structures, such as using prepositions, phrasal verbs in a sentence. I think extensive reading is beneficial for writing, too."

Ten participants, who were interviewed at three different times throughout the semester, were more positive about their improvement in English learning during the last interviews, carried out during Week 15 of the study. At that time, participants perceived more improvements in areas other than just reading, compared to their responses from the first and second interviews. For example, while TH only perceived his improvement in reading rate and reading comprehension during the first and second interviews, he stated that he perceived improvement in listening in addition to reading abilities during the third interview. The participants' perceived improvements seemed to have been influenced by other encounters with English during the time of the current study. Those who were taking other English classes (or self-studying other areas of English) were more able to perceive the effects of extensive reading because they were able to transfer the knowledge they acquired from extensive reading to their other English learning. For example, JW claimed that extensive reading was helpful for his TOEIC study. Seven of the nineteen participants stated that they did not notice the effects of extensive reading on other areas of English learning (e.g., grammar, listening, speaking, and writing) because they were not studying other areas of English. The participants mentioned that they would know the effects of extensive reading on other areas of English when they actually study them in the future.

Summary of interview findings. This chapter presented the findings of an analysis of interview data from 19 extensive reading students who volunteered to participate in interviews. Findings were reported based on the themes that emerged from coding. First, the results show that the participants developed positive motivation for and attitudes toward extensive reading. Ten factors affecting the participants' motivation for

and attitudes toward extensive reading were (a) English reading anxiety, (b) flow experience, (c) reading persistence, (d) belief in effectiveness of extensive reading, (e) shifts in motivation to read extensively, (f) extrinsic motivation, (g) willingness to read voluntarily, (h) opinions about graded readers, (i) reading appropriate materials, and (k) lack of time.

Second, the results from the analysis of participants' semester-long extensive reading practices indicate that participants developed various book-selection strategies, largely relying on favorite genres, book blurbs, and teacher recommendations. The participants liked to read in different locations (i.e., home, school) and at different times (i.e., evening, before bedtime), employing different reading patterns (i.e., reading a lot in one sitting) throughout the semester. They also developed various reading strategies to handle reading-related difficulties, such as guessing the meaning of unknown words from context, using a dictionary, and analyzing sentence structures.

Third, the effectiveness of in-class extensive reading activities was explored by means of analyzing participants' perceptions of the activities. Overall, most of the participants perceived the extensive reading activities implemented effective. The participants reported that the activities facilitated their motivation to read in and out of class. ScSR provided students with quiet and uninterrupted reading time. The three-minute paper activity offered students time to write about what they had read; the activity helped the teacher/researcher check whether students used the ScSR time for reading. The participants found two activities*, book blurbs* and *listen to a story and respond*, useful for choosing interesting graded readers and motivating themselves to read the graded readers introduced in class. Lastly, although concerns about M-Reader were

expressed, M-Reader contributed to not only holding students accountable for their extensive reading, but also creating a sense of accomplishment among several students.

Finally, the results from the analysis show that most of the participants perceived improvements in their reading rate, reading comprehension, and vocabulary knowledge as a result of extensive reading. The participants perceived that they read faster and comprehended better. Their comments also confirmed that extensive reading helped them develop their vocabulary knowledge, including sight vocabulary. Improvements in other areas of English learning, such as grammar, listening, speaking, and writing, were also perceived by several participants.

Students' perceived benefits of and difficulties with extensive reading. This section of the chapter presents the findings from the two open-ended questions included in the motivation questionnaire, (see Appendix H) conducted with the 83 students in the two extensive reading classes at the end of the 15-week semester. In order to explore all students' perceptions of extensive reading, the students were asked to report three benefits of and three difficulties with extensive reading based on their 15-week extensive-reading experiences.

***Perceived benefits of extensive reading*.** As shown in Table 7.7, the students' responses were grouped into six main categories: (a) improvement in English, (b) exposure to English, (c) affect, (d) reading materials, (e) knowledge gain, and (f) others. The largest number of responses was related to participants' perceived improvement in English. Of the 83 students, 41 students (49.40 %) perceived that their reading rate improved because of extensive reading. For instance, a student noted, "Because I've read consistently, I think I read faster now compared to the beginning of the semester."

Twenty-six students (31.33%) mentioned that their vocabulary knowledge improved as a result of extensive reading; for example, a few students' comments include "I got to learn various words and phrases, depending on the genre of the book." and "My vocabulary has improved a lot because I developed a habit of looking up unknown words in a dictionary or guessing [the meaning of] those words." Another perceived improvement was in reading-strategy use (24.10%); the students mentioned that they were able to "guess the meanings of unknown words from context" and "understand the gist of the story better than before." Reading comprehension was perceived as improved by 18 students (21.69%); the students stated that they could comprehend better as a result of multiple and consistent exposures to reading. Less often cited were improvements in speaking (6.02%) and grammar and writing (6.02%). Five students mentioned that the spoken English in the stories helped them acquire specific English expressions; they also stated that they sometimes recalled previously learned grammar knowledge to understand their books.

In addition to the perceived improvements in different language areas, exposure to English was perceived to be a benefit of extensive reading. Seventeen students (20.48%) said that they developed a habit of reading graded readers because they were required to read consistently throughout the semester. Several students valued the opportunity to read a lot (19.28%) and to read books written in English (14.46%) for an extended period of time. For example, a student commented, "It is usually hard to have opportunities to read easy English books, but I was able to read a lot this semester" and "It was good that I read consistently for a semester and I became familiar with English reading."

Table 7.7

Students' Perceived Benefits of Extensive Reading (n = 83)

Categories	Sub-categories	Number of responses (%)
Improvement in English	Reading rate	41 (49.40)
	Vocabulary knowledge	26 (31.33)
	Reading strategies	20 (24.10)
	Reading comprehension	18 (21.69)
	Spoken expressions	5 (6.02)
	Grammar; writing	5 (6.02)
Exposure to English	Reading habit development	17 (20.48)
	Opportunity to read a lot	16 (19.28)
	Opportunity to read English books	12 (14.46)
Affect	Decrease in anxiety	21 (25.30)
	Reading for enjoyment	12 (14.46)
	Confidence in reading	8 (9.64)
	Sense of accomplishment	4 (4.82)
Reading materials	Various topics	9 (10.84)
	Different levels of graded readers	8 (9.64)
	Self-selection of graded readers	4 (4.82)
Knowledge gain	Acquiring new information	4 (4.82)
	Learning other cultures	4 (4.82)
Others	Reflective learning	4 (4.82)
	In-class reading	2 (2.41)

Another large number of responses was associated with affect. Twenty-one students (25.30%) indicated that extensive reading contributed to decreasing their anxiety toward reading in English. One general comment was "I don't have anxiety about reading in English now." Decreases in anxiety resulted in students' (9.64%) increased confidence in reading English. For instance, a student noted that he "built confidence in reading longer texts." Confidence that accrued from reading graded readers encouraged students to read articles in English related to their major without feeling any English reading

anxiety. Twelve students (14.46%) mentioned that they read not to study English but "to enjoy reading." For example, one student commented, "It was exciting to see myself losing track of the time reading an interesting book." Four students (4.82%) felt a sense of accomplishment after finishing books and passing quizzes on M-Reader; for example, one student said, "Although the questions on M-Reader were not good and reading itself was bothersome, I was happy to see my accomplishment on M-Reader."

Less frequently cited comments referred to reading materials. Students (10.84%) found extensive reading helpful because there were various kinds of graded readers available. The availability of graded readers at different levels was also perceived as useful because students (9.64%) could choose an appropriate level of graded readers based on their reading proficiency. Four students (4.82%) perceived extensive reading helpful because they could self-select the graded readers that they wanted to read and that seemed to create a positive experience from extensive reading.

One less frequent type of comment had to do with gaining knowledge by reading; the students (9.64%) valued extensive reading because they were able to learn new information and about other cultures from it. The least frequently mentioned comments were related to reflective learning and in-class reading. Four students mentioned extensive reading as a useful way to reflect on their reading abilities and gain awareness of their reading proficiency; two students valued in-class reading time because it was a new experience for them.

Perceived difficulties from extensive reading. In addition to being asked to document three benefits of extensive reading, the students were asked to list three difficulties that they faced while reading extensively during the semester. The students'

responses were divided into six categories: (a) time, (b) accountability, (c) proficiency, (d) reading materials, (e) affect, and (f) others. As indicated in Table 7.8, 42 of the 83 students (51.60%) perceived "the lack of time" as one of the difficulties that they faced with extensive reading "due to other studies," indicating that it took a lot of time for the students to achieve a goal of reading 200,000 words, especially for slower readers.

Another frequently cited difficulty was associated with accountability. Thirty students (36.14%) perceived the extensive reading assignment, reading 200,000 words, as a challenging task. Another accountability comment was related to M-Reader, implemented to hold students accountable for their reading. Twenty-one responses (25.30%) indicate that M-Reader created anxiety; for example, a student noted, "I was not able to enjoy reading because it was an assignment and I had to take a quiz after reading." The types of questions asked on M-Reader also contributed to creating anxiety among students (14.46%); especially those who failed a quiz showed their anxiety toward M-Reader.

The third most frequently perceived difficulties had to do with individual student's reading proficiency. Twenty-six respondents (31.33%) perceived difficulties associated with the English language and ten respondents (12.05%) identified difficulties understanding the content of graded-reader stories as one of their difficulties. Most language-related difficulties included encountering unknown words and complicated sentence structures. Several students identified reading a story with a complicated plot with many characters as a challenging task. Students with low reading proficiencies (12.05%) reported their concerns with not being able to understand the book that they were reading well and spending too much time on the extensive reading assignment.

Table 7.8

Students' Perceived Difficulties from Extensive Reading (n = 83)

Categories	Sub-categories	Number of responses (%)
Time	Lack of time to read	42 (51.60)
Accountability	Reading assignment anxiety	30 (36.14)
	M-Reader anxiety	21 (25.30)
	M-Reader quiz quality; mechanical errors	12 (14.46)
Proficiency	Language-related difficulties	26 (31.33)
	Content difficulties (e.g. complicated plots)	10 (12.05)
	Low reading proficiency	10 (12.05)
Reading materials	Lack of interesting and various books	16 (19.28)
	Access to books (e.g., check-in/out time)	10 (12.50)
Affect	English anxiety	15 (18.07)
	Amotivation	4 (4.82)
Others	Lack of in-class reading time	2 (2.41)
	No learning	2 (2.41)

Another commonly mentioned difficulty relates to the reading materials themselves. Sixteen responses (19.28%) indicate the need for more interesting and more varied reading materials; these participants mentioned becoming demotivated when the books that they were reading were not interesting. Another difficulty associated with reading materials was access to books (12.50%). Not being able to check out books at convenient times for students seemed to have created problems in their reading plans.

The last, though relatively less frequently mentioned, difficulty had to do with affect; fifteen students (18.07%) indicated that their anxiety toward English at the beginning of the semester caused difficulty in reading English books. In addition, four students (4.82%), who had no motivation to read either in Korean or English, perceived extensive reading in English to be hard. Other comments, limited in number, include the

need for longer in-class reading time and negative perceptions of the outcomes of extensive reading, reflected by responses stating that extensive reading was not helpful for learning English.

Chapter 8

Discussion

The purposes of this study were to (a) investigate whether students who read extensively in English over a 15-week semester would show improvement in reading rate, reading comprehension, and vocabulary acquisition; (b) examine the relationship between two types of vocabulary tests that might be considered to reflect students' extensive reading; (c) explore students' motivation to read extensively; and (d) discover students' perceptions of extensive reading. These purposes were examined using a mixed-methods design. The results from both quantitative and qualitative analyses confirmed evidence for the effectiveness of extensive reading on L2 learning.

This chapter summarizes and interprets the findings of the research questions reported in chapters 6 (Quantitative Results) and 7 (Qualitative Results). It, then, suggests implications for teaching, reading curricula, and materials development. The chapter concludes with an explanation of the limitations of the study and possible directions for future research.

Interpretations of the Results

This study examined if an extensive reading approach could develop Korean EFL university students' reading abilities, increase their vocabulary knowledge, and provide the students with positive, motivating reading experiences. The following section provides summaries and interpretations of the findings of each research question.

Relationship between extensive reading and students' reading abilities. This study investigated the longitudinal impacts of extensive reading in English on vocabulary acquisition, reading rate, and reading comprehension with Korean EFL university

students over a 15-week semester. Repeated-measures MANOVA results revealed that students in the extensive reading classes made significant gains in all three areas, confirming the effectiveness of extensive reading on the three areas.

Effects of extensive reading on vocabulary acquisition. Among the three dependent variables, the most noticeable gain from extensive reading was in vocabulary acquisition. Although the extensive reading classes had lower vocabulary scores than the intensive reading classes at the outset, the extensive reading classes significantly outperformed the intensive reading classes at the post-test, as demonstrated by a strong difference in gain scores between the two groups; students who read extensively were able to gain more vocabulary than those who did not have exposure to extensive reading. Several possible reasons can support the experimental groups' improvement in vocabulary acquisition.

Consistent exposure to written input (i.e., graded readers) over a long period of time seemed to play a crucial role in facilitating students' incidental vocabulary acquisition. Graded readers, specifically written with controlled lexis and grammar for English learners, can play a key role in L2 learners' incidental and incremental vocabulary learning, allowing students to learn words from context (Beglar, Hunt, & Kite, 2012; Horst, 2005; Nation, 2013). In the process of reading multiple graded readers, students were exposed to many of the same/similar English words repeatedly; therefore, these multiple exposures may have contributed to incidental acquisition of new English vocabulary as well as reinforcement of partially known vocabulary knowledge. Students' comments, from the interview data, in relation to their perceived improvement in vocabulary knowledge support the quantitative results, that is, students' significant gains

in vocabulary acquisition. For example, a student stated, “I was able to improve my vocabulary knowledge without trying to memorize words.” Another student mentioned, “Reading these books made me review the words that I had forgotten. I also learned some new words in spite of myself because they appeared repeatedly in other books, too.” These comments support previous claims that extensive reading is one good way to learn vocabulary incidentally because it allows students to encounter the same words multiple times over a long period of time (Day & Bamford, 1998; Grabe, 2009; Horst, 2005; Krashen, 2011; Nation, 2011, 2013; Pigada & Schmitt, 2006).

Another major reason for the large effect of extensive reading on vocabulary may be due to the unique measurement used in this study; the measure developed for this study assesses fairly directly the words that students might have encountered from reading graded readers. This measure used word lists for translating test items from 155 graded readers. Few studies, as far as I know, have investigated vocabulary learning through extensive reading by focusing on words that students most likely encountered while reading self-selected graded readers (Horst, 2005). Most studies that have investigated the effects of extensive reading on vocabulary acquisition used vocabulary tests, such as the Vocabulary Levels Tests, to assess the effects of extensive reading on vocabulary growth (e.g., Al-Homoud & Schmitt, 2009; Yamamoto, 2011). However, these types of vocabulary tests may fail to represent the words learned from extensive reading. Those tests probably were not able to measure the effect of extensive reading accurately because the tests included numerous words that students who read extensively might not have encountered through extensive reading. As a result, their findings did not show the effect of extensive reading on vocabulary acquisition. The generalized

vocabulary test designed for this study, which incorporated words that most frequently appeared in 155 specific graded readers, seems to be most effective in assessing students' incidental vocabulary learning through extensive reading. The 120 vocabulary items that students wrote definitions for in their native language (i.e., Korean) seems to have measured the students' vocabulary knowledge reasonably accurately, preventing the problems of a checklist method that previous studies (Horst, 2005; Kweon & Kim, 2008) have used (e.g., over- and/or underestimating vocabulary knowledge). Despite the value of this type of translation test in the study reported here, it has limitations because its use may not be feasible in instructional settings where teachers do not know students' native languages.

Another reason for gains in vocabulary acquisition may be attributed to students' development of vocabulary-learning strategies. By reading a large quantity, the students seemed to have developed learning strategies, such as guessing words from context, using a dictionary, and consulting glosses. These unconsciously developed strategies through consistent extensive reading might have facilitated students' learning of new words and partially known words. Interview data revealed that many of the interviewees were "able to guess unknown words" and they were sure that their guesses were right although the effect of incidental vocabulary learning from guessing from context is said to be small (Nation, 2013).

As Grabe and Stoller (2011) proposed, extensive reading facilitates L2 learners' recognition of frequently appearing words. Therefore, extensive reading develops L2 learners' sight vocabulary and leads to more fluent reading (Day & Bamford, 1998). Results of this study are compatible with such assertions, as seen in the sub-section below.

Effects of extensive reading on reading rate. Although there are not many studies of extensive reading that have focused on its effect on reading rate, growing evidence suggests that extensive reading has a positive effect on reading rate (e.g., Beglar, Hunt, & Kite, 2012; Huffman, 2014; Iwahori, 2008; Taguchi, Takayasu-Maass, & Gorsuch, 2004). The current study also supports the positive findings of previous studies. Although there was a significant gain difference between the extensive reading and intensive reading classes, the effect size was small (Cohen's d = .39). Gains in reading rate in the current study can be explained by several factors.

Much like one of the reasons for improvement in vocabulary acquisition, constant exposure to large amounts of reading input throughout the semester enabled the extensive reading students to become fluent in reading. Grabe (2009) pointed out that "the ability to read extended texts for long periods of time is a hallmark of fluent reading" (p. 311); the students in the extensive reading classes seemed to have developed their ability to read long texts over long periods of time, which led to improved reading rates. Constant extensive reading practice made it possible for students to recognize, process, and automatize basic vocabulary and sentence structures rapidly and to increase reading rate. Comments from the students who were interviewed also acknowledge their gains in reading rate. For example, a student stated, "I read faster because I've read a lot." Another student remarked, "I used to read word by word and translate into Korean by going back to the subject after reading a sentence. Now, I read and understand at the same time." Like these students, most students interviewed mentioned that they became fluent in reading gradually and incrementally because of their consistent reading of large amounts of text.

A change in reading anxiety might also be one plausible reason for reading rate gain. Students interviewed mentioned that they had "less anxiety about reading in English" at the end of the semester, a change from their high anxiety about reading in English at the beginning of the semester. It appears that the decrease in reading anxiety might have facilitated their reading rate increases. On the other hand, this result can be interpreted in a complementary way: The increase in reading rate and vocabulary knowledge might have contributed to less anxiety in reading, which, in turn, led to more confidence in reading in English. It is most likely that lower anxiety and reading rate improvement were reciprocally supportive.

The choice of reading materials in the study might have contributed to the significant gain difference in reading rate between the extensive and intensive reading classes. The students in the extensive reading classes read numerous graded readers while the students in intensive reading classes were not exposed to any graded readers. Graded readers, specifically written for English learners, can play a crucial role in improvement in L2 learners' reading rates (Beglar & Hunt, 2014; Beglar, Hunt, & Kite, 2012). Reading level-appropriate graded readers consistently over a semester made it possible for the students to read without stopping and provided the students with regular reading fluency practice over time. As a result of constant reading fluency practice with graded readers within the students' reading proficiency levels, the reading rate gains turned out as expected. Interview data also supported this claim. For instance, a student stated, "Because the books are easy and I read a lot of them, I feel that my eyes are not as tired as they used to be when reading in English now." This comment implies that the student

seemed to have developed his reading fluency by reading graded readers without putting much effort into trying to understand the meaning of what he was reading.

Another possible reason for the gain in reading rate might be because of reading-strategy development through extensive reading. Reading multiple graded readers seems to have helped students develop reading strategies unconsciously. In addition, repetition of unconscious reading strategy practice over time seemed to have allowed students to read strategically. Students' comments from the interview data also provided evidence for reading rate development that is linked to reading strategy development. For example, a student mentioned that extensive reading enabled him "to identify where the important information is" and "to read important parts more carefully." Through extensive reading, students appeared to have developed effective reading strategies, which might have facilitated their reading fluency.

Studies of extensive reading often mention a short duration (e.g., a 15-week semester) as a limitation of their studies, suggesting that a semester might be too short to show significant improvement in reading rate. Reading scholars stress that fluency development appears after students are exposed to large amounts of reading input (e.g., Day & Bamford, 1998; Grabe, 2009; Grabe & Stoller, 2011). However, few studies of extensive reading have found evidence for the optimum duration of an extensive reading program and minimum amount of reading input that students in the program should be exposed to in order to maximize the effects of extensive reading on reading abilities. In a recent EFL study, designed to examine increases in students' reading rates as a result of extensive reading, Beglar and Hunt (2014) proposed that students read a minimum of 200,000 standard words per academic year. Nation (2009) recommends a reading goal of

500,000 running words per year. In this study, the students had a goal of reading 200,000 words and this reading goal seemed to have challenged the students to read more graded readers and have resulted in increased reading rates.

Effects of extensive reading on reading comprehension. The results of the present study led to a significant gain difference in reading comprehension between the extensive reading and intensive reading classes. Although the extensive reading classes made a significant gain, it is important to note that that the impact of extensive reading on reading comprehension turned out to be relatively small (Cohen's $d = .30$). Nonetheless, it is important to note that the extensive reading students with 30% less direct intensive reading comprehension instruction did significantly outperform the intensive reading students.

Previous studies have shown different results of the effectiveness of extensive reading on reading comprehension. While some studies claim positive effects of extensive reading on reading comprehension (e.g., Bell, 2001; Elley, 1991; Tanaka & Stapleton, 2007), other recent studies have shown no significant gain difference between experimental and comparison groups (e.g., Al-Homoud & Schmitt, 2009; Beglar, Hunt, & Kite, 2012; Huffman, 2014). Findings from this study seem to be consistent with findings from recent extensive reading studies that did not show any significant gains, although this study revealed a significant gain difference in reading comprehension. A few interpretations might explain the relatively small effect size but significant difference in reading comprehension.

Using the same passages for the reading comprehension and reading rate tests, this study provides good empirical evidence that the gain in reading rate can support the

positive reading comprehension gain scores. That is, the students in the extensive reading classes increased reading rates and they were also able to keep or slightly increase their reading comprehension. This result is consistent with a study done by Beglar, Hunt, and Kite (2012) although their study failed to show significant difference between experimental and comparison groups for reading comprehension. One possible reason that this study made a significant gain score compared to Beglar, Hunt, and Kite's (2012) study may be because of the amount of reading done by students. The extensive reading students in the current study read a mean of 152,714 words in a 15-week semester whereas the three pleasure group students in Beglar, Hunt, and Kite's study read a mean of 165,064 standard words in a 28-week academic year. It seems that more reading has contributed to a significant effect although the effect is small. In addition, the combination of the positive evidence of vocabulary growth and reading rate seems to explain why gain in reading comprehension starts to appear.

Another possible reason for the small effect on reading comprehension is in the nature of longitudinal reading comprehension development through extensive reading. Reading comprehension abilities comprise "(a) syntactic knowledge and processing skills; (b) reading strategies that support comprehension; (c) the integration of reading strategies and higher-level processing to develop the strategic reader; (d) the role of the discourse knowledge; (e) the centrality of vocabulary knowledge" (Grabe, 2009, p. 195). Grabe points out that a combination of these components influences reading comprehension abilities and the development of strategic readers. This 15-week extensive reading study may have been long enough in duration to produce a significant effect but not a large effect on reading comprehension development.

In sum, the results from repeated-measures MANOVA fill the gap in the literature, which is that impacts of extensive reading on multiple areas of language learning have not been sufficiently investigated. This study demonstrates that a 15-week semester-long extensive reading routine had a positive impact on a combination of vocabulary acquisition, reading rate, and reading comprehension. This study provides persuasive empirical evidence that a systematically designed extensive reading approach, as part of a regular reading course (i.e., using less than one third of class time), played a crucial role in improving Korean EFL university students' vocabulary acquisition, reading rate, and reading comprehension.

Relationship between two types of vocabulary tests. Research question 2 asked about the relationship between the generalized vocabulary knowledge (GVK) test and the individualized vocabulary knowledge (IVK) tests as ways to measure the impact of extensive reading on vocabulary acquisition. Results from both tests indicated that the students demonstrated improvement in vocabulary knowledge. Furthermore, the results revealed that the two tests seemed to measure similar vocabulary knowledge, showing very small mean differences between the two tests. In addition, the pre- and post-GVK test results across three vocabulary bands (i.e., 2K, 3K, and 4K+), when divided based on amount of reading done, confirmed the idea that exposure to reading input matters in vocabulary learning. These results reinforce previous claims that extensive reading promotes general vocabulary knowledge development (e.g., Grabe, 2009; Krashen, 2004; Nagy, 1997). Possible explanations for this result are further explained by answering the sub-research questions.

That the two vocabulary tests turned out to be measuring the same vocabulary knowledge as a result of extensive reading implies that the GVK test, alone, can assess the students' vocabulary knowledge gained from extensive reading. It thus appears to be more sound and practical to use a GVK test to determine gains in vocabulary knowledge; designing IVK tests for each individual student requires a lot of time, especially for large classes, and does not seem to be necessary to measure students' vocabulary growth as a result of extensive reading. In this study, 62 students were selected for the IVK tests and it was a time-consuming task for the researcher alone to create the 62 individualized tests.

The fact that the two tests showed similar patterns of vocabulary growth can be interpreted in several ways. Both post-GVK and IVK tests revealed large mean differences from the pre-GVK test. It is very likely that the students who read extensively might have encountered many of the words on the GVK test because the GVK test was designed based on the words that most frequently appeared across the entire set of graded readers. In contrast, one reason why the IVK tests did not yield higher mean scores than the GVK test might be because the students could have forgotten highly context specific words that they had encountered through extensive reading at the beginning of the semester. It is unlikely that those context specific words would appear in other graded readers. In addition, several students had reached their reading goal one or two weeks before the tests were given. Therefore, having no exposure to extensive reading for those few weeks might have contributed to forgetting words that they encountered in specific books. Not encountering words repetitively enough may have limited incidental vocabulary learning even though those words were selected from the books students read.

As shown in the post-hoc analysis, the students who read consistently showed gains at each vocabulary band (i.e., 2K, 3K, and 4K+) on both tests, indicating that extensive reading facilitates both basic vocabulary and less frequent vocabulary knowledge. Encountering basic vocabulary in multiple graded readers seems to have consolidated the students' vocabulary knowledge and contributed to gains in vocabulary knowledge. Comments from interview data also support this result. For example, several students mentioned that reading graded readers for a long period of time helped them "review the words" they used to know. Although many of the interviewees stated that they were also able to acquire new words (i.e., 4K+ vocabulary), the gains in 4K words from both tests are fairly small (i.e., 3.82 words for GVK and 3.55 words for IVK). One reason that students did not seem to learn many new words from extensive reading might be that there was no instructional support provided in terms of learning new words (mostly 4K+ words) from extensive reading. More importantly, those new words most likely did not appear enough to facilitate acquisition of the words (mostly less than 5 occurrences). In addition, interview data suggested that interviewees did not seem to pay much attention to new words, guessing the unknown words from context. Because the inferences that the students made about unknown words might not have been correct, it is doubtful that their guessing the unknown words led to vocabulary acquisition. Empirical studies on vocabulary learning also have reported weak evidence for learning words from guessing from context (Nation, 2013). Grabe (2009) points out that both exposure and direct instruction that require students' attention to unknown words are important for vocabulary learning. This implies that there is a need to incorporate more intensive reading related vocabulary activities into extensive and intensive reading programs.

Relationship between extensive reading and students' motivation. In order to investigate the source of motivation to read extensively, a multiple regression analysis was performed and the results revealed a significant effect on one factor, which is Reading for Academic Achievement; this finding suggests that the students' motivation to read extensively largely depended on extrinsic motivation, which is to earn a good grade and/or get a good test score.

The result that the students' source of motivation to read extensively largely relies on extrinsic motivation is not consistent with previous findings which suggest that intrinsic motivation strongly predicts the amount of reading done (Takase, 2007; Wang & Guthrie, 2004). In this study, intrinsic motivation did not predict reading amount, but extrinsic motivation did. One reason for this difference might be that in this study, extensive reading was included as a compulsory course assignment (for extensive reading students) and the students received a grade for the assignment. In order to earn full credit for the assignment, the students in the extensive reading classes had to read 200,000 words. The required reading assignments seemed to have contributed to facilitating extrinsic motivation among the students.

Additionally, most Korean EFL university students, in general, study English to get good test scores that, in turn, lead to good jobs. These reasons are reasonable in EFL settings where English is usually needed for specific purposes (e.g., mainly to earn a good grade or test scores in academic settings). Many researchers claim that extensive reading improves students' motivation to read (Day & Bamford, 1998; Guthrie & Wigfield, 2000; Takase, 2007). However, in an EFL setting, without compulsory extensive reading with a specific reading goal, it is doubtful that the students would have

read or tried to read 200,000 words in one semester. Many students interviewed mentioned that they "would not have read that much if extensive reading had not been mandatory." In order to be motivated to read extensively and to sustain the motivation to read for long periods of time, students need to be both intrinsically and extrinsically motivated. This implies that instruction that promotes motivation is crucial in L2 reading classes. "Extensive reading, to be reasonably successful, generally requires a significant effort to motivate students" (Grabe, 2009, p. 326).

Korean EFL university students' perceptions of extensive reading. Findings from the interviews with 19 students provide rich insights from the students' experiences with extensive reading throughout the semester in relation to their (a) motivation for and attitudes toward extensive reading, (b) extensive reading practices, (c) perceptions of the effectiveness of extensive reading activities, and (d) perceived English improvement as a result of extensive reading. In addition, results from open-ended questions in the motivation questionnaire—extensive reading students' perceived benefits of and difficulties with extensive reading—are discussed in conjunction with four themes generated from interview findings. These findings suggest implications for the implementation of an extensive reading approach in reading courses in both ESL/FL settings.

Motivation for and attitudes toward extensive reading. One notable finding is the change in the students' perceptions of reading in English in general. Findings correspond to the numerous claims in the literature that extensive reading promotes positive attitudes towards and motivation for reading. In this study, the students started extensive reading with anxiety about English and English reading. After they had finished one or two

graded readers, they had less anxiety about reading in English, having realized that reading in English was not as hard as they used to think and, thus, developed greater reading self-efficacy. In an extensive reading program, learners are encouraged to read extensively. In order to read extensively, learners need to read materials within their linguistic competence (Grabe & Stoller, 2011). Graded readers, especially designed for L2 learners by controlling vocabulary and linguistic structures, seem to have allowed the Korean EFL university learners to read in large quantities and contributed to decreased anxiety.

Although the results of the extensive reading motivation questionnaire revealed that the extensive reading students' primary source of motivation was from extrinsic motivation, findings from the interview data demonstrated that students experienced pleasure reading during the semester. For example, many interviewees commented that they "lost track of time while reading," thereby experiencing flow (Czikszentmihalyi, 1997) when they were reading an interesting and easy graded reader. This finding points to the importance of reading level- and topic- appropriate graded readers to increase motivation to read. In this study, the students seemed to have been both intrinsically and extrinsically motivated and/or demotivated and/or amotivated throughout the semester for various reasons; however, the source of motivation that enabled them to read consistently and extensively seems to be extrinsic motivation.

No students had had experience with extensive reading before the study. New, positive extensive reading experiences seem to have contributed to students' beliefs in the effectiveness of extensive reading on reading abilities. Such beliefs motivated the students to read extensively throughout the semester. Furthermore, students showed their

willingness to read even though extensive reading was not compulsory. Again, as mentioned before, reading appropriate graded readers seemed to have played a crucial role in creating and sustaining the students' motivation to read. This finding agrees with the claim that Day and Bamford (1998) make in their expectancy (i.e., reading materials and reading abilities in L2) and value (i.e., attitudes toward reading in L2 and socio-cultural environment, including influence of family and friends) model of motivating factors for L2 learners' decision to read. In this study, similar to findings from Nishino's (2007) study, after the students discovered that reading graded readers is an easy, interesting task, they developed confidence and motivation to read; as a result, they were able to read in L2 extensively. Another reason for students' motivation to read extensively can be found in one of Day and Bamford's (1998) ten principles of extensive reading, specifically that "students select what they want to read" (p. 8). Several students were fond of the fact that they could choose a graded reader that they liked to read, something they had never experienced in other classes.

Despite the positive impact of extensive reading on students' attitudes and motivation, several students also showed concerns about reading extensively due to reasons such as lack of time, insufficient interesting book choices, inconvenient book check-out system, and a burdensome reading goal, which contributed to decreased motivation to read. It is important to consider these student concerns when incorporating extensive reading into regular reading classes. Lack of time was one of the students' major concerns about not being able to read extensively, which is in line with findings from previous studies (Camiciottoli, 2001; Ro & Chen, 2014). The reading goal in the study reported here (i.e., 200,000 words) might have caused reading anxiety in several

students with low reading proficiency and low motivation. Yet, most of the students interviewed agreed that the reading goal was appropriate for a semester. The result implies that adjusted reading goals may be necessary depending on individual students' proficiency levels. In this study, the students' reading proficiency levels varied from high beginning to advanced, although most students seemed to belong to a low intermediate level. In addition, in terms of book accessibility, as reading scholars (e.g., Grabe, 2009; Krashen, 2004) suggest, more sufficiently interesting and level-appropriate graded readers as well as easy access to graded readers could have facilitated more reading. In this study, several students mentioned that there were not sufficient numbers of low-level graded readers for struggling readers and not enough non-fiction graded readers available for those who preferred reading non-fiction. In addition, because there was no specific place available for students to check out graded readers at their convenience, the students were only allowed to check out graded readers right before and/or after their class time and at a specific time (usually from 4:40 to 6:40 p.m. and by appointment) three times a week outside the class. Several students stated that the times were not convenient and they did not want to wait for several hours to check out books. This limited access to books seemed to have decreased reading motivation. These circumstances suggest the importance of easy and convenient access to books for successful extensive reading programs.

Extensive reading practices. The participants' extensive reading practices can be described by considering (a) how students chose books; (b) when, where, how long, and how often they read; and (c) how they dealt with reading difficulties. First, book selection seems to have played an important role in extensive reading practices because what

students read had an impact on their motivation to read. At the outset of the present study, most students did not seem to know or care about what they wanted to read; however, as the semester progressed and the more they read, they spent more time selecting books that complemented their interests. Another book-selection strategy involved reading back-cover blurbs when choosing a book. The blurb activity (described in Chapter 3) helped the students find books they liked, which implies the need to incorporate extensive reading activities, like the book blurb activity, into extensive reading programs. One commonly used book-selection strategy, teacher recommendations, suggests that teachers in extensive reading programs be familiar with, that is, knowledgeable about, the books that their students are going to read in their extensive reading libraries. A teacher's interest in and knowledge about books that students are going to read can make a great difference in students' reading motivation and attitudes.

Second, the students' reading engagement occurred in various places, such as at home, at school, on the bus or subway, and in cafés. Most of the participants indicated that they read more at home than at school; this may be a positive sign for developing consistent reading habits. According to Miller and Kelley (2014), although their argument is not based on an empirical study, students who read outside of class are more likely to retain the reading habit. Krashen (2004) points out that most students do not usually read much outside school; therefore, he stresses the importance of providing students more reading time while they are at school. Both Miller's and Krashen's claims are reasonable depending on individual learner differences in relation to L2 reading. In this study, students who developed L2 extensive reading habits seemed to read more outside school. In addition, comments from the students support the importance of the

physical reading environment (Krashen, 2004). The majority of the students interviewed favored quiet, distraction-free places for reading. It would be beneficial for extensive reading programs to provide students with opportunities for quiet reading time, in and out of class, to foster reading habits.

Third, how the students dealt with reading difficulties illuminates the effect of extensive reading on reading-strategy development. By reading extensively, the students unconsciously seemed to have practiced multiple reading strategies. One commonly used reading strategy was guessing the meaning of words and sentences from context. Although there was no specific strategy instruction on guessing from context provided, all students interviewed reported using this strategy to avoid disrupting the flow of reading, which indicates that extensive reading seemed to have facilitated reading-strategy practice throughout the semester. The students interviewed stated that their ability to guess words from context, while reading extensively, developed over time. Grabe (2009) stresses the importance of guessing words from context through extensive reading for implicit vocabulary acquisition. This implicit strategy practice seems to have contributed to the significant effect on vocabulary acquisition as well as reading abilities.

Perceived effectiveness of extensive reading activities. The extensive reading activities incorporated into instruction (see Chapter 3) were designed to engage students in extensive reading by (a) introducing interesting reading materials (b) providing time to read, and (c) holding students accountable for reading done in and out of class. The students interviewed perceived the five extensive reading activities as effective in terms of increasing their motivation to read more. Introducing interesting and appropriate graded readers through two of the activities (i.e., book blurbs and listen to a story and

respond) motivated the students to read the books introduced. In addition, the book blurbs activity helped the students find interesting books by reading blurbs. At the beginning of the semester, most students seemed to fail to find an interesting book and did not know how to choose a book, only picking up books by looking at the pictures on the covers without understanding what the titles meant. However, thanks to the book blurbs activity, the students seemed to have become more responsible for their reading, choosing books based on their interests.

Including free-reading time in extensive reading classes has been proposed by many reading scholars (Day & Bamford, 1998; Grabe & Stoller, 2011; Krashen, 2004). In this study, the 15-minute free-reading time (i.e., Scaffolded Silent Reading [ScSR]) provided the students with quiet uninterrupted in-class reading time and enhanced most of the students' reading engagement. ScSR was new to most students and they enjoyed reading in the classroom because they were surrounded by other readers. As the semester progressed, according to comments from interviewees, the students appeared to value the in-class reading time more and wanted to be part of the classroom reading community (Day & Bamford, 1998; Miller & Kelley, 2014). Both motivated and less motivated students seemed to have benefited from the positive classroom reading environment, which sustained or increased their motivation. The classroom reading community probably provided less motivated students with positive reading experiences by encouraging affiliations with classmates who enjoy reading. This positive ScSR experience suggests that extensive reading programs should provide students with a reasonable amount of quiet reading time to increase reading engagement.

To hold students accountable for what they read, two activities, M-Reader and three-minute paper, were implemented. In general, the students showed positive attitudes towards these activities. In particular, using M-Reader as an assessment tool for verifying individual students' extensive reading made a major contribution to motivating the students to read more books. It is important to note that M-Reader had both positive and negative effects on students' extensive reading practices. On the positive side, the M-Reader activity increased the students' self-efficacy. For example, the students felt a sense of accomplishment when they passed M-Reader quizzes. On the negative side, the activity created anxiety about quizzes. Although M-Reader was an individual task that needed to be completed outside the class, this activity required careful monitoring by the teacher. When incorporating M-Reader into extensive reading classes teachers need to know what individual students are reading and how they perform on M-Reader quizzes. In this study, failing quizzes seemed to have created negative attitudes toward the activity. It is important for the teacher to find out why students are failing (and passing) quizzes by communicating with students regularly. One reason for failing quizzes was that some students had difficulty in following stories with many characters, which is consistent with findings from a previous study on extensive reading activities conducted by Suk (2013). Students' failing scores on quizzes could be interpreted in different ways: (a) The students were not reading linguistically and/or topically appropriate books for them, (b) the students did not actually read the book, or (c) the students faced mechanical errors while taking a quiz. Using M-Reader results, teachers can monitor students' reading progress. Reading scholars claim that including post-reading activities (e.g., M-Reader in this study) to assess students' reading can negatively affect students' attitudes toward

reading (Day & Bamford, 1998; Krashen, 2004). The findings from the current study agree with Robb's (2011) claim that an activity, such as M-Reader, used for the purpose of accountability needs to be incorporated into extensive reading programs to motivate students to read.

Perceived improvement in English learning through extensive reading. The interview results demonstrated that the students' perceived improvement in their English learning as a result of extensive reading. The most commonly perceived improvements were reading rate, vocabulary knowledge, and reading comprehension, which provides further evidence for the quantitative results that the extensive reading classes performed significantly better than the intensive reading classes on all those areas. The fact that all of the 19 students interviewed were able to realize that they became (more) fluent readers and their vocabulary knowledge benefited from extensive reading is a strong indication that implicit learning occurred in all three areas. The perceived improvements may have led to students' beliefs about the effectiveness of extensive reading and positive attitudes towards extensive reading. In addition, improvements in grammar knowledge, listening, speaking, and writing were also perceived by a small number of the interview participants. These improvements in other areas of English learning also support the evidence for positive effects of extensive reading in previous studies (e.g., Cho & Krashen, 1994; Hafiz & Tudor, 1990; Mason & Krashen, 1997). These perceived improvements, although there is no quantitative evidence to support them, are good indications of language learning through extensive reading. This result indicates that further research on the impact of extensive reading on other areas of language learning is needed. To sum up, in this study, only a small portion of regular class time was used for extensive reading (30

minutes in a 100 minute class), yet, both quantitative and qualitative data provide strong evidence for positive impacts of extensive reading on students' reading abilities, vocabulary, and motivation to read.

Implications of the Study

This study provides several implications for instruction, reading curricula, and materials development in L2 contexts. Although extensive reading has gained in popularity in some settings, it is not widely practiced in L2 contexts for several reasons (e.g., disregard for fluent reading, demand for many reading materials, lack of teacher and administrator awareness of extensive reading; see Grabe, 2009, p. 312 for more details). Results of this dissertation study demonstrated that classes with an extensive reading component were more beneficial for the development of students' reading rate, reading comprehension, and vocabulary acquisition than intensive reading classes. In fact, the extensive reading classes in this study did not fully devote the entire class time to extensive reading practice. Rather, 30% of the class time was used for extensive reading and the other 70% followed the existing reading curriculum in the setting. In this study, most of extensive reading was done out of class as a course requirement. This small addition of an extensive reading component to the existing reading curriculum sheds light on the effectiveness of extensive reading. Therefore, incorporating extensive reading into English reading curricula in L2 settings would be beneficial to students' reading development.

In addition, findings from the motivation questionnaire answered by 83 extensive reading students revealed that the students' extensive reading mainly stemmed from extrinsic motivation, that is, reading for practical reasons, such as to earn a good grade or

test scores to get good jobs in the future. However, results from interview data suggested that students' motivation to read seemed to derive from both intrinsic and extrinsic motivation. Dörnyei (2005) points out that motivation is dynamic rather than static; the interview data revealed that students' motivation to read changed over the semester depending on students' personal reasons and difficulty of or interests in the books they were reading. Evidence from both the quantitative results of this study and the insightful and valuable qualitative data suggests several implications for the implementation of extensive reading in L2 settings.

Implications for instruction. Four important instructional implications for the successful implementation of extensive reading in L2 reading classes are suggested for teachers for the purpose of motivating students to read consistently: (a) set a reading goal, (b) include extensive reading activities, (c) be familiar with the books in the class library, and (d) monitor students' reading progress and provide ongoing assistance. The following suggestions can serve as guidelines for teachers who want to implement extensive reading into their classes.

Set a reading goal. When implementing an extensive reading component in L2 reading classes, a specific reading goal (stated in terms of numbers of words and/or graded readers to be read) needs to be given to students to facilitate more student reading in and out of class. In this study, setting a reading goal of 200,000 words in 15 weeks motivated students to read intrinsically as well as extrinsically. The students in the study felt a sense of accomplishment each time they finished a graded reader. In the beginning of the study, many students did not seem to be confident that they would be able to reach the goal of reading 200,000 words by the end of the semester. However, after students

finished a couple of graded readers (which amounted to about 20,000–30,000 words), they realized that the goal was possible to reach.

Setting a specific reading goal for a class is not a simple matter. It requires deciding what an appropriate amount of reading for a semester is. Table 8 suggests the amount of reading goals across graded reader levels for a 15-week extensive reading program. The specified reading goal will vary depending on students' reading proficiency levels. In the current study, the reading goal was decided based on the researcher's teaching experience as well as suggestions from the literature on extensive reading (Day & Bamford, 1998; Nation, 2009; Nation & Wang, 1999). In this study, the 200,000-word reading goal was set assuming that students would read one graded reader per week, as the literature suggests (Day & Bamford, 1998; Nation & Wang, 1999), and that they would read longer (and more advanced) graded readers as the semester progressed. To be more specific, if a student finished a 10,000-word graded reader per week for the first five weeks (i.e., 50,000 words), a 15,000-word graded reader per week for the next eight weeks (i.e., 120,000 words), and a 20,000-word graded reader per week for the next two weeks (i.e., 40,000 words), the student would have read approximately 210,000 words by the end of the semester. The number of words set as a reading requirement for the current study (i.e., 200,000 words in a 15-week semester) is much higher than the minimum reading amount (i.e., 200,000 standard words per academic year) suggested by Beglar and Hunt (2014) for the purpose of reading rate development. Although 200,000 words may seem overwhelming for students who do not like to read in English, most students interviewed provided evidence for the plausibility of the reading goal, when they affirmed that "the reading goal was manageable" for

them. A reading goal needs to be set based on students' reading level. According to the interviewees in this study and Day and Bamford (1998), in general, if students are reading a graded reader within their reading proficiency, they are likely to finish a graded reader within 2–3 hours, which is about 20–25 minute reading per day. In Table 8, based on a one book per week goal (e.g., Day & Bamford, 1998), I have provided possible reading goals across different levels of graded readers, assuming that learners start with graded readers at the appropriate level, based on their reading abilities. Teachers and students can identify the number of words in a graded reader on the back cover of a graded reader and/or at M-Reader.

Table 8

Suggestions for Amount of Reading Goals (based on One Graded Reader per Week for a 15-week Extensive Reading Program)

Book levels (headwords) [a]	Approximate no. of words in a graded reader	Suggested reading goals
Elementary (400–800)	4,000–8,000	60,000–120,000
Intermediate (801–1,500)	8,000–20,000	120,000–300,000
Upper Intermediate (1,501–2,400)	15,000–25,000	225,000–375,000
Advanced (2,401–3,600)	20,000–35,000	300,000–525,000

[a] Book levels (headwords) are based on The Extensive Reading Foundation Grading Scale. <http://erfoundation.org/scale/ERF_Scale.pdf>

When setting a goal, teachers can set a single goal for all the students in the class assuming the students are at a similar level. However, if students' reading levels vary greatly in a class, it might be advisable that teachers set variable reading goals depending on students' reading levels. In general, it might be necessary for teachers to set a reading goal reasonably high considering their students' reading levels.

Include extensive reading activities. Extensive reading activities should be incorporated into an extensive reading program to sustain and increase students' motivation to read. The professional literature includes a few teacher-reference books that introduce a variety of (adaptable) extensive reading activities and ideas (e.g., Bamford & Day, 2004; Day et al., 2011; Jacobs & Farrell, 2012). This study included five extensive reading activities (see Appendix A); interview data revealed that students perceived the activities as helpful in terms of motivating students to read more graded readers. Including extensive reading activities can be useful for teachers to scaffold extensive reading and engage students in reading in various ways. The following suggestions may guide teachers who want to incorporate extensive reading activities in their classes:

- *Introduce interesting reading materials.* At the onset of an extensive reading program, many students may not be certain about what they want to read. Their uncertainty could be linked to their inexperience or unfamiliarity with extensive reading in their language classes. Struggling and/or unmotivated readers may be particularly overwhelmed by the fact that they need to choose a book to read among multiple books. Such challenges can be overcome by including activities (e.g., the *book blurbs* and *listen to a story and respond* activities used in this study) that introduce interesting graded readers to students. As a result of student engagement in such activities, students have an easier time choosing interesting books and become inspired to engage in more reading. An added benefit that emerges from the *book blurbs activity* is that if introduced at the beginning of a course, students learn how to self-select books.

- *Provide time to read in class.* Silent reading time in class (at least 15–20 minutes) can develop students' reading habit and positive attitudes toward reading in English. Furthermore, quiet, uninterrupted reading time with classmates can build a classroom reading community and foster positive reading relationship with other readers in class (Komiyama, 2009b; Miller and Kelley, 2014).
- *Hold students accountable for reading.* Incorporating M-Reader as a post-reading activity holds students accountable for their reading and helps teachers check if students are meeting reading goals. Other kinds of post-reading activities, such as book reports and book reviews, may be useful for holding students accountable for their reading if implementing M-Reader is not feasible. These post-reading activities can also be used as a way to evaluate students' extensive reading done in and out of the class.

Be familiar with the books in the class library. Extensive reading allows students to self-select books; reading a book chosen based on individual students' reading levels and interests can greatly increase their motivation to read. However, teachers might often observe that students struggle in choosing books because they do not know how to find books that might complement their interests. Especially in settings where extensive reading is a new experience, students might struggle when choosing books. To facilitate the book-selection process, teachers can incorporate activities that introduce interesting books to students (like the *book blurbs activity* used in the study). In addition, teachers can support students by providing book recommendations when students seem to struggle self-selecting books. In order to recommend books that appropriately match individual student's interests, it is necessary for teachers to be familiar with and have knowledge

about the books in the class library. Teachers can gain knowledge about the books available to students by reading them, collecting information about books that are popular among their students by reading students' reading logs, and chatting with students about the books that they have read.

Monitor students' reading progress and provide ongoing assistance. Because extensive reading can be done both in and out of class, it is important for teachers to consistently monitor individual student's reading progress. M-Reader is one good way to check students' reading done outside classroom. Teachers can use individual students' M-Reader quiz scores to check whether students are reading with appropriate comprehension or if they are actually reading; with this information, teachers can provide assistance to underachieving students. Using M-Reader as an out of class activity also requires teachers' ongoing monitoring. Several students in this study showed concerns about M-Reader, especially with regard to the types of questions asked and the mechanical errors faced while taking quizzes on M-Reader. It is important for teachers to be aware that these problems may arise while implementing M-Reader and to provide assistance accordingly. If M-Reader is not available, teachers can create a reading log to monitor students' reading progress.

In an extensive reading class, the teacher's role should lie in scaffolding extensive reading by providing necessary support. In order to motivate students to read consistently, it is important for teachers to know what individual students are reading and what students think about the books that they are reading in terms of difficulty and interest. As Day and Bamford (1998) suggest, teachers should provide ongoing class guidance throughout the program and engage in formal or informal teacher-student conferences on

extensive reading practices. In this study, the interviews conducted with participants seem to have played the role of individual conferences. Through these teacher-student interactions, the teacher researcher was able to learn about students' extensive reading practices and use the student input to guide other students as well as the interviewees. Students' reading logs, read by the teacher, provide other insights into students' extensive reading experiences. Teachers can also observe individual students' independent reading in class and chat with individual students to give guidance.

Implications for reading curricula in ESL/FL settings. A successful extensive reading curricular component requires a variety of accessible and interesting reading materials and a considerable amount of time devoted to extensive reading (Day & Bamford, 1998; Grabe, 2009; Grabe & Stoller, 2011; Krashen, 2004). Findings from this study suggest numerous implications for ESL/FL reading curricula. The following suggestions may serve as guidelines for curriculum designers who plan to incorporate extensive reading into their programs or who aim to improve and/or expand the extensive reading that is already in place.

Consider adding extensive reading to already existing reading classes. Most English reading classes in the Korean university setting where this study was conducted generally focus on intensive reading without any focus on fluency practice; therefore, extensive reading was fairly new to many students. This study was carried out with two relatively large classes, with about 40 students in each that were designated as the experimental extensive reading classes. This study incorporated extensive reading into already existing reading classes, devoting only 30% of class time to extensive reading (30 minutes per week or class session). The remaining 70% of the class time followed the

existing reading curriculum. Results of this study provide solid evidence for the feasibility and benefits of including an extensive reading component in regular ESL/FL reading classes. In addition, students developed positive attitudes towards and increased motivation for extensive reading in English. The findings suggest that it is feasible to incorporate extensive reading into regular university-based reading curricula; in addition, the findings suggest that the same could be accomplished in private language school curricula and primary and secondary school English reading curricula.

Provide easy access to various, interesting graded readers. In this study, different levels of various graded readers were used as reading materials. The use of graded readers, rather than authentic reading materials, has been shown to increase students' reading rates (Beglar, Hunt, & Kite, 2012). A class library should include a variety of interesting graded readers, as many as possible to sustain students' motivation to read over time. The ideal graded-reader library should be easily accessible to students to allow for more student engagement in reading (Grabe, 2009; Krashen, 2004). In this study, several students expressed concerns about what they considered to be an inconvenient book check-in/out system; they stated that the system that was in place prevented them from reading more graded readers. Access to a range of interesting graded readers is one of the key elements for a successful extensive reading program.

Offer orientation on extensive reading to teachers and administrators. Macalister (2010) stresses the importance of teacher education and raising administrator awareness in order for extensive reading to be more widely practiced. Orienting teachers and administrators before the implementation of extensive reading is necessary because how they perceive extensive reading will likely influence students' perceptions of

extensive reading and their practice of extensive reading. As Grabe (2009) points out, not only do teachers and administrators worry about students' learning in extensive reading time in class but they also have concerns about inactive teachers' roles in extensive reading classes when students are quietly reading, assuming that students are not learning anything in extensive reading classes. These misconceptions of extensive reading among teachers and administrators need to be corrected. In extensive reading classes, as mentioned before, an active teacher role is crucial in scaffolding extensive reading by constantly motivating students to read more, monitoring students' reading progress, and providing assistance as needed.

Implications for publishers of graded readers. Students in this study showed favorable attitudes towards graded readers. Some graded readers allowed students to experience the state of flow while reading, while other graded readers decreased students' motivation to read more because of complicated plots, boring story lines, and the length of a graded reader. Suggestions for publishers and authors of graded readers are listed below:

- *Specify the number of words in a graded reader.* This will allow teachers and students to figure out how many words students need to read to reach a reading goal.
- *Describe characters before the actual story starts.* Several students found graded readers from specific publishers easy to read because the characters are described or introduced before the actual story begins. Including short descriptions about the graded-reader characters (preferably including a graphic organizer that show

relationships between and among characters) can promote students' engagement in reading, especially when the story has many characters.

- *Provide an alphabetical index of vocabulary (content words) that appears in a graded reader.* This will make it more feasible for teachers and researchers to design a vocabulary test to assess vocabulary gains through extensive reading.
- *Write more manageable-length graded readers.* Several students in this study expressed anxiety about the length of graded readers. Across publishers, upper-intermediate to advanced level graded readers tend to be long, usually more than 25,000 words per graded reader. Several students interviewed pointed out that they preferred to read graded readers that do not exceed 20,000 words because they could finish a graded reader without losing reading stamina. More advanced graded readers with manageable length (e.g., 15,000–20,000 words in a graded reader) may decrease anxiety about reading lengthy graded readers and facilitate more reading.

Limitations of the Study

This study used a careful longitudinal design to examine the effectiveness of extensive reading on L2 learning; in addition, the use of mixed methods research design, using both quantitative and qualitative data, cross-validates findings of the study. However, despite these strengths, a few limitations are worth pointing out. One limitation of the study is related to its research design; the lack of random sampling in its quasi-experimental design limits its generalizability. More research on extensive reading with true experimental designs is needed to avoid contamination by confounding variables and

to validate the findings of this study. Future research including random sampling will provide more concrete evidence for the effects of extensive reading.

Another limitation is in using the same reading comprehension passages for both pre- and post-tests. Because there was only a 14-week gap between the pre- and post-tests, it is possible that students were able to remember the reading passages when they encountered them at the end of the semester. However, because both extensive reading and intensive reading classes took the same pre- and post-tests, the effect of taking the same tests would reside in both groups.

One other possible limitation is the absence of a delayed post-test of vocabulary. Therefore, positive findings of the vocabulary tests cannot confirm the gains through extensive reading would have longer retention. It was impossible to administer a delayed post-test in the setting because the participants in the study were from different departments and the participants had a winter break. Future studies that incorporate a delayed post-test into their design 3 to 4 weeks after the end of the experiment can confirm the effect of extensive reading on long-term vocabulary retention.

Directions for Future Research

This study has revealed several directions for future research on extensive reading. One possible direction for future research involves incorporating additional vocabulary measures. This study could have yielded better results if students' partial vocabulary knowledge had also been measured as gains in vocabulary knowledge. According to Schmitt (1998), students can possess other kinds of word knowledge even when they can demonstrate no meaning knowledge. In this study, for example, many students did not know the word *niece* at the pre-test. However, at the post-test, results showed evidence

that some students had partial knowledge about the word, providing responses such as *relative* or *cousin*. The students seemed to be able to establish some association for that word; however, it appears that the association may not have been reinforced enough to lead to full acquisition. The results suggest that if word association types of test items or other types of vocabulary items were included in the test to better understand vocabulary acquisition, the effect of extensive reading on vocabulary acquisition might be larger.

Another area of future research is to investigate the effect of extensive reading on reading and vocabulary strategy development. Interview data revealed that extensive reading allowed students to utilize multiple reading and vocabulary-learning strategies unconsciously through extended periods of time. Further research could investigate this assumption: Students' unconscious reading and vocabulary strategy development through extensive reading over time contributes to reading abilities and vocabulary acquisition.

Students' perceived improvements as a result of extensive reading introduced a question about the effectiveness of extensive reading on additional areas of English learning. One interesting finding from the interview data is that students who were simultaneously taking other English classes were more likely to perceive those improvements. This implies that incorporating an extensive reading component alongside other language courses may generate more positive impacts on language learning. Further research is needed to validate the effects of extensive reading in other areas.

The last area for future research area relates to amount of reading. How much reading can show the effects of extensive reading? In the current 15-week semester-long study, the students in the extensive reading classes had a goal of reading 200,000 words and many students (more than 50%) were able to achieve the goal. The reading goal, as

expressed in number of words read, set for the experimental classes in the study reported here seems to be plausible according to most students who were interviewed. However, further investigation of appropriate reading goals, considering students' reading proficiency levels, is needed to maximize the effects of extensive reading.

In conclusion, this dissertation study confirmed evidence for the effectiveness of extensive reading on L2 learning. The results of the study are meaningful in that the extensive reading students developed L2 reading abilities, increased vocabulary knowledge, and developed positive motivation to read, even though only 30% of the existing class time was used for extensive reading instruction. The study also sheds light on the implementation of an extensive reading program in an EFL setting, with implications for ESL settings. Instructional techniques used in the study can be fairly easily incorporated into other ESL/FL reading curricula.

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Appendix A

Five Extensive Reading Activities Implemented in the Study

Activity	Source	Goal/ purpose	In class	Out of class	How often	How long	Procedures	Materials needed	Materials to be collected / evaluated
ScSR (Scaffolded Silent Reading)	Idea developed from Reutzel, Fawson & Smith (2008)	To increase students' reading time in class to develop their reading habit and skills	✓		Every class (From Week 2 - Week 14)	15 min.	Before the class, stopwatch should be set to 15 minutes. Students: Read self-selected graded readers independently for 15 minutes at the beginning of each class. Teacher: Monitor students' reading and provide assistance. After 15minutes of reading: Teacher: Ask a few volunteers to share what they have read with the class or ask students to turn to a neighbor to share what they have read.	Graded readers	None
Three-minute paper	Adapted from Bamford & Day (2004); Prentice (2011)	To check students' reading done in class; to improve students' writing and vocabulary; to provide time for students to think about what they read	✓		Three times (Weeks 4, 9, & 14)	4-5 min.	After ScSR, Teacher: Distribute handouts or students take out a piece of blank paper. Set an on-line stopwatch to 3 minutes. Ask students to write a short summary of what they read including a character, place, or the topic. Students: Write three-minute paper. Teacher: Collect the paper after 3 minutes.	Worksheets for three-minute paper activity	Three-minute paper
Book blurbs	Adapted from Bamford & Day (2004)	To introduce books to students; to help students choose interesting books	✓		Three times (Weeks 3, 5, & 11)	10 - 15 min.	Teacher: Explain what the blurb activity is. Distribute worksheets and show the book covers displayed on the projector. Do one blurb with the class as an example. Tell students that there are six blurbs and seven books. Read the directions with the class. Students: In groups of 3, students find books that match blurbs and talk about whether each book sounds interesting. Teacher: After most students have finished the task, as a class, go over each blurb by asking questions (e.g., what is the book title for the first blurb? Why do you think so?). Upon completion of the review, encourage students to read blurbs on the back covers of books for check-out.	Book blurb activity worksheet	Book blurb activity worksheet

Appendix A (continued)

Activity	**Source**	**Goal/purpose**	**In class**	**Out of class**	**How often**	**How long**	**Procedures**	**Materials needed**	**Materials to be collected / evaluated**
Listen to a story and respond	Adapted from Bamford & Day (2004)	To motivate students to read more books by introducing an interesting passage from a graded reader	✓		One time (Week 10)	15 min.	Teacher: Distribute copies of a segment of a graded reader. Use an audio CD. Students: Read along silently as they listen to an audio CD. After the listening segment, students write a 2-3 sentence summary of the segment of the story or make predictions about the story. Teacher: Encourage students to check out the book and find out whether their predictions were right.	Reading passages from a graded reader; audio version of the passage on CD	Students' response to the reading passage
The M-Reader	Idea developed from Robb (2011); mreader.org	To check students' reading assignments; to hold students accountable for their reading		✓	When students finish a graded reader, ideally once a week (Weeks 2-14)	5-10 min.	Students: Go to mreader.org upon completion of a book and take a quiz on the book. Teacher: Check students' reading progress on the website. See whether students are passing or failing quizzes. If they passed a quiz, teacher can assume that they read the book, which also means they completed the out-of-class reading assignment. For students who did not pass the quiz, teacher needs to consult with the students on why they are failing the quizzes and provide the students with appropriate support. Review the website regularly and advise students who are under-achieving.	Access to a computer	Results of quizzes taken on the website (passed or not passed)

Appendix B

Sample Book Blurb Activity

Directions:

a. Read the blurbs - short descriptions of books - below.
b. Your job is to find a match between each book description and a book title in the box below. See the book covers on the screen.
c. Write down the title of the book and answer the question for each title.
d. There are more books than blurbs. You also have to find one book which does not have a blurb.

• The House by the Sea • The Princess Diaries • Tooth and Claw • Martin Luther King	• Two Lives • Dead Cold • Tales of the Supernatural

1. Six stories about a world we cannot explain – a film star discovers the dangers of dancing with a stranger, a man comes face to face with his father's past, an Irish-American family cannot escape someone from the past, a woman doesn't listen when she is told not to destroy a very old tree, an English writer slowly becomes more and more Japanese, and a killer 'sees' himself die in hospital.

   Title:_____

   Does the book sound interesting? Yes _____ No _____

2. The United States in the 1950s and 60s was a troubled place. Black people were angry because they did not have the same rights as whites. It was a time of angry words, of marches, of protests, a time of bombs and killings. But above the angry noise came the voice of one man – a man of peace. 'I have a dream,' said….

   Title:_____

   Does the book sound interesting? Yes _____ No _____

3. A dead girl is found in a swimming pool in Pine Crest, USA. She's Janine, a 23-year-old student who wanted to write for a newspaper. Flick Laine has to find the killer. But first she must find out the big story Janine was working on before her death.

   Title:_____

   Does the book sound interesting? Yes _____ No _____

4. Conradin is ten years old. He lives alone with his aunt. He has two big secrets. The first is that he hates his aunt. The second is that he keeps a small, wild animal in the garden shed. The animal has sharp, white teeth, and it loves fresh blood. Every night, Conradin prays to this animal and asks it to do one thing for him, just one thing.
   Title:_____

   Does the book sound interesting? Yes _____ No _____

5. Mia Thermopolis lives with her artist mother and her cat, Fat Louis, in an apartment in Greenwich Village. She is an ordinary New York teenager. Ordinary, that is, until Mia finds out the shocking truth.
   Title:_____
   Does the book sound interesting? Yes _____ No _____

6. A married couple, Carl and Linda Anderson, buy a house by the sea to spend their weekends. But one weekend Linda does not arrive at the house and Carl begins to worry. What has happened to her? Who is the taxi driver that follows Carl? And how much do the people in the village really know?
   Title:_____
   Does the book sound interesting? Yes _____ No _____

Quiz ☺: Which book does not have a blurb?

_____

Appendix C

Reading Comprehension and Rate Test

Passage 1 from Mikulecky and Jeffries (2004, pp. 247-248)

Becoming a Successful Writer

In 1966, Stephen became a student at the University of Maine. To pay for his college expenses, he had to work. At different times he worked in the university library, in a factory, and in a high school as a cleaner. He studied English, but he also took education courses so he could become a teacher. This was his mother's idea. She thought he could make a good living as a teacher.

He wasn't making much money as a writer. He continued to write stories, and he continued to send them to magazines. Several stories were published, but he wasn't paid much for them. Finally, in 1969, a magazine paid him $200 for a story. He felt rich, but only for a short while.

1969 was an important year for Stephen in another way. That year, he met a young student named Tabitha Spruce in a poetry course, and soon they fell in love. The next year, Stephen graduated from the university. In January 1971, he and Tabitha got married.

Before long, Stephen and Tabitha had their first child, a baby girl. He couldn't find work as a teacher, so he took a job in a laundry. He sold a few more stories to magazines, but he and Tabitha never had enough money. They had a car, but it often broke down. When their daughter got sick, they didn't have money for medicine.

Then Stephen got a job as a teacher. He earned more money, but sometimes he was too tired to write. At that time, he was working on a novel about a high school girl. One day, he decided he didn't like the story or the girl in his novel. He didn't know enough about high school girls. So he threw all the pages he had written into the wastebasket. But the next day, Tabitha found them and read them. She told him it was a very good story and he had to finish it. She could help him with information about high school girls.

So she did help him, and he finished the book. That novel was *Carrie,* his first real success. Stephen didn't get paid much money at first. But a few months later, the publisher got a lot of money for the paperback edition and Stephen was paid $200,000. He and Tabitha didn't have to worry about money anymore. Stephen was a successful writer.

Time: _____

Think about the passage you just read. Circle the best answer. Do not look back!

1. This passage is about _____.

   a. Stephen's life as a college student
   b. Stephen's first teaching job
   c. how Stephen got married to Tabitha
   d. how Stephen became successful

2. Stephen's mother wanted him to become _____.

   a. a teacher
   b. a librarian
   c. an editor
   d. a doctor

3. While he was a student at the university, he _____.

   a. didn't earn any money at all
   b. earned a lot of money by writing
   c. didn't earn much money by writing
   d. wrote only papers for his classes

4. Soon after Stephen graduated, he _____.

   a. wrote a story
   b. started teaching
   c. bought a car
   d. got married

5. At first, Stephen and Tabitha were very _____.

   a. unhappy
   b. poor
   c. sick
   d. rich

6. Stephen didn't like his job as a teacher because he _____.

   a. was too tired to write
   b. earned too little money
   c. wasn't a good teacher
   d. didn't like the school

7. Stephen threw out the pages of *Carrie* because _____.

   a. the publisher didn't like them
   b. Tabitha didn't like them
   c. he didn't like them
   d. his students didn't like them

8. After *Carrie,* Stephen and Tabitha _____.

   a. still had money troubles
   b. had plenty of money
   c. got married
   d. bought a new car

Time: _____

Appendix C (continued)

Passage 2 from Mikulecky and Jeffries (2004, pp. 267-268)

Animals and Language

People have always wanted to speak with animals. There are many books about this, especially children's books. Now there are also movies, such as *Dr. Doolittle.* When you watch animals, it seems clear that they can communicate with each other. Many people wonder why people can't also communicate with them.

Scientists know how some animals communicate. Bees, for example, use their bodies. They do a kind of dance to give information about food. Birds, on the other hand, share information with sounds. They use certain, sounds to protect their nests and to stay together when they fly. Some male birds use lovely songs to attract a female. Other animals communicate with both body movements and sounds. For example, dogs wag their tail when they are happy, and they bark when they are excited.

People used to think it was possible to teach human language to animals. Parrots and other birds, for example, can learn to say words. But the birds just repeat the words. They don't understand them. Some American scientists tried to teach English to chimpanzees, close relatives of human beings. However, this was impossible. Chimpanzees can't move their mouths and throats the right way. They could never learn to speak like people.

Then scientists tried to teach human language to chimpanzees in other ways. Some tried with American Sign Language (ASL). Others tried with a simple computer. But chimpanzees could only learn to use a few words. They could never learn to use grammar. Their brains are very different from the brains of human beings.

Now some scientists are studying the similarities between human and animal language. In fact, some animals use sounds like people do. Dogs, for example, use an unpleasant, low sound to tell other dogs to stay away. People, too, use that kind of voice to say the same thing. A dog's sharp bark communicates that something is happening. People use a similar sharp tone when they shout, "Watch out!"

Scientists want to understand the language of other animals, such as whales and bears. To do this, they go out to the animals' natural homes. They watch the animals for days or even years. They take pictures and make tape recordings and share the information with other scientists. In this way, they hope to learn more about the way animals communicate, and maybe someday we'll be able to communicate better with them.

Time: _____

Appendix C (continued)

Think about the passage you just read. Circle the best answer. Do not look back!

1. This passage is about _____.

   a. how animals communicate with each other
   b. how scientists work with chimpanzees
   c. how scientists are studying animals
   d. how people might communicate with animals

2. Bees communicate by _____.

   a. making a noise
   b. doing a dance
   c. wagging their tails
   d. flying places

3. Birds use sounds to _____.

   a. stay together
   b. find food
   c. say words
   d. speak to people

4. Some birds can learn to say words, _____.

   a. but they forget them quickly
   b. and they make up new words, too
   c. and they use the words
   d. but they don't understand them

5. Chimpanzees can't speak because they _____.

   a. never learned to speak like human
   b. can't make human sounds
   c. don't want to communicate
   d. are close relatives to humans

6. Scientists tried to teach chimpanzees to _____.

   a. do some dances
   b. use ASL
   c. eat certain foods
   d. say “hello”

7. Dogs and people use _____.

   a. words when they communicate
   b. different sounds to mean the same thing
   c. a low sound to keep others away
   d. a high sound to keep others away

8. We can infer from the passage that scientists _____.

   a. will stop teaching human language to animals
   b. will understand why animals cannot communicate
   c. will continue studying how animals communicates
   d. will continue teaching ASL to animals

Time: _____

Passage 3 from Mikulecky and Jeffries (2003, pp. 193-194)

Going Her Own Way

When she was twelve, Maria made her first important decision about the course of her life. She decided that she wanted to continue her education. Most girls from middle-class families chose to stay home after primary school, though some attended private Catholic "finishing" schools. There they learned a little about music, art, needlework, and how to make polite conversation. This was not the sort of education that interested Maria—or her mother. By this time, she had begun to take her studies more seriously. She read constantly and brought her books everywhere. One time she even brought her math book to the theater and tried to study in the dark.

Maria knew that she wanted to go on learning in a serious way. That meant attending the public high school, something that very few girls did. In Italy at the time, there were two types of high schools: the "classical" schools and the "technical" schools. In the classical schools, the students followed a very traditional program of studies, with courses in Latin and Greek language and literature, and Italian literature and history. The few girls who continued studying after primary school usually chose these schools.

Maria, however, wanted to attend a technical school. The technical schools were more modern than the classical schools and they offered courses in modern languages, mathematics, science, and accounting. Most people—including Maria's father—believed that girls would never be able to understand these subjects. Furthermore, they did not think it was proper for girls to study them.

Maria did not care if it was proper or not. Math and science were the subjects that interested her most. But before she could sign up for the technical school, she had to win her father's approval. She finally did, with her mother's help, though for many years after, there was tension in the family. Maria's father continued to oppose her plans, while her mother helped her.

In 1883, at age thirteen, Maria entered the "Regia Scuola Tecnica Michelangelo Buonarroti" in Rome. Her experience at this school is difficult for us to imagine. Though the courses included modern subjects, the teaching methods were very traditional. Learning consisted of memorizing long lists of facts and repeating them back to the teacher. Students were not supposed to ask questions or think for themselves in any way. Teachers were very demanding, discipline in the classroom was strict, and punishment was severe for those who failed to achieve or were disobedient.

It took a strong character to survive these methods. Everyone predicted that Maria would fail, but instead she succeeded brilliantly. She proved, with her high marks in math and science, that girls, too, could think about complex subjects. For a while, Maria wanted to be an engineer like many of her male school companions, but by the time she finished school, she had changed her mind. She had become very interested in biology and she wanted to study medicine. It didn't matter to her that no woman in Italy had ever studied medicine before.

Time: _____

Think about the passage you just read. Circle the best answer. Do not look back!

1. This passage is about _____.

   a. Maria's high school years
   b. technical schools in Italy
   c. high school courses
   d. Maria's favorite courses

2. Maria wanted to attend _____.

   a. a private "finishing" school
   b. a technical high school
   c. a school for art and music
   d. a school with Latin and Greek

3. In those days, most Italian girls _____.

   a. went to classical schools
   b. went to "finishing" schools
   c. went to technical schools
   d. did not go to high school

4. You can infer from this passage that _____.

   a. girls usually attended private primary schools
   b. only boys usually attended technical schools
   c. only girls attended classical schools
   d. girls did not like going to school

5. Maria's father thought women could not _____.

   a. learn Latin and Greek
   b. understand Italian history
   c. understand math and science
   d. learn music and art

6. High school teachers in Italy in those days were very _____.

   a. modern
   b. strict
   c. generous
   d. intelligent

7. Many of Maria's school friends wanted to become _____.

   a. engineers
   b. biologists
   c. technicians
   d. teachers

8. In her high school years, Maria showed that she was _____.

   a. interested in Latin and Greek languages
   b. eager to please her father
   c. serious about learning
   d. not interested in science

Time: _____

Appendix C (continued)

Passage 4 from Mikulecky and Jeffries (2003, pp. 185-186)

The Iceman

On a September day in 1991, two Germans were climbing the mountains between Austria and Italy. High up on a mountain pass, they found the body of a man lying on the ice. At that height (10,499 feet, or 3,200 meters), the ice is usually permanent, but 1991 had been an especially warm year. The mountain ice had melted more than usual and so the body had come to the surface.

It was lying face downward. The skeleton was in perfect condition, except for a wound in the head. There was still skin on the bones and the remains of some clothes. The hands were still holding the wooden handle of an ax and on the feet there were very simple leather and cloth boots. Nearby was a pair of gloves made of tree bark and a holder for arrows.

Who was this man? How and when had he died? Everybody had a different answer to these questions. Some people thought that he was from this century, perhaps the body of a soldier who died in World War I, since several soldiers had already been found in the area. A Swiss woman believed it might be her father, who had died in those mountains twenty years before and whose body had never been found. The scientists who rushed to look at the body thought it was probably much older, maybe even a thousand years old.

Before they could be sure about this, however, they needed to bring the body down the mountain and study it in their laboratories. The question was, who did it belong to? It was tying almost exactly on the border between Italy and Austria and of course both countries wanted the Iceman, as he was called. For some time the Austrians kept the body, while the Italians and Austrians argued, but later it was moved to Italy. It now lies in a special refrigerated room in the South Tyrol Museum in Bolzano.

With modern dating techniques, the scientists soon learned that the Iceman was about 5,300 years old. Born in about 3300 B.C., he lived during the Bronze Age in Europe. At first scientists thought he was probably a hunter who had died from an accident in the high mountains. More recent evidence, however, tells a different story. A new kind of X-ray shows an arrowhead still stuck in his shoulder. It left only a tiny hole in his skin, but it caused internal damage and bleeding. He almost certainly died from this wound, and not from the wound on the back of his head. This means that he was probably in some kind of a battle. It may have been part of a larger war, or he may have been fighting bandits. He may even have been a bandit himself.

By studying his clothes and tools, scientists have already learned a great deal from the Iceman about the times he lived in. We may never know the full story of how he died, but he has given us important clues to the history of those distant times.

Time: _____

Think about the passage you just read. Circle the best answer. Do not look back!

1. This passage is about _____.

a. a soldier who died in World War I
b. how men lived in the distant past
c. mountaintop discoveries
d. a frozen body found in the mountains

2. The Iceman was found by _____.

a. some Austrian scientists
b. two German mountain climbers
c. several Italian soldiers
d. a Swiss woman

3. The body was in good condition because _____.

a. it had always been frozen
b. the scientists took good care of it
c. it had just fallen there
d. the air was very dry

4. When the Iceman was found, the body _____.

a. had no wounds
b. still had some clothes on
c. was underground
d. was in several pieces

5. When the body was first found, _____.

a. everyone had a different theory about it
b. no one had any idea about where it came from
c. scientists were sure it was thousands of years old
d. everyone thought it must be twenty years old

6. The Italians and Austrians were arguing about _____.

a. who should keep the Iceman
b. why the iceman was fighting
c. how the Iceman died
d. the age of Iceman

7. After examining the body, the scientists said the Iceman was _____.

a. a German soldier
b. a few centuries old
c. over 5,000 years old
d. an Italian from Bolzano

8. Scientists now think that the Iceman was killed by _____.

a. a fall in the mountains
b. a wild animal
c. the cold weather
d. another man with arrows

Time: _____

Appendix D

Generalized Vocabulary Knowledge Test

The directions were translated into Korean.

Directions: Please write the meanings of the English words (on the left) in Korean in the space provided (on the right). Complete the full set of 120 words. If, however, there are words that you do not know, please skip them.

Example

Please answer each item in the following way.

English words	Meaning in Korean		English words	Meaning in Korean
1. draw	그리다		3. tired	
2. phone (동사)	전화 걸다		4. fine (명사)	벌금

Appendix D (continued)

English words	Meaning in Korean		English words	Meaning in Korean
1. annoyed			31. pub	
2. attractive			32. publish	
3. blame			33. rubbish	
4. calm			34. roof	
5. cigarette			35. tears (명사)	
6. confident			36. suffer	
7. confused			37. suspect	
8. cottage			38. trousers	
9. criminal			39. shook	
10. delighted			40. woke	
11. detective (명사)			41. amused	
12. desperately			42. bitterly	
13. edge			43. bark	
14. embarrassed			44. breathe	
15. escape			45. buried	
16. frightened			46. cheek	
17. grateful			47. confess	
18. horrible			48. corridor	
19. hill			49. cousin	
20. ill			50. drowned	
21. inspector			51. duke	
22. journey			52. enthusiastic	
23. lorry			53. faint	
24. murder			54. funeral	
25. narrow			55. glanced	
26. ordinary			56. generous	
27. path			57. hesitate	
28. persuade			58. inherit	
29. pretend			59. inn	
30. prisoner			60. interrupt	

Appendix D (continued)

English words	Meaning in Korean		English words	Meaning in Korean
61. heather			91. beard	
62. miserable			92. revenge	
63. moor			93. impatiently	
64. nodded			94. whisper	
65. pale			95. blushed	
66. niece			96. frowned	
67. pause			97. tremble	
68. pity			98. courtyard	
69. rebel			99. heir	
70. ruin			100. revolver	
71. shone			101. grin	
72. suspiciously			102. maid	
73. slave			103. shepherd	
74. stare			104. companion	
75. stolen			105. furious	
76. sweat			106. gasp	
77. tide			107. marsh	
78. trapped			108. growl	
79. wardrobe			109. porridge	
80. whistle			110. roar	
81. bay			111. sob	
82. carriage			112. scorn	
83. dawn			113. creek	
84. deck			114. murmur	
85. explosion			115. weep	
86. grave (명사)			116. earl	
87. handkerchief			117. coffin	
88. innocent			118. mist	
89. pill			119. stockade	
90. sigh			120. vicar	

Appendix E

Reading Record Chart (Adapted from Stewart, 2011)

Please keep a record of the books you read after you finish each book. This chart will help you see your progress in your reading level.

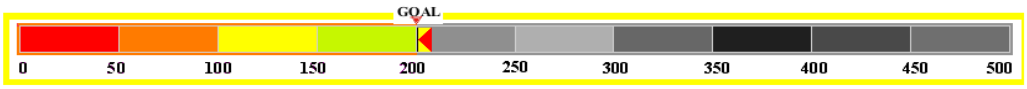
Book Title (Dates for check-out/in)	Level	Quality (circle # of stars: 5 =excellent)	Difficulty (circle # of stars: 1= very easy, 5=very difficulty)	Total # of words	# of times a dictionary was used (for example, 3 ~5)
1.		* * * * *	* * * * *		
2.		* * * * *	* * * * *		
3.		* * * * *	* * * * *		
4.		* * * * *	* * * * *		
5.		* * * * *	* * * * *		
6.		* * * * *	* * * * *		
7.		* * * * *	* * * * *		
8.		* * * * *	* * * * *		
9.		* * * * *	* * * * *		
10.		* * * * *	* * * * *		
11.		* * * * *	* * * * *		
12.		* * * * *	* * * * *		
13.		* * * * *	* * * * *		
14.		* * * * *	* * * * *		
15.		* * * * *	* * * * *		
16.		* * * * *	* * * * *		
17.		* * * * *	* * * * *		
18.		* * * * *	* * * * *		

Appendix F

Screenshot of M-Reader Results for a Student Who Read 11 Graded Readers (200,502 words) during a 15-week Semester

	Date	Publisher	Book title	Level	click for %	Words	words	Retake?
☐	17 Sep 2013	Penguin	Billy Elliot	Level 3 [5]	Passed	12931	12931	☐
☐	2 Oct 2013	Macmillan	I, Robot	Pre-Intermediate [7]	Passed	18446	31377	☐
☐	7 Oct 2013	Macmillan	A Midsummer Night's Dream	Pre-Intermediate [7]	Passed	12401	43778	☐
☐	14 Oct 2013	Macmillan	The Princess Diaries: Book 1	Elementary [5]	Passed	12444	56222	☐
☐	16 Oct 2013	Cambridge	Just Good Friends	Level 3 [6]	Passed	13199	69421	☐
☐	30 Oct 2013	Macmillan	Selected Stories by D. H. Lawrence	Pre-Intermediate [7]	Passed	20499	89920	☐
☐	5 Nov 2013	Penguin	About a Boy	Level 4 [7]	Passed	21316	111236	☐
☐	12 Nov 2013	Macmillan	Bridget Jones Diary	Intermediate [8]	Passed	17558	128794	☐
☐	18 Nov 2013	Oxford Bookworms	David Copperfield	Stage 5 [8]	Passed	24770	153564	☐
☐	27 Nov 2013	Cambridge	All I Want	Level 5 [8]	Passed	24318	177882	☐
☐	10 Dec 2013	Oxford Bookworms	The Bride Price	Stage 5 [8]	Passed	22620	200502	☐

Total words read in this course: 200502 Total words read in all courses: 200502



Your current level: 8

Appendix G

Item Distribution Chart for Individualized Vocabulary Knowledge Tests

The chart shows the number of items to be included from each graded reader in the individualized vocabulary test.

		Number of books read												
		8B[a]	9B	10B	11B	12B	13B	14B	15B	16B	17B	18B	19B	20B
Order of books read	1.[c]	5	4	4	3	3	3	2	2	2	2	2	2	2
	2.	5	4	4	3	3	3	2	2	2	2	2	2	2
	3.	5	4	4	3	3	3	3	2	2	2	2	2	2
	4.	5	4	4	3	3	3	3	2	2	2	2	2	2
	5.	5	4	4	4	3	3	3	2	2	2	2	2	2
	6.	5	5	4	4	3	3	3	3	2	2	2	2	2
	7.	5	5	4	4	3	3	3	3	2	2	2	2	2
	8.	5	5	4	4	3	3	3	3	2	2	2	2	2
	9.	40[b]	5	4	4	4	3	3	3	3	2	2	2	2
	10.		40	4	4	4	3	3	3	3	2	2	2	2
	11.			40	4	4	3	3	3	3	2	2	2	2
	12.				40	4	3	3	3	3	3	2	2	2
	13.					40	4	3	3	3	3	2	2	2
	14.						40	3	3	3	3	2	2	2
	15.							40	3	3	3	3	2	2
	16.								40	3	3	3	2	2
	17.									40	3	3	3	2
	18.										40	3	3	3
	19.											40	2	2
	20.												40	2
														40

[a]8B stands 8 books read throughout the semester. [b]40 means the number of total test items in each vocabulary range (i.e., 2K, 3K, and 4-20K). [c]1 means the first book read.

Appendix H

Extensive Reading Motivation Questionnaire

Directions: This questionnaire asks for your opinions about reading a lot in English. When answering the questions, think about your reading of graded readers throughout the semester. Your answers will not influence your grade in this class, so please be as honest as possible. Your responses to the questionnaire will be kept in confidence.

Part 1 (1-2 min.) has 8 items about your background.

Part 2 (7-8 min.) lists 30 items about reading in English. Don't worry if some items may look the same.

Part 3 (3 min.) has 2 items about your experience with extensive reading throughout the semester.

See below for example items for Part 2.

		1	2	3	4
		This statement is …			
		very different from me	a little different from me	a little like me	a lot like me
Example 1	I think I am good at reading in English.				✓
Example 2	I enjoy reading good, long stories in English.		✓		

Appendix H (continued)

Part 1: Complete the following items:

1. Name: _____

2. Gender: □ Male / □ Female

3. Age: _____ years old

4. Your major: _____

5. What year (Please check): □ 1st □ 2nd □ 3rd □4th

6. Have you studied in other English speaking countries? Please check.

   □Yes / □No

   If yes, how long? _____ year(s) and _____month(s)

7. Why do you study reading in English? Check all that apply.
   - □ To get a good grade
   - □ To get good test scores (e.g., on TOEIC, TEPS, TOEFL, IELTS)
   - □ To get a good job
   - □ To prepare for future classes in English
   - □ To be able to read English materials on my own
   - □ Other –Please explain.

     _____

8. Are you taking other English classes this semester except this class?

   □Yes / □No

   If yes, what are they? How many hours a week?
   (e.g., speaking-4 hours; grammar-2 hours)

   _____

Appendix H (continued)

Part 2: Think about your reading **in English**. For each item, check one answer that fits you the best.

		1	2	3	4
		This statement is …			
		very different from me	a little different from me	a little like me	a lot like me
1	It's fun for me to read about something I like in English.				
2	I do my English reading assignments exactly as the teacher tells me to do them.				
3	I like reading a lot of interesting things in English.				
4	I enjoy reading interesting and easy stories in English.				
5	I try to read in English because I need a good score on tests like TOEIC, TEPS, TOEFL, IELTS, etc.				

		1	2	3	4
		This statement is …			
		very different from me	a little different from me	a little like me	a lot like me
6	I don't like vocabulary questions after I finish reading.				
7	I like reading in English to learn something new about people and things that interest me.				
8	I want to read in English as much as possible to improve my grades.				
9	I am willing to work hard to read better than my friends or classmates in English.				
10	I like to read easy English reading materials.				

1 2 3 4

		This statement is …			
		very different from me	a little different from me	a little like me	a lot like me
11	I don't like comprehension questions after I finish reading.				
12	I like being the only student who knows an answer about something we read in English.				
13	I try to read in English because I like seeing my reading score improve on tests like TOEIC, TEPS, TOEFL, IELTS, etc.				
14	I enjoy reading interesting graded readers in English.				
15	When the topic is interesting, I am willing to read difficult English materials.				

1 2 3 4

		This statement is …			
		very different from me	a little different from me	a little like me	a lot like me
16	Finishing English reading assignments on time is very important for me.				
17	I want to be the best at reading in English.				
18	I don't like it when there are too many people in the story I am reading.				
19	It is important for me to receive a good English reading score on tests like TOEIC, TEPS, TOEFL, IELTS, etc. for my future job.				
20	I enjoy reading graded readers in English.				

1 2 3 4

		This statement is …			
		very different from me	a little different from me	a little like me	a lot like me
21	It is hard for me to stop reading in English when the topic is interesting.				
22	Complicated stories in English are not fun to read.				
23	When I complete English reading assignments for class, I try to get more answers correct than my classmates.				
24	It is important for me to receive a good grade in my English reading course.				
25	I practice reading in English because I need to do well in my future classes.				

1 2 3 4

		This statement is …			
		very different from me	a little different from me	a little like me	a lot like me
26	I like my teacher or my friends to say that I read well in English.				
27	I practice reading in English because I want a higher reading score than my friends on tests like TOEIC, TEPS, TOEFL, IELTS, etc.				
28	I usually try to finish my English reading assignments on time.				
29	I don't like reading in English when the words are too difficult.				
30	I like to read easy English reading materials because I can read fast.				

Part 3: Please answer the questions.

A. What do you think are **the benefits of reading extensively in English for you**? List three or more benefits of reading extensively in English.

1.
_____

_____

2.
_____

_____

3.
_____

_____

B. What were **your difficulties in reading extensively in English throughout the semester**? List three or more difficulties in reading extensively in English.

1.
_____

_____

2.
_____

_____

3.
_____

_____

Appendix I

Interview Questions
(Interviews were conducted in Korean)

General questions (Reading habit)
1. Do you like reading in English? Why?
2. When do you read in English outside the class?
3. Where do you read in English outside the class?
4. How often do you read in English outside the class?
5. What is your favorite book? Why?
6. Do you read a lot in Korean? Why? Why not?

Graded readers
7. What do you think about the books you read?
8. Were the books you read interesting?
9. Were they difficult?
10. What did you do when you encountered difficult words while reading?
11. How do you choose a book to read?

Extensive reading activities
12. What do you think about the M-Reader activity? (Was it a lot of work? How long did it take you to finish the homework?)
13. What do you think about the class activities (i.e., scaffolded silent reading, three-minute paper, listen to a story and respond, book blurbs)?
14. Did the activities motivate you to read more?

Improvement
15. Do you think you are reading faster now? Why do you think so?
16. Do you think your reading ability has improved? Why or why not?
17. How long does it take for you to finish a book now?
18. Which areas of English learning do you think have improved because of extensive reading? Why or why not?

Extensive reading motivation/perceptions
19. Do you think you would read if the reading is not required?
20. Have you ever lost track of time while reading?
21. Do you think extensive reading is beneficial to learning English? Why or why not?
22. Did you ever have any problems in reading English extensively throughout the semester? Why or why not?
23. Do you think you will continue reading graded readers?

Appendix J

Example of Coding Practice

Practice 1

Read the following short interview transcript. Label each underlined text unit with **only one** of the codes provided in the table. If you encounter units of text that you find difficult or confusing to code, please briefly explain why.

Example:

71. T: Do you think reading these books (graded readers) is helpful to your English?
72. S: It is helpful for reading. I think I read faster now. (4.1)
73. Anxiety to read in English has decreased a lot. (1.1)

Read the transcripts and write the most appropriate code in parentheses.

78 T: How do you choose a book?

79 S: I look at the genre and the short story written on the back cover of the book. ( )

80 T: What do you think about taking M-Reader quizzes after reading?

81 S: I think it is fine because it helps me think about the story again. ( )

82 T: Do you always take a quiz after finishing reading?

83 S: Yes, because I can't predict questions. ( )

84 T: Do you think about quizzes while reading because of quiz anxiety?

85 S: I just think about character names while reading because quizzes often ask the characters'
86 names. So I need to know who is who and their relationship with the main character.
87 Because of quizzes, I think about character names. ( ) But I should know who is who
88 to understand the story. So I sometimes go back to find out who the person is and read
89 carefully. ( )

90 T: Was it helpful when you took a quiz?

91 S: Yes.

Appendix K

Graded Readers (N=155) Included in the Study by Publisher and Level

Publisher[a]	Level	Title	Genre
CUP	2	Circle Games	Short Stories
CUP	2	Dead Cold	Murder Mystery
CUP	2	Jojo's Story	Human interest
CUP	2	One Day	Human interest
CUP	3	Tales of Terror	Horror
CUP	3	Tales of the Supernatural	Short Stories
CUP	3	Wild Country	Romance
CUP	3	Alone	Historical fiction
CUP	3	Not above the Law	Thriller
CUP	3	Strong Medicine	Murder Mystery
CUP	3	Eye of the Storm	Thriller
CUP	3	How I Met Myself	Ghost Story
CUP	3	Double Cross	Thriller
CUP	3	A Puzzle for Logan	Murder Mystery
CUP	3	Just Good Friends	Romance
CUP	3	The Beast	Horror
CUP	3	The House by the Sea	Thriller
CUP	3	The Ironing Man	Comedy
CUP	3	The Lahti File	Thriller
CUP	3	The Mind Map	Fantasy
CUP	3	Two Lives	Romance
CUP	3	A Little Trouble in the Yorkshire	Adventure
CUP	3	Running Wild	Adventure
OUP	3	Tooth and Claw	Short Stories
OUP	3	A Cup of Kindness	Short Stories
OUP	3	Martin Luther King	Culture, Biography
OUP	3	The Everest Story	Geography, Environment
OUP	3	Information Technology	Culture, Technology
OUP	3	The Three Strangers and Other Stories	Human interest
OUP	3	The Prisoner of Zenda	Romance, Adventure
OUP	3	The Secret Garden	Classics, Mystery
OUP	3	Ethan Frome	Romance
OUP	3	Kidnapped	Classics, Thriller
OUP	3	Dancing with Strangers	Short Stories
OUP	3	Through the Looking Glass	Classics, Fantasy
PL	3	A Midsummer Night's Dream	Classics, Romance
PL	3	Billy Elliot	Movies, Human interest
PL	3	Princess Diana	Biography

Publisher[a]	Level	Title	Genre
PL	3	An Ideal Husband	Classics, Romance
PL	3	New York	Geography, Culture
PL	3	Ghost in the Guitar	Thriller, Horror
PL	3	Scandal in Bohemia	Classics, Mystery
PL	3	The Beatles	Culture, Biography
PL	3	Stories from Shakespeare	Classics, Romance
PL	3	Grey Owl	Biography
M	3	Claws	Horror, Ghost
M	3	Dawson's Creek Shifting into Overdrive	Romance, Human interest
M	3	Long Hot Summer	Romance, Human interest
M	3	Love by Design	Romance, Crime
M	3	Seven Stories of Mystery and Horror	Short Stories, Mystery
M	3	The Hound of the Baskervilles	Mystery
M	3	The Prince and the Pauper	Classics, Human interest
M	3	The Princess Diaries	Human interest
M	3	The Woman in Black	Mystery, Horror
M	3	Treasure Island	Classics, Adventure
OUP	4	Persuasion	Classics, Romance
OUP	4	The Unquiet Grave	Short stories, Horror
OUP	4	Lord Jim	Classics, Adventure
OUP	4	Great Crimes	Culture
OUP	4	Nelson Mandela	Biography
OUP	4	A Tale of Two Cities	Human interest, Romance
OUP	4	The Scarlet Letter	Romance
OUP	4	Three Men in a Boat	Comedy
OUP	4	The Thirty-nine Steps	Thriller
OUP	4	Cranford	Adventure
OUP	4	The Price of Peace	Short stories
OUP	4	Lorna Doone	Romance, Human interest
OUP	4	Treasure Island	Adventure
OUP	4	The Hound of the Baskervilles	Mystery, Thriller
OUP	4	Washington Square	Human interest, Romance
OUP	4	Desert, Mountain, Sea	Travel, Adventure
OUP	4	Land of My Childhood	Short stories
OUP	4	Dr. Jekyll and Mr. Hyde	Mystery, Horror
OUP	4	Black Beauty	Human interest
OUP	4	The Eagle of the Ninth	Thriller
M	4	The Wizard of Oz	Classics, Adventure
M	4	Kick-off! The Story of Football	Sport, Human interest
M	4	Michael Jackson: The King of Pop	Music, Biography
M	4	Heidi	Classics, Adventure

Publisher[a]	Level	Title	Genre
M	4	A Midsummer Night's Dream	Classics, Romance
M	4	Casino Royale	Adventure, Thriller
M	4	Diamonds are Forever	Thriller, Romance
M	4	Gandhi	Biography
M	4	I Robot	Science fiction
M	4	The Selected Stories by DH Lawrence	Classics, Romance
M	4	The Story of the Olympics	Sport, History
M	4	A Kiss before Dying	Romance, Thriller
M	4	Owl Hall	Mystery, Ghost
PL	4	Emma	Human interest, Romance
PL	4	Evening Class	Thriller
PL	4	Love Actually	Movies, Romance
PL	4	The Diary of a Young Girl	Human interest
PL	4	The House of Stairs	Mystery
PL	4	About a Boy	Movies, Human interest
PL	4	Detective Work	Thriller
PL	4	1984	Classics
PL	4	Three Adventures of Sherlock Holmes	Thriller, short stories
PL	4	The Canterville Ghost	Short stories, Homour
PL	4	The Picture of Dorian Gray	Mystery, Horror
PL	4	Women in Business	Culture, Human interest
PL	4	Lorna Doone	Romance
CUP	4	A Matter of Chance	Thriller
CUP	4	In the House	Romance
CUP	4	But was it Murder	Murder Mystery
CUP	4	High Life Low Life	Thriller
CUP	4	Nothing but the Truth	Adventure
CUP	4	Love in the Lake	Romance
CUP	4	The Amsterdam Connection	Murder Mystery
CUP	4	Staying Together	Romance
CUP	4	The Fruitcake Special and Other Stories	Short Stories
CUP	4	The University Murder	Murder Mystery
CUP	4	The Lady in White	Ghost Story
CUP	4	When Summer Comes	Human interest
CUP	5	Dragon Eggs	Human interest
CUP	5	Forget to Remember	Human interest
CUP	5	In the Shadow of the Mountain	Human interest
CUP	5	Windows of the Mind	Short Stories
CUP	5	Death in the Dojo	Thriller
CUP	5	All I Want	Romance
OUP	5	The Bride Price	Romance

Publisher[a]	Level	Title	Genre
OUP	5	The Age of Innocence	Romance, human interest
OUP	5	Wuthering Heights	Romance, Human interest
OUP	5	Far From the Madding Crowd	Romance, Human interest
OUP	5	The Accidental Tourist	Human interest
OUP	5	Great Expectation	Romance, Human interest
OUP	5	The Riddle of the Sands	Adventure
OUP	5	Sense and Sensibility	Romance, Human interest
OUP	5	David Copperfield	Human interest, Romance
M	5	A New Lease of Death	Crime, Mystery
M	5	Bridge Jones The Edge of Reason	Movies, Romance
M	5	Bridge Jones Diary	Movies, Romance
M	5	Bristol Murder	Crime, Adventure
M	5	David Copperfield	Classics, Romance
M	5	Down Second Avenue	History, Human interest
M	5	Dr. No	Human interest, Travel
M	5	Much Ado About Nothing	Classics, Romance
M	5	One Day	Romance, Mystery
M	5	The Norwood Builder and Other Stories	Mystery, Crime
PL	5	Pride and Prejudice	Romance, Human interest
PL	5	The Invisible Man	Fantasy, Thriller
PL	5	The Phantom of Opera	Romance
PL	6	Les Miserables	Classics
M	6	Middlemarch	Romance, Politics
M	6	Moby Dick	Adventure, Travel
M	6	Rebecca	Romance, Crime
M	6	The Ghost	Mystery, Thriller
M	6	The Importance of Being Earnest	Humor, Romance
CUP	6	A Love for Life	Romance
CUP	6	Deadly Harvest	Murder Mystery
CUP	6	Frozen Pizza and Other Slices of Life	Human interest
CUP	6	He Knows Too Much	Human interest
CUP	6	Nelson's Dream	Human interest
CUP	6	Solo Saxophone	Human interest
CUP	6	This Time It's Personal	Thriller
CUP	6	Trumpet Voluntary	Thriller

[a]CUP – Cambridge University Press, M – Macmillan, OUP – Oxford University Press, PL –. Pearson Longman

Appendix L

Agreement Data between Two Coders (n = 13)[a]

		Coder 1										Total
		1.1	**1.2**	**2.1**	**2.2**	**2.3**	**3.1**	**3.2**	**4.1**	**4.2**	**5**	
Coder 2	**1.1**	**202**	11	6	1	0	0	0	2	0	2	224
	1.2	4	**130**	2	1	1	0	2	1	0	0	141
	2.1	7	0	**35**	2	0	0	0	0	0	0	44
	2.2	0	1	0	**44**	0	0	1	0	0	0	46
	2.3	4	2	0	0	**56**	1	2	7	0	1	73
	3.1	1	0	0	0	0	**71**	2	0	0	0	74
	3.2	1	2	0	0	0	2	**64**	0	0	1	70
	4.1	6	1	0	0	5	1	0	**72**	0	1	86
	4.2	0	1	0	0	0	0	0	0	**15**	0	16
	5	0	0	0	0	0	1	0	0	0	**1**	2
Total		225	150	43	48	62	76	71	82	15	6	776

Note. K = .866 (95% CI, .839 to .891), $p < .0005$; [a]13(30%) out of 43 interview transcripts

1.1: Strong motivation / positive opinions
1.2: Weak motivation / negative opinions
2.1: Choosing books
2.2: Finding places, time to read, time to check-in/out books
2.3: Taking actions to deal with reading difficulties while reading
3.1: Positive opinions on extensive reading activities
3.2: Negative opinions on extensive reading activities
4.1: Improvement in English learning
4.2: Uncertainty about improvement in English learning
5: Other insights

The decimal numbers above each column represent the codes used for each sub-theme. The columns show results of Coder One's coding and the rows show the results of Coder Two's coding. The numbers on the diagonal represent the number of agreements by the two coders. For example, with a total of 776 units, 202 units were coded as 1.1 (strong motivation) by the two coders. In addition, there were 130 units coded as 1.2 (weak motivation) by the two coders. There were some cases that the two coders coded differently. For example, Coder One coded 11 units as 1.2 (weak motivation) when Coder Two codes the same units as 1.1 (strong motivation). In addition, while Coder Two coded 4 units as 1.2 (weak motivation), Coder One coded those units as 1.1 (strong motivation). Overall, the table above shows that the agreement between the two coders is satisfactory.

Appendix M

Factor Loadings and Communalities Based on a Principal Axis Factoring with Promax Rotation for 24 Items (*n* = 83)

Items	Factor 1	Factor 2	Factor 3	Communalities
1. It's fun for me to read about something I like in English.				.48
2. I do my English reading assignments exactly as the teacher tells me to do them.	.55			.36
3. I like reading a lot of interesting things in English.		.71		.66
4. I enjoy reading interesting and easy stories in English.		.75		.57
5. I try to read in English because I need a good score on tests like TOEIC, TEPS, TOEFL, IELTS, etc.	.77			.59
7. I like reading in English to learn something new about people and things that interest me.		.60		.40
8. I want to read in English as much as possible to improve my grades.	.60			.38
9. I am willing to work hard to read better than my friends or classmates in English.	.47			.54
10. I like to read easy English reading materials.		.76		.54
13. I try to read in English because I like seeing my reading score improve on tests like TOEIC, TEPS, TOEFL, IELTS, etc.	.82			.70
14. I enjoy reading interesting graded readers in English.		.63		.61
15. When the topic is interesting, I am willing to read difficult English materials.		.77		.61

16. Finishing English reading assignments on time is very important for me.	.65			.48
19. It is important for me to receive a good English reading score on tests like TOEIC, TEPS, TOEFL, IELTS, etc. for my future job.	.71			.63
20. I enjoy reading graded readers in English.		.65		.43
21. It is hard for me to stop reading in English when the topic is interesting.		.79		.59
22. Complicated stories in English are not fun to read.			.77	.59
23. When I complete English reading assignments for class, I try to get more answers correct than my classmates.	.57			.56
24. It is important for me to receive a good grade in my English reading course.	.66			.43
26. I like my teacher or my friends to say that I read well in English.		.49		.43
27. I practice reading in English because I want a higher reading score than my friends on tests like TOEIC, TEPS, TOEFL, IELTS, etc.	.81			.72
28. I usually try to finish my English reading assignments on time.	.70			.57
29. I don't like reading in English when the words are too difficult.			.67	.46
30. I like to read easy English reading materials because I can read fast.			.56	.37

Note. Factor 1 = Reading for Academic Achievement; Factor 2 = Reading for Pleasure; Factor 3 = Reading Anxiety