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Bringing Extensive Reading into University English Reading Classes

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This paper explored the effects of extensive reading (ER) on Korean university students' L2 reading proficiency and reading rates. This study also illustrated how ER can be integrated into a university English reading class. Seventeen students who took a summer reading course participated in this study. Data were gathered through pre- and post- tests in terms of participants' reading comprehension proficiency and reading rates and post- questionnaire with regard to their attitudes toward L2 storybook reading after they have experienced it. The analysis was carried out using the Paired Samples t-test. It was revealed that ER has a positive effect on the enhancement of the participants' reading comprehension and reading rates. The participants showed their continued intention to read in English and a strong belief that persistent reading in English in the long run will help improve their English. The results of this study confirm the educational values of incorporating ER into university English reading classes. The pedagogical implications for EFL instructors are described.

[Extensive reading/reading comprehension skills/reading rates/L2 learners' perception about extensive reading]

I. INTRODUCTION

Language input is abundantly available in L1 learning environment. Spoken as well as written language input is constantly provided to children learning their first language. However, in EFL (English as a Foreign Language) situation, English is not a common medium of communication. It is taught as a foreign language and is seldom used beyond the English language classroom. Hence, the amount of input is severely limited and the quality of language input is not that suitable. As Krashen (1982) claimed, L2 learners need to be exposed to abundant quantities of "comprehensible

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input" in low-anxiety environment.

Anderson (1999) argued that there exist several factors, which may affect L2 learner's reading English books. Those factors include not only physical reading conditions such as reading places and reading materials, but also abstract conditions such as reading period, reading methods, attitudes towards reading, reasons for reading, and conceptions among teachers, parents, and students toward reading English books. Studies (e.g., Elley & Mangubhai, 1983; Eskey, 1987; Hill, 1997) also indicate that one of the best ways to help students increase their language proficiency is to encourage them to read extensively.

In the Korean EFL circumstance, intensive reading has long been practiced. Although the need for ER has recently been emphasized in a number of studies environments (Han, 2004; Im, 2007; Jeon, 2008; Kim, 2008; Kim & Im, 2009; Kweon & Kim, 2008; Shin, 2003; Yang, 2009; 2010), few students have the opportunity to read English books in or out of the classroom. Korean English learners began to study English in the hope of acquiring a good command of the language. However, they have been studying English in an EFL context where there is limited exposure to the target language outside of the classroom. Reading instruction in Korean schools is, however, limited to vocabulary explanation, grammatical analysis, and grammar translation (Han, 2004; Im, 2007: Kim & Im, 2009). While reading, EFL learners try to understand grammatical structure instead of comprehending the meaning of the text and their habit of grammatical analysis impedes the reading processes, which then results in slow reading. It is often the case that Korean English learners gradually lose their interest and confidence in English as their schooling proceeds. By the time they enter college, they often complain that English is difficult and has become a burden for them. These perceptions could sometimes have been accounted for students' negative attitudes and low level of motivation.

According to Day and Bamford (1998), a successful L2 learner not only has to master the target language knowledge, but should also be able to apply the knowledge in an appropriately fluent manner. The importance of including ER in foreign language curricula has been emphasized by some studies (e.g., Day & Bamford, 1998; Grabe, 1995; Krashen, 1982; 1993). More recently, the effectiveness of ER both in EFL and in ESL contexts has been shown by a number of studies (e.g Elley & Mangubhai, 1981; Hitosugi & Day, 2004; Mason & Krashen, 1997). These studies have shown that L2 readers have become able to read rapidly large amounts of written texts without using dictionary and have also increased their positive attitudes toward reading in an L2 due to their practices of ER.

In an effort to improve Korean university students' positive feelings toward studying English and increase their reading proficiency, this study aimed to integrate

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ER into a university reading course run for three-weeks as a summer reading course and investigate the effects of ER on Korean university students' reading proficiency, and their reading rates and to find out how they perceive ER after they experienced it. In the light of the purpose of the study, the following questions were posed:

1. Is ER effective in improving Korean university students' L2 general reading comprehension ability?
2. Is ER effective in improving Korean university students' L2 reading rates?
3. How is the L2 reading proficiency in Korean university students related to their attitudes toward L2 reading?
4. How would Korean university students perceive ER after experiencing it?

II. REVIEW OF RELATED LITERATURE

ER is defined as abundant reading without stopping to check the meaning with a dictionary, without translating learners' target language into their first language or thinking about grammar or analyzing sentence structures. ER is considered to be one of the most effective strategies in motivating L2 language learners. Scholars have suggested the necessity of including both intensive and extensive reading in the foreign language learning (Carrell & Carson, 1997; Day & Bamford, 1998), and a number of studies have been conducted and confirmed the effectiveness of ER in ESL and EFL contexts (Cho & Krashen, 1994; Elley, 1991; Elley & Mangubhai, 1981: Hafiz & Tudor, 1990; Krashen, 1982, 1993; Lai, 1993; Mason & Krashen, 1997; Nash & Yuan, 1992; Robb & Susser, 1989; Tudor & Hafiz, 1989). They have shown the effectiveness of ER on learning attitudes, second language reading ability, linguistic competence, and writing for various types of learners.

ER means rapidly reading "book after book," which was contrasted with intensive reading, meaning studying a text "line by line" (cited in Day & Bamford, 1998). In extensive reading, the reader's attention should be on the meaning, rather than the forms of the language, whereas in intensive reading, the reader focuses on comparing, analyzing, translating, and retaining every expression. Intensive reading has long been practiced in EFL contexts. Recently, the necessity of ER has been emphasized by a number of studies (Elley & Mangubhai, 1983; Eskey, 1987; Grabe, 1995; Hill, 1997; Krashen, 1982; Nuttall; 1996; Susser & Robb, 1990). These studies have claimed that ER plays an important role in developing fluent second language readers since learners are able to be exposed to a large amount of target language inputs and are asked to read them without stopping to use a dictionary. Nuttall (1996) stated that ER pedagogy

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includes the most effective way for second language learners to improve both vocabulary and reading competence.

The effectiveness of ER on gains in positive affect and reading proficiency has been witnessed in many studies (e.g., Cho & Krashen, 1994; Elley, 1991; Elley & Mangubhai, 1981; Mason & Krashen, 1997; Nash & Yuan, 1992: Susser & Robb, 1989; Tudor & Hafiz, 1989). More recently, the positive results of ER programs have been gained in a variety of language skills such as reading, writing, and general language proficiency, grammar, vocabulary (e.g., Bell, 2001; Hitosugi & Day, 2004; Horst, 2005; Horst, Cobb, & Meara, 1998; Iwahori, 2008; Kweon & Kim, 2008; Mason & Krashen, 1997; Nishino, 2007; Taguchi, Takayasu-Maass, & Gorsuch, 2004; Tsang, 1996). It has been demonstrated that L2 learners' attitudes toward L2 reading have changed positively and their motivation to study the target language has increased (e.g., Hitosugi & Day, 2004; Mason & Krashen, 1997; Nishino, 2007; Sheu, 2003; Susser & Robb, 1989).

The most convincing evidence for the effectiveness of ER was from Elley and Mangubhai's studies (1981, 1983) which were known as the "book flood" studies. They looked at the effect of ER on the English language proficiency of Fiji elementary school children and provided evidence of the remarkable increase made by the participants on measures of *language use* in oral, reading comprehension and writing, *language knowledge* in word recognition, vocabulary, and grammar, as well as *academic performance* of the examinations from the Fiji elementary school system. From a repeated study conducted in Singapore, using a similar design, Elley (1991) obtained similar results. From reviews of the Fiji and Singapore studies, he claimed that children who were exposed to a various range of interesting books and encouraged to read are found to learn the target language more quickly and incidentally when they were immersed in meaningful text.

Iwahori (2008) examined the effectiveness of ER on reading rates of 33 high school students in Japan for 7 weeks. In the study, students at a beginning level were provided with graded readers and comic books as reading materials they would find enjoyable. Students were assigned to keep book reports including title and brief comments on books they read. Results indicated that ER is an effective approach to improve students' reading rate and general language proficiency.

Bell (2001) conducted a study over two semesters to find out if young adult students' reading rate could be increased through ER in Yemen. He had a control group for intensive reading to be compared. To measure reading rate, participants first read two different texts for 3 minutes and then their reading rates were calculated by the number of words per minute. The results indicated that ER group showed significant increase in reading rate compared to IR group.

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Sheu (2003) carried out a study on junior high school students in Taiwan. Students' English proficiency level was at a beginning level. The participants were divided into three groups: two treatment groups (one for reading graded reader's books and the other for reading native English-speaking children's books) and one control group. The students in the treatment groups read books during classes, but not outside of the classes. He used *t* tests to compare mean differences between pretests and posttests within groups. For measuring rate, he adopted Nuttall's assessment and calculated wpm by dividing the number of words in the text by the number of 10-second intervals the participants spent in reading the text. The results showed that the mean differences of all three groups were statistically significant.

Asraf and Ahmad (2003) executed a study over a period of four months, which they named the Guided Extensive Reading (GER) program with students from 7th to 9th grades in three rural secondary or middle schools in Malaysia, aiming at motivating students to read extensively in English and helping them overcome their problems in understanding English texts. Based on the views on reading of Day and Bamford's (2002), their study used graded readers and did not include the answering of comprehension questions as part of the activity. Data were gathered from teachers' diaries of in-depth classroom observations of the GER program sessions, and in-depth interviews carried out to obtain the views of the teachers and students with regard to the GER program. The results of this study suggest that GER program is beneficial for students in rural schools. The majority of the students in this study developed positive attitudes towards reading in English, but they could not confirm the positive effect of ER on the improvement of students' proficiency in English because their study lasted only for four months. However, they argued that given the improvement in students' attitudes towards reading in English and their motivation to read English books, it is likely that students' English proficiency will increase in the long term if this reading continues.

However, a relatively small number of studies on ER have been conducted addressing Korean college students in EFL environments (Han, 2004; Im, 2007; Jeon, 2008; Kim, K-J, 2008; Kim, S-H, 2008; Kweon & Kim, 2008; Shin, 2003; Yang, 2009; 2010), compared to studies conducted in other EFL circumstances. Those studies supported that ER treatment is effective in enhancing the L2 learner's reading comprehension, reading rates, and affective factors as well.

Dae-Sook Han (2004) tried to incorporate ER as out of the classroom activity into a university academic reading course, which was mainly operated by the intensive reading. Students were asked to read one book a week individually as an assignment and took a 10-minute reading comprehension quiz during the class. In order to provide students with storybooks appropriate for students' level, students took an Edinburgh

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Project on Extensive Reading (EPER) placement test. A total of 30 storybooks from *Oxford Bookworms Library*, *Penguin Readers Series*, and *Cambridge English Readers* were used. Data were gathered from the post-questionnaire regarding how students perceived about ER, how many hours they spent to read the assigned book every week, and what difficulties they had while reading. The results indicated that students' responses regarding their perceptions of ER were mostly positive. The researcher suggested that upper-level students should be instructed to focus on understanding the general meaning of what they read, while lower-level students benefit from concentrating on vocabulary and idioms. She also suggested that selecting level appropriate materials is an essential factor in a successful ER.

Ji-Eun Cha (2009) conducted an empirical study on whether ER would be effective on Korean EFL learners' reading speed and vocabulary gains. Her study aimed to examine whether the benefits of ER, especially gains in L2 vocabulary and reading rates, are effective for Korean vocational high school students who are regarded to be reluctant in learning L2. 20 students participated in the study for 12 weeks. Half of the students received ER treatment by reading graded readers extensively and the other half did not receive any treatment. The results indicated that the ER group showed statistical growth in L2 reading rates, but no gains in vocabulary sizes. The results from the interviews on the ER group's attitudes toward reading in L2 showed students' positive attitudes. This study proposed the integration of ER into the regular English classes and made a recommendation that reading material should be level appropriated to the students.

In an attempt to see how and which unknown words can be incidentally retained while Korean EFL learners read substantial amounts of authentic text for five weeks, Soo-Ok Kweon and Hae-Ri Kim (2008) conducted a study with 12 university students in Korea. All participants assigned three unsimplified reading chapter books as homework beside their daily classes. During their each regular class, students started with a comprehension check quiz based on their reading assignment. No vocabulary instruction was provided in class. The results from the study revealed that the more frequently encountered words were better acquired and retained at a higher level than the less frequently encountered ones and thus, extensive reading is effective for L2 incidental vocabulary acquisition.

The effectiveness of ER on college students' reading speed, grammar/vocabulary ability and their attitudes toward reading was investigated by Eun-Mi Yang (2010) using two different types of extensive and extensive reading methods (extensive and modified extensive) in college EFL classrooms for 12 weeks. She had two ER groups which were assigned to read English story books individually chosen from Penguin Graded Readers or Oxford Bookworm Library series at least two hours a week out of

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the class time. Students were asked to keep a reading record sheet and book reports, including a very short book summary and their reaction to the story in the book reports. Students in a modified extensive reading group were instructed to read a letter from Annie's Mailbox on the Internet every week and to submit a report with translation of the text, sentence part markings, and a vocabulary log on a weekly basis. She explained that activities for modified extensive reading could be characterized as intensive reading. This study came up with the findings that the extensive reading approach was effective on reading speed gains, grammar improvement and developing positive attitudes and modified extensive reading was also found to be effective in language gains. In sum, a range of studies conducted both in Korea and overseas mentioned so far have reported the positive implications of including ER approach in EFL/ ESL circumstances.

III. METHOD

1. Participants

This study involved 17 Korean university students who took a summer English reading course as an elective in a Korean university located in Gyeonggi Province. The reading class, made up with 15 sessions, met five days a week from Monday to Friday for two and a half hours each day. The participants' English reading proficiency levels were assumed to be ranged from beginning to high-intermediate based on the results of the TOEIC scores they submitted at the beginning of the course. Students' TOEIC scores ranged from 290 to 695 and those scores were what they received from the Simulated TOEIC tests conducted at their school within the last six months.

2. Materials

The following instruments were used to gather data in this study:

1) The post-questionnaire survey written in Korean was used and conducted during the last class session. It consisted of 10 question items related to participants' L2 reading attitudes toward ER. They had 5- point Likert-scale answer choices from 1 (strongly disagree) to 5 (strongly agree) (see Table 7).

2) There were two kinds of reading comprehension tests which were both

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administered as pre- and post-tests. The reading text (See Appendix A) used for measuring students' reading rates was chosen from *Reading for Speed and Fluency* Book 2 from Compass Publishing, considering text readability. Before administering the test, the text readability, measured in the Flesch-Kincaid Grade Level, fell on the grade level 4, which was considered appropriate for participants' English proficiency level based on their TOEIC scores. The reading rate was measured in wpm (words per minute). The 30 reading comprehension questions excerpted from the part 7 of *the ETS TOEIC Test, vol 4*, were used for measuring the students' reading comprehension proficiency as pre- and post-tests. As Taguchi et al.'s (2004) claimed, even though the text ability was identical, the text difficulty that the participants felt was not equal across text, resulting in unequal testing conditions. Thus, this study employed the same testing materials for the pre- and post-tests.

3) Reading materials used for ER outside the classroom were mainly graded readers from *Oxford Bookworms* with Stage 2 with 700 headwords (*Cries from the Heart* and *Changing Their Skies*) and 3 with 1000 headwords (*The Last Sherlock Holmes Story*). Each book contains several short stories. During the class, reading comprehension skills were practiced using a textbook, *Cover to Cover* Book 2 from Oxford University Press.

3. Procedures

This study was conducted for 3 weeks during the summer vacation of 2011. The class met 5 days a week and each class lasted two and a half hours. On the first day of the study, students were informed about the course including the purposes and procedures of the study. And then, they were administered pre-reading tests. The next day, students were introduced to the ER being acquainted with the procedures in details. The class was divided into two sessions: the first 60 minute session was focused on instructions for intensive reading skill practices using the main text, *Cover to Cover Book 2* from Oxford University Press and the second 60 minute session was used for ER related activities based on students' understanding of the stories assigned by the researcher as homework before the class. The first session was mainly focused on the intensive reading practices such as indentifying main ideas and details, recognizing reference words, identifying meaning from context, and so on. The class procedures for the intensive reading followed according to the activities or tasks provided in the text. The second session was dedicated to the ER related activities for improving students' reading fluency, and reading pleasure. Table 1 below illustrates the main framework of

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the ER. Examples of reading comprehension quiz questions and group discussion props are provided in Appendix B.

TABLE 1

Framework of Extensive Reading

Class	Descriptions of Activities	
1st	Introducing the class and giving orientation to ER	
2nd-11th	Before the Class	1. Student's individual 2 short story reading assigned as homework for the next day class
		2. Keeping a reading log
	During the Class	1. Ten minutes of reading comprehension quiz at the beginning of the class (10 minutes)
		2. Understanding/Discussing the stories as a whole class activity mainly using the reading comprehension quiz questions (10 minutes)
		3. Group discussion using the 2-3 discussion props prepared by the instructor (20 minutes)
		4. Giving oral report by each group leader based on what each group gets from its group discussion (10 minutes)
	After the Class	Summary writing of each story
12th-13th	Preparing for Reader's Theater	1. Discussing and choosing which story each group will use for Reader's Theater
		2. Writing a script for Reader's Theater and practicing it for presentation
14th-15th	1. Reader's Theater (Group Presentation)	
	2. Final exam	

As seen in Table 1, the 1st class was devoted to introducing the course and giving orientation to the extensive reading. From the 2nd to the 11th class, the procedures of the class for extensive reading were given, divided into three phases. The first phase (before the class) was to allow students to read stories individually before the class. During this phase, students were able to read stories assigned by the instructor, prepare for the next class activities and a short quiz and write a reading log.

The second phase (during class) consisted of the reading comprehension quiz, group discussion activity, and presentation of each group's discussion results. The reading comprehension quiz consisted of 8-10 questions based on the stories students read before the class. After the quiz, the whole class tried to understand the stories by checking the

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answers of the questions given for the quiz. The class then was divided into 4 groups and the instructor provided 3-5 discussion props related to the stories. The discussion props were about characters they identify with, points of the story or behavior that interested them, points of the story or behavior that puzzled them, or personal experiences, thoughts related to the stories, how they would act differently from the characters or larger issues dealt with or raised by the stories (e.g., war, education, family matters). In order to facilitate group discussion and provide each student with more opportunities to talk, the instructor asked each group to designate discussion roles- Discussion Leader, Summarizer, Passage Finder, and Organizer. These roles were rotated every class. After group discussion, the discussion leader provided an oral report of what each group had to the class. Through this oral report, students were able to share their thoughts related to the stories.

The third phase was to encourage more in-depth understanding of the stories. Students were asked to write a summary of the stories they read and discussed as homework. Students' summary was kept in their portfolio to submit to be checked for student's course grading at the end of the course.

The 12th and 13th classes were used for students to prepare for Reader's Theater. For this, students were asked to divide into groups of 4-5 students, discuss and choose which story each group would use for Reader's Theater, write a script for Reader's Theater and practice it for presentation.

The 14th and 15th classes were used to perform the reader's theater and to take a final exam. Students were asked to keep all the class materials in their portfolio, including class handouts, their reading log, story summaries, and group script drafts for reader's theater. Student's portfolio would allow them to see their progress and they would, in return, gain self-motivation as they have witnessed their own progress and accomplishment.

4. Data Analysis

The Paired Samples t-test was employed to analyze the data. In order to measure the correlation among L2 reading attitudes, reading comprehension, and reading rates, the Pearson correlation coefficient was calculated among scores on participants' reading comprehension questions, reading rates and responses on reading attitudes. Cronbach's coefficient alpha was used to calculate the internal consistency estimate of reliability of the questionnaire for measuring students' reading attitudes. The reliability was .921, which was considered highly reliable for this study.

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IV. RESULTS

1. The Effect of ER on L2 Reading Comprehension

Based on the students' test results of pre-, and post-reading comprehension tests illustrated in Table 2 and 3, the L2 reading comprehension mean score (18.59) of the post-test was substantially higher than that (14.76) of the pre-test. That is, the participants' gain scores in L2 reading comprehension ability were statistically significant (p=.000) after they experienced ER. Therefore, it can be concluded that the ER method is effective in the improvement of the students' L2 reading comprehension ability.

TABLE 2
Paired Samples Statistics of Reading Comprehension

	Mean(Total score=30)	N	Std. Deviation
Pre-test	14.76	17	4.724
Post-test	18.59	17	5.680

TABLE 3
Paired Samples Test between Reading Comprehension Pre-Test and Post-Test

Pair	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% confidence Lower	Upper			
Pre-test -Post-test	-3.824	3.245	.787	-5.492	-2.155	-4.858	16	.000

2. The Effect of ER on L2 Reading Rates

Students' reading rates were calculated by wpm. As displayed in Table 4, the mean score (191.29) of the L2 reading rates in the pos-test was substantially higher than that (149.29) of the pre-test. That is, the participants achieved significant gains (p=.000) in L2 reading speed after they experienced ER. Therefore, it can be concluded that the ER method was effective in the improvement of the students' L2 reading speed. Compared with the mean gains from the previous studies such as the Bell's (2001) from 68.10 to 178.40 wpm, the Sheu's (2003) from 98.60 to 135.00 wpm, and the Cha's (2009) from 97.80 to 178.40 wpm, the mean gain from this study is not that comparable. However, it seems to be meaningful, due to the fact that the participants in this study received no training for L2 reading rate enhancement, and this study was conducted for a less period of time compared to other studies.

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TABLE 4
Paired Samples Statistics of Reading Rate

	Mean	N	Std. Deviation
Pre-test	149.24	17	40.732
Post-test	191.29	17	52.315

TABLE 5
Paired Samples Test between Reading Rate Pre-Test and Post-Test

Pair	Paired Differences					t	df	Sig. (2-tailed)
				95% confidence				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pre-test -Post-test	-42.059	26.887	6.521	-55.883	-28.235	-6.450	16	.000

The data analysis revealed that the participants achieved statistically significant improvement both in L2 reading comprehension and L2 reading rates. These findings are comparable to Cha's (2009) findings that the ER treatment has a positive effect on substantial improvement in L2 reading rates without impairing the students' reading comprehension; rather it was enhanced considerably.

3. Relationship between Students' L2 Reading Attitudes toward ER and Their L2 Reading Proficiency

Based on the results of students' L2 reading attitudes questionnaire, reading comprehension pre-, and post-tests, and reading rates pre-, and post-tests, the relationship between L2 reading attitudes, reading comprehension, and reading rates were examined. Pearson correlations among the components of those factors were measured and the results are presented in Table 6. As seen in Table 6, students' improvement in reading rates had a positive correlation (r=.586*, p<.05) with their reading attitudes. That is, students' higher reading attitudes were predicted as their reading rate was improving. However, as seen in Table 6, students' improvement in reading comprehension did not show a significant correlation with their reading attitudes. That is, even if the participants' reading comprehension is improved, it cannot function as a predictor of their positive reading attitudes. It can be assumed that although they have made significant improvement in L2 reading proficiency, students were not able to have acknowledged their progress in L2 reading comprehension ability because of a relatively short period of time for which this study conducted. There may be another plausible assumption that students may still consider intensive reading skill practices as more helpful ones for the improvement of their L2 reading proficiency since Korean L2 learners are still more accustomed to intensive reading

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skill practices than to ER skill practices.

TABLE 6
Correlations among RC and Reading Rate Pre-Test, Post-Test and Reading Attitudes

		Reading Attitudes
Post-Pre Reading Comprehension	Pearson Correlation	.177
	Sig.(2-tailed)	.496
	N	17
Post-Pre Reading Rate	Pearson Correlation	.586*
	Sig.(2-tailed)	.013
	N	17

* Correlation is significant at the 0.05 level (2-tailed).
RC stands for Reading Comprehension.

4. Students' Reading Attitudes toward Reading in English

A post-questionnaire survey was conducted during the last class session. Based on the result of questions 1 and 3 in Table 7, it was found that more than half of the students (78.8%) were able to have more interest in reading English and believe that English story reading helped improve their English (58.8%) as they were experiencing ER. The students' most positive attitudinal responses are shown in questions 5, 6, 9, and 10. The results of questions 5 and 6 showed that students believed reading English storybooks helped them spend more time studying English. As seen in the results of questions 9 and 10, more than three- fourths of the students (76.5% and 88.2%) responded that they had a highly positive attitude toward reading English storybooks. Interestingly, the results from questions 2 and 4 showed neutral responses, and revealed that the participants do not still have confidence in English, and the level of their belief about the effectiveness of ER on their improvement of their English reading comprehension skills is still low. These findings are rather interesting since it can be assumed that their confidence in their English reading ability still stays relatively low although their reading comprehension skills have been improved as presented in Table 2 and 4. It can be assumed that students have not been able to recognize their improvement of their reading comprehension skills since this study conducted for a relatively short period of time compared to other studies conducted utilizing ER. Overall, it can be interpreted that experiencing ER has a positive effect on students' L2 reading attitudes, except for the area: increasing in confidence. A relatively short period of the study which lasted for three weeks could be accounted for not increasing in student's confidence as much as we expected.

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TABLE 7
Results of Questions from Students Reading Attitudes toward ER

It.#	Content of Item	Frequency of Responses N(%)				
		5	4	3	2	1
1	I happened to have more interest in reading in English through experiencing English reading books.	4 (23.5)	6 (35.3)	5 (29.4)	2 (11.8)	0 (0)
2	I became to be confident in English.	4 (23.5)	3 (17.6)	7 (41.2)	3 (17.6)	0 (0)
3	I think reading English story books helped me improve my English.	3 (17.6)	7 (41.2)	6 (35.3)	1 (5.9)	0 (0)
4	I think reading English story books helped me improve my reading comprehension skills.	3 (17.6)	6 (17.6)	7 (41.2)	1 (5.9)	0 (0)
5	I think reading English story books enabled me to study English more.	2 (11.8)	12 (70.6)	2 (11.8)	0 (0)	1 (5.9)
6	I think reading English story books enabled me to have more time to study English.	4 (23.5)	8 (47.1)	3 (17.6)	2 (11.8)	0 (0)
7	I think reading English story books enabled me to do self-directed learning.	3 (17.6)	5 (29.4)	7 (41.2)	2 (11.8)	0 (0)
8	I think I participated actively in the classroom activities related with English story books.	3 (17.6)	5 (29.4)	5 (29.4)	1 (5.9)	3 (17.6)
9	I want to continue reading in English.	7 (41.2)	6 (35.3)	2 (11.8)	1 (5.9)	1 (5.9)
10	I think keeping reading in English will help me improve my English.	9 (52.9)	6 (35.3)	1 (5.9)	1 (5.9)	0 (0)

5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, 1=Strongly Disagree

V. CONCLUSION AND SUGGESTION

This study attempted to investigate the effects of ER on Korean university L2 learners' reading ability and their reading rate and to find out how they perceive ER

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after they experienced it. The first two research questions were to find out whether ER is effective on the improvement of the participants' general L2 reading comprehension ability and L2 reading rates. The results from pre- and post-tests on reading comprehension question and reading rate revealed that ER has a positive effect on the enhancement of the participants' reading comprehension and reading rate. The third question was to see how Korean university students L2 reading proficiency would be related with their attitudes toward reading in English after they experienced it. The results showed that participants have continued intention to read in English and believe that continuing reading in English will help improve their English in the long run. The last question of this study was to see how Korean university L2 learners would perceive ER after they experienced it. A majority of participants believe that ER helped them improve their English and continuing reading English storybooks will help enhance their English proficiency. It can be assumed that students' reading in English is effective to initiate and keep their motivation to read extensively. However, they manifested a lack of perception of progress and low confidence in English because this study conducted for a relatively short period of time.

That is, the L2 learners' experience with the ER which is integrated into the college regular reading class could lead to some degree of success in the enhancement of their L2 reading proficiency. In addition, their increase in L2 reading rates could affect their positive attitudes toward L2 ER and vice versa. The results of the present study suggest the followings for the successful implication of ER in college reading courses:

1) Setting up and managing extensive reading: Set aside class time for extensive ER related activities, such as students' oral book reports, discussion groups, reader's theater, or book summary writing. In managing extensive reading program, the instructor should be a facilitator, a guide, and a program manager for ER training. According to Nuttall (1996), reading speed could be improved by training up to 50 percent or even doubling the reading rate. Since Korean EFL learners are not accustomed to ER, students need to have a kind of training session or orientation for ER to be successful.
2) Setting a reading goal: Although the principles of extensive reading emphasize voluntary reading for the students to have pleasure for reading, it is necessary to raise students' autonomy at the same time. As Brown (2007) stresses, learner's autonomous ability to take initiative in or beyond the classroom is the key to successful mastery of a foreign language. The teachers' carefully prepared guidance at the beginning of the course could help develop a sense of autonomy by helping students set a reading goal by each student and choose reading books appropriate to their individual reading level.

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3) Choosing reading materials: In order for ER to succeed, a reading material should be at a minimum 98 percent density of known words for a reader, as Hu and Nation (2000) suggest. Thus, while preparing an ER program, it is necessary for the instructor to bear in mind that reading materials should be level appropriate to the students as well as interesting enough to grab their intention.

The results of this study conform to the educational values of implementing ER into university English reading classes where students have been taught mainly by intensive reading. Taking the effects of ER into consideration, university English reading classes should be integrated with reading in English extensively and activities in conjunction with student's ER. This study could be helpful for devising a reading course syllabus in reference to L2 learners' reading proficiency and also facilitate further related studies. However, there exist some limitations of this study. First, this study conducted with a small sized college reading class including a small number of students. To validate the findings, further research needs to extend the number of subjects with more diverse proficiency and age levels. Second, as mentioned previously, the benefits of ER could lead to gains in reading, as well as writing, oral proficiency, and vocabulary knowledge. Thus, to draw general relationships between ER and other language skills, further studies need to investigate those skill areas.

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APPENDIX A

Reading text for measuring student's reading rate

Allowances

Do you get an allowance from your mother and father? How much do your parents give you each week? Do you think this allowance is enough for you? Many people believe that allowances are great ways for children to learn about money. Some children are given their money once a week and others once a month. There are good points about both ways.

So, what is a good point about giving children a small amount of money every week? Children cannot waste too much money. Because these children only have a small amount at one time, there is a better chance that the money will be used the right way. For example, children often get allowances in order to buy lunch at school. When children get just enough to pay for lunch for one week, they will probably use most of the money for lunch. They might spend one day's lunch money on something else, but most of the money will be used the right way.

What is a good point about giving children allowances once a month? They have more money at one time, so they have more choices about how to spend the money. This is a good way to teach children about good and bad ways to spend money in the future. When children spend their allowances on candy or things to play with, they will have less money to buy lunch at school. In this way, children learn to plan how to spend their money.

Probably the best idea is to give a young child an allowance once a week. Then, when the child is older, he or she can get an allowance once a month. Of course, many teenagers do not get an allowance at all. Instead, many teenagers work after school for their spending money.

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APPENDIX B

Samples of Reading Comprehension Quiz and Discussion Props

The Photograph- Discussion Props

* What is the picture on the cover of the story telling you?
  What message is the picture giving you?
* Do you agree with the idea, "People only see what they want."
* Have you ever had this kind of experience that you feel the same way as the teenager in the story feels?

Leonard – Discussion Prop

* Have you ever made a gift for someone with your own hands?
  What?, When?, and Why?
* Have you ever received a gift made with someone's own hands?
  What?, When, and How did you feel?
* What was the meaning of the scarf for the old lady in the story?

Reading Comprehension Quiz - The Photograph

1. How would you describe the weather like in the story?
2. Why does the teenager admire the girl in the photograph?
3. Where did the teenager's parents come from?
4. Where was the teenager born and raised?
5. Why does the teenager feel uncomfortable when she looks at this kind of photograph?

Reading Comprehension Quiz- Leonard

1. Why did the old woman want to buy some wool?
2. Why did the niece think it was impossible for her to knit a scarf?
3. Why did she plan to knit a scarf?
4. What color of wool did she want to buy? and Why?
5. Where did the couple first meet?

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6. How was Leonard when she met him first?

7. What did he do for a living when he was young?

Examples in: English
Applicable Languages: English
Applicable Levels: College

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