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A Study on the Effectiveness of Extensive Reading in College English Classes*

Eun-Mi Yang
(Kkottongnae Hyundo University of Social Welfare)

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This study aimed to explore the effectiveness of extensive reading approaches in college English classes and suggest a suitable instructional model. 120 second year students were divided into two groups: Extensive Reading Group (ERG) and Modified Extensive Reading Group (MERG). To examine the language gain, reading speeds and grammar/vocabulary abilities were measured with pre- and post-test results. A post-questionnaire was administered to investigate the students' attitude toward the extensive and modified extensive reading. The interrelatedness among the students' attitude and reading behavior (reading amount and time) was measured by Pearson correlations. It was found that the reading in both ERG and MERG positively affected the students' reading speed and grammar/words knowledge but there was no significant statistical difference in reading speed gains between the two groups, while there was meaningful difference in the improvement of grammar/words test scores, which was higher in MERG. Overall, both of the ERG and MERG showed a favorable attitude toward carrying out the required reading assignment; the questionnaire result indicates that the two groups did not show statistically significant difference in their attitudes toward reading assignment. On the basis of the findings, an instructional model for implementing extensive reading in classes was suggested with the data obtained from the results along with pedagogical implications.

[L2 extensive reading/L2 reading fluency/L2 reading speed/attitude]

I. INTRODUCTION

English language input is very limited in an EFL context like Korea where students are exposed to English language mainly in class as a foreign language. This situation requires

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an on-going effort of language educators to provide as much input to learners as possible, as Comprehensible Input Hypothesis by Krashen (1982) is generally accepted by foreign language educators. Classroom teachers are required to design and apply appropriate methods for learners to be exposed to foreign language input as in-class time as well as out-of-class time activities. The present researcher is focusing on written language input rather than spoken language input and explores how learners can be effectively exposed to large amount of quality input.

Korean college students study English for about 10 years before they enter a university. However, the written English input has been provided and used mostly for preparing tests, aiming at intensive reading with translating, analyzing structures and memorizing vocabulary. Therewith, the traditional approaches in reading have taken away the pleasure of reading from EFL learners. Normally, reading takes place to have pleasure or to fulfill intellectual quests in L1 contexts. In an attempt to overcome the limitation of the traditional intensive-only reading approach in EFL learning, an extensive reading (or pleasure reading) approach has been adopted by many instructors in L2 classes these days. Extensive reading in L2 reading instruction aims at making learners read large amounts of easy and enjoyable reading materials.

Reading is still an important skill in English learning even though Korean college English classes have been changed to include speaking and listening in a decade or so in line with the trend of employing communicative language teaching methodology. How reading in class can be more enjoyable, communicative, and effective for enforcing general English ability has been a key issue for most of the college English teachers including the present researcher. In seeking an effective reading method, I have included extensive reading activities for my students for a couple of years and became to be interested in the effectiveness of this approach.

Hence, the objective of this study is to explore and compare the effectiveness of two different types of extensive reading methods (extensive and modified extensive) in college EFL classrooms by examining language gains and students' attitude toward this method. Many researchers and practitioners have conducted experimental studies to examine the effectiveness of extensive reading and reported the benefits (e.g., Bell, 2001; Mason & Krashen, 1997; Renandya, 2006; Robb & Susser, 1989; Taguchi, Takayasu-Maass, & Gorsuch, 2004). Although the previous studies reported the benefits of extensive reading in various language skill areas, such as vocabulary, writing, reading comprehension and fluency, effectiveness reports on extensive reading in relation to fluency and attitude of university students in Korea are scarce. There still seems to be room to study the relationship among L2 reading speed gain, general language achievement, and attitude in the EFL context of Korea. So the purpose of this study is to compare the effectiveness of L2 extensive reading and modified extensive reading in terms of language gain, L2 reading

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behavior and attitude. The results of the study could be of great help to make an appropriate instructional model of a reading approach for implementing in college general English classes in Korea. The following research questions motivated and guided this study:

1. Would the extensive reading approach more positively affect students' English reading speed and general English ability compared to the modified extensive reading?
2. How would the students perceive the extensive/modified extensive reading activity? And how is the students' reading behavior (reading time and amount) related with their attitude toward the reading activity?
3. What is the effective way of implementing an extensive reading approach in college English classes? What kind of post-reading activity can we choose to include in the reading program?

II. REVIEW OF THE LITERATURE

The definition of extensive reading drawn by Palmer (1964) is "rapidly reading book after book" and "a reader focuses rather on the meaning or content not on the language of the text" (Palmer, 1964, p. 111; 1968, p. 137 recited from Day & Bamford, 1998, p. 5). In this regard, people read books usually for having pleasure or getting information in extensive reading. The concept of extensive reading is contrasted with intensive reading, which Palmer meant to "take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains" (Palmer, 1964, p. 111 recited from Day & Bamford, 1998, p. 5). Therefore in intensive reading students read mainly for studying language rather than enjoying the contents.

As seen in Richards, Platt, and Platt's argument, the goal of extensive reading in an L2 classroom is just identical with the goal of general L1 reading which is to "develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading" (Richards, Platt, & Platt, 1992, p. 133). L2 teachers and researchers have shown a great deal of interest in adopting an L1 reading approach, the purpose of which is getting information and enjoyment of reading. Accordingly, the characteristics of an extensive reading approach can be listed as follows: Students read as much as possible and variety of materials usually within the linguistic competence of them; they have freedom to read; the reading is usually for pleasure or information; reading speed is usually faster (Day & Bamford, 1998).

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The benefits of an extensive reading approach in L2 have been discussed so much with numerous studies based on empirical researches. Researchers have claimed the advantages of the inclusion of extensive reading in L2 classrooms (e.g., Bell, 2001; Carrell & Carson, 1997; Crawford Camiciottoli, 2001; Im, 2007; Iwahori, 2007; Jeon, 2008; Kim, 2008; Mason & Krashen, 1997; Shin, 2003; Yang 2009). The studies reported positive impact of extensive reading in various areas: reading proficiency including comprehension and speed, affect, and general linguistic competence including vocabulary, writing, and oral skills.

While the advantages of extensive reading in the L2 classroom are generally accepted by researchers and teachers around the world, teachers and researchers of English education in Korea also began to have interests in developing innovative methods in L2 reading education, which have stretched to the extensive reading approach. As a result, a range of research findings have been reported mostly with positive implications of including extensive reading approach in Korean EFL context.

Cha (2009) and Im (2007) studied the effectiveness of extensive reading in reading speed or vocabulary gains. Cha (2009) reported that the 20 vocational high school students showed statistically significant growth in L2 reading rates, though the gains in L2 vocabulary sizes were not meaningful after her 12-week-long experiment. Im (2007) also reported positive results in reading speed gains of university students after finishing his experiment of 15 weeks. He studied with 114 subjects of the experimental and control group who were treated with an extensive and intensive reading approach respectively. As a result, the extensive reading group had significant gains in reading speed, vocabulary, and reading comprehension.

Jeon (2008) investigated 39 university students' reading behaviors, their perceptions and language gains after finishing the extensive reading course of 12 weeks. He suggested the inclusion of the extensive reading approach in a formal college level English reading course based on the positive results in every aspect including reading speed gain.

The effectiveness of the different types of extensive reading materials were investigated by Shin and Ahn (2006). Through the study conducted for 8 months with 229 high school students, they found that long text type with Korean glosses was the most effective in students' attitude, reading amount and motivation. With their research findings, they recommended to incorporate extensive reading into the regular English reading class of all grades in secondary school classrooms in a Korean EFL context.

The research findings about extensive reading in Korea are mostly consistent with the previous findings of the researches overseas and strongly suggest the integration of extensive reading in regular English classes in Korea. Under the circumstances, this study attempted to add empirical evidence of how effective extensive reading is in speed and grammar gains and attitude of university students. Further, the present study was planned to make an appropriate class model to implement the approach in a general English class

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for university students. The difference of this study from the previous ones is that extensive and modified extensive reading approaches were compared to search for a more suitable and effective class model in Korean EFL context.

III. METHOD

1. Subjects

The present study was designed under the classroom action research methodology using the researcher's students and classroom as subjects and setting. The data for this study were collected for 12 weeks during the spring semester of 2009. The participants in this study are 120 second year students at a university in Korea. Their majors are nursing science (N=40) and social welfare (N=80) and approximately 75% of the students are female. Most of them had received formal English education at least for eleven years when the research began. Before the semester began, by registration, they were randomly assigned to three classes, A, B and C. The participants took a 2-hour English class per week during a 16-week semester. They studied reading, speaking, listening, and writing in class, and the contents of the reading were mostly related to social issues. The students' English proficiency levels ranged from low-intermediate to high intermediate based on their Suneung (KSAT) scores (Their English scores ranged mostly between level 3 and 6 out of 9 levels, and their average level was about 4) which they provided when entering the university. Even though their English levels might have been improved during the one-year freshman period, it was not assessed again since the class they had during their freshman year only focused on basic conversation.

2. Procedures

The experiment on extensive reading was conducted for 12 weeks from March to June in 2009. The participants in 2 classes were assigned to carry out extensive reading while the rest one class was assigned modified extensive reading as a course assignment. Quantitative data were obtained through test results and post-questionnaire and qualitative data were from open questions in the post-questionnaire. The Extensive Reading Group (Classes A and B) and Modified Extensive Reading group (Class C) followed the same regular class dynamics which consisted of a combination of class activities in four skill areas except the out-of-class time assignments (extensive or modified extensive reading).

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1) Setting

The participants were given instruction on how to carry out reading assignment by the researcher on the first day of the semester. Students in Classes A and B (Extensive Reading Group) were required to read English story books among Penguin Graded Readers or Oxford Bookworm Library series out-of the class time. They were provided with a guideline on choosing appropriate level of books, amount of time to be devoted on reading (at least two hours a week) and keeping a reading record sheet and book reports. They had to keep recording the book title, publisher, reading level of the book, date, reading time (hours), and page numbers they read (wholly pictured pages were excluded) on the reading record sheet and submit it at the end of each month. The researcher recorded the students' data on an SPSS data sheet for analysis. They promised to honestly keep the record sheet and a basic assignment score was given to those who kept at least two hour reading requirement. A book report had to be written and submitted whenever they finished a book: they were asked to include a very short summary and their reaction to the story in the book report.

On the other hand, the students in Class C (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. Since several choices of reading texts (letters) were available for the students every week, the group was named as Modified Extensive Group. That is, the Modified Extensive Group students in Class C also had some freedom in choosing reading texts even though the assignment had characteristics of intensive reading.

2) Instruments

In order to assess the students' reading speed and grammar/vocabulary ability change, A pre-test and a post-test was administered at the beginning and end of the semester respectively. Reading speed was assessed through the 2-minute reading probe. That is, the students were made to read a selected text for two minutes, and they marked on the spot when they finished. The same copy was distributed at the end of the semester and they repeated the same procedure. The text was chosen from a grade level 4 non-fiction book (intermediate 1700 head words) which is said to be appropriate for those with TOEIC scores of 381~540 considering the students' English proficiency level. The word numbers were counted and compared to examine any improvement of the subjects' reading speed. The caution that they should keep in mind that they had to understand the contents of the reading passage whiling reading was delivered to the students to prevent meaningless letter- reading.

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General grammar/vocabulary ability was measured by administering the level 4 of Penguin level tests which are provided to the users free of charge on the Internet. It consists of 30 items which mostly asked about English structure and the usage of words or phrases. Same copies of the test were used for the pre- and post- test to see whether reading assignment had any effect on students' ability to perform better in general grammar ability tests.

A 5-item post-questionnaire written in Korean was applied in order to collect the data about the subjects' perception on the treatments: the reading assignments of the ERG and MERG respectively (questionnaire items are provided in Table 7, 8, and 9). The students answered each item with 4-point Likert- scale answer choices from 1 (*strongly disagree*) to 4 (*strongly agree*). In addition to the five questionnaire items, an open question was asked regarding the students' opinion or suggestion on the extensive/modified extensive reading assignments.

3) Data Analysis

The results of the tests on reading speed and grammar ability and the questionnaire were analyzed using SPSS 12.0. Independent and paired t-tests and ANCOVA were used to compare means of each test between the groups and correlation coefficients were calculated to find out the interrelatedness between the results of the investigation on the students' reading behavior on extensive and modified extensive reading (reading amount and time) and their perception on the treatments. The internal consistency estimate of reliability of the post-questionnaire was acceptable (when the standard acceptability of Cronbach's alpha is set as 0.6 or higher), as Cronbach's coefficient alpha was 0.638. Finally, ANOVA was used to find out any statistical difference between groups and Pearson correlations were calculated to identify relationships among questionnaire items and students' reading behavior (reading time and amount).

IV. RESULTS AND DISCUSSION

The results of data analyses are presented in the following three sections according to the three research questions. The first section reports the results of the analyses on the effect of extensive reading compared to modified extensive reading assignments if they positively affected the students' reading speed and grammar ability.

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1. The Effect of Extensive Reading on Speed and Grammar Ability

Before examining the effects of extensive and modified extensive reading programs, the homogeneity test of the two groups were conducted, and the Extensive Reading Group (ERG) and Modified Extensive Reading Group (MERG) were proved to be homogeneous from the pre-test as shown in Table 1, which means there was no statistically significant difference between the two groups. Then the pre- and post-test results of each group were compared to see the effects of each reading assignment on students' outcome (reading speed and grammar ability).

TABLE 1

The Result of t-Test on the Pretest of ERG and MERG

Test	Group	N	M	SD	t	*p*
Grammar	ERG	83	12.70	3.54	-.446	.656
	MERG	28	13.04	3.39		
Reading Speed	ERG	81	229.57	87.88	.088	.930
	MERG	29	227.83	100.87		

Paired t-test results on the students' reading speed of the two groups at the beginning and at the end of the semester are presented in Table 2. Both of the groups showed significant speed improvement: the mean of reading speed (word number read by the students for 2 minutes) of the ERG improved by 74 words per 2 minutes (32% increase) from 230 (ranging from 46 to 446 words, SD=87.88) to 304 words (ranging from 70 to 689, SD=112.01); The mean of reading speed of the MERG improved by 44 words per 2 minutes (20% increase) from 228 (ranging from 63 to 476, SD=100.87) to 272 words (ranging from 107 to 387, SD=86.91).

In Bell's study (2001), the extensive reading group achieved significantly faster reading speeds (68% increase) than the intensive reading group (18% increase) in two semesters. The ERG students in the present study achieved 32% speed increase and the MERG students achieved 20% increase in one semester; which seems similar to the results of Bell's study. Regarding speed gains in the extensive reading program, similar results were reported in Yang's study (2009) that the students achieved the average speed gains of 65 words (from 192 to 257 words, 39.6% increase) per two minutes through a semester-long extensive reading activity.

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TABLE 2

Paired T-Test Results of Pre- and Post- Reading Speed Test in Words per 2 Minutes

		N	M	SD	T	*p*
ERG	Pre-test	79	230.23	88.54	-10.389	.000
	Post-test	79	304.39	112.70		
MERG	Pre-test	24	221.38	105.58	-3.516	.002
	Post-test	24	272.21	86.91		

The speed improvement was a little bigger in the ERG (32% speed gain) than in the MERG (20% speed gain). However, the analysis of covariance (ANCOVA) results indicated that differences of the gain scores were not statistically significant (p=.117) between the groups and the group effect size on speed gain was found to be small (partial eta squared (η^2)=.024) as shown in Table 3.

TABLE 3

ANCOVA Results for the Reading Speed Posttest*

Source	SS	Df	MS	F	*p*	η^2
Corrected Model	759239.9	2	379620.0	89.466	.000	.641
Intercept	87960.670	1	87960.670	20.730	.000	.172
Pre-Test	740172.9	1	740172.9	174.437	.000	.636
Group	10592.489	1	10592.489	2.496	.117	.024

*Dependent Variable: Posttest, Covariate: Pretest, Fixed factor: group

Regarding the grammar ability, the grammar test scores of the both ERG and MERG showed statistically significant improvement (p=.000) as shown in Table 4. The mean score of the ERG was improved from 12.65 to 13.73 out of 30 points, while the mean score of the MERG was improved from 12.65 to 15.13 points. So the grammar gain of each group was 8.5% and 19.6% respectively.

TABLE 4

Paired T-Test Results of Pre- and Post- Grammar Test

		N	M	SD	T	*p*
ERG	Pre-test	79	12.65	3.56	-5.422	.000
	Post-test	79	13.73	3.54		
MERG	Pre-test	23	12.65	3.11	-7.904	.000
	Post-test	23	15.13	3.53		

As the mean score improvement of the grammar test results was bigger in MERG than ERG, the analysis of covariance (ANCOVA) results also indicated that differences of the grammar gain scores were statistically significant between groups (p=.001) and the group

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effect size on grammar test results was found to be somewhat big (partial eta squared (η^2)=.108) as shown in Table 5.

TABLE 5

ANCOVA Results for the Grammar Posttest*

Source	SS	Df	MS	F	*p*	η^2
Corrected Model	1001.372	2	500.686	173.689	.000	.778
Intercept	64.882	1	64.682	22.438	.000	.185
Grammar Pre-Test	966.644	1	966.644	335.331	.000	.772
Group	34.434	1	34.434	11.945	.001	.108

*Dependent Variable: Posttest, Covariate: Pretest, Fixed factor: group

The first research question was if the extensive reading more positively affected the students' performance of reading speed and grammar compared to modified extensive reading. The results indicated that the reading in both groups positively affected the students' reading speed and grammar but there was no significant statistical difference in reading speed gains between the two groups, while there was meaningful difference in the improvement of grammar scores. The bigger improvement of grammar ability in MERG appeared to be resulted from the components of their reading assignment which required the submission of written grammatical analysis (parts of sentences and words) and translation of the whole reading passage (Annie's Mailbox). On the other hand, the ERG students read story books focusing on the story and fluency, but not on grammar. This was reflected in the result of the reading speed improvement which was bigger in ERG (32.2% gain) than in MERG (19.9% gain), though the difference was not statistically significant.

Learning through extensive reading is largely incidental, so Nation (2009) argues that a large quantity of input is essential for visible language gain. According to Nation, the quantity of input needs to be 500,000 running words per year, which is equivalent to 25 graded readers a year to have substantial learning gains. The subjects in this study read 4.49 books on the average in one semester (12 weeks) as shown in Table 6, which is far below the required number of books Nation asserts to attain a certain level of learning gains.

TABLE 6

Descriptive Statistics of the Results of Extensive Reading of ERG (N=80)

	Minimum	Maximum	M	*SD*
Total Reading Time (hours)	2	71	18.54	13.43
Total Reading Amount (number of pages)	16	703	188.27	128.82
Number of Books Read	1	16	4.49	2.62

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The positive evidence in language gains, despite the short period (12 weeks) of experiment in this study, seems to have been resulted in by the out-of-class time reading activities along with the in-class time English general study. It cannot be definitely asserted that one method was better than the other method since both groups demonstrated meaningful achievement in speed and grammar ability. However, if the L2 reading in a formal class should consider language-focused learning along with fluency development unlike L1 reading, the modified extensive reading should be more recommendable than extensive reading according to the result of this study on language gains.

2. Students' Attitude toward the Extensive Reading Activity

To examine the students' attitude toward the reading assignment, a post-questionnaire survey was conducted at the end of the semester and the participants' responses to the 5 closed question items and 1 open question item are listed in Table 7 and 10 respectively. The result indicated that the students in both ERG and MERG showed positive attitude (answer choices #3 (agree) and #4 (strongly agree)) toward the reading assignment in general. 85.9% of the ERG and 86.4% of the MERG students felt the reading materials were helpful in learning English (Q1); 84.3% of the ERG and 77.3% of the MERG felt it was fun (Q2); and 73.5% of the ERG and 86.4% of the MERG said they became more interested in English (Q3) as shown in Table 7.

TABLE 7

Students' Attitude toward the Reading Assignment

Item	Group	Frequency (%)**				M	SD
		1*	2*	3*	4*		
Q1. The books/reading materials	ERG	1(1.6)	8(12.5)	49(76.6)	6(9.4)	2.94	.53
were helpful for my English learning.	MERG	0(0)	3(13.6)	17(77.3)	2(9.1)	2.95	.49
Q2.Doing the reading assignment	ERG	1(1.6)	9(14.1)	47(73.4)	7(10.9)	2.94	.56
was fun.	MERG	1(4.5)	4(18.2)	13(59.1)	4(18.2)	2.91	.75
Q3.I became to have more interest in	ERG	1(1.6)	16(25.0)	41(64.1)	6(9.4)	2.81	.61
English by doing this assignment.	MERG	0(0)	3(13.6)	17(77.3)	2(9.1)	2.95	.49
Q4.I could have read more if the	ERG	4(6.3)	30(46.9)	22(34.4)	8(12.5)	2.53	.80
assignment had been more coercive.	MERG	2(9.2)	9(40.9)	9(40.9)	2(9.1)	2.50	.80
Q5.The reading assignment was	ERG	1(1.6)	4(6.3)	44(68.8)	15(23.4)	3.14	.59
waste of time.***	MERG	0(0)	2(9.1)	14(63.6)	6(27.3)	3.18	.59

*1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

**Percentages are rounded to the nearest whole number.

***Reverse-coded.

The positive and negative responses on Q4, which asked if they wanted more coercion

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to read more, were almost half and half, but they were a little more negatively oriented (the percentage of negative responses was 53.2% for ERG and 50.1% for MERG). That is, about half of the students wanted more coercion in doing their reading assignment but half did not. For the negative question, Q5, which asked if the reading assignment was waste of time, the students mostly disagreed (92.2% of the ERG and 90.9% of the MERG), and the result seems congruent with the responses for Q1, Q2 and Q3.

Overall, both of the ERG and MERG groups showed a favorable attitude on carrying out the required reading assignment. To statistically measure if there was any difference between ERG and MERG in their attitude toward the reading assignments, ANOVA was conducted on the 5 questionnaire items. As shown in Table 8, the result indicates that the two groups did not show statistically significant difference in their attitudes toward reading assignment.

TABLE 8
ANOVA with Repeated Measures by Students' Attitude toward Assignment of the Two Groups

Item	Source	SS	df	MS	F	*p*
Q1. The reading materials were helpful for my English learning.	Between Group	.005	1	.005	.018	.895
	Within Group	22.705	84	.270		
	Total	22.709	85			
Q2.Doing the reading assignment was fun.	Between Group	.013	1	.013	.035	.852
	Within Group	31.568	84	.376		
	Total	31.581	85			
Q3.I became to have more interest in English by doing this assignment.	Between Group	.330	1	.330	.967	.328
	Within Group	28.705	84	.342		
	Total	29.035	85			
Q4.I could have read more if the assignment had been more coercive.	Between Group	.016	1	.016	.025	.874
	Within Group	53.437	84	.636		
	Total	53.453	85			
Q5.The reading assignment was waste of time.	Between Group	.028	1	.028	.080	.777
	Within Group	29.007	84	.345		
	Total	29.035	85			

Pearson correlations were measured to examine the intercorrelatedness among the questionnaire items and the students' reading behavior (reading time and amount) of the ERG. The results are demonstrated in Table 9. The 5 questionnaire items had strong correlations among themselves except Q4 ("I could have read more if the assignment had been more coercive."). The ERG students' reading time had positive correlations with Q1 ("The reading materials were helpful for my English study.") (r=.421, p=.001) and Q3 ("I became to have more interest in English by doing this assignment.") (r=.368, p=.003). That

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is, the ERG students who felt the reading materials helpful tended to have spent more time in reading (or, the students who spent more time in reading tended to have felt the reading materials helpful); and those who spent more time in reading became to have more interest in English by doing this assignment. The ERG students' reading amount also had positive correlations with Q1 (r=.247, p=.049), but a little weaker than with reading time. Interestingly, students' reading time and amount had negative relations with item 4 ("I could have read more if the assignment had been more coercive."). In other words, the students who read less tended to have responded that they needed coercion in doing the reading assignment.

TABLE 9
Intercorrelations among Questionnaire Items, Reading Time, and Reading Amount of ERG

Item		Q1	Q2	Q3	Q4	Q5	Reading Time
Q2.Doing the reading assignment was fun.	PearsonCorrelation	.254*					
	Sig. (2-tailed)	.043					
	N	64					
Q3.I became to have more interest in English by doing this assignment.	PearsonCorrelation	.499**	.381**				
	Sig. (2-tailed)	.000	.002				
	N	64	64				
Q4.I could have read more if the assignment had been more coercive.	PearsonCorrelation	.005	.218	.142			
	Sig. (2-tailed)	.971	.083	.263			
	N	64	64	64			
Q5.The reading assignment was waste of time.***	PearsonCorrelation	.436**	.365**	.294*	.075		
	Sig. (2-tailed)	.000	.003	.018	.554		
	N	64	64	64	64		
Reading Time	PearsonCorrelation	.421**	.137	.368**	-.100	.221	
	Sig. (2-tailed)	.001	.283	.003	.436	.081	
	N	63	63	63	63	63	
Reading Amount (page number)	PearsonCorrelation	.247*	.102	.153	-.080	.096	.601**
	Sig. (2-tailed)	.049	.420	.228	.532	.450	.000
	N	64	64	64	64	64	80

**: Correlations is significant at the 0.01 level.

*: Correlations is significant at the 0.05 level.

***: Item 5 was reversely coded.

Both of the ERG and MERG students' comments on the reading assignment suggested in the open question of the questionnaire are categorized and listed in Table 10. Overall,

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according to the students' comments in Table 10, it was evidenced that they felt the reading assignment was fun, useful and helpful, while a few of them liked the other group's assignment more both in ERG and MERG. The importance of students' interest in language learning process is commonly emphasized by language educators. Krashen (2004) even proposed *pleasure hypothesis* in that he claimed "pedagogical activities which help language acquisition are those that are enjoyable, but enjoyment does not guarantee language acquisition" (p. 24). The voluntary nature of choosing reading materials in both groups seems to have built their positive attitudes toward the reading assignment.

TABLE 10
Students' Comments Regarding Their Reading Assignment

Category	Comments
I enjoyed this assignment.	I liked the chances to read English books. (7)* Even though it was a little burdensome, I enjoyed the opportunity for reading English books. (6) English reading by level was good. (2) Annie's Mail Box was interesting (2)
I will try more/ continuously reading.	I'll continuously read English story books. (1) I'll try more. (3) It'll be helpful to do it continuously. (1)
It was good that I could check my English ability/ understanding/ words.	It was good that I could check my understanding of the sentences and pronunciation in Annie's Mail Box. (1) I could check my learning by filling out reading record. (1) I could check my English ability. (1) I could check my vocabulary. (1)
The assignment was/ wasn't helpful.	It was helpful. (7) It helped me improve my English ability. (7) Professor's feedback on my assignment was helpful. (1) I think my analogical ability to understand unknown words improved. (1) It was not easy but definitely rewarding. (2) It wasn't helpful to improve my English. (1)
I was aware that I had problems in self-confidence/integrity/ability.	I need more self-confidence. (3) I didn't try at my best. (1) I felt my English ability is really poor. (1)
I wanted something else other than reading assignment.	I want other assignment such as writing diary, current issue reading, or conversation. (6) I want more writing. (1) I hope to have a chance to learn grammar. (1) I want an easy conversation class. (1)
I liked the other group's assignment more than mine.	I envied the other class that was doing the Annie's Mailbox assignment. (6) I envied the other classes that were reading fun story books or doing extensive reading. (2)

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I have suggestions in the ways of submitting assignments.	It was a big burden to write many reading reports. (1) I wished to submit only reading reports not reading record sheet. (1) It was a burden to submit reports. (1) I wished to have more assignment. (1) It was difficult to manage time in doing reading because I should have done it by myself. (4) More coercion is necessary (7). It was difficult to write the reading reports in English. (1) I think that a group activity to share post-reading reaction will be good. (1)

*The number in parenthesis is the number of the students who gave the listed comments.

3. Implementing Extensive Reading in College English Classes

The process of the implementation of extensive reading in class was modeled on the basis of the findings through this study as demonstrated in Figure 1.

FIGURE 1

Instructional Model of Implementing Extensive Reading in an EFL Class

Process	Teaching and Learning in an Extensive Reading Program	
	Understanding/Solving Problems	Application & Development
①Curriculum Planning	-Choosing where/when to do extensive reading; in-class/out-of-class -Deciding methods for management of the program	Understanding the overall program -Is it solely for fluency? -Should ER be modified?
②Goal Setting	Administering reading level test	Individualized goal setting (the reading amount and time) based on the test results
③Motivating	Introducing suitable reading materials for the students	Voluntary choice of reading materials
④Monitoring	Planning reading record sheet	Keeping track of reading and progress toward reading goals
⑤Supporting & Giving Feedback	Developing in-class activities in relation to extensive reading; oral reports/discussion, written book reports	-Presenting Oral/Written reading reports -Getting feedback from teacher/peers
⑥Evaluating	Planning kinds and methods of assessment; speed, grammar, comprehension, vocabulary, etc.	Test-taking and Progress Checking

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When planning syllabus, the purpose of extensive reading should be considered first. If it is solely for fluency development, the traditional extensive reading approach, which is solely meaning-focused, should be adopted. But if the class requires form-focused learning with fluency development, modified extensive reading approach should be more effective. Knowledge on students' learning style could help to choose an appropriate approach as well. Whether the extensive approach is traditional or modified, the freedom of selecting reading texts by students is essential to motivate students to read.

The following three points are suggested to implement an effective extensive reading approach in college English classes.

1) Extensive or Modified Extensive Reading?

As shown in the above sections, when comparing the two groups, both of the ERG and MERG showed improvement in their reading speed and grammar ability. Although the improvement was not solely achieved by the extensive or modified extensive reading assignment, which means the common class-time intensive reading for both groups might have worked on the improvement as well, the improvement of reading speed was bigger in ERG (the differences in gain scores between groups were statistically insignificant) and the improvement of grammar ability was bigger in MERG (statistically significant). Just with this result, it seems to be too early to conclude that a certain way is more effective than the other way. Rather, the result implies that both forms of the traditional and modified extensive reading were effective but did not show any one method was better than the other in the present study. This result might have been influenced by the characteristics of the modified extensive reading assignment which was set up in the present study. The modified extensive reading assignment was not exactly the same with the traditional classroom intensive or extensive reading. The students had some kind of freedom in selecting topics which interested them among Annie's Mailbox letters during a given week. So the reading can be categorized as a modified form of extensive or intensive reading. Since it provided students with some freedom, such as voluntary text selection, it might have been as much effective as extensive reading in providing enjoyment. This result leads us to making use of diverse forms of extensive reading on a spectrum according to the curriculum goal.

2) Setting up and Managing Extensive Reading

To manage extensive reading in college English classes, more deliberate effort should have been necessary for having desirable outcome. In the present study, the extensive reading activity was set up solely as an outside of the class-time activity. And then they

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were required to submit book reports whenever they finished a book. Writing and submitting book reports without any feedback might have been a burden which lessened the pleasure of extensive reading, as several students confessed. Therefore, as a student suggested, it might have been better to set aside time for extensive reading-related activities in class time, such as student oral book reports or discussion groups, even though it is not easy to find time for it in the already-crowded class time. This kind of in-class activities could provide students with synergy effects in language gains and encourage other students to read the book presented by others in class.

3) Setting a Reading Goal

The post-questionnaire results indicated that the students enjoyed the freedom of reading assignment while they were not certain about their ability of controlling their autonomy. So even though extensive reading should be set up based on the principles of voluntary reading for the students to have pleasure of reading, we should keep in mind that raising students' autonomy simultaneously is important. For doing this, reading goal setting at the beginning of the semester by each student might be effective. To motivate the students for successful achievement of their goals, reward-giving at the end of the semester might help to those who were successful in achieving goals as well. The reading goal should be set on the basis of the students' individual reading level. The goal can be set on condition that prior assessment of the students' present vocabulary or comprehension should be made.

V. CONCLUSION AND PEDAGOGICAL IMPLICATION

The study investigated the effects of extensive and modified extensive reading on reading speed and grammar/vocabulary ability and the attitude toward the reading in college English class. The first research question addressed the issue of the effectiveness of extensive and modified extensive reading approach. According to the results, both of the extensive and modified reading approaches positively affected students' reading speed and grammar ability. ERG recorded 32.2% gain and MIRG 19.9% gain in reading speed, and 8.5% gain and 19.6% gain respectively in grammar. While the difference of the gains in speed was not statistically significant, the difference of the gains in grammar was meaningful.

The second research question was how the students perceive the reading activities. The result indicated that the two groups did not show statistically significant difference in their attitudes toward reading assignment. Both of the ERG and MERG groups showed a favorable attitude (helpfulness, fun, and raising interest) on carrying out the required

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reading assignment, which seems to be related to the freedom of selecting reading materials. In terms of the correlatedness between reading behaviors (reading time and amount) and attitude questions, the ERG students who felt the reading materials helpful tended to have spent more time in reading (or, the students who spent more time in reading tended to have felt the reading materials helpful); and those who spent more time in reading became to have more interest in English by doing this assignment. In addition, the students who read more became to have had more interest in reading.

The third research question was about the effective way of implementing extensive reading activity in college English classes. With regard to the effectiveness of extensive reading and modified extensive reading, the results were encouraging. It is encouraging that both groups achieved language gains and expressed positive attitude toward the reading approach they received. In addition, *Instructional Model of Implementing Extensive Reading in an EFL Class* was proposed. The initial phases, such as curriculum planning according to the course goal, individual goal setting, and motivating by giving proper freedom, are especially important to be included in employing a suitable form of extensive reading.

In conclusion, the effectiveness of an extensive reading approaches in speed gains, grammar improvement and developing positive attitude was confirmed again by this study, with a modified form of extensive reading being also found to be effective (more effective in language gains) as freedom of selecting texts was guaranteed. Therefore, one of the most important implications based on the findings of this study is that extensive reading as fluency instruction should be effective when incorporated into English class curriculums. Extensive reading provides students with language gains with pleasure of reading. Another implication is that the incorporation of modified forms of extensive reading is also possible for teachers to use in class according to the course goals. As far as freedom of selecting texts is given, students' positive attitude can be sustained with meaningful language gains. Continuous effort is needed to shed light on seeking an effective model of extensive reading in accordance with different educational backgrounds of students or social dispositions of school.

The study must be interpreted in the light of its limitations. First, it is not clear if the students were decoding and understanding the text at the same time when testing reading speed, even though the researcher cautioned that they had to comprehend the text while they are reading. If some of them did not do the decoding and comprehending together, the speed test results might have been inaccurate. Second, there could have been a practice effect on the result of the post-test because they used the same texts, even though the same-text pre- and post-test can be advantageous since it provides exactly same difficulty for students. Third, the study was conducted for a rather short period of 12 weeks. A longer term is necessary to get more reliable results in effectiveness measurement under the

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perspective that incidental learning through extensive reading requires substantial quantity of input. So the future research should include these points to attain more explanatory power regarding different types of reading approaches and for the effective and accurate measurement.

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

Eun-Mi Yang
Kkottongnae Hyundo University of Social Welfare
387, Sangsam-ri, Hyundo-Myun, Cheongwon-gun,
Chungbuk 363-823, S. Korea
Tel: 043-270-0141
Email: emyang@kkot.ac.kr

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