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Implementation of Extensive Reading in a Regular Korean High School Context

Jong-hee Youn
St. Cloud State University

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**Implementation of Extensive Reading in a Regular
Korean High School Context**

By

Jong-hee Youn

A Thesis

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Thesis Committee:
Choonkyong Kim, Chairperson
James Robinson
Tim Fountaine

Abstract

Research has shown a wide variety of the advantages of Extensive Reading (ER) in the second language development. However, the use of ER has not gained popularity in high stake testing EFL settings due to the skepticism about its effectiveness. This study investigates how an ER program can be incorporated in a regular Korean high school English curriculum. At the end of an ER program over one school year period, the 260 first year high school students were invited to a survey. The survey was designed to collect information about their L2 learner characteristics, their evaluation on the ER program, their motivations for reading in L2, and their perceived benefits from the course. In addition, the student's reading activity records during the ER program and the two standardized test scores administered in June and November, 2014, were gathered. A series of quantitative analysis were carried out to examine the associations among the variables. Results indicate that students have very positive attitude toward the ER program compared to the traditional approach. The participants perceived the benefits of ER in their reading fluency, vocabulary growth, reading attitude, and other skill areas such as speaking and writing. Among the L2 learner factors, intrinsic motivation was significantly correlated with both their perceived benefits and reading amounts. However, none of years of living in an English speaking country, years of studying English, L1 reading habits, English studying hours, and hours of formal instruction had a significant correlation with either perceived benefits or reading amounts. Furthermore, in spite of the commonly-held skepticism against ER, both t-tests and regression analysis revealed that the students' reading amounts have significant effects on their performance in the nationwide standardized tests. Based on the findings from analyses, the feasibility of ER in regular Korean high school settings is further discussed.

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Chapter 1

INTRODUCTION

Statement of Problem

Recently, meaning and communication based teaching has become widely popular in second language (L2) classes. This trend has brought a considerable change in classroom practices of the countries where English is taught as a foreign language (EFL) including Korea. More attention is paid to developing communicative skills than ever. As a result, young Korean learners of English are encouraged to not only understand the reading content and but also express their opinion using integrated skills such as speaking and writing. As soon as they enter high school, however, everything goes back to ancient days. Interaction and exchanging ideas using verbal and aural skills no longer get attention from either learners or teachers. Reading becomes the only skill area taught in high school. Students get themselves ready to be listening silently and passively to tedious instruction given by their teachers. This trend is ascribed to the negative washback effect (Bailey, 1996) from high stakes testing environment in Korea. More than two thirds of the questions in the English section of the college entrance exam are related to reading comprehension. Speaking and writing are not directly tested in the exam. For these reasons, the high school English lessons focus heavily on developing reading skills, which usually entails translating every single word precisely and analyzing the grammatical structure of each sentence. This teaching approach is often believed by practitioners to be the only way to train students not to make any mistake in the exam. They blindly stick to a myth that repetitive demonstration of how experts analyze the text leads to the improvement of student's reading skills. That approach is just as assuming that a kid can be a great basketball player by watching

repetitively Michael Jordan video without actually throwing the ball into the hoop. As a result, the Grammar Translation Method (GTM) still remains the most prevailing approach in Korean high school English classrooms, despite massive criticism. The predominance of the GTM is commonly seen in Asian EFL contexts. Stoller, Anderson, Grabe, and Komiyama (2013) described this traditional EFL classes - “the teacher reads the passage aloud in class ... while explaining grammar points and vocabulary items as they appear in the text. Students typically listen passively to the teacher’s reading aloud and commentary” (p. 3). A number of research cast doubt on this type of teaching practice. Mori (1999) contended that this translation oriented method will “hinder some learners of English from reading in a desirable manner.” (p. 51). Susser and Robb (1990) asserted, “Such a pedagogic practice - of focusing on the language of a text - may be justified as a language lesson, but it may very well be counterproductive as a *reading* lesson.”

Even though the teacher centeredness is not as extreme as the Korean cases shown above, learners do not seem to have enough time to read, in ESL and even L1 reading classes. A reading class often involves various activities which promote learners’ motivation to read and facilitate their understanding of the reading material, such as pre and post activities, vocabulary building, comprehension questions, grammar practice, discussions, and presentations. These activities, in spite of their benefits in enhancing the level of understanding on the given passage, takes up a large portion of a class time, resulting in depriving time that should be spent for actual reading. Guthrie and Gearnay (1991) found that students spend only 7 to 15 minutes per day actually reading in their classroom at primary and middle grade levels.

As an alternative to these textbook-based approaches, Extensive Reading (ER) has gained remarkable popularity in L2 reading both in EFL and ESL context (Judge, 2011). Korea is no

exception. Almost every public library now has a separate section for English books especially for kids. It is not very strange to see children leisurely reading English story books – graded or unabridged - sitting on the floor without professional supervision. Also, there are a lot of small-size private libraries operated by paid membership. These institutions often hire reading mentors who facilitate and supervise kids' reading activity. Equipped with information that ER is an effective way to expose learners to L2 input, Korean parents are willing to pay tuition to enroll their children in these reading programs. Nevertheless, ER has not yet found its way to high schools in Korea. Rather than providing students with a greater chance to read, many educators choose to teach what they believe is important in a conventional way. As a matter of fact, there have been several attempts to implement ER programs in high school context. Most of the results from these programs demonstrated that an ER program has positive impact on boosting their language development (Shin, 2014; Han, 2007; Cha, 2009). In spite of these empirical evidences on positive effects of ER in a high school level, most high school English teachers are not willing to bring ER into their classroom mainly, unsure of its impact on the college entrance exam. Also, it should be noted that above-mentioned studies were carried out with a small number of selected students as extracurricular activities. One problem with the studies with the limited number of students – often volunteered – is that the participants could have already had considerably high motivation for L2 learning. Another limitation is that these ER studies do not properly address the difficulties that are expected in school context, where the students' level of proficiency, motivation, and anxiety are radically different from one another. Therefore, the success of the small sized studies does not strongly support the claim that ER should be able to be successful in regular high school settings. Up to date, there has not been a study about an ER program that is incorporated into a regular school curriculum. This current study aims to investigate the

feasibility of ER in regular high school context by examining students' behaviors and perceptions of the ER program they participated in over a year in association with their standardized test scores.

Research Questions

The present study aims to explore the students' assessment for the ER program implemented in a regular Korean high school over the academic school year, the benefits perceived by the participants, and its influence on their standardized test scores. Accordingly, four research questions were posed as follows.

1. How do Korean high school students evaluate the ER program after a year of participation?
2. What L2 learner characteristics are associated with the perceived benefits in the ER program?
3. What L2 learner characteristics are associated with the amount of reading in the ER program?
4. Does adding ER to regular high school curriculum improve students' KSAT scores?

Organization of Thesis

The next chapter will review the previous academic works associated to ER. Chapter 3 will illustrate the methodology that will shed light on the study including the settings, participants, materials and procedures. Chapter 4 will present the quantitative findings of this study. The discussion on the key findings will follow in relation with the reviewed literature in Chapter 5. Finally, pedagogical implications in a Korean educational context will be suggested in Chapter 6, along with the limitations of this study and the recommendations for future study.

Chapter 2

LITERATURE REVIEW

Introduction

In this chapter, literature related to ER will be discussed. Firstly, the definitions of ER will be introduced. Then, the benefits of ER identified in previous ER studies will be presented to be used the major constructs of this research. The discussions of other major constructs such as reading amounts and motivation will follow. After reviewing general concepts and benefits of ER, the focus will be narrowed down to ER in school contexts - how ER can be used in schools and its advantages and disadvantages. Finally, ER studies carried out in Korea will be investigated along with the impact of ER on various standardized tests.

What is Extensive Reading?

Even though the growing popularity of ER as a subject of academic research in SLA is relatively a recent phenomenon, the concept of learning reading through a lot of reading is presumably the most primitive form of teaching reading. It must have existed when educating an academically refined reader was not a subject of pedagogical endeavor.

Even today, it is practically impossible to define Extensive with a few words. ER is often used as the counter term of a traditional intensive reading approach (IR) where students read relatively short passages predetermined by their teacher or curriculum regardless of reader's interests. In this type of lesson, the aim is to have a thorough understanding of the text (Richard, 2011). Therefore, detailed instruction about grammar and vocabulary is imparted from teachers while learners passively watch and listen as spectators. At the end of the lessons, comprehension or vocabulary quizzes usually follow. However, ER approaches reading from a completely opposite direction. Those series of instruction are not necessary in ER because ER "helps

learners to build their reading speed and automaticity in reading of *already known language* in a pleasurable way” (Waring, n.d.). ER does not regard reading classes as a place where linguistic knowledge and the skills for reading are delivered but as a place for reading activities to actually happen. The major role of a teacher is modelling (Day & Bamford, 2002). In this sense, any attempts made in order to overcome the limitations of the traditional teacher-centered reading instruction share the same philosophy with ER to some extent. Waring illustrated how ER is different from IR as shown in Table 1.

Table 1
Differences between IR and ER

Intensive Reading		Extensive Reading
	LINGUISTIC	
Analysis of the language	FOCUS	Fluency, skill forming
Usually difficult	DIFFICULTY	Very easy
Little	AMOUNT	A book a week
Teacher selects	SELECTION	Learner selects
		All learners read different
All learners study the same	WHAT MATERIAL	things (something interesting to them)
In class	WHERE	Mostly at home
Checked by specific questions	COMPREHENSION	Checked by reports / summaries

Note. Adapted from *Getting an Extensive Reading Program going*, by Waring,

Extensivereading.net

Even though ER comes with various forms and shapes, many ER researchers and practitioners have come up with their own working definition of ER so far. Hafiz and Tudor (1989) defined ER as “the reading of large amounts of materials in the second language (L2) for a lengthy period of time for personal pleasure and interest, and without the addition of productive tasks or follow-up language work” (p. 4). According to Carrell and Carson (1997), “extensive reading ... generally involves rapid reading of large quantities of material or longer readings (e.g., whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language” (pp. 49-50). Carrell and Carson’s definition suggests that learners should be provided a large number of reading materials in ER. Day’s (2011) definition on ER was “an approach to teaching reading whose goal is to get students reading in the English language and enjoying it” (p. 10). Day emphasized that ER should be carried out in a way that learners can save the joy of reading. Likewise, ER has been defined and practiced in a varied way in accordance with their educational needs and situations. Instead of trying to produce a one-fit-for-all definition for ER, it would more helpful to take a look at the ten principles of ER suggested by Day and Bamford (2002) to understand the general concept of ER:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available
3. Learners chose 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. (pp. 137-140)

Even though all the programs are not expected to satisfy every single requirement listed above to be approved as ER, the ten principles illustrate general characteristics an ER program.

Today's concept of ER has been affected Krashen's Input Hypothesis (1985). He claimed that the second language learner's acquisition of L2 is facilitated by the provision of input, the level of which is slightly higher than the learner's ($i+1$). Krashen also drew a clear distinction between acquisition and learning in L2 development. For Krashen, the second language cannot be *learned* consciously but *acquired* by substantial exposure to "comprehensible input." (p. 2). In other words, a learner's L2 improves implicitly only when she understands the message. This process should be conducted in a stress free environment in a similar way their first language (L1) develops. In this sense, reading books that are written in L2 with appropriate difficulty is the most effective way to get the learners exposed to the comprehensible input. On the contrary, explicit learning such as memorization of rules and formal instruction on structure is less helpful for L2 acquisition to occur. Krashen (2004) listed 3 reasons why English should not be taught in formal instruction:

1. Language is too vast, too complex to be taught or learned one rule or word at a time
2. Literacy development can occur without formal instruction
3. The impact of direct instruction is typically small or nonexistent. When studies do show an effect of formal instruction, the effect sometimes disappear with time. (p. 18)

Even though there might be controversy on whether L2 should be learned exclusively one way or another, ER has its emphasis on implicit learning.

In an EFL context where authentic materials written in English on various topics are relatively limited compared to ESL (Mori, 1999), graded readers are often used as the source of their language input. The Extensive Reading Foundation defined the graded readers as follows:

Graded readers are books of various genres that are specially created for learners of foreign languages. They may be simplified versions of existing works, original stories or books that are factual in nature. They are ‘graded’ in the sense that the syntax and lexis are controlled in order to make the content accessible to learners of the language (“What are ‘Graded Readers’?,” n.d.).

Waring (1997) distinguished Graded Reading from Extensive Reading. The former refers to the method of teaching reading using graded readers while the latter refers to the one where learners can choose any type of reading materials. Even though the reading program in this study has been done only with graded readers, the term, ER, will be used for three reasons. First, ER is a more widely-known and inclusive term. Second, other types of reading materials were not intentionally excluded from the program. Last, graded readers are generally, used in ER courses in EFL contexts.

The Benefits of ER

ER is known to have a positive impact on various areas of L2 development in a comprehensive manner. Krashen (2004) posited that ER plays an important role in “L2 reading fluency, writing style, grammatical competence, and spelling.” Grabe (2010) maintained that extensive reading is beneficial in “improving reading comprehension, fluency, and vocabulary” (p. 77). Byun (2010) pointed out several areas which can be affected by the ER approach: “vocabulary knowledge, overall linguistic competence, self-efficacy, positive attitude and motivation, and decreasing foreign language reading anxiety” (p. 29-48). Furthermore, it goes without saying that the benefits of reading surpass language skill development. Reading is associated with developing sophisticated critical thinking skills and enhancing awareness of various social issues (Burns, 2003). Among these numerous advantages of ER found in the

previous studies, this current study will look at four major areas that L2 learners can benefit from - reading fluency, vocabulary growth, other skill areas and a psychological aspect.

Reading fluency. It is a widely held concept that reading a large amount of books boosts reading fluency. Reading fluency refers to “the ability to read rapidly with ease and accuracy, and to read with appropriate expression and phrasing” (Grabe, 2009, p. 219). Grabe argued that a large volume of reading makes students better readers, stating that the ability to read silently at a good reading rate can be accomplished only by practice in extensive reading. Nuttall (1996) illustrated the importance of reading speed in two different reading models of the good reader’s and the weak reader’s. She contrasted “the virtuous circle of the good reader” with “the vicious circle of the weak reader” (p. 127). In the virtuous circle, reading faster leads to greater amount of reading, enhancing understanding. After all, the good readers enjoys pleasure from reading. Whereas, in the vicious circle, lack of understanding leads to lack of enjoyment, resulting in lack of reading. This argument was supported by a wide range of recent research. (Lao & Krashen, 2000; Taguchi, Takayasu-Maass, & Gorsuch, 2004; Pichette, 2005; Grabe, 2009). Lao and Krashen (2000) found that the students read popular literature for pleasure showed growth in their reading rate more substantially than those enrolled in academic reading skills. The study of Taguchi, E., Takayasu-Maass, M., & Gorsuch, G. J. (2004) also demonstrated that Japanese college students improved their reading speed while participating in an ER program. Beglar, Hunt, and Kite (2012) recently conducted empirical research that showed Japanese college students who were involved in a pleasure reading and extensive reading program showed a large amount of gains with regard to the reading rates than those who were in an intensive reading program. Beglar and Hunt (2014) also found that reading a large amount of simplified text is an effective way to promote the reading rates of lower intermediate level Japanese L2 learners.

Vocabulary growth. ER is known to provide an opportunity for learners to incidentally expand their vocabulary size and depth. Nation (1999) posited that reading several graded readers of the same level is a very effective way for vocabulary growth, ensuring learners to meet the high frequency words repeatedly. Krashen and Cho (1994) asked four adult learners of English to read *Sweet Valley* series for pleasure for several months. It was found that the participants showed significant growth in vocabulary during the reading program. In a similar vein, Nation and Wang (1994) contended that frequent encounter with the unknown words from graded readers leads to increased knowledge about the words. Concerning vocabulary growth, Waring and Takaki (2003) argued that ER has a more significant value in increasing the depth of words learners have already known rather than picking up new words.

Other skill areas. In spite of myriads of gains related to learners' reading proficiency and vocabulary size and depth, the benefits of ER are not just confined to reading itself. The effects of ER has have been reported to extend to other skill areas in L2 acquisition. In Krashen and Cho (1994), the 4 adult ESL learners were not given any formal instruction while they read the books written for American teenagers. Nor were they involved in any discussion, listening, or writing activities related to their reading. At the end of the program, however, all the participants reported that they perceived improvement on their oral and aural skills while reading books. For example, a participant said that watching TV in English became easier. Another one mentioned that her brother noticed that she made less mistakes when speaking in English. Lightbrow (1992) reported the findings from a comprehension-focused reading activity which lasted 3 years. He suggested that the participants involved in 30 minutes reading every day without any formal ESL instruction performed better than those without the daily reading activity in a regular ESL curriculum, not only in reading skills but also speaking and listening skills. Hafiz (1989)

demonstrated that ESL learners from Pakistan who participated in a three-month reading program with less stress environment showed significant improvement in writing skills.

Reading Attitude. In addition to these series of benefits of ER associated with linguistic aspects, affective domain is also an important area to look at. Affective domain (Bloom, 1956) refers to psychological factors that exert positive or negative impact on learning such as motivation, attitude, and perceptions. In relation to L2 learning, Krashen (1982) used the term “Affective Filter” to account for variables which make second language acquisition easier or more difficult. Affective variables refer to factors unrelated to language itself such as motivation, anxiety, fear, and so on. (Saito, Horwitz, & Garza, 1999). When the filter is high, input cannot reach successfully the learner. Without a sufficient amount of input, language cannot be acquired. Therefore, the language instruction should be given in a way that lowers the affective filter of L2 learners. ER, by nature, draws on learner’s pleasure of reading. The choice of their own reading materials, which is also valued in ER, contributes to boosting motivation by alleviating anxiety. On top of that, nurturing positive reading attitude is one of the most widely known benefits of ER. Lao and Krashen (2000) found that most of the Japanese college students who participated in an ER program showed positive attitudes towards reading in English. On the other hand, those students in a traditional academic English skill course did not think that their course was helpful in enhancing language skills or in promoting interest in reading in English.

ER and Motivation

A considerable body of literature explored the role of motivation in second language acquisition. In many studies, intrinsic motivation and extrinsic motivation were considered two major motivational orientations. According to Wang and Guthrie (2004), intrinsic orientation involves the act of doing a task driven by his/her own interest in the task itself while external

orientation refers to “participation in an activity based on external values and demands.” How learners’ motivational orientations exert influence on reading and their language development was explored in both L1 and L2 reading. Wigfield and Guthrie (1997) reported that intrinsic motivation was the stronger predictor of reading amount in L1 reading for elementary school kids. Gardner and Lampert (1972) argued that integrative (intrinsic) motivation is also a strong predictor of success in SLA. However, Au (1988) questioned Gardner and Lampert’s position, mentioning that the model is valid only in an ESL context, where learners naturally have a strong urge to become a member of the community. The studies conducted in non-ESL situations, for example many Asian contexts, found that integrative orientation did not play an important role in language acquisition (Warden & Lin, 2000; Chen, Warden, & Chang, 2005). ER researchers also took interest in exploring association between ER and motivation. Mori (1999) found in a study with 52 Japanese university students that both intrinsic and extrinsic motivations have a positive impact on their reading amounts. Takase (2007) found that the intrinsic motivation for L1 reading and L2 reading was the most influential factors that drove extensive reading in English while entrance exam-related extrinsic motivation was not a significant predictor for L2 reading. Komiyama (2013) argued that motivation in L2 reading is multidimensional, stating that some aspects in both intrinsic and extrinsic motivation were identified as the predictors of L2 reading. In spite of the conflicting results from the different studies on motivation in L2 reading, intrinsic and extrinsic motivational orientations were consistently treated as important components.

Reading Amount in ER

By definition, ER involves a large quantity of exposure to print. Therefore, how much a learner read is one of the key elements that distinguish ER for intensive reading (IR). In IR programs, learners are trained explicitly by an expert to be able to utilize various skills such as

finding main ideas, separating opinions from facts, and locating specific information (Carrell & Carson, 1997). However, ER encourages learners to develop their own styles and strategies to be a better reader implicitly through reading itself. Larger amount reading leads to more opportunities to achieve the goal of becoming a better reader.

The relationship between the reading amount and the development in L2 reading proficiency has been investigated by a series of studies. Grabe and Stroller (2011) posited that insufficient exposure to reading is the primary cause that hinder readers from being fluent in L2. Beglar, Hunt, and Kite (2012) suggested that large amounts of pleasure reading with graded readers facilitate reading rate gains. Elley (1992) reported in his study carried out with the students from 30 countries that their self-reported reading amounts were in close association with their reading achievements in all participating countries. Research provided empirical evidence on how much L2 learners should read to have a positive effect on their L2 reading ability. One book per week is generally accepted as a reasonably achievable amount of reading in ER (Day and Bamford, 1998). Beglar and Hunt (2014) demonstrated several different ways to measure student's reading amounts used in previous ER studies. The numbers of the books, the pages, and the words that participants read were primary indicators for their reading amount. In the same study, they maintained that 200,000 standard words is the minimum reading amount per year for EFL students to improve their reading rates.

ER in a School Context

If the benefits of ER are so phenomenal and a large volume of studies have tested and supported the argument, why do we not see ER in every school? Grabe (1998) listed 5 reasons why ER is not frequently chosen by schools:

1. Fluent reading is not really the goal of a reading class or a reading curriculum.

2. ER demands a lot of resources (class libraries, multiple copies of reading materials) and a lot of class time.
3. The development of accurate, even if very slow, reading comprehension abilities is the real goal of many L2 reading curricula.
4. Teachers are not prepared to radically rethink how reading should be learned and taught, or they do not have the language and reading skills to spontaneously respond to many types of questions when students need help in class.
5. Many administrators and teachers are uncomfortable with teachers not teaching, and students not preparing, for high-stakes exams while in class. (p.312)

In addition to the reasons listed above, the school system, by nature, has a couple of drawbacks for ER to be implemented. First, schools do not usually provide free atmosphere for the students. Free Voluntary Reading is another name for ER (Krashen, 2004). How many things are students allowed to do ‘freely’ in schools? ER’s pursuit of learner’s independent and autonomous engagement in reading by their ‘free’ desire (Day and Bamford, 1998) does not fit into the controlling nature of school. Next, the assessment system of schools prevents it from being an ideal place for ER. Among the ten principles of ER suggested by Day and Bamford (2002), the sixth rule, “Reading is its own reward” (p.139), suggests that any external rewards other than the pleasure of reading itself such as test score or grade should be avoided. Krashen (2004) also supported this claim, discussing: a) Reading should be done completely by reader’s own choice. b) Reading should be done any time and as long as readers want. c) Reading should not be tested. In an educational institution setting, however, student’s work is usually rewarded with their grades. Teachers are required to measure their student’s progress and assess their course requirement (Stoeckel, Reagan, and Hann, 2012). Thus, it is practically impossible to get rid of the reward with grades in schools. Moreover, students in L2 lessons, especially in EFL settings, are often required to follow the instruction from their teacher. At the test that follows, grading is usually favorable to those who perform exactly in the same way as they were instructed. Considering the school assessment system, it appears to be rational to conclude that

the basic principles of ER are compromised in a school setting, which eventually decrease the benefits of ER. However, there was a study that debunked the negative influence of evaluation in ER. Stoeckel, Reagan, and Hann (2012) divided 177 first-year Japanese university students into two groups during an ER program. While both groups were participating in the program, the students in the treatment group were asked to take quizzes on a weekly basis after reading each book while the students in the control group were not. At the end of the semester test, no significant difference was found in their attitude toward reading in English between the two groups. If the evaluation does not undermine the benefits of ER, school is not necessarily a place where ER should not be attempted.

Teaching Reading in Korean High Schools

A number of problems have been identified in high school English reading courses in Korea. First of all, students reads texts they do not want to read. Every reading material is already chosen in advance by the curriculum or the teacher. In this situation, students can hardly find motivation to read. As a result, they lose a chance to become autonomous readers. Second, students do not spend sufficient time reading in class. The amount of reading covered in a classroom is very limited. Walker (1997) ascribed the sluggish progress in reading of the students in her English language courses to “simply not reading enough” (p.121). She continued to argue that “classes by themselves, then, do not offer enough practice in the business of real reading” (p.122). Richard (2011) mentioned that it was frequently observed especially in EFL context that the students were not reading in a reading class because of excessive amount of teacher talk. In Korea, many high school students take online English courses. The instructors in those online lessons constantly speak from the beginning to the end. The ones with the eloquent L1 speaking skills are often considered skilled English teachers. In this type of English lesson,

learners do not have chance to read at all, just watching how the instructor analyze the passage.). Offline regular high school English classes are not particularly different from the online lessons. In a fifty-minute lesson, only three to four paragraphs are covered on average. Since a teacher is supposed to translate every single sentence into L1 and explain every lexical item and syntactic structure, the students are allowed to read very small portion of text on their own. Susser and Robb (1990) posited that this type of reading approach “may be justified as a language lesson but...is actually not reading at all” (p. 1). Third, each student’s reading proficiency is not taken into consideration. All the students in school are provided a textbook with the same level of difficulty regardless of their abilities. Consequently, most students have to read texts which are too difficult or too easy for them. For a majority of students, the text they are asked to read in class is too difficult to deal with. In a Korean high school context, students are assigned to their class regardless of their English proficiency level. Therefore, there exists a huge gap between high performing students and lower performing ones. Ironically, everyone shares only the same kind of textbook decided by the school board. Most teachers choose to do their lesson targeting on the middle group. The lesson inevitably bores both high performing students and lower ones. It is extremely difficult to design a lesson to satisfy a variety of levels of students in a classroom. According to Krashen (1985), second language learners should be provided with material with $i+1$ to improve their language skill. Krashen’s argument suggests that too difficult or too easy materials do not promote L2 development. In conclusion, in Korean high school classroom, students do not read enough, do not read what they want, and do not read what suits their proficiency.

Advantages of ER Expected in Korean High Schools

The previous observations on the extreme predominance of IR in Korean high school classrooms indicate that limitations and challenges are highly foreseeable for ER to be implemented. However, this current situation also suggests that ER will bring tremendous merits that will never be possibly achieved through the conventional IR approaches. Walker (1997) mentioned “ER seems to have the potential to make up for some of the limitations of the reading done in class” (p. 125). The most immediate changes ER will bring to a classroom is boosting L2 input. In a lesson which is dominated by GTM, student are exposed to only a limited amount of English.. Since this problem needs more attention, it will be further discussed in the following section. Also, students can have free and easy access to authentic reading materials in ER. Unlike in ESL settings, many students might not be able to afford authentic reading materials in EFL settings. Ro (2013) maintained that ER is exceptionally beneficial in an EFL context because learners usually do not have full access to L2 input. However, in a school library, a large number of students can share relatively small amount of books. Additionally, students can have a chance to get involved in group activities with peers. Reading in a peer group can help their reading activities in many ways. Classmates can share their reading experiences in groups and ask each other questions about the part that they do not understand properly. Reading clubs can be formed voluntarily or encouraged as a course requirement in a school ER program.

Previous ER Studies in Korean High Schools

Since the merits of extensive reading was introduced, there have been some educators in public school system who attempted to implement ER in their classrooms. However, in a high school level where the demand for Korean Scholastic Aptitude Test preparation is overwhelmingly intense, until now, ER has not been chosen very often. Accordingly, the ER

approach was experimented mostly at a college or elementary school level where grading is not seen as exceedingly sensitive and life-threatening as in high school. As a matter of fact, however, there were several cases where ER was actually used in high school settings. (Shin, 2014; Han, 2007; Cha, 2009). In most cases, nevertheless, ER is done only with some volunteers, or as an extra-curricular activity. For example, Cha carried out experimental research into the effect of ER on their vocabulary and reading rates with 20 Korean vocational high school students. The study demonstrated that there was a significant difference in their reading rates without impairing their comprehension of the texts. However, this ER program was also conducted as an extracurricular program with voluntary participants. Up to date, the study on ER implemented in a regular high school curriculum has not been reported.

Impact of ER on Standardized Tests

Since ER places emphasis on the fun of reading, some people may well cast doubt on the impact of ER on standardized tests. Many studies have been carried out to examine whether ER is effective in improving standardized English proficiency test such as Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC), and so on. For example, Constantino, Lee, Cho, and Krashen (1997) found that ER showed a positive effect in boosting TOEFL scores. Gradman and Hanania (1991) investigated the factors that affected TOEFL scores. The TOEFL scores obtained by 115 international students from different L1 backgrounds were analyzed to look into how they were associated with their L2 learner factors. The result suggested that reading outside the class was the most prominent contributor to their test scores. On the other hand, a study done with 42 Japanese college students by Storey, Gibson, and Williamson (2006) found no significant difference in the TOEIC scores between the ones who was involved in ER program and the ones who were not. However, the average score

of more active participation group was 30% more improved than that of less active participation group.

Recently, the impact of ER in standardized test was investigated in Korean high school context. Shin (2014) looked into the correlation between ER and Korean Scholastic Aptitude Test (KSAT) scores. She found that a student involved in an eight week ER program showed drastic improvement between the score before ER and the one after ER. Even though, the result from Shin's study was very remarkable in that it was the first attempt to quantify the impact of ER in boosting KSAT scores, it should be also noted that it was conducted with a single student. To date, no empirical classroom research has been conducted to systematically evaluate the effectiveness of ER in promoting student's scores in KSAT in a quantitative manner in a regular school setting.

Chapter 3

METHODOLOGY

Settings

Description of the school and the ER program. This research was carried out in one of the high schools in Seoul, Korea. The school was founded as a private school but, at present, the running of the school is entirely funded and managed by Seoul Metropolitan Office of Education (SMOE). The overall academic curriculum of the school was not drastically different from that of a regular public school. The first year students was required to attend five 50 minutes English classes per week. Four class sessions were dedicated to building students' reading skills, since reading was the most important skill for the Korean Scholastic Aptitude Test (KSAT). One English class hour per week was given to ER.

The ER program was initiated by one of the school teachers, in 2012. In the year of 2012, the school was designated as a participating school in SMOE's Innovative School Project. The teacher developed this ER program in partnership with Reading Gate. Reading Gate is a privately owned franchise which provides ER solutions to many public schools nationwide. The entire cost of the ER program for this school was paid by SMOE. Their service encompasses establishing an English library in a school, purchase of books, online reading level placement tests, and online reading check-up tests. All the services are offered from their website (www.readinggte.com). A school teacher is designated as a program director, so that the teacher can keep track of an individual student's reading activities by accessing various data from the company's website. From 2012 to 2013, the school ER program was taught by a teacher who founded it. Another teacher took it over in 2014. The teacher - female, aged early fifty - had

never been trained as a specialist for ER program, nor participated in any ER program as a learner.

The ER classes met once a week, approximately 30 times over the two semesters, in the school library to provide students with a more favorable setup for group work. The 50 minute class time was used for group discussion and completing the reading report form as a group. Formal instruction on reading comprehension skills was not practiced during the class hours. The reading groups were formed according to the online reading placement test results at the beginning of the school year (from Level K to Level 4) as shown in Table 2.

Table 2

Breakdowns of Students by Reading Proficiency Level

Reading proficiency level	K	1	2	3	4
Number of students (n=273)	44	63	78	72	21
Proportion (%)	15%	22%	27%	25%	7%

Each group consisted of 4 or 5 students of the same or adjacent level. Their choice of books was guided by the level of the book attached on its cover. The school library was equipped with 5 copies of the same book so that the members of a reading group could check out the same books they agreed upon at the end of each lesson. The students were also required to read the book and complete an online reading test before the next class. When the students passed the test, they received certain points (R-points), the amount of which varies according to the difficulty level of each book. The R-points of each student were stored in the company's website along with their test results. The students were required to collect a certain amount of R-points, which was set by their teacher before the midterm and the final. The scores from the ER program

were added to their regular English subject score in proportion to weekly class hours. If they failed to collect the minimum R-point, the scores they would get from the ER program would be reduced.

Two major standardized tests for Korean high school students. With reference to the upcoming material section, a Korean Scholastic Aptitude Test (KSAT) is significant in this study. The KSAT is the exam that every high school student must take for college admission in Korea. The exam is developed and administered by Korea Institute of Curriculum and Evaluation (KICE). KSAT scores are generally considered the most critical component for college admission. For the success in the English Section of KSAT, reading comprehension is usually seen as the most important skill. In the 2015 KSAT, almost two thirds of the questions (See Table 3) involved reading comprehension skills – the rest of the questions were listening comprehension.

Table 3

General Information about the English Section of KSAT 2015

Part	Number of Questions	Raw Score	Time
Listening Comprehension	17	37	25 min
Reading Comprehension	28	63	45 min
Total	45	100	70 min

In addition to the actual KSAT, students have the opportunity to take a practice KSAT, which is a similar standardized test that all the high school students must take nationwide each semester. This gives students the ability to practice and prepare for an actual KSAT. Similarly to

overseeing the KSAT, KICE also has control over the administration of the practice KSAT. For each practice KSAT, KICE designates one of the local education offices to develop a set of practice KSAT. After the practice test is developed, it is administered each semester throughout the country. According to KICE, there are two primary purposes in providing a practice KSAT. By definition, the practice KSAT aims at providing the future KSAT applicants with an opportunity to prepare for KSAT through taking the simulation tests with the same format and difficulty. Another aim for providing a practice test is diagnosing students' general academic performance if an actual KSAT were taken at that time. ("Outline of Practice Test of KSAT", n.d.). In brief, the practice test is supposed to serve diagnostic and preparatory purposes for both test takers and developers. Accordingly, the scores of individual students are not included in their transcript for their college admission. Nevertheless, in reality, the practice test scores are seen with immense significance by both parents and students. Since the practice is developed with close resemblance to the KSAT in every aspect - the types and the number of questions, and its administration -, students' scores are usually regarded as a reliable predictor of the student's future scores in KSAT. Schools usually keep the individual student's test scores in their database to provide consultation for future college application.

Participants

Two hundred sixty first-year high school students in intact classes participated in this study. Since the school admits only female students, all of the participants were sixteen-year-old females. As soon as new students were enrolled in the school, they were assigned to 9 different freshman homeroom classes with no consideration of English proficiency. Therefore, the English proficiency of students in each class varied considerably. Each homeroom class was made up of

28-33 students. All the freshmen students, who were equivalent to the 10th grade American students, were required to take this course.

The characteristics of the participants as a L2 learner are summarized in Table 4. They reported reading none to 150 books in their first language (L1), (M = 8.7). In Korea, “learning English” usually means attending English courses in school or a private institute. The number of years of learning English is calculated by subtracting the age they started learning English from their age at the time of the survey. In Korea, English is officially taught in a public school curriculum from the 3rd grade. However, since Korean parents tend to have their kids attend English programs in privately run institutes from early ages, the years they have been learning English vary individually. The majority of the participants reported starting learning English before the school age. It was also known that on average, they spent 2 hours studying English a day and 3 hours having formal instructions on English a week.

Table 4

L2 learner characteristics of participants

	Mean	Mode	Max	Min
Number of books in L1	9.65	5	150	0
Years of learning English	8.69	11	11	3
Hours spent on English per day	2.10	2	14	0
Hours of English instruction outside the school	3.56	3	28	0

As shown in Table 5, the majority of the students had no prior experience in living in an English speaking countries (83%) or less than a year (7%). The students who lived in English

speaking countries took up 10% of all the ER participants. It is commonly acknowledged that the students' prior experience in living in an English speaking countries is closely related to the socio-economic status of their family. It can be inferred that, in general, the participants were not from exceptionally affluent communities.

Table 5

Prior Experience of Living in English Speaking Countries

Years	Frequency	Percentage
0	217	83%
Less than 1	17	7%
More than 1 (max=9)	26	10%

Materials

Data for this current study was collected primarily from three different sources – a survey questionnaire, two standardized test scores, and online reading activity records. In order to find answers to the 4 questions posed by the researcher, a wide range of information about the participants and their reading activities was gathered for the analyses.

Survey. The questionnaire consisted of four sections – demographic information, course evaluation, intrinsic & extrinsic motivation, and perceived benefits from the ER program. First, the demographic information section was made up of nine items regarding the participant's characteristics as a L2 learners, including the age they started learning English, prior experience in living in English speaking countries, previous involvement in ER programs, the number of book they read in L1, the amount of time spent on studying English per day, and the amount of time spent on formal instruction on English outside school. In the course evaluation section, nine

questions were asked about their assessment on the ER program. The third section contained ten questions about their L2 motivation. The questions were designed to explore how the students' intrinsic and extrinsic motivational orientations were associated with their reading behavior. The last section, Perceived benefits, was subdivided into 4 areas – reading fluency, vocabulary growth, reading attitude, and other skill areas.

Each section of the survey was constructed based on several different surveys used in previous ER studies. Survey items were selected according to their relevance to the respective construct of this current study. For the course evaluation section, some items were extracted from Hitosugi and Day (2004). The motivation section was constructed based on Takeshi's study (2007). Some items directly adopted from his survey were labeled the same way as they had been used (item 2,3,4,5, 7). The other items were assigned to either intrinsic or extrinsic motivation based on the definition proposed by Wang and Guthrie (2004). For the reading attitudes, the questions from Yamashita (2007) were used. After the questions were carefully selected, some of them were modified to fit in the context of the current study. In the motivation and the perceived benefit sections, the items were mixed up to be shown to the participants. In addition, some newly-created questions were added to the selected questions with consideration of a Korean high school context. However, to keep the questionnaire within a manageable length, the number of new questions was kept minimal.

Instead of the conventional 5 point Likert Scale, which is the most frequently used in the field, this study used 6 point scale for all the items in the questionnaire. (See Appendix B) While answering each question, the participants were required to decide their position first - positive or negative -, and then choose one of the 3 options on either side to express the level of intensity. Negative values were assigned to negative responses while positive values were assigned to

positive responses. The value of -3 was given to “Strongly Disagree”, -2 to “Disagree”, and -1 to “Somewhat Disagree.” The value of 1 was given to “Somewhat Agree”, 2 to “Agree”, and 3 to “Strongly Agree.” The six-point scale was adopted in order to demonstrate students’ attitude toward ER clearly in a contrastive manner. As mentioned earlier, this 6 point scale was used for all the subsections of the questionnaire. However, there was a section, Intrinsic & Extrinsic Motivation, which does not require a binary choice between positive and negative. Nevertheless, to avoid the confusion the participants might possibly have, the same 6 point scale was retained throughout the questionnaire.

After the completion of survey construction, all the items and instructions were translated into Korean to be given to the participants. The survey was available from Google Drive Survey as shown in Figure 1.

영어도서관 수업 학생 설문조사

영어도서관 수업에 대한 평가

나는 이 수업이 재미있다

매우 그렇지 않다	그렇지 않 다	약간 그렇 지 않다	약간 그렇 다	그렇다	매우 그렇 다
<input type="radio"/>					

나는 이 수업에 오고 싶다

매우 그렇 지 않다	그렇지 않 다	약간 그렇 지 않다	약간 그렇 다	그렇다	매우 그렇 다
<input type="radio"/>					

나는 일반적인 수능식 영어 수업보다 이 수업이 더 좋다

매우 그렇 지 않다	그렇지 않 다	약간 그렇 지 않다	약간 그렇 다	그렇다	매우 그렇 다
<input type="radio"/>					

Figure 1

Screenshot of Online Survey

Online Reading Activity Records. Online reading activity records were collected to measure the amount of reading by individual students. The website of the ER solution provider offers various types of information about the students' reading activities such as the list of the books students read, the number of books, their reading test score for each book, the date of the tests, and R-points. Among those figures, the R-points were used as the indicator of student's reading amounts in this study. In the ER program, all students were required to take an online reading test after reading one book per week. A set of the online reading tests was composed of vocabulary, reading comprehension, sequence matching, and gap filling. The successful

completion of the online test, which means 70% of the correct answers, allowed each students certain points (R-points), the amount of which varies according to the difficulty level of each book. The R-points of each student are stored in the company's website along with their test results. Since the participants were graded based upon their R-points, in this current study, the R-points were primarily used to measure their reading amount.

As shown in Literature Review, previous ER studies used several different ways to measure student's reading amounts (Beglar and Hunt, 2014). Unlike the previous studies, however, R-points were used to represent the students' reading amount in this current study. There are two foreseeable problems with using R-points for indicators of the reading amounts. First of all, the R-point is not widely accepted in ER studies because it was invented by Reading Gate, the ER solution provider. Hence, comparing the results from this current study with that from other ER studies with the similar academic interest will be troublesome. Moreover, the legitimacy of the R-point as a reliable indicator of the reading amount is questionable. The R-points assigned to each graded reader used in this program were also determined by the local enterprise. Even though, the company claims that the levels of difficulty of each book were taken into consideration and their judgement are generally acceptable, specific information was not available on what theoretical consideration their judgement was founded upon. Despite the questionable appropriateness of the R-point, this current study adopted it to represent the individual student's reading amount because the R-point was the most relevant measurement for two reasons. First, the ER students must have controlled their reading amount based on their R-point while they were involved in the ER program because their grades were assigned according to their R-points, not the number of books or pages. The other reason was that the ER students

were allowed to choose books which do not accord to their reading proficiency. Therefore, the number of books might not properly represent the students' reading amounts in the ER program.

Standardized Test Scores. The two scores that individual students gained from the practice KSAT in June and November were used to assess the impact of ER on boosting student's KSAT scores. SLA research usually uses a control and an experimental group design to measure L2 development by administering pre and posttests. In those cases, the same test material is used for both tests because the difference in score between the two tests serves as an indicator of the improvement. By comparing the mean scores of two different groups, they can simply reach a conclusion. However, the conventional model with control and treatment groups was not a viable option in this current study for two reasons. First, in a school context, especially in the public sector, it is not acceptable or ethical to apply different teaching methods for a group of students who will be graded on a single relative scale. Second, this study was designed several months after the program had been launched. For these reasons, it was not simple to look directly into how much influence ER had on L2 learners' test scores in the same manner as it had been done in other studies conducted in more controlled settings. Nevertheless, the demonstration of the effects of ER on the student's test scores could not be discarded from this study. ER was introduced in this Korean high school as an alternative to GTM, the persistently prevailing approach of teaching English reading. Despite myriad of its negative side effects as discussed in the previous section, the old-fashioned tradition is still predominantly recognized as the only feasible option for Korean high school classrooms, completely free from being questioned in a scientific and statistical sense. Meanwhile, all other new approaches are required to provide an instant and definite answer to the question, "Does it help improve student's KSAT scores?" Due to the high stakes test situation in Korea, any type of school activities which do not seem to be

directly related to boosting student's test score are considered unnecessary, or inadequate. The effect on the KSAT scores is more critical for a new method to be approved than any other pedagogical implications. Therefore, it is unarguably important to test whether the implementation of ER had a positive effect on boosting test scores or not, especially in Korea high schools. The two practice KSAT scores in June and November were collected for these purposes.

The choice of the appropriate score was another important issue for this study. After each practice KSAT is administered, students are given their individual transcript with four different scores for each subject, including a raw score, a standardized score (T-score), a percentile, and a grade level. It is necessary to explain why the percentile was selected to represent the participants' test performance in this current study. First of all, the raw score is not recognized as a valid indicator of their test performance because it does not take the difficulty level of the test into consideration. For this reason, the raw score is not used for college admission very often. The T-score is, in fact, more widely used than all other scores for college admission. The T-scores are calculated based on z-scores. The z-scores represent how far a student's score is from the mean score. The formula that follows is used to work out a z-score.

$$z = (X - \mu) / \sigma$$

Note. X = the applicant's score, μ = mean, σ = standard deviation

The T- score is calculated from the following equation.

$$T = z \times 20 + 100$$

If a T - score is greater than 100, it represents that the student's score is greater than the mean. If a T – score is less than 100, it represents that his/her score is less than the mean. If a T – score is 100, it means that his/her score is equal to the mean. The T-score is the most commonly used for

college admission because it serves the goal quite well for the occasion where all the applicants submit their scores from the same test. However, the T-score is seriously flawed to be used for the comparison of the scores from two different tests because the possible highest and the lowest T-scores are not fixed. They extend or shrink depending on the mean and the standard deviation of the test. According to the statistics released by KICE, in the year of 2014, the highest possible score in English section of practice KSAT in June was 150, ($M = 47.73$, $SD = 20.71$), while that of November was 132, ($M = 59.24$, $SD = 25.2$). If the two scores of a student who got all the questions correct in both tests are compared, the value calculated from the subtraction would be negative. Therefore, this current study used the percentiles to examine the differences in the student's scores between the two tests. The percentile indicates where the applicant is located compared to the rest of the test population. For instance, if the percentile of a student is 75%, it means that 75% of all the applicants gained a lower score than she did. The percentile might not be a good option to measure a L2 learner's language development since it does not represent the number of correct answers in the test. However, in this current study, the percentiles were adopted to represent the participants' test performance on the grounds that the numbers of the test population in June and November were almost identical ($n=502,678$ in June, $n=490,111$ in November) and that the percentiles are the scores that are actually used for college admission.

Procedure

The data collection was conducted in December, 2014. The students who participated in the school ER program over the school year were asked to complete the survey during the last week of ER program. Since the survey was designed to be answered online, the students were brought to a school computer lab, instead of the school library. At the completion of the survey, the reading activity records were downloaded from the Reading-gate website. The reading

activity records contained the individual student's R-point, which represents her amount of reading in this current study. How much an individual student read in the ER program was very important information because it was used to examine the linear correlation with her L2 learner factors. In addition, the reading amount of each student was transferred to the level of her participation in the ER program. The students who read relatively more than the average were assigned to a (+) participation group while the ones who read less were assigned to a (-) participation group. For example, the mean gains of the test scores of the (+) participant group were compared with those of the (-) participation group in order to analyze whether there was a statistically significant difference between the two groups. The students' practice KSAT scores were handed over to the researcher from the ER instructor. This series of procedure were carried out under both the parents' and the students' consent and the permission of the school principal.

Pilot Study

For the purpose of confirming whether all the items of the online survey were comprehensible to the participants, a pilot study was conducted. This study was carried out with 7 second year students who experienced the same ER program in the previous year in the same school. The participants were asked to complete the same online questionnaire created for this current study. After the survey, the students were asked if there were the items which were confusing or hard to answer. Based on the participants' comments, some items were elaborated and some translations were improved. In addition, one open ended question was added at the end of the survey to provide the participants with an opportunity to comment on what was not asked by the questionnaire.

Chapter 4

RESULTS

Introduction

The data gathered from the survey responses, the reading activity record, and the test results were coded and transferred to SPSS 21 to be computed for statistical analyses. This chapter gives the findings of the quantitative data analysis in detail. First of all, all the survey items will be tested on their scale reliability using Cronbach's alpha. After that, the data were analyzed to address the four research questions one after another. The students' evaluation on the ER program, their L2 learner characteristics in association with the perceived benefits and the reading amount, the factors that can predict the reading amount, and the influence of ER on their standardized test scores will be explored consecutively.

Item Reliability

Prior to the analyses of the variables, Cronbach's alpha was performed to test if each scale in the survey consistently reflects the construct it is measuring. Table 6 summarizes the results. In general, all the constructs in the survey appeared to have good internal consistency, ranging from 0.73 to 0.92, Cronbach's alphas of the subscales in Perceived benefits were particularly high - reading fluency, $\alpha=.91$, vocabulary growth, $\alpha=.91$, and reading attitude, $\alpha=.91$.

Table 6
Reliability Coefficients of Subscales

	Subscale	Number of items	Cronbach's Alpha
L2 learner factors	Course evaluation	9	.73
	Intrinsic motivation	6	.76
	Extrinsic motivation	4	.85
Perceived benefits	Reading Fluency	5	.91
	Vocabulary Growth	5	.91
	Reading Attitude	6	.91
	Other Skill Areas	3	.80

Among the subscales in the survey, Cronbach's alpha of the course evaluation was found to be relatively low ($\alpha=.73$). Even though the value was above 0.70, which is generally considered moderately acceptable, it was necessary to take one step forward to this section to find out what item(s) does not consistently reflects the construct it is measuring. The Cronbach's alphas of each items in the course evaluation is presented in Table 7.

Table 7
Reliability Coefficients of the Scales of Course Evaluation

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 1	7.96	53.30	0.68	0.73	0.67
Item 2	8.11	53.44	0.63	0.71	0.67
Item 3	7.87	50.34	0.68	0.61	0.66
Item 4	8.25	55.06	0.44	0.32	0.70
Item 5	9.55	66.29	0.02	0.27	0.78
Item 6	8.41	59.30	0.27	0.32	0.74
Item 7	7.23	62.56	0.36	0.19	0.72
Item 8	8.15	55.01	0.50	0.39	0.70
Item 9	8.98	58.70	0.27	0.20	0.74

The results shows that item 5, *I find regular intensive reading course more helpful than this course*, were not consistent with those of other scales. The values in Cronbach's Alpha if Item Deleted are the values of overall alpha of the construct if the item is excluded from the calculation. If the deletion of the scale boosts the Cronbach's Alpha of the construct greater than the overall alpha, it means the scale might be a threat to the reliability of the construct. Corrected Item-Total Correlation of item 5 was exceptionally low at 0.02. Also, Cronbach's Alpha if Item Deleted for item 5 was higher than that of the other items at 0.78. Both results indicate that item 5 is not strongly consistent with the other items within this section. Moreover, Corrected Item-Total Correlation is used to look for an item which does not correlate with the total. If the value is less than .3, it suggests that the particular scale is problematic in terms of consistency.

Consequently, each item of the course evaluation section was re-examined after the survey was completed. The course evaluation section had been initially created as a single

construct. Although all the items were consistent in terms of measuring the students' assessment on the ER program, it was found that item 1, 2, 3, and 6 were associated with their emotional attachment to the ER program while item 4, 5, 7, 8, and 9 were not related to affective aspects. In other words, item 1, 2, 3, and 6 were asking, "Was ER enjoyable?" On the other hand, each of item 4, 5, 7, 8, and 9 were measuring their assessment on the different aspects of the ER program. To address this problem, a sub-section, *course evaluation (affective)*, was formed within course evaluation section to be used whenever necessary in the later analyses, as shown in Table 8.

Table 8
Items in Course Evaluation

Affective	1. So far, I am enjoying this course.
	2. I am looking forward to coming to this class.
	3. I like the ER classes more than regular intensive reading classes.
	6. I find regular intensive reading course more enjoyable than this course.
No Category	4. In this course, I read more English than in regular intensive reading classes
	5. I find the regular intensive reading courses more helpful than this course.
	7. I think that this course weaken my English reading proficiency.
	8. Group activities were helpful in this course.
	9. Online tests after reading a book made reading less interesting.

All the nine existing scales in the course evaluation section were retained because the increase in Cronbach's Alpha if Item Deleted was not dramatic and they were all valid items to measure student's evaluation on the ER program, in general.

The perceived benefits section initially consisted of the 4 different constructs because it had been assumed that the participants would find the benefits of ER in one area but might not in

other areas. However, as shown in Table 9, all the 19 questions in the Perceived benefits were found valid to be used as one construct, $\alpha=.96$. All the values of Cronbach's Alpha if Item Deleted were identical at 0.96. Furthermore, all the values for Corrected Item-Total Correlation were greater than 0.3. The results indicate that there is an excellent internal consistency among the scales. Therefore, perceived benefits were primarily used as a single construct later in the study.

Table 9

Reliability Coefficients of the scales of Perceived benefits

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
<u>Reading fluency</u>					
Q1	14.05	476.76	0.82	0.75	0.96
Q2	14.07	478.35	0.78	0.68	0.96
Q3	13.99	482.23	0.71	0.56	0.96
Q4	14.58	478.42	0.71	0.65	0.96
Q5	14.25	474.16	0.80	0.75	0.96
<u>Vocabulary growth</u>					
Q6	13.75	482.53	0.78	0.70	0.96
Q7	13.50	485.65	0.76	0.70	0.96
Q8	13.77	478.37	0.80	0.71	0.96
Q9	13.74	479.42	0.76	0.67	0.96
Q10	13.88	479.41	0.77	0.68	0.96
<u>Reading attitude</u>					
Q11	14.02	476.69	0.79	0.73	0.96
Q12	14.11	474.22	0.75	0.65	0.96
Q13	14.29	472.14	0.80	0.71	0.96
Q14	13.76	482.45	0.76	0.69	0.96
Q15	13.97	480.23	0.73	0.63	0.96
Q16	13.51	481.29	0.68	0.56	0.96
<u>Other skill areas</u>					
Q17	13.81	482.06	0.72	0.63	0.96
Q18	14.43	481.30	0.65	0.55	0.96
Q19	13.87	485.23	0.73	0.59	0.96

Evaluation on the ER program

This section is to answer the first research question, *How do Korean high school students evaluate the ER program after a year of participation?* Among the constructs used in the survey, descriptive statistics of course evaluation will be presented first in order to demonstrate the students' overall view about the ER program in which they participated across the year. This will be followed by a qualitative analysis of the only open-ended item in this study, *Comment on what you did not like about this program.*

In general, all the responses in the course evaluation section were very positive and favorable, with exception of item 5 (See Appendix A). The mean values are presented in Table 10. As mentioned in the materials section, the possible lowest value of the mean is -3 while the possible highest is 3. The closer the value gets to 3, the more strongly positive the students' evaluation on the ER program is, while, the closer the value get to -3, the more strongly negative their evaluation is. Items 5, 6, 7, and 9 were reverse coded. The mean of the course evaluation section was 1.02, which was almost equal to *somewhat agree*. The value of the item 7 was the greatest (mean= 2.06). This suggests that the students did not regard the ER program as a detrimental practice to their language proficiency development.

As mentioned in the Item reliability section, a new subsection, Course evaluation (Affective), was created within the course evaluation section because of the different orientations of the 4 scales of the course evaluation (affective) from the rest of the scales in the course evaluation section. The mean of the affective course evaluation, ($M=1.22$), did not differ drastically from the general evaluation, ($M=1.02$), as shown in Table 10. It was very interesting to find out that the item 5 was the only item in the entire survey, on which the ER students responded negatively ($M = -0.26$), even though the value was not strikingly distant from zero.

Besides the item 5, the mean of the item 9 was the lowest, suggesting that students had relatively less positive opinions about online reading test after reading each book albeit the value was still above zero ($M = 0.35$).

Table 10
Mean Responses on Course Evaluation

Course evaluation											
Affective											
Item	1	2	3	6*	Subtotal	4	5*	7*	8	9*	Total
Mean	1.35	1.17	1.45	0.91	1.22	1.07	-0.26	2.06	1.12	0.35	1.02

Note. Asterisked items (*) were reverse coded.

Figure 2 is a graphic representation of the students' responses from the affective course evaluation section, indicating that the vast majority of the students liked and enjoyed the ER program.

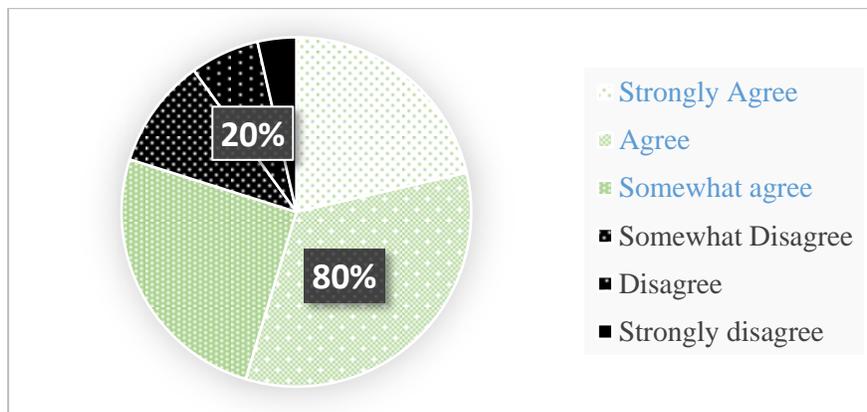


Figure 2

Proportions of Responses on Course Evaluation (Affective)

Figure 3 displays the contradictory patterns between the affective course evaluation and items 5. The 4 items of the affective course evaluation were basically asking the same question, “Was ER enjoyable?” while the item 5 was asking “Was ER helpful?”

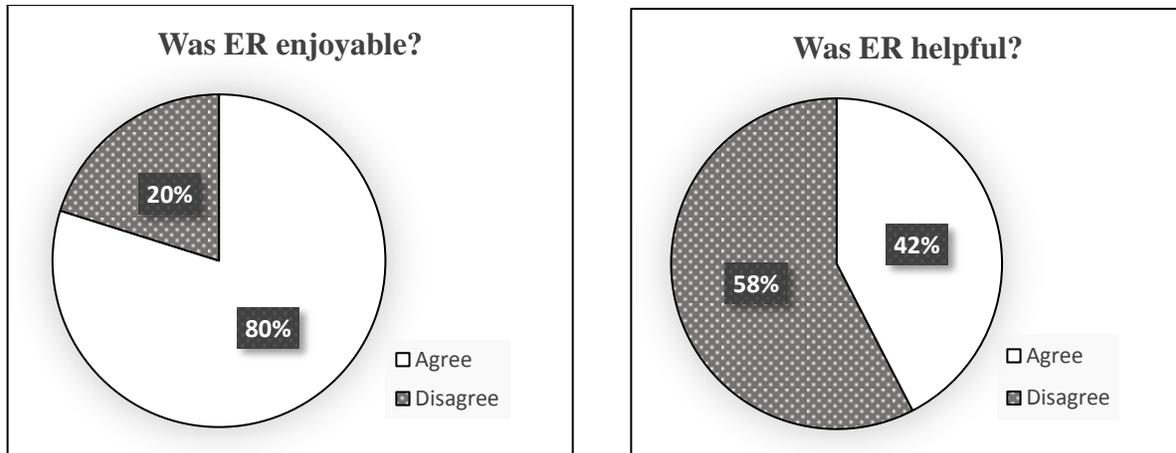


Figure 3

Was ER enjoyable? vs. Was ER helpful?

These two charts shown above demonstrate the inconsistency of the students' opinion about the pleurability and instrumentality of the ER program. Although the students found the ER classes more enjoyable than regular IR classes, more than half did not agree that the ER classes were more helpful than regular IR classes. However, it would not be thoughtful to come hastily to the conclusion because there was only one item in this category. Even if the item 5 assessed the instrumental value of the ER program in terms of language learning, it does not correspond neither with item 4 or 7, both of which were related to language learning. Strangely

enough, item 4 got the highest positive response in the whole survey, ($M=2.06$). This will be further analyzed in the discussion section.

What should be improved in the ER program? The last item of the survey was the only open-ended question, *what should be improved in the ER program?* The participants were allowed to give their opinions about what they were not satisfied with during the program. Only 38 participants out of 260 submitted responses. (See Appendix C) Such a small number of responses compared to the number of the participants represents the overall satisfaction with the ER program. Multiple responses by one individual were counted separately. So, the total number of responses were 40. Five responses were excluded because the responses were not relevant to the question - *I loved it*. Each response was translated into English and classified into four categories depending on their corresponding interest areas – Reading material, Group activity, Assessment, and Feasibility. The second rater repeated the same procedure. There was 85% agreement between the two raters' classification. Disagreed items were discussed again before they were reassigned to each category upon agreement.

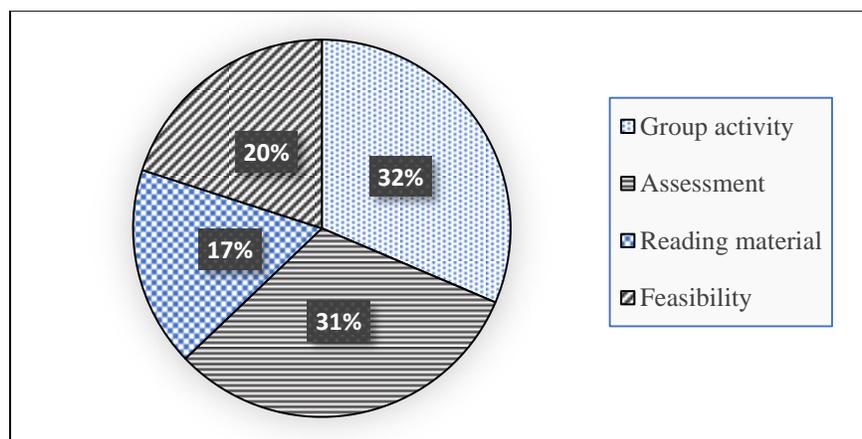


Figure 4

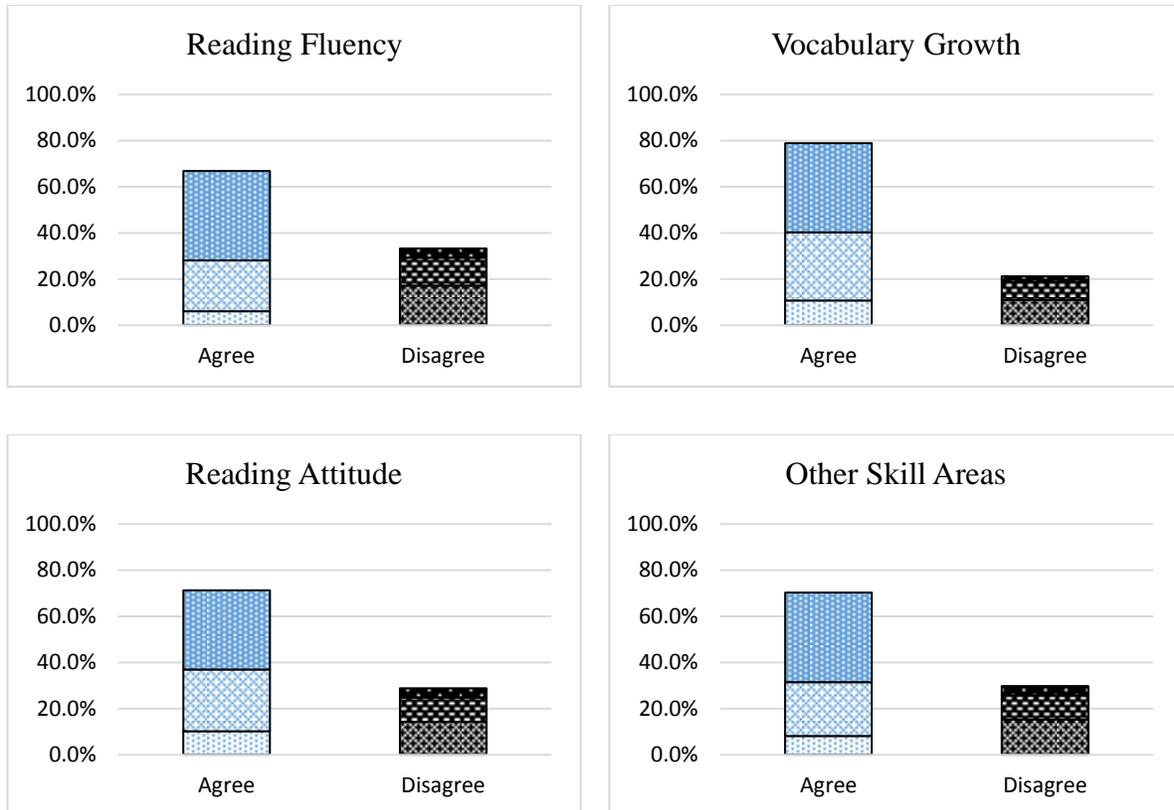
Areas that Require Improvement in the ER Program

As shown in Figure 4, group activity and assessment were two areas which the most participants were not satisfied with. Most of the responses in these two areas were not found to be related to reading itself. Many participants reported conflicts with unmotivated team members in their classroom activities or in preparation for their group presentations. Some participants commented on the online reading test, mentioning that the required online tests for R-points undermined the pleasure of reading. Some responses were related to Reading material, stating that more books with interesting topics and various genres were needed. Regarding feasibility, some students stated that even though they liked the course, this approach is not yet feasible in a Korean high school context.

Perceived Benefits of ER

This section will attempt to provide an answer for the second research question, *What factors are associated with students' perceived benefits from the ER program?* As discussed in the previous section, a considerable body of literature has been accumulated regarding the positive impacts of reading various materials on SLA. However, not many studies have explored whether the benefits are perceived in the same way by the students to whom ER was required as a school course, especially in a high stake testing EFL situation. The results from the study indicates that those students also perceive a variety of benefits from ER in the same way as the students in a situation where threat from tests is not as intense. In this section, firstly, the results from the Perceived benefits section of the survey will be shown with tables and graphs. Next, analytic steps will be implemented to demonstrate how these perceived benefits are associated with other scales in the survey.

As shown in Figure 5, the participants, in general, reported that they found the ER program beneficial to their language learning. The ER program was beneficial in all 4 areas – reading fluency, vocabulary growth, reading attitude, and other skill areas. Vocabulary growth was the area of the ER program that the largest number of students rated advantageous (79%).



Note. The shades in the “Agree” columns represent strongly agree, agree, somewhat agree from the bottom while the shades in “Disagree the “columns represent strongly disagree, disagree, and the somewhat agree from the top.

Figure 5

Responses on Subsections of Perceived Benefits

Not only the sections in general, but all the individual items related to perceived benefits also received positive responses, as shown in Table 11. To take a closer look, in the reading

fluency section, the students rated the ER as the least helpful in finishing the KSAT English section on time ($M=0.03$). The low evaluation on the perceived benefits of ER exclusively on KSAT was particularly interesting, in that they rated ER beneficial in almost all areas of their language development surveyed in this study. This result was similar to what is shown with item 5 in the course evaluation. The participants recognized the positive effects of the ER program on their L2 language development in general. Nonetheless, when it comes to its impact on boosting KSAT scores, they became skeptical. The disconnection of the benefits of the ER program between language development and test scores will be further discussed later in the Discussion chapter. Among the means of the four subsections, that of Vocabulary growth was the highest ($M=0.96$), indicating that the students found the benefits of the ER program in enriching their English vocabulary. (See Table 12) Among the various aspects of vocabulary growth, ER was thought to be the most helpful in learning new words ($M=1.20$). This value was the highest of all the responses in Perceived benefits. In the reading attitude, the mean value of the item 14, *This course helped me feel sense of accomplishment each time I finish an English book*, was the greatest ($M=1.15$). As for the other skill areas, the students reported perceiving benefits from the ER program in speaking, listening, and writing. However, the benefits in listening skills were not strongly acknowledged ($M=0.22$).

Table 11

Mean Responses on Perceived Benefits

Item	Reading Fluency						Vocabulary Growth					
	9	17	4	15	11	Total	6	12	5	3	8	Total
Mean	0.61	0.59	0.73	0.03	0.42	0.47	0.90	1.20	0.92	0.96	0.80	0.96

Item	Reading Attitude						Other Skill Areas				
	18	10	16	1	2	14	Total	19	7	13	Total
Mean	0.64	0.58	0.35	0.85	0.68	1.15	0.71	0.84	0.22	0.80	0.60

Relationship between the L2 learner factors and the Perceived Benefits from the ER program. The Pearson correlation coefficients were computed to establish the correlations of the participants' perceived benefits from the ER program with L2 learner characteristics. Table 13 presents Pearson correlation coefficients for the four different areas of the perceived benefits that demonstrated significant correlations with the participants' L2 learner characteristics. The most prominent observation from Table 12 was that there was absolutely no significant correlation between any construct of the perceived benefits and the five L2 learner factors such as prior experience in living in English speaking countries, how much they read in L1, the year they started studying English, how many hours they study English per day, and how many hours of formal instruction they attend per week. Those characteristics are generally considered crucial to language learning in Korea.

Table 12

Correlations of Subsections of Perceived Benefits to L2 learner factors

(Pearson correlation coefficients)

	Reading fluency	Vocabulary growth	Reading Attitude	Other skill areas
Test 2 score	.20**	.08	.15*	.03
Reading amount	.23**	.18**	.25**	.08
Living in English speaking countries	.04	.02	.05	.3
Reading in L1	.01	-.02	.01	-.05
Years of studying English	.08	.05	.04	.02
English study hour per day	-.01	.02	.01	.04
Formal instruction hours per week	-.07	.02	-.05	.02
Affective ER evaluation	.45**	.51**	.55**	.47**
Intrinsic motivation	.57**	.55**	.60**	.51**
Extrinsic motivation	.28**	.26**	.28**	.26**

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

On the other hand, affective ER evaluation, intrinsic motivation, and extrinsic motivation were significantly correlated with all 4 areas of the perceived benefits. This results indicate that the more the students enjoyed the ER program, and the higher their motivation for L2 learning, either intrinsic or extrinsic, the greater benefits they perceive in every aspect. Also, the participants' reading amounts (R-point) had a statistically significant correlation with all areas of the perceived benefits except for the other skill areas of language learning, including listening, writing, and speaking. In addition, the test 2 score was significantly correlated with the reading

fluency and reading attitude, indicating that those who perceived benefits of ER in their reading fluency and reading attitude tended to gain higher test scores at the end of the ER program.

Correlation among the subsections in the perceived benefits. Another correlational analysis was performed to examine the correlations among the four subsections in the perceived benefits section – reading fluency, vocabulary growth, reading attitude, and other skill areas. They were found to be significantly positively correlated with one another, ($r > .8$, $p < 0.01$), indicating that participants who found ER beneficial in one area of language learning were likely to find ER beneficial in all the other areas as well.

Factors that Influence Reading Amount

Over the school year of 2014, the ER students read 0 to 97 English books. The reason why there was such a huge discrepancy among the students is not known from this study. It might be because the students were not voluntarily enrolled in the ER program. However, that presumption is not grounded. Nevertheless, it was observed that the amount of reading was significantly correlated with several scales in this study. Therefore, it is important to look into which factors contributed to predicting the individual student's reading amounts.

The number of books read. Table 13 demonstrates how many books the 260 students read in the ER program. The number of books they read in the course ranged from 0 to 97, with the average of 16 books.

Table 13

Number of Books Read per Student (n=260)

Number of books read	M	SD	Max	Min
4253	16.36	11.12	97	0

Considering the fact that the ER program in this school ran throughout the school year, the mean number of books each student read (n= 16) seems relatively small. The average school year in a regular Korean high school is approximately 38 weeks. Therefore, the participants were basically supposed to have read 38 books, not 18. However, as a matter of fact, approximately 18 weeks were dedicated to reading throughout the school year. Since the knowledge about a unique educational circumstance in Korea is necessary to understand why the students ended up reading such a limited number of books in the ER program, this issue will be further discussed in the next chapter. As shown in Figure 6, the majority of students read 11 to 20 books, followed by the ones who read 20 to 30 books. A very few passionate readers read far more than the course requirement, up to 97.

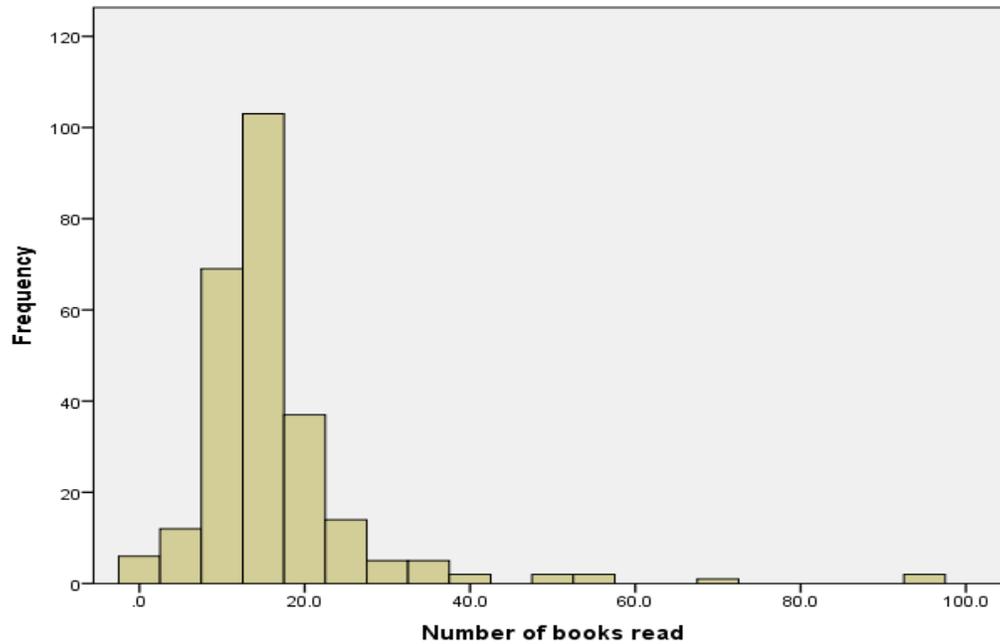


Figure 6

Number of Books Read during the Course

L2 learner factors associated with the reading amount. Prior to the stepwise multiple regression analysis, Pearson correlation coefficients were computed to observe the linear correlation of the reading amount to the other factors. Four scales – test 2 score, affective evaluation on the ER program, intrinsic motivation, perceived benefits – were significantly correlated with their reading amounts, as shown in Table 14.

Table 14

Correlations of the Reading Amount to L2 learner factors

(Pearson correlation coefficients)

	Reading Amount
Test 2 score	.34**
Test score improvement	.05
Living in English speaking countries	.07
Reading in L1	.03
Years of studying English	.11
English study hour per day	-.01
Formal instruction hours per week	-.10
Affective ER evaluation	.22**
Intrinsic motivation	.22**
Extrinsic motivation	.09
Perceived benefits	.22**

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis above was conducted as a preliminary step to select the independent variables for the next stage, multiple regression analysis.

Next, the stepwise multiple regression analysis was performed to investigate which variables were the stronger predictors of the participants' amount of reading in the ER program. In this analysis, the students' reading amounts are the dependent variables. As previously noted in Materials chapter, unlike previous ER studies, this current study adopted R-points to measure their reading amounts. The two variables, which showed a significant correlation with R-point (affective course evaluation and intrinsic motivation) were selected as the potential predictors. Test 2 scores and perceived benefits are excluded from the regression analysis because those two scales were the results from the reading amount, rather than predictors. Table 15 summarizes the

descriptive statistics and the results from the stepwise multiple regression analysis. The stepwise procedures demonstrates the contributions of predictors to the dependent variable with different models. In the preliminary procedure, the variables which are not fitted into a significant regression model were removed (default criterion for removal, $p = .10$). The stepwise procedures carries out the calculations with the independent variable with strongest effect and then adds one more independent variable into the existing model at each step. Since there were two independent variables which were fitted into the significant regression models, two steps of analysis were carried out.

Table 15

Summary Statistics and Results from the Regression Analysis

Variable	<i>M</i>	<i>SD</i>	<i>Multiple regression weights</i>	
			<i>B</i>	β
<u>Step1</u>				
Intrinsic Motivation	0.11	1.14	28.74**	.22
<u>Step2</u>				
Intrinsic Motivation	0.11	1.14	20.79*	.16
Affective course evaluation	0.76	1.11	24.07*	.16

Note. $R^2=.05$, $F(1, 258) = 13.02$ for Step 1($p<.01$); $R^2=.07$, $F(2, 257) = 9.4$, for Step 2($p<.05$)

In step 1, intrinsic motivation, which was found to be the strongest independent variable to the reading amount was entered in to the regression equation. In step 2, the affective course evaluation, the next highest, was added to the model to be computed. R^2 indicates the percentage of variance of R-point, accounted for by independent variables. The results indicate that the student's intrinsic motivation the affective course evaluation on the ER program were the two

most significant predictors of the amount of reading. The influence of the intrinsic motivation remained equally strong in the second model where it was used along with the affective course evaluation. However, it should be noted that in both models, the R^2 values, which represent the percentage of variance of the independent variables for the reading amounts were very low (5 to 7%).

Impact of the previous participation in ER program on the amount of reading.

Since the students gave yes / no answers to the previous participation in ER program, this scale could not be used in the correlation analysis. Therefore, the independent T-test was performed to compare the difference between the groups who lived in English Speaking country more than one year ($n=25$) and who did not ($n=217$). The mean of R-points of those who lived in English speaking countries ($M=209.5$) was greater than that of the other group ($M=197.8$). However, no statistically significant difference was found on the reading amounts between the two groups, $F(241)=0.509$, $t = -0.37$, $p>.05$.

Relationship between the ER Program and Standardized Test Scores

The last question of this study was to investigate whether incorporating ER into a high school curriculum boosts their KSAT scores. The correlation table (See Table 13) demonstrated that there is no linear correlation between R-points and the test score improvement. However, it was hypothesized that there would be a significant difference in test score improvement between those who actively participated in the ER program and those who did not. To test the difference, the mean test score improvement of the low participation group and that of the high participation group were compared.

Prior to the computation of the t-test, a few preliminary steps were necessary in order to minimize the possibility of an intervening variable, the test score. A significant correlation

between R-points and both test scores was identified (See Table 13). Thus, if the participants were divided depending solely on the R-points, the (-) participant group would be made up mostly of those with low test scores while the (+) participant group would have those with high test scores. The imbalance in composition of the two comparing groups would compromise the validity of the study. For the purpose of comparing the students' reading amounts with their test score improvement only within the similar score ranges, the 260 participants were divided into 3 divisions – High, Middle, and Low - depending on their TPK scores. For this grouping process, the TPK scores in June were used. The scores from June were more appropriate for this test because the TPK scores in November were abnormally skewed toward right due to low difficulty level of the test.

KSAT grade levels were used to assign the participants into the three divisions. KSAT divides all the test applicants into 9 grade levels. The percentiles used in KSAT are presented in Table 16.

Table 16

KSAT Grade Levels and Distribution of Participants in Each Level

Grade level	1	2	3	4	5	6	7	8	9
Percentile	100 ~ 96	95 ~ 89	88 ~ 77	76 ~ 60	59 ~ 40	39 ~ 23	22 ~ 11	10 ~ 4	3 ~ 0
Frequency (n=260)	20	46	51	69	31	23	14	6	0

The participants with grade level 1 and 2 were assigned to the High test score division, those with grade level 3 and 4 to Middle, and those with 5,6,7,8, and 9 to Low. It might look more mathematically reasonable to divide 9 grade level into 3 division with 3 grade levels in

each group. However, the proportions of the participants in each grade level were taken into consideration. Grade level 3 and 4, ranging from 60 % to 88 %, were where the participants were the most frequently located. After the participants are assigned to each of the 3 grade level groups, two subgroups from each group were formed depending on their level of participation in the ER program. The R-points of the participants were used to determine their level of participation. For the High and the Low divisions, 20 students with the highest R-points were assigned to the (+) participation group while the same number of students with the lowest R-points were assigned to the (-) participation group. For the Middle division, 40 students were assigned to (+) / (-) participation groups, respectively. Table 20 summarizes the amounts of reading by each group to be compared. In the same vein as the results from the linear correlations (See Table 17), it was observed that the mean reading amount changes according to their test scores.

Table 17

Summary of Descriptive Statistics of R-points

	(+) Participation				(-) Participation			
	Frequency	M	Min	Max	Frequency	M	Min	Max
High	20	390.1	286	1130	20	173.5	100	173
Middle	40	345.1	198	1466	40	120.0	40	148
Low	20	215.3	149	475	20	49.7	0	95

Considering that the minimum R-point that the students were required to collect throughout the year was 115, the mean R-points gained by (+) participation groups were substantially higher than those of (-) participation groups in all the 3 divisions, ranging from

215.3 to 390.1. In the middle and the low test score divisions, the R-points of the (-) participation groups were not even up to the minimum with a few exceptions. On the contrary, most of the students in high test score division read more than the course requirement, regardless of their level of participation. Nonetheless, the difference of the mean R-points between the (+) participation group and the (-) participation group were the largest in the high test score division among the three divisions.

The independent T-test was performed to compare the difference between the mean test score improvement of the (+) participation groups and that of (-) participation groups. There was a statistically significant difference between the two groups in the low test score division, $F(38) = 0.89$, $t = -3.4$, $p > .01$, as shown in Table 18. A significant difference was also found between the two groups in the middle test score division, $F(78) = 1.39$, $t = -2.43$, $p > .05$, as shown in Table 19. However, there was no significant difference between the two groups in the high test score division. The results suggest that when it comes to those whose scores ranged from 0 to 89 percentile from the pretest, the participants who read more in the ER program gained higher test scores in the posttest. However, to the participants whose pretest score was within the highest 11%, their reading amounts had no relationship with their improvement in the posttest, as shown in Table 20. The mean test score improvement of the (+) participation group in low division, ($M=10.65$) was remarkably greater than that of the (+) participation group in middle division, ($M=1.48$).

Table 18

Results of T-test and Descriptive Statistics of Test Score Improvement

– Low Test Scores Division

	(+ Participation)			(- Participation)			t	df
	M	SD	n	M	SD	n		
Test score improvement	10.65	14.77	20	-3.75	11.90	20	-3.40**	78

** p < .01.

Table 19

Results of T-test and Descriptive Statistics of Test Score Improvement

– Middle Test Scores Division

	(+ Participation)			(- Participation)			t	df
	M	SD	n	M	SD	n		
Test score improvement	1.48	9.08	40	-3.80	10.30	40	-2.43*	78

* p < .05.

Table 20

Results of T-test and Descriptive Statistics of Test Score Improvement

– High Test Scores Division

	(+ Participation)			(- Participation)			t	df
	M	SD	n	M	SD	n		
Test score improvement	-1.65	5.00	20	-1.25	4.66	20	-0.26	38

As presented above, there was a significant difference in the test score gains between those who read more and those who less. However, in order to further investigate the relationship between the test score and the ER program, one more analytic procedure was employed. The stepwise multiple regression analysis was performed to examine what were the most influential factor to the test scores. Prior to the main analytic procedure, Pearson correlation coefficients were computed to observe the linear correlation of the practice KSAT in November to the other factors. The finding revealed that there were different patterns between the scales from the two previous correlation analyses (See Table 21). Living in English speaking countries, years of studying English, and formal instruction hours per week, which had no significant correlation with the perceived benefits or reading amounts, were found to be significantly correlated with the students' test scores in November. R-point, affective ER evaluation, and intrinsic motivation were also positively correlated with Test 2.

Table 21

L2 Learner Factors Significantly Correlated with Posttest Scores

(Pearson correlation coefficients)

	Posttest
Reading amount	.34**
Living in English speaking countries	.20**
Reading in L1	.10
Years of studying English	.20**
English study hour per day	.12
Formal instruction hours per week	.14*
Affective ER evaluation	.13*
Intrinsic motivation	.17**
Extrinsic motivation	.08

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Next, the stepwise multiple regression analysis followed. In this analysis, the students' test scores in November were the dependent variables. All the variables, which showed a significant correlation with the test 2 were selected as the potential predictors. Table 23 summarizes the descriptive statistics and the results from the stepwise multiple regression analysis. In the preliminary procedure, the variables which are not fitted into a significant regression model were removed (default criterion for removal, $p = .10$), including years of studying English, affective ER evaluation, intrinsic motivation. Since there were three independent variables which were fitted into the significant regression models, three steps of analysis were carried out.

Table 22

Summary Statistics and Results from the Regression Analysis

Variable	<i>M</i>	<i>SD</i>	<i>Multiple regression weights</i>	
			<i>B</i>	β
<u>Step1</u>				
Reading Amount	198.38	150.19	0.05**	0.34
<u>Step2</u>				
Reading Amount	198.38	150.19	0.05**	0.33
Living in English speaking countries	0.29	1.10	3.86**	1.78
<u>Step3</u>				
Reading Amount	198.38	150.19	0.05**	0.34
Living in English speaking countries	0.29	1.10	3.86**	0.19
Hours of formal English instruction	3.56	3.78	1.17**	0.19

Note. $R^2=.12$, $F(1, 255) = 33.43$ for Step 1, ($p<.01$); $R^2=.15$, $F(2, 254) = 21.91$ for Step 2, ($p<.01$), $R^2=.18$, $F(3, 253) = 18.63$ for Step 3($p<.01$)

In each step, a new independent variable was added into the model, starting from the strongest independent variable to the posttest scores. The results indicate that the student's reading amounts were the most significant predictors of their posttest scores. The influence of the reading amount remained equally strong in the second and their third models where it was used along with the years of living in English speaking countries and the hours of formal English instruction per week. However, it should be noted that in both models, the R^2 values, which represent the percentage of variance of the independent variables for the test score were not high (12 to 18 %).

Chapter 5

DISCUSSION

The foremost goal of this study is to examine whether ER is a feasible approach of teaching reading to be incorporated into the high school curriculum in Korean EFL context. To achieve this goal, the four research questions were initially raised. The findings of this study will be explicated in relation with literature reviewed in order to address these four questions. Firstly, the Korean students' evaluation on the ER program will be discussed. Next, the benefits they perceived during the program will be examined. Then, the influential factors to the students' reading amounts will be addressed. Finally, the findings on the impact of the ER program on promoting the students' KSAT scores will be further discussed.

Evaluation on the ER Program

The students' evaluation of the ER program was very impressive. As much as 80 percent of the high school students who experienced the ER program over the school year reported that they liked it and that the ER lessons were more enjoyable than conventional IR lessons. This finding conforms to that of Lightbrown (1992), which found that the participants enjoyed the daily pleasure reading more than their regular curriculum. In Cha's study (2009), which was also conducted in a Korean high school context, the participants demonstrated preference for ER to regular school English classes. This simple fact that the students liked the course is of great significance because, in EFL contexts, English is commonly regarded as an important subject, not enjoyable one. In Korean high school classrooms, the joy of learning is very often marginalized due to the high stakes testing. Studying English is always painful but students are forced to endure the pain for the greater good, which usually means getting admitted to prestigious universities. This current study was prompted by a chronic question ("Why should

reading in English be always painful to Korean students?”). The question bothered the researcher throughout 11 years of teaching in the Korean public education system. According to a recent survey, 67.5 % of Korean middle and high school students reported rating their school English lesson “unsatisfactory” (Han, 2015). It was also reported that 74.7% of high school students do not think that school English class can enhance their English skills. In other words, Korean high school students are forced to sit in English lessons five hours a week, which they do not like and, they do not think, are beneficial.

Enjoyable vs. Helpful. One of the interesting findings in the students’ evaluation on ER was that they did not think that the ER program was as helpful as it was enjoyable. The contradiction in the students’ opinions between enjoyableness and helpfulness of the ER program, as shown in figure 3 in Results chapter, was very difficult to comprehend. Not only did the overwhelming majority of the ER students agree that the ER program was enjoyable, but they also reported recognizing the benefits of the ER program. Moreover, the benefits they perceived extended from linguistic aspects such as their reading fluency and vocabulary growth to the emotional areas such as reading attitude. They also agreed that ER was beneficial in the other language skill areas such as speaking, writing, and listening. At the same time, however, the ER students remained unsure whether the ER program was helpful or not. It should be conceded that this seemingly paradoxical stance of the ER students was partly caused by some unclear survey items. Most of all, the survey items should have provided a crystal clear definition of *helpful*. Otherwise, qualitative approaches such as interviewing with the participants after the survey would have been helpful to find out what was hiding behind the results from the quantitative analysis. At this point, however, it is perhaps impossible to find out exactly what particular areas

or aspects some students were referring to when they disagreed with item 5, *ER was more helpful than IR*.

Nevertheless, it was necessary to take possible measures to figure out how item 5 could have been read by the ER students. After the discussion with the teacher who taught the ER course, both the ER teacher and the researcher agreed that the students were likely to interpret item 5 as meaning “ER was more closely related to improving KSAT scores than IR.” If this judgement was correct, the result might suggest that the ER students looked at developing their language proficiency and obtaining a good score in KSAT as two totally separate issues. This assessment conforms to the one of the responses to the open ended item (“Comment on what you did not like about this program”). One student’s response was “Even though I liked the course, this approach is not yet feasible in a Korean high school context.” The students’ conflicting view on the effect of ER on her language development and their KSAT scores is also supported by the result of item 15 in the perceived benefit section (“This program helped me finish KSAT English section on time”). The mean of item 15, was the lowest among all 19 items in the perceived benefit section. Also, item 14 was the only item directly related to the KSAT. Therefore, it would be justified to conclude that more than half of the ER students do not believe that the benefits from the ER program transfer to the improvement in KSAT scores.

Perceived Benefits from the ER Program

The students’ actual linguistic gains from the ER program were not measured in this study except for the KSAT scores. This current study mainly relied on the participants’ perceptions. The analysis of the perceived benefits was conducted in two phases. At first, the descriptive procedure was used to investigate whether the ER students thought they experienced the benefits suggested by previous ER studies. Next, the correlational analysis was performed to

show how these perceived benefits were associated with their characteristics as L2 learners. The descriptive procedure revealed that the Korean high school students recognized the benefits from the ER program in a comprehensive fashion just as observed in L2 learners around the world. The findings with regard to their perceived benefits will be discussed from one area to another: reading fluency, vocabulary growth, reading attitude, and other skill areas.

Reading fluency. The majority of the students in the ER program reported perceiving gains in their reading rates. The findings from this study conform to those of previous studies suggesting that ER has an influence on learner's reading rate (Lao and Krashen, 2000; Pichette, 2005; Grabe, 2009; Cha, 2009; Beglar and Hunt, 2014). The participants in this current study were required to read one book per week and ended up reading 16 books on average across the academic year. This reading amount is similar in size to that of the top reading rate gainers in Beglar and Hunt (2014), where the participants' average reading amount was equivalent to reading one book per week for 14 weeks. Even though the goal of reading one book per week in the ER program was not achieved due to the disruption from external factors, they reported noticing gains in their reading rates. If the school schedule allowed the students to keep reading without being disturbed, their reading rates could be possibly further promoted.

Vocabulary growth. The findings suggest that among the four areas surveyed in this study, the largest number of the participants ascribed their vocabulary growth to the ER program. The recognition of the benefit of ER on vocabulary enhancement conforms to the findings in Walker (1997). The participants in this current study recognized the benefits on both learning a new vocabulary and deepening their knowledge on their existing vocabulary. This result was consistent with Krashen and Cho (1994), Nation and Wang (1994), and Grabe and Stoller (1997). There was a slight difference between the findings in this current study and those in

Waring and Takaki (2003). The participants in this current study found the ER program more beneficial in learning new words while Waring and Takaki argued that ER was more helpful in enriching learners' existing vocabulary than learning new words. Regarding this issue, I would concede that the findings from Waring and Takaki is more reliable than this current study for two reasons. First of all, it would naturally be much easier for learners to notice learning of new words rather than deepening of the knowledge on the existing words. Second, their study was based on the linguistic data from the experiment while the data in this study largely relied on the students' self-report.

Reading attitude. The participants in this study shared the benefit of boosting positive reading attitude from the ER program with those of Day (2011). Obtaining a positive reading attitude is as important as specific linguistic gains because it can be a spring board to facilitate the greater language development to occur. Day and Bamford (1998) argued that helping a L2 learner to become an independent and autonomous reader is the primary goal of ER. In the same vein, the participants in this current study reported longing to continue reading after the ER program. Lowering the "affective filter" (Krashen, 1982) is also critical in promoting positive L2 reading attitude. Ro (2013) pointed out the alleviation of L2 reading fear as a valuable benefit of ER. The students in this current ER study agreed that they became less nervous when they encountered unfamiliar words by help of the ER program. The stress reducing effects of ER found in the reading attitude section was particularly inspirational in Korea because the stress that Korean high school students suffer from studying English is notoriously severe. *Youngpoja* is a newly coined Korean acronym, which means a high school student who gave up on the English exam. Lee (2014) reported that the number of *youngpoja* has increased over the last couple of years at 9.4% of all high school students in Seoul. Especially in high school senior

English classrooms, *youngpoja* students who do not pay any attention to the lesson were often as many as a half of the class. In Korean KSAT preparatory classes, the texts with the difficulty level equivalent to KSAT are used regardless of an individual student's reading proficiency levels. The repetitive exposure to difficult texts causes many students to have anxiety about L2 reading. As a result, the anxiety and frustration lock them up in the "vicious circle" (Nuttall, 1996). Use of ER can provide those students an opportunity to restore confidence and increase the motivation on L2 reading. This claim is supported by the finding in this study that the majority of the students reported feeling a sense of accomplishment with the idea that they finished reading an English book from cover to cover. Takase (2007) also observed that Japanese high school students involved in the ER program experienced a sense of accomplishment from reading an entire book in English

Other skill areas. Just as the findings of previous ER studies, (Krashen and Cho, 1994; Lightbrown, 1992; Hafiz, 1989), those of this current study suggest that the impact of ER is transferrable to other areas in L2 development, not confined to reading skills. However, the benefits of ER on listening skills were not as strongly perceived by the ER students as speaking and writing skills. This result can be ascribed to the lack of listening activities in lessons in the ER program while they were required to report their reading during the lessons in written and spoken forms. This result implies that the benefits of ER can be extended to listening, speaking, and writing if the ER program is integrated with instructions on other skill areas. For example, Lyutaya (2011) claimed that combining an ER program with writing a reading log has numerous advantages such as deepening students' understanding of reading strategies, "reflecting on their discoveries," and "integrating different sources of information and organizing their thoughts" (pp. 27-29).

Relationship between perceived benefits of ER and L2 learner characteristics. The findings suggest that the students perceived benefits on their reading fluency and reading attitude more strongly as their test scores get better. However, the same pattern was not observed in the vocabulary growth and the other skill areas. Cha (2009) found that the vocabulary of the students did not improve during her ER program. She listed three reasons why the ER students in her study did not show improvement in vocabulary in her study – a) rich contextual clues hindered the students from paying attention to the meaning of unknown words, b) the students did not read enough amount of book for vocabulary growth to occur, c) the books read in the ER program was so easy that they provided the student only limited amount of exposure to new vocabulary. In regular Korean high school classrooms, the reading proficiency levels of students wildly vary. Therefore, teacher's guidance on the students' reading activity would be crucial to maximize the benefits of ER on vocabulary growth. Another interesting finding regarding the relationship between the students' perceived benefits to their L2 learner characteristics was that both intrinsic and extrinsic motivation had positive relationship with all the areas of perceived benefits. It might be necessary to note that extrinsic motivation can be elevated by the teachers while intrinsic motivation is usually what students bring to the class.

Amount of Reading in the ER Program

Insufficient amount of reading. The continuous exposure to substantial amounts of print is, by definition, a key element in ER. As shown in Table 14, however, the participants in this study read only sixteen books on average over the school year. Compared the amount that the students usually read in their intensive reading lessons, which are only 3-4 paragraphs per lesson, 16 books a year is not a small amount. However, compared to the suggestions from previous research about the relationship between reading amount and SLA, sixteen graded readers a year

was far from the sufficient reading amount. Nation and Wang (1999) claimed that at least one graded reader a week is needed for learners to “meet repetitions of the new words soon enough to reinforce the previous meeting” (p. 355). Beglar and Hunt (2014) claimed that learners should read 200,000 standard words at a minimum to achieve the reading rate gain through pleasure reading. It is therefore imperative to clarify that creating an environment where students can read without being distracted by unnecessary external conditions is of paramount importance. Nevertheless, midterm and final exams were the major obstacles that disrupted the students’ reading. Over the two semesters, the students were required to read a book per week. However, the rule pertained to only about 18 weeks due to a school policy. Since the scores that students gain from these two exams are directly added to their transcript, the stress that high school students experience from these two exams are extremely severe. In order to alleviate students’ stress, all the activities *not directly related* to the two exams are suspended for 2-3 weeks before the exams. Since reading English books was seen as one of the activities unrelated to the exams, the students’ reading activity was paused for almost a month before and after each exam.

Even though some of the obstacles that prevent students from reading continuously are unavoidable in Korean high schools, adding an ER program into the school curriculum can still contribute to boosting students’ L2 reading amount. To Korean high school students, ER is not the one and only way to gain access to English texts. They read quite an amount from different courses in and out of the school. The difficulties are that the amount of reading is not sufficient and that the texts that are chosen for them or they chose to read for themselves do not often match their reading proficiency and interests. These complications are caused by the fact that the students are taught exclusively with the IR approach. Therefore, by incorporating ER into the

existing curriculum, the students can reach the amount of reading recommended by previous L2 reading studies with less pain.

Factors that induce more reading. The regression analysis (See Table 16) revealed that the student's intrinsic motivation toward L2 learning and their positive view on the ER program were the strongest predictors of their reading amounts (R-point). It should be noted that intrinsic motivation was found to be consistently related to the perceived benefits and the reading amounts. As mentioned in the previous section, it is not simple for teachers to exert influence on their intrinsic motivation since motivation for the second language learning is formed by a variety of causes over an extended period of time. However, considering that intrinsic motivation refers to getting involved in a task driven by his/ her own interest, reading materials will play an important role in promoting students' intrinsic motivation. Generally, it is the teacher who selects the books for the school library. It is also the teacher who can guide students to choose the books that might meet their interests in the school ER program. Therefore, it is necessary for the ER teacher to have knowledge about the graded readers in the school library in order to enhance students' interest in reading books in L2.

As mentioned in the Literature Review chapter, there have been conflicting arguments about the effects of intrinsic and extrinsic motivation on the learner's reading amount. The result of this current study corresponds to the findings in Takase (2007), which suggest that intrinsic motivation is the most influential factor for L2 reading while the exam-related extrinsic motivation was not a significant predictor for L2 reading. However, Komiyama's claim (2013) that motivation on L2 reading motivation is multidimensional is also a convincing argument. The participant's responses could have been affected by social desirability bias. According to Nederhof (1985), social desirability bias refers to "the tendency on behalf of the subjects to deny

socially undesirable traits and to claim socially desirable ones and the tendency to say things which place the speaker in a favorable light” (p. 264). This suggests that the validity of research which relies on self-report responses can be profoundly compromised by the intervention of the drive towards socially desirable behavior. In this study, it is highly possible that students chose intrinsic motivation over extrinsic motivation as their primary cause for reading based on the social norms which see intrinsic traits more desirable than the exam-related ones.

The Impact of ER on Boosting KSAT Scores

The results indicated that, all in all, those who read more books in the ER program gained better scores at the second test. However, the intensity of the impact decreased with their proficiency levels. For the low proficiency students, the difference between the mean test score improvement of the active participation group and that of the passive participation group was as huge as 14.4 points. The difference drastically diminished at 5.3 for the middle proficiency students, even though the difference between the groups was statistically significant. When it comes to the high proficiency students, whose test scores were within upper 11%, however, no difference was observed between those who read more and those who read less. This result appears to be consistent with the finding from Elley (1992). In her study, the increasing pattern of reading achievement was observed up to the third quarters of students. However, the pattern disappeared or weakened at or the upper 25% students.

Among the three groups, the results from the low and middle groups were very inspirational. Even though more than half of the participants cast doubt on the effectiveness of reading a large quantity of easy materials on the standardized test, the difference between the gains of the active reading groups were remarkably bigger than the passive reading groups. This finding is particularly important because as high as 89% of the whole test population nationwide

can be categorized into either the middle or low proficiency group. Despite the impressive observations in the middle and low proficiency groups, the impact of the ER program on the high proficiency group was relatively disappointing. Beglar and Hunt (2014) also drew a conclusion based on the results from the previous ER studies that ER is more beneficial for lower proficiency level students. However, it would be inappropriate to generalize that the benefits of ER are limited to only lower proficiency learners. There could be several factors that played into the result shown among high proficiency level readers. First, this could be attributed to the difficulty of the texts. Even though the students in the ER program were required to choose the books in accordance with their reading proficiency levels, the texts for the highest level students were not as difficult as the texts used in the practice KSAT. Thus, the immediate effects of the ER program were hardly observed in the higher level students' test results. The text difficulty issue in ER will be discussed in the following section. The next possible explanation is that the posttest was unable to measure high proficiency student's performance accurately because it was easier than the pretest. As mentioned in the Materials chapter, the mean of the practice KSAT in June was 47.7 while the mean of the practice KSAT in Nov soared to 59.2. Hence, the failure in controlling the difficulty level between the two tests made difficult the observation of the improvement of the high proficiency student's test performance. In addition, intervening variables should be acknowledged. The competition among the high proficiency students is overwhelmingly fierce. Thus, in order to outperform competitors, they constantly make various types of efforts that might be helpful in brushing up on their reading skills, besides ER. As a result, the influence of the ER program, in particular, was hardly observable, lumped up with other efforts. Last but the most importantly, the advancement of high achievers is difficult to measure at any rate. Since the high proficiency level students already had advanced language

knowledge, it was exceedingly challenging to take on more step from where they already were. The raw score of a student whose percentile was 89 in the posttest was 93, meaning this student got only 3 questions wrong out of 45. Based on the fact that the score of the student was the lowest in the high proficiency group, it can be inferred the other students in the group got less than 2 questions wrong. Therefore, even though the ER program did make the difference, the influence was too insignificant to be observed with the measures taken in this current study. In other words, a considerably larger amount of reading was necessary for high proficiency level students to make a noticeable progress.

Text difficulty issues in ER. One of the reasons why the improvement induced by the ER program was difficult to observe among the high proficiency level students was attributed to the discrepancy between the difficulty of texts they read in the ER program and the texts used for the two practice KSATs. It is necessary to elucidate the text difficulty issue in ER because that is one of the major concerns about the implementation of ER in Korean high school context. It seems that the worries are shared by students as well as teachers. Text difficulty issue is also related to the doubt of the ER students on the helpfulness of the ER program. In Byun's (2010) study, one of the teachers, who participated in an ER program designed for in-service Korean teachers of English, expressed concerns about the applicability of ER in Korean schools, stating "...parents and students are not likely to hold a strong belief on the positive aspects of extensive reading, for example, they would doubt studying English through such a way would actually be *helpful* in improving their test scores..." (p.132). Rationale behind the skepticism can be summarized as follows. The principal aim of high school English lessons is to help students to be successful in the KSAT. The most of reading passages in the KSAT are very difficult. Hence, if students read only easy texts, they will end up being able to process only easy level texts.

Therefore, reading easy texts is not helpful for KSAT. What students have to do to prepare themselves for the challenging test is to practice reading the texts, the level of which is quite higher than their own level. Students must endure this process, no matter how painful it is for the sake of a good KSAT score. This widely-held myth of the use of the difficult texts is reinforced by the success stories of those who survived. What people overlook here is that the success is enjoyed by only a small number of students while the majority constantly struggle and fail. Eventually, a significant number of high school students become *youngpoja* (a student who completely gave up on English).

Many ER practitioners and researchers generally agreed upon choosing a text with at least 95% of the running word known to a reader (Laufer, 1989). If more than 5% of the running words are unknown to the learner, comprehensibility is not ensured. When the reader do not understand the text properly, reading gets less enjoyable and eventually, it cannot be sustained. On the other hand, if the text is too easy, learners do not have an opportunity to meet new words. This will also deprive the learners of an opportunity for incidental vocabulary learning. Therefore, choosing proper materials is a decisive factor in an ER program. To sum up, if students are provided with the collection of books from which they can choose one with a suitable difficulty level for themselves, the learners of any proficiency level can benefit from ER without much pain.

Pedagogical Implications

Challenges of ER in Korean High Schools. There are challenges in implementing ER, especially foreseeable in a Korean high school context. To begin with, creating stress-free environment for ER is practically unachievable at present. The stress Korean students experience from school tests is notoriously immense. According to a recent newspaper article from Chosun-

Ilbo (2015), one of the major news media in Korea, among students from 30 countries surveyed, Korean students are the most stressed about their school work. They are very well aware that every in-class activity will be eventually evaluated and that every grade they receive in class impacts their college admissions. Awareness of the following evaluation prevents students from reading free from stress. Reading under stress cannot be pleasurable. Nor would it be realistic for pleasure to be the only reward from reading. Moreover, Korean high school students generally have a very strong desire to perform well in school for the purpose of getting a decent grade. Their foremost goal of all in-school and extra-curricular activities is collecting the requirements for college admission. Accordingly, high school students and parents are extremely sensitive about their scores. Because the competition is so extreme, a discrepancy as little as 0.1 out of 100 can result in failure in college admission. Under this circumstance, the slogan that best represents the crux of ER, "Reading for pleasure" may sound too ideal or far-fetched. In addition, teachers trying to bring a relatively unfamiliar method into classroom are likely to face resistance because new approaches are often perceived as experimental, even though they were theoretically and empirically approved in foreign contexts. Parents as well as students, tend to be extremely defensive and conservative when it comes to a teaching and grading methods in high schools. The parents do not want their kids to take a risk of getting experimented on with any unconventional approach, fearing possible disadvantages on the college entrance exam.

Reasons for ER to be implemented in Korea. For the reasons mentioned above, schools do not seem to be an ideal place where ER can be implemented. However, those previously mentioned reasons that make schools unfriendly to ER are the very reasons why ER should be seriously considered in a school context.

ER can play an important role to help overcome the limitations of school education. ER gives the advantages that conventional school lessons cannot give. First of all, ER makes it possible for students to grow outside of school. Nation (1997) argued that ER enables learners of different L2 development stages to learn “without being locked into an inflexible class program” (p. 13). He also pointed out that ER is attractive because it “provides the opportunity for learning to occur outside the classroom” (p.13). Next, ER allows students to choose reading materials of their own interest free from the confinement of the school textbook. No matter how carefully chosen, one textbook cannot meet the needs of all the students with different proficiency levels in Korean high school classes. In addition, ER assists students to read English at their own pace. In an IR lesson, where students are required to stay attentive to teacher’s commentary on the given text, every student has to follow the text at a single speed regardless of their capabilities. Since ER programs usually require students to read a book per week, they can read without feeling pushed or dragged down by other readers. Last but not the least, ER does not leave anyone behind. Not just the students with lower reading proficiency but also the students with exceptionally high reading ability are often marginalized in a lesson with a single text. In the ER program, on the other hand, every student’s reading ability is respected.

ER empowers language teachers in their classroom instruction. One of the great advantages of ER is the possibility of integration with other language skill areas. By using activities related to the students’ weekly reading, teachers can easily prepare for a lesson that helps develop multiple language skills. In this current study, while involved in writing book reports and oral presentations, the students perceived benefits in speaking and writing skills. One of the reasons for Korean students’ dissatisfaction with school English lessons is that school English lessons do not meet the students’ needs for communicative language teaching (Han,

2015). Educated and entrenched in the grammar oriented classes, Korean teachers of English often find it difficult to use the communication-oriented approaches which involve speaking and writing activities. If students are exposed to interesting materials with an ER approach, it gets considerably easier to get students to exchange their ideas using aural and verbal skills. Myriads of techniques to integrate ER with other language skills are readily available to assist ER instructors. Therefore, teachers less familiar with communication oriented teaching methods and ER programs can easily promote interactions among the students. For example, the teacher who instructed the ER program had never taught or been taught in any ER program. However, since the students brought a lot of interesting thoughts and opinions from their reading to the classroom, the majority of students in the ER program looked forward to coming to her ER lessons. If the learning inside the traditional classroom is not sufficient for L2 development to occur and if the dissatisfaction with the public school education is the reason why many Korean high school students swarm around from one *hakwon* (English academy) to another on a daily basis (Park, 2013), the implementation of ER can be a good alternative to address the needs of L2 learners.

Concerns about the New Paradigm. According to Byun (2010), Korean school teachers have concerns about the practical applicability of ER. Addressing the concerns of the teachers about the challenges that the implementation of the relatively new approach might bring is a prerequisite for ER to be adopted in school classrooms.

To begin with, some teachers were concerned about the change. Cha (2007) stated that she had to deal with the concerns of the teachers in the school. The researcher also had to face the stubborn resistance from the colleagues when he initiated the ER program in the school. It was painful to convince the teachers who were worried about the new approach. However, if

there is a way that facilitates L2 learning without impairing the result, it is a teacher's responsibility to use the approach for the sake of students' growth. To keep minimal the expected conflicts from the transition from the conventional approach to ER, Byun (2010) claimed that "instead of pushing ahead with the approach's immediate implementation...as a part of the standard curriculum", teachers could encourage only the students who are willing to read without any pressure "so that they do not perceive it as another required task" (pp. 178-179). Even though her concerns about possible confusion and conflicts are reasonable, creating absolutely stress free environment sounds too idealistic in a Korean high school context. It is more appropriate for the efforts to be made in a way that could reduce the existing stress and pain.

Second, there are concerns about the change of the traditional teacher's role in the classroom. Renandya and Jacobs (2002) argued that teachers are not comfortable with "the idea of playing a less central role in the classroom" (p. 299). In many Asian EFL context, teacher's role is often considered to pass on their knowledge. On the other hand, in ER, teacher's role is to "guide students and participate with them as members of a reading community" (Day & Bamford, 1998, p. 47). Especially in a language class, where imparting knowledge is not a primary goal, teachers with traditional view on the teacher's role in the classroom can feel confused and powerless. However, Robinson, one of the professors in the TESL program where the researcher attended, stated in the Seminar in TESL Methods course, "When a teacher is talking in the class, it does not necessarily means that she/he is teaching" (2013). His remark suggests that the role of a language teacher can be quite different from that of other subject teachers. The ability to facilitate the development of learners is what empowers teachers, not the ability to dictate throughout the class hour.

Third, the concerns about the negative influence of classroom activities on ER are still lingering. Some proponents of ER hold the belief that ER should be carried out without any external intervention. For example, Krashen and Cho, Lightbrown (1992) argued that test and formal instruction should be completely avoided. Their primary concern is that any types of assessment will eventually decrease the joy of reading so the students will lose interest. However, there are good reasons to disagree with this belief. To begin with, if ER is possible without any instruction or evaluation, ER will never be able to be brought into a school classroom. Furthermore, there is a considerable body of studies that debunk the idea of complete exclusion of classroom activities. In this current study, the students remained very positive about the group activity. Sharing thoughts about the book they read over the week with peers is one of the ways to multiply the joy of individual reading. As a matter of fact, the group where reader exchange ideas, so called, a reading circle, or a reading society is very common practice in the ER classes. Min (2007) found that many Korean high school students prefer to the ER lesson where they can get involved in activities based on what they read than to the one where they spend the whole class time just reading. When it comes to tests, the students' responses were not as hospitable as the group activities. However, the students with positive view on the test outnumbered those with a negative view. This finding accords with Mathewson (2004). He posited that there is a chance that reading activity caused by an external drive is transformed into a voluntary behavior over time. Stoeckel, Reagan, and Hann (2012) also found that ER quizzes did not discourage the participant from reading.

Fourth, the concerns about the feasibility of ER in the high stakes test environment should be addressed. These concerns were simply originated from misunderstanding. Even enthusiastic supporters of ER do not believe that ER should replace all the IR classes. ER and IR

have difference goals in improving reading proficiency. Carrell et al, (1997) maintained that both intensive and extensive reading is necessary in an English for Academic Purpose (EAP) reading curriculum. The skills and strategies that students acquired in IR can be applied for the larger texts that the students are required to read in academic course work. ER provides the larger texts with which they can practice the techniques. Korean high school students can be also categorized as EAP students since English is needed for their college course works. Therefore, ER is best applicable in Korean high schools in combination with existing IR approaches. The benefits of ER can be and should be shared by the learners who were born into a society where emphasis is on the verification of their language skills with test scores.

To Publishers: Needs for an ER Module for L2 Young Adults

One of the problems found in using graded readers for high school students is that it is difficult to find appropriate reading materials for young adults. As shown in Table 1 in the Settings section, the reading proficiency levels of Korean high school students wildly vary, ranging from K-level, which is equivalent to preschool levels for native speakers, to level 5, which is almost equal to the proficiency of the native speakers of the same age. Even though the L2 reading proficiency of some Korean high school students is similar to that of American preschoolers, their cognitive level is usually very close to that of average adults. However, the reading program used in this ER program was initially developed primarily for elementary school kids, for young learners are a bigger market for the ER service providers and the book publishers. Some of the ER students commented that the book with more various genres and interests are necessary in the school library. Day and Bamford (1998) pointed out that reading materials are the most influential factor to L2 reading motivation. It is also verified in this study that intrinsic motivation is the most influential factor in both the perceived benefits and the

reading amount. Thus, providing engaging reading materials will automatically attract the young adult reader, facilitating their language development. However, it would be challenging for individual teachers to read all the graded readers to find out the appropriate ones for the groups that they teach. Therefore, if publishers develop the reading materials, which are appropriate in terms of both contents and language for young adults in EFL context and provide the information to school teachers, the students will have more opportunities to develop their L2 through reading.

Chapter 6

CONCLUSION

Krashen (1993) stated, “Reading is the only way, the only way we become good readers” (p.23). Since he is widely known (probably the most widely known) as a passionate supporter of pleasure reading, I might have to disagree with him, if he was referring exclusively to ER when he said reading is *the only way*. However, I would not hesitate to claim that ER is one of the best ways to become a good reader. Becoming a good reader of English is an ardently desired goal of L2 learners in an EFL context. That is also the case for Korean L2 learners who wish to be successful in KSAT. Incorporated into the regular Korean high school curriculum, ER has tremendous advantages to assist them to make their wish come true without the severe pain they have been going through. This current study provide ample evidence to support this argument.

Korean high school students who participated in the ER program incorporated into their regular school curriculum found reading graded readers enjoyable. While they were enjoying reading, they perceived the benefits of reading. The benefits encompassed a wide range of their language development such as reading skills and vocabulary. Moreover, the participants noticed the benefits of ER in improving their writing and speaking. However, ER was found to have much more than just improving their linguistic abilities. ER also encouraged the students to become independent and autonomous learners. Especially, those who were intrinsically motivated in L2 learning read more than others. In a practical sense, ER was found to be closely related to improving their standardized test scores, in contrast to the skepticism of many students. Even though some students were not completely sure about the effects of the ER program on their test scores, the analysis confirmed that the students who read more than others showed considerable improvement in the nationwide standardized tests than those who read less within

the same proficiency level. In addition, the amount of reading in the ER program was found to be the most influential factor to the students' test scores. However, the most remarkable finding in this current study was the fact that all these benefits, gains, and enjoyment were achieved without severe pain which was ubiquitous, ever-present in the test preparatory IR courses in Korean high schools

In conclusion, the implementation of ER is not only feasible but also urgently necessary in a Korean EFL context. When there is a more effective but less painful way to help learners achieve their goals, sticking blindly to more painful and unproductive ways cannot be justified.

Limitations

The two major limitations of this study come from data collection method and intervening variables. As noted multiple times in the previous sections, assessing the benefits from the ER program relied completely on the students' reports. Human perception is often fooled by a variety of internal and external factors. Therefore, there could have been some benefits which did exist but not were sensed. On her other hand, some perceived benefits could be completely illusory. Due to this drawbacks, it is necessary to verify the benefits of ER in Korean high school context based on the linguistic data collected with more scientific measurements. Controlling intervening variables was another challenge in this study. Since the pressure from college admission is often unimaginably intense, Korean high school students constantly get involved in a lot of different activities in order to improve their test scores. Also, there are a variety of elements that play into their test performance such as psychological aspects, aptitude in L2 acquisition, their family's socioeconomic status, and so forth. Hence, it is difficult to assert that there was only one factor that affected their test performance. Although many variables that could have an impact on their test scores were surveyed for this study, such as

hours of formal instruction, years of living in English speaking countries, the year that they started to learn English, and so on, I must concede that there must have been countless variables which were impossible to accommodate in this study. A study with a more experimental and laboratory-like setting could allow more accurate measurements. However, it should be noted that those types of studies would have less applicability than a study conducted in real-life settings.

Suggestions for the Future Study

This study was designed to investigate whether various benefits identified from previous ER studies in various ESL and EFL contexts could be equally observed in Korean high schools. Thus, this current study attempted to look at as many facets of ER as possible, rather than digging deeply into one specific aspect of ER. Consequently, I must concede that this study dealt with only the data which can be physically observed and verified such as test scores, number of books, and survey responses. Based on the quantitative findings of this study, future ER studies should embrace qualitative approaches for more profound understanding about the linguistic as well as psychological effects of ER. Those efforts will eventually contribute to establishing an ER model for young adult L2 learners, which is feasible in high stakes testing situations in many Asian EFL countries.

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APPENDIX A

Data Collection Instrument

SURVEY

Personal Information

1. Provide your student ID number. _____ <(ex) 10325>
2. Have you lived in English speaking countries? ___ No / For _____ years _____ months
3. How many Korean books do you read for fun a year? _____ books per year
4. When did you start to learn English?
 - a. before the school age b. grade 1, 2, 3, 4, 5, 6 (circle 1)
 - c. in middle school
5. Have you been in a program similar to this ER program before?
Yes _ / No __
6. How many hours do you study English a day? (except for school English classes) _____ hours
7. How many hours do you study English at Hakwon or afterschool programs in a week?
_____ hours

Course Evaluation

1. So far, I am enjoying this course.
2. I am looking forward to coming to this class.
3. I like this reading classes more than regular intensive reading classes.
4. In this course, I read more English than in regular intensive reading classes
5. I find regular intensive reading course more helpful than this course.
6. I find regular intensive reading course more enjoyable than this course.
7. I think that this course weaken my English reading proficiency.
8. Group activities were helpful in this course.
9. Online tests after reading a book made reading less interesting.

Motivation

1. Of all English studies, I like reading best.
2. Reading English is my hobby.
3. I am reading English books to get better grades.
4. I am reading English books to succeed on the entrance examination.
5. I am reading English books to become able to read long passages on the entrance examination.
6. I am reading English books because I want read newspapers and magazines in English.
7. I am reading English books because I want to get a better job in the future.
8. I am reading English books because I want to make friends with foreigners.
9. Reading English will broaden my view.
10. I want to know more about English speaking countries.

Perceived Benefits from the Extensive Reading Program (original)**Reading Fluency**

This program helped me _____.

1. read English faster
2. understand the main idea of English text faster
3. pause less frequently while reading English
4. finish KSAT English section in time
5. read complex English sentences faster

Vocabulary Growth

This program helped me _____.

1. expand my English vocabulary
2. learn new words
3. learn how English words are actually used in context
4. learn new meanings of the words I already knew
5. learn which words are more frequently used

Reading Attitude

This program helped me _____.

1. enjoy reading English
2. want to read more English books
3. feel relaxed when I read English
4. become more confident in reading English
5. feel less nervous when I don't understand every English word
6. feel sense of accomplishment each time I finish a English book

Influence on Other Skill Areas

This program helped me _____.

1. improve my speaking skills
2. improve my listening skills
3. improve my writing skills

Perceived Benefits from the Extensive Reading Program (mixed-up)

This program helped me _____.

1. become more confident in reading English
2. feel less nervous when I don't understand every English word
3. learn new meanings of the words I already knew
4. pause less frequently while reading English
5. learn how English words are actually used in context
6. expand my English vocabulary
7. improve my listening skills
8. learn which words are more frequently used
9. read English faster
10. want to read more English books
11. read complex English sentences faster
12. learn new words
13. improve my writing skills
14. feel sense of accomplishment each time I finish an English book
15. finish KSAT English section on time
16. feel relaxed when I read English
17. understand the main idea of English text faster
18. enjoy reading English
19. improve my speaking skills

APPENDIX B

Online Survey Format

Appendix C

Responses to the Open-Ended Item

(Korean version)

- 1 영어도서관 수업에 대하여 개선 되었으면 하는 점이 있다면 쓰세요.
- 2 책이 더 다양하게 많이 있었으면 좋겠다.
- 3 성적을통해서 딱딱 조을나누기보다는 조금쉬어서 해주셨으면 좋겠습니다.
- 4 발표하는 방식을 바꿔도 괜찮을 것 같다
- 5 레벨테스트를 자주했으면 좋겠어요
- 6 책의 종류가 많이 없어요
- 7 한정된 내용을 종이에 쓰는것보다 책에 대한 주제를 정해서 토론해서 나온 내용적는게 더 좋을 것같아요
- 8 종이에 책 내용을 정리하고 구두로 summary 하는 것도 좋지만, 영어로 책에 대한 토론도 하였으면 좋겠다.
- 9 조별로 책을 빌리는데 인원수에 맞지 않아서 못빌렸던 책들이 조금 많다. 수량을 맞춰줬으면 좋겠다.
- 10 좋아욘!!!
- 11 좀 더 자유로운 분위기에서 다 함께 말 할 수 있으면 좋겠다.
- 12 테스트를 보는것이 부담이었습니다
- 13 조 편성을 자주 바꾸어 봤으면 좋겠다
- 14 마지막에 영어 연극 발표를 할 때 아이들의 투표에 의한 채점은 안 좋은것 같습니다ㅠㅠ 반 분위기 따라 모두가 열심히 하는 경우에는 다른 반보다 더 나은 모습을 보여줬음에도 불구하고 점수가 깎이는 것은 바람직하지 않다고 생각합니다...채점기준이 명확하게 있으면 좋겠습니다.
- 15 1주일에 한권은 다소 부담스러울 수 있다
- 16 팀별로 수행을 보지 않았으면 한다.
- 17 수능영어 수업을 늘리는 것이 더좋다
- 18 모둠활동이 더 적극적으로 참여할 수 있는 환경이 되었으면 좋겠다
- 19 테스트 하는 데 소요되는 시간이 부담됨
- 20 조별 수업이나 발표 수업으로 인해 내향적인 친구들이 적극적인 활동을 많이 못하고 더 자신감이 떨어지는 것 같아 안타까웠다
- 21 영어테스트가 모든것을 망쳤습니다.
많은 장점이있었지만 너무나 큰 단점장점이 다먹었습니다.
- 22 재밌었어요 :) 감사합니다 근데 또 하고싶진 않아요ㅎ..ㅎ...ㅎㅎ.....
- 23 수능식 수업보다 훨씬 좋아요.
- 24 하고 싶은사람만하게해주세요. 점수관리 하는 거 너무힘들어요
- 25 편안하고 자율적인 영어수업이 아닌 강제적인 수업이었고 수행평가여서 어쩔수 없이 해야했다. 또한 수행평가 점수거 조별로 나가게 되어 숙제를 못하거나 연극에서 실수를 하게되면 조원들에게 눈치를 봐야했다.
- 26 너무 점수에 연연하게 되는 것 같다. R포인트 따는 것이 수행평가 점수와 직접적으로

- 관련이 있기 때문에 조금 귀찮을 때도 있다. 조별수업이 아니라 혼자 수행한다면 영어실력이 좀 더 늘지 않았을까 싶다. 왜냐하면 조별로 토론할 때 온전히 영어로 대화한다면 모를까 한국어로 대화하면서 쓰는 것만 영어로 작성하면 개인의 실력은 크게 느는 것 같지 않다.
- 27 조를 나눌 때 더 정확한 기준이 있으면 좋겠고, 어떤 조는 안하고 싶어하는 아이들까지 강제로 끌고가야해서 힘들수도 있을 것 같다. 또한 책을 정확히 안 읽어왔을 때는 조원들까지 힘들어진다. 보고서도 더 많은 생각을 할 수 있게 체계적이게 만들면 좋겠다. 많은 책을 접할 수 있고 말하기, 쓰기까지 향상시켜주는 이 활동에 난 전반적으로 만족한다.
- 28 애들이 수행평가할 때 제대로 안함
- 29 영어도서관 수업이 수행 점수로 직결되어서 재밌게 할 수 없었다.
영어책 읽는 것이 힘들었다.
- 30 영어 책을 읽는 것은 좋지만 후에 컴퓨터로 포인트 숙제를 해야한다는 것에 조금 부담이 되어서 그 점에서 별로 좋지 않은 것 같고 포인트 숙제를 할때 실패하는게 조금 두렵다
- 31 책 종류가 좀 더 많았으면 좋겠다..
- 32 영어책을 읽고 영어책에대한 문제를 풀고 포인트를 채워서 수행평가를 하는 건 좋지만 발표할때 조금 스트레스를 받는다. 반마다 발표준비를 열심히 하는 반과 열심히 하지 않는 반이 있기 때문에 포인트를 모으는 수행평가보단 불공평하다.
- 33 지속적으로 무임승차하는 아이들이 나타난다. 그런 점은 해결해야 하겠다. 자신의 일에 책임은 지지않는 몇몇사람때문에 한국 대학입시에 중요한 점수차감이 있을때가 있었는데 큰점수는 아니어도 아이들간의 불화나 기분상함이 우려된다. 또한 레벨분배는 개선할 필요가있다.
- 34 더 다양한 책이 있었으면 좋겠다. 컴퓨터 숙제 내용을 조금 줄였으면 좋겠다, 나중에 수능 중심 공부가 아닌 실제 영어를 활용하기 위해 배우는 날이 오면 매우 좋은 수업일 것 같지만 수능 중심인 지금은 그냥 귀찮다.
- 35 모둠활동을할때 하는아이들만하고 안하는애들은하지않는데 모두들공평하게 할수있도록 개선을했으면 좋겠습니다.
- 36 계속 했으면 좋겠다.영어도서관 수업은 정말 재미있고 유익하게 영어를 배우는 것같다. 수능식 영어 수업보다 훨씬 도움이 된다.
- 37 2학년때도 수행으로 이프로그램을 했으면 좋겠어용
- 38 영어책이 더 다양하고 재밌어졌으면 좋겠습니다
- 39 계속 했으면 좋겠어요ㅍㅍ

Appendix D

Responses to the Open-Ended Item

(English translation)

- 1 more books (variety)
- 2 groups not based on the reading proficiocy
- 3 presentation format
- 4 reading level tests multiple times
- 5 more books (variety)
- 6 more freedom on the book report
- 7 more discussion in English than the written book report
- 8 more books (copies)
- 9 I love it
- 10 freer and safer environment to talk
- 11 tests were stressful
- 12 groups reshuffle
- 13 students should not be invoved in grading/ unfairly lower scores for groups in the better class than mideocre groups in the worse class / objectivity in grading
- 14 a book per week is too demanding
- 15 no group presentaion
- 16 more SAT oriented classes are needed
- 17 poor participation in group activities
- 18 too much time needed for group presentation
- 19 group activites and presentations are unfair for introvert students
- 20 Tests ruined everything. Couple of disadvantages killed all the advatagages
- 21 It was fun. Thanks you. But I don't want to do it again.
- 22 Much better than SAT courses
- 23 This program should be optional not required. Too demanding
- 24 I did it just because I had to / groups presentation was enomous stress because my mistakes could negatively affect my group member's grade

- 25 It was all about getting grades. / I want to do it at my own voluntary will/ It should had been individually, not in a groups because students talk in Korean and only write the report in English
- 26 What if some students in a group do not want to do anything? / One member can slow everything down / Report should be designed to facilitate more thoughts/ But overall, I am satisfied with this course because it helped me develop various skills
- 27 Some students were not supportive in group presentations
- 28 Grading killed fun / reading English books was demanding
- 29 Tests were stressful.
- 30 more books (variety)
- 31 Tests were quite fair but groups presentations were unfair because of difference in level of performance between classes
- 32 Free riders were greatest threat. Some irresponsible students ruined the harmony because other students are very sensitive about their grade. Groups should be divided with extra care
- 33 more books (variety)/ less tests / this program could be very good in the future when students learn English for real use but it just bothers me now.
- 34 Group presentations were unfair because of some free-riders
- 35 I want to continue to do this. It is fun and helpful. Much better than SAT courses
- 36 I want to do this next year as well
- 37 more books (variety) / more entertaining
- 38 I want to do this next year, please

Appendix E

Parental / Guardian Consent Form

(English version / Korean translation)

Title: Implementation of Extensive Reading in regular Korean High School context
Primary Investigator: Jong-hee Youn
Graduate Assistant
MA TESL Program
St. Cloud State University
(320) 237-0598 / yojo1302@stcloudstate.edu

Introduction

This form is being sent to ask your permission to allow your child to participate in a study being conducted for my Master's Degree at St. Cloud State University. Two consent forms—one for you, the parents / guardians, and the other for your child—are included with this memo. Both of these forms must be signed and returned prior to the start of the study.

Purpose

The purpose of this study is to look into what the students involved in the extensive reading program think about this program. Also, the correlation between other factors your child have as a second language learner and the extensive reading program will be investigated. This study will be carried out during the 2015 spring semester as part of my thesis project.

Study Procedures

Your child will be asked to participate in this study because she has been required to take part in a school extensive reading program. For this study, she will be asked to complete an online survey. The survey will be conducted within the class hour and will take about 20 minutes. Also, her scores from the two separate National Achievement Test will be collected from the school test score management system. In addition, the data about their book reading activities will be collected from English booking reading activity service provider.

Risks

There are no foreseeable risks associated with participation in this study.

Benefits

It is anticipated that the data collected will be used for educational purposes only such as evaluating and redesigning the extensive reading program to provide better English language education.

Confidentiality

The information that you provide will be confidential and will only be used for this study. In addition, the results of the study will not present any data individually. That is, the data will be presented in aggregate form or with no more than 1-2 descriptors presented together. In addition to using data for the final paper that will remain on permanent file at the St. Cloud State University Miller Learning Resources Center (library), data may also be published in professional journals at a later time.

Research Results

The data collected is anticipated to be used in the future to inform in-service and future English teachers on how to create an extensive reading incorporated in their English course

Contact Information

If you have any questions, don't hesitate to contact me. If you have questions later, you may ask me at the email address above. You may also contact my advisor for this thesis project, Dr. Kim via email: ckim@stcloudstate.edu. You will be given a copy of this form to keep.

Voluntary Participation/Withdrawal

Participation in this study is voluntary. Your child does not have to participate, and you can withdraw from the study at any time. If you are willing to let your child participate, she will be asked to complete an anonymous questionnaire. Not participating will not affect her grade in any way, nor will it affect her

relationship with me, her English teacher or Paiwha Girls' High School. If you wish to know the results of the study, you may contact me.

Acceptance to Participate

Your signature indicates that you and your child have read the information provided here and that you give your permission for your child to participate. You or your child may withdraw from the study at any time without penalty after signing this form.

I look forward to having your child participate in this innovative study and I thank you in advance for your cooperation as I continue to complete my graduate study at St. Cloud State University.

Student Name (Printed)

Parent(s)/Guardian(s) Name (Printed)

Parent(s)/Guardian(s) Signature

St. Cloud State University
Institutional Review Board
Approval date: 11-26-14
Expiration date: 11-25-15

제목 : 한국 고등학교 상황에서 영어다독수업의 적용
 연구자 : 윤중희
 소 속 : St. Cloud 주립대학 TESL 석사과정
 연락처 : 1-327-237-0598 / yojo1302@stcloudstate.edu

연구소개

이 문서는 귀하의 자녀가 저의 석사학위 논문에 관련된 연구에 참여하기를 요청드리기 위해 작성되었습니다. 두 개의 양식중에서 하나는 부모님을 위한 것이고 하나는 자녀를 위한 것입니다. 두 문서 모두에 서명이 되어야 제가 연구를 시작 할 수 있도록 규정되어 있습니다.

연구목적

이 연구의 목적은 학생들이 한학년 동안 참여했던 영어다독수업에 대해 어떻게 생각하는지 조사하는 것입니다. 또한 외국어 학습자의 여러가지 요소들과 이 수업의 상관관계들도 연구도 함께 진행됩니다. 이 연구는 2015 년 봄학기에 저의 논문을 통해 제출될 것입니다.

연구절차

귀하의 자녀는 학교에서 영어다독활동에 참여하였습니다. 이 연구에서 학생은 설문지를 작성해야 합니다. 설문은 수업 시간 중에 진행되며 대략 20 분정도가 소요될 것입니다. 또한 6 월과 11 월 학업성취도 평가 성적과 학생이 참여했던 독서활동 기록도 함께 수집될 것입니다.

위험성

이 연구에 참여함으로써 학생에게 예견되는 위험은 전혀 없습니다.

연구결과의 활용

수집된 자료는 다독수업에 대한 평가와 수정과 같이 단지 교육적인 목적으로만 사용될 것입니다.

비밀보장

제공된 자료는 모두 비밀이 보장됩니다. 연구에 결과에서도 어떠한 개인의 정보도 나타나지 않습니다. 실제 논문상에서도 개인에 대해서 단지 1,2 가지의 설명만 사용됩니다. 작성된 논문은 세인트클라우드 주립대학의 도서관에 비치될 것이며 차후에 전문 학술지에 게재될 수도 있습니다.

연구결과

본 연구의 결과는 현직 교사와 미래의 교사들에게 영어다독수업에 대한 중요한 정보를 제공할 것입니다.

연락처

본 연구와 관련된 어떠한 질문이든 하셔도 됩니다. 또한 향후에 궁금한 점이 생긴다면 위에 있는 저의 이메일 주소로 문의하십시오. 저의 지도교수이신 Dr. Kim: ckim@stcloudstate.edu 에게 문의하셔도 됩니다.

차발적 참여와 중단

설문 참여는 자발적인 것이어야 합니다. 귀하의 자녀가 본 연구에 참여해야할 의무는 없으며, 원치 않으면 중간에 그만 두셔도 됩니다. 이 설문에 응하지 않는다고 해서 저나 담당선생님 혹은 배화여고와 학생과의 관계에 아무런 불이익을 받지 않습니다. 만약 이 연구의 결과가 궁금하시다면, 연구가 끝난 이후에 언제든지 문의하셔도 좋습니다.

참여허가

아래 사인란에 사명하시면 귀하의 자녀가 연구에 참여하기로 결정했다는 것을 의미합니다. 참여 도중에 그만 두기를 원하면 아무 불이익 없이 언제든지 그만 둘 수 있습니다.

귀택의 자녀가 이 연구에 참여해 주시기를 부탁드립니다. 세인트클라우드 주립대학에서의 제가 석사과정을 마칠 수 있도록 협조해 주신 것에 대해 미리 감사드립니다.

학생 성명

보호자 성명

보호자 사인

Appendix F

Minor Assent Form

(English version and Korean translation)

Primary Investigator: Jong-hee Youn
Graduate Assistant
MA TESL Program
St. Cloud State University
(320) 237-0598 / yojo1302@stcloudstate.edu

You are invited to be part of a study the use of Extensive Reading in Korean school context. You are asked to participate in this study because you have participated in a school extensive reading program.

Background Information and Purpose

This study aims to look into what the students involved in the extensive reading program think about this program. Also, the correlation between other factors as a second language learner and the extensive reading program will be investigated. This study will be carried out during the 2015 spring semester as part of my thesis project.

Procedures

For this study, you will be asked to complete an online survey. The survey will be conducted within the class hour and will take about 20 minutes. Also, your scores from the two separate National Achievement Test will be collected from the school test score management system. In addition, the data about your book reading activities will be collected from English booking reading activity service provider.

Risks

There are no foreseeable risks associated with participation in this study.

Benefits

The data collected will be used for educational purposes only such as evaluating and redesigning the extensive reading program to provide better English language education. While completing this survey, you will be able to have a chance to reflect on your English reading activity over a year.

Confidentiality

Throughout the course of this study and in the final paper your name and student ID number will be kept private and will not be shared.

Research Results

The data collected is anticipated to be used in the future to inform in-service and future English teachers on how to create an extensive reading incorporated in their English course

Contact Information

If you have any questions, don't hesitate to contact me. If you have questions later, you may ask me at the email address above. You may also contact my advisor for this thesis project, Dr. Kim via email: ckim@stcloudstate.edu.

Voluntary Participation/Withdrawal

Participation in this study is voluntary. You do not have to participate, and you can withdraw from the study at any time. If you are willing to participate, you will be asked to complete an anonymous questionnaire. Not participating will not affect your grade in any way, nor will it affect your relationship with me, your English teacher or Paiwha Girls' High School. If you wish to know the results of the study, you may contact me.

Acceptance to Participate

Your signature indicates that you have read the information provided here and have decided to participate. You may withdraw from the study at any time without penalty after signing this form.

Name (Printed)

Signature

Date

St. Cloud State University

Institutional Review Board

Approval date: 11-26-14

Expiration date: 11-25-15

연구자 : 윤종희
 소 속 : St. Cloud 주립대학 TESL 석사과정
 연락처 : 1-327-237-0598 / yojo1302@stcloudstate.edu

귀하를 한국의 학교상황에서 영어다독수업의 활용에 대한 연구에 초대합니다. 지난 1년간 영어다독수업 (영어도서관수업)에서 느낀점 들을 저에게 알려주시기 부탁드립니다.

연구의 배경과 목적

이 연구의 목적은 학생들이 한학년 동안 참여했던 영어다독수업에 대해 어떻게 생각하는지 조사하는 것입니다. 또한 외국어 학습자의 여러가지 요소들과 이 수업의 상관관계들도 연구도 함께 진행됩니다. 이 연구는 2015년 봄학기에 저의 논문을 통해 제출될 것입니다.

연구 절차

이 연구에서 귀하는 설문지를 작성해야 합니다. 설문은 수업 시간 중에 진행되며 대략 20분정도가 소요될 것입니다. 또한 귀하의 6월과 11월 학업성취도 평가 영어 성적과 귀하께서 참여했던 독서활동 기록도 함께 수집될 것입니다.

위험성

이 연구에 참여함으로써 귀하에게 예견되는 위험은 전혀 없습니다.

연구의 활용

수집된 자료는 다독수업에 대한 평가와 수정과 같이 단지 교육적인 목적으로만 사용될 것입니다. 설문 답변하는 동안 지난 한해 동안의 영어 독서활동을 되돌아 보는 시간으로 활용하셔도 좋습니다.

개인 정보 비밀 보장

이 연구 전체에서 귀하의 성명이나 학번은 절대로 공개되지 않을 것입니다.

연구 결과

수집된 자료는 현직교사와 미래의 교사들에게 다독수업에 관한 정보를 제공하는 교육적인 목적으로만 사용될 것입니다.

자발적 참여 / 중단

설문 참여는 자발적인 것이어야 합니다. 귀하께서 참여해야할 의무는 없으며, 원치 않으면 중간에 그만 두셔도 됩니다. 이 설문에 응하지 않는다고 해서 저나 담당선생님 혹은 배화여고와의 관계에 아무런 불이익을 받지 않습니다. 만약 이 연구의 결과가 궁금하시다면, 연구가 끝난 이후에 언제든지 문의하셔도 좋습니다.

참여 수락

아래 사인란에 사명하시면 귀하께서 연구에 참여하기로 결정했다는 것을 의미합니다. 귀하께서 설문 도중에 그만 두기를 원하면 아무 불이익 없이 언제든지 그만 둘 수 있습니다.

성명: _____ 서명: _____ 날짜: _____년 _____월 _____일