

The Effects of Different Types of Extensive Reading Materials on Reading Amount, Attitude, and Motivation

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Shin, Insook & Ahn, Byung-kyoo. (2006). The effects of different types of extensive reading materials on reading amount, attitude, and motivation. *English Teaching*, 61(1), 67-88.

The purpose of this study is to investigate the effects of different types of reading materials on Korean high school students in regards to the amount of extensive reading, student attitude toward reading, and motivation for reading. Toward this end, previous studies on extensive reading were reviewed, followed by the development of record sheets and pre- and post-questionnaires to measure reading amount and affective aspects, respectively. The types of reading materials were divided into four groups: long text with Korean glosses, long text without Korean glosses, short text, and a mixed text. Data, collected from a total of 229 high school students, revealed the following findings. First, in terms of reading amount, all groups showed increased tendencies over 15 observation sessions. Second, the group of long texts with Korean glosses demonstrated the most remarkable increase in the mean score of reading words per minute. Third, there was a statistical difference in student attitude and motivation demonstrated in all groups except the short text group. Fourth, factor analysis and t-test of factors revealed considerable changes in six factors out of a total of nine. Based on the findings, pedagogical recommendations in incorporating extensive reading and limitations of this study are suggested.

I. INTRODUCTION

The social context of reading is crucial for L2 learners to read English books. It covers not only physical reading environments, such as reading places and kinds of reading materials, but also abstract conditions such as reading period, reading methods, attitudes towards reading, reasons for reading, and conceptions among teachers, parents, and students toward reading English books (Alderson, 2000). In Korea, few secondary school

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students have the opportunity to read English books in or out of class due to time constraints as well as the relative scarcity of English reading materials.

English reading instruction in Korean high schools is limited to reading itself. Rather, reading instruction consists mostly of vocabulary explanation, grammatical analysis, and translation into Korean. Secondary students usually decipher the sentences, resulting in grammar translation, not actual reading (Song, 2000; Lee, 2001). While reading a text, eyes move back and forth to find subjects and verbs of a sentence to understand the grammatical structure precisely instead of moving swiftly along the text to comprehend the meaning. The repetition of grammatical analysis hinders the reading processes, which then leads to slow reading (Busbee, 2001).

In terms of reading materials, textbooks are the principal resource in secondary schools. Classroom reading lessons tend to strictly follow the sequence of these textbooks. Learners read 12-14 texts each year, with a total length of about five A4 pages in middle school and eighteen pages in high school. At the same time, Korean secondary schools are known to offer a limited variety of materials as part of English reading instruction. As a result, Korean secondary students receive English reading instruction in a barren social context.

In spite of the importance of reading experiences in real life situations, reading instruction in EFL classrooms does not meet such needs. One could say that students do not feel strongly motivated to learn from reading in English. Considering the notion that reading ability can be developed through reading a variety of materials over a period of time (Krashen, 1993), secondary school learners clearly need an in-class reading method that offers a variety of reading experiences, otherwise known as “extensive reading,” to improve their reading skills.

Then what types of materials in extensive reading can be effective in improving both reading ability and enjoyment? Conducting research into the selection of proper English reading materials is meaningful in that reading materials can affect the amount of reading done by students in addition to their attitude toward and motivation for reading. This study intends to explore the effects of reading materials by incorporating extensive reading into the education of Korean high school learners. Specifically, the aims of this study are to research the effects that different types of materials have on the amount students read, their attitude toward reading, and their motivation for reading. The research questions are as follows:

- 1) Does extensive reading increase the amount of reading learners complete?
- 2) Do the types of reading materials used in extensive reading affect the amount of reading?
- 3) Do the types of reading materials used in extensive reading affect the learners' attitude toward reading and motivation to read more?
- 4) How many factors comprise the learners' attitude and motivation? And does extensive

reading affect those factors of attitude and motivation?

If this study can identify a correlation between the types of reading materials selected and reading amount, student attitude, and motivation, the findings may serve as a constructive resource for current reading instruction.

II. LITERATURE REVIEW

The following sections present theoretical background discussions and findings from the previous research conducted on extensive reading and features of reading materials.

1. Extensive Reading

Since the term, “extensive reading¹,” was first introduced by Palmer (1968) as reading “book after book²,” it has been applied as a reading procedure in English speaking countries. Numerous researchers saw extensive reading as massive amounts of reading aimed at a general understanding from a macro perspective (Brown, 2000; Day & Bamford, 2002; Hill, 1997; Krashen, 1993; Rosszell, 2000; Scott-Conley, 2000; Waring, 1997). Extensive reading implies reading many and various texts, based on the major premise that the more the reader reads, the better he/she reads (Bamford & Day, 1997). It puts emphasis on meaning rather than linguistic aspects, in contrast with intensive reading, in which learners read texts at the sentence level, look up the unknown words in the dictionary, analyze grammar, and translate words and expressions.

Since the 1990s, extensive reading has expanded to become an inviting research topic in L2 reading, with studies in various ESL/EFL reading contexts having been conducted (Atsuko, 2002; Bamford & Welch, 2000; Bell, 2001; Ching, 2002; Elley, 1991; Elley & Mangubhai, 1983; Mason & Krashen, 1997; Renandy, Rajan, & Jacobs, 1999; Schmidt, 1998). Some studies reported the effects of extensive reading in terms of reading amount, attitude, and motivation (Atsuko, 2002; Ching, 2002; Dubravcic, 1996; Elley, 1991). Elley

¹ Extensive reading has several other names according to the focus: Pleasure Reading (focusing on the purpose), Free Voluntary Reading (based on readers’ choices) (Krashen, 1993), Sustained Silent Reading (as an in-class procedure), Graded Reading (with graded readers), and Simplified Reading (with easy books) (Waring, 1997). Considering a variety of theory and practice about extensive reading, Susser and Robb (1990) embodied extensive reading with five characteristics extracted from studies conducted in the 1970s and 1980s: reading amounts of longer texts, reading for general understanding, reading for pleasure, individual reading with choices, and reading not followed by discussions in class. Grabe (1991) lists extensive reading as one of the seven principles in reading instruction.

² Stanovich (1986) noticed this type of reading development and named it the Matthew Effect.

(1991) compared book-based programs to traditional audio-lingual programs with English learners in the South Pacific and Southeast Asia regions. The results of the study uncovered a positive attitude towards reading, different from the audio-lingual program. Students were observed to “incidentally learn English” from books by comfortably and continuously reading many easy and interesting books. Ching (2002) studied a Japanese learner’s diary and saw the supply of abundant graded books as the key to the success of extensive reading. The researcher concluded that graded books fitting student’s reading levels played a crucial role in improving attitude and motivation.

From the same point of view, Day and Bamford (2000) argue that struggling readers can be motivated and their attitude improved through extensive reading. At the same time, they point out that careful guidance about the effects of reading easy materials is necessary because students who become accustomed to reading short and difficult materials in class can be doubtful about reading easy ones.

Park (1999) examined Korean students’ attitude to storybook reading after observing Korean middle school students read storybooks on a weekly basis. The experimental group reading storybooks outscored the control group studying in a traditional reading class. Storybook reading had a positive effect on Korean middle school students, as can be seen from the responses of the experimental group: “It is not difficult to read English books,” “I can read books with unknown words,” “I don’t need to translate English into Korean when reading English books,” and “It is easier to read English books without translation.”

Some studies demonstrated an increase in the amount students read as a result of extensive reading (Atsuko, 2002; Schmidt, 1998; Renandya *et al.*, 1999). Atsuko (2002) researched the effects of an extensive reading program on female Japanese high school students from 1998 to 2002. Students were divided into three groups according to language proficiency, were asked to read graded readers³ twice a week, and were encouraged to read in their free time as well. The results of the study identified an increase in reading amount in all three groups, especially in the middle group of students. Schmidt (1998) applied extensive reading to an English conversation course at a Japanese university. According to the results, the increase in the amount of reading exceeded the expected goal, and participants felt that extensive reading was interesting and useful in the survey. Similarly, Renandya *et al.* (1999) applied extensive reading to the reading and writing class of Vietnamese adult learners for two months. They examined the effects on English proficiency and found that the amount of extensive reading was closely related to proficiency improvement. They also emphasized that reading graded readers based on students’ choices and interests held the key to the success of extensive reading. The studies illustrated

³ Graded readers are reading materials that have been developed for children or ESL readers to read easily despite having low levels of language proficiency. They are graded with the number of headwords in terms of reading levels. See Shin and Ahn (2005) for the review of the previous studies.

above drew a similar conclusion that extensive reading had substantial effects on the amount of reading as well as affective factors such as attitude and motivation.

2. Length of Reading Materials and Glossary Supply

Many researchers argue that one factor to be considered in L2 reading is the length of reading materials, encouraging readers to read longer texts in extensive reading (Brown, 2000; Day & Bamford, 1998; Grabe, 1991; Grabe & Stoller, 2002; Robb, 2002). Busbee (2001) explains that the purpose of reading longer texts is to increase reading speed. His belief is that engaging readers in reading interesting and longer texts is the best way to achieve fluent and confident reading. He especially emphasizes that learners intending to read for academic purposes also need to practice reading longer texts.

Even though reading materials are longer texts, texts jammed with information or contents without a clear chronological order or cause-and-effect relationship are not appropriate (Brown, 2000). For example, it is difficult to follow the stream of the text in nonfiction with expository prose than a narrative. In addition, fluent reading is hindered because of dense information (Scott-Conley, 2002). On the other hand, Robb (2002) reported that readers prefer longer texts to short texts. According to his analysis, short texts are difficult to read in that they have more information than longer texts, difficult to summarize, and hard to evaluate reading comprehension with reliability. Helgesen (1997) also found that readers absolutely prefer fiction to nonfiction. Among 655 books read by learners, fiction amounted to 594 books (90.69%) while nonfiction totaled 61 books (9.31%). He made a cautious conclusion that the result of his study does not mean the exclusion of nonfiction, for it would be better to supply a variety of books in order to accommodate various readers' interests. Brown (2000) and Scott-Conley (2000) pointed out that novels and stories are appropriate sources for extensive reading because readers can read and comprehend the plot or storyline fast and fluently. In addition, novels do not ask for a high degree of concentration, fostering readers' interest because they have various backgrounds and plots. A greater variety of novels, to include such genres as romance, comedy, detective, and horror, lead to better results.

Another factor affecting L2 reading is vocabulary. Limited vocabulary prevents L2 readers from reading fluently. When L2 students are required to read overly difficult materials or materials without vocabulary explanation, they might be excessively challenged and demotivated. Williams and Dallas (1984) argued that text needed to be made more readable by including a glossary in the native language. L2 readers can concentrate on reading itself by reducing the vocabulary burden with the help of a glossary. They suggest presenting word lists or vocabulary tips in each chapter or at the end of the book to address this issue.

Despite the importance of extensive reading and effectiveness of longer texts, few studies about material types in extensive reading have been reported in Korea. This study is triggered by the need for research focusing on reading material types in extensive reading.

III. RESEARCH DESIGN

1. Subjects

This study was carried out with 229 students from a high school in Gwangju, Korea. The participants were in their second year of high school with minimum experience living in English-speaking countries and reading English materials prior to taking part in this study. A total of eight classes from the high school were randomly assigned to four experimental groups according to reading material type. The material type and number of subjects in each subject group are presented in Table 1.

TABLE 1
Description of Subject Groups

Group	Long text with Korean glosses	Short text	Long text w/o Korean glosses	Mixed materials
Total responses	78	59	74	74
Effective responses	64	56	50	59

2. Procedures

This is an experimental study that involved four experimental groups. The period of the extensive reading program continued from July 2003 to February 2004, and students had extensive reading sessions twice a month. As for the specific procedures, a pre-questionnaire, a series of extensive 40-minute reading sessions using the four types of reading, and then a post-questionnaire were administered. Questionnaire items were developed based on previous studies (Day & Bamford, 1998; Suesser & Robb, 2000) regarding students' attitudes and motivation toward English reading. Each participant chose books according to their interest and reading levels, read them silently, and kept individual records of their reading at the end of every session. During the extensive reading class, the teacher introduced several books to participants who were unfamiliar with their reading levels, fostered a reading atmosphere without providing explicit explanation of the books, and served as a model reader.

3. Types of Reading Materials

Based on the previous research reviewed, two aspects of the reading materials were considered: the length of the text and the Korean glossary. To compare the effects of length, long texts and short texts were identified, and to reveal the effects of the glossary, long texts were divided into two groups: long texts with a glossary and long texts without a glossary. Material types were consequently divided into three groups according to length and inclusion or exclusion of a glossary: long texts with a Korean glossary, long texts without a Korean glossary, and short texts. In addition, to reflect a genuine reading context, a mixed group utilizing all three types of reading materials was also considered. The features of each group are detailed in Table 2.

Reading materials used in this study are graded readers, which reach from the beginner level to the advanced level. The various topics and content of graded readers reflect students' interests.

TABLE 2
Four Types of Reading Materials

Four Types	Features
Long text + Glosses	A lengthy book with Korean vocabulary
Short text	Materials one or two pages long
Long text – Glosses	A lengthy book without Korean vocabulary
Mixed text	Mixed with three types above

4. Data Collection

1) Questionnaire

A 40-item questionnaire to determine students' attitude and motivation was administered to participants before and after the extensive reading period. A total of 19 items investigating attitude and 21 items looking at motivation were developed, based on the previous studies reviewed. Participants were asked to respond on a 5-point scale from "Strongly Agree" (5) to "Strongly Disagree" (1) for each of the items. The items of the questionnaire are presented in the Appendix.

2) Record Sheet

Considering that the reading record must be simple in a helpful way for extensive reading (Day & Bamford, 1998), the researcher let participants record simple information such as the name of the book and amount of reading performed in each session. Students

recorded how many lines they read over 40 minutes, calculating 10 words as one line.⁴

5. Data Analysis

Data collected from the survey and record sheets were analyzed by SPSS 10.0. Firstly, to explore the change in the amount of reading, three analyses were conducted: a calculation of the reading amount of the whole group, a comparison of reading amounts among the four groups, and a comparison of words read per minute among the groups. Secondly, paired samples t-test using the responses of pre- and post-questionnaires was conducted to find the change in attitude and motivation in extensive reading. An analysis of variance was then conducted to compare the change among groups. Thirdly, a factor analysis was used on the questionnaire to reveal how many factors it was composed of. The change in attitude and motivation in each factor was then analyzed.

IV. RESULTS AND DISCUSSION

1. Reading Amount

To address the first two research questions, three aspects were analyzed. The first aspect was the trends in the reading amount for the entire group of participants across all sessions. The second aspect was to see how the reading amounts between groups changed according to the type of reading materials. The last aspect was to see if the words read per minute were significantly different between the four groups.

1) Tendency of Reading Amount for the Whole Group

To analyze the tendency of the participants' reading amount, MANOVA was conducted. As shown in Table 3, the result of MANOVA indicated that Wilks' Lambda was 0.197, which holds statistical significance. In other words, the numbers of words read in each session by the whole group showed a steady increase during the experimental period. The entire group read more and more words, showing a tendency towards an increasing reading amount over the period of extensive reading. As Alderson (2000) points out, the more students read longer texts, the faster and the more they read.

TABLE 3
MANOVA of Reading Amount in the Whole Group

⁴ Because each book had a different layout, font size, and line density, 10 words were used to represent one line to allow for comparisons among the books read by the students.

Effect	Wilks' Ramda	F	df	Degree of Error	p
Sessions	0.197	42.615*	14	146	0.000

*p<0.001

2) Progress in the Reading Amount for the Four Groups

MANOVA was conducted to examine whether the tendency towards an increase in the reading amount differs according to the text types. MANOVA results illustrated that there was a significant difference among the four groups as seen in Table 4.

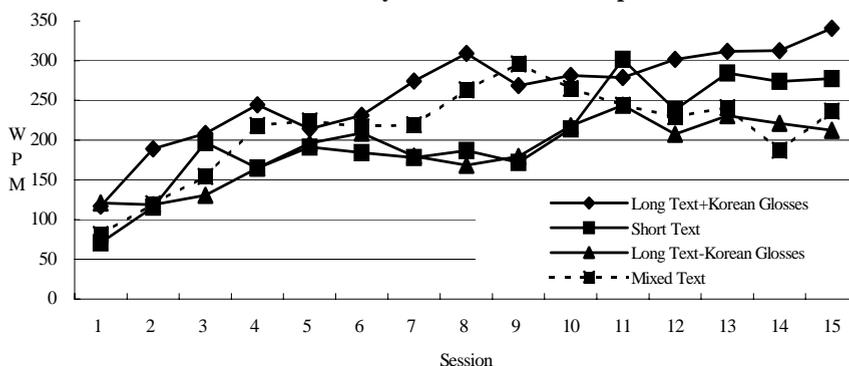
As shown in Figure 1, the groups illustrated different progresses according to the types of reading materials. The group of long texts with glosses revealed the steepest increase, while the group of long texts without glosses showed the slowest, but steady, increase over the sessions. The group of short texts increased rapidly in the beginning sessions, but later the rate of the increase tended to drop. The group of mixed texts showed an unsteady rate of increase.

TABLE 4
MANOVA of Reading Amount among the Groups

Effect	Wilks' Ramda	F	df	p
Sessions	0.234	33.442*	14	0.000
Sessions & Types	0.545	2.298*	42	0.000

*p<0.001

FIGURE 1
The Tendency of WPM for the Groups



The results of this analysis suggest that appropriate types of texts need to be introduced as reading materials according to the levels of students, the steps of reading procedures, or aims of reading instruction. For example, even though Light and Spada's analysis of comprehension-based programs (1999) recommended extensive reading for reading comprehension with beginner readers, long texts with glosses in particular are

recommended for beginner students so that they become accustomed to reading and subsequently increase their reading amount. However, for intermediate students, longer texts without glosses might be effective to improve sustained reading ability, based on the projected improvements according to each type of text.

Even though the result of MANOVA proved a statistical difference among the four groups, one question to address still remains: Which type of reading materials is the most effective in increasing the reading amount? To find the answer, further analysis was conducted, as shown in Tables 5 and 6. Table 5 shows the descriptive statistics for the comparison of mean scores of words per minute in each group. According to the results of ANOVA in Table 6, there was a significant statistical difference in mean scores of words per minute among the four groups. This implies that the length of texts and addition of glosses had an impact on the reading amount and reading speed. According to the results of the Tukey's test, a long text type with Korean glosses is more effective than the other three types of materials.

TABLE 5
Descriptive Statistics for Means and Standard Deviation of WPM in Each Group

Group	N	M	SD
Long text + Glosses	64	259	62.9
Short text	56	203	63.3
Long text – Glosses	50	187	76.4
Mixed text	59	214	61.7
Total	229	217	70.8

TABLE 6
ANOVA of WPM among Groups

Item	SS	df	MS	F	p	Tukey's
Between Groups	161581.4	3	53860.4			G1
Within Groups	958800.9	226	4358.1	12.358*	0.000	>G2,G3,G4
Total	1120382.4	229				

G1: Long text + Glosses, G2: Short text, G3: Long text – Glosses, G4: Mixed text

*p<0.001

2. Attitude and Motivation

To examine the effects on attitude and motivation of participants during extensive reading sessions, the same questionnaire was distributed before and after extensive reading sessions and then compared. The value for Cronbach alpha stood at .8346 for attitude and .8984 for motivation. In order to see if the difference was significant, the paired samples t-test was conducted. In addition, factor analysis was conducted to see underlining dimensions of attitude and motivation.

1) Comparison of Difference

(1) Comparison of Difference in the Whole Group

The results of the t-test for significant difference are given in Table 7. A statistically significant difference is revealed in the comparison between the pre-questionnaire and the post-questionnaire. This means that participants benefited from the extensive reading they completed throughout the semester, achieved a more positive attitude, and became more motivated.

These results confirm the argument that it is crucial for learners to experience English reading as a pleasurable and useful activity. Based on such a positive experience, learners are more willing to become engaged in a larger volume of reading, which is indispensable in becoming a fluent reader (Day & Bamford, 1998).

TABLE 7
T-test of Difference in the Whole Group

Questionnaire	N	M	SD	t	df	p
Pre-questionnaire	229	3.40	0.48	3.56*	228	0.000
Post-questionnaire	229	3.50	0.42			

*p<0.001

(2) Comparison of Difference in Each Group

As shown in Table 8, the results of the t-test were different according to the text types. Neither the students reading long texts with glosses nor those reading short texts showed any significant difference in the scores between the pre- and post-questionnaires, indicating that there was no change in attitude or motivation. On the other hand, the other two groups showed statistical differences in the t-test, with different t values and significance levels: 3.021 and 0.001 for students using long texts without glosses, and 2.212 and 0.05 in the group with mixed texts.

TABLE 8
T-test of Difference in Each Group

Group	Attitude & Motivation	N	M	SD	t	df	p
Long text + Glosses	pre	64	3.44	0.45	1.327	63	0.189
	post	64	3.52	0.38			
Short text	pre	56	3.27	0.43	0.853	55	0.397
	post	56	3.32	0.41			
Long text – Glosses	pre	50	3.38	0.56	3.021**	49	0.004**
	post	50	3.54	0.40			
Mixed text	pre	59	3.49	0.48	2.212*	58	0.031**
	post	59	3.63	0.45			

*p<0.05 **p<0.001

These results suggest the two groups demonstrating significant increases in the t-test had a better attitude and greater motivation overall. In other words, long texts with glosses proved to be more effective than long texts without glosses and short texts at increasing reading attitude and motivation. It is therefore necessary to provide third (long text without glosses) and fourth types (mixed text) of reading materials, considering attitude and motivation in reading instruction to secondary students.

(3) Comparison of Difference between Groups

Descriptive statistics for pre- and post- questionnaires are given in Table 9, demonstrating slight increases in the mean score of each group. As shown in Table 10, the two groups using long texts and the mixed group showed statistical difference compared to the group of short text according to the result of the Tukey's test. It seems that the students' attitude and motivation increased while reading longer texts rather than shorter texts. The results suggest that the length of texts affect student attitude and motivation more than the glossary supply, consistent with previous studies presented in the literature review.

TABLE 9
Descriptive Statistics of Pre- and Post-Questionnaires

Attitude & Motivation	Group	N	M	SD
Pre-questionnaire	Long text + Glosses	64	3.45	0.45
	Short text	56	3.27	0.43
	Long text – Glosses	50	3.38	0.56
	Mixed text	59	3.49	0.48
	Total	229	3.40	0.48
Post-questionnaire	Long text + Glosses	64	3.52	0.38
	Short text	56	3.32	0.41
	Long text – Glosses	50	3.54	0.40
	Mixed text	59	3.61	0.46
	Total	229	3.50	0.42

TABLE 10
ANOVA about Attitude and Motivation between Groups

Attitude & Motivation	TYPE 3 SS	df	MS	F	p	Tukey's	
Pre-questionnaire	Between Groups	1.55	3	0.51	2.207	0.088	G1, G3,G4> G2
	Within Groups	52.84	225	0.23			
	Total	54.39	228				
Post-questionnaire	Between Groups	2.66	3	0.88	5.104*	0.002	
	Within Groups	39.19	225	0.17			
	Total	41.86	228				

G1: Long text + Glosses, G2: Short text, G3: Long text – Glosses, G4: Mixed text

*p<0.001

However, secondary students in Korea usually read short passages in English class. The Tukey’s test results indicate that short passages used in English class are not appropriate in terms of attitude and motivation. Therefore, various kinds of longer texts need to be incorporated into the social context of English reading both in class and out of class.

2) Factor Analysis

To determine how many factors each section of the questionnaire is composed of, a factor analysis was conducted for the attitude and motivation sections. Before the factor analysis, KMO (Kaiser-Meyer-Olkin) and Bartlett tests were conducted to confirm the appropriateness of the factor analysis. The results of those tests obtained the appropriateness of factor analysis by showing that KMO value was 0.891, and the significance level was 0.000. The number of factors was decided with the eigen value greater than one and the factors were named according to the contents of the question items.

(1) Attitude

As seen in Table 11, the factor analysis extracted five factors relating to attitude: Confidence, Culture Interest, English Importance, Korean Importance, and Korean Reading Interest. The reliability of each factor extends from 0.7513 to 0.8653, placing them all within the range of acceptable reliability.

TABLE 11
Factor Analysis of Attitude Items

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Name of Factor	Reliability
15	0.809	0.123	0.069	-0.100	0.053	Confidence	.8321
16	0.802	0.109	0.116	0.079	0.108		
13	0.705	0.034	-0.130	-0.054	-0.089		
12	0.703	0.311	0.142	0.093	0.202		
5	0.696	0.283	0.237	0.044	0.101		
11	0.137	0.797	0.150	-0.001	0.009	Culture Interest	.7513
9	0.254	0.732	0.211	0.075	-0.079		
8	0.130	0.654	0.145	-0.095	0.102		
10	0.187	0.646	0.175	0.237	-0.068		
7	-0.036	0.038	0.839	0.011	0.052	English Importance	.8607
6	0.170	0.284	0.754	0.086	-0.014		
18	0.069	0.280	0.712	0.188	-0.047		
14	0.203	0.220	0.511	0.277	-0.064		
3	-0.044	-0.016	0.171	0.890	0.128	Korean Importance	.8635
2	0.025	0.073	0.117	0.870	0.179		
1	0.051	0.022	0.018	0.141	0.899	Korean Reading Interest	.7834
4	0.156	-0.027	-0.057	0.130	0.862		

(2) Motivation

Factor analysis of the motivation section extracted four factors: English Reading Importance, Dislike of English, English Reading Experience, and English Interest. The reliability of the four factors ranged from 0.7734 to 0.8816, meaning that each factor scored over the minimum reliability level of .7.

TABLE 12
Factor Analysis of Motivation Items

Item	Factor 1	Factor 2	Factor 3	Factor 4	Name of Factor	Reliability
15	0.792	0.089	-0.008	0.240	English Reading Importance	.8816
13	0.769	0.099	-0.035	0.025		
12	0.740	0.211	0.266	0.002		
14	0.704	0.046	0.028	0.406		
16	0.691	0.067	-0.108	0.321		
11	0.683	0.353	0.198	-0.121		
10	0.678	0.281	0.308	0.057		
9	0.633	0.070	-0.121	-0.011		
6	0.234	0.732	0.311	0.091		
1	0.118	0.690	0.137	0.323		
5	0.173	0.682	0.130	0.270		
8	0.114	0.670	0.282	0.223		
17	0.421	0.484	-0.148	-0.067		
21	0.068	0.130	0.795	0.062	English Reading Experience	.7958
20	-0.018	0.247	0.734	0.051		
19	0.070	0.128	0.660	0.436		
18	0.157	0.187	0.621	0.494		
2	-0.063	0.051	0.578	0.073		
7	0.147	0.277	0.104	0.731	English Interest	.7734
4	0.072	0.231	0.309	0.668		
3	0.171	0.545	0.223	0.575		

(3) Comparison of Difference in Each Factor

According to Table 13, the four factors in the attitude questionnaire and two factors in the motivation questionnaire showed considerable changes through extensive reading. Based on the results dealing with attitude toward English reading, students became more confident (Factor 1), became more interested in culture (Factor 2), and valued English more (Factor 3). At the same time, they became less interested in Korean reading (Factor 5). Interestingly, there is a conflicting result concerning the Korean language: Korean Importance (Factor 4) had no significant change, while Korean Reading Importance (Factor 5) showed a considerable change after extensive reading. It can be argued that there

was no change in Factor 4 because extensive reading is not directly related to Korean. On the other hand, extensive reading focuses on meaning and storyline, and usually emphasizes the general understanding for fun, which is similar to L1 reading, Korean reading. Therefore, it can be assumed that students realize the similarity between extensive English reading and Korean reading.

As far as motivation for English reading is concerned, two factors showed statistical changes: Dislike of English (Factor 2) and English Interest (Factor 4). The students' dislike of English decreased, and at the same time their interest in English increased by the end of the study. As they were exposed to English texts on a regular basis, the students grew to be much more familiar with English.

Why do two factors, English Reading Importance and English Reading Experience (Factors 1 and 3), show no changes? As for English Reading Importance, students were likely to fully recognize the importance of English reading even before the extensive reading, so it seems there was no change in the thought of English Reading Importance after the semester. Also, the items in Factor 3, English Reading Experience, are related to past experience and unaffected by extensive reading.

TABLE 13
T-test of Difference between Pre- and Post-Questionnaire

Item	Factor	Name	MD	SD	t	df	p
Attitude	Factor 1	Confidence	0.131	0.701	2.832**	228	0.005
	Factor 2	Culture Interest	0.129	0.915	2.129*	228	0.034
	Factor 3	English Importance	0.084	0.534	2.376*	228	0.018
	Factor 4	Korean Importance	0.017	0.756	0.349	228	0.727
	Factor 5	Korean Reading Interest	-0.207	0.908	-3.458**	228	0.001
Motivation	Factor 1	English Reading Importance	0.072	0.665	1.635	228	0.103
	Factor 2	Dislike of English	0.259	0.734	5.341***	228	0.000
	Factor 3	English Reading Experience	0.031	0.727	0.655	228	0.513
	Factor 4	English Interest	0.231	0.771	4.545***	228	0.000

*p<0.05, **p<0.01, ***p<0.001

V. CONCLUSION AND PEDAGOGICAL IMPLICATIONS

This paper proposed four research questions to explore the effects of different types of extensive reading material on reading amount, students' attitude towards reading, and motivation to read English books. To address the first two research questions, it analyzed

the tendency of the reading amount over 15 extensive reading sessions and compared the mean scores of words read per minute between the groups. For the third question, the comparison of pre- and post-questionnaires identified the effects on students' attitude and motivation for reading English books. Responding to the fourth question, factor analysis was conducted, and then a t-test was analyzed to find the effects of different text types on each factor. The major findings based on the results of the study are as follows.

First, the amount of reading over the extensive reading period steadily increased in all groups regardless of reading material used. This is consistent with the results of the previous studies reviewed. One possible explanation may be the way students have conducted extensive reading. During extensive reading, students were guided to focus on the meaning of the story by guessing the meanings of unknown words. The emphasis on meaning might make students engage in reading itself rather than solving reading comprehension problems.

Second, as far as the mean score of reading words per minute is concerned, the results of ANOVA reveal that the group using long texts with Korean glosses showed a significant difference among the four groups. One reason for the differences in reading amount among the groups may be due to the length of the materials. When students read longer texts, they can read quickly and easily follow the storyline as compared to short texts. Another explanation can come from the Korean glosses given in the texts. Therefore, the length and glosses can be identified as two factors that increase the mean of words read per minute.

Third, through extensive reading, participants showed a more positive attitude towards English reading and increased their motivation to read English books. As mentioned in the literature review, extensive reading is called pleasure reading. In that sense, students seemed to enjoy reading more than analyzing texts, translating them into Korean, or solving comprehension problems. It can be inferred that because they enjoy reading, students might have changed their attitude and increased motivation.

In the comparison between groups, the three groups of students except the group reading short texts demonstrated considerable changes in attitude and motivation. This indicates that long texts and a mixture of various kinds need to be integrated in increasing students' attitude and motivation, considering that current reading materials in secondary schools are usually limited to short texts.

Lastly, the result of the factor analysis revealed five factors relating to student attitude and four factors to student motivation. The first five factors are named Confidence, Culture Interest, English Importance, Korean Importance, and Korean Reading Interest, while the last four factors are English Reading Importance, Dislike of English, English Reading Experience, and English Interest. After extensive reading, students showed considerable changes in six of nine factors. In other words, extensive reading was effective in promoting confidence in English reading and interest in English-speaking culture and Korean reading.

In summary, this study proved that the length of reading materials and the glossary supply affected reading amount, attitude, and motivation.

Based on the conclusions, several pedagogical recommendations for extensive reading in secondary school classrooms in a Korean EFL context can be made. First, researchers and teachers need to incorporate extensive reading into the regular English reading classes of all grades, as noted when Rosszell (2000) argues that extensive reading can be applicable to every level of student. Lack of reading practice in Korean secondary schools might have caused students to read less fluently. However, this study showed that extensive reading could increase the reading amount, as well as students' attitude and motivation. Therefore, the findings from the present study imply that extensive reading supplied with different types of reading materials could be a useful means to help EFL learners to read more and to improve their attitude and motivation in various ways.

Second, longer texts with Korean glosses in extensive reading will be effective to increase reading amount. Struggling readers as well as beginner readers in secondary schools can easily start English reading with the help of Korean glosses. Even students with a low-level reading ability can keep reading without feeling frustrated by difficult vocabulary. When students have successful experiences in reading, they can be comfortable and better enjoy it.

Third, in terms of attitude and motivation, two types of long texts and a mixture of three types proved to be effective in the extensive reading of high school students. When considering that most textbooks and reference books used during English classes are short texts, this finding indicates that various reading materials need to be included in reading instruction.

Even though the data in this study reveal meaningful findings about English reading materials in the Korean high school context, this study also is limited in some ways. Despite the increased reading speed over the sessions, students were still seen to be struggling with English reading. In a previous study by Shin and Ahn (2005), the comprehension level of the same participants in the extensive reading activity was very low. Since reading speed does not necessarily reflect reading comprehension, the relationship between reading speed and reading comprehension needs to be explored further.

In addition, although students showed more positive attitudes toward and greater motivation for English reading after one semester, a single semester-long experiment is not enough to confirm the effectiveness of different types of reading materials. Long-term studies of various periods should therefore be designed. Also, extensive reading procedures need to be applied to participants in various grades. Finally, further research is needed to incorporate qualitative methods, such as observations and interviews, to address the more detailed changes in students from the effects of extensive reading. Conducting in-depth research that overcomes these limitations would make a substantial contribution to the

instruction of English reading in Korean secondary schools.

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APPENDIX

Attitude/Motivation Questionnaire

• English Reading and Attitude

The following are questions about how you feel about English reading. Please check your thoughts using the five scales below.

<①: Strongly Disagree ②: Disagree ③: Average ④: Agree ⑤: Strongly Agree>

Item	Question	Response
1	I like Korean reading.	① ② ③ ④ ⑤
2	It is important to read Korean.	① ② ③ ④ ⑤
3	Reading a lot of Korean is necessary.	① ② ③ ④ ⑤
4	I read Korean books a lot.	① ② ③ ④ ⑤
5	I like English class.	① ② ③ ④ ⑤
6	It is important to study English hard.	① ② ③ ④ ⑤
7	A good command of English is advantageous for university or employment.	① ② ③ ④ ⑤
8	I am pessimistic about learning English.	① ② ③ ④ ⑤
9	I am interested in English-speaking culture.	① ② ③ ④ ⑤
10	I want to go to English-speaking countries.	① ② ③ ④ ⑤
11	I feel unfamiliar with English-speaking culture.	① ② ③ ④ ⑤
12	It is fun to read English.	① ② ③ ④ ⑤
13	English reading is difficult.	① ② ③ ④ ⑤
14	Reading a lot of English is necessary.	① ② ③ ④ ⑤
15	I am confident in English reading.	① ② ③ ④ ⑤
16	I do a lot of English reading.	① ② ③ ④ ⑤
17	I easily find English books to read.	① ② ③ ④ ⑤
18	It is important to read English.	① ② ③ ④ ⑤
19	I want to read English better.	① ② ③ ④ ⑤

• English Reading and Motivation

The following are questions about your motivation toward English reading. Please check your

thoughts using the five scales below.

<①: Strongly Disagree ②: Disagree ③: Average ④: Agree ⑤: Strongly Agree>

Item	Question	Response
1	I am engaged in English reading if it is fun.	① ② ③ ④ ⑤
2	I feel depressed when reading long and difficult texts in English.	① ② ③ ④ ⑤
3	It is fun to read English.	① ② ③ ④ ⑤
4	I enjoy reading a difficult text in English.	① ② ③ ④ ⑤
5	I don't want to read English even if it is fun.	① ② ③ ④ ⑤
6	I don't want to read English except for homework or assignments.	① ② ③ ④ ⑤
7	I tend to be engaged in English reading.	① ② ③ ④ ⑤
8	It is painful to read English.	① ② ③ ④ ⑤
9	English reading is important later on for attending university.	① ② ③ ④ ⑤
10	I want to better understand English-speaking culture or other ways of life.	① ② ③ ④ ⑤
11	I want to read texts in English by improving my English reading ability.	① ② ③ ④ ⑤
12	I want to know various opinions in the world through English reading.	① ② ③ ④ ⑤
13	To improve English reading ability is important in the age of globalization.	① ② ③ ④ ⑤
14	To improve English reading ability is beneficial for my personal growth.	① ② ③ ④ ⑤
15	To improve English reading enables me to broaden my worldview.	① ② ③ ④ ⑤
16	To read English makes me knowledgeable.	① ② ③ ④ ⑤
17	It is waste of time to improve English reading.	① ② ③ ④ ⑤
18	I am good at English reading.	① ② ③ ④ ⑤
19	I liked English reading during middle school.	① ② ③ ④ ⑤
20	I am not confident in English reading.	① ② ③ ④ ⑤
21	I didn't do well in English reading.	① ② ③ ④ ⑤

Application level: secondary education

Key words: extensive reading, reading amount, attitude, motivation

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Received in November, 2005

Reviewed in December, 2005

Revised version received in February, 2006