Extensive Reading in a Formal English Reading Class

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This paper examines the feasibility of an extensive reading approach as a way of teaching English reading into a formal English reading course. To this end, the study selected one of the eight English reading classes in the Korea Air Force Academy (KAFA) and tried to examine the students’ reading behaviors and their perceptions of extensive reading. The impacts of extensive reading on the development of English reading ability were also examined. The results of the students’ reading behaviors showed that they read a great deal of English books inside and outside the classroom. The analysis of the students’ perceptions indicated that their interests and confidence in reading English books increased to some extent. Their perceptions of the graded readers were also positive. Most of the students were willing to read more English books after the course. However, they mentioned a need for revision in the evaluation method. The results of three reading tests revealed that their reading abilities in English improved. The results of the present study indicate that an extensive reading approach could be incorporated into a formal college-level English reading course effectively.

1. INTRODUCTION

With the growing popularity of communicative language teaching in the field of second or foreign language teaching, the importance of English reading ability has received less attention. As Grabe (1986) pointed out, however, English reading ability may be one of the most important language skills for academic success since it provides learners with critical skills that are necessary in academic contexts. Even though Grabe focused on language learners in the English as a Second Language (ESL) setting, the same assertion applies to the English as a Foreign Language (EFL) context. English learners in EFL settings need to develop English reading ability because a majority of information is available in English including many textbooks in higher education. Moreover, in EFL contexts, where there are
relatively few chances to be exposed to spoken language, the text input can be a great resource for language learning.

Even though English reading ability is one of the important language skills and English reading has been the main classroom activity in Korea, its importance has been underestimated due to the rise of communicative language teaching and the negative effects of English reading instruction resulted from the emphasis on intensive reading. According to Jeongsoo Joh and Seonghee Choi (2001) and Soyoung Lee (2001), teaching English reading has been practiced by teacher-centered and translation-focused instruction in both middle and high schools in Korea. Oryang Kwon (1995) also indicates that grammar-translation method of language teaching has played a major role in English classrooms both in secondary and higher education. He continues that the grammar translation-centered English reading activity is the main obstacle for the development of reading ability. Oryang Kwon (1994) and Heshim Song (1998) point out that College Scholastic Ability Test (CSAT) contributed to a change in teaching and learning English reading in high schools because CSAT pays more attention to reading fluency minimizing grammar related questions. However, although CSAT affected English reading instruction in high schools, its influence has not been strong since the traditional way of English reading instruction is still being practiced in many colleges (Heshim Song, 2000). It is unlikely that English learners can become fluent second language readers under such circumstances.

The situation is not different in the Korea Air Force Academy (KAFA), which was the research site for the present study. The present study was motivated by the recognition of the importance of English reading ability and the identification of the problems in the current practice of English reading instruction in the KAFA, where an intensive reading approach has been used for a long time. The preliminary survey and the experience of the researcher of the present study as an English instructor showed that the students at the KAFA had low interest in the English reading courses. They were not very helpful for the development of English reading abilities of the students. Features of intensive reading approach such as the use of difficult and uninteresting textbooks, grammar-translation method of teaching reading and the vocabulary and grammar centered assessment were considered the main problems. Therefore, the present study attempted to look for an alternative approach to English reading instruction that could replace the existing one.

The current view that is commonly found in both first and second or foreign language reading considers reading as not only a text-driven activity but also a reader-driven activity (Carrell, 1988; Eskey, 1988; Grabe, 1991; Grabe & Stoller, 2001). This so called “interactive model of reading” suggests that students needs both bottom-up (decoding) and top-down skills (interpretation) to become fluent second or foreign language readers. Thus, an intensive reading approach which deemphasizes the role of readers in the reading
process and focuses on the detailed analysis of structure and translation-focused reading activity can not provide students with opportunities to become fluent second or foreign language readers.

In contrast, an extensive reading approach which allows second or foreign language learners to read a large quantity of texts for pleasure and information can help them become fluent readers (Day & Bamford, 1998; Krashen, 2004). It differs from an intensive reading approach in many ways. For example, extensive reading encourages students to participate in reading more actively. Reading is an individual activity, and thus students are allowed to read what they want to read at their own paces. Most importantly, they can do a great amount of reading through extensive reading, which can help them become fluent readers.

Based on the theoretical background and sufficient empirical evidence on the effects of extensive reading on language learning, extensive reading was regarded as a possible solution to the problems identified in the current English reading instruction. Most studies, however, have used extensive reading as a small part of regular classes or as an extra-curricular activity (Day & Bamford, 1998). In addition, there have been only a few qualitative studies which attempted to reveal the process of reading through extensive reading (Leung, 2003). With an attempt to incorporate extensive reading into a formal language classroom as an independent course, the present study wanted to investigate how well students adjust to the alternative approach and what they think of the approach as a way of learning to read in English. The impacts of extensive reading on the development of reading ability were also considered important. Thus, the main concern of the study was to investigate the feasibility of the use of extensive reading in a formal college-level English reading class. Thus, three main research questions were set up as follows:

1. What are the students’ reading behaviors in the course of extensive reading in terms of the amount of reading, the time for reading, and reasons for reading?
2. What are the students’ perceptions of extensive reading?
3. What are the impacts of extensive reading on the development of English reading abilities?

II. LITERATURE REVIEW

Definition of extensive reading can be found in literature. For example, Susser and Robb (1990) explain that extensive reading is a way of reading a large quantity of books or longer texts pleasurably with the purpose of general understanding. They also comment that students read self-selected books individually in an extensive reading approach and
there are rarely follow-up discussions after the reading in the classroom. In this way, extensive reading can be viewed as an approach that is intended to help students to develop a good reading habit, to build up knowledge of vocabulary and grammatical features, and to persuade students to have positive reading attitudes (Richards & Schmidt, 2002). Concerning the language level of reading materials, Day and Bamford (1998) suggest that reading materials should be within students’ language level in terms of vocabulary and structure. In short, extensive reading means reading a large amount of easy books for pleasure and information.

One of the guidelines for second language reading instruction suggested by Grabe (1991) indicates some of the benefits of extensive reading. Grabe claims that students learn to read by extensive reading because it helps students build vocabulary and grammatical knowledge, develop automaticity, increase background knowledge, improve reading comprehension skills and foster confidence and motivation in reading.

Some of those benefits have been empirically confirmed by a number of studies. As a result, the need for extensive reading has been emphasized in many articles. Some research have confirmed that extensive reading is helpful for the development of reading comprehension (Bell, 2001; Dupuy, 1997; Hitosugi & Day, 2004; Lai, 1993; Leung, 2002; Lituanas, Jacobs & Renandya, 1999; Mason & Krashen, 1997; Robb & Susser, 1989; Tudor & Hafiz, 1989). Others have focused on affective aspects such as reading attitude and motivation in second language reading (Asraf & Ahmad, 2003; Dupuy, 1997; McQuillan, 1994; Tse, 1996). They have shown that learners felt that extensive reading was more pleasurable than skill-based reading instruction.

Fluency development through a great deal of comprehensible input has also been supported (Bell, 2001; Lai, 1993; Lao & Krashen, 2000; Robb & Susser, 1989). Those studies have shown that the students’ reading speed increased through extensive reading. There have been a few studies which have failed to show the positive role of extensive reading in terms of expanding vocabulary knowledge. However, many studies have reported that extensive reading plays an important role in the development of vocabulary (Cho & Krashen, 1994; Day, Omura & Hiramatsu, 1991; Horst, Cobb & Meara, 1998; Lao & Krashen, 2000; Leung, 2002; Pigada & Schmidt, 2006; Pitts, White, & Krashen, 1989; Rott, 1999; Waring & Takaki, 2003). There are also studies of the positive impact of extensive reading on L2 writing ability (Constantino, 1995; Hafiz & Tudor, 1990; Lai, 1993; Mason & Krashen, 1997; Robb & Susser, 1989; Tudor & Hafiz, 1989).

Thus, it can be said that extensive reading plays a critical role in the development of reading ability in addition to other language skills. After a comprehensive review of studies which focus on the role of reading on language learning, Krashen (2004) proposed the Reading Hypothesis which claims that reading for meaning by voluntary readers develops skills in reading comprehension, writing, vocabulary, spelling and grammar.
As shown in the positive results of various studies dealing with extensive reading, an extensive reading approach in second or foreign language reading instruction should be considered as an alternative to the intensive reading approach. Then, how to incorporate an extensive reading approach into a formal college-level English reading course needs to be determined.

Day and Bamford (1998) suggest that there can be mainly four ways of using extensive reading in second language reading instruction. The first option is to set up an independent extensive reading course. In this case, the whole class time is to be devoted to self-selected reading alone. If this option is possible, the original intention of extensive reading is realized in a second language reading classroom and a significant language input is provided to students. Unfortunately, however, a truly independent extensive reading course has never been used in formal educational settings or research contexts (Day, 2006).

The second option is to use extensive reading as part of an existing reading course. A certain amount of class time can be allotted for extensive reading and a certain amount of reading homework can be assigned according to circumstances. Since some class time is to be used for extensive reading, the amount of reading done can be calculated for credit.

The third option to incorporate extensive reading into the curriculum is to use extensive reading as a part of an existing reading course without extra credit. Students can be encouraged to read books outside the classroom according to their interests, but extensive reading is not a requirement for grade. When this option is chosen and the amount of reading is not to be counted as credit, it is hard to encourage students to read.

The final option can take the form of an extra-curricular activity. Similar to the third option, extensive reading is not connected to the required course in the curriculum. This type of extensive reading largely depends on the interests of the participants. It usually takes place out of class time. Summer reading camp using extensive reading is a good example of an extra-curricular activity.

Even though Day and Bamford (1998) roughly categorize extensive reading into four different types, most studies dealing with extensive reading have used it in two distinct ways. One way is to position extensive reading as a main part of the curriculum or program, even though it is not a formal second language reading course. In fact, there have been studies where the whole program was devoted to reading alone (e.g. Cho & Krashen, 1994, Contantino, Lee, Cho & Krashen, 1997; Elley, 1991; Horst, Cobb & Meara, 1998; Kim, H & Krashen, 1997; Lai, 1993; Tudor & Hafiz, 1989; Walker, 1997; Waring & Takaki, 2003). However, they were not regular second language reading courses, but took the form of a special reading program such as a summer reading program, a small group of voluntary readers, an intensive ESL program or a group of learner who were selected for the research. Therefore, there was no need for students to worry about their grades unlike a formal second language reading course.
Another way is to use extensive reading as a supplementary activity in a second language reading course. In this case, part of the reading course is to be allotted for extensive reading and other activities such as grammar instruction and language practice are provided (e.g. Constantino, 1994, 1995; Cunningham, 1991; Dupuy, 1997; Hafiz & Tudor; 1990; Kitao, Yamamoto, Kitao & Shimatani, 1990; Lao & Krashen, 2000; Tse, 1996). When extensive reading is used as a part of the language course, there can be doubts that extensive reading alone affected students’ reading abilities or other language skills. Other factors such as direct instruction of vocabulary or grammar and language practice may contribute to the development of reading ability.

A review of the research dealing with extensive reading shows that extensive reading as an independent, separate course has rarely been used in formal language classroom settings. Most of the studies have treated extensive reading either as an extra-curriculum activity or a part of a language course. Considering the assumption behind extensive reading that the more students read, the better they read, the use of extensive reading as a main part of an English reading instruction can provide students with the best opportunity to read more and help them become fluent English readers. In addition, whether or not extensive reading alone has a positive influence on the development of English reading ability can be investigated when it is used as a main part of the classroom. Thus, the present study is to include extensive reading as an independent, stand-alone type in an English reading course.

### III. DESCRIPTION OF THE STUDY

#### 1. Participants

The present study selected one of the eight English Reading classes as an experimental class, which was comprised of 17 students in their third year in the KAFA. An extensive reading approach as a main classroom activity was conducted for this group. The other seven classes were conducted with an intensive reading approach and three other instructors taught those classes. One of the seven intensive reading classes, which consisted of 22 students, was selected to compare the impacts of intensive reading and extensive reading on the English reading abilities of students. The two groups, an extensive reading group and an intensive reading group, were randomly selected and the results of three reading tests, which were taken at the first class, showed that the two groups were almost homogeneous in terms of the students’ their English reading abilities.

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1 The results of pre- and post-reading tests are discussed in students’ reading performance.
According to the requirements of the curriculum, the students who took the English Reading course at the time of the present study had already taken two English reading courses which were conducted with an intensive reading approach. They had little English reading experiences except for the reading of the textbooks during the two previous English reading courses and some short passages for the preparation of English tests like TOEIC. Therefore, they did not have any chance to read more than two or three pages of English text at a time.

2. Procedures

The present research was conducted for one academic semester consisting of 19 weeks. However, only 12 weeks were available for students’ individual reading in the extensive reading class due to two exams, the midterm and final, and the three classes which were cancelled because of the events of the Academy. In addition, the first and the last week of the course were used for the orientation of the course and the data collection for the study. Since each class period was 45 minutes long and there were two class periods each week, the total hours of the course for 12 weeks were 18 hours (1,080 minutes). Thus, the class hours were not sufficient for extensive reading and the students had to make use of their time outside the classroom.

For the seven intensive reading classes, one textbook was selected. The Instructors started each chapter with a brief introduction of the vocabulary and explained the main passage for each chapter through translating each sentence by analyzing the structures and interpreting difficult words. The classes focused mainly on the reading passages and covered only seven chapters during the semester. As a result, students had to read only about 21 pages during the course since each chapter contained about 3 pages of reading. There was no assignment for the classes. Students were asked to read the passages before the class and to review what they had learned.

For an extensive reading class, most of the class time was devoted to self-select free reading and there were no follow-up activities except for a short summary of what the students had read in order to give them as many chances as possible to read extensively and have them experience the nature of extensive reading fully. In this way, extensive reading was the main part of the English reading course in a formal language curriculum.

One of the instructor’s roles in an extensive reading program is to act as a role model as a reader (Day & Bamford, 1998). The researcher also read books in the classroom to show students the value of reading, to demonstrate what it means to be a reader, and to make a positive and comfortable reading environment. The researcher was also available to provide an individual reading instruction whenever the students had questions.

In order for an extensive reading program to be successful, it is essential to explain the
benefits and the detailed procedure of extensive reading to students (Day & Bamford, 1998, 2000; McQuillan & Tse, 1998; Tse, 1996). It is especially necessary for the students who have read intensively and have no experience of extensive reading. For this reason, an hour-long orientation explaining the concept, procedure, and possible benefits of extensive reading was conducted in the first class.

For the reading materials in the extensive reading class, graded readers were chosen. Graded readers are books written for second or foreign language learners, and thus, are graded on the basis of controlled vocabulary or set of grammatical structures (Richards & Schmidt, 2002). They provide a variety of reading materials on various topics. Three series of graded readers were used for the course: Cambridge English Readers, Oxford Bookworms Library and Oxford Bookworms Factfiles. While Cambridge English Readers are originally written for English learners, Oxford Bookworms Library is mixed with original novels and retold stories. On the other hand, Oxford Bookworms Factfiles provide a wide range of nonfictions such as books about travel, people, famous cities and current issues. The total number of the books from the three series was 235. Each series contains six levels from level one to six. The researcher provided the reading materials for the students in the classroom and they checked out the books they wanted to read inside and outside the classroom.

The reading level of each student was determined from vocabulary test and was confirmed with preliminary reading of some sample pages from the reading materials. The results of the two reading level tests showed that 13 students belonged to level 3, and 4 students to level 4 or above. However, the students were not forced to read books at the pre-determined level. Instead, it was suggested that they could read any books from the provided reading materials and could even bring books from outside the class regardless of their reading levels.

There were two tests for the course: the midterm and final exams. The students in seven intensive reading classes took the exams which were composed of vocabulary, grammar, translation, and comprehension questions based on the text used. The midterm and final exams were not given to the students in the extensive reading class. As for the midterm exam, the scores were given based on the number of books read by each student. However, different values were given according to the number of words, pages and books read by each student and the points in three different categories were added for the final exam. In principle, the scores were given based on the amount of reading during the class and were adjusted to the means of scores in seven intensive reading classes.

3. Data Collection and Analysis

Both quantitative and qualitative data collection methods were used to investigate the
students’ English reading experiences through extensive reading.

1) Reading Records

Students were asked to make a reading record for each book when they finished reading. This method provided the necessary information concerning what they read, the amount of reading they did for a week and for the whole course, how much time they devoted to their reading, whether the books they read were interesting or not, whether the books they read were difficult or not, and what they thought about extensive reading as the main part of a formal English reading class. See Appendix A for the form of the reading record used in the present study.

2) Interviews

Two individual interviews were conducted to investigate the students’ reading behavior and their perceptions of extensive reading. The first interview was carried out before the midterm exam, which was one and a half month after the beginning of the course. The second one took place before the final exam. Students were asked about their reading experiences during the course. The type of interview used in the present study was a semi-structured one. A general idea of asking students of their reading behaviors and perception of extensive reading was the main focus; a list of predetermined questions was not prepared for the interviews.

3) Reaction Papers

Students were required to submit two reaction papers about their experiences and opinions about extensive reading in the course: one after the midterm exam and the other one after the final exam. It was hoped that the reaction papers might give students more chances to reflect on their reading experiences during the course. There was not a predetermined form of reaction papers and the students were allowed to describe whatever they wanted based on their reading experiences, perceptions of extensive reading and opinions for further directions.

4) Course Evaluation Questionnaire

A course evaluation questionnaire was given at the end of the course to see how the students thought of the course. There were questions about their likes/dislikes of the course in terms of the use of extensive reading approach, the impact of extensive reading on their
English reading abilities, their interests and confidence in English reading, the evaluation method and their willingness to read in English after the course. See Appendix B for the course evaluation questionnaire used in the study.

5) Reading Tests

Reading speed test, recall test, and cloze test were implemented to investigate the impacts of extensive reading on the English reading abilities of students. Pre- and post-tests were administered and compared in the extensive reading class and in the intensive reading class. Pre-tests were given at the first class of the course and post-tests were taken at the last class. The test materials for the pre- and post-tests were same for each reading test and were extracted from two books of the graded readers, which were not provided for the students. The researcher administered the tests for the extensive reading class and the instructor who taught the intensive reading class was asked to administer the tests for the class.

(1) Reading Speed Test

One of the goals of this course was to help students develop reading fluency. In order to see their fluency development in English reading, a reading speed test was conducted before and after the course. A copy of the first two pages from the novel *Lord Jim* by Joseph Conrad, which was retold by Clare West in 2000, was given to each student and they were asked to read as comfortably as possible. The reading passage contained 472 words except for the title of the book and chapter. After two minutes, the researcher told them to stop reading and to check where they finished. See Appendix C for the passage used for the reading speed test.

The same test was given to one of the seven English Reading classes which were conducted with an intensive reading approach. The results of the pre-test and the post-test were compared.

(2) Recall Test

As mentioned above, the reading speed test was conducted to see whether extensive reading had a positive influence on reading fluency development. However, the development of reading fluency cannot be determined solely by the reading speed test. There were chances that students read quickly without understanding what the passage was about. For this reason, a recall test was given to students at the same time in order to assess how well they understood the passage.
The same passage which was used for the reading speed test was given for the recall protocol. After checking where they finished, students were asked to write down whatever they could remember from the passage in Korean2. The scoring system used in this study was adopted from Johnson’s (1970) simple propositional analysis (cited in Berndhardt, 1991). Every proposition in the given text was checked by two native speakers of English and 164 propositions were found. Each proposition was counted as one point. See Appendix C for the propositions for recall protocol.

As in the reading speed test, the results of the pre- and the post-tests were compared in the extensive reading group. The same test was given to one of the intensive reading classes to see the differences between the pre- and the post-tests.

(3) Cloze Test

Cloze tests were administered to assess the impact of extensive reading on reading ability and English language proficiency. A reading passage, which was the first part of the novel that contained 457 words, was selected from The Three Strangers and Other Stories by Thomas Hardy, which was retold by Clare West in 2003. The first paragraph was left intact to help students to understand the context. Then, every tenth word was deleted and the blank spaces were underlined. There were 40 blanks in total and each blank was worth 2.5 points. Partial score was given when a student gave a proper word but if the form of the word was incorrect. For example, when a student gave love instead of the correct form loved, 1.25 points were given. A number in parentheses was inserted at the beginning of each blank. In order to check whether there are other possible answers in the context, the researcher showed the prepared cloze test form to two native English readers and asked them to insert all possible words that are suitable for each blank. Then, words that are acceptable in the context were scored correctly. See Appendix D for the cloze test form used in the study.

The test was administered both at the beginning and the end of the course. Students were told that they needed to fill in each blank with one word and they were allowed 20 minutes to complete the test. Pre- and post-tests from the extensive reading group and the intensive reading group were compared to examine the difference in the groups’ performances.

2 Alderson (2000) suggested that students should use their first language in a recall test. Otherwise a recall test can be a writing test as well as reading test.
IV. RESULTS AND DISCUSSION

1. Students’ Reading Behaviors

1) Amount of Reading Done by Students

One of the most important issues in studies related to extensive reading is how much reading can be acknowledged as extensive (Robb & Susser, 1989). In other words, prior to discussing the results of such studies, it is much more crucial to examine the amount of reading actually done by the participants.

Students kept records concerning the number of books, words and pages that they read during the course through reading records and they submitted reading records weekly to the researcher. The medians of books, pages and words read by students were about 19, 1,023 and 211,700. The ranges were 19 books from 10 to 29, about 1,047 pages from 419 to 1,466 and about 262,200 words from 78,800 to 341,000.

The amount of reading done by students in the present study can be compared with the amounts of reading in other extensive reading programs. For example, Mason (2003) reports that freshmen in college in Japan read about 2,300 pages (about 770 pages for per semester) for three semesters. The average number of pages in the present study was 1,023, about 250 pages more than those in Mason’s study.

Another study which examined the effects of extensive reading on the motivation of Japanese high school students reports the number of words read by students in three academic years (Atsuko, 2003). In that study, the average number of words per year was about 71,653 and the number was much smaller than the average number of words, about 211,700 per semester in the present study. However, it should be pointed out that the participants in Atsuko’s study were high school students and extensive reading was mainly carried out outside of the classroom.

The comparison of the reading amount in the present study and those in other extensive reading programs indicates that the students in the present study did a great deal of reading during one semester.

2) Amount of Time for Reading

The large amount of reading done by the students during the course can be explained by the amount of time students devoted to reading. As mentioned above, the course was held once a week, every Tuesday for 90 minutes. The class was conducted 14 times, but the first and last week were used to collect data for this study such as three reading tests and a survey. Therefore, the maximum reading time available inside the classroom for the
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students was 1,080 minutes (about 18 hours). However, the actual reading time inside the classroom differed according to the students because they spent some time on selecting books and writing a reading record. Thus, most of the reading was carried out outside the classroom. Students kept records concerning the reading time for each book. The hours devoted to reading during the course ranged from about 26 to 108 with an average of 61.5 hours. Thus, the amount of reading time varied greatly across students. Considering that the available class time was only about 18 hours, it can be said that most of the reading was accomplished outside the classroom. In addition, given that the students in other English reading classes studied English only in classrooms and rarely read the textbook outside the classroom, the students in the extensive reading class devoted a great deal of time to English reading.

3) Reasons for Reading

Although the course that used an extensive reading approach provided students with more chances to be exposed to the English language through reading a large amount of English books inside and outside the classroom, the main reasons for reading were related to instrumental motivations such as responsibility and grade. It means that what the students really did during the course was ‘the required reading for pleasure,’ as Helgesen (1997) points out. They had to read what was assigned to them or more since it was the course they had to take, and they wanted to earn good scores based on what they read during the course. This kind of reading behavior was strengthened after midterm exam. After they realized that their scores were based on what they read entirely and their reading was compared with other students’, a reading competition among students became prominent. The following statements from the students illustrate the reasons for reading English books during the course.

(1) Although I liked reading what I wanted to read, the desire for good grade was stronger (Student A, a reaction paper).
(2) Reading English books is interesting. However, I tried to read as many books as possible because of a sense of burden toward grade (Student G, a reaction paper).

As such, it seems appropriate to say that the main reasons for reading English books

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3 The data was obtained from the interviews, the reading records and the reaction papers. Students’ original comments were given in Korean and were translated into English by the researcher.

4 In the present study, students are represented by English capital letter in the alphabetic order of their Korean names.
during the course were responsibility and grade. Interest in reading English books might have been the result of such a reading behavior. When they had enough time to read and when they found interesting books, reading English books could have been an interesting experience for them.

2. Students’ Perceptions of the Use of Extensive Reading in an English Reading Class

1) Perceptions of Interest in Reading English Books

As discussed above, the main reasons for reading during the course were the students’ responsibility for the course and the grades that they wanted to earn. It does not, however, mean that the students in the course did not have any interest in reading English books at all. The analysis of the data obtained from the study clearly indicates that students might become interested in reading English books when they found interesting books and they could understand them without difficulties.

Students reported that the extensive reading approach was fresh in that it considered individual differences in terms of reading ability and interest. Students enjoyed reading the materials they had chosen. Even though all of the reading materials might not have covered all of the students’ personal preferences, many of them seemed to have kept the students interested. When they found really interesting books, reading English books became interesting. Moreover, they were able to understand English books without difficulties because graded readers were leveled by vocabulary and grammar and the students were encouraged to read books within their linguistic levels. The fact that they could understand English books might have led them to become interested in reading them. As such, the results of the present study show that the students could enjoy reading English books if they choose the appropriate books that are aligned with their own interest and language proficiency. The following comments from students illustrate how they felt about reading English books in terms of their interest in reading and reading comprehension during the course.

(3) I think that the fact that I could read and study what I really wanted to read made me become interested in reading English books (Student A, a reaction paper).
(4) I was interested in reading English books because I could read interesting books which were appropriate for my reading ability (Student C, a reaction paper).

Responses to the question from the course evaluation questionnaire concerning whether or not reading English books was interesting also confirmed that extensive reading was
attractive to most of the students. Most of the students said that reading English books was interesting. Eight out of seventeen students said that it was quite interesting. Only two students said it was not interesting.

Thus, the results of the study indicate that the students experienced that reading English books could be interesting if they found interesting and comprehensible books. As Johnston and Allington (1991) point out, students who become interested in reading may experience ‘flow’\(^5\). Flow experiences can be a great motive for students continue to read in English. In addition, interest in an activity is closely related to intrinsic motivation (Stipeck, 2002). Intrinsic motivation resulting from interest can lead to more active involvements in an activity.

Dornyei’s (1994) framework of L2 learning motivation also emphasizes the importance of interest that students have in language learning process. Dornyei’s model consists of three levels: language level, learner level, and learning situational level. Learning situational level that is related to various features of language learning in a classroom setting is divided into three components: course-specific motivational components, teacher-specific motivational components, and group-specific motivational components. Interest is one of the sub-components of course-specific motivational components. If students feel interested in learning tasks, they are more likely to participate in them.

Therefore, the fact that students may become interested in English reading even in a formal language classroom is important because they would read more books and learn to read pleasantly through extensive reading. Thus, an extensive reading approach has its pedagogical value in that it offers students with chances to choose what they want to read based on their interests and reading abilities instead of forcing them to read the same textbook.

2) Perceptions of Confidence in Reading English Books

When students in the study were told that they had to read as many English books as possible during the course, they showed doubts about it because they had never experienced extensive reading in English before. However, after they finished a few books for the first two or three weeks of the course, they began to feel that they could read in English by themselves. The following comments from students represent the development of confidence in English reading among students.

\(^5\) The concept ‘flow’ was first introduced by Csikszentmihalyi (1991, cited in Krashen, 2004). Flow means the state when someone is completely absorbed in an activity.
(5) I can read a book in English by myself! It’s wonderful (Student B, a reading record).
(6) Before I started reading English books I was very worried about it. But I started reading because I had to, and it was easier and more fascinating than I expected. The more I read, the more I became confident in reading in English (Student O, a reaction paper).
(7) The prominent change is that a sense of burden toward English books has decreased greatly (Student G, a reaction paper).

As Day and Bamford (1998) argue through Bookstrap Hypothesis, an initial success in English reading might have led students to build up some confidence in reading English books. It seemed to make students have positive attitudes toward English reading and motivated them to read more in English. In fact, some students said that they tried to read English newspapers or books after reading a few books from reading materials in the course. Some students also reported that they tried to read the textbooks in their majors. For them, it was a major change because they had rarely attempted to read textbooks written in English in their majors before the course. Extensive reading might have given some confidence to them in reading in English.

Responses to the question in the course evaluation questionnaire were consistent with students’ comments on the development of confidence in English reading. Most of the students said that they became confident in English reading after the course. Only three of them said that they did not have confidence in English reading yet, while fourteen students out of seventeen said they became confident to some degree.

Thus, the results of this study indicate that student could have confidence in English reading when they were provided with an environment in which they could read interesting and comprehensible books. The confidence in English reading that the students developed during the course is important because it is a great resource for them to read more in English. According to expectancy-value theories, motivation to perform a task results from two main factors: one’s expectancy of success in a given task and the value attached to success on that task (Dornyei, 2001). Thus, there are more chances that a student will engage in a task if he or she has confidence in it.

3) Perceptions of Reading Materials

In an extensive reading approach, students are encouraged to do a large amount of reading for pleasure, information, and general understanding. To this end, reading materials should be easy and interesting. In other words, content and language of reading materials must be appealing to readers, and thus, they can be motivated to read as much as possible. Providing appropriate reading materials for an extensive reading program is one
Extensive Reading in a Formal English Reading Class

of the most important factors to be considered, since reading extensively greatly depends on the values students place on the reading materials. Therefore, students’ perceptions of reading materials in terms of both the degree of interest and their value on language learning are very important.

In order to see whether the students found that the materials used in the class were interesting and whether they thought the reading materials were helpful for the development of reading ability and language learning, two questions were included in the course evaluation questionnaire. First, for the question of “I think that the reading materials were interesting,” five students said the reading materials were not interesting. However, twelve students out of seventeen reported that they were interesting enough, and three students out of twelve said they were very interesting. As for the question “I think that the reading materials were helpful for the development of English reading ability,” only two students said they were not helpful, while fifteen students out of seventeen said that they were so.

Students’ perceptions of the reading materials in terms of interest revealed that the difficulty level of books might be one of the factors determining whether or not a book was interesting. In other words, students felt that a book was interesting when they could understand it easily. Students’ comments illustrate this point:

(8) Those books that I could not understand were not interesting, and those books that I could understand well were interesting (Student G, a reaction paper).

(9) When a book was easy to understand, it was interesting (Student I, a reaction paper).

In short, the analysis of the students’ perceptions of the graded readers indicates that most of them were interesting and good for language learning. If there had been more books for the course, it would have increased the possibility for students to choose books they were interested in.

4) Perceptions of Evaluation Method

In the present study, the main principle for assessing students’ performance was based on the amount of reading done during the course. That is, the more they read the more scores they received. For the midterm exam, the scores were given according to the number of books by level regardless of the series of graded readers. Evaluation method for the final exam was modified after consulting with students because they pointed out some of the problematic areas. They complained that giving the same point regardless of the series of graded readers was unreasonable since three series differed in terms of the number of pages and total words used. Therefore, the number of books, pages and words
were all accounted for in scoring.

The analysis of students’ perceptions of the evaluation method indicates that it should be modified in order to make extensive reading as a separate English reading course more effective. More than half of the students said that the evaluation method was inappropriate. For instance, ten out of seventeen students said it was not appropriate, while seven students said that it was.

Several reasons why a few students did not think that the evaluation method was inappropriate could be found with the analysis of interviews and reactions papers. First, some of the students who said that the evaluation method was inadequate commented that they did not agree with the way they were evaluated compared to other students in the intensive reading classes. They said that if they had been one of the other intensive reading classes they could have received higher grades. They thought that their time and effort devoted to reading was underestimated. The following comments from students illustrate this point.

(10) I read lots of books compared to other students. I could have received A+ easily if I had taken one of the other classes (Student C, an interview).

(11) I think we have a disadvantage concerning the evaluation method. I could have received more scores in the other classes. Although I invested more time and effort than other students in other classes, my grade was too low compared to them. We had received similar grades in the previous English reading courses (Student E, an interview).

This kind of perception of the evaluation method resulted from the norm-reference test which the KAFA adopted. It was inevitable to assess students’ reading performance as compared with the scores of the other students under the current evaluation system. Students argued that the amount of reading should have been assessed based on the criterion set up for the course independently.

The second reason came from the careless measurement of the amount of reading. That the difference between three series of the graded readers in terms of the number of page and words used was not considered for the midterm exam made student regard the evaluation method as unreasonable. The following comments from the students illustrate this point.

(12) I think that it is a problem that the scores for fictions and non-fictions are the same. I think that it takes longer to read fictions than non-fictions (Student K, an interview).
(13) I think that there is a difference between Oxford Bookworms Library and Oxford Bookworms Factfiles in terms of level. The evaluation method does not reflect this difference (Student L, an interview).

Lastly, some of the students commented that the evaluation method did not concern individual differences in terms of reading ability. According to them, some students could read more books because they could read faster, while there were other students who could not read as many books as others. Thus, the evaluation method was said to be favorable for good English readers. The following comments from students illustrate this point.

(14) I think the evaluation method had a problem because I was compared to other students who could read faster than me (Student I, a reaction paper).
(15) I think that there was a problem in the evaluation method in that it did not consider individual differences. There were students who could read a book at level 1 or 2 within just 20 or 30 minutes, while it would take 1 hour or more for other students to read the same book. Those who thought they spend a lot of time on reading were disappointed with their grades and de-motivated to read more (Student M, a reaction paper).

In short, the interpretation of the students’ perceptions of the evaluation method indicates that the evaluation method used in this study was not appropriate for several reasons. It also implies that the students had a strong instrumental motivation to read English books during the course. Providing an environment in which students could read what they wanted to read in a formal college-level English reading classroom did not lead students to read English books intrinsically; reading for self-reward or satisfaction. Related to this point, Stipek (1996) emphasizes the importance of classroom-specific motivation. For example, the nature of tasks, the evaluation method, the degree of autonomy students have and a number of other factors in a classroom determine students’ motivation to participate in the learning process.

5) Willingness to Read After the Course

No one can expect that students will be able to become fluent readers after participating in just one semester of the extensive reading course. One of the purposes of an extensive reading approach in second or foreign language reading instruction is to help students to form an English reading habit (Richards & Schmidt, 2002). Therefore, an extensive reading program can be assessed as successful if the participants become inclined to read English books voluntarily after the course.
The analysis of the data indicates that most of the students had willingness to read English books or other materials after the course. The main reason that they wanted to read English books after the course was related to instrumental motivation. Many students commented that reading interesting and understandable books extensively were helpful for the development of English reading ability. For this reason, they wanted to read more English books after the course. The following comments from students illustrate this point.

(16) I think I can develop English reading ability while being exposed to be English continuously by reading English books or others such as newspapers and magazines. So I would like to read such things after the course (Student A, an interview).

(17) I would like to read at least one or two English books per month. I think that reading English books is helpful for reading the textbooks written in English in major subjects (Student H, an interview).

(18) I feel that my English reading ability has improved greatly. So, I want to continue to read in English (Student G, a reaction paper).

However, it is unlikely that the students could read English books extensively without help. Even though most of the students said that they would like to read English books continuously, some of the students also pointed out that they would need a kind of control and guidance. They reported that it would not have been easy for them to read English books outside the classroom if it had not been a requirement. Some of the students’ comments are as follows:

(19) I would like to read English books, but I am not sure that it will be possible unless it is a class (Student L, on a reaction paper).

(20) It will not be easy to read English books by myself if I do not have to read for the course (Student O, on a reaction paper).

Students’ responses to one of the questions in the course evaluation questionnaire also show their willingness to read English books after the course. As shown in Figure 4.10, fifteen students responded that they would like to read English books after the course, but only two students responded that they were not willing to read them. Six students had a strong willingness to read English books after the course.

Thus, the results of the present study show that students had a willingness to read in English after the course and they still needed some guidance. Students’ willingness to read English books after the course should be considered important. As Eskey (1986) points out, the important goal of a reading course cannot be achieved if students no longer want to
Extensive Reading in a Formal English Reading Class

read when the reading course ends. Thus, it can be said that the course had a positive influence on students’ attitudes towards English reading.

3. Students' Reading Performance

1) Reading Speed Test

First of all, the results of the reading speed test show that the students in the extensive reading course came to read more words than they were able to before the course. Average number of words they read before the class was about 142, while it increased up to about 188 words after the course. It was statistically significant and the strength of association\(^6\) was .46, which means that 46% of the variance in the post-test scores could be accounted for by the treatment students received during the course which was extensive reading.

Meanwhile, the results of the reading speed test for one class which used intensive reading approach showed that the words read by students decreased. For this group, the average number of words that students read was about 208 before the course and about 196 after the course respectively.

The descriptive statistics for reading speed test for each group indicate that the students in an intensive reading class read more words in two minutes than the students in the extensive reading class. The decrease in words read by the students in an intensive reading class can be explained by the test procedure. For the pre-test, the students were asked to read the given text in two minutes and checked where they finished. Then, they were asked to write down whatever they remembered from the text that they read. Therefore, for the pre-test, the students were able to read without concerning about the recall test. However, for the post-test, the students in both groups were aware of the test procedure, so they read the text preparing for the recall test. Thus, it seemed that the reading speed decreased for the intensive reading class at the post-test. Considering that the students in the extensive reading class had the same test procedure, they could have read more words in the post-test if only the reading speed test was conducted.

Table 1 indicates the descriptive statistics for the reading speed test for each group. Table 2 indicates the paired t-test summary for the reading speed test for each group.

---

\(^{\text{6}}\) Strength of association is the term used to indicate how important the difference between two means of two different groups or between two means of a group is (Hatch & Lazaraton, 1991). The most commonly used measurement of strength of association after the t-test is eta\(^2\) which is represented as \(\eta^2\) (Gass, 2005). Eta\(^2\) tells us how much of the difference can be explained by the independent variable (for the present study, instruction type). The formula for eta\(^2\) is as follows:

\[ \eta^2 = \frac{t^2}{(t^2+df)} \]
TABLE 1
Descriptive Statistics for Reading Speed Test

<table>
<thead>
<tr>
<th></th>
<th>Extensive reading</th>
<th>Intensive reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>Pre-test</td>
<td>17</td>
<td>141.94</td>
</tr>
<tr>
<td>Post-test</td>
<td>17</td>
<td>187.65</td>
</tr>
</tbody>
</table>

(Words/2 minutes)

TABLE 2
Paired t-test Summary for Reading Speed Test

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Difference</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive reading</td>
<td>45.70588</td>
<td>3.678</td>
<td>16</td>
<td>.002*</td>
</tr>
<tr>
<td>Intensive reading</td>
<td>12.54545</td>
<td>2.393</td>
<td>21</td>
<td>.026*</td>
</tr>
</tbody>
</table>

*P<.05

2) Recall Test

The increased reading speed does not guarantee the fluency development. Therefore, how much students understood while they read the text had to be considered to investigate whether or not students improved their English reading abilities. To this end, a recall test using the same text for the reading speed test was given to students.

The results of the recall test also indicate that the reading abilities of the students in the extensive reading class improved greatly after the course. The mean score of the recall test before the class was about 19.82 and it came up to be about 29.41. There was about 10 point’s difference between pre- and post-test. The result of paired t-test shows that the mean difference between the scores before and after the course was statistically significant. The strength of association was about .75, which means that about 75% of the variance in posttest scores could be accounted for by extensive reading they did during the course.

The scores of students in an intensive reading class, on the other hand, changed slightly and it was not statistically significant. The mean score for the recall test was about 21.77 before the course and about 22.86 after the course respectively.

Table 3 indicates the descriptive statistics for the recall test for each group and Table 4

---

7 Table 1 indicates that the students in the intensive reading class read much more words than those in the extensive reading class at the time when they took the pre-test. However, it might be a result of the data collection procedure. That is, the students in the extensive reading class might pay more attention on the test than those in the intensive reading class because the researcher administered the test in the extensive reading class and an instructor did in the intensive reading class. Therefore, the amount of words read by the students in the extensive reading class was lower than that of the intensive reading class since they spent more time on the passage. The results of the recall and cloze test showed that the two groups were not significantly different before the course.
presents the paired t-test summary for the recall test for each group.

### TABLE 3
Descriptive Statistics for Recall Test

<table>
<thead>
<tr>
<th></th>
<th>Extensive reading</th>
<th>Intensive reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>Pre-test</td>
<td>17</td>
<td>19.82</td>
</tr>
<tr>
<td>Post-test</td>
<td>17</td>
<td>29.41</td>
</tr>
</tbody>
</table>

### TABLE 4
Paired t-test Summary for Recall Test

<table>
<thead>
<tr>
<th></th>
<th>Group</th>
<th>Mean Difference</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extensive</td>
<td>9.58824</td>
<td>7.001</td>
<td>16</td>
<td>.000 *</td>
</tr>
<tr>
<td></td>
<td>Intensive</td>
<td>1.09091</td>
<td>.586</td>
<td>21</td>
<td>.564</td>
</tr>
</tbody>
</table>

*P<.05

3) Cloze Test

The analysis of the cloze tests also shows that the students in the extensive reading class gained more scores after the semester. The mean score of students in the extensive reading class was about 28 out of 100 points before the course, and it increased up to 41.5 points after the course. The difference was statistically significant and the strength of association was .49, which means that 49% of the variances in the posttest scores could be accounted for by the reading that the students did during the course.

On the other hand, the scores of the intensive reading group did not increase significantly. The mean score of the pre-test was about 30 and about 32 after the course respectively. Tables 5 and 6 indicate the descriptive statistics of the cloze test results for each group and the paired t-test summary for each group respectively.

### TABLE 5
Descriptive Statistics for Cloze Test

<table>
<thead>
<tr>
<th></th>
<th>Extensive reading</th>
<th>Intensive reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>Pre-test</td>
<td>17</td>
<td>28.09</td>
</tr>
<tr>
<td>Post-test</td>
<td>17</td>
<td>41.47</td>
</tr>
</tbody>
</table>

### TABLE 6
Paired t-test Summary for Cloze Test

<table>
<thead>
<tr>
<th></th>
<th>Group</th>
<th>Mean Difference</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extensive</td>
<td>13.38235</td>
<td>7.001</td>
<td>16</td>
<td>.001 *</td>
</tr>
<tr>
<td></td>
<td>Intensive</td>
<td>1.25000</td>
<td>1.205</td>
<td>21</td>
<td>.241</td>
</tr>
</tbody>
</table>

*P<.05

The results of all three tests clearly indicate that extensive reading alone could lead to the development of reading abilities of English learners. In addition, the results of this
The study results are consistent with those of other studies that investigated the impacts of extensive reading on reading speed, reading comprehension, and cloze test.

Concerning the impact of extensive reading on the increase of reading speed, Bell (2001) reports that elementary-level students in extensive reading programs came to read significantly faster and gained significantly higher scores on reading comprehension tests. Lai’s (1993) study also revealed that secondary-level students in four-weeks’ extensive reading programs improved their reading speed. College-level students in Hong Kong also made superior gains on measures of reading rate (Lao & Krashen, 2000).

Even though other studies used different measurement concerning reading comprehension, they also report similar results as the present study. For example, Hafiz and Tudor (1989) indicate that elementary-level ESL students benefited from extensive reading in terms of reading comprehension compared with the students in control groups. Robb and Susser (1989) also point out that college-level EFL students who received an extensive reading instruction gained significantly higher scores on reading comprehension test.

The results of the cloze test of this study also accord with those of others examining in the same field. For instance, in Walker’s (1997) study, college-level students’ performance on the cloze test improved significantly through extensive reading. This study emphasizes that a beneficial effect of extensive reading increased over time, which means that the more students read, the better they performed on the cloze test. Mason and Krashen (1997) also report similar results. In their study, three different experiments were conducted. All of the experimental groups in three studies showed significant gains on cloze tests compared to the control groups that were taught in traditionally form-focused classes. In the first experiment of their studies, even the reluctant readers became eager readers, and as a result, gained more scores on the cloze test than those who were in the control group.

Thus, concerning the development of English reading ability, it can be said that an extensive reading approach can be considered as an alternative method of teaching reading in the KAFA.

V. CONCLUSION

In order to examine the possibility of the use of extensive reading as a main part of the classroom activity in a formal college-level English reading class, the present study has investigated seventeen students’ English reading experiences through extensive reading in one of the eight English Reading classes at the Air Force Academy in Korea. The data used for this study was gathered from several resources such as students’ reading records, the interviews with students, their reaction papers, the course evaluation questionnaire, and
three reading tests. The study was conducted during one semester consisting of approximately 19 weeks.

The analysis of students’ reading behaviors through extensive reading revealed that the students who had different reading abilities and had little experiences in extensive reading in English became gradually accustomed to extensive reading. Students did a great deal of reading during the course inside and outside the classroom. The course provided students with opportunities to be exposed to English in great amount, which had never been possible in previous intensive reading classes. However, what they did was the required reading for pleasure. It means that the reasons for reading English books extensively during the course were to meet the reading requirements and to obtain grades. Thus, the students in the course had a strong instrumental motivation to read English books.

The analysis of students’ perceptions of the use of extensive reading in an English reading course show that the alternative instructional method of teaching English reading was effective, even though some modifications were needed. Students who thought the previous English reading courses were boring became somewhat interested in reading English books when they found interesting and comprehensible books. Extensive reading approach was also effective in removing students’ burden to read in English and to make them have some confidence in it. Concerning the reading materials used in the study, most of them were regarded as interesting. According to students’ perception, English books could be read pleasantly when they were interesting and comprehensible to students. However, the evaluation method applied in this study was considered inappropriate by many students. Main reason for that was related to the norm-referenced testing which was being used in the KAFA. Students complained that the grades they received were insufficient concerning the time and effort they devoted, while other students in intensive reading classes got higher scores with less time and effort. The results of this study also indicate that the students had a willingness to continue to read in English.

In order for a teaching method to be successful, it should have a positive influence on the development of students’ language abilities. For this reason, the present study investigated the impacts of extensive reading on the development of the students’ English reading abilities. The results of three reading tests revealed that their reading abilities in English improved compared to those who were enrolled in one of the intensive reading classes. Thus, the results of the present study indicate that extensive reading alone can develop English learners’ reading ability.

Based on the students’ reading behaviors, perceptions, and the results of the three reading tests, it can be assessed that an extensive reading approach could be implemented effectively in a formal college-level English reading course if some modifications are made. Extensive reading can provide an environment in which students can have an opportunity to be exposed to a great deal of language input necessary for the development
of English reading ability. The study suggests that students should be provided with enough time and various types of reading materials. It is likely that they will read more books and could be exposed to English in great amount if they are provided with such an environment.

From the results of this study, some pedagogical implications can be suggested. First of all, more attention should be given to extensive reading in EFL contexts. Extensive reading can provide an environment in which English learners can be provided with a large amount of language input and they improve their English reading abilities. It can also help students develop interest and confidence in English reading. Considering that the learners in EFL contexts have little chances to be exposed to English and textual input is relatively easy to access, extensive reading can be an effective way of providing the appropriate language input necessary for language learning in EFL contexts. Thus, extensive reading should be facilitated in EFL contexts.

Next, reading materials for English learners should be appealing to students and comprehensible for them. Interesting and understandable reading materials can make students feel that reading in English is easy and interesting. In addition, the results of this study clearly show that students can feel a sense of achievement when they finish an English book from the beginning to the end. As a result, a sense of burden reading students often feel when reading in English can be removed to some extent. In this way, the confidence that students can achieve through extensive reading can be a great resource for language learning.

Some suggestions can be made for the successful use of extensive reading in a formal English reading course. First, considering that students are likely to be motivated mainly instrumentally when an extensive reading approach is incorporated into a formal English reading course, a reliable and valid evaluation method should be designed and applied to the course systematically. In this sense, a criterion-referenced testing, in which students’ reading performance can be measured according to a pre-determined standard or criterion seems more appropriate than a norm-referenced one that measures a student’s performance compared with other students’ performance. In a criterion-referenced testing, students can set up their goals and try to achieve them, while an excessive reading competition among students may hinder them from reading for pleasure in a norm-referenced testing.

Second, applying various kinds of classroom activities can be useful. The present study used extensive reading as a main classroom activity, but sometimes it seemed somewhat difficult for the students to devote the entire class time to reading. It implies that classroom activities in an extensive reading class need to be diverse. Various activities related to extensive reading can help students have interest and motivation to read, and understand the value of extensive reading. For example, students can introduce what they read to others and share their ideas with each other after reading a book.
An extensive reading class can be used with other language skills. For example, most of the graded readers provide audio version of the books. Thus, students can listen to them before and after reading if they are available. A specific time for listening can be set up or students can be allowed to check out the audio versions of the books for individual listening. As for writing, students can be encouraged to write reading records in English so that they have chances to practice writing and develop their writing skills.

In addition, a certain amount of class time can be used for asking and answering questions. The students in the present study rarely asked questions during the course. A teacher can utilize ten or twenty minutes of each class time for answering students’ questions to guide them more effectively. The use of a reading record can be one option. A teacher can answer the questions which students write down on reading records. Or, students can ask questions freely for a certain amount of time during the class.

If an extensive reading program provides activities which make English reading more interesting and valuable, students can be motivated to read more books. However, it should be kept in mind that such activities must not interrupt students’ individual reading. Enough time for sustained silent reading should be secured inside and outside the classroom since it is a crucial component of any extensive reading programs.

Next, teachers should understand their roles in extensive reading classes for the success of them since the role of a teacher in extensive reading class differs compared to the one in the intensive reading class. Teachers need to be an active reader like the students in order to become a role model of a reader for them. They should provide a comfortable reading environment and guide students to become fluent readers, monitoring and evaluating students’ reading. Students also need to understand the pedagogy of extensive reading. Not only an orientation of extensive reading at the beginning of a course, but also continuous explanation of the pedagogy of extensive reading during the course need to be provided to students.

Some research areas can be suggested based on the results of the present study. First, a reliable and valid evaluation method should be designed and investigated. As the results of the present study indicate, an appropriate evaluation method is one of the most important factors for the success of an extensive reading approach in a formal English reading class. The present study has a limitation in terms of the evaluation method. Second, ways of motivating students to read more books need to be examined. In the present study, sustained silent reading was the only classroom activity. Classroom activities related to extensive reading such as group discussion and oral presentation could be implemented, which will provide an environment where students can have interest in English reading and read more books.
REFERENCES


Limited.


McQuillan, J., & Tse, L. (1998). What’s the story? Using the narrative approach in


APPENDIX A

Reading Record Form

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Publisher (Source)</th>
<th>Reading Level</th>
<th>Start Date (Mo/day)</th>
<th>Finish Date (Mo/day)</th>
<th>Reading Time (Hours &amp; Minutes)</th>
<th>Pages</th>
<th>Difficulty Level</th>
<th>Interesting</th>
<th>Brief Summary &amp; Reaction to Book</th>
<th>Reading Behavior &amp; Impression</th>
</tr>
</thead>
</table>

APPENDIX B

Course Evaluation Questionnaire

<①: strongly disagree / ②: disagree / ③: agree / ④: strongly agree>

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  I think that reading English books was interesting.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>2  I think that reading in English is still difficult.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>3  I think that I participate in the course enthusiastically.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>4  I think that the English reading course was too hard.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>5  I think that the burden of reading longer texts in English was weakened.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>6  I looked up the unknown words in the dictionary frequently when I read English books.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>7  I think that the reading materials were interesting.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>8  I think that reading English books is still boring.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>9  I like to read English books continuously after the course.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>10 I like to take the course again.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>11 I think that my English reading speed has increased due to extensive reading.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>12 I think that I understood most of the contents when I read English books.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>13 I think that I had some confidence in reading in English through the course.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>14 I think that reading English books extensively was helpful for the development of English reading ability.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>15 I think that the evaluation method was appropriate.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>16 I think that the way of teaching reading was good.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>17 I think that the amount of reading required for the course was too much.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>18 I think that I got the points enough for the efforts that I made during the course.</td>
<td>① ② ③ ④</td>
</tr>
<tr>
<td>19 I think that the reading materials were helpful for the development of English reading ability.</td>
<td>① ② ③ ④</td>
</tr>
</tbody>
</table>
APPENDIX C

Passage for Reading Speed Test and Recall Test

In the Eastern ports/where he worked/for the most of his life,/Jim/was very popular./He/was an excellent seaman,/who was liked/and trusted/by everyone./He/was tall/and strongly built,/with a deep voice/and a confident way of talking./To his employers/and the ship captains,/he/was just Jim,/nothing more./He/had a special reason/for not wanting people/to know his other name./But nothing/remains secret/for long/in sea ports,/and soon/someone/who knew about his past/was certain/to arrive./When this happened,/Jim/always/left/his well-paid job/immediately,/and moved/on to another port./Over several years/he/was known/first/in Bombay,/then Calcutta,/then Rangoon,/Penang/and Jakarta,/as he moved/towards the rising sun./Finally,/when he could no longer bear/this kind of life,/he/ran away/from sea ports/and white men/for ever,/hiding himself/in the jungle,/in a distant Malaysian village,/far away from anyone/who knew him./The natives of the village/gave him an extra name./They/called him/Tuan Jim,/or, as we would say,/Lord Jim./

Jim/had spent his childhood/in a comfortable, peaceful home/in the southwest of England./His father/was a vicar,/a kind man/who always did his duty,/and who had no doubts/about what was right or wrong./The family house/was warm/and welcoming,/with plenty of room/for Jim/and his four older brothers/to play in./Close to it,/on a hill,/was the small grey church,/standing like a rock,/where it had stood/for centuries./There had been vicars/in Jim’s family/for a hundred years,/but one of his brothers/had already shown/an interest in the Church,/so his father/had to find some other work/for his youngest son./When Jim spent/a whole summer/reading sea stories,/his father/was delighted,/and decided/that Jim would join/the merchant navy/at once./

He/was sent/to a training ship/on a busy,/wide river/near London; there/two hundred boys/slept,/ate/and worked/together,/learning everything/a sailor needs to know./Because he was strong,/and quick,/and intelligent,/he learnt/fast,/and was generally liked./The work/seemed easy to him,/and he was confident of his bravery/in any danger./Sometimes/at night/he used to forget/the crowd of noisy boys/around him,/and escape into/his own dream world of sea stories./He/saw himself swimming/bravely/through the waves/to save passengers/from sinking ships,/fighting natives/on lonely islands,/and giving orders/to frightened sailors/to save their lives./He/was always/the brave man/who did his duty,/just like the heroes/in the stories/that he had read/at home./

※ A word or phrase between slashes means one proposition.
※ The slashes were deleted for the tests and used for the analysis of the recall test.
APPENDIX D
Passage for Cloze test

In the south-west of England there are many long, low, grassy hills, which have not changed their appearance for centuries. Farmers still keep their sheep on them, and the only buildings are lonely cottage, where shepherd live.

Fifty years ago there was a shepherd’s cottage on (1) of these hills. It was only three miles from (2) market town of Casterbridge, but it was unusual for (3) to pass this way. There was no road, just (4) footpaths which crossed in front of the cottage door. (5) the long winters, snow and rain fell heavily here, (6) made traveling difficult.

The night of March 28th, 1825, (7) one of the coldest and wettest winter, but (8) the cottage all was warm and cheerful. Shepherd Fennel (9) invited family and friends to drink to the health (10) his youngest child, a recent arrival in the family. (11) people were at the party: married women and single (12), shepherds and farm workers, young people talking of love, (13) old friends talking of the past.

Shepherd Fennel had (14) his wife well. She was a farmer’s daughter from (15) of the valleys, and when she married, she brought (16) pounds with her in her pocket-and kept it (17), for the needs of a coming family. She did (18) like to spend money unnecessarily, and had worried about (19) kind of party to give that evening. ‘At a (20) party,’ she thought, ‘the men will get too (21) and drink the house dry. But at a dancing-(22) people get hungry and then they’ll eat all our (23)! We’ll have both sitting and dancing – that’s the best (24).’ And secretly she told the fiddler to play for (25) more than fifteen minutes at a time.

But when (26) dancing began, nobody wanted to stop. The fiddler refused (27) catch Mrs. Fennel’s eye, and played on. The music (28) louder and louder, and the excited dancers stepped faster (29) faster. Mrs. Fennel could do nothing about it, so (30) sat helplessly in a corner, as the minutes became (31) hour.

While this was happening indoors, outside in the (32) rain and darkness a figure was climbing up the (33) from Casterbridge. It was a tall, thin man, about (34) years old, dressed all in black and wearing thick, (35) boots.

When he reached the shepherd’s cottage, the rain (36) down harder than ever. The man left the footpath (37) went up to the door. He listened carefully, but (38) music inside had now stopped, and the man seemed (39) what to do. He looked around, but could see (40) one on the footpath behind him, and no other houses anywhere near.
Extensive Reading in a Formal English Reading Class

Applicable levels: tertiary education
Key words: extensive reading, feasibility, college-level English reading class

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