

THESIS

THE INFLUENCE OF EXTENSIVE READING ON JUNIOR HIGH SCHOOL
STUDENTS' READING MOTIVATION AND READING PERFORMANCE IN TAIWAN

Submitted by

Jiaying Wu

Department of English

In partial fulfillment of the requirements

For the Degree of Master of Arts

Colorado State University

Fort Collins, Colorado

Spring 2012

Master's Committee:

Advisor: Doug Flahive

Co-Advisor: Fabiola Ehlers-Zavala

Leah Sprain

Copyright by Jia-ying Wu 2012

All Rights Reserved

ABSTRACT

THE INFLUENCE OF EXTENSIVE READING ON JUNIOR HIGH SCHOOL STUDENTS' READING MOTIVATION AND READING PERFORMANCE IN TAIWAN

Researchers of second language learning have pointed out that the strategies students use in learning a foreign language can affect their reading motivation and performance in second language acquisition. As an important means of providing second language learners with systematic reading materials, extensive reading is an approach that involves a wide range of original and interesting cultures as well as linguistic phenomena which prompt reading motivation and enhance reading performance of learners. However, reading motivation and reading performance are both of multiple dimensions, and thus far it is unclear which of the dimensions can be influenced by extensive reading.

This research focuses on the influence of extensive reading on junior high school students' reading motivation and reading performance. A motivational questionnaire and an English reading test were used for data collection. A total of 69 8th graders took part in this study. These participants, who have been learning English at school for formal English education for four and a half years, were divided into the experimental group and the control group. The two groups did not significantly differ with regard to scores in mid-term and final English exams.

Both of the experimental and control groups took pretests of reading motivation and reading performance. Then the experimental group was given the opportunity to read just

for pleasure by selecting at least one book from four graded books (such as *Let Me Out!*). For the experimental group, the instruction time was forty-five minutes for each class period twice a week which lasted for one and half month for the total six weeks. The control group was assigned the textbook *Let's talk in English* and were required to memorize five words appearing in the article after each class and a short passage. Six weeks later, both control and experimental groups took posttests for reading motivation and reading performance. Then six interviewees were asked their attitudes towards extensive reading.

Independent t tests were used for statistical analyses. The major findings are as follows: 1) Extensive reading did not influence reading seven dimensions of reading motivation (the target of taking pride, reading efficacy, interest in English reading, self-efficacy, reading for grade, intrinsic interest, and extrinsic motivation). Unfortunately, extensive reading increased avoidance of English reading. 2) Extensive reading enhanced vocabulary recognition, reading performance and general performance. The results arising from this study have important implications for both the learning and teaching of English as a second language.

Key words: extensive reading; reading motivation; reading performance; second language acquisition

ACKNOWLEDGEMENTS

First and foremost, my gratitude undoubtedly goes to my advisor, Dr. Doug Flahive, who is a knowledgeable professor and researcher. Without his valuable advice, helpful suggestions, and accessible support, I would not be able to have gone so far and this thesis would not be completed thoroughly and successfully. His humor enriches my stressed graduate student life and his enthusiasm for doing research and teaching inspires me very much.

I would also like to express my appreciation to Dr. Fabiola Ehlers-Zavala, who has offered whatever she could to help me during my graduate career in the TESL/TEFL (Teaching English as a Second/Foreign Language) program. For her guidance, support, and belief in me throughout my academic and professional journey at CSU, I feel so lucky to be one of her students.

I am also indebted to the teachers: Lu-lin Wang, James Chiang, Yu-chiou Ting and the Wen-Shan junior school. They helped me so much during the experiment. In addition, I would like to thank all students who participated in my study, and for their cooperation and hard-work during this study.

In addition, I am grateful to every teacher and professor in a TESOL program at CSU and those who taught me throughout my life. Without their patience and instruction, I would not be what I am today. I am also thankful to my dear classmates: Chen Hong, Jessica Novak, Loni, Lauren, Hyang, Rujie, Merrian, Niki, Kristen, Joy, Kevin, Andy, Arthur, Bridget, Kyla, Shinae, Sookhee, Jee Eun, Fouad, Jessie, Brandon, Fatima, Sarah, and Miles, to name a few. They make my life interesting and have given me wonderful

memories that I will not forget for the rest of my life. Thanks for being so supportive and encouraging.

I would like to thank, with all my heart, my Taiwanese friends who have helped and inspired me during my Master's study: Yi-jung Wu, Yi-jhen Wu, Yi-fan Chen, Yu-wen Wang, Kenshin Huang, Jia-lian Ma, Chen-rung-Duan, Von, Katia, Angus, Large, Mindy, Joyce, Alex, Henry, and Sherry, to name a few.

Finally, but importantly, my respective families deserve my deepest gratitude for their patience, support and encouragement. My profoundest gratitude and priceless love go to my parents, Ching-shan Wu and Siou-lan Kuo, who share their selfless love and tremendous support that enable me to be myself and achieve my goal in my life. I am so blessed to have such wonderful parents. They always believe in me to be successful across the ocean.

My thesis is dedicated to my grandmother, Chiou-sung Lin Wu, and to the memory of my grandfather, Gung-sheng Wu, who opened the window for me to play with words and taught me to be a good person.

TABLE OF CONTENTS

| | |
|--|----|
| ABSTRACT..... | ii |
| ACKNOWLEDGEMENTS | iv |
| List of Figures | ix |
| List of Tables..... | x |
| Chapter1 Introduction | 1 |
| 1.1 Research background | 1 |
| 1.2 Research purpose | 3 |
| 1.3 Research questions and hypotheses | 3 |
| 1.4 Research methodology | 3 |
| 1.5 Research significance..... | 5 |
| 1.6 Organization of the thesis..... | 6 |
| Chapter 2 Literature Review | 9 |
| 2.1 Extensive reading and reading motivation | 9 |
| 2.1.1 Conceptions of the motivation Theory..... | 9 |
| 2.1.2 Gardner’s integrative vs. instrumental motivation | 10 |
| 2.1.3 Intrinsic vs. extrinsic motivation..... | 11 |
| 2.1.4 Related studies on influence of extensive reading on reading motivation | 12 |
| 2.2 Extensive reading and reading performance | 12 |
| 2.2.1 Historical background | 12 |
| 2.2.2 Krashen’s input hypothesis | 13 |
| 2.2.3 Characteristics of extensive reading..... | 15 |
| 2.2.4 Related studies on influence of extensive reading on reading performance | 18 |
| 2.3 Limitations of previous studies | 29 |
| Chapter 3 Methods..... | 31 |
| 3.1 Participants..... | 31 |
| 3.2 Reading materials..... | 32 |
| 3.3 Instruments for measurement..... | 33 |
| 3.3.1. Motivation questionnaire | 33 |
| 3.3.2. English reading test..... | 35 |
| 3.4 Interview questions | 35 |
| 3.5 Design | 36 |
| 3.6 Procedure | 36 |
| 3.6.1 Pretest..... | 36 |
| 3.6.2 Treatment | 36 |
| 3.6.3 Posttest | 40 |
| 3.6.4 Interview | 40 |
| Chapter 4 Results and discussion..... | 42 |
| 4.1 Motivation questinaire | 42 |
| 4.1.1 Statistical analyses | 42 |
| 4.1.2 Results..... | 42 |
| 4.1.3 Discussion..... | 48 |
| 4.2 English reading test..... | 51 |

| | |
|--|----|
| 4.2.1 Statistical analyses | 51 |
| 4.2.2 Results | 51 |
| 4.2.3 Discussion | 54 |
| 4.3 Interview results | 55 |
| 4.3.1 Students' reactions to extensive reading program | 55 |
| 4.3.2 Difficulties students encountered while reading | 55 |
| 4.3.3 Interviewee' suggestions | 56 |
| 4.3.4 Students' evaluations | 57 |
| Chapter 5 General discussion and conclusion | 60 |
| 5.1 Pedagogical implications | 60 |
| 5.2 Limitations | 64 |
| 5.3 Future directions | 65 |
| 5.4 Implications | 65 |
| 5.5 Conclusion | 66 |
| References | 67 |
| Appendices | 75 |
| Appendix 1: Motivation questionnaire | 75 |
| Appendix 2: English reading test | 82 |
| Appendix 3: Interview questions | 90 |

List of Figures

| | |
|--|----|
| Figure 1 | 8 |
| Organization of the thesis | |
| Figure 2..... | 44 |
| The effect of gender in increase in the target of taking pride (bars stand for standard errors). | |
| Figure 3..... | 45 |
| Gender difference in the effect of teaching method on increase in reading efficacy | |
| Figure 4..... | 46 |
| The effect of teaching method on avoidance of English learning | |
| Figure 5. | 47 |
| Gender difference in the effect of teaching method on increase in self-efficacy | |
| Figure 6 | 48 |
| Gender difference in the effect of teaching method on increase in extrinsic motivation | |
| Figure 7..... | 52 |
| The effect of extensive reading on vocabulary recognition | |
| Figure 8..... | 53 |
| The effect of extensive reading on reading score | |
| Figure 9..... | 53 |
| The effect of extensive reading on general score | |

List of Tables

Table 1.....32

Two groups' scores in three exams (beginning, mid-term, and final exams) and the results of independent t tests.

Table 243

Descriptive statistics for difference scores (posttest scores minus pretest scores) in the motivation questionnaire.

Table 3.....52

Descriptive statistics for the difference scores (posttest scores minus pretest scores) of the four measures for the control and experimental groups in the English reading test.

Chapter1 Introduction

1.1 Research background

Today, English learning is increasingly important in Taiwan. English can be used as a language of education, business, technology, science, the Internet, popular entertainment, and even sports. There is no doubt that schools have included English proficiency as a graduation qualification. And reading, as one of the four basic skills, is the crucial one during the English learning process.

Reading offers a crucial opportunity for second language development in second language learners (Day & Bamford, 1998), which is particularly true in EFL classrooms where materials of second language input are quite limited (Gebhard, 1996). To help students improve their reading motivation and performance in English, numerous strategies have been tried for many years by multitudes of teachers and professors in their reading classes. As an important device of providing students with systematic learning materials, extensive reading involves a large number of various linguistic phenomena and historical anecdotes, which promote reading motivation and enhance the reading performance of students.

Extensive reading is a process through which readers absorb information and knowledge from different materials, then comprehend and analyze the language signs. It aims to transmit the information and content of the materials constructed by the author through the analysis of the data. Thus extensive reading is the premise of learning and intellectual development, as well as a very important means of transferring information to human beings.

Nowadays there is a large body of research on extensive reading. Bamford and Day (2006) have completed a study on extensive reading for teaching language and have contributed a book which is an excellent resource of collection of over 100 classroom activities, allowing teachers to expand on the language learning potential of extensive reading. In their work, the importance of extensive reading for cultivating the student's second language ability has been studied and many instructive suggestions have been made. In addition, Richard and Bamford (2006) finished another book called *Extensive Reading in the Second Language Classroom*, which gives a practical idea of how to organize extensive reading instruction in language class.

Although there have been numerable studies on extensive reading, only a few experimental studies of EFL extensive reading exist. Most of the studies are restricted to giving methodological theories, rather than providing practical instructions. Moreover, there have been few comprehensive effective methods of developing professional skills for extensive reading. Although many materials have been utilized the various language materials, reading ability and reading motivation are scarcely achieved.

All in all, extensive reading is indispensable and is greatly significance in language acquisition. It will positively stimulate the students' motivation and enhance their performance in the process of language learning on the basis of improving student's ability of reading comprehension as well as improving their comprehensive qualities of the target language. However, there is much room for the future research into this area since the current surveys are more or less limited and there is lack of combination with students' subjective initiatives. Therefore the topic of *The Analysis of the Influence and the Outcome of Extensive Reading on Learners' Reading Motivation and Reading Performance* has been introduced so that effective second language acquisition can be achieved from the aspect of enhancing learners' subjective motivation.

1.2 Research purpose

This research is aimed at exploring and analyzing the influence of extensive reading on students' reading motivation and performance of junior high school students in Taiwan. By means of introducing the relevant methodology and analyzing practical questionnaires related to the topic, the paper gradually puts forward ways to effectively achieve extensive reading and its functions on language acquisition. More effective reading methods are expected and the positive functions of extensive reading are anticipated to stimulate students' reading motivation and to enhance their reading performance.

1.3 Research questions and hypotheses

There are generally two questions to be examined in this study: 1) Does extensive reading influence reading motivation? 2) Does extensive reading influence reading performance? Based on findings from prior research, there are two hypotheses related to the above two questions: 1) Extensive reading influences reading motivation, but the influence may vary depending on the specific dimensions of motivation; 2) Extensive reading influences reading performance.

1.4 Research methodology

This research used multiple questionnaires in order to find out the influences of extensive reading on reading motivation and reading performance. Two questionnaires included a motivational questionnaire, an English comprehension test used for data collection.

The motivation questionnaire was constructed and partially adapted from the work by previous researchers (Schmidt et al., 1996; Wigfield & Guthrie, 1997). Wigfield and Guthrie (1997) conceptualized eleven different dimensions of reading motivation: leading

efficacy, reading challenge, reading curiosity, reading involvement, importance of reading, reading work avoidance, competition in reading, recognition for reading, reading for grade, social reasons for reading, compliance, and Wigfield (1997) created a theoretical taxonomy consisting of three categories. Schmidt et al. (1996) developed fifty items, but only twenty items are related to intrinsic and extrinsic motivation, and twelve or twenty items were selected and were partially modified considering the EFL learning conditions as Wen-Shan Junior High School and to suit the purposes of this study.

Apart from the twelve items, forty-five are under the six types of reading motivation since the questionnaire developed by Schmidt et al. (2006) only included motivation for learning English in general without attention paid to the motivation for reading in English specifically. Thus, altogether there were fifty-seven under eight categories.

The instruments are motivation questionnaire, English comprehension test, and some reading materials. Firstly, the motivation questionnaire refers to the research results of Wigfield and Guthrie (1997), and we readjusted it according to the situations of the second grade junior high school students in Taiwan. The main contents of this survey include fifty-seven items, and there are no multiple-choice questions. There are four-point Likert scales questions (strongly disagree, disagree, agree, and strongly agree).

Secondly, the English reading test was selected from one of the reference books published in Taiwan called Reading Comprehension and Comprehension Input and designed for junior high school students for the English reading comprehension practice.

Through the analysis of the data we can see that scores of two groups of the post-test in the English comprehension test were compared by conducting analyses to see if significant differences existed after conducting the ERI. Second, the difference between pre-test and post-test scores for each group on each measure was tested to examine whether significant gains were made in each group.

1.5 Research significance

The significance of this thesis is as follows:

Firstly, extensive reading is an important and useful approach to learning English. The reading materials the students adopt can provide not only models for English writing, but also language context by which students may improve their sentence making and text comprehension. Each student should be a competent reader in order to succeed as a language learner, but the fact is that most students fail to read efficiently for different kinds of reasons. While they study in the same classroom and follow the same teacher, their reading abilities are different. Some of them are more successful than others in reading. In this situation, if the students want to improve their reading ability, they will need the teachers' guidance. There are a lot of reading techniques such as skimming and scanning strategies, which will help the students to comprehend much easier compared to no instructions at all.

Secondly, motivation is one of the key factors for achievement in learning a second language, because it directly promotes the students' involvement in language learning. Following from this reading motivation exerts a key influence on the learner's reading achievements. The motivation they hold enables students to take responsibility for their own learning by enhancing their reading autonomy, independence and self-direction. In this regard, it is extremely important that teachers of a second language should learn and comprehend how to motivate their students to participate in their reading activities. The motivation of reading will produce, maintain and promote reading activity. The motivation of the student is of central importance to the quality of study. Discussion on this topic is common to language instructors, because they know that they cannot expect any unmotivated students to learn a language successfully. Good and long-lasting motivation will propel students to learn a foreign language well.

Finally, for junior high school students, they learn English with various kinds of motivations. Different motivations may produce different learning proficiency and results. It is helpful for English teachers to have a detailed understanding of the students' learning status. The findings of this research will be useful for promoting the efficiency of learning and teaching.

In summation, after knowing the importance of reading motivation and reading performance, it is urgent to explore the status quo of extensive reading to enhance students' motivation, as well as their reading efficiency. Then teachers in the junior high school can adopt some pertinent methods to achieve this goal.

1.6 Organization of the thesis

This paper is mainly focused on the analysis of the relationship between extensive reading and its influence on reading motivation and performance. By fully applying the related methodology and analyzing practical questionnaires connected to this topic, my thesis will gradually illustrate the ways to achieving effectively extensive reading, and its benefits for language acquisition. Then the paper will introduce and explain how extensive reading influences student's reading motivation and performance through analyzing the results demonstrating in those shown related questionnaires. Finally, the results, and also the ultimate conclusion indicated that extensive reading would largely stimulate learners' motivation and improve their performance in the process of language learning based on the improving learner's ability of reading comprehension and enhancing their comprehensive qualities of the target language.

This thesis is all together composed of four chapters. The first part is the introduction, during which the general goal, the main content and the researching significance of the topic will be summarized. The next part is the literature review, in which the "input

hypothesis” raised by Krashen (1985) will be introduced to show some effective ways of language acquisition. Next is the methodology part, which will elaborate on the experimental procedures of designing questionnaires. In the part of results and discussion, the findings of this study will be given and analyzed. Finally, a summary of the major findings and limitations and suggestions for future study will be presented.

The research carried out above is a comprehensive presentation on the whole topic and of profound significance for language acquisition. The main content and the whole structure of the thesis can be illustrated in the following figure.

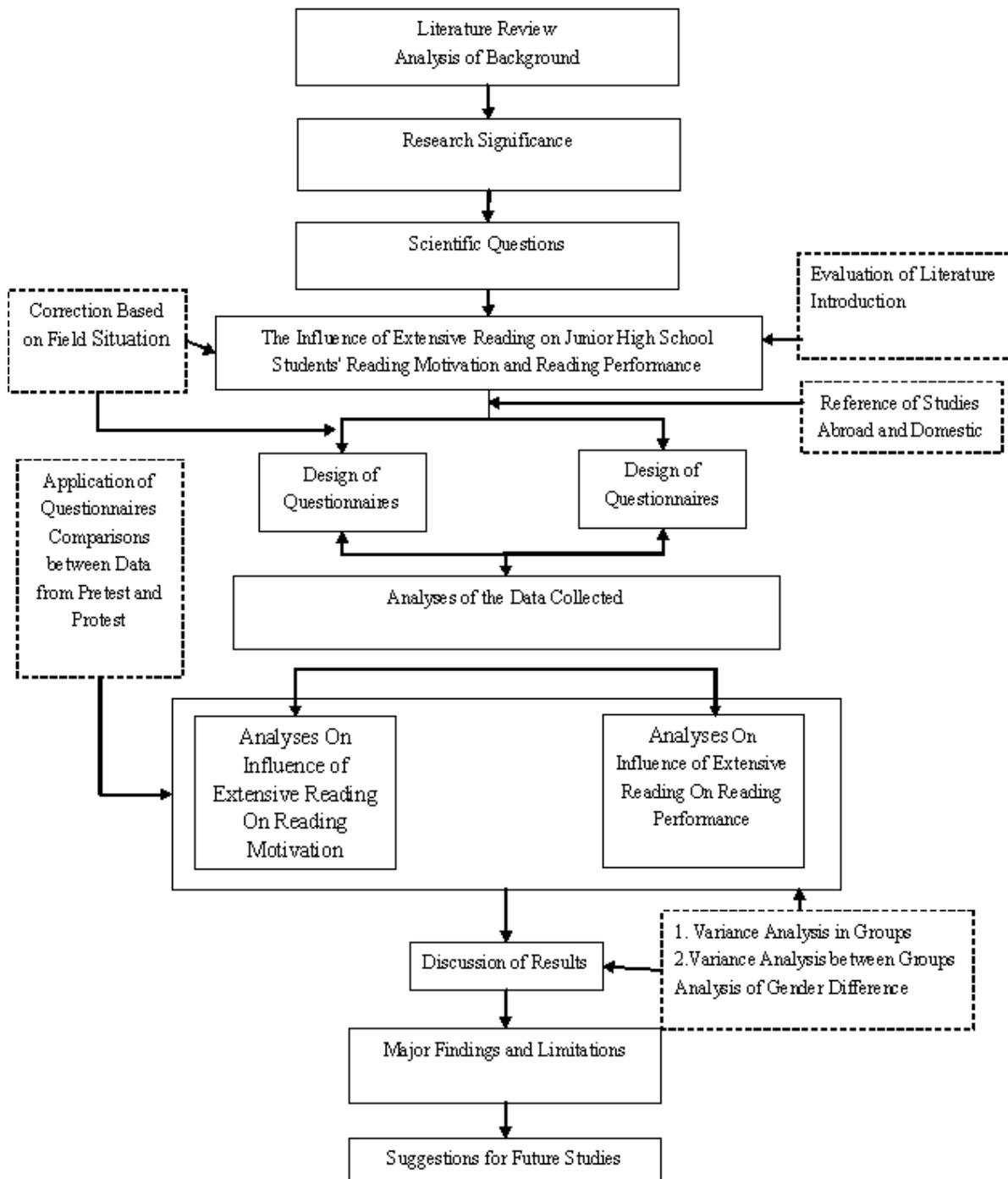


Figure 1. Organization of the thesis

Chapter 2 Literature Review

In order to find out the overall distribution of reading motivation and reading performance of junior high school students' preferences, thus further investigating the contributions of these two factors to English achievement tests, this chapter reviews the studies which have been conducted.

2.1 Extensive reading and reading motivation

2.1.1 Conceptions of the motivation Theory

After reviewing briefly the second language motivation theories, it is more important to focus on reading motivation for the benefit of English teaching practice. Contrasted with an abundance of literature on motivation in second language learning, relatively little work has been done on reading motivation. Ellis and Tomlinson (1982) present three types of reading motivation: (1) reading for pleasure, (2) reading for close understanding, and (3) reading for required information.

Mori (2002) developed a reading motivation questionnaire after consulting Guthrie and Wigfield's (1997) first language reading motivation theory and identified four sub-components of second language reading motivation, namely intrinsic value, attainment value, extrinsic utility value, and expectancy for success of reading in English. The results demonstrated that foreign language reading motivation was also a multidimensional construct, which closely resembled the general motivation constructs proposed by expectancy-value theory.

Ellis and Tomlinson (1982) present three types of reading motivation: (1) reading for pleasure, (2) reading for close understanding, and (3) reading for required information. Day and Bamford (1998) created a theoretical model of motivation in L2 reading. In an effort to reflect the multi-faceted nature of second language reading motivation, their model included expectancy and value components. The former was concerned with constructs regarding materials and reading ability, whereas the latter contained attitudes toward reading in the second language and socio-cultural environment. They further argued that materials and attitudes are major influences on motivation, which in turn may influence the decision to read in a second language. Their model, however, lacks empirical evidence.

2.1.2 Gardner's integrative vs. instrumental motivation

In the early work of Gardner and Lambert (1972), motivation was divided into two very general orientations: integrative and instrumental. The former refers to a desire to learn the language in order to learn about and be familiar with and even become part of the target language culture, and the latter has something to do with practical reasons for language learning, such as getting good grades.

According to Gardner and Lambert's motivation model, a student's integrative orientation involves an interest in learning a second language because of a sincere and personal interest in the people and culture represented by the other language group. In contrast, an instrumental orientation concerns the practical value and advantage of learning a new language (Ellis, 1997).

According to Gardner (1985), a student is said to be instrumentally motivated if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation and he is said to be integratively motivated if he wishes to learn more about the other cultural community because he is interested in an open-minded way, to the point of eventually being accepted as a member of that other group.

However, in spite of the influential position Gardner's model held in the history of second or foreign language teaching and learning, it has been argued that Gardner and his partners have concentrated on the relationship between the cause and result of motivation without making clear which is more significant. And Gardner mainly focuses on how social factors affect second language learning neglecting the study in real school and classroom environment.

2.1.3 Intrinsic vs. extrinsic motivation

Motivation can also be divided into another two terms: extrinsic motivation and intrinsic motivation. Extrinsic motivation comes from the desire to get a reward or avoid punishment; the focus is on something external to the learning activity itself. With intrinsic motivation the learning experience is its own reward. Researches indicate that extrinsic motivation can also be beneficial; learning is more favorably influenced by intrinsic orientations, especially for long-term retention. In addition, it is believed that interest is one of the main elements of motivation; being defined as a positive response to stimuli based

on existing cognitive structures in such a way that learner's curiosity is aroused and sustained.

2.1.4 Related studies on influence of extensive reading on reading motivation

The effects of ER on learner's motivation and attitude are impressive. Study after study shows how attitudes changed toward reading in English and how the students became eager readers. Elley (1991) reported that the students developed "very positive attitudes toward books as they raised their literacy levels in English". Constantino (1995) did a case study on five readers, involving three pleasure readers and two non-pleasure readers, to examine their change of motivation through reading. And the results showed that the motivation and confidence of the pleasure readers all improved but it is not the case on the non-pleasure readers.

Nishono (2007) also conducted a long term of two and a half year case study on two Japanese middle school students who were at the beginning to read extensively. The results showed that both the two participants used various reading strategies in reading and their reading motivation were all strengthened as they read more and more fluently.

2.2 Extensive reading and reading performance

2.2.1 Historical background

It is still debatable whether extensive reading can help students to develop their reading comprehension. And numerous studies have focused on extensive reading. So far, there are five main aspects that are deeply influenced by the extensive reading method:

vocabulary, grammar, comprehensive ability, writing ability and inter-cultural communication, which are all closely related to language competence. Some scholars have paid attention to the relationship between reading model and reading motivation as well as reading performance. Goodman (1967) once proposed that reading is a guessing game of psychological-linguistics. In the reading process, readers decode the text symbol from the visual input to get necessary information so that to know the meaning. Therefore reading comprehension is a dynamic, positive thinking process. However, the lack of reading motivation which results in a low reading performance has become a common problem in current process of second language learning. Lots of scholars have committed to the research of second language acquisition from the perspective of cognitive linguistic and psychology. They proposed related theory and conducted many experiments to support their result. The fruits of their research have laid a solid foundation for this paper. With the progress of pedagogy of foreign language learning, multiple directions have been discovered, which exert great influence on the overall quality of language learners. Therefore, this paper suggests combining the previous results with experimental evaluation methods as well as multiple integrated assessments to analyze the outcome of extensive reading on learners' reading motivation and reading performance and to realize the multi-diversified methodology into effective practice.

2.2.2 Krashen's input hypothesis

The theory behind extensive reading is a simple one. We learn language by understanding messages, that is, when we understand what people say to us and when we

comprehend what we read (Krashen, 1997). This is a position maintained by a number of theorists—James Asher, Harris Winitz, Kenneth Goodman, Frank Smith, Warwick Elley and Richard Day, just to name a few. But it was Stephen Krashen who formalized this position into a theory known as the ‘input hypothesis, which he later called the ‘comprehension hypothesis’ (Krashen, 2004). The hypothesis states that the following conditions are needed for acquisition to take place: 1) That the input is abundantly available; 2) That the input is comprehensible; 3) That the input is slightly above students’ current level of competence. When these conditions are met and when the student repeatedly focuses on the meaning of a large number of interesting messages, he or she incidentally and gradually acquires the forms in which they are couched (Elley, 2001).

Language input cannot be separated from language output. According to Swain (1999), the input must be supplemented by comprehensible output which can further push students to achieve language proficiency. Other theorists, notably Krashen (1998), maintain that output is not necessary for acquisition to take place. Whether or not output is essential, and to what extent it contributes to language learning, is an empirical issue and is not likely to be resolved in the near future. From a more pragmatic and pedagogical perspective, however, there is no harm in making provision for students to try out the language forms they have picked up from regular exposure to meaningful messages.

According to Krashen (1985), increasing the quality of reading input can improve different language skills, such as reading comprehension, vocabulary recognition, sentence writing, listening comprehension and reading speed.

2.2.3 Characteristics of extensive reading

The following characteristics are generally thought to be among the most important (Day, 2006; Day, Bamford & Lee, 2000; Jacobs, Davis & Renandya, 1997; Renandya & Jacobs, 2002).

1. *Students Read Large Amounts of Material.* This is one of the key features that distinguish extensive from intensive reading programmes. In ER, teachers attempt to build a reading culture in which students read in quantity. The programme will not obtain optimal benefits unless students are ‘hooked’ on reading and read in quantity.

2. *Students Usually Choose What They Want to Read.* With highly motivated students, this feature is easy to achieve. However, with less motivated learners, the availability of materials that they do like to read can make a lot of difference. These learners usually don’t read much. To get them hooked on reading, they need access to a good collection of books and other materials that they want to read. Unfortunately, the kind of material that these students are more likely to pick up (e.g. ghost stories, comics and the like) may be hard to find, or even nonexistent, in school libraries.

3. *Reading Materials Vary in Terms of Topic and Genre.* Students should be exposed to different types of materials so that they become familiar with different kinds of genre and accustomed to reading for different purposes and in different ways. Although younger learners may prefer fiction, they should gradually be introduced to nonfiction. While a good selection of fiction often can be found, there is a relative scarcity of nonfiction materials for less proficient readers. Even more difficult to find are materials for adult

learners who want to read simplified materials on such topics as law, business, technology, and medicine.

4. *The Material Students Read Is within their Level of Comprehension.* Unlike in intensive reading where the material is typically above students' linguistic level, in extensive reading the material should be near or even below their current level. To use an SLA jargon, students should be reading text at an $i+1$, i , or $i-1$ level, with i being their current proficiency level, and 1 referring to language features that are slightly above students' competence. The rule of thumb here is that to get students started in the programme, it is better to read easier texts than more challenging ones. For students who have had minimal exposure to contextualized language and who lack confidence in their reading, even $i-2$ material may be appropriate, at least at the initial stage of the reading programme (Day 2006).

5. *Students Usually Take Part in Post-Reading Activities.* The most commonly reported post-reading task that teachers employ is, unfortunately, that of summary writing or book review. This task is not without value, but because writing a summary is time-consuming and often dreaded by students, it should be used less often. Other less laborious and potentially more inviting post-reading tasks can be fruitfully used. These include asking students to: 1) Design a book mark to suit the book. 2) Role-plays the story. 3) Design a poster to advertise the book. 4) Read interesting/exciting/well-written parts aloud. 5) Copy interesting words and useful expressions into a notebook. 6) Write a letter to the author.

6. *Teachers Read with their Students, thus Modeling Enthusiasm for Reading.* We cannot get our students to read if we ourselves do not read. This advice is particularly important in the beginning of an extensive reading programme. We can show students the books or other materials we have just read or are reading to let them see us read silently and read aloud to them parts from our favorite materials. This sends a strong message to our students that we value reading and that our students should do the same.

7. *Teachers and Students Keep Track of Student Progress.* Ideally, students read on their own without the need to monitor their reading. However, regular monitoring is recommended especially when working with reluctant readers. A simple book record can be designed to check students' progress. In addition to using book records, a monthly student-teacher conference can be scheduled if students are having any problems with their reading. This conference can be as brief as five minutes or less. It should be noted here that monitoring should be seen as a way of displaying student progress and motivating students, rather than as a way for the teacher to assess them.

A related reason why extensive reading is not done goes back to the whole paradigm issue of the role of teachers: sages on the stage or guides on the side. Many teachers are perhaps still uncomfortable with the idea of playing a 'less' central role in the classroom. In intensive reading, instruction is more teacher-centered in that teachers are more center-stage in what is happening in the classroom. They do lots of talking and decide what skills or strategies to teach, how these are taught, and what passages to use. In contrast, with ER, roles shift as teachers not only pass on knowledge, but also 'guide students and participate with them as members of a reading community' (Day & Bamford, 1998).

Other reasons are more practical in nature. In teaching in-service courses, I often hear teachers say that they do not have enough time to get students to read extensively because they feel pressured by the administration to cover the predetermined materials specified in the syllabus. Some others report that since extensive reading is not directly assessed, they feel that curriculum time would be better spent on other subjects that students are tested on. Even in places where extensive reading has been incorporated into the second language curriculum, full implementation of the extensive reading programmes is hampered by practical considerations. Careful examination of these implementation variables should naturally receive more attention in future research.

Extensive reading is certainly not a panacea to all the problems we have in language learning. It will not guarantee a perfect mastery of English for all. But at present, when the traditional textbook and teaching methods produce less than flattering results, book-based methodology, such as the shared book approach or extensive reading method in which pupils are given wide access to large quantities of comprehensible input, may just be the right antidote for our pupils' learning problems. Even in the unlikely event that extensive reading does not produce measurable language gains, it will surely result in a more enjoyable language learning experience. The evidence for extensive reading is simply too strong to ignore.

2.2.4 Related studies on influence of extensive reading on reading performance

Studies In Non Taiwanese and Chinese Setting

According to Carrell and Carson (1997), extensive reading generally involves rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language.

Although extensive reading programmes come under different names, including Uninterrupted Sustained Silent Reading (USSR), Drop Every-thing and Read (DEAR), and Silent Uninterrupted Reading for Fun (SURF), and the Book Flood programme (Elley and Mangubhai, 1981), they all share a common purpose: that learners read large quantities of books and other materials in an environment that nurtures a lifelong reading habit. In addition, these programmes also share a common belief, that is, the ability to read is best achieved through reading extensively in the language. People learn to read by reading, as Smith (1988) and others have pointed out.

Extensive reading differs from intensive reading. In intensive reading, students normally work with short texts and with close guidance from the teacher. The aim of intensive reading is to help students obtain detailed meaning from the text, to develop reading skills, such as identifying main ideas and recognizing text connectors, and to enhance vocabulary and grammar knowledge. It is important to note that these two approaches to teaching reading—intensive and extensive reading—should not be seen as being in opposition, as both serve different but complementary purposes (Carrell and Carson 1997; Nuttall 1982). However, intensive reading seems to be the dominant mode of teaching reading in many language classrooms. This is despite evidence that intensive

reading alone will not help learners develop their reading frequency, a crucial skill that mature readers acquire only after repeated exposure to massive quantities of written text.

Increasing number of studies investigating the influence of ER on English language learning both in EFL and ESL contexts report that ER has a positive impact on almost every aspect of language acquisition. Through ER vocabulary can be enlarged, reading proficiency can be improved, and other basic abilities like listening, writing can be also strengthened. Moreover, viewing from the affective dimension, one's attitude and motivation can be stimulated as well by ER.

Firstly, as is shown in “learn to read by reading”, there is a direct relationship between extensive reading and reading ability. Masses of studies convincingly prove that learners engaged in ER are more likely to become good readers in the target language. Robb and Susser (1989) compared the benefit of the two procedures “extensive reading and skills-based” in terms of the improvement in reading comprehension. They used two procedures, extensive reading and skill-based reading, to compare students' vocabulary acquisition. The results showed that the extensive reading group scored significantly higher than the skills group on guessing vocabulary from context. Robb and Susser (1989) also find that the extensive group is faster than skills building group in reading speed. The conclusion of this study is that extensive reading has a positive effect on vocabulary recognition ability of second language learners. Robb and Susser (1989) described it as “effective as skills-building with the important advantage that is more interesting for the learners”.

What's more, Powell (2005) found that once students develop their reading habit, they continue to engage in reading tasks of their own choice based on their interest. Grundy (2004) conducted two surveys about extensive reading to investigate students' attitudes toward reading and to evaluate the benefits of extensive reading programs.

Extensive reading can not only improve students' motivation in learning a second language, but it can also encourage students to acquire new vocabulary through reading and thus building their vocabulary recognition naturally. Day, Omura and Hiramatsu (1991) went on to the report that students could learn vocabulary incidentally through extensive reading..

In another study by Mason and Krashen (1997), three experiments were conducted in universities of Japan. In the first experiment, the experimental group of EFL students at the university level in Japan who did extensive reading for a semester progressed faster on a cloze test than the comparison group who were traditionally taught. In the second experiment group, the same was proved at prestigious university and a two-year college. In experiment three, the author took writing summary after extensive reading into consideration and divided the participants into three groups.

Apart from improving reading proficiency and strengthening motivation, there are still many studies demonstrating that students who read extensively also make progress in general language proficiency. For example, Iwahori (2008) conducted a study of seven weeks and found that ER was an effective approach to improve students' reading rate and general language proficiency. Elley and Mangubhai (1983) conducted a study and found that the general language ability of primary school students all improve significantly.

One case study is reported by Cohen (1997) who attended a secondary school in Turkey at the age of 12. Turkish is the main language used in school and in the wider community in Turkey. English is taught as a foreign language. Cohen started to read extensively after only two months of study and by the end of the first year in secondary school she became an avid reader. She would read all kinds of books that she could get hold of. She got into a bit of ‘trouble’ in her writing class when she submitted two written compositions which her teacher refused to mark. Her teacher suspected that someone must have helped her write the essay, as the quality was way beyond the level of the class. In Cohen’s words (Krashen, 2003) “She wanted to know who had helped me write them the compositions. They were my personal work. I had not even used the dictionary. She would not believe me. She pointed at a few underlined sentences and some vocabulary and asked me how I know them; they were well beyond the level of the class. I had not even participated much in class. I was devastated. There and then and many years later I could not explain how I knew them. I just did (emphasis added).”

If reading is good for students learning their first language, is it also good for those learning a second or foreign language? The answer is a resounding yes (Day & Bamford, 1998). Extensive reading works with both young and older learners of English in both ESL and EFL settings. Many of the studies report a large gain in reading and other aspects of language proficiency. The results also generally echo Krashen’s claim that the longer the length of the reading programme, the bigger and more robust the impact of extensive reading is.

In a number of correlational studies in ESL or EFL contexts, the amount of reading has been shown to be positively correlated with various aspects of second and foreign language competence. The amount of free reading that ESL students reported doing was a significant predictor of their TOEFL test scores (Constantino et al., 1997). Interestingly, the length of the students' formal English study and their length of residence in the United States did not show the significant correlations.

The past two decades have also seen a substantial number of experimental studies on extensive reading in second and foreign language learning contexts. One of the first pioneering studies was conducted in the late studies. In 1970s in Nieu, a small island in the South Pacific, Death (2001) used the Shared Book or Shared Reading Method to introduce 50 high interesting, short, illustrated story books to Grade 3 pupils. After one year, children in the book-based classrooms outperformed those in the traditional audio-lingual method in all three measures that were used, that is, reading comprehension, word recognition and oral sentence repetition.

In another school-based research study, Elley and Mangubhai (1983) showed the dramatic effect of extensive reading on second language learners' language development in Fiji. Nine to eleven-year old children at Grade four and five from a number of schools took part in the experiment. The control group followed their regular audio-lingual programme. The students in the experimental conditions, however, were literally flooded with 250 high interest books and were divided into two groups: the read only group and the shared reading experience group.

After one year, the book flood students outperformed their audio-lingual counterparts in some of the measures. For Grade 4, the reading groups did significantly better on tests of reading comprehension and English structures, but not in word recognition and oral sentences. What is striking is that in terms of actual reading growth, the book flood groups produced 15 months reading growth over a period of 8 months, while the traditional group gained 6.5 months.

For Grade 5, the reading groups were superior to the control group in reading and listening comprehension measures but not on tests of English structure and writing. In terms of the growth in reading, the book flood groups produced an average of 12 months reading growth, while the control group gained a dismal 2.5 months over a period of 8 months.

After two years of implementation, however, the effects of the book flood programmes were clearer cut. The reading groups were far superior to the traditional group in all measures. For Grade 5, the reading groups outperformed the traditional groups on tests of reading, listening, and English language structures. For Grade 6, the reading groups outperformed the audio-lingual group on tests of reading, vocabulary, grammar and writing. Furthermore, the effects spread to other language-related skills. The book flood students outperformed the control students in the National Examination in Mathematics, English, General Studies and Fijian Language.

An adapted version of the Fiji book flood programme was implemented in Singapore (called the REAP programme—Reading and English Acquisition Programme) and in Brunei (called the RELA—Reading and Language Acquisition Project). In both countries,

the results of the book-based programmes echoed the Fiji book flood programme, and proved to be so successful that they were subsequently adopted in the national curricula of these countries (see Elley, 1991 for details of the results). In the UK, Hafiz and Tudor (1989) reported on a three-month extensive reading programme using graded readers with students of Pakistani origin aged from ten to eleven years. The experimental group did self-selected pleasure reading with minimal accountability for one-hour every day over twelve weeks. Two matched groups who followed their normal lessons served as controls. All three groups were given a battery of three reading tests and four writing tests before and after the experiment. The test results are highly revealing: 1) The pleasure reading group made significant gains on all tests of reading and writing. 2) One control group did not make significant gains on all tests. 3) The other control group made no significant gains on any of the three reading tests, but did significantly better on two of the four writing tests. In the studies reported above, the researchers worked in the relatively well-resourced schools. A big question remains, though: is it possible to set up a successful extensive reading programme in a resource poor school? It is evident to suggest that the answer is yes.

Lituanas, Jacobs and Renandya (2001) showed the striking effect of extensive reading despite the rather limited quality and quantity of the reading materials used in the extensive reading programme. The participants were 60 Grade 7 remedial students who attended their normal 40 minutes of English instruction plus a remedial class. In their remedial class, the students from the control group studied via a traditional approach that emphasized intensive reading and phonics. The students in the extensive reading group, on the other hand, were provided with reading materials and were encouraged to do

self-selected reading and a variety of post-reading activities. Two standardized tests on reading comprehension were used to assess the impact of extensive reading—the Informal Reading Inventory (IRI) and the Gray Standardized Oral Reading Test (GSORT). After six months, the students from the extensive reading group gained a more profound understanding of the content than the traditional group on both measures. Figures 2 and 3 show the results of the pre-tests and post-tests.

Krashen (1993) in his book *The Power of Reading* provides a summary of L1 studies comparing the achievements of students who received traditional reading instruction with those who were asked to do sustained silent reading or self-selected reading at schools. Two points are worth highlighting here. First, the table shows that in 38 out of 41 comparisons or 93%, free readers perform as well as or better than instructed students. Note that a result of no difference does not put our free readers at a disadvantage. Instead, it shows that ‘free reading alone is just as good as traditional instruction, which confirms that free reading results in literacy growth...’ (Krashen, 1993). Second, for studies that last one year or longer, the results are more consistently positive. In 8 out of 9 comparisons, free readers significantly outperformed students in the traditional language arts programme.

Studies conducted in EFL settings have largely confirmed the language learning benefits of extensive reading. Some researchers (Mason & Krashen, 1997; Robb & Susser, 1989) investigated the effects of extensive reading with EFL college students in Japan. In both studies, students who did extensive reading performed significantly better on reading comprehension posttest scores than those who were taught in the traditional way (skills building or intensive reading method).

Studies in China

Reading is one of the learning tasks in acquiring a second or foreign language, and it has become a major task especially for Chinese EFL learners who, for lack of opportunity to be involved in oral communication, rely more on reading for the gaining of information. Chinese researchers and teachers have gone to great lengths on the studies of helping students become good EFL readers. As one of the many reading approaches, ER was borrowed from western countries into Chinese university curriculum in late 1980s. Most efforts were made to develop reading materials and the related reading comprehension exercises for college students and so almost no experimental researches have focused on the theory or the specific language benefits of ER, let alone ER studies in secondary schools.

As one of the many reading approaches, ER is beneficial to almost every aspects of language acquisition, which was proved to be true in China as well. Sheu (2003) conducted a study in junior high school students who were at the beginning level of English proficiency in Taiwan. And the results all indicated that all the groups increased reading rate significantly and the extent of improvement was ranked as treatment group two is better than the treatment of group one and better than control group.

However, Lai (1993) tested Krashen's Input Hypothesis and showed rather different consequences to his findings. Based on what Lai found, we can see that reading a quantity of books, as Lai (1993) described, is "for global understanding didn't seem to enhance reading comprehensive effectively". It seems that extensive reading is not an effective way to improve reading comprehension.

ER was borrowed from western countries into Chinese university curriculum in the late 1980s. Since then many scholars have fixed their eyes on ER, but most of them devoted to finding efficient reading strategies with less consideration on the selection of authentic materials (Ruan, 2004; Su, 2002), let alone adopting English language newspaper as reading materials in English teaching. Zhong (2007) from Eastern China Normal University assessed the rationality of adopting English language newspaper as high school reading materials from three aspects of applicability, feasibility and effectiveness and found that English language newspaper could be used as reading materials of high school students for the purpose of improving their reading ability.

What's more, Gao (2004) also demonstrated that there is no evidence that extensive reading really helps students to improve their reading comprehension. To sum up, extensive reading does not lead to significant improvement in reading comprehension.

However, though extensive reading does not appear to have obvious effects on the improvement of reading comprehension, it promotes students' learning motivation. Extensive reading inspires students to read widely with a special emphasis on students choosing the materials based on their own interest. Therefore, students will be more willing to read in English.

There is a shortage of research on choosing English newspapers as the extensive reading materials in China, and there is even less as to Internet-based ER teaching. Li (2007) from Northeast Normal University carried out a study in senior high school to examine the effects of teaching extensive reading through the Internet. The analyzed results

showed that the scores of the class with modern teaching method via Internet significantly improved over the control class.

2.3 Limitations of previous studies

It is obviously that all studies reviewed above provide substantial empirical support for the positive effect of ER in every aspects of language acquisition whether in the EFL or ESL context. Meanwhile, they provide some enlightened ideas that relevant to the present study. Some strengths and implications of the previous studies are displayed as follows. Firstly, these studies all contribute a lot to the research of extensive reading, thus providing concrete theoretical and empirical foundations for the further study. Secondly, most of the researches above are empirical study based on data analysis, which ensures the validity and reliability of the study and provide models for relevant research in the future. Finally, most studies above have great pedagogical meaning. The findings and implications can be used to direct teachers to arrange their teaching programme. At the same time, EFL learners also can be enlightened by the implications and use them to improve their language proficiency.

However, previous studies have some limitations. First, as is reviewed above, most studies adopt graded readers for ESL and simplified or adapted readers as reading materials which lack authenticity and interest and cannot cater to learners' interest or stimulate their reading motivation effectively. In addition, the content of graded readers is limited. Secondly, reading motivation has many dimensions, but previous studies did not have a comprehensive examination of these dimensions. Third, in some studies like Lai (1993),

the readability of testing paper is not considered, which leads to some unreliable of the results. Finally gender difference, though important, was ignored in previous studies.

Chapter 3 Methods

3.1 Participants

Sixty-nine EFL 8th graders including 36 males and 33 females (age range: 13-14 years; mean age = 14 years) took part in this study. They were students in two intact classes in Wen-Shan junior high school in New Taipei City. In the control group (CG), there were 16 males and 15 females; in the experimental group (EG), there were 20 males and 18 females.

These students have been learning English at school for formal English education for four and a half years since they were at 3rd grade. They took two forty-minute classes per week to learn English in elementary school (from 3rd grade to 6th grade) and four forty-five minute classes per week to learn English in junior high school (from 7th grade to 8th grade). Students from the two classes were originally taught by the same English instructor using the textbook of the same edition (KangHsuan) and the same supplementary teaching material (the magazine named *Let's talk in English*). Thus, they have comparable English learning backgrounds before participating in this study.

According to the data provided by the office of academic affairs, the two groups of participants had similar English performance originating from the English grade at their 7th grade. Table 1 shows the two groups' scores in three exams (beginning, mid-term, and final exams) and the results of independent *t* tests.

Table 1

Two groups' scores in three exams (beginning, mid-term, and final exams) and the results of independent *t* tests. Values in parentheses stand for standard errors.

| Groups | Beginning | Mid-term | Final |
|-----------------|--------------|--------------|---------------|
| Experimental | 87.55 (0.89) | 86.13 (0.91) | 83.58 (1.01) |
| Control | 83.29 (1.29) | 84.03 (1.33) | 85.94 (1.21) |
| <i>P</i> values | 0.007 | 0.185 | 0.137 |

3.2 Reading materials

For participants in the experimental group, two graded books (*Quick Change!* Level Starter/Beginner, *Just Like a Movie* Level 1 Beginner/Elementary) were used. Based on their interests, they had the opportunity to read for pleasure by selecting at least one book from four graded books at an appropriate level (*Let Me Out!* Starter/Beginner; *Bad Love*, Level 1, Beginner/Elementary; *Three Tomorrows*, Level 1, Beginner/Elementary, *Help!* Level 1). The publisher is Cambridge University Press and each of the graded books selected from is at Level 1 with a total of 2000 words and 250 headwords. The approximate total pages of each book is 32. Since the their vocabulary was very limited, the majority of the books were located at 250 headwords level.

For the control group, the 3rd edition textbook whose publisher is KangHsuan and the supplementary teaching material named *Let's talk in English* were employed throughout the entire class. The textbook for the 3rd edition consists of eight chapters, each of which has its own grammar points, main new words and reading comprehension practices.

3.3 Instruments for measurement

In this study, four instruments were used: a motivation questionnaire, one reading comprehension test (selected from one of the reference books published in Taiwan called *Reading Comprehension and Comprehension Input*), and an attitude questionnaire (for collecting general ideas and attitudes toward the instruction of extensive reading program).

3.3.1. Motivation questionnaire

Pilot study motivation questionnaire

For the pilot study a motivation questionnaire was constructed and partially adapted from Wigfield and Guthrie (1997) and Schmidt et al.'s (1996). Wigfield and Guthrie conceptualized 11 different dimensions of reading motivation (reading efficacy, reading challenge, reading work avoidance, reading curiosity, reading involvement, importance of reading, competition in reading, recognition for reading, reading for grades, social reasons for reading, compliance), and Wigfield (1997) created a theoretical taxonomy consisting of three categories (the first three under the category of competence and reading efficacy, the second six under the category of achievement values and goals and the final two under the category of social aspects of reading). Schmidt et al. (1996) developed 50 items, 20 of which were in relation to intrinsic and extrinsic motivation. For the 20 items twelve items were selected and partially modified considering the EFL learning conditions at Wen-Shan Junior High School so as to suit the purposes of this study (e.g. the original item: I enjoy learning English very much was modified to I enjoy reading in English very much in item

29). These 12 items were item 12, 29, 30, 31, 32, 33, 50, 51, 52, 53, 54, 57 under the intrinsic and extrinsic motivation category.

Apart from these 12 items, 45 items are under the six types of reading motivation (the target of taking pride, reading efficacy, the interest of English reading, avoid English reading, self-efficacy, and reading for grade) since Schmidt's questionnaire only included motivation for learning English in general without the attention paid to the motivation for reading specifically in English. Thus, there were altogether 57 items under 8 categories.

The motivation questionnaire contained two parts. The first section is about personal information (e.g., subjects' age and gender, their English learning experience, their parents' educational backgrounds). The second section used a 4-point Likert-type scale to assess participants' motivation toward learning and reading in English.

The preliminary questionnaires were actually on a 5-point Likert-type scale and were administered to the 2nd year (8th grade) students in January, 2011. After collecting the data, the researcher found most answers to the questionnaire were located in 'no opinion.' As a result, the 5-point Likert-type scale was changed into a 4-point Likert-type scale by eliminating the 'no opinion' column.

Formal motivation questionnaire

This formal motivation questionnaire, based on the pilot study motivation questionnaire, include 57 items, without multiple-choice questions. There are 4-point Likert scale questions (strongly disagree, disagree, agree, strongly agree).

3.3.2. English reading test

The test is selected from one of the reference books, published in Taiwan called Reading Comprehension and Comprehension Input, designed for junior high school students for the English reading comprehension practice.

There are three parts in the English comprehension test. The first section is the vocabulary test including 19 items and divided into two parts. The first part requires participants to choose the correct in correspond to the picture showed in the left hand; the second asks them to select the correct English vocabulary supplied with the Mandarin Chinese short sentence with the underlined key word provided.

The second section is the word comprehension test comprising two parts. The first part is choosing the synonym and the second part is picking the antonym according to the each word in the right column. Both of them have 9 questions.

The third section is the reading comprehension test consisting of four short reading passages with the total of 22 questions need to be answered.

3.4 Interview questions

In order to obtain deeper understanding of the participants' reaction to extensive reading and the difficulties they encountered during the program, the researcher interviewed six students who were randomly selected from the EG. Some questions in the interview covered reactions (3,12), difficulties (4), suggestions (5, 6, 7, 11) and students' evaluations (8, 9, 10, 13, 14). Questions are in the appendix.

3.5 Design

A between-subjects design was used. Participants were divided into an experimental group (N = 38) and a control group (N = 31). From May 10th to June 24th 2011, participants in the experimental group conducted EFL extensive reading, whereas participants in the control group conducted EFL traditional reading.

3.6 Procedure

3.6.1 Pretest

Both control and experimental group students worked on the pre-tests for motivation questionnaire and English reading test for 15 minutes and 45 minutes on the first day and the second day of the six weeks. After the detailed and clear directions provided by the examiner for about 5 minutes, students were asked to work on the motivation questionnaire on May 11 and English comprehension test on May 12 in class with the examiner facilitated if any questions or concerns occurred.

3.6.2 Treatment

Experimental group

Students in the experimental group received EFL extensive reading instruction. The instruction time was forty-five minutes for each class period twice a week which lasted for one and half month for the total six weeks.

A total of 76 copies of two simplified readers are required to read in class published by Cambridge University Press. Students were free to select books which most interested

them. They were provided with the short introduction of each book written in Mandarin Chinese and encouraged to change books whenever they wanted. If they had difficulties finding a book that best suited them, the teacher's help was available.

To provide a totally rich English learning environment, the teacher arranged and decorated the bulletin wall at the back of the classroom with (a.) word flashcards with the part of speech and sentence which will be changed per week (b.) posted on some pictures of divided section of the story drawn by students (c.) the good summary of the story written by higher level students which will be shared with other classmates.

Control group

Students were required to memorize five vocabulary words appearing in the article after each class and a short passage that the instructor circled to write it down on the next day. The supplementary material whose major function is to have students practice daily basic conversation spoken by native speaker after students listened to the CD of the magazine. Thus, students in CG read each article in each chapter from the textbook intensively in and out class and with the purpose of memorizing every vocabulary word, sentence structure, grammar rule. They need to memorize short passage featured in each article to pass the periodic quizzes, mid-tem and final exam.

Classroom procedures

For experimental group, the instructor tried to engage students' motivation by asking them to predict the plot according to the pictures showed at the specific pages with group discussion for 5 to 10 minute. After the warm-up section at the beginning of the class, the class is moving to the real reading comprehension with some higher order thinking

questions provided by the teacher and with various activities with different group configurations. All of the activities were conducted in a relaxed, informal atmosphere, where students could read for pleasure, totally different from what they read in their textbook or reference books with pressure.

The ten lessons devoted to the guidance of reading two required graded books extensively and the two lessons devoted to the share of what students read by selecting from books that catch their attention in class.

The first lesson: Student had the opportunity to read silently with the first chapter and second chapter within 45 minutes in the first lesson and if they had hard time knowing the vocabulary or sentence structure that impede them keep reading, the instructor was there to provide some ways to solve the student's reading obstacles. For example, one of the students had difficulty in knowing the meaning of word of "adoptive" and the instructor didn't give him the direct translation of word. She asked the student to predict the meaning of the word through sentence to sentence and provided possible meanings of the word instead.

The second lesson: Students shared what they had read in small groups and wrote the summary of the first two chapters into summary collaboratively. Because of their limited English speaking proficiency, they could either use English or Mandarin Chinese to express their own ideas as much as possible but the use of English was encouraged. Since the purpose of extensive reading is to promote their interest and motivation to keep reading rather than promote their speaking ability that is the scary thing for them due to the lack of practice and confidence.

The instructor asked for some volunteers to express their summary of the two chapters of the first reading chapter from each group with an extra point given, which was the most appealing way to make them share their ideas in front of the classroom.

The third lesson: Students listened to what the instructor read in the 3rd chapter with three times. The first time was read at the very slow speed without any interruption or pause and they didn't need to take notes for the first time. The second time was read much faster and students were required to take notes at this time. They could make up some parts of information they lost for the first two listening in the third time. After listening to the same chapter three times, they were put into the groups of five to discuss the main ideas of this chapter.

The fourth lesson: Students had thirty minutes to read the last two chapters and they had read part of them at home before they came to class. After reading the last two chapters, students were required to write down their reaction of this graded book for 15 minutes and the unfinished writing part was also as an assignment. For example, they could either write about what interested them most in the story and what their opinion were about in each plot in either Chinese or English. The same as here, English writing was encouraged.

The fifth lesson: Students shared their writing journal with their paired partner first then the instructor randomly picked up five students to share their reaction or feedback after reading the book in class for 20 minutes. The last 25 minutes were devoted to the discussion of any troubles they experienced when reading. Various solutions were discussed between students and students and student to the instructor.

The sixth lesson: Students shared the story of one of different books that they selected from in class. Students who had different selection of book can know other classmates' ideas about different book. This was a good opportunity for them to exchange and share information.

In order to keep track of their reading at home or out class, students wrote a weekly reading report and turned in the reading journal twice a week. In the weekly report, students listed the title of the book they were reading, the amount of time they spent on reading to how many pages, the degree of difficulty and their degree of interest. Writing a short reading journal not exceeding 200 words is a good way to examine their reading habits, keep track of their progress, and reading comprehension ability which in turn enhanced the classroom discussion.

3.6.3 Posttest

After six weeks of traditional reading and extensive reading approach, both control and experimental groups worked on post-tests for motivation questionnaire and English comprehension test respectively for 15 minutes and 45 minutes. After the detailed and clear directions provided by the examiner for about 5 minutes, students were asked to work on the motivation questionnaire on June 23 and English comprehension test on June ,24 in class with the examiner facilitated if any questions or concerns occurred.

3.6.4 Interview

After filling the motivation questionnaire and the English comprehension test, six interviewees were asked about their attitudes towards this approach, their reading feeling in

the class, and their parents support in this program and they were required to write down some questions on answer sheets. All the processes were recorded by camcorder. The dialogues between the six subjects and the researcher were transcribed into both Chinese and English.

Chapter 4 Results and discussion

4.1 Motivation questionnaire

4.1.1 Statistical analyses

Statistical analyses were conducted using SPSS for Windows 13.0. The level of significance was set to be 0.05. Independent *t* tests was respectively made on the eight measures of motivation: the target of taking pride, reading efficacy, interest in English reading, avoidance of English reading, self-efficacy, reading for grade, intrinsic interest, and extrinsic motivation. Levene's test for equality of variances was used and, where variances could not be assumed, corrected degree of freedom was used.

The between-subjects factor was group (experimental vs. control). Where necessary and appropriate, gender was also incorporated as a between-subjects factor in the analyses. The dependent measures were the difference scores calculated by subtracting scores in the pretests from those in the posttests (i.e., posttest scores minus pretest scores). The between-subjects factor was group (control versus experimental).

4.1.2 Results

Table 2 shows the descriptive statistics with regard to the pretest and difference scores of the eight measures of motivation for the control and experimental groups. Difference scores were equivalent to posttest scores minus pretest scores. Values in the parentheses stand for standard errors.

Table 2

Descriptive statistics for difference scores (posttest scores minus pretest scores) in the motivation questionnaire. Values in the parentheses stand for standard errors.

| Measures | Experimental group | Control group |
|--|--------------------|---------------|
| the target of taking pride (difference) | -.15 (.37) | -2.19 (1.60) |
| reading efficacy(difference) | -.60 (.33) | .42 (1.28) |
| interest in English reading(difference) | .29(.25) | 1.58(4.16) |
| avoidance of English reading(difference) | .29(.23) | -3.41(.68) |
| self-efficacy(difference) | -.08(.20) | .10(.72) |
| reading for grade(difference) | -.08(.25) | -1.35 (.79) |
| intrinsic interest(difference) | .37(.32) | .26(.81) |
| extrinsic motivation(difference) | .39(.27) | .77(1.08) |

The target of taking pride. The analysis indicated that with difference score being the dependent variable, the main effect of group was non-significant, $t(33) = 1.234, p = 0.226$, indicating that the two groups did not significantly differ with regard to increase in the target of taking pride.

When gender was incorporated as a between-subjects factor, the main effect of gender was significant, $F(1, 65) = 6.478, MSE = 229.72, p = .013$, partial $\eta^2 = .091$, indicating that males had more increase in the target of taking pride than females. The interaction between gender and group was non-significant, $F(1, 65) = 2.504, MSE = 88.79, p = .118$, partial $\eta^2 = .037$ (see Figure 2 below).

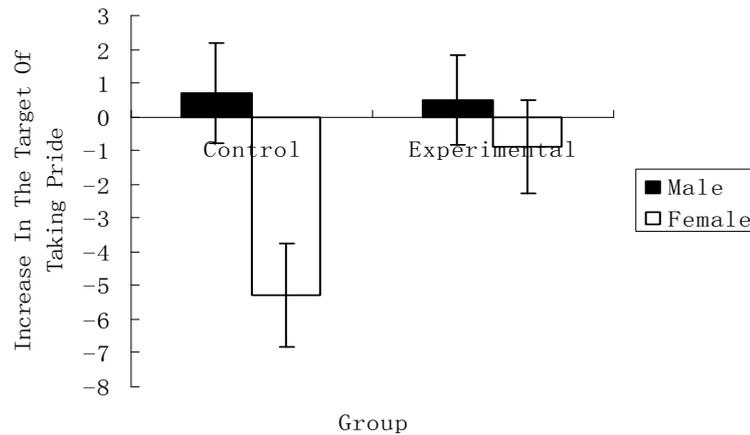


Figure 2. The effect of gender in increase in the target of taking pride

(bars stand for standard errors).

Reading efficacy. The analysis indicated that with difference score being the dependent variable, the main effect of group was non-significant, $t(34) = .775, p = 0.443$, indicating that the two groups did not significantly differ with regard to increase in reading efficacy.

When gender was incorporated as a between-subjects factor, the main effect of gender was significant, $F(1, 65) = 4.900, MSE = 108.709, p = .03$, partial $\eta^2 = .070$; males had significantly greater increase in reading efficacy than females. The interaction between gender and group was significant, $F(1, 65) = 6.625, MSE = 146.979, p = .012$, partial $\eta^2 = .092$. Further analysis showed that males in the experimental group had significantly less increase in reading efficacy than males in the control group ($p = .018$); however, there was no significant difference between the increase in reading efficacy of females in the two groups (see Figure 3 below).

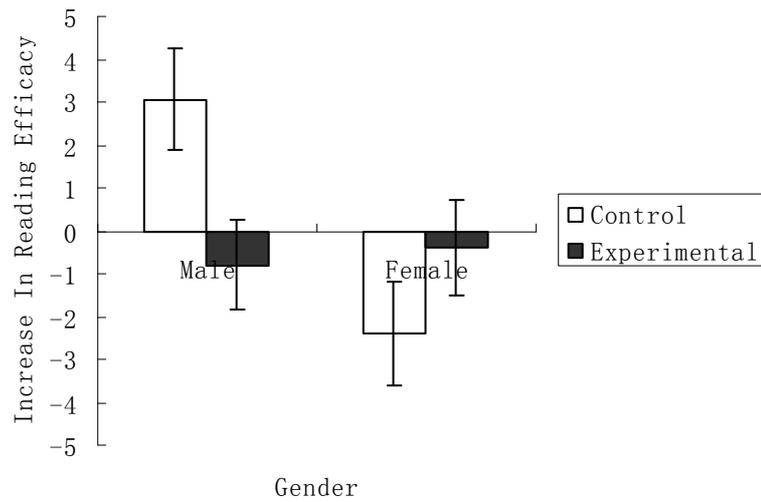


Figure 3. Gender difference in the effect of extensive reading on increase in reading efficacy (bars stand for standard errors).

Interest in English reading. The main effect of group was non-significant, $t(34) = .775, p = 0.443$, indicating that the two groups did not significantly differ with regard to increase in interest in English reading.

Avoidance of English reading. The analyses indicated that the main effect of group was significant, $t(37) = 5.625, p < .001$, indicating that the experimental group had greater increase in avoidance of English reading than the control group (see Figure 4).

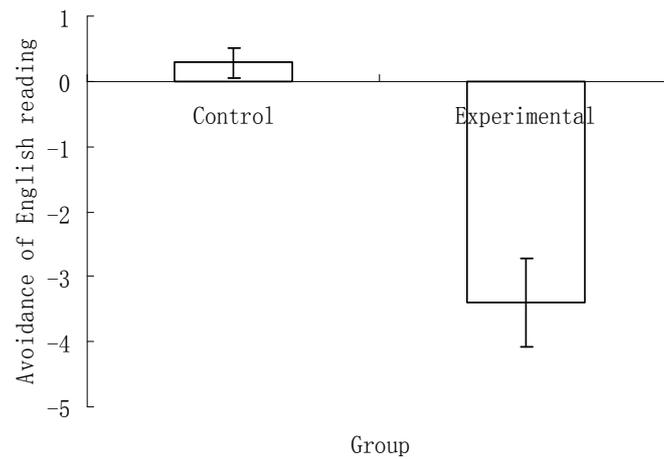


Figure 4. The effect of extensive reading on avoidance of English learning (bars stand for standard errors).

Self-efficacy. The analyses indicated that the main effect of group was not significant, $t(35) = .234, p = .816$, indicating that the experimental group did not significantly differ from the control group regarding increase in self-efficacy.

When gender was incorporated as a between-subjects factor, the main effect of gender was marginally significant, $F(1, 65) = 3.624, MSE = 26.954, p = .061$, partial $\eta^2 = .053$; males tended to greater increase in self-efficacy than females. The interaction between gender and group was significant, $F(1, 65) = 5.247, MSE = 39.021, p = .025$, partial $\eta^2 = .075$ (see Figure 5).

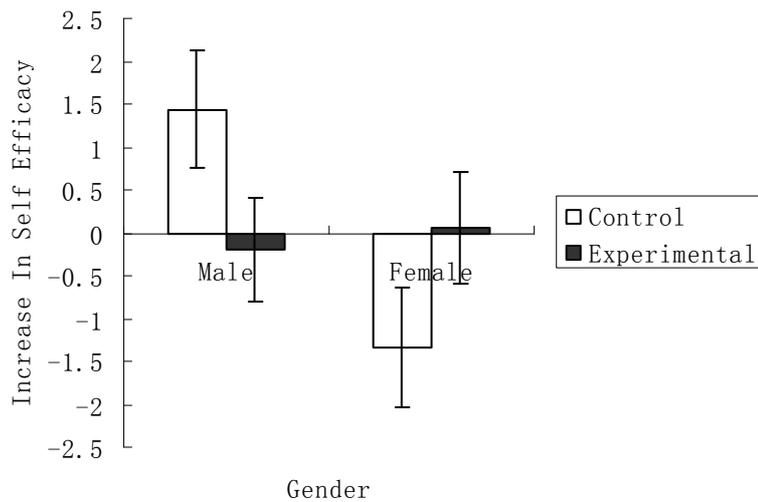


Figure 5. Gender difference in the effect of extensive reading on increase in self efficacy (bars stand for standard errors).

Reading for grade. The results indicated that the main effect of group was not significant, $t(36) = 1.537, p = .133$, indicating that the experimental group did not significantly differ from the control group regarding increase in reading for grade.

Intrinsic interest. The results showed that the main effect of group was not significant, $t(40) = .127, p = .90$, indicating that the experimental group did not significantly differ from the control group regarding increase in intrinsic interest.

Extrinsic motivation. The analyses showed that the main effect of group was non-significant, $t(34) = .342, p = .735$, indicating that the experimental group did not significantly differ from the control group regarding increase in extrinsic interest.

When gender was incorporated as a between-subjects factor, the main effect of gender was significant, $F(1, 65) = 6.337, MSE = 99.07, p = .014, \text{partial } \eta^2 = .089$; males had significantly greater increase in extrinsic motivation than females. The interaction between

gender and group was significant, $F(1, 65) = 5.223$, $MSE = 81.649$, $p = .026$, partial $\eta^2 = .074$. Further analysis showed that males in the experimental group had marginally significantly less increase in extrinsic motivation than males in the control group ($p = .083$). However, no significant difference was found between the increase in extrinsic motivation of females in the control and experimental groups ($p = .156$) (see Figure 6 below).

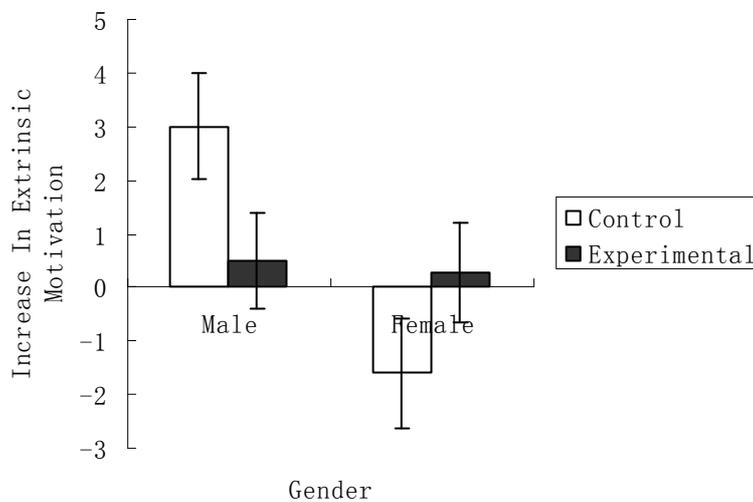


Figure 6. Gender difference in the effect of extensive reading on increase in extrinsic motivation (bars stand for standard errors).

4.1.3 Discussion

The main purpose of the current study is to investigate the effects of extensive reading on junior high school students' reading motivation and their reading performance in English language learning. The results show that a one and half month period of extensive

reading program does not make a significant difference on reading motivation as measured by reading motivation questionnaire.

There is no significant difference overall except for avoidance of English reading between two groups when the interaction in between-subjects and gender and group, a few findings have been showed.

First, as for the target of taking pride, gender was incorporated as a between-subject factor, indicating that males had more increase in the target of taking pride than females.

Second, the analysis showed that males in the control group had a greater increase in reading efficacy than males in the experimental group. And it is the same phenomenon in the avoidance of English reading. Since this is a very short period of extensive reading program, and most students felt stressed when knowing they have to spend extra time outside of classroom reading extra books and working on the related reading assignments. Thus, the anxiety of learning English increased and they did not really feel extensive reading is like reading for pleasure. As Krashen (1981) indicated 'affective variables' play a facilitative, but non-causal, role in second language acquisition. Learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. In other words, I have to create a relaxing reading atmosphere despite the fact that my students can read extensively is under time constraint. Thus, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

Third, the results indicated there is no significant difference in reading efficacy, reading for grade, intrinsic motivation and extrinsic motivation. When gender was incorporated as a between-subjects factor, males had significantly greater increase in self-efficacy and extrinsic motivation than females. As for extrinsic motivation, the interaction between gender and group was significant; the analysis showed that males in the experimental group increased less in extrinsic motivation than males in the control group.

Even though the extensive reading program did not have an overall expected effect on both intrinsic and extrinsic motivation, three aspects of intrinsic and one aspect of extrinsic motivation were influenced by the program. First of all, a lot more students thought learning English with extensive reading was fun and comfortable, which rarely happened in a traditional English classroom where they have to focus on learning English for test preparation. Secondly, most students in the experimental group felt reading English made them happy and excited since they could choose some graded books appropriate to their level and interest if there was no too much homework. Third, after exposure to a large of quantity of interesting graded books, the students in the experimental group expressed that they learned English because they loved it, but not because they thought English is an important academic subject. Finally, the students in the experimental group demonstrated in the extrinsic motivation section under the reading motivation questions that one of the reasons they were learning English was because they would be able to read English novels, newspapers. That is extensive reading has successfully motivated students to learn English for higher attainment.

4.2 English reading test

4.2.1 Statistical analyses

Independent t tests were respectively made on the four measures: vocabulary recognition score, vocabulary comprehension score, reading score and general score (i.e., the sum of recognition score, vocabulary comprehension score, reading score), sentence structure skill, and general skill. That is, the dependent measures were the difference scores calculated by subtracting scores in the pretests from those in the posttests (i.e., posttest scores minus pretest scores). The between-subjects factor was group (control versus experimental).

4.2.2 Results

Table 3 shows the descriptive statistics with regard to the difference scores of the four measures for the control and experimental groups. Difference scores were equivalent to posttest scores minus pretest scores.

Vocabulary recognition. The analyses showed that the main effect of group was significant, $t(67) = 2.567, p = .011$, indicating that the experimental group had significantly better vocabulary recognition than the control group (see Figure 7).

Table 3

Descriptive statistics for the difference scores (posttest scores minus pretest scores) of the four measures for the control and experimental groups in the English reading test.. Values in the parentheses stand for standard errors.

| Measures | Control group | Experimental group |
|--------------------------|---------------|--------------------|
| Vocabulary recognition | -.19 (.14) | .26 (.11) |
| Vocabulary comprehension | 2.20 (.43) | 2.63 (.39) |
| Reading score | 6.39 (1.40) | 16.90 (1.01) |
| General score | 9.42 (1.43) | 19.84(1.02) |

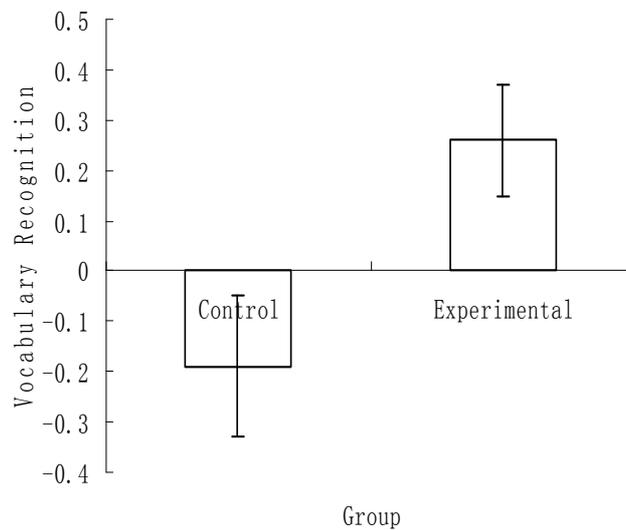


Figure 7. The effect of extensive reading on vocabulary recognition (bars stand for standard errors).

Vocabulary comprehension. The results showed that the main effect of group was not significant, $t(67) = .760, p = .45$, indicating that the experimental group did not significantly differ from the control group with regard to vocabulary recognition.

Reading score. The main effect of group was significant, $t(67) = 6.219, p < .001$, indicating that the experimental group had significantly better reading score than

the control group (see Figure 8).

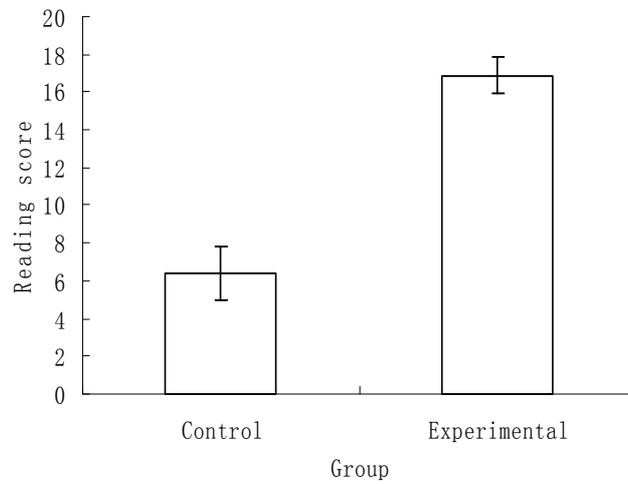


Figure 8. The effect of extensive reading on reading score (bars stand for standard errors).

General score. The main effect of group was significant, $t(67) = 5.949, p < .001$, indicating the experimental group had significantly better general score than the control group (see Figure 9).

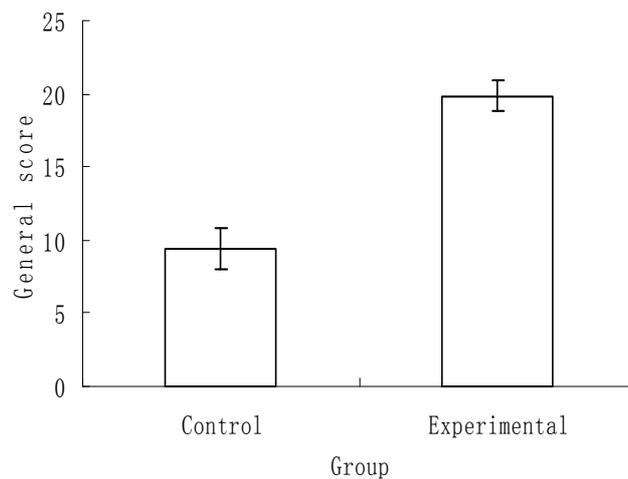


Figure 9. The effect of extensive reading on general score (bars stand for standard errors).

4.2.3 Discussion

The analyses showed the main effect of group was significant in vocabulary recognition, reading score and the overall general score, indicating the experimental group had significantly better vocabulary recognition and overall general scores than the control group. However, there was no significant in the vocabulary comprehension.

The materials used in the experimental group are graded books with different levels for students' own choice, while the materials for the control group are at the same level as the textbook used during the experimental period. As the result indicate, the positive outcome lend support to Krashen's Input Hypothesis (1982, 1985) , the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. Thus, as a second/ foreign teachers have to be aware of selecting the appropriate level graded books with various topics and students can have an opportunity to read what they are willing to read to achieve natural communicative input that is also comprehensible.

According to the hypothesis and evidence reported by many researchers, we believe that if the students form a habit of reading through extensive reading program with adequate comprehensible input in a low anxiety environment, they will improve their reading comprehension in the long run. After all, reading ability doesn't happen overnight.

4.3 Interview results

4.3.1 Students' reactions to extensive reading program

In the interview, the interviewees all agreed that extensive reading play an important role in increasing their language proficiency and promoting their interest and motivation in learning English. Below are some selections from the interviews:

“ I never thought that I could read English stories. I am glad my English is improving especially in reading and not scared to see more unfamiliar words in the text. ”(Student C)

“ I think I have made progress in English reading. Before reading extensively, I felt like sleeping whenever read, but now I feel better. ”(Student D)

“ Extensive reading is really helpful because we know many practical words that can be used in the daily conversation and some academic words can be used in the reading journal or other writing assignments. ”(Student C)

4.3.2 Difficulties students encountered while reading

Most difficulties students had had lay in some unfamiliar vocabulary words and complicated sentence structures. Furthermore, the time constraint is also the obstacle the have encountered. Their difficulties are as follows:

“ Sometime there are some weird words that stop me from keep reading even though the reading book is somewhat interesting. ”(Student A)

“ The major problem that prevents me from reading continuously is unfamiliar vocabulary words that occur several times. Sometimes I look them up in the dictionary and other times I just skip them or use my intuition and guessing strategy. ”(Student B)

“ I can not pay attention if I suffer from the long and complicated sentence structures. ”(Student C)

“ The biggest difficulty is that I don’t like unfamiliar words stop me from reading smoothly. ”(Student B)

Secondary students in Taiwan experience keen competition in their study and they have to study many academic subjects to prepare for in order to pass senior high school entrance examination. As a result, time is a key factor that affects the amount of time they can read, as seen in the following interview excerpt.

“ Since I have lots of extra assignment to work on and tests need to prepare for, the time spent on extra English reading is very limited. ”(Student F)

4.3.3 Interviewee’ suggestions

All of the interviewees indicated that reading in and out of class is fine and they hope the extensive reading program can be incorporated in the English curriculum and continue through their entire English education and recommend future students can have the opportunity to read extensively in English. They pointed out that keeping reading journals was a good way to examine their own understanding of the story, while others expressed that keeping reading journals did not make them feel easy since they had limited writing experience. Their comments are as follows:

“ I really hope and suggest each English teacher add extensive reading to their normal English class. It really works and I gradually love reading in English ” (Student F)

“ Writing reading journals is fine to me, but keeping a record of the time I spend on reading is stressed. ” (*Student B*)

“ I suggest we write a reaction after we finish an entire reading book. ”

“ I hope the reading time in class will be longer and I can share what I read with my classmates in class. ” (*Student C*)

“ Individual reading is fine for me. However, I don't like group reading or whole class reading because some classmates are lazy and some students show no interest in reading at all. ” (*Student D*)

“ I really enjoy every class in which I can read in English and discuss a few plots with my friends. ” (*Student E*)

4.3.4 Students' evaluations

When discussing evaluations of their own performance in the extensive reading program, one interviewee admitted that he read for the sake of the teacher, while five interviewees expressed they were proud of their achievement in reading especially in the increase in four skills (listening, reading, writing and speaking) and reading comprehension competence. Below are excerpts from the interview on the topic.

“Even though I didn't do well and get a good grade on English test and performance, I still like this program. Our required text book doesn't attract my attention. ” (*Student A*)

“I read three extra books and strongly feel I am good at the English reading comprehension after extensive reading instruction program. ” (*Student B*)

“I really like extensive reading program which increases my reading speed, reading comprehension, vocabulary size, reading motivation in my English learning journey. ”

(Student C)

“I am not as scared to read English related passages, articles, and books as I was before. I am more confident in reading longer texts now. In addition, extensive reading helps to increase my writing ability since I can use some sentence structure while writing. ”

(Student D)

“I dislike this program since my English level is not good and I feel stressed out while reading in English.” (Student E)

“I feel my overall English competence increase and I am proud of myself to be able to read in English and understand the story. ” (Student F)

According to the discussion above, it was found that most interviewees held a positive attitude on the self-evaluation except student E. Since his anxiety was very high and his level of English was not reaching to the average level, he felt under the pressure when reading in English. That is, to make extensive reading workable, reader should achieve a certain level of English and know a certain number of words. Another reason that stopped students from reading was that he or she did not have a habit of reading, even in L1(Mandarin Chinese). Some students in junior high school didn't have the habit of reading at home after school, and there were too many distractions from their studies. Moreover, there was no immediate need to use English after learning English.

To sum up, the results from the interview provided insightful information for researchers and instructors to understand what students think about extensive and what

difficulties they have encountered and how to help them tackle the difficulties while reading when necessary. Implication and limitations of the present study will be provided in the next chapter.

Chapter 5 General discussion and conclusion

In this chapter, a conclusion will be drawn on the major findings of the investigation. And then the pedagogical implications will be presented and finally the limitations of the present study and the suggestions for the further research will be discussed. The analysis and the interpretations of the collected data in this thesis are gradually clarifying the purpose and the hypothesis put forward in the first chapter. The purpose of the thesis is to clarify the influence of extensive reading on Junior high school students' reading motivation and reading performance. As Day and Bamford (1998) stated "if set up and carried out appropriately, extensive reading not only helps students learn to read in the second language, but also leads them to enjoy reading.

It is found that the two groups did not significantly differ with regard to increase in the target of taking pride, in reading efficacy, in reading achievement, in either intrinsic interest or extrinsic interest. However, the experimental group had significantly better vocabulary recognition, better reading score, greater increase in sentence structure skill than the control group; hence the implications for teaching English in junior high school are profound.

5.1 Pedagogical implications

On the basis of the research findings and practical conditions, the author tries to make some tentative suggestions as follows:

First, since this study finds that reading motivation has no high correlation with reading proficiency, language teachers should realize the importance of cultivating reading

motivation and undertake the task. A lot of things can be done to arouse students' motivation in reading, to name just a few: 1) Moderate, attractive and interesting reading materials which can create a great deal of interests should be selected and used. Day and Bamford (2004) state that "Getting EFL students to read extensively depends critically on what they read. The reading materials must be both easy and interesting". Barfield (1995) says: "If the books do not appeal to most of the class, then all the efforts will be in vain". Researchers (e.g., Cunningsworth, 2002; Hill, 1997; Phenix, 2002) have put forward many helpful suggestions on choosing reading materials. 2) Provide some chances for students to read from different media, such as Internet, newspaper, movies, to enlarge their range of reading. 3) A variety of activities, such as pair work, group discussion, debates over their reading materials can be carried out to help deepen students' understanding of the materials and further promote their willingness to read in the future.

Second, according to the result of the sample about the current reading status in junior high middle school, the experimental group had significantly better vocabulary recognition and significantly greater increase in sentence structure skill than the control group, which indicates that extensive reading is indispensable and of great significance in helping the students to acquire enormous vocabulary. Therefore, for those students who have trouble with enlarging vocabulary, it can be very crucial for teachers to arrange extensive reading for them.

Third, according to the results shown in chapter four, the two groups did not significantly differ with regard to increase in reading efficacy, but based on the studies of the psychologists, high self-efficacy helps create feelings of serenity in dealing with

difficult tasks and activities while low self-efficacy fosters stress and depression which make students think tasks are more difficult than they really are. Therefore, teachers need to help students to raise their self-efficacy in order to enhance their abilities and then they are capable of achieving success in their following reading. Teachers can provide students with opportunities of achieving success during their learning process. So, students can experience and become aware of their capabilities if they frequently get such opportunities in various kinds of reading tasks. Teachers may help students set criteria to be compared with their own progress. In this way, students can not only taste the happiness of success in the process of their making progress, but also have a better understanding of their learning capacity from the changes in themselves.

Besides, the present study also found that the experimental group had significantly better reading score and better general score than the control group. Teachers should introduce and cultivate the students to reinforce the use of reading strategies to improve their reading ability as soon as possible. The investigation has shown that the employment of the strategy has the significant impact on reading performance because the use of them has significant relationship with reading practice. Through the training of reading strategy during the extensive reading, the students have the great interest to participate the reading activity and their motivation has been greatly enhanced.

Last but not least, students also should be encouraged and motivated to do more English reading and use reading strategies effectively outside classroom. Some subjects tell me that they don't have any particular desire to read in English. It is very difficult, in such conditions, to expect the students to learn to read better. Strategic reading abilities require a

lot of practice over an extended period of time and a lot of exposure to reading. There are no shortcuts. Meanwhile, students need to remember that a variety of strategies are needed for effective reading, They need to be exposed to that variety and explicitly taught some that they do not know about. At the same time, learning how to evaluate the effectiveness of strategy use is an important skill to develop.

Finally, the Chinese education system, including English language teaching, is currently facing a period of inevitable change. It is therefore an ideal moment for schools to start introducing extensive reading programs, not as a substitute for teaching communicative competence but as an invaluable ally on the road to that goal. As Davis (1995) said: “Any ESL, EFL classroom will be poorer for the lack of an extensive reading program of some kind and will be unable to promote its students’ language development in all aspects as effectively as if such a program were present”. Apart from the enjoyment and benefit from reading, it also seems that once students develop the reading habit, they voluntarily go on to engage in reading tasks of their own choice according to their interests. Furthermore, in many cases the reading habit will outlast their time and accompany students into adult life for learning is a lifelong business and read to learn is of great significance to acquire knowledge.

On all accounts, creating an extensive reading environment involves more time, work and resources than teaching from a reading textbook. However, as the author of the present thesis has reported in the studies, the results are more definitely worth it.

5.2 Limitations

Extensive reading has some effect on students' motivation and is very popular with quite a few teachers and students because it indeed improved the reading performances of the students; however, it cannot be denied that there are several limitations in this thesis.

Firstly, only sixty-nine students are chosen as subjects in the research. In order to generate more evidence about the influence of extensive reading on junior high school students' reading motivation and reading performance, more participants and teachers are needed. This study only covers a small part of the students in a junior middle school and it can only partially reflect the situation and problems of English reading in nowadays junior high middle, large samples are necessary to be investigated.

Secondly, passionate language teachers may have their unique approaches in conducting classes. A teaching theory that works effectively for one teacher and one group of students may fail with another teacher and another group of students in another classroom. Therefore, more and fruitful studies are needed in this field.

Thirdly, due to the psychological character of motivation, it is very difficult to measure one's motivation in a comprehensive way. The limitation also lies in the questionnaire. Some statements on questionnaire may not be well designed and clear in meaning. And when the students make a choice, they may not tell the truth all the time for various reasons. As a result, the outcome may be inevitably affected.

Finally, due to the limitation of time, the present author did not have adequate time to do more reading strategy training on the subjects, which may prevent the author from having a deeper understanding of the subjects about how well they use the reading

materials to encourage the motivation of learning English.

5.3 Future directions

On all accounts, creating an extensive reading environment involves more time, work and resources than teaching from a reading textbook. However, as the author of the present thesis, and many other researchers (Helgesen, 1997; Nation, 1997; Mason & Krashen, 1997; Day & Bamford, 1998; Barfield, 1995; Takase et al., 2002) have reported in their studies, the results can be very rewarding.

To conclude this thesis, the author realizes that due to the limited understanding of the theories of extensive reading and motivation, further modifications and improvement of the thesis can be done. Many important theoretical issues in reading are not yet resolved, and because of the limitations of the experiment conditions such as time, reading materials and management of the class, the result of this study is only tentative on a preliminary research basis. This study of extensive reading in junior middle school may possess a significance of generalization in many other tasks in foreign language learning, so in-depth studies will continue to validate this thesis assumption and the feasibility if integrating extensive reading into junior middle school curriculum. The present study presents an overall picture of the relationship between reading motivation and reading performance of the junior middle school students. Future research can be done to the university students, and to find a dynamic change of the reading motivation and reading proficiency.

5.4 Implications

The main findings of the experiment show that extensive reading plays an important

role in English reading and it can not be ignored. One of the goals of the extensive reading program is to help the students' motivate their interest in reading. So for the first time, the teacher should pay more attention to the students' interest that is how to motivate their interest, what they are interested in, and how to maintain the students' interest. And different students have different interest according to their background, learning styles, needs, ages and sexes. So the teacher should take these into account and help them in different ways.

Apart from the enjoyment from ER, it seems that once students improve their sight vocabulary, reading speed and reading comprehension, they voluntarily go on to engage in ER of their own choice according to their interest. Furthermore, in many cases this reading habit will outlast their stay at school and accompany students into their adult life.

5.5 Conclusion

Extensive reading did not influence reading seven dimensions of reading motivation (the target of taking pride, reading efficacy, interest in English reading, self-efficacy, reading for grade, intrinsic interest, and extrinsic motivation). However, extensive reading increased avoidance of English reading. With regard to the influence on reading performance, extensive reading enhanced vocabulary recognition, reading performance and general performance.

References

- Bamford, J., & Day, R. R. (2004). *Extensive reading activities for teaching language*. Cambridge: Cambridge University Press.
- Barfield, A. (1995). Extensive reading: from graded to authentic text. *Language Learning*, 21, 32–36.
- Brown, H. (1981). Affective factors in second language learning. *The second language classroom*, 24, 25–66.
- Carrell, P. L., & Carson, J. G. (1997). Extensive and Intensive Reading in an EAP Setting, *English for Specific Purposes*, 16, 47–60.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge: MIT Press.
- Chomsky, N. (1995). *The minimalist program*. Cambridge: MIT Press.
- Cohen, A. D. (1997). *Developing pragmatics ability: Insights from the accelerated study of Japanese*. In Cook, Hijirida, & Tahara (Eds.), *New trends & issues in teaching Japanese language & culture* (pp. 137–163). Honolulu: Second Language Teaching and Curriculum Center
- Constantino, R. (1995). Learning to read in a second language doesn't have to hurt: The effect of pleasure reading. *Journal of Adolescent and Adult Literacy*, 39, 68–69.
- Constantino, R. (1995). The effect of pleasure reading: Passing the TOEFL test doesn't have to hurt. *Mosaic*, 3, 15–17.
- Constantino, R., Lee, S. Y., Cho, K. S., & Krashen, S. (1997). Free voluntary reading as a predictor of TOEFL scores. *Applied Language Learning*, 8, 111–118.
- Curmingsworth, A. (2002). *Choosing your course book*. Shanghai: Shanghai Foreign

Language and Education Press.

Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom*.

Cambridge: Cambridge University Press.

Day, R., & Bamford, J. (2004). *Reaching reluctant readers*. *English Teaching Forum*, 38, 12–23.

Davis, C. (1995). *Extensive Reading: An expensive extravagance?* *ELT Journal*, 49, 329–336.

Day, R. (2006). *Extensive Reading: Helping EFL Students Become Readers*. Plenary Address delivered at the Suncheon International Conference on English Education, Suncheon Gangnam Girls' School, Suncheon, Korea.

Day, R. R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press.

Day, R., Bamford, J., & Lee, M. L. C. (2000). Zarina's Discovery (or How One Teacher Found What Was Missing in her Language Class). *Guidelines*, 22, 9–14.

Day, R. R., Omura C., & Hiramatsu, M. (1991). Incidental EFL vocabulary learning and reading. *Reading in a Foreign Language*, 7, 541–551.

Death, P. (2001). The Niue Literacy Experiment, in W.B. Alley (Guest ed.), Book-based Approaches to Raising Literacy in Developing Countries. *International Journal of Educational Research*, 35, 137–146.

Elley, W. B. (1991). Acquiring literacy in a second language: The effect of book-based Programs. *Language Learning*, 41, 375–411.

Elley, W. B. (2001). Guest Editor's Introduction, in W.B. Alley (Guest ed.), Book-based

- Approaches to Raising Literacy in Developing Countries, *International Journal of Educational Research*, 35, 127–135.
- Elley, W. B., & Mangubhai, F. (1981). *The impact of a book flood in Fiji primary schools*. Wellington: New Zealand Council for Educational Research.
- Elley, W. B., & Mangubhai, F. (1983). The Impact of Reading on Second Language Learning. *Reading Research Quarterly*, 19, 53–67.
- Ellis, R. (1997). *The Study of Second Language Acquisition*. Shanghai: Shanghai Foreign Languages Educational Press.
- Ellis, R., & Tomlinson, B. (1982). *Teaching Secondary English*. Longman Group Limited.
- Gao, U. M. (2004). *A study of using extensive reading as a supplement in a senior high school English curriculum*. Taiwan: Tsing Hua University.
- Gardner, R. (1978). Social psychological aspects of second language acquisition. *Language and Social Psychology*, 34, 112–146.
- Gardner, R. C. (1985). *Social Psychology and Second language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.
- Gardner, R. C. (2001). Language learning motivation: the student, the teacher, and the researcher. *Texas Papers in Foreign Language Education*, 6, 1–18.
- Gardner, R.C., & Lambert, E. (1972). *Attitudes and Motivation in Second Language Learning*, Rowley, MA: Newbury House.
- Gebhard, P. (1996). *The reference realist in library academia*. Jefferson: McFarland & Co Inc. 124–245.

- Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. *Journal of the Reading Specialist*, 6, 126–135.
- Gradman, H., & Hanania, E. (1991). Language learning background factors and ESL proficiency. *Modern Language Journal*, 75, 39–51.
- Grabe, W., & Stroller, F. (2002). *Teaching and researching reading*. UK: Longman.
- Grellet, F. (2000). *Developing reading skills*. Beijing: People's Education Press.
- Guthrie, J. T., & Wigfield, A. (Eds.) (1997). *Reading engagement: Motivating reader through integrated instruction*. Newark: International Reading Association.
- Grundy, J. (2004). Professional reading: Extensive reading - A valuable language learning opportunity. *ESOL Online*. Retrieved October, 2005.
- Hedge, T. (2002). *Teaching and learning in the language classroom*. Shanghai: Foreign Language Education Press.
- Halliday, M. A. K. (1994). *Introduction to functional grammar*. London: Edward Arnold.
- Hill, D. R. (1997). Setting Up an Extensive Reading Programme: Practical Tips. *The Language Teacher*, 21, 17–20.
- Hudson, G. (2000). *Essential introductory linguistics*. Hoboken: Blackwell Publishers.
- Iwahori, Y. (2008). Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language*, 20, 70–91.
- Jacobs, G. M., Davis, C., & Renandya, W. R. (1997). *Successful Strategies for Extensive Reading*. Singapore: SEAMEO Regional Language Centre.
- Krashen, S. (1993). *The Power of Reading: Insights from the Research*. Englewood, CO: Libraries Unlimited.

- Krashen, S. (1997). The Comprehension Hypothesis: Recent Evidence, *English Teachers' Journal*, 51, 17–29.
- Krashen, S. (1998). Comprehensible Output, *System*, 26, 175–182.
- Krashen, S. (2003). *Explorations in Language Acquisition and Use: The Taipei Lectures*. NH: Heinemann.
- Krashen, S. (2004). *The power of reading: Insights from the research*. Portsmouth, NH: Heinemann.
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. New York: Prentice Hall.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford : Pergamon.
- Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*, New York: Longman.
- Krashen, S. D. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal*, 73, 440–464.
- Lai, F. K. (1993). Effect of extensive reading on English learning in Hong Kong. *CUHK Education Journal*, 21, 23–26.
- Li, J. X. (2007). *The research on web-based extensive reading of high school*. Degree Paper of Northeast Normal University.
- Lituanas, P., Jacobs, G. M., & Renandya, W.A. (2001). *An Investigation of Extensive Reading with Remedial Students in a Philippines Secondary School*, in W.B. Alley (Guest ed.), *Book-based Approaches to Raising Literacy in Developing Countries*,

International Journal of Educational Research 35, 217–25.

Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25, 91–102.

Mori, S. (2002). *The relationship between motivation and the amount of out-of-class reading*. Unpublished doctoral dissertation, Temple University, Tokyo. UMI AAT 3040345

Nation, P. (1997). The language learning benefits of extensive reading. *The Language Teacher*, 21, 13–16.

Nishino, T. (2007). Beginning to read extensively: A case study with Mako and Fumi. *Reading in a Foreign Language*, 19, 76–105.

Nuttall, C. (1982). *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational.

Phenix, J. (2002). *The reading teacher 's handbook*. USA: Stenhouse Publishers.

Powell, S. (2005). Extensive reading and its role in Japanese high schools. *The Reading Matrix*, 5, 28–42.

Renandya, W.A., & Jacobs, G. M. (2002). *Extensive Reading: Why Aren't We All Doing It?* in Richards & Renandya (eds.), *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Richard, R. D., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.

Richard, R. D. & Bamford, J. (2006). *Extensive reading activities for teaching language*. Cambridge: Cambridge University Press.

- Richard, R. D., Bamford, J., & Richard, J. C. (2006). *Extensive reading in the second language Classroom*, Cambridge: Cambridge University Press.
- Robb, T. N., & Susser, B. (1989). Extensive reading vs skills building in an EFL context. *Reading in a Foreign language*, 5, 239–251.
- Ruan, Q. Y. (2004). The application of authentic materials in EFL classroom. *The Academic Journal of Xi'an University of Architecture and Technology*, 2, 63–66.
- Saussure, F. (1986). *Course in general linguistics*, Chicago: Open Court Publishing Company.
- Schmidt, K. (1996). Extensive reading in English: Rationale and possibilities for a program at Shirayuri Gakuen. *Sendai Shirayuri Gakuen Journal of General Research*, 24, 81–92.
- Schuman, J. (1978). The acculturation model for second language acquisition in R.Ginras (ed.). *Second Language Acquisition and Foreign Language Teaching*, 23, 110–129.
- Sheu, S. P-H. (2003). Extensive reading with EFL learners at beginning level. *TESL Reporter*, 36, 8–26.
- Smith, F. (1988). *Understanding Reading*. Hillsdale, NJ: Erlbaum.
- Spolsky, B. (2000). *Conditions for Second Language Learning*. Shanghai: Shanghai Foreign Languages Educational Press.
- Su, Q. P. (2002). The research of authenticity of teaching materials. *The Academic Journal of Guangxi Normal University*, 1, 63–66.
- Swain, M. (1993). The Output Hypothesis: Just Speaking and Writing Aren't Enough. *The Canadian Modern Language Review*, 50, 158–164.

- Swain, M. (1999). *Integrating Language and Content Teaching through Collaborative Tasks*, in Ward and Renandya (eds.), *Language Teaching: New Insights for the Language Teacher*. Singapore: SEAMEO Regional Language Centre.
- Swain, M. (2001). Integrating Language and Content Teaching through Collaborative Tasks. *Canadian Modern Language Review*. 58, 44–63.
- Takase, A. (2002). Motivation to read English extensively. *Forum for Foreign Language Education*, 1, 1–17.
- Tarone, E., Bigelow, M., & Hansen, K. (2009). *Literacy and second language oracy* Oxford: Oxford University Press, 177-190.
- Wigfield, A. (1997). *Children's motivation for reading and reading engagement*, in Guthrie & Wigfield (Eds.). *Reading engagement: Motivating readers through integrated instruction*. Newark: International Reading Association.
- Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89, 420–432.
- Zhong, J. B. (2007). The evaluation of English journal as the extensive reading materials for high school: a case study. Degree Paper of Southeast Normal University.

Appendices

Appendix 1: Motivation questionnaire

This research is aimed at studying the influence of extensive reading on learners' reading motivation and reading performance of the second grade junior high school students in Taiwan. With the purpose of finding out how reading motivation affects reading performance and then proposing the corresponding improvement measures. I sincerely hope that you could answer all questions correctly and truthfully in every part. I am also very grateful for your active support to complete the questionnaire. The corresponding improvement measures will be provided for you when I finish this investigation, which we hope can help raise your reading comprehension ability.

I make this commitment that the information you provide, serving nothing but the research, will never be revealed for other purposes. During the study phase, you can ask to quit at your will at any moment. If you want to scrap the data, we will do as you request at once. In the long-term process of tracing, your data and personal information will be transferred to other organizations in accordance with law unless I cannot keep them any longer.

Thank you for your cooperation!

I . Personal information

Date of survey:

Investigator's name:

| | | | |
|-----------------|---|-------------------------------------|--|
| Class Number | | English Education Semester(s) | |
| Gender | <input type="checkbox"/> Male <input type="checkbox"/> Female | | |
| Father's | | Mother's | |

| | | | |
|--------------------------------|--|--------------------------------|--|
| Education Level/Nationality | | Education Level/Nationality | |
|--------------------------------|--|--------------------------------|--|

II . Main contents of the survey

This questionnaire refers to the research motivation questionnaires of Wigfield and Guthrie (1997) and Schmidt et al.'s (1996), and then I readjust it according to the situations of the second grade junior high school students in Taiwan. Main contents of this survey include 57 items, and there are no multiple-choice questions.

There are a 4-point Likert scale questions.

strongly disagree disagree agree strongly agree

Directions:

We would like you to help us by answering the following questions about the Outcome of Extensive Reading on Learners' Reading Motivation and Reading Performance. This is not a test so there are no "right" or "wrong" answers and you don't have to write your name on it. We are interested in your opinion and feelings. Please answer honestly because this will help our project. Thank you for your help!

Questions:

1. The target of taking pride (competition in reading)

1. To be the person who does better in English reading than other students.

strongly disagree disagree agree strongly agree

2. I will feel better when teacher or (and) other classmates say that I am good at English reading.

strongly disagree disagree agree strongly agree

3. It's important for me to be included in the name list of those who are good at English reading.

strongly disagree disagree agree strongly agree

4. I hope to get better scores in English reading than other students.

strongly disagree disagree agree strongly agree

5. I like to be praised because of my good scores in English reading.

strongly disagree disagree agree strongly agree

6. I want to be the only person who knows the answer to one (some) question(s).

strongly disagree disagree agree strongly agree

7. I like to be the first person who finishes reading tasks in my class.

strongly disagree disagree agree strongly agree

8. I will be happy when someone recognizes my ability of English reading.

strongly disagree disagree agree strongly agree

9. I look forward to getting my reading scores and to be admired.

strongly disagree disagree agree strongly agree

10. I am willing to study harder to read better than my friends.

strongly disagree disagree agree strongly agree

2. Reading-efficacy

11. I hope to find English information online by the study of English reading.

strongly disagree disagree agree strongly agree

12. Learning English reading can widen my vision.

strongly disagree disagree agree strongly agree

13. English reading is important for me, because it can enlarge my view.

strongly disagree disagree agree strongly agree

14. Learning English reading can help us to cope with the challenge of globalization.

strongly disagree disagree agree strongly agree

15. I want to read variety views of the world by the study of English reading.

strongly disagree disagree agree strongly agree

16. I like reading English materials about new things .

strongly disagree disagree agree strongly agree

17. I hope to get a deeper understanding of the culture and life style of English

-speaking countries by learning English reading.

strongly disagree disagree agree strongly agree

18. I read English in order to gain more knowledge of English.

strongly disagree disagree agree strongly agree

19. I learn English in order to improve my reading ability and skills.

strongly disagree disagree agree strongly agree

20. I am a good reader.

strongly disagree disagree agree strongly agree

3. The Interest of English reading

21. I like reading English novels.

strongly disagree disagree agree strongly agree

22. I hope that I can read English novels by the study of English reading.

strongly disagree disagree agree strongly agree

23. I like English reading when I was in grade 7.

strongly disagree disagree agree strongly agree

24. I like reading English newspapers and (or) magazines.

strongly disagree disagree agree strongly agree

25. I hope that I can read English newspapers and (or) magazine by the study of English reading.

strongly disagree disagree agree strongly agree

26. English reading is very interesting.

strongly disagree disagree agree strongly agree

27. Even read English novels, I will be immersed in the interesting stories.

strongly disagree disagree agree strongly agree

4. Avoid English reading

28 The study of English reading is a waste of time.

strongly disagree disagree agree strongly agree

29. I try to do English reading homework as little as possible.

strongly disagree disagree agree strongly agree

30. I am unwilling to read English, even if it is interesting.

strongly disagree disagree agree strongly agree

31. I won't do English reading voluntarily, unless it is homework.

strongly disagree disagree agree strongly agree

32. It is a painful thing to do English reading.

strongly disagree disagree agree strongly agree

33. I do not like to read complex and difficult English materials.

strongly disagree disagree agree strongly agree

5. Self-efficacy

34. It will make me frustrated to read long and hard English articles.

strongly disagree disagree agree strongly agree

35. My English reading scores are not good when I was in Grade 7.

strongly disagree disagree agree strongly agree

36. English reading is my weak spot.

strongly disagree disagree agree strongly agree

37. I'm good at English reading.

strongly disagree disagree agree strongly agree

38. I will concentrate on it when I read English.

strongly disagree disagree agree strongly agree

39. I always try to finish reading tasks in time.

strongly disagree disagree agree strongly agree

40. I like the challenge of reading difficult English articles.

strongly disagree disagree agree strongly agree

6. Reading for grade

41 I look forward to finding out my reading grades.

strongly disagree disagree agree strongly agree

42. I am learning to do English reading in order to get good grades in examinations. (eg. quizzes, mid-term and final, any entrance exam)

strongly disagree disagree agree strongly agree

43. I read to improve my grades.

strongly disagree disagree agree strongly agree

44. Grades are a good way to see how well you are doing in reading.

strongly disagree disagree agree strongly agree

45. My parents ask me about my reading grade.

strongly disagree disagree agree strongly agree

7. Intrinsic interest

46. Enjoy reading in English very much.

strongly disagree disagree agree strongly agree

47. Reading English is a hobby for me.

strongly disagree disagree agree strongly agree

48. Reading English makes me happy and comfortable.

strongly disagree disagree agree strongly agree

49. I enjoy taking part in any activity that is related to reading in English.

strongly disagree disagree agree strongly agree

50. Reading English is a challenge that I enjoy.

strongly disagree disagree agree strongly agree

51. Like the contents of English textbooks.

strongly disagree disagree agree strongly agree

8. Extrinsic motivation

52. To be able to read English novels and newspapers.

strongly disagree disagree agree strongly agree

53. To be more competitive when you looking for a job.

strongly disagree disagree agree strongly agree

54. English reading is a necessary factor for further study.

strongly disagree disagree agree strongly agree

55. Learn English reading in order to pass entrance examinations for higher education institutions

strongly disagree disagree agree strongly agree

56. Enhance individual qualities.

strongly disagree disagree agree strongly agree

57. To know English songs and movies.

strongly disagree disagree agree strongly agree

The End

Thank you for your cooperation! Good luck with your study!

Appendix 2: English reading test

本測驗共有三部分：第一部分是單字識別共 19 題數、第二部分是單字理解共 10 題題數以及第三部分是短篇閱讀測驗四篇共 24 題數；皆為選擇題。分別作答時間為 15 分鐘、10 分鐘以及 20 分鐘。

第一部分：

這個測驗有兩大題，皆為選擇題。請先閱讀每一大題的指示再作答。

(This vocabulary recognition test includes nineteen multiple choices and is divided into two parts. Please read the direction carefully before doing the test.)

(一)在下面各題中，請選出圖片所代表的單字，並將答案寫在括弧中。

(Choose a correct answer that matches the picture.)

For example

(2)



① book

② cup

③ pencil

()1.



① book

② eraser

③ pen

()2.



① cookie

② cake

③ cat

()3.



① eat

② ear

③ leg

()4.



① flower

② fish

③ feet

()5.



① school

② cup

③ pencil

()6.



① horse

② hat

③ hate

()7.



① dig

② dog

③ door

()8.  ① soup ② sweet ③ soft

()9.  ① hug ② hand ③ have

()10.  ① bear ② boot ③ big

(二)請依據中文句子的意思選出與畫線部分意義相同的單字，並將答案寫在括弧中。

(Choose a correct answer that matches the underlined word.)

() 11.這是我的姊姊 ①brother ②sister ③father

() 12.我喜歡黃色 ①yellow ②blue ③red

() 13.姊姊有一雙大眼睛 ①have ②hand ③hight

() 14.他的腳踏車修好了 ①his ②her ③their

() 15.妹妹喜歡唱歌 ①look ②live ③like

() 16.我們在十月相遇 ①meet ②eat ③wear

() 17.我把鉛筆放進口袋 ①pen; bag ②eraser; cup ③pencil; pocket

() 18.我在湖邊附近 ①lake ②house ③house

() 19.我從梯子爬下來 ①climb down; ladder ②climb up; table ③climb; floor

第二部分:

這個測驗有兩大題，皆為選擇題。請先閱讀每一大題的指示再作答。

(This word comprehension test includes ten multiple choices and is divided into two parts.)

(一) 請選出與畫線單字意義最接近的單字，並將答案寫在括弧中。

(Choose the correct answer with a meaning that is similar with one of the underlined words.)

Example: (3) big ①small ②medium ③large

- () 20. happy ①joyful ②tired ③boring
() 21. kid ①mom ②child ③father
() 22. hear ①look ②do ③listen
() 23. cold ①warm ②comfortable ③chilly
() 24. think ①wonder ②treat ③listen

(二) 請選出與畫線單字意義相反的單字，並將答案寫在括弧中。

(Choose the correct answer with a meaning that is opposite to one of the underlined words.)

Example: (1) big ①small ②medium ③large

- () 25. Beautiful ①cool ②ugly ③handsome
() 26. Teacher ①student ②doctor ③father
() 27. Love ①like ②hate ③listen
() 28. smile ①kick ②angry ③laugh
() 29. husband ①kid ② wife ③parent

第三部分: 這裡有四組短篇閱讀測驗，請根據問題給予最佳的答案。

(There are four short reading comprehension tests including twenty-four multiple choices.

Please select the best answer to each question.)

“Cool” is a word with many meanings. Its old meaning is used to express a temperature that is a little bit cold. As the world has changed, the word has had many different meanings.

“Cool” can be used to express feelings of interest in almost anything. When you see a famous car in the street, maybe you will say “It’s cool.” You may think, “He’s so cool,” when you see your favourite footballer.

We all maximize (擴大) the meaning of “cool”. You can use it instead of many words such as “new” or “surprising”. Here’s an interesting story we can use to show the way the word is used. A teacher asked her students to write about the waterfall (瀑布) they had visited. On one student’s paper

was just the one sentence, “It’s so cool”. Maybe he thought it was the best way to show what he saw and felt.

But the story also shows a scarcity (缺乏) of words. Without “cool”, some people have no words to show the same meaning. So it is quite important to keep some credibility (可信性). Can you think of many other words that make your life as colourful as the word “cool”? I can. And I think they are also very cool.

1. We know that the word “cool” has _____.
A. only one meaning B. no meanings
C. many different meanings D. the same meaning
2. In the passage, the word “express” means “_____”.
A. see B. show C. know D. feel
3. If you are _____ something, you may say, “It’s cool.”
A. interested in B. angry about
C. afraid of D. unhappy with
4. The writer takes an example to show he is _____ the way the word is used.
A. pleased with B. strange to
C. worried about D. careful with
5. The student says the waterfall is so cool, that means
A. The temperature of the waterfall nearby is quit low.
B. He thinks the view of the waterfall is amazing.
C. He doesn’t like the waterfall.
D. He catches a heavy cold after visiting the waterfall.
6. Why the student write only one sentence about the waterfall on his paper?
A. He doesn’t like the waterfall
B. Maybe he thought it was the best way to show what he saw and felt.
C. He is lazy
D. He studies not very hard.
7. In the passage, the writer suggests (暗示) that the word “cool” _____.
A. can be used instead of many words
B. usually means something interesting
C. can make your life colorful
D. may not be as cool as it seems

B

Most American families are smaller than the families in other countries. Most American families have one or two parents and one or two children each. Children in the US will leave their parents' home when they grow up. They usually live far from their parents because they want to find good jobs. They often write to their parents or telephone them. And they often go to visit their parents on holiday.

Parents usually let their children choose their own jobs. Americans think it important for young people to decide on their lives by themselves.

Children are asked to do some work around their house. And in many families, children are paid for doing some housework so that they learn how to make money for their own use

8. The size of most American families is _____ that of other countries.
A. larger than B. smaller than C. as big as D. as small as
9. When children grow up, they leave their parents' home to _____.
A. get married B. be free C. find good jobs D. study
10. They visit their parents _____.
A. on weekdays B. on weekends C. at any time D. on holiday
11. Which of the following statements is WRONG?
A. Children have the freedom to choose their own job.
B. Parents don't ask their children to do the housework.
C. Parents think it important for children to make their own decision.
D. When children grow up, they usually live far away from their home.
12. Some parents pay their children for doing housework because _____.
A. children can learn how to make money for themselves
B. their children required them to do so
C. they are rich
D. it is required by law

C

Mr. and Mrs. Turner live outside a small town. They have a big farm and they are always busy working on it. Their son, Peter, studied at a middle school. The young man studied hard and did well in his lessons. It made them happy.

Last month Peter finished middle school and passed the entrance examination (升學考試). Mrs. Turner was very happy and told the farmers about it.

Yesterday morning the woman went to the town to buy something for her son. On the bus she told one of her friends how clever and able her son was. She spoke very loudly. All the people in the bus

began to listen to her.

“Which university (大學) will your son study in?” a woman next to her asked.

“In the most famous university in our country!” Mrs. Turner said happily.

“The most famous university?”

“Oxford University (牛津).”

Most of the passengers (乘客) looked at her carefully. Some of them said to her, “Congratulations!”

A woman said, “I'm sure he'll know Fred Smith.”

“Who's Fred Smith?”

“He's my son.”

“Does he study in the university, too?”

“No, ”said the woman. “He is one of the professors.”

13. What do Mr. and Mrs. Turner do?

A. Farmers B. Teachers C. Drivers D. Professors

14. Mr. and Mrs. Turner were happy because _____.

- A. their son did well in his lessons
- B. they have a big farm
- C. they have a good harvest
- D. their son studied at a middle school

15. Mrs. Turner wanted everyone to know _____.

- A. her son finished middle school
- B. her son was handsome
- C. her son was going to study in a university
- D. her son was very friendly to others

16. Mrs. Turner spoke so loudly in the bus that _____.

- A. her friend could hear her
- B. all the people could hear her

- C. she hoped to make all the people happy
- D. she hoped they would say congratulations to her

17. Which of the following is true? _____.

- A. The woman wasn't interested in Mrs. Turner's words
- B. Mrs. Turner knew nothing about the famous university
- C. The woman wanted to stop Mrs. Turner from showing off (炫耀)
- D. The woman next to Mrs. Turner wanted to show off her son, too

18. What can you infer(推斷) from the passage?

- A. Oxford is the most famous university in England.
- B. Mr. and Mrs. Turner is very poor.
- C. Fred Smith is Peter's teacher.
- D. All the passengers on the bus felt happy about Mrs. Turner.

D

Once upon a time, there lived a rich man. He had a servant (僕人). He and the servant(僕人) loved wine and good food very much. Each time the rich man left his home, the servant would drink the wine and eat up all the nice food in the house. The rich man knew what his servant did, but he had never caught his servant doing that.

One morning, when he left home, he said to the servant, "Here are two bottles of poison and some nice food in the house. You must take of them." With these words, he went out.

But the servant knew that the rich man had said was untrue. After the rich man was away from his home, he enjoyed a nice meal. Because he drank too much, he was drunk and fell to the ground. When the rich man came back, he couldn't find his food and his wine. He became very angry. He woke the servant up. But the servant told his story very well. He said a cat had eaten up everything. He was afraid to be punished, so he drank the poison to kill himself.

19. In the story, _____ liked wine and good food very much.

- A. the rich man
- B. the servant
- C. both A and B
- D. neither A and

20. The rich man knew that it was ____that drank the wine and ate up all the nice food.

- A. the cat B. himself C. nobody D. the servant

21. The rich told the servant that there was poison in the two bottles, because _____

- A. there was in fact poison in the bottles
B. did not want the servant to drink his wine
C. he wanted to kill the cat
D. he wanted to kill the servant

22. In fact, _____ ate all the nice food and drank the wine.

- A. the servant B. cat C. the rich man D. nobody

Appendix 3: Interview questions

1. Have you ever learned English or taken English class before? Do you go to cram school now?
2. How many books do you read in the extensive reading instruction? Which one is your favorite?
3. What is your opinion in the extensive reading instruction course?
4. What was the most difficult thing in the English reading? How did you solve the problem?
5. Do you hope to extend the extensive reading instruction and continue to conduct the extensive reading program?
6. Do you have any suggestions in the extensive reading program? Teacher's teaching style and the graded books?
7. Do you recommend the future students join the extensive reading instruction program?
8. Which skills (Listening, speaking, reading and writing) do you think you obtain the most in the extensive reading instruction program?
9. Do you think extensive reading instruction program increases your motivation in the English reading?
10. Are you good at the English reading comprehension after extensive reading instruction program?
11. What is your idea on keeping the reading journal? Did you feel that is easy? So so ?
Difficult?
12. Do you feel the teacher's teaching pacing is appropriate? Why or why not?

13. Do you think extensive reading instruction program increase your comprehension ability?

14. Do you think extensive reading instruction program increase your English reading speed?