

# A Study on Different Level-Students' Interest and Self-confidence in English Extensive Reading

Kim, Do Youn · Chung, Hye Jin

## Contents

- I . Introduction
- II . Literature Review
- III . Research Methods
- IV . Data Collection and Analysis
- V . Results and Discussion
- VI . Conclusion

## I . Introduction

It is generally agreed that the easiest and most effective method of improving students' reading skills is extensive reading. Many scholars and researchers argue that students can enjoy both reading and linguistic learning at the same time through extensive reading, and eventually they become independent and fluent readers. In favor of extensive reading, Nuttall(2000) suggests that it is valued not only as an educational tool, but also as a source of enjoyment. To achieve this, teachers have to create conditions for it to become a valuable part of every student's life by using every technique they know to persuade students to get hooked on books (Nuttall 2000: 127).

It is widely accepted that for extensive reading, learners should choose what they want to read. Specifically, the activity of choosing what he or she wants to read can help to improve a learner's motivation to read as well as to cultivate a learners' reading fluency. Day and Bamford (1998) also take a similar position to Min and Ham's assertions in that through choosing what they want to read, they can develop the right attitude about reading by increasing self-confidence and interest in reading (Min *et al.* 2011: 9–10).

Nevertheless, there have been many reasons why many schools, colleges, or universities do not operate extensive reading programs more often. First, many teachers believe that only intensive reading can produce a fluent reader (Lee *et al.* 2007: 155). Intensive reading means the teaching of linguistic skills such as vocabulary, grammar, and phonological features, typically through short reading passages followed by reading comprehension (Anderson 2008: 8). Lee and Kim (2007) insist that teachers spend a lot of time during intensive reading instruction, teaching linguistic features such as vocabulary or grammar, so intensive reading instructional methodology blocks another instructional approach. In addition, intensive reading instruction results in teacher-centered instruction rather than student-centered instruction, which is much closer to the ideal pedagogical instruction. Another reason for not using extensive reading is that, as Grabe (2010) suggests, teachers have a belief that they have to teach something to students. It seems that they feel a lack of control since extensive reading makes students independent. The next reason is that extensive reading requires a lot of time and effort because it needs fluency, according to Grabe (2010). In addition, Grabe points out that the role of extensive reading in a classroom is minor because the object of a second language curriculum in a classroom is not the fluent reading but the development of linguistic skills. Lastly, teachers are not ready to think

over extensive reading thoroughly, or they do not have enough linguistic and reading skills to respond promptly when students need help. For these reasons, extensive reading has only a passive role in the second language reading classroom (2010: 311–13).

Although teachers proceed extensive reading on students with difficulty, there is still another problem. If a teacher gives students an assignment to write a reading log or report after extensive reading, in many cases, students may just try to find a summary on the Internet. It is often said that making them write a summary-centered reading log produces students who hardly read the actual books or those who write a summary after watching a film instead of reading an English book. Giving students an assignment to write a summary may have a disadvantage in that enjoyment of their reading may decrease since they may try to find out its summary without reading, or they may feel overburdened because of writing a reading log in English.

On the other hand, another method of evaluation such as short quizzes might help to make students still have enjoyment without feeling burdened while reading extensively; therefore, a reading quiz is used in this study as an assessment tool. An extensive reading program was operated by one of the authors of this study. Also, another upper-level class which was taught by the same researcher and in a different university from the previous one was compared in terms of students' interest and self-confidence after extensive reading activities. In addition, their opinions on how helpful the extensive reading program might be examined as well.

The object of this study is to examine if there is any group difference between different English proficiency level-learners in interest and self-confidence in extensive reading and if the group learners think their method of assessment was helpful after the extensive reading activities. This study has set up the following research questions:

1. Do both groups show more interest and self-confidence after the English extensive reading program?
2. After the extensive reading program, is there any group difference in students' interest and self-confidence before and after treatment?
3. Did the students think the extensive reading program with a quiz was helpful? Which proficiency level group thought it was more helpful?

## II. Literature Review

### 1. Benefits of Extensive Reading

There are many reasons extensive reading plays an important role to develop a learner into a fluent reader. The important advantage of extensive reading over intensive reading is "incidental learning". In incidental learning, most of the readers' attention is drawn to the content or meaning of what they read rather than the linguistic features such as vocabulary or grammatical structures. (Nation 2009: 50).

There is also evidence that extensive reading is particularly effective for the development of vocabulary. According to Day and Bamford's research (2010), Nagy and Herman conclude "Incidental learning of words during reading may be the easiest and single most powerful means of promoting large-scale vocabulary growth(1987: 17-35)." Day and Bamford also argue that it is basically important for learners to have a large sight vocabulary for fluent reading, which means a word that readers can recognize automatically (Day *et al.* 2010: 16-17). Familiarity causes automaticity. As a result of multiple encounters through extensive reading, the words enter the reader's sight vocabulary. They add that second

language learners who read a lot of various and interesting, *i minus 1* material, in other words, easy text, can improve their general vocabulary competence.

Nation suggests that there is convincing evidence that extensive reading plays an important role in improving vocabulary capability (2010: 49–50). Horst (2005) also clarifies that readers learn some amount of vocabulary whenever they encounter words while reading texts. In addition, Oh studies the relationship between vocabulary knowledge and reading comprehension skills and compared an experimental group (extensive reading group) and a control group. In a vocabulary test, the extensive reading group outperformed the control group, though the study did not show any significant difference between the two groups in a reading comprehension test (2011: 133–65).

Next, extensive reading also allows students to improve writing skill as well. In Grabe's study (2010), Hafiz and Tudor demonstrate that extensive reading improves writing skills as well (1989: 4–13). Miles also provides evidence that students who participated in an extensive reading program surpassed the students who practiced writing alone in English writing two to three times. However, the level of students which extensive reading can affect regarding writing is up to intermediate level. To accomplish advanced level writing competence, they need to practice writing as well as reading extensively (2008: 29–30).

In addition to the advantages of extensive reading above, Elley (1991) demonstrated persuasively the impact of extensive reading on improved L2 student reading performance: vocabulary knowledge, grammar, reading comprehension, listening comprehension and writing. (Grabe *et al.* 2002: 144). Elly describes a comparison study carried over three years in Singapore schools, comparing an audiolingual ESL method with the REAP (Reading and English Acquisition Program) curriculum. The REAP

curriculum emphasized a shared reading approach, a modified language experience approach, and class libraries for extensive reading, usually involving 200–250 books per class. At the end of three years, language tests were given. The result showed that the REAP students significantly outperformed the control classes in above mentioned all types of English skills.

Extensive reading also supports cognitive development. Day and Bamford (2010) suggest that extensive reading may play a role in developing the capacity for critical thinking, which is very important for success in higher education. They explain that second language college learners have to master special skills to read the many college books required. If they have fluency and confidence enough in the second language, they will be able to read second language books widely and deeply enough to achieve a great amount of background knowledge. Also, Han sets much value on extensive reading in that it helps students accomplish independent learning since those who are or over undergraduate students need to be able to work in their subject areas independently (2004: 290).

To sum up, the results of many studies revealed that through extensive reading, learners can acquire not only reading comprehension skills but also many benefits including incidental learning, which means enjoyment and acquisition of linguistic features through focus on the meaning of a story; vocabulary knowledge; grammar knowledge; writing skill; listening skill; and critical thinking for higher education. Therefore, the importance of extensive reading cannot be overemphasized. The challenge remains in finding practical methods to introduce it into regular classrooms.

## 2. Affective Factors and Different Levels

Many studies show that affective factors such as interest, attitude and

self-confidence are related to extensive reading. For example, in order to examine if the extensive reading program can arouse a positive change to the second language learning in a classroom, Lee and Kim conducted an extensive reading experiment with three different English proficiency level-student groups: a starter group, a beginner group, and an intermediate group. Students were encouraged to read texts from a variety of genres within their English proficiency level in their regular club meetings and outside of class. They were offered several tools for effective reading. The result revealed that the beginner group, which was in the middle, and the intermediate group, which was the high-level group, showed a positive change of their attitude to English learning (Lee *et al.* 2007: 151–70).

In a similar line, Byun examines the effects of extensive reading on secondary school English teachers' motivation and confidence in English reading. For an effective extensive reading program, she points out that teachers should be well acquainted with its theory and methodology and should verify the effects of extensive reading through their personal experiences. The findings of the research indicated that the teachers became highly motivated to read and confident in reading English books which became pleasurable and easy to read (2011: 119–44).

In addition to these studies, the following is related to the relationship between attitude and reading. According to Kim's study, the result showed that students who had a positive attitude toward reading read more in Korean which lead to more reading in English. As a result, they showed better English language competence. Therefore, exposure to reading in Korean may be a strong predictor of effect of attitude toward reading in English language competence. However, Kim cautions that a positive attitude toward reading alone is not sufficient for improving language competence, both in the first and the second languages (2003: 460).

Researchers have also examined the relationship between proficiency and reading level. Min and Ham examined the effects of the extensive reading activities with books covering a variety of genres. The result of the study revealed that the experimental group learners, who read three genres of books extensively by levels, significantly outperformed the control group learners. The researchers controlled giving a genre of books by levels, in language fluency and flexibility. This study gives the implication that extensive reading through a variety of genres of books as a part of university curriculum is best in order for students to be exposed to linguistic variation. (Min *et al.* 2011: 5–26).

Lee and Kim applied an extensive reading program to different leveled students by assessing their reading and English proficiency levels. Different reading instruction was offered to students depending on their levels: starter, beginner, and intermediate. To confirm their reading, book report, book presentation, interviews on books were used with them. They were encouraged to read texts from a variety of genres within their English proficiency level in regular club meetings and outside of class. The results showed that the language skills, particularly reading, were evenly improved at all three levels. In addition, the intermediate group showed the most positive attitude toward English reading, and the second beginner group showed a better attitude than the starter group, which means that their learning attitude affects improvement of learning ability (Lee *et al.* 2007: 151–70).

### 3. Extensive Reading Texts

In a discussion of choosing books for extensive reading, Nutall suggests that the books offered have to be enjoyable. She coined SAVE to promote extensive reading: Short, Appealing, Varied, and Easy. For extensive

reading, it would not be recommendable to read difficult books since there have been some studies that the effects were worse when students read difficult books than easy books. Then, how can second language readers choose easy, interesting, accessible books? Many studies recommend that simplified or modified texts are better than original texts because simplified or modified texts have a large frequency in vocabulary, so later readers learn vocabulary through repeated exposure. The following studies recommend simplified or modified texts (2000: 131).

Nation argues that the effective way to improve reading rate is to ask learners to read *graded readers*, for example, *Penguin Readers*, *Macmillan Readers*, and *Compass Classic Readers*, much easier level than usual, and learners should be encouraged to read a large amount of easy books and to read again what they have read with enjoyment (2009: 49–54). Miles also suggests that in many studies, the students who have read extensively for over one year outperformed the students who read difficult books in class, and reading books extensively at the appropriate level than reading difficult books can improve students' reading rate (2008: 29–30).

In the same vein, Hu and Nation (2000) found that students could not understand a second language novel which had only 80% known vocabulary, and most could not understand even when 90 to 95% of the vocabulary was known. The most appropriate percentage for extensive reading vocabulary was 98%, and when unknown words come out twice and over per succeeding 100 words, students felt that it was difficult to understand it. In that respect, for second language learners, it may be that simplified texts are easier and more interesting for students to read than the difficult original texts (Nation, 51). In accordance with the view, Nation (2009) stresses that simplified texts such as *graded readers* have high quality although they seem to look fake compared to the rich original texts (Day and Bamford, 1998).

The most convincing argument in favor of *graded readers* is getting the high frequency words of a language with plenty of repetition. Nation (2009) compares a simplified version of *Dracula* (written within a 700-word vocabulary at Level 2 of the Oxford Bookworms series) and the original version (Nation and Deweerdt, 2001). The simplified version has 7,957 words only, while original version has 161,425 words. However, the most striking contrast is in the number of words occurring only once in the books. The original book has 3,038 words that only occur once. Unsimplified texts have a very heavy vocabulary load, and for the purpose of extensive reading, it cannot be matched with successful learning in terms of meaning-focused input (57–58).

Following study shows that a reading group of modified texts prevailed over a reading group of nonmodified texts in some English reading comprehension tests. In the following study, Choi compared modified and non-modified texts at a Korean public high school. The intermediate and advanced proficiency level groups were compared after reading modified or non-modified texts. The findings revealed that the modified text group performed significantly better than the non-modified text group in short-answer comprehension tests while no significant difference was found in the recall tests and the multiple-choice cloze tests. In addition, the advanced students who read the modified texts showed significantly better performance in the short-answer comprehension test than did those who read the non-modified texts (2010: 21–47).

#### 4. Assessment

There are many ways of assessing extensive reading. They include assessing to encourage learning, assessing to monitor progress, assessing to measure proficiency, and motivating learners to read more as well.

Therefore, assessment has to be considered as important as another motivator.

Day and Bamford claim that scoring or grading is not necessary for students' extensive reading, though they need to show what they have understood by reporting or answering some questions. Teachers need to keep track of their process of development in reading, give reward for their achievements, and help those who encounter difficulties. Day and Bamford introduce many ways of assessing extensive reading.

First, a reading notebook is used to keep track of how much students are reading. Students keep their own notebooks in which they write the names of the books and other things that they read about. Second, a variation of the reading notebook is the weekly reading diary. Students write their names at the top and fill in the preprinted forms daily, noting down what they read that day and for how long. Teachers can see at a glance how much reading each student did during the previous seven days. Next, another activity that can be part of evaluation is written book reports. This is a simple procedure, including only students' brief summaries of or personal reactions to the books they read (Day et al. 2010: 87–90). Fourth, some teachers want to measure growth in their reading ability. Mason and Pendergast (Day *et al.* 2010: 157) crafted a cloze reading test to evaluate intermediate and advanced students' general reading ability. After choosing a text, teachers leave the first paragraph intact, and then delete every tenth word of the rest of the text for a total of 100 deleted items. They make a list of acceptable words for each deletion by asking some native speakers. Teachers give the test to the students at the beginning of the course, at this time they must not tell students that they will be doing the same test as a posttest. After collecting acceptable answers, they give the same test at the end of the course.

Another assessment method is negotiated evaluation. Students choose how they wish to be evaluated for their reading. As Dupuy, Tse, and Cook (1996) write, "Teachers may expect that students would choose easy assessments, but in our experience, if the students take the responsibility seriously, they often exceed teacher standards"(Day et al. 2010: 90). They suggest that they rather chose to be evaluated included "forming book promotion teams to introduce books to other classes, and writing sequels to stories or books"(Day et al. 2010: 90). Day and Bamford argue that the goal of a negotiated approach is not merely reading improvement, but for students to become independent readers, so students must experience taking responsibility for their own reading. The followings are the studies on the application of some assessing instruments at Korean universities.

Han discussed how a teacher gave short tests to Korean university students to assess their extensive reading after they had read extensively. The result was that all three levels groups showed positive attitude in extensive reading. Han suggests that a method of assessing extensive reading may be a problematic, so not assessing may be a better principle. However, if teachers do not assess them, they cannot expect students' lasting reading. Therefore, assessment is eventually an essential factor to extensive reading programs (2004: 275-92). Waring (1998) also suggests that assessment is not helpful in the meaning that teachers have to help students read with pleasure, but assessment can play a role in extensive reading if students can monitor what they read (Oh *et al.* 2009: 264).

Kim and Chung (2012), who are the researchers of this study, examined which method of evaluating extensive reading would cause students to gain more interest and self-confidence by comparing two groups: an experimental group using a reading quiz and a control group using a reading log. The result of the study showed that both groups of students thought

their assessment was effective: the quiz group (100%); the reading log group (61.3%). However, the significant group difference was not found in their interest in the extensive reading after the treatment. As for self-confidence, both group students significantly showed more self-confidence than before treatment. Although the study did not show the significant difference between those two assessment tools, their opinions showed that quiz group thought that the reading quiz was more effective than the reading log.

To date, there has been minimal research regarding affective factors such as interest and self-confidence particularly in Korean school context. In addition, students' interest and self-confidence in extensive reading could be different depending on their levels. Quite a few studies have been devoted to nonmodified texts in Korean school settings although it is revealed that the effects of nonmodified texts for second language learners are great. Moreover, as for assessment tools, the studies on the comparison the reading quiz are quite few although its benefits in extensive reading are suggested by some scholars or researchers. Therefore, the aim of this paper is to examine which English proficiency level group will gain more interest and self-confidence by using the assessment tool: a reading quiz.

### III. Methods

#### 1. Subjects

The subjects were Korean university students enrolled an English class in the first year. They rarely read English outside the classroom. Two intact classes were assigned to two treatment groups depending on their

English proficiency: a low level-group and an upper level-group. Both groups were assessed for their achievement of their extensive reading by a quiz test. They received English instruction once a week for two hours for 15 weeks.

Table 1 shows the English proficiency for all the students in both groups. Both groups students had a wide range of TOEIC scores. Group A students include TOEIC scores from 400 to 800, while Group B students cover only over 700, although the table also shows that four students do not have TOEIC scores, which is not considered significantly meaningful in this study. Considering the TOEIC scores, the students in Group A are named Low-level learners, while the students in Group B are named Upper-level learners.

Table 1. English Proficiency for Both Groups

		Extensive reading classes			
		Group A		Group B	
TOEIC Sore	400 - 500	2	6.7%	0	.0%
	500 - 600	7	23.3%	0	.0%
	600 - 700	13	43.3%	0	.0%
	700 - 800	3	10.0%	4	17.4%
	800 - 900	0	.0%	10	43.5%
	Over 900	0	.0%	5	21.7%
	No grade	5	16.7%	4	17.4%
	Total	26	100.0%	20	100.0%

The number of subjects in low-level group was 30 and the number of the advanced group was 23. All the members of both groups were taught by the same instructor, who is a Korean experienced English teacher. Before student's participating in the extensive reading program, a comparison of the two groups was performed in order to ensure learners'

interest and self-confidence in English reading. The result revealed that the pre-questionnaire (Appendix A) showed no significant difference between both groups' regarding those affective factors. After the extensive reading program, they were asked to fill out the post-questionnaire (Appendix B).

## 2. Materials

In this section, the extensive reading texts and assessment are described as follows:

### 2.1. Texts

In order to choose texts for extensive reading, Nation (2010) emphasizes that to meet the conditions needed for learning from extensive reading at a variety of levels of proficiency, it is essential to use simplified texts. The university that Group A students belong to is equipped with a variety of modified texts such as *Penguin Readers*, *Macmillan Readers*, *Compass Publishing*, *Compass Classic Readers*, and so on. Students were encouraged to choose from two to six books depending on their levels. They were also encouraged to choose easy books for them which were at appropriate level enough so that they could read quickly since Anderson suggests that reading rate affects students' reading motivation (1999: 55).

The extensive reading program included a part of the English curriculum at the university. Students could choose books depending on their levels: for level 1, six books were chosen; for level 2, five books; for level 3, four books; for level 4, three books; for level 5, two books were chosen for both groups. On the other hand, for the upper-level group, there were only level 4 and level 5, so they chose two or three books to read respectively.

Both groups of students were in a member of a smaller group. For group discussion, there were three to five students who have the same favorite books or same genres as the other member of the group's. The reasons why groups were needed were their group discussion and researcher's convenience for making reading quizzes. The researcher had to read all the books the students read, which means that she would have to read several hundred books in 15 weeks if she had read every student's books.

## 2.2. Assessment

The goal of extensive reading is reading with pleasure. What more does extensive reading need? Assessment can be necessary to check what students have read and to monitor what they have understood. Therefore, the questions should be simple and should not be a burden to them lest their motivation diminishes. Accordingly, in order not to give a burden to them, the number of the questions was restricted to five in this study. Instead, for the level 5 testees in both groups, a summary of the story or writing about the ending of the story was inserted with the quiz to validate it. They are a type of simple subjective questions such as asking about the last scene of a story briefly or the summary of a story simply. One of the examples is shown in Appendix C. A perfect score was 10.

Not only to make quizzes but also to get pleasure, a researcher reads all the books students in both groups have read. Nuttall contends that the best teachers are also reading teachers. She explains that students follow the examples of people they respect. If a teacher shows his or her students that he or she has read many books with enjoyment and enthusiasm, the students are more likely to feel like reading a lot. Nuttall adds it is very important to demonstrate that reading is valuable (2000: 229).

There is a possibility that there would be an observer's paradox if an observer watched, so written tests were used as follows: short answer

tests, cloze tests, multiple-choice tests, event-sequence tests, and summary tests. Nuttall suggests some tests such as yes/no questions, alternative questions, wh-questions (who, what, which, when, where), and how/why questions (2000: 184–85). However, multiple choice tests and yes/no questions were not used a lot in this study because both test types have some possibilities that students have correct answers by chance. In addition, Alderson suggests that students were sometimes taught to become test-wise, so they know how to answer multiple-choice questions (Alderson, 2000: 211). Because the number of the questions is usually only five, the reliability must be low due to the chance of coincidence, which means we may not trust the tests. Therefore, short answer questions including wh-questions and how/why questions, cloze tests, multiple-choice tests (one or none in a test), event–sequence tests (Appendix C), and a few short answer questions were included in the quizzes. All the tests were focused on contents, so grammar tests were excluded. A quiz example used in this study is attached in Appendix C.

### 2.3. Procedures

Both groups were the objects of the experiment. Treatment was English extensive reading. Both groups received the same treatment. There was no control group. After both groups were asked to fill up pre-questionnaire, both groups participated in the same extensive reading program. At the same time, both groups received an English lesson once a week for two hours for 15 weeks from the same instructor.

Using the pre-questionnaire, both group's students' TOEIC score, interest and self-confidence on English reading were compared. The TOEIC score was significantly different. Both groups were divided into two groups, a low-level group and an upper-level group. However, there was no significant difference in interest and self-confidence in English reading

between two groups. After the program, both group students were encouraged to fill out a post-questionnaire concerning the questions about their interest, self-confidence, and usefulness of extensive reading.

According to Nuttall, discussion not only promotes the active struggle with the text, but also helps students learn the processes of critical thinking that good readers use. She suggests group work (maximum five members) is ideal because even the weaker students should be active and learning in small groups (2000: 183). Nation also suggests that four or five students can make a discussion group for the extensive reading program (2009: 53). To help them think critically and to reduce the number of the books the teacher had to read, students had a group discussion. At first, they enjoyed talking with other students because there had been no special talking time except it in the English lesson time. Yet, later the teacher let them stop it since the researcher saw that they tried to ask and answer questions among group members, focusing on the quiz.

The reading quiz time was just five minutes. During the time, students had to solve only five questions for level 3, and 4. For level 5, ten minutes were allocated to write about the summary or the ending part of the story in addition to the five questions which are the same as the other levels. Students had quizzes in English or Korean freely so that they may not have any anxiety to express what they have read. For the upper-level group, they chose only level 4 or 5 texts. Similarly, they wanted to use quizzes in English or Korean.

#### IV. Data Collection and Analysis

To examine if there was any group difference in interest and self-confidence, both group students were asked to fill out a

pre-questionnaire before the treatment. During treatment, English quizzes were offered to both group to assess what they have read. The number of times that they took a test was different depending on the students' levels from twice to six times. After the treatment, the post-questionnaire was administered to find out if their interest and self-confidence in English reading have improved.

In the evaluation of the tests, special regard was paid to the 'content' as the most essential aspect for the tests. For example, in a situation where the answer should be 'eggplant' in a book of Princess Diaries, one student wrote as 'a kind of vegetable which burst after Mia threw it out of the window for fun.' The answer was included as correct because the answer reflected that the student read the book well enough to be able to explain about the situation in question. The only thing the student did not know was the English vocabulary of 'eggplant'. In that way, in order to encourage the student to read English books more, the content was valued.

For the data analysis, the following analyses were used to conduct this survey.

(1) Frequency analysis was used to find out if there is any significant difference in English proficiency between the two groups.

(2) To examine if there is any difference in students' interest and self-confidence between the two groups, a t-test was administered, and to find out the difference between before and after treatment, a paired t-test was administered.

(3) A chi-square test was administered to both groups to examine the English reading frequency, the reasons for not reading English, and the help of English reading. However, Fisher's exact test was used on the items for which expected frequencies were low.

All the statistics in this study were analyzed where p values of  $<0.05$  were considered to be statistically significant. SPSSWIN 18.0 program was used in this study.

## V. Results

### 1. Before Treatment

Table 2 reveals a comparison of the two groups in interest and self-confidence for English reading before treatment.

Table 2. Interest & Self-confidence Before Treatment

	Low-level Group (M=30)		Upper-level Group (M=23)		t	p
	M	SD	M	SD		
Interest	6.40	2.58	6.13	2.49	.382	.704
Self-confidence	4.37	1.77	5.30	2.03	-1.792	.079

Table 2 shows that no significant difference was found between both groups in interest ( $p = .704$ ) and self-confidence ( $p = .079$ ) for their English reading.

Next, their reasons for not reading were examined as follows. For both groups, the main reason for it was *No opportunity* (Low-level group: 69.2%; Upper-level group: 45.0%). Next reason why they hardly read was *Difficult* for the low-level group (15.4%) and *No time* for the upper-level group (25.0%). Besides that, the least reason that they chose for it was *Hate reading* for the low-level-group (3.8%) and for the upper-level group (10.0%). Therefore, from the results, it was found that most students do not hate English reading itself, but they have difficulty in grabbing opportunities to read English books.

## 2. After Treatment

This study reveals that both groups' interest in extensive reading did not show a significant difference compared to before the treatment; whereas, for self-confidence, only the low-level group showed significant difference compared to before the treatment. However, the significant difference between the two groups in self-confidence was not found.

As can be seen from Table 3, although after treatment the upper-level group students ( $m=6.35$ ) showed more interest than the low-level group students ( $m=5.73$ ), the group difference was not significantly large. Similarly, after the treatment upper-level group students ( $m=6.13$ ) showed more self-confidence than those in the low-level group ( $m=5.70$ ), while the group difference was not shown in self-confidence.

The most remarkable result is that low-level group students showed a significant difference ( $t=-3.162$ ,  $p.01$ ) in self-confidence after the treatment. As for interest, the result shows that no significant difference was found between groups and also, before and after treatment.

Table 3. Interest & Self-confidence between Groups

		Low-level group (M=30)		Upper-level Group (M=23)		t	p
		M	SD	M	SD		
Interest	Before Exp.	6.40	2.58	6.13	2.49	.382	.704
	After Exp.	5.73	2.03	6.35	1.87	-1.128	.265
	t(p)	1.237 (.226)		-.342 (.735)			
Self- confidence	Before Exp.	4.37	1.77	5.30	2.03	-1.792	.079
	After Exp.	5.70	1.68	6.13	1.36	-1.000	.322
	t(p)	-3.162** (.004)		-1.701 (.103)			

\*\*  $p < .05$

Table 4 below presents the result if they think the extensive reading program with a quiz is helpful to them. The low-level group all agreed to the extensive reading program. Likewise, the upper-level group students assented to the extensive reading activity as high as 90.9%. Consequently, both proficiency groups showed positive opinions to extensive reading.

Table 4. Is Extensive Reading Helpful?

		English reading classes				$\chi^2$ (p)
		Low-level Group		Upper-level Group		
Helpful	Agree	30	100.0%	20	90.9%	2.281
	Disagree	0	.0%	2	9.1%	(.223)
Total		30	100.0%	22	100.0%	

Next, both group students answered to the question: Do you think the extensive reading activity with quiz was helpful? All the low-level learners showed their agreement to the extensive reading activity with a reading quiz, and upper-level learners almost shared the view that it was useful at 90.9 in percentage. Samples of their opinions are presented below:

- 문제를 푸는 것이 좋은 것 같다. 독서록을 쓰는 것은 책을 읽지 않아도 요약된 내용을 검색해 작성할 수 있다고 들었다. 그러나 내용과 관련된 문제를 푼다면 책을 읽어 그 책 속의 어휘를 잘 파악해야 하므로 제대로 책을 읽게 할 수 있다고 생각된다.
- (다독 퀴즈가) 재미있었어요.
- (다독 퀴즈는) 내용을 깊게 이해하기 위해 더 집중해야만 한다. 그래서 읽는데 더 효율을 낸다.
- 퀴즈를 봐야 하기 때문에 더 꼼꼼히 읽게 되었어요.
- (퀴즈가) 도움이 된다고 생각합니다. 퀴즈가 그리 어렵지 않았기 때문에 의무감이 아닌 흥미 위주로 영어 책을 읽을 수 있어서...
- 퀴즈가 좋다. 책을 읽은 것을 상기시킬 수 있기 때문에

After they looked over a one-paged reading log material, they answered the question mentioned above. As both group students showed nearly the same opinions, the opinions were not divided depending on the group. In their opinions, a reading quiz is better because while a reading log makes it possible for students to surf some summaries of a story on the Internet and write their own summary, a reading quiz makes students read in order to solve some questions. In addition, they thought that a reading quiz was interesting, effective, and helpful. There was an opinion that it helps to remind them of what they have read. To solve the questions, they need to read an English book in advance. When a student tried to answer a quiz without reading an English book, he gave it up after he saw the subjective questions which were short answer questions. After he read the book later, he could have a quiz.

## VI. Conclusion

Most students answered in the post-questionnaire that they had found that the English extensive program was useful to them. Considering that their main reason for not reading was not having an opportunity, it is apparent that teachers need to value giving them chances to read English texts which are at appropriate levels. Teachers should try to offer many opportunities for students to read extensively. Adopting the extensive reading as a curriculum in the university would be promising since students' choosing and reading English books themselves would be helpful, as they wrote after the extensive reading activities.

The method of evaluating their reading was a quiz. Although it failed to meet with significant results for students' interest between groups, and between before and after, the low-level group succeeded in getting a

higher self-confidence significantly, and also, most of both the proficiency groups agreed that the extensive reading activity with quizzes was helpful. Consequently, it is clear that this evaluation tool should take up an important part in the second language instruction. The results of the present study carry some pedagogical implications as follows.

Firstly, this study revealed that both groups of students thought that English extensive reading program with a quiz was helpful. A quiz as an assessing instrument was not a burden to the students. That could make them read books freely and comfortably. Some teachers and institute tutors push their students to answer hundreds of questions to check if they have read English books well, or they press them to write a long reading log under the pretext of improving their writing ability. All teachers should keep in mind that reading itself can help to develop other various skills such as listening, speaking, and writing as well. Therefore, rather than trying to develop their reading and writing skills at the same time, giving them hard homework, it would be better if they would help them to read many interesting books.

Next, it should be noted that as for self-confidence, only the low-level group showed significantly higher self-confidence than before the treatment. For the low-level learners, simplified texts such as graded readers may play a decisive role since different proficiency learners can choose books according to their levels. On the other hand, upper-level learners may have chosen some slightly difficult books or just their level-book, considering other learners' level although they had to choose *minus 1* material, which is easier text than their level.

Lastly, the results indicated that regardless of group, most students showed their agreement to the helpfulness of the English extensive reading program with a quiz. Their answers in the qualitative research showed that the quiz as an assessment tool was very convenient and motivating to read

books. They did not need to worry about writing a long reading log or book report in English and only needed to answer some short questions. The subjective short answer questions also must have helped them to read an English book as well. It is almost impossible for a student who did not read an English book to get five subjective answers without any distractors correctly.

In addition, although only interest and self-confidence were chosen as affective factors in this study, if another factor, for example, motivation had been chosen, it could have revealed a certain significant difference between before and after treatment, which remains to be determined by future research.

## Works Cited

- Alderson, J. Charles. *Assessing Reading*. Cambridge: Cambridge UP, 2000.
- Anderson, Neil. *Exploring Second Language Reading*. Canada: Heinle & Heinle, 1999.
- Anderson, Neil. *Practical English Language Teaching Reading*. New York: McGraw Hill, 2008.
- Byn, Ji-Hyun. "The Effects of Extensive Reading on Secondary School English Teachers' Motivation for and Confidence in Reading." *Journal of the Korea English Education Society* 10 (2011): 110-14.
- Choi, Yunjeong. "Effects of Modified and Non-modified Text on Korean EFL Learners' Reading Comprehension." *Korean Journal of Applied Linguistics* 26.4 (December 2010): 21-47.
- Day, Richard. R. *et al. Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge UP, 1998.
- Day, Richard R. *et al. Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge Language Education, 2010.
- Elley, Warwick. B. "Acquiring Literacy in a Second Language: The Effect of Book-based Programs." *Language Learning* 41 (1991): 375-411.
- Grabe, William. *Reading in a Second Language Moving from Theory to Practice*. Cambridge: Cambridge UP, 2010.
- Grabe, William. *et al. Teaching and researching reading*. Essex: Pearson Education, 2002.
- Hafiz, F. *et al. Extensive Reading and the Development of Language Skills*. *English Language Teaching Journal* 43.1 (1989): 4-13.
- Han, Dae-Sook. "Introducing Extensive Reading as an Effective Reading Skill - Extensive Reading Undertaken by the Students of University of Incheon." *The Journal of Linguistic Science* 28 (2004): 275-91.

- Horst, M. "Learning L2 Vocabulary through Extensive Reading: A Measurement Study." *Canadian Modern Languages Review* 61 (2005): 355–82.
- Hu, M. *et al.* "Unknown Vocabulary Density and Reading Comprehension." *Reading in a Foreign Language* 13.1 (2000): 403–30.
- Kim, Do-Youn *et al.* "A study on Korean University students' Interest and Self-confidence in Extensive Reading through a Reading Quiz or a Reading Log." *The Linguistic Association of Korea Journal* 20.4 (2012): 149–68.
- Kim, Haeyoung. "The Effect of Attitude toward Reading and Exposure to Reading on English Competence." *Language Research*, 39.2 (2003): 441–71.
- Lee, Hwa-ja *et al.* "A case study of implementing a level-based extensive reading program in school settings." *Modern English Education* 8.1 (2007): 151–70.
- Miles, Scott. *Essential Reading 3*. Tokyo: Mcmillan, 2008.
- Nation, I. S. P. *Teaching ESL/EFL Reading and Writing*. New York & Oxon: Routledge, 2009.
- Min, Hyun-Jung *et al.* "A study on enhancement of university students' English language creativity focused on fluency." *Korean Society for Creativity Education* 11.2 (2011): 5–26.
- Nation, I. S. P. *et al.* "A Defence of Simplification." *Prospect* 16.3 (2001): 55–67.
- Nuttall, Christine. *Teaching Reading Skills in Foreign Language*. Hong Kong: Macmillan Heinemann, 2000.
- Oh, Kyung-Mi. "An Extensive Reading Study in University English Classes." *English Language and Linguistics* 17.1 (2011): 133–65.
- Waring, Rob. "Graded and Extensive Reading: Questions and Answers." (1998). <http://www.jalt-publications.org/tlt/files/97/may/waring.html>

Appendix A

사전 설문지 (두반 공용)

학년:

1. 본인의 토익성적은?

- a. 400점 이상 500점 이하
- b. 500점 이상 600점 이하
- c. 600점 이상 700점 이하
- d. 700점 이상 800점 이하
- e. 800점 이상 900점 이하
- f. 900점 이상
- g. 토익 성적이 없음

2. 본인의 영어읽기에 대한 관심은? (없음:0..... 많음:10)

---

0    1    2    3    4    5    6    7    8    9    10

3. 본인의 영어읽기에 대한 자신감은? (없음:0..... 많음:10)

---

0    1    2    3    4    5    6    7    8    9    10

4. 본인은 진도 이외에 영어읽기를 얼마나 자주 하십니까?

- a. 매일
- b. 일주일에 3~4번
- c. 일주일에 한번
- d. 한달에 한번
- e. 거의 하지 않는다

5. 영어읽기를 안한다면 그 이유는 무엇입니까?

- a. 그냥 싫어서
- b. 어려워서
- c. 시간이 없어서
- d. 읽기를 시작할 계기가 없어서

6. 영어 읽기 다독 프로그램에 대하여 본인이 느끼는 감정은? (2개까지 선택 가능)

- a. 걱정된다.
- b. 관심 없다.
- c. 이것을 계기로 영어를 더 잘하고 싶다
- d. 재미있을 것 같다.

7. 기타 다독 프로그램에 관하여 하고 싶은 말이 있다면?



4. 책을 읽고 퀴즈 내는 방법이 영어책을 읽는 데에 도움이 된다고 생각하세요?  
(찬성이나 반대에 대한 이유는?)

## Appendix C

Level 5

Brave New World

Name:

1. In the Conditioning Room, what kind of work is done?
2. During the gestation period, the embryos are conditioned to belong to one of five castes. Which embryo is destined to become the leaders and thinkers of the World State?
  - a. Gamma
  - b. Delta
  - c. Alpha
  - d. epsilon
3. Although Bernard Marx ranks high in the caste, he has a sense of inferiority complex. Why?
4. Lenina becomes obsessed with John and visits him at Bernard's apartment. But John responds to her advances with curses, blows, and lines from an English playwright. Who is the English playwright?
5. Why does John kill himself? (Over one reason)
6. Explain about the last scene of the story briefly.

Event-sequencing Question Example

1. Put these owners of Baskerville Hall in order.

Sir Henry Baskerville

Sir Charles Baskerville

Sir Hugo Bakserville (The Hound of the Baskervilles)

Abstract

## **A Study on Different Level-Students' Interest and Self-confidence in English Extensive Reading**

Kim, Do Youn · Chung, Hye Jin

The goal of this study is to explore which English proficiency level of students will gain more interest and self-confidence through English extensive reading by using a method of evaluation, which is a reading quiz. The participants in this study were 53 first year university students, and two intact groups were assigned depending on their English proficiency levels: a low-level group (30) and an upper-level group (23). The students first responded to a pre-questionnaire concerning their interest and self-confidence in English reading. During the extensive reading program, they read some modified books, *graded readers* and then took a reading comprehension quiz to determine their reading comprehension. The program duration was for fifteen weeks. After finishing the extensive reading program, both groups answered a post-questionnaire of which the format was similar to that with the pre-questionnaire. This study revealed that both groups of students thought the English extensive reading program with a quiz was helpful, but as for self-confidence, only the low-level group showed more self-confidence than the upper-level group. On the other hand, both group students did not show significant difference in their interest in extensive reading between before and after treatment. The most remarkable findings in this study is that the reason why low-level learners showed more self-confidence after the program is the very simplified texts. Thanks to *graded readers*, the low-level group students,

actually consisted of many different leveled students could choose their books at appropriate levels. Another finding is that both group students hardly have an opportunity to read English texts besides their course studies, so teachers need to give them many chances to read a variety of texts.

**Key words:** extensive reading, modified texts, reading quiz, interest, self-confidence

다독, 수정된 텍스트, 독서 퀴즈, 흥미, 자신감

논문접수일: 2013. 03. 29.

심사완료일: 2013. 06. 16.

게재확정일: 2013. 06. 17.

이름: 김도연 (제 1저자)

소속: 서울 한양대학교 사범대학 영어교육학과

주소: 서울시 서초구 서초동 1444-19 서초리젠 아파트 602호

이메일: dytheresa@hotmail.com

이름: 정혜진 (교신저자)

소속: 서울과학기술대학교 인문사회대학 영어과

주소: 서울시 노원구 공릉길 138 서울과학기술대학교 어의관 417호(영어과)

이메일: hjchung@seoultech.ac.kr