Korean EFL Middle School Students'
L2 Reading Self-Efficacy
and Reading Experience
in an Extensive Reading Program

다독 프로그램 속 한국 중학생들의
영어 읽기효능감의 변화와 읽기경험

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Korean EFL Middle School Students' L2 Reading Self-Efficacy and Reading Experience in an Extensive Reading Program

by

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APPROVED BY THESIS COMMITTEE:

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ABSTRACT

This mixed methods study investigates the effect of L2 extensive reading on reading self-efficacy of Korean EFL students. After implementing an in-class individual reading program for the duration of 15 weeks, students' confidence and perception of L2 reading ability were examined. Experiences in L2 reading were also explored to suggest some influencing factors and to see if experiences varied with different levels of reading self-efficacy.

The participants (N=132) were seventh grade students in a co-educational middle school in Seoul. For the interviews, two students with the highest, lowest and average level of reading self-efficacy at the beginning of the program were selected. During the extensive reading period, students read English books for the first 15 minutes of each lesson, three times a week. Data was collected from five sources: a reading self-efficacy questionnaire, the reading self-perception scale (RSPS), reading logs, post-program surveys and semi-structured interviews. Statistical analyses were used to interpret the quantitative data and the interviews were examined through qualitative analysis.

Several meaningful findings emerged from the study. First, Korean EFL students indicated that they felt more confident about reading in English after extensive reading. The participants' reading self-efficacies were improved for 11 out of 14 different types of English texts as well as in

various aspects within reading self-efficacy such as social feedback and physiological states. Second, the study explored the students' reading attitude and the social influences during the ER program. Transfer of L1 reading attitude on L2 was found to be of greater strength for low RSE students, and social influences from peers and parents affected students' reading experiences. Furthermore, interviewees within the same reading self-efficacy group indicated similar reading experience. The results showed that participant Korean students regarded extensive reading positively and suggested one method in which L2 extensive reading can be implemented in the Korean EFL setting.

These findings stress the value of extensive reading in the Korean EFL context. Extensive reading can provide students with a more enjoyable and preferred reading experience and moreover, increase their reading self-efficacy. The study also provides an understanding of Korean students' reading experience that can be used to help language teachers better facilitate learning in L2 reading.

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CHAPTER 1
INTRODUCTION

This study investigates the effects of extensive reading on second language reading self-efficacy through an in-class program in the Korean EFL classroom. The study also explores the reading experiences of students with varying levels of reading self-efficacy. In this chapter, Section 1.1 explains the background of the study and Section 1.2 presents its purpose. Section 1.3 states the research questions in focus and finally, the organization of the thesis is laid out in Section 1.4.

1.1 Background of the Study

With oral input naturally lacking in English as a foreign language (EFL) contexts, the reading skill is a useful tool in accessing language that is now readily available in the globalized world today through books and the world-wide web. The vital role of written input in the EFL context has been underscored in numerous studies and sufficient provision of comprehensible language is considered essential for successful language acquisition (Brown, 2007; Long, 1981). Like many other EFL settings, second language (L2) reading has also been greatly emphasized in the Korean context. High levels of English reading ability is associated with academic and professional success (Shin, 2013) and many English teachers allocate large amounts of

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teaching time on reading (Hur, 2015; Yoon, 2013). However, while this focus on English reading may appear encouraging, L2 reading instruction in Korean schools is often criticized for its disproportionate focus on grammar (Jung, 2014; Stoller, 2015) and for increasing negative attitudes toward English (Eur, 2013). The approach to reading in the majority of Korean secondary schools is unauthentic in that a large part of the lessons comprise of the teacher highlighting grammatical structures and explaining the meaning of vocabulary words (Eur, 2013; Stroller, 2015). Such orientation could be explained in part as the pedagogical tendency in Asian EFL settings to emphasize isolated language skills such as grammar and vocabulary (Wan & Li, 2005) and also as the negative washback effect of the high-stakes CSAT test. The national CSAT test includes a large reading section which English teachers are expected to help students solve accurately and time efficiently (Eur, 2013; Song, 1998). This imbalanced reading instruction is more profound in higher levels of secondary education. Hur's (2015) study investigating the status quo of English classes in Korean schools found that while five out of six middle school teacher-participants covered all four language skills sections (reading, speaking, writing and listening) in the textbook, eight out of ten high school English teachers only taught the reading sections and left the other language skills undealt with. Moreover, while reading instruction is intensified as students advance to higher grades, Korean students' interests in the English language is greatly reduced (Kim, 2011).

Motivating students to read has been the focus of research in the field of not just L2 learning but also in first language (L1) reading. Previous studies in L1 and L2 have highlighted reading self-efficacy as a key motivational component in fostering self-motivated, good readers (Burrows, 2013; Tremblay & Gardner, 1995). Reading self-efficacy (RSE) is the reading-specified concept of Bandura's (1986) self-efficacy, which refers to a person's belief in their capabilities to succeed in a particular task. Self-efficacy is significant in that learners are more apt to partake in the learning process if they anticipate success. Students with low self-efficacy tend to focus on the outcome of their efforts (grades) while highly efficacious students concentrate on the process and use more learning strategies (Linnenbrink & Pintrich, 2003). This makes learners with low self-efficacies vulnerable to fall into the vicious cycle of their failures reducing their self-efficacies, which further induces failure. Reading self-efficacy is also found to positively correlate to reading comprehension and the use of reading strategies in EFL students (Burrows, 2013; Ghonsooly & Elahi, 2010; Naseri & Zaferanieh, 2012) and should be encouraged and facilitated in the EFL classroom. Increasing the reading self-efficacy of Korean students is important not only as it prevents students from judging their reading ability or experience merely on their grades, but also because it gives them a stronger sense of belief that they will be able to successfully read something and enjoy it.

1.2 Purpose of the Study

Bandura (1986) explained that past experience in doing the task can be a powerful source on which a person evaluates his self-efficacy. Yet, the reading experience provided to students in Korean secondary schools greatly lacks in amount. English reading texts in schools are often limited to those that appear in the government authorized textbooks with a typical Grade 9 English textbook containing three to four pages of text per lesson with ten lessons intended to be taught in a year. Also, the gap between students' language proficiencies is widening in Korean English classrooms where increasing number of students are returning after having lived abroad. This means, the texts given in schools are not able to cater to the needs of students' different language proficiencies.

The purpose of this study can be summarized into two parts. Firstly, the current research aims to examine the effect of extensive reading (ER) as a means of improving students' RSE, especially in the school setting where students are of various language levels and interests. Extensive reading encourages readers to read text that is enjoyable and easy to comprehend. According to Bandura (1986), self-efficacy stems from four sources; past experiences (enactive attainment), observation of other peoples' experiences (vicarious experience), persuasion by others (verbal persuasion) and affective experiences (physiological states). The implementation of ER in the school curriculum is expected to provide positive reinforcement for

reading self-efficacy in many aspects. For example, students would feel a sense of achievement in finishing books they have personally selected for reading (enactive attainment), gain positive attitudes through the experience (physiological states) and watching their friends read in English can motivate them to read (vicarious experience). This study will conduct questionnaires before and after extensive reading and explore ER's effectiveness as a way of increasing students' reading self-efficacy.

Secondly, the study will examine the experience of readers. Numerous research in the past have shown the importance of extensive reading (Davis, 1995; Day & Bamford, 1998; Horst, 2005; Masons & Krashen, 1997) and its role in providing language input in the EFL context (de Burgh-Hirabe & Feryok, 2013; Gebhard, 1996). In Korea, while many studies have conducted extensive reading as a non-compulsory elective course/ after-school program (Han, 2007; Jung, 2014; Kang, 2015; Kwon, 2011) a few studies have conducted ER as part of the school curriculum (S. H. Choi, 2010; Sun, 2010). The few studies with ER as an in-class activity found that students' reading comprehension and reading attitude developed positively after ER. However, for the successful implementation of ER in language classrooms as a method of developing RSE, it is necessary to explore how students perceive the reading experience. Qualitative analysis of this study aims to identify factors that influence students' reading and aid language teachers to better understand students' reading. Analysis based on different RSE levels will also help evaluate ER's appropriateness for use in

the language classroom of mixed levels.

1.3 Research Questions

The current study sets to implement an extensive reading program in a Korean middle school and address two research questions. The first research question inquires the effect of extensive reading on Korean students' reading self-efficacy to see if it is able to bring significant development. The second question aims for deeper understanding of students' reading experiences through qualitative analysis. The research questions of this study are as follows.

1. How does L2 extensive reading influence Korean EFL learners' reading self-efficacy?

2. How do Korean EFL learners of different reading self-efficacy experience L2 reading in an extensive reading program?

1.4 Organization of the Thesis

The present thesis consists of five chapters. Chapter 1 explains the purpose of the study and states the research questions. The following Chapter 2 presents an overview of the extant literature on reading self-efficacy and extensive reading to build the theoretical foundation for the current study. Chapter 3 provides a description of the methodology and information about the participants, instruments and data collection. Chapter 4 presents the results and addresses the two research questions. Finally, Chapter 5 will discuss the major findings, pedagogical implication and the limitations of the study as well as offer suggestions for future studies.

CHAPTER 2
LITERATURE REVIEW

This chapter reviews the extant literature relevant to the present study. Section 2.1 defines reading self-efficacy through a theoretical review of self-efficacy and examines previous studies conducted in the field of L1 and L2 reading education. Section 2.2 describes extensive reading and reviews previous studies in the EFL context.

2.1 Reading Self-Efficacy

With its important role in reader behavior and motivation, reading self-efficacy has received growing attention. Before looking into reading self-efficacy, self-efficacy will be explained in Section 2.1.1. Previous studies on reading self-efficacy will be discussed in the following Section 2.1.2.

2.1.1 Definition of Self-Efficacy

Reading self-efficacy refers to one's belief in his capabilities (or self-efficacy) to read. Self-efficacy stems from Social Cognitive Theory which highlights the influence of social factors on a person's behavior and

perception. Social Cognitive Theory postulates the reciprocal interaction of three factors- personal, environmental and behavioral- as key to understanding human behavior (Bandura, 1977, 1986) and each of these factors can both influence and be influenced by the other two factors. In other words, the consequences of our behavior and the social feedback received from the environment contribute to form personal beliefs which will in turn affect how we regulate future behavior. How a person views other people's experiences in a doing task, as well as the kind of social feedback they received in previous attempts, all contribute to how confident he feels about successfully completing a specific task in the future. This belief about one's own capabilities was what Bandura coined as self-efficacy and later defined as subjective judgments of one's capabilities to organize and execute courses of action to attain goals (Bandura, 1977, 1997). Bandura also stressed the domain-specific nature of self-efficacy which may vary for different domains and tasks within the same individual.

In academic learning, perceived self-beliefs can affect future actions and learning by determining individuals' choices in tasks, effort, persistence and achievement. Compared to learners who doubt their capabilities, those who believe themselves to be efficacious are apt to participate more readily, persist longer and achieve better results (Schunk, 2003). Schunk (2003) explained the mechanism of how self-efficacy operates in academic learning through a visual depiction as shown in Figure 2.1. Self-efficacy, alongside learning goals, sustains motivation and enables an individual to engage in

learning. The learner will then reflect on their progress by comparing them to their goals. These self-evaluations enhance efficacy and become the basis on which the learner decides to pursue goals further or make adjustments.

Self-Efficacy for Learning Goals	- - - - ->	Task Engagement Self-Evaluations	- - - - ->	Self-Efficacy Motivation Achievement
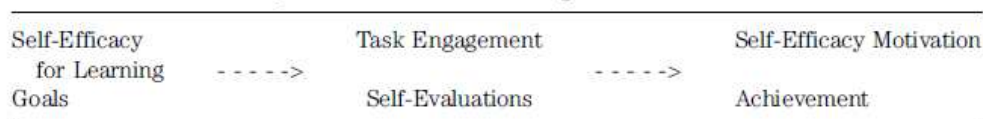
Figure 2.1
Self-Efficacy and Academic Learning (replicated from Schunk 2003, p162)

Self-efficacy is an important construct in learning and a good predictor of academic achievement among children, adolescents and college students (Galyon et al. 2012; Louis & Mistele, 2011; Multon, Brown & Lent, 1991; Pajares, 1996, 2002; Wigfield & Gutherie, 1997; Zimmerman, 2000).

Bandura (1977) highlighted four factors as key sources that influence the formation of an individual's self-efficacy; enactive attainment, vicarious experience, verbal persuasion and physiological states. Enactive attainment refers to the learners' past achievements in doing the task. Having more successful previous experiences will allow learners to be more confident of their capabilities. Enactive attainment is the most influential of the four sources in that learners tend to base their self-efficacy more greatly on personal experiences. Vicarious influences occur as the individual observes other people doing the task and its strength is greater when the

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individual perceives the model to hold similar talent as himself. Verbal persuasion is when learners receive encouragement and motivation from parents, teachers, coaches and peers. The strength of verbal persuasion is limited and is dependent on how credible the person perceives the model. The last source, physiological reaction, refers to the emotional and affective reaction the learner has on the task. Reading experiences that stimulate negative affective reactions such as discomfort and anxiety can contribute to the person believing that he will fail in a reading task.

The context-specific nature of self-efficacy means that an individual's confidence in completing a task changes in different domains. For example, a learner may be confident in reading but be less confident in solving math problems. Self-efficacy also varies across several dimensions; level, generality and strength (Zimmerman, 1995). The level of self-efficacy depends on the difficulty of the task and strength refers to the readers' degree of certainty about their capabilities. Generality explains the transferability of one's efficacy judgments across different tasks or activities. This may be transferability between different language skills such as reading and writing or in different styles of reading text.

2.1.2 Previous Studies on Reading Self-Efficacy

Reading self-efficacy is increasingly recognized as being an important part of reading motivation and in supporting students to become "proficient, persistent and passionate readers" (Gambrell, 2011, p.177). Wigfield et al. (2004) stressed the domain specificity of reading motivation and described reading self-efficacy as one of its three key factors alongside intrinsic and extrinsic motivation. Other studies (Burrows, 2013; Mori, 2002; Tremblay & Gardner, 1995) have included reading self-efficacy as a key motivational component in fostering self-motivated, good readers. In first language reading education, studies have provided evidence for a connection between reading self-efficacy and reading comprehension. Shell, Murphy & Bruning (1989) examined the relationship of self-efficacy with L1 reading and writing in 153 undergraduate students. The researchers found that reading self-efficacy was significantly related to performance in the reading comprehension test while the relationship was less clear in writing. Studies have also investigated the relationship with different ages, genders and ethnicities (Cloer & Pearman, 1992; Martin, 2008; Smith et al., 2012). Smith et al's study (2012) found that while New Zealand children's reading achievement increased with age, their enjoyment and reading self-efficacy declined. Cloer and Pearman (1992) concluded that attitudes of elementary students were significantly better than middle school students whose reading attitudes were related to their teacher's attitudes towards reading. In the

Korean context, Korean middle school students' L1 reading ability was found to be positively correlated to L1 reading self-efficacy (Nam, 2010) and the greatest factor influencing L1 RSE was identified as reading comprehension skills, followed by social recognition, reading progress, reader's psychological state and teacher's affective support in the listed order (Y. H. Choi, 2015).

Studies on self-efficacy in the L2 context are not as abundant as in first language learning. Yet, the few studies on the topic reveal its significance and positive correlation to listening proficiency (Rahimi & Abedini, 2009), vocabulary strategy use (Heidari, Izadi & Ahmadian, 2012) as well as reading. L2 research has yielded similar findings as those in L1 reading and reading self-efficacy was found to be connected to reading strategy use and reading comprehension. Li and Wang's empirical study (2010) on Chinese college students postulate that Chinese EFL learners' reading self-efficacy and reading strategy are positively correlated. Students with higher RSE showed more frequent use of reading strategies such as metacognitive, social/affective and cognitive strategies than those with lower RSE. Naseri and Zaferanieh's study (2012) conducted questionnaires to explore the relationship between reading strategy use, reading self-efficacy and reading comprehension to find similar connections amongst Iranian learners. Reading self-efficacy was not only related to reading strategy use but also with reading comprehension. Ghonsooly and Elahi (2010)'s investigated reading anxiety, reading comprehension and reading

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self-efficacy of Iranian university students and found positive correlations between reading self-efficacy and reading comprehension. Furthermore, students with high self-efficacy showed lower reading anxiety levels than students with low self-efficacy. The relationship between RSE and reading comprehension was also explored in the Korean English classroom with 219 Korean middle school students and further supported previous findings (Jin, 2016).

Burrows' (2013) study with Japanese university students set out to measure changes in L2 reading self-efficacy after ER. In the longitudinal investigation, 322 Japanese EFL students in their first or second year of university were divided into four groups; intensive reading group (control group), extensive reading group, a reading strategy group, and an extensive reading/ reading strategy group. After one year of treatment, the results showed that all three experimental groups outperformed the intensive reading group in reading comprehension. Also, reading strategy and extensive reading/reading strategy group had the most improvement in reading self-efficacy. Burrow's study shows close resemblance to the current study in that it aimed to measure changes in learners' L2 reading self-efficacy after conducting an extensive reading program. However, it employed several different methods in extensive reading such as restricting students in the earlier stages to read only a certain level of books or conducting the bulk of the reading outside of the classroom.

2.2 Extensive Reading

Extensive reading is regarded as an important reading approach that aids L2 learning in numerous ways and fosters positive reading habits and attitudes (Richard, Platt & Platt, 1992). Before investigating its effect on L2 reading self-efficacy, the theoretical background of extensive reading are revisited. Section 2.2.1 looks into the definition of extensive reading and highlights its characteristics. Section 2.2.2 summarizes previous studies on ER in EFL contexts while Section 2.2.3 reviews studies of ER in relation to reading self-efficacy and reading experience.

2.2.1 Definition of Extensive Reading

Alternatively known as pleasure reading, sustained silent reading, free voluntary reading or book flood, extensive reading is a widely practiced approach that encourages readers to "read large quantities of books and other materials that are well within their linguistic competence" (Day & Bamford, 1998 p. xiii). Davis (1995) stressed the importance of extensive reading for L1 and L2 learning, stating that language classrooms without ER cannot effectively promote students' language development. While the significance of ER is recognized in L1 and L2 contexts alike, its value is heightened in the EFL context where L2 input available is limited (Gebhard,

1996). Reading large amounts of text on various topics has been found to broaden learner's topical knowledge (Renandya & Jacobs, 2002), promote reading comprehension (Bernhardt, 1993) and enrich lexical knowledge (Nation, 2009). Moreover, Day and Bamford (1998) proposed enjoyment in reading as one of the purposes of extensive reading, recognizing affect as an important factor in reading development (Nakanishi, 2015).

There are several theoretical bases for extensive reading. Firstly, extensive reading can be viewed to be in accordance with Krashen's (1989) Input Hypothesis in that it provides learners with great amounts of comprehensible and meaningful L2 input in the form of written text. Also, the focus on reading for pleasure enables the learning environment to be comfortable and the language to be meaningful as suggested in the Input Hypothesis. Alternatively, the Linguistic Threshold Hypothesis (Cummins, 1979) explains that learners have limited L2 vocabulary and syntactic knowledge in comparison to L1 and proposes that a minimum 'threshold' be surpassed for learners to be fluent L2 readers. This threshold level differs for individuals and reading large amount of texts that are of their interests and proficiencies helps surpass their linguistic 'threshold levels.'

Extensive reading creates a sharp contrast with the detail-oriented, analytic, intensive reading which puts emphasis on the linguistic and semantic elements of the text (Brown, 2007). Intensive reading is characterized by its orientation towards grammar and vocabulary (Carrell & Carson, 1997) and reading for specific information while extensive reading

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aims for a comprehensive understanding and reading for pleasure. The two reading approaches also differ in evaluation. While there is rarely assessment in extensive reading, tests are often given out in intensive reading to make sure that students have gained a full and accurate understanding. Intensive reading classes heavily rely on teachers to provide explanation and analyses of the text. In extensive reading, the role of the students is augmented and students must actively select materials to read, monitor and evaluate their own reading.

Day and Bamford (2002) highlighted ten principles for extensive reading in the EFL classroom, many of which the researcher referred to when designing the ER program used in this study. These principles include practical guidelines for the reading material as well as the teacher's role. The teacher's role in extensive reading is to guide students in ER and act as a model reader. Reading materials are to be easy and contain a wide range of topics so that learners can choose materials of their reading level and interests. Reading materials used in this study were a combination of graded readers and books written for L1 readers.

2.2.2 Extensive Reading in the EFL context

Previous research on L2 extensive reading studied various aspects related to reading such as vocabulary acquisition (Nation, 2009; Pigada & Schmitt, 2006), reading speed (Bell, 2001; Iwahori, 2008) and reading

comprehension (Al-Homoud & Schmitt, 2009; Tanaka & Stapleton, 2007).

Vocabulary has been the focus of many studies on extensive reading (Grabe, 2009; Nation, 2009; Nuttall, 2005; Schmitt & Carter, 2000) and ER was found to be effective in enhancing spelling, grammatical knowledge (Pigada & Schmitt, 2006) and acquiring lexical knowledge (Nation, 2009; Pigada & Schmitt, 2006). Extensive reading provides learners with opportunities to see lexis appear in different contexts, which is believed to be crucial in successful vocabulary acquisition. Reading speed and reading comprehension were also improved through extensive reading. Bell's (2001) study found that novice EFL learners in Yemen read faster and scored higher in comprehension tests after participating in 36 hours of extensive reading over a period of two semesters. Other studies (Al-Homoud & Schmitt, 2009; Iwahori, 2008; Tanaka & Stapleton, 2007) correspondingly support the strong relationship between reading speed and reading comprehension with extensive reading.

Extensive reading has been actively researched in the Korean EFL setting. Many researches in the Korean setting investigated the effects of ER on reading competence and found ER to facilitate reading comprehension (Han, 2007; Jeon, 2008; Kang, 2015; Min, 2013; Sun, 2010). Other studies examined the influence of extensive reading on affective or behavioral aspects such as reading attitude or reading habit. Lee and Kim (2007) implemented the extensive reading program as part of an elective reading club activity to explore the effects of extensive reading on students with

different levels of language proficiency. After the eight-month program with eight hours of in-class reading each month, extensive reading was found to be beneficial for the language development of all three language levels. The study also concluded that students with the highest language proficiency showed the most positive attitudes toward reading and developed their own reading styles. In Kim et al. (2015)'s qualitative study that conducted 12 weeks of ER as part of the school book club activity, extensive reading was found to affect reading habits such as book selection and induced students to take a more meaning-oriented approach in reading. Also, students viewed L2 reading more positively and stated that they felt a sense of achievement from finishing the books. Eur (2013) suggested ER as a remedial solution in Korea for reading instruction which can help promote students' growth not just linguistically, but also socio-culturally, cognitively and emotionally.

2.2.3 Previous Studies on Extensive Reading and Reading Self-Efficacy/ Reading Experience

Few studies have directly examined the relationship between extensive reading and reading self-efficacy. However, guidelines for improving reading self-efficacy in L1 pedagogy closely resemble the characteristics of extensive reading. Walker (2003) proposed four ways of cultivating reading self-efficacy in the classroom; 1) giving the students

choices such as what they will read, 2) encouraging strategic thinking, 3) providing student evaluation to form positive attributions about their reading ability, and 4) changing the assessment context to be more learning-oriented as not to demotivate low achieving students. Two years later, Ferrara (2005) suggested 20 different ways of promoting reading self-efficacy for L1 readers such as giving students a choice in the reading material and providing texts that are appropriate for their language levels. Also, the role of the teacher was specified as guiding students to set reading goals and teaching them how to select books for independent reading. These suggested ways can be achieved through extensive reading.

Reading methodologies that exhibit similarities with extensive reading have been found to positively influence reading self-efficacy. Shin (2016) investigated the effect of individualized guided reading on Korean students' L1 reading self-efficacy. During the 15 weeks of reading, 108 high school students read one pre-selected book a week for 13 weeks. Though the reading program differed from extensive reading in that the students read the same Korean book chosen by the teacher and were given specific goals on how much they were to read in each reading session, they were similar in that the students read individually and were able to read for pleasure without the presence of assessment. The study aimed to provide students with more experiences of reading success and found that there were positive developments in their reading self-efficacies. Burrow (2013) studied the effect of extensive reading and reading strategy instruction on L2 reading

self-efficacy of Japanese university students after conducting the program for one year. While the study's extensive reading program initially restricted the students' freedom in book choice and had students do much of the reading outside of the classroom, the study found that students in the ER group showed development in reading self-efficacy, especially compared to the intensive reading control group.

In regard to reading experience during extensive reading, previous studies found that students experience ER positively, and language ability and attitude reading improved. Min (2013) conducted extensive reading with ten college students who read one graded reader a week for eight weeks. Of the nine students who completed the program, seven participants evaluated the experience positively while the other two participants did not find it very helpful. Readers thought that extensive reading helped vocabulary attainment and grammar noticing and also reflected positive attitudes, commenting that the experience was enjoyable and helped build their confidence to read in English. Jeon (2008) also implemented extensive reading as part of English reading class in the Korea Air Force Academy (KAFA) with 17 third-year students for one semester of 19 weeks. The analysis of their reading perceptions indicated an increase in students' interest and confidence in reading as well as their reading abilities.

A review of previous studies on extensive reading showed that there has been much research proving the effectiveness of ER on reading comprehension, vocabulary acquisition and attitude, but more research on

reading self-efficacy with the reading method is needed. Furthermore, while qualitative studies have become more frequent in recent years, many of the studies on ER were quantitative research. Thus, the qualitative analysis of this study is can contribute to understanding the thoughts and feelings experienced by the learner in an extensive reading program.

CHAPTER 3
METHODOLOGY

This chapter describes the methodology and the procedures used in the present study. The chapter is divided into four sections, the first two sections being an overview of the research design (Section 3.1) and the description of the participants of the study (Section 3.2). Section 3.3 provides details on the collection of data and Section 3.4 describes various research instruments. Finally, the data analysis procedure is laid out in Section 3.5.

3.1 Research Design

This study takes a mixed methods approach and aims to answer the research questions through qualitative and quantitative analyses. The entire research lasted four months and ran for the duration of 15 weeks between September and December of 2015. The participants of the study were grade 7 students in a Korean middle school. They received 45 minutes of English class three times a week under the school's English curriculum and learned from a government authorized English textbook. During the 15 week-program, the students read for the first 15 minutes of each class and had textbook-oriented class for the rest of the lesson. The extensive reading

introduced in this study generally follows the guidelines for extensive reading programs suggested by Day (2013) such as text selection, procedure and the role of the teacher.   Methods of improving reading self-efficacy suggested by Walker (2003) such as giving students choices, setting goals and providing student evaluation were also incorporated.

The extensive reading program comprised of one week of introduction followed by 14 weeks of individual silent reading. To improve students' experience in reading, the students were introduced to extensive reading and were given instructions on how they should read in Week 1. During this period, the teacher emphasized the importance of reading for pleasure and choosing books that are not too difficult. Students were also asked to write reading logs and were informed about how evaluation will take place at the end of the program. From the second week, two volunteer students brought the school book trolley to the classroom before each class so that other students could selected books and started reading. Day and Bamford (2002) stressed the role of teachers in extensive reading stating that "effective extensive reading teachers are themselves readers, teaching the attitudes and behaviors of a reader" (p. 140). The teacher in our study acted as a model for the learners and read English books with the students.

The students could freely access the book trolley if they wanted to change their books but they were all asked to remain silent during the reading process. After the 15 minutes, the teacher signaled to the students that the reading session was over and gave students a few minutes to fill in

the reading logs. The participants carried on with regular English class for the remainder of the lesson. The participants' L2 reading self-efficacies were measured at the beginning and end of the extensive reading program. The qualitative data was collected through interviews and reading logs.

3.2 Participants

The participants of this study were 132 seventh grade students attending the same middle school in Yang-Cheon gu, Seoul, Korea. They were of mixed L2 proficiency and gender. The students in this study showed higher English proficiencies than what would normally be expected from seventh grade Korean middle school students. Many students came from families of high socio-economic status, had experiences of studying abroad and went to private language institutions. Results from the 2015 National Assessment for Educational Achievement (NAEA) test[1] showed that 96.9% of the students in the participant school had English skills above the basic achievement level, 2.4% were at the basic achievement level and only 0.7% were below it. Nationwide, 77.4% of ninth grade Korean middle school students were found to be above the basic achievement level, 18.9% at the level and 3.9% were underachievers. Although the NAEA test was

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[1] From "Results for 2015 National Assessment for Educational Achievement Test" published by the Korea Institute for Curriculum and Education (KICE), retrieved from http://www.kice.re.kr

conducted with grade 9 students and was not a direct measure of the grade 7 participants in the current study, it shows how the English achievement of students in the school exceeded the national level.

During the English lessons, the teacher used the textbook *Middle School English 1 (by Jeong Sa Yeol et al)*, a government authorized textbook published in 2009 under the revised National Curriculum (2009). The students had received regular lessons using the textbook during the first semester (from March to July 2015) and were introduced to the extensive reading program in the second semester. All participants were taught by the same native Korean teacher who used a combination of Korean and English to give instructions.

After the 15-week period, semi-structured oral interviews were conducted with six participants. These interviewees were selected based on their reading self-efficacy in the RSE questionnaire conducted at the beginning of the study. Two students were selected as representatives for each of the three levels of RSE (highest, lowest and average). The researcher conducted interviews with the six students to see how different groups experienced reading. Students in the average RSE group had self-efficacy values closest to the mean value for all participants in the pre-program questionnaire which was found to be 77.11. Table 3.1 shows the participants RSE group and their initial RSE means.

Table 3.1
Information about the Interviewees

Participants	RSE Group	Initial RSE mean
Student A	Lowest RSE	0
Student B		29.29
Student C	Average RSE	78.59
Student D		72.14
Student E	Highest RSE	100.0
Student F		100.0

3.3 Data Collection

Several sources of data were collected during the 15 weeks of the study. Firstly, the students' initial level of reading self-efficacy was measured during the first week of September 2015. The Reading Self-Efficacy (RSE) questionnaire measured the learner's perceived confidence in reading various English texts and the Reading Self-Perception Scale (RSPS) provided a more detailed understanding of how factors within reading self-efficacy were affected. These questionnaires and a post-program survey were given in December after the extensive reading program. Although the fundamental purpose of extensive reading is reading for the pleasure, studies have found that evaluation or giving students credit for reading can provide effective motivation (Day, 2013; Stoeckel, Reagan & Hann, 2012). Evaluation was introduced to raise motivation and students were asked to read a minimum of 50 pages a week (10 pages for novels) and keep reading logs to record their reading progress. After completing 15-

weeks of reading, learners were asked to complete a post-program survey, answering questions related to their reading experience (Appendix A). Semi-structured interviews with six students were conducted individually with the researcher. The interviews lasted for about 15-25 minutes and were audio recorded with the student's consent. The data collected at different phases of the study is summarized in Table 3.2.

Table 3.2
The Procedures for Data Collection

	Phases		
	Pre **(Week 1)**	**During** **(Week 2-15)**	**Post** **(After the program)**
Data Collected	-RSE questionnaire -RSPS questionnaire	-Reading log	-RSE questionnaire -RSPS questionnaire -Post-program survey -Semi-structured interviews

3.4 Instruments

In this section, the research instruments used for data collection are described. Two types of questionnaires were utilized as sources of quantitative data. Qualitative data was gained from students' reading logs and semi-structured interviews. The following are details about these instruments.

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3.4.1 Reading Material

Learners could read from the school's selection of books during the in-class reading sessions or bring their own books to read. Day (2013) explained that any L2 text that learners can read with overall comprehension is suitable for extensive reading. This includes books written for L1 readers, online texts and graded readers. Graded readers are books written for L2 readers and allow language learners with limited L2 vocabulary to finish a book with overall comprehension. Webb and Macalister (2013) proposed that graded readers be used in extensive reading because much of the vocabulary used in L1 children's books are similar to those found in books for older L1 readers. However, the teacher in the study believed her students to be keen readers already familiar with books written for L1 readers and wanted to provide a combination of authentic and graded reading materials. Thus, reading materials provided at school were a combination of books written for L1 readers as well as graded readers (see Appendix B). A wide variety of genres and topics were made available to cater for different language levels and interests. In each of the book trolleys, approximately 70 books- 50 books from L1 literature and 20 graded readers- were provided. Books from L1 literature included story books, chapter books and novels. Because more advanced learners read these L1 books, the L2 graded readers were of beginner levels so that less confident readers could make use of

them. The participant school had three sets of book trolleys and other teachers who did not partake in the study also implemented ER to their classes and the three book trolley sets were shared among three teachers. For the current study, the students began reading from 'book trolley A' and after 7 weeks, 'book trolley B' was used.

3.4.2 Reading Self-Efficacy Questionnaire

The reading self-efficacy questionnaire used in the current study (Appendix C) was modified from Li and Wang's (2010) study which made use of the Questionnaire of English Self-Efficacy (QESE) in the Chinese EFL context (Wang, Wang & Li, 2007). Their questionnaire had asked learners to indicate their perceived confidence in reading different forms of English texts using a Likert scale of 7 points. However, Bandura (2006) proposed that a 100-point response scale ranging in 10-unit intervals of 0 to 100 be used for measuring self-efficacy. He explained that scales with only a few steps should be avoided as there is a greater risk of being less sensitive. In a scale of only a few steps, people tend to avoid the extreme positions. Also, differentiating information may be lost as people in the same response scale may indicate differently if intermediate steps were included. An efficacy scale with 0-100 response is deemed a stronger predictor of performance than one of a fewer steps such as a 5-interval scale (Pajares, Hartley & Valiante, 2001) and thus a 100-point response scale was used for

the questionnaires in this study. Previous researchers established face validity through the review of the instrument by two professors from related fields and the questionnaire was found to have high internal consistency (Cronbach's alpha = 0.88). The original questionnaire contained items with texts that Korean middle school students are unlikely to encounter such as 'speeches made by celebrities' or 'a brochure introducing western countries,' thus Items 2, 4, 7, 13, 14 were modified to better suit the participants. The questionnaires were translated into Korean and given to students in their L1. Prior to conducting the questionnaires, students were informed that their responses will not have any effect on their grades.

3.4.3 Reading Self-Perception Scale

The second questionnaire completed by the participants was replicated from the Reading Self Perception Scale (RSPS) in Nam (2010) which was adapted from S. K. Choi (2009) and Henk and Melnick (1995). RSPS was first created by Henk and Melnick (1995) as a measure of readers' self-perceptions. Self-perception refers to an individual's knowledge and perceptions about themselves in achievement situations and calls for an individual's evaluation of their skills and abilities (Bong & Skaalvik, 2003). It is similar to self-efficacy in that both are influenced from sources such as previous experiences, social comparison and appraisals and are domain-specific and multidimensional in nature. Although the two

constructs are distinct, Henk and Melnick refers to them on similar terms, stating that:

> *"the Reader Self-Perception Scale is based on Bandura's (1977, 1982) theory of perceived self-efficacy. Bandura defines self-efficacy as a person's judgments of her or his ability to perform an activity, and the effect this perception has on the on-going and future conduct of the activity. In short, self-perceptions are likely to either motivate or inhibit learning." (Henk & Melnick, 1995, p. 471).*

Numerous studies have employed RSPS as a tool for measuring self-efficacy (S. K. Choi, 2009, 2010; Y. H. Choi, 2015; Jin, 2016; Nam, 2010). In the present study, the RSPS was used adjacent to the self-efficacy questionnaire to provide understanding of various aspects within self-efficacy. The RSPS follows Bandura's four-factor model of self-efficacy and contains items related to performance (enactive achievement in self-efficacy), observational comparison (vicarious experience), social feedback (verbal persuasion) and physiological states. However, Henk and Melnick more narrowly defined the 'performance' category to 'progress' and included other major elements of reading such as word recognition, word analysis, fluency and comprehension. S. K. Choi (2009) adapted Henk and Melnick's (1995) reading self-perception scale to better suit Korean learners. In S. K. Choi's study, observational comparison was judged to be not very appropriate for readers' self-efficacy in the classroom setting and was replaced with items that delved further into readers' perceptions of their

reading skills. The RSPS used in the current study is Nam's reduced version of S. K. Choi's RSPS. The questionnaire consisted of 35 items asking students' thoughts on various aspect of reading (see Appendix D). These items could be categorized into four; reading skills, social feedback, reading progress and physiological states as shown in Table 3.3 below.

Table 3.3
Categories of items in the RSPS Questionnaire

Category	Items
Reading skill	1, 5, 9, 13, 17, 21, 24, 26, 29, 30, 31, 32, 33, 34, 35
Social feedback	2, 6, 10, 14, 18, 22, 25, 27, 28
Reading progress	3, 7, 11, 15, 19, 23
Physiological state	4, 8, 12, 16, 20

3.4.4 Reading Log

Students were asked to keep reading logs and record what they have read after each session. The reading log (see Figure 3.1) was adapted from Day (2013) and required the reader to record information such as the title of the book and the amount of pages read. The reading log also aimed to stimulate a more personal response by having students rate the reading content and to set weekly reading goals. Goal setting plays a vital role in increasing self-efficacy as setting personalized goals induces learners to make self-evaluations on their progress and sustains motivation (Schunk,

2003). At the beginning of the week, readers set goals on how much they want to read during one week. They were encouraged to set this goal using

Figure 3.1
Reading log

various measures such as books, hours or pages. However for their reading grade, students were asked to read more than 50 pages of story books or 10 pages of novels in one week. Many of the books read by the students often had illustrations or were short in length, and as a result, 50 pages per week were not an ambitious or challenging goal for most students. In order to stimulate a personal response, the researcher added sections for students to write their favorite sentence from the pages that they have read, and roughly

indicate how much they have enjoyed the text using three scales ('great' for very interesting, 'okay' for average and 'hmm..' for not very interesting).

3.4.5 Semi-structured In-depth Interview

To gain insight on reading experience of learners' with different levels of self-efficacy, semi-structured in-depth interviews were conducted with six students. One interview was conducted with each student after treatment. All interviews were conducted individually and were recorded with the students' consent. The students were asked questions regarding their previous thoughts on EFL/English reading and how they experienced extensive reading. The students also expressed their opinions freely on how they perceived their L2 reading and English ability. The list of questions for the semi-structured interviews is shown on Appendix E. These interview questions were adapted from Usher's (2009) study of students' self-efficacy in mathematics but were used only as a guide and the researcher encouraged the interviewees to speak freely.

3.5 Data Analysis

In addressing the first research question, quantitative data from the two questionnaires completed before and after the program were analyzed. The data sets were compared using paired T-test and descriptive statistical

analysis. All quantitative analyses were conducted using the IBM Statistical Package for the Social Science (SPSS) version 20.

To address the second research question regarding reading experience, data from the semi-interviews and reading logs were analyzed. The audio-recorded interviews were transcribed and analyzed according to the generic process of qualitative data analysis (Creswell, 2003). The transcribed data was read thoroughly to identify keywords and phrases which were then examined repeatedly and sorted into categories. For the credibility of the study, the researcher triangulated the data using an elaborate description of the response, member checking and translation verification (Creswell & Miller, 2000; Merriam, 2009). That is, the research delineated students' responses during the interviews and checked whether her interpretation was correct. The transcription of the interviews was conducted in Korean, and the researcher translated sections that were used as excerpts. These translations were double-checked by a third-party colleague to make sure they were accurate.

CHAPTER 4.

RESULTS AND DISCUSSION

This chapter presents the results of the study and discusses the findings in relation to the research questions stated in Chapter 1. Section 4.1 shows the results from statistical analyses and discusses the effects of extensive reading on Korean students' reading self-efficacy. In Section 4.2, the participants' reading experiences during extensive reading and factors that influence these experiences are described.

4.1 Effects of L2 Extensive Reading on Reading Self-Efficacy

Two separate sets of questionnaires were used in this study that looked at different facets of reading self-efficacy. Section 4.1.1 presents the results of the reading self-efficacy questionnaire regarding students' reading confidence across different types of English texts. Section 4.1.2 shows the findings of the reading self-perception scale (RSPS) which gives us more details on factors within reading self-efficacy. The findings from the two questionnaires will be summarized in Section 4.1.3 to address the research question on whether meaningful change in RSE occurred.

4.1.1 Increase of Reading Self-Efficacy in Different Types of Written Texts

The first questionnaire on reading self-efficacy asked students to rate their confidence in reading different styles of English texts. The texts among 14 items ranged from children's story books to English essays. The comparison between the pre and post-program results revealed that significant developments were made in learners' reading self-efficacy. The mean value of all items on the first questionnaire was 77.11 pre-program, meaning that on average students felt 77.11% certain that they would be able to read the various texts successfully. This mean value was raised to 81.59 in the after ER results. Table 4.1 shows more details about the results and highlights that in 11 of the 14 tasks the p-value was less than 0.05. Increase in RSE was visible for the reading of English reading homework, short stories, letters from pen pals, storybooks, advertisement, information on the internet, poetry, magazines, novels, newspapers and essays. The texts that showed the greatest improvement (i.e. the highest mean difference) was information on the Internet (MD= 8.7) followed by English newspaper (MD= 6.8), even though the participants of this study did not engage in reading of these texts but only of books. Such results may be due to the generality of self-efficacy in that one's efficacy judgments are transferable across different tasks or activities. This means that students' increased self-beliefs in reading English books (story books, novels and short stories) may

Table 4.1

Results of Paired Sample T-Test of Pre and Post Questionnaires

	Pre-program		Post-program		MD	df	sig
	M	SD	M	SD			
Children's story book	90.5	15.4	92.9	13.8	2.4	131	.059
Reading Homework	87.0	17.8	89.9	17.2	2.9	131	.020
English textbook	92.7	14.0	91.8	15.6	-0.9	131	.370
Short story	79.4	22.1	83.6	18.6	4.2	131	.002
Letter from pen pal	75.1	22.7	80.8	19.7	5.7	130	.000
Storybook	85.5	19.5	90.1	15.7	4.6	131	.003
Play	78.1	21.8	80.7	19.5	2.6	131	.081
Advertisement	76.5	22.1	81.9	18.6	5.4	131	.001
Information on the Internet	70.1	22.5	78.8	20.3	8.7	131	.000
Poem	69.5	22.7	74.0	19.8	4.5	129	.008
Magazine	70.0	22.9	75.9	21.6	5.9	129	.000
Novel	70.3	24.4	76.1	23.4	5.8	131	.000
Newspaper	66.1	24.8	72.9	22.7	6.8	131	.000
Essay	68.5	27.3	73.1	24.6	4.6	131	.009

positively affect judgments on other reading texts (newspapers, information on the internet etc.) without having to read them. Three of the 14 items (children's story books, English textbooks and scripts of plays) did not show

significant improvement in RSE. This may be due to the fact that students'
RSE for children's story books and textbooks already had a high initial
value, higher than 90 out of a total of 100. Thus, with RSE being high,
improvement in their reading confidence was not considerable. The mean
score for reading of plays showed an increase in the pre and post
comparison but the p value was substantially higher (p=0.81) than that of
other types of texts.

4.1.2 Improvement in Different Aspects of Reading Self-Efficacy

Results from the reading self-perception scale provided details
about the effect of L2 extensive reading on aspects within reading self-
efficacy. Table 4.2 shows that all four categories of reading self-efficacy
(reading skill, social feedback, reading progress and physiological states)
improved after the 15-week program. Overall, the mean value of all items in
the RSPS increased from 68.13 to 76.11 after ER. Table 4.2 shows that the
Korean middle school participants' RSE was initially lowest for social
feedback (how they believe others to regard their reading ability) and
physiological state (affective attitude towards reading). However, these two
categories showed the greatest amount of improvement through ER with the
mean difference of more than 11 points. The following Table 4.2 presents
the results for the different categories within the questionnaire.

Table 4.2

Descriptive Statistics of the Reading Self-Perception Scale

Category	Pre		Post		MD
	M	SD	M	SD	
Reading Skill	73.3	23.0	79.4	20.9	6.1
Social Feedback	58.3	29.3	69.4	26.2	11.1
Reading Progress	74.1	24.9	79.1	24.4	5.0
Physiological State	63.3	29.2	74.9	25.6	11.6

4.1.2.1 Reading Skill

The reading skill category comprised of items asking the learner to evaluate their confidence in using different reading skills that aid reading comprehension. For analysis, the 15 items within the category were divided into three subcategories; comprehension, analytic and strategic skills. The comprehension skills items asked questions related to understanding the content of the text (e.g. Item 1- I can find the main idea when I read a book), analytic skills was the ability to highlight different aspects of the text such as structural, linguistic etc. (e.g. Item 21- I can assess the similarities and differences when I reading a book) and strategic skills referred to use of different strategies that supplement reading (E.g. Item 34- I can use topical knowledge to understand better when I read a book). The results from the descriptive statistics analysis and the paired t-test are illustrated in Table 4.3 and 4.4.

Table 4.3

Descriptive Statistics of RSPS- Reading Skill Category

Subcategory	Items	Pre		Post		MD
		M	SD	M	SD	
Comprehension Skills	1, 5, 17, 24, 26, 30, 32	72.09	23.14	79.21	20.94	7.12
Analytic Skills	9, 13, 21, 31, 33	73.68	23.35	79.38	21.20	5.70
Strategic Skills	29, 34, 35	75.28	22.10	79.85	20.26	4.57

Table 4.4

Paired T-test results of RSPS- Reading Skill Category

Subcategory	t	df	sig.
Comprehension Skills	-4.342	131	.000
Analytic Skills	-3.406	131	.003
Strategic Skills	-2.848	131	.046

The two tables above show that there was statistically significant improvement in all subcategories of reading skills. The greatest improvement was seen amongst comprehension skills and students indicated that they felt they were better able to identify the purpose of the text, understand key ideas and read critically. Of the comprehension skills, the students most strongly agreed with the statement "I can understand ideas that the writer has not written in the text through inference" (Item 26) which had the mean difference of 9.25 between the pre and post ER questionnaires.

The items relating to the strategic skills showed the least significant improvement. As shown in Table 4.5, out of the three item related to use of reading strategies, Item 29 showed meaningful improvements with a mean difference of 8.49 and had a p value of <0.001. However, Item 34 and 35 that questioned students' use of topical knowledge and problem solving skills were the two items that did not show statistically significant results in the entire questionnaire. Such results from the strategic skills subcategory may be due to the fact that students were not explicitly taught reading strategies to utilize while reading.

Table 4.5

Paired T-test results of RSPS- Reading skills- strategic

	Item	t	df	sig.
26	I can understand ideas that the writer has not written in the text through inference	-8.49	131	.000
34	I can use topical knowledge to understand better when I read a book	-2.58	131	.064
35	When I have problems reading a book, I can solve the problem on my own	-2.65	131	.074

4.1.2.2 Social Feedback

The items in the social feedback category relate to how the reader believes others evaluate his reading ability. These items were further divided into four subcategories; family, peer, teacher and self. Descriptive statistics

and paired t-test (Table 4.6 and 4.7) show that readers believed others evaluated them as more proficient readers after extensive reading. Of the nine items in social feedback, the items relating to their belief in the teachers' evaluation (Item 27- My teacher thinks I am a great reader) and their own evaluation (Item 28- I think I am a great reader) showed the greatest amount of change with a mean difference of 13.92 and 13.94 respectively and both had a p value of less than 0.001. Readers believed that others regarded their reading more positively after extensive reading even though there was no social feedback given during the program.

Table 4.6

Descriptive Statistics of RSPS- Social Feedback

Category	Items	Pre		Post		MD
		M	SD	M	SD	
Family	2, 6, 14	63.97	28.74	72.45	24.60	-8.48
Peer	10, 18, 22, 25	55.01	29.50	66.79	27.49	-11.78
Teacher	27	55.71	28.66	69.0	26.0	-13.92
Self	28	56.74	31.08	70.7	26.2	-13.94

Table 4.7

Paired T-test results of RSPS- Social Feedback

Category	t	df	sig.
Family	-4.66	131	0.000
Peer	-5.79	127	0.000
Teacher	-6.81	124	0.000
Self	-6.30	131	0.000

4.1.2.3 Reading Progress

The items in the reading progress category examined how much progress learners thought they had made after the reading program. All items in the reading progress category showed significant improvement, with the category mean difference of 4.98 points. Students agreed more strongly with statements such as "I don't need to put in as much effort to read than before" (Item 19) and "I can understand words better than before when I read" (Item 23). The mean of the six items related to reading progress increased from 74.07 (SD= 2.90) to 79.05 (SD= 24.37).

4.1.2.4 Physiological State

The items in the physiological state category showed the greatest amount of change. As stressed by Day and Bamford (2013), extensive reading allows learners to gain enjoyment in reading, contributing positively to the affective factor. Students regarded reading English books more positively indicating that they felt more relaxed and comfortable reading in the second language. As shown in Table 4.8 below, students initially showed a somewhat neutral stance to Items 4 and 20 (55.4 and 57.4 respectively). However, the mean values for these two items were 71.8 and 72.6 in the after-program questionnaire with an improvement of more than 15 points.

Table 4.8

Paired T-test results of RSPS- Physiological State

		Pre		Post		MD
		M	SD	M	SD	
4	I think reading English books will make me feel better	55.38	30.83	71.82	25.82	16.44
20	I feel better when I read English books	57.35	30.34	72.58	26.92	15.23

4.1.3 Summary of Effects of L2 Extensive Reading on Reading Self- Efficacy

The results from the quantitative analyses reveal that improvement in L2 reading self-efficacy through ER was meaningful. These improvements were visible both across different styles of texts (MD= 4.48) and within RSE (MD= 7.98). In the reading self-efficacy questionnaire, the greatest improvement in RSE was seen in reading information on the Internet and newspaper when such texts were not available for reading in the program. This suggests that extensively reading limited types of texts can positively influence the RSE in other L2 texts. Thus, increasing students' RSE in schools through books enables them to successfully read a wider range of reading materials. Also, the results from the RSPS show that of the four categories (reading skill, social feedback, reading progress and physiological state), the two initially lowest categories (social feedback and physiological states) were areas of greatest improvement. All of the 35 items

in the RSPS indicated a statistically significant improvement except for two items related to reading strategy. This suggests that explicit reading strategy instruction or a longer period of extensive reading may be needed for development of strategic skills. The results from the quantitative analyses portrays positive enhancement of RSE after the implementation of ER as an in-class activity in the Korean EFL context.

4.2 Learners' Experience during the Extensive Reading Program

To understand students' reading experience during the reading program, qualitative data such as interviews and reading logs were examined. In the quantitative analyses, the six interviewed students all showed improvement in reading self-efficacy as shown in Table 4.9.

Table 4.9
General Information about the Interviewees

Student ID	Group	RSE Questionnaire		RSPS Questionnaire	
		M (Pre)	M (Post)	M (Pre)	M (Post)
Student A	Lowest RSE	0	11.43	1.14	2.29
Student B	Lowest RSE	29.29	43.57	11.71	20.29
Student C	Average RSE	78.59	87.86	70.86	78.0
Student D	Average RSE	72.14	74.29	63.43	66.86
Student E	Highest RSE	100.0	100.0	100.0	100.0
Student F	Highest RSE	100.0	100.0	98.29	100.0

The participants of the interviews were selected based on their reading self-efficacy measured prior to extensive reading, yet as self-efficacy is correlated to academic achievement (Schunk 1991), the students' level of reading self-efficacy were similar to their level of L2 language proficiency; the lowest RSE group were beginners of English while the highest RSE group were advanced English users.

Results from the qualitative data allow us to better understand how reading attitude and social influences affected students' reading experience. In Section 4.2.1 students' L2 reading attitudes are explored followed by Section 4.2.2 which discusses the effect of social factors such as interaction with peers and parents. Finally, Section 4.2.3 will describe how students in different RSE groups perceived their L2 reading experience in respect to reading skills and general English ability.

4.2.1 Reading Attitude

Reading attitude is an important affective aspect which can determine how much a person reads voluntarily in the target language. Day and Bamford's (1998) stated four factors that contribute to the development of L2 reading attitude, including L1 reading attitude and attitude toward L2 culture. Other studies have further supported the correlation between L1 reading attitude and L2 reading attitude (Crawford Camiciottoli, 2001; Day

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& Bamford, 1998; Kamhi-Stein, 2003; Yamashita, 2007). Yamashita (2007) examined the relationship of L1 and L2 reading attitude in Japanese adult language learners and concluded that while both L1 reading attitude and L2 proficiency contribute to L2 reading attitude, the latter is a much weaker influence.

As found in previous studies (Bing, 2010; Day & Bamford, 1998; Yamashita, 2007), transfer of L1 reading attitude on L2 was also visible in the participants in this study and was most vivid with students in the lowest self-efficacy groups. Student A initially had showed a very negative reaction, even repulsion, toward English. In the RSE questionnaire before treatment, Student A indicated a zero in all 14 items. He questioned the need to learn English as a foreign language as shown in Excerpt (1).

(1) I don't know why we have to learn English in Korea. I don't feel the need. I hate it the most. I hate foreign languages the most. [2] (Student A)

However, Student A also said he enjoyed reading in Korean and frequently read at home. In Excerpt (2) he explained that though he hated English, reading English books was his most preferred way of learning English. The extensive reading program of this study was Student A's first time to read English books of his choice. Even though his negative attitude towards L2 had not completely faded, the positive attitude toward L1 reading helped

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[2] The original sources of all excerpts were made in L1 (Korean) and translated into English by the researcher.

ease his repulsion of L2.

> (2) I like reading… I want to read, just not English books. If they are not English books… But still, because they are books… and I am familiar with books, reading them was okay. I tried to read as much as I could and it was okay… (Student A)

Negative attitude toward reading and reading habits in L1 were also transferred into L2 extensive reading. Student B, another student in the low RSE group did not show as negative feeling toward English, but in Excerpt (3) he showed that he did not enjoy reading in Korean.

> (3) (My father) talks about (reading) Korean books, but… books are boring. With books that are about 200 to 300 pages, I often read about two-thirds… I think I just look at the words and not understand them. (Student B)

Student B positively viewed extensive reading and said that it was better than 45 minutes of regular English class. However, students' reading habit of not finishing the whole book appeared to have affected his L2 reading experience. In his reading log, Student B wrote 22 entries, 18 entries of which were on completely different books. With the exception of the first four reading times, Student B read a new book for each reading session. These books included chapter books as well as short story books, and Student B often moved on to a new book without finishing the book he read

previously. Students were asked to give a rating based on how much they liked the text using three scales in the reading logs; 'great'(very interesting), 'okay'(average) and 'hmm…'(not very interesting). All of the reading ratings given by Student B were 'okay'. This suggests that perhaps Student B was unable to fully engage in the reading.

In the current study, Student A and B, students in the lowest RSE group demonstrated that their attitudes toward reading in Korean affected their attitudes during L2 extensive reading. However, while Student A had reflected a positive L1 reading attitude, he still faced challenges and his low English ability was a demotivating factor.

L2 reading attitudes of students in the high RSE group were more strongly influenced by their positive perception of L2 language and its culture than their L1 reading attitudes. Interviews with Students E and F revealed that these students had a long history of learning English and frequently read in English at home. In fact, both Students E and F stated that they did not enjoy reading in their first language. As shown in Excerpt (4) and (5), the two students made clear that their perceptions about reading in L2 were gained from past L2 reading experiences and that they even preferred to read English books over Korean books.

> (4) Korean books… I don't really like Korean literature. I like English books. Korean books are not interesting… the translated versions are not realistic." (Student E)

(5) Korean books are, how can I say this… They are good but they are not very expressive? They are a little bland. There are many (Korean books) that I am moved by, but at home I read far more English books than Korean books." (Student F)

With the high RSE students, the L2 reading attitudes appeared to have developed independently from L1 reading attitude. As Day and Bamford described, the L2 reading attitudes of students in the high RSE group were rooted from positive attitudes toward the English language and the culture. Student E and F reflected rather pessimistic reading attitudes in L1 while showing great enthusiasm in L2 reading, describing English texts are "more interesting" than the "bland" Korean texts.

4.2.2 Social Influence

Bandura (1986) explained that self-efficacy is influenced by social interactions such as watching others conducting tasks and the consequences (vicarious experience) or from others' encouragement (verbal persuasion). While no direct social feedback was provide during the extensive reading, the students were able to watch other students engaging in L2 reading. In the post-program survey, students indicated that they viewed other students' reading experience positively. On the 7-point Likert scale, 68.6% of the students agreed with the statement, "I think other students spent their time

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well," while 61.1% agreed with the statement, "I feel more confident reading when watching other students read." This meant that in general, students felt more confident about their English reading after seeing others read. Yet, the interview revealed that for some students, watching their peers read can also be a debilitating factor. During her interview, Student C revealed that watching her proficient friend read advanced novels in English made her feel less confident. As shown in Excerpt (6), Student C felt envious after watching her friend read in English.

> (6) (My friend) is really good at English so she reads long novels and really thick novels and when I see her reading I get envious and wish I could be like that… (Student C)

Comparing herself to her friend lessened her confidence but later in Excerpt (7), Student C said that she still felt more confident about her reading than before.

> (7) I am not confident in front of others but I think my self-confidence has really increased. (Student C)

Aside from peers, parents were another body of social influence. In the reading logs, many students recorded entries of readings outside of the classroom. When asked by the teacher, several students explained that their parents had told them to read at home and some parents had even checked

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up on their reading to make sure weekly reading goals were met. Even though parents were not direct participants of the extensive reading program, social interactions at home influenced students' reading attitude and the amount of reading time. Among the interviewees, Student F talked about her mother who was very interested in her daughter's reading. As described in Excerpt (8), Student F's mother, a proficient English speaker herself, recommended books for Student F to read and followed up on her reading through questions and discussions.

> (8) I read a lot when I was in the States. It's fun. There were some difficult books… those books… I just read them once and mom always asks me how I think about something… If I can't answer her, it means I have not understood properly… she tells me "read again" so I read again… I have to read until I understand. (Student F)

Other students also talked about their parents' involvement (or non-involvement) on English reading. Student A, who had the lowest reading self-efficacy, stated that his parents never talked about English because they only talk about what Student A was interesting in and English was not one of his interests. While Student B mentioned that his father did sometimes talk about English, the parents' of students in the average and highest RSE group more frequently expressed their belief in the importance of English. These students indicated that their parents often talked about the importance

of English or reading English books, and sent them to private language institutions. Student C, who showed a great amount of motivation to be a proficient English speaker, reflected in Excerpt (9) that she had integrative motivation to communicate with other English speakers after spending a few months in New Zealand. Student C mentioned that this short stay had been organized by her mother who wanted to give her daughter a chance to learn English in a country where it is spoken as the native language.

> (9) I like using English. Because my mom, when I was in sixth grade… she sent me on a language exchange even though it was only for three months… I went to New Zealand, and the people were so nice, and I liked it how each time I used English they would understand me and ask me questions… Here (in Korea) I want to use English with my friends little by little… (English) is fun. (Student C)

Granena, Muñoz and Tragant (2015) found that mother's reading interest and parents' level of education was significantly correlated to gains in lexical richness during reading. This means that learners whose parents received high levels of education and have mothers who loved to read are likely to enjoy reading themselves and benefit more from instructional programs that focus on L2 reading. Student F, a high RSE group student who read at least one English novel a week, was a good example of this. Student F described her mother as an excellent English reader and mentioned that her mother had completed an MBA course in the U.S.

4.2.3 Perceptions on L2 Reading

The two interviewees in each of the three groups of reading self-efficacy shared similar thoughts on how they regarded their reading after extensive reading. Low RSE students expressed that they did not feel a great sense of achievement due to lack of language ability while those with average RSE thought their reading ability had improved. High RSE students expressed the need to devise a way to make the program more challenging for their language proficiency.

The language levels of low RSE students made it difficult for them to fully engage in L2 reading. Students A and B explained that while they could read shorter, easier books, they had difficulty understanding longer books. They made use of the pictures as an aid when the language itself was too difficult, but Student A explained (see Excerpt 10) that language deficiency was a greatly demotivating factor.

(10) *How would you evaluate your effort in the program out of 10?*[3]

> 3? 4? If it was just regular reading, it would be 8, but because it is in English, I can't read well so I don't think I tried very hard. I just tried to read as much as I could. (Student A)

However, while Student A did not feel a great sense of improvement in

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[3] Italics indicate that the sentence was a question made by the researcher during the interview.

reading or his English ability, he said that his negative attitude and resistance toward English had lessened. Though he still did not enjoy learning English, he felt more confident about reading in English and of learning EFL than before the program (see Excerpt 11).

> (11) I feel that I am more accepting of English than before.
> (Student A)

The average RSE students both felt that their confidence and ability in L2 reading had improved through the extensive reading experience. Students with average RSE showed changes in the selection of reading texts. Student D explained that previously she had not enjoyed reading English books and what she was made to read at her private language academy (hakgwon) was not appropriate for her language level (see Excerpt 12).

> (12) At English hakgwon we read books in speaking class. It's an encyclopedia series… It's high level but I don't understand it. (Student D)

In the reading logs, Student C and D showed a steadily progression from reading easier storybooks to more challenging and lengthier chapter books. Both students talked about changes when choosing books and believed that their reading skills had improved (see Excerpt 13 and 14).

(13) I started with (books) with one sentence per page… and later chapter books (Student D)

(14) I chose difficult books in the beginning… They were really hard… so I read easier books and there were more words I could understand and when I came across words I didn't know, I went home and looked them up… (Student C)

Being competent readers already, high RSE students said they habitually read books for pleasure. Students E and F were positive about extensive reading because they enjoyed reading English books and thought of the reading program as a way of securing reading time. However, both commented that the program itself was not very challenging for them. Students were given freedom in what to read and the amount of reading because only a minimum of 50 pages was set by the teacher. Student E and F said that they could easily complete the goals of 50 pages in one reading session, and both thought while reading for pleasure at school can help with reading, it was not challenging enough to bring improvement in their English language ability. In Excerpt (15), Student E revealed his thoughts on goal setting while in Excerpt (16), Student F expressed that because she wanted to read for pleasure at school, she read easier books.

(15) Goal setting… I didn't really need to set goals because the books are thin and I can read the entire book in 15 minutes. So I didn't really set goals… because I was going to read the whole thing. (Student E)

(16) But the books I brought from home were too hard and I really don't want to read them. I want to read for pleasure at school so if there are students who want to improve their reading skills, they would want to read more difficult and challenging books… (Student F)

4.2.4 Summary of Learners' Experience during the Extensive Reading Program

Qualitative analysis provides an understanding on how students experienced extensive reading and some factors that influenced their reading experience. Transfer of L1 reading attitudes on L2 reading attitudes appeared to be the strongest with students with the lowest RSE. L1 reading attitudes did not affect the highest RSE students' because these students were habitual readers and their positive attitude towards L2 culture and language even induced them to favor L2 reading over L1.

While no explicit peer or teacher feedback was given, the participants believed other students perceived them as better readers.

However, social factors also affected students negatively as watching a friend read fluently made Student C feel envious and less confident about her reading ability. Parents' feedback from home affected many students' reading experience.

The students' overall experiences were similar within the RSE groups. The lowest RSE students explained that while their low proficiencies made it difficult for them to fully engage in reading, these reading experiences left them with a more positive attitude toward English. The average RSE students felt that they had improved in reading and were able to read more advanced English books. These students also showed a steady development in their book selection, reading more difficult and lengthier books throughout the extensive reading program. The highest RSE students said that they enjoyed reading in English but the program itself was not challenging enough.

CHAPTER 5.
CONCLUSION

This chapter presents the conclusions drawn from the results in the previous chapter. Section 5.1 summarizes the major findings and Section 5.2 explains their implications to the Korean education setting. Finally, Section 5.3 discusses the limitations of the current study and presents suggestions for future research.

5.1 Major Findings

The purpose of this study was to implement extensive reading as part of regular English class in a Korean middle school and explore its effect on reading self-efficacy and reading experience. The key findings reaped by this study can be summarized as follows.

First, in regard to research question one, students' reading self-efficacy was significantly improved through ER. The two questionnaires conducted before and after 15 weeks of extensive reading showed improvement in participants' reading self-efficacy. At a macro level, students' confidence in reading improved for 11 out of 14 types of English texts including short stories, novels, information on the Internet and newspaper articles. At a micro level, all items in the RSPS (related to the learners' perception on their reading skills, physiological states, social

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feedback and reading progress) showed significant improvement with the exception of two items which were related to the use of strategic skills. These findings support previous studies that ER positively influences reading self-efficacy (Burrows, 2013; Shin, 2016).

Regarding the second research question, the semi-structured interviews revealed that learners' experiences in reading varied for different RSE groups and explored factors affecting their reading experience such as reading attitudes, social influences and learners' perception of L2 reading. Students in the lowest RSE group were found to be most affected by L1 reading habits and attitudes both whether they were positive and negative. The highest RSE group had already acquired strong L2 reading attitudes and habits from past experiences and thus was not affected by L1 transfer. Extensive reading in class enabled students to observe their peers engage in L2 reading, and these observations were found to be positive overall. Yet, an interviewee showed how they can also cause learners to be less confident in L2 reading. Parents were an important influence on learners' reading attitude and reading amount outside of the classroom. Finally, the sense of achievement experienced by the students was different for each RSE group. The lowest self-efficacy students found not being able to comprehend sentences a demotivating factor and thought that their English ability did not improved through ER. However, in spite their initial negative attitude toward reading in English, students in the lowest RSE group thought that extensive reading was a good experience and a more preferable method of

learning English. The average RSE students believed that ER helped develop their reading skills and went from reading easy to more advanced books during the 15-week program. The students with highest RSE had been confident readers before the program and enjoyed reading in English. While the students could read any books of their choice and were invited to bring books from home, the high RSE students often read easier books for pleasure during ER. They regarded reading as meaningful but thought their English ability did not improve.

Thirdly, this study also suggests a method of conducting extensive reading that can be administered as part of the school English class. While it may be difficult to immediately replace the current methods of reading instruction with extensive reading altogether, the study shows how allocating the first 15 minutes of the class to individual reading can be effective. The post-program survey revealed that 80% of the student preferred to spend 15 minutes on reading rather than having the whole 45 minutes for regular class. The study also supports the results of previous studies that extensive reading helps students to gain a positive attitude toward reading and increases reading motivation (S. H. Choi, 2010). Students agreed more strongly with statements related to affective aspects after the extensive reading program and on the post-program survey, 71% of the students agreed with the statement, "During extensive reading, I felt that I want to read more books."

5.2 Pedagogical Implications

Based on the findings discussed in Section 5.1, the study's pedagogical implications are as follows. Firstly, the study is meaningful in that is has suggested a way of improving reading self-efficacy for learners in the Korean EFL context. Previous studies on ways to increase reading self-efficacy have been mostly set in the L1 context. Studies on EFL students' L2 reading self-efficacy explored its correlation with other factors such as reading comprehension or strategy (Jin, 2016; Li & Wang, 2010; Naseri & Zaferanieh, 2012). This study is meaningful in that it has provided data as further support for extensive reading as a way of increasing reading self-efficacy.

Secondly, though students of different reading self-efficacies experienced ER differently, ER was positively perceived by all students. Currently in Korea, there is a lack of differentiated learning in teaching reading. Though some schools operate differentiated classes, all students read the same reading texts and are taught in the same manner; that is, teacher-centered and using the grammar-translation method. Extensive reading can be a good solution to this lack of differentiated learning as students are able to choose books to suit their own English proficiencies and interests. Providing students opportunities to successfully read something in English will help increase RSE more effectively than solving reading comprehension questions that may or may not be at their language

proficiency level and which they may or may not get right.

Thirdly, while studies on extensive reading are numerous and its positive effects have been seen all over the world, it has been difficult for Korean teachers to bring ER to the language classrooms in secondary schools, especially as a regular in-class activity. This was partly due to the difficulty of allocating time to read when the classes are already tight on schedule as it is. Another part was that even when the teacher wanted to diverge from the traditional methods of teaching reading in Korea, the consequences of not teaching for test-taking may reduce students' trust in the teachers' instructions. This study implemented the reading program with first grade middle school students who have a more flexible curriculum under the 'Free Semester' policy. While it may be difficult immediately to implement this program to higher grades, this study shows how with a more flexible curriculum, it is possible to run ER and explored its effects and learners' experiences.

5.3 Limitations and Suggestions

The present study's limitations and suggestions for future studies for are as follows.

Firstly, the present study was conducted for a relatively short period of 15 weeks and had only seventh grade middle school students as its

participants. The relatively short time span of the study did not allow the researcher to observe the long-term effects on reading self-efficacy. External factors such as novelty could have also affected students' perceptions and feelings toward extensive reading. Future studies could extend the duration of the reading program for a more reliable outcome. Also, the participants of the study were middle school students when the analytic and teacher-oriented reading instruction is more often seen in Korean high schools. While the implementation of extensive reading in middle school classes give us meaningful implications, further studies on using extensive reading in high school English classes can give us more insight.

Secondly, the study did not have a control group to see how much students' reading self-efficacy develops with extensive reading in comparison to regular English classes. This was partly because the participants were all attending the same school and extensive reading was part of their assessment. While the study did not provide a comparison between the experimental group and a control group, participants' feedback and comments during the interviews show that extensive reading had them read much more than what they would normally read and students thought that the program was beneficial to them. Further studies with a control group would give us a more profound understanding of ER's effect on reading self-efficacy.

Thirdly, the extensive reading program was used as supplementary to regular classes. While extensive reading can help students become more

confident in reading, efforts must still be made to change the current methods of teaching English reading. For there to be changes in L2 reading instruction and approach, changes in policies and assessment in Korea are essential.

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APPENDICES

APPENDIX A- Post-Program Survey

APPENDIX B- Book list

APPENDIX C- Reading Self-Efficacy Questionnaire

APPENDIX D- Reading Self-Percpetion Scale

APPENDIX E- Questions for Semi-Structured Interviews

APPENDIX A
Post-program survey

프로그램 후 설문지

1. 다독 프로그램 동안 총 읽은 페이지 수: _____

2. 다독 프로그램 동안 나의 노력에 점수를 준다면? ☆☆☆☆☆

3. 매 수업 전 15분을 읽는 것은:

   너무 짧다 / 짧다 / 적절하다 / 길다 / 너무 길다

4. 교실에 비치된 영어책을 많이 사용하였나요? 예/ 아니오

   그 이유는?_____

5. 영어로된 책을 고를 때 가장 중요하게 생각하는 부분은?

   _____

   다독프로그램 시작 전에는 어떤 부분을 가장 중요하게 생각했나요?

   _____

6. 영어책을 읽어 좋은 점은?

   _____

7. 이번 학기 45분 수업 중 15분을 책읽기를 하고 나머지 30분은 수업을 하였습니다. 이것이 효과적이라고 생각하나요? 개선되어야할 점은?

   _____

   _____

8. 다독 프로그램을 하면서

   좋았던 점: _____

   _____

   아쉬운 점: _____

   _____

9. 다독 프로그램에 참여하기전과 참여 후를 비교할 때 가장 많이 변화된 부분은?

_____

_____

_____

10. 다독 프로그램에 참여하기전과 참여 후를 비교할 때 가장 많이 변화된

부분은?

_____

_____

_____

11. 아래 문장을 읽고 자신에게 해당되는 정도를 1~7로 표시해주세요.

	매우 그렇지 않다						매우 그렇다
11. 책을 영어로 읽을 때 뿌듯하다.	1	2	3	4	5	6	7
12. 전보다 영어로 책을 읽는 것에 자신감이 생겼다.	1	2	3	4	5	6	7
13. 다독 시간에 대부분의 친구들이 시간을 잘 활용한 것 같다.	1	2	3	4	5	6	7
14. 다른 친구들이 영어책을 읽는 것을 보니 자신감이 생겼다.	1	2	3	4	5	6	7
15. 영어로 책을 읽는 것이 전보다 더 편해졌다.	1	2	3	4	5	6	7
16. 45분 수업하는 것보다 15분 먼저 책을 읽는 것이 좋다.	1	2	3	4	5	6	7

APPENDIX B
Book list

Book Trolley A

#	Title	Author	Publisher
1	Silly Colour : Bleeping Beauty	Laurence Anholt	Orchard Books
2	Silly Colour : The Little Marzipan Man	Laurence Anholt	Orchard Books
3	Arthur Turns Green	Marc Brown	Time Warner
4	Arthur's Family Vacation	Marc Brown	Time Warner
5	Goggles!	Ezra Jack Keats	Penguin Putnam
6	John Patrick Norman McHennessy, The Boy Who Was Always Late	John Burningham	Random House UK
7	Commander Toad and the Intergalactic Spy	Jane Yolen	Penguin Putnam
8	Commander Toad in Space	Jane Yolen	Penguin Putnam
9	Where Is the White House?	Megan Sine	Grosset & Dunlap
10	Where Is the Grand Canyon?	Jim O'Connor	Grosset & Dunlap
11	Geronimo Spacemice #1 : Alien Escape	Geronimo Stilton	Scholastic US
12	Geronimo Spacemice #2 : You're Mine, Captain!	Geronimo Stilton	Scholastic US
13	Geronimo Spacemice #3 : Ice Planet Adventure	Geronimo Stilton	Scholastic US
14	The Adventures Of Captain Underpants	Dav Pilkey	Scholastic US
15	Sleeping Beauty : Early Reader	Sally Gardner	Orion Publishing
16	Goddess Girls #01 : Athena the Brain	Joan Holub	Simon & Schuster
17	Goddess Girls #02 : Persephone the Phony	Joan Holub	Simon & Schuster
18	Goddess Girls #03 : Aphrodite the Beauty	Joan Holub	Simon & Schuster
19	Middle School Get Me Out of Here!	James Patterson	Time Warner
20	Middle School The Worst Years of My Life	James Patterson	Time Warner
21	Silly Stories : Eco-Wolf And The Three Pigs	Anholt Robins	Orchard Books
22	Silly Stories : Shampoozel	Anholt Robins	Orchard Books
23	Roscoe Riley Rules #1 : Never Glue Your Friends to Chairs	Katherine Applegate	Harper Collins US
24	Roscoe Riley Rules #2 : Never Swipe a Bully's Bear	Katherine Applegate	Harper Collins US
25	Chocolate Fever	Robert Smith	Penguin Putnam
26	The Monster's Ring	Bruce Coville	Harcourt
27	Stone Fox	John Gardiner	Harper Collins US
28	Heroes in Training #01 : Zeus and the Thunderbolt of Doom	Joan Holub	Simon & Schuster
29	Heroes in Training #02 : Poseidon and the Sea of Fury	Joan Holub	Simon & Schuster
30	Heroes in Training #03 : Hades and the Helm of Darkness	Joan Holub	Simon & Schuster
31	MTH #03 : Mummies in the Morning	Mary Pope Osborne	Random House US
32	Horrid Henry and the Football Fiend : Early Reader	Francesca Simon	Orion Publishing
33	How to Eat Fried Worms	Thomas Rockwell	Random House US
34	Silly Stories : Little Red Riding Wolf	Arthur Robins	Orchard Books
35	Mrs. Piggle-Wiggle's Magic	Betty MacDonald	Harper Collins US
36	Mrs. Piggle-Wiggle	Betty MacDonald	Harper Collins US
37	Hoot	Carl Hiaasen	Random House US
38	Roll Of Thunder, Hear My Cry	Mildred D. Taylor	Penguin Putnam
39	Spy School	STUART GIBBS	Simon & Schuster
40	Johnny Tremain	Esther Forbes	Random House US
41	Cupcake Diaries#1 : Katie and the Cupcake Cure	Coco Simon	Simon Spotlight
42	Cupcake Diaries#2 : Mia in the Mix	Coco Simon	Simon Spotlight
43	A Single Shard	Linda Sue Park	Houghton Mifflin

44	The Tale of Despereaux	Kate Dicamillo	Candlewick Press
45	The Westing Game : Puffin Modern Classics	Ellen Raskin	Penguin Putnam
46	The Cricket in Times Square	George Selden	Macmillan US
47	Island of the Blue Dolphins	Scott O,Dell	Houghton Mifflin
48	Nighty-Nightmare	James Howe	Aladdin Paperbacks
49	Who Is Steven Spielberg?	Stephanie Spinner	Grosset & Dunlap
50	Baker Street Boys : The Case of the Limehouse Laundry	Anthony Read	Walker Books
51	The Giver	Lois Lowry	Houghton Mifflin
52	That Bad, Bad Cat!	Claire Masurel	Puffin Books
53	Busy Bugs : A Book About Patterns	Jayne Harvey	Puffin Books
54	The Garden That We Grew	Joan Holub	Puffin Books
55	Madeline's Tea Party	John Marciano	Puffin Books
56	The Very Lonely Firefly	Eric Carle	Puffin Books
57	Young Cam Jansen and the Missing Cookie	M. Jansen	Puffin Books
58	100 Monsters in My School	Bonnie Bader	Puffin Books
59	A Little Princess, Frances Hodgson Burnett's	Deborah Hautzig	Puffin Books
60	Do Dolphins Really Smile?	Laura Driscoll	Puffin Books
61	Mummies	Joyce Milton	Puffin Books
62	The cow in the house	Emily Bolam	Puffin Books
63	Snug Bug	Cathy Dubowski	Puffin Books
64	Pirate school	Cathy Dubowski	Puffin Books
65	What a trip, Amber Brown	Paula Danziger	Puffin Books
66	Fake Out! Animals that play tricks	Ginjer L. Clarke	Puffin Books
67	The Girl with Red Hair	Christine Lindop	Oxford Univ. Press
68	The Mystery of Manor Hall	Jane Cammack	Oxford Univ. Press
69	New York Café	Michael Dean	Oxford Univ. Press
70	Mystery in London	Helen Brooke	Oxford Univ. Press
71	Police TV	Tim Vicary	Oxford Univ. Press
72	Survive!	Helen Brooke	Oxford Univ. Press

Book Trolley B

#	Title	Author	Publisher
1	The True Story of the 3 Little Pigs	Jon Scieszka	Penguin Putnam
2	Me and You	Anthony Browne	Random House UK
3	The Funny Little Woman	Arlene Mosel	Penguin Putnam
4	Now One Foot, Now the Other	Tomie dePaola	Penguin Putnam
5	It's Not About the Apple!	Veronica Charles	Random House US
6	It's Not About the Pumpkin!	Veronica Charles	Random House US
7	It's Not About the Rose!	Veronica Charles	Random House US
8	It's Not About the Hunter!	Veronica Charles	Random House US
9	Esio Trot	Roald Dahl	Penguin Putnam
10	Magic Finger, The	Roald Dahl	Penguin Putnam
11	Magic Ballerina #01 : The Magic Ballet Shoes	Dargey Bussell	Harper Collins US
12	Magic Ballerina #02 : The Magic Spell	Dargey Bussell	Harper Collins US
13	Junie B. Jones And The Stupid Smelly Bus	Barbara Park	Random House US
14	Junie B. Jones And A Little Monkey Business	Barbara Park	Random House US
15	Junie B. Jones And Her Big Fat Mouth	Barbara Park	Random House US
16	Stanley : Flat Stanley	Jeff Brown	Harper Collins US
17	Sadako and the Thousand Paper Cranes	Eleanor Coerr	Penguin Putnam
18	The Knight at Dawn	Mary Pope Osborne	Random House US
19	Captain Under: and the Perilous Plot of Professor Poopypants	Dav Pilkey	Scholastic US
20	Ricky Ricotta's Mighty Robot	Dav Pilkey	Scholastic US
21	Mighty Robot vs. The Mutant Mosquitoes From	Dav Pilkey	Scholastic US

	Mercury		
22	Who Is J.K.Rowling?	Pam Pollack	Penguin Putnam
23	What Was the Battle of Gettysbury?	Jim O'Connor	Penguin Putnam
24	What Was the March on Washington?	Kathleen Krull	Penguin Putnam
25	Horrid Henry's Christmas Play	Francesca Simon	Orion Publishing
26	Geronimo#1: Lost Treasure of the Emerald Eye	Geronimo Stilton	Scholastic US
27	Geronimo#2: The Curse Of The Cheese Pyramid	Geronimo Stilton	Scholastic US
28	Geronimo#3: Cat and Mouse in a Haunted House	Geronimo Stilton	Scholastic US
29	Geronimo#4: I'm Too Fond of My Fur!	Geronimo Stilton	Scholastic US
30	Geronimo#5: Four Mice Deep in the Jungle	Geronimo Stilton	Scholastic US
31	The Three Little Witches	Georgie Adams	Orion Publishing
32	Just Grace	Charise Harper	Houghton Mifflin
33	Stargirl	Jerry Spinelli	Random House US
34	The Boy in the Striped Pajamas	John Boyne	Random House US
35	Wayside School Gets a Little Stranger	Louis Sachar	Bloomsbury
36	Sideway Stories from Wayside School	Louis Sachar	Bloomsbury
37	The War with Grandpa	Robert Smith	Random House US
38	Hatchet	Gary Paulsen	Simon & Schuster
39	Loser	Jerry Spinelli	Harper Collins US
40	Miraculous Journey of Edward Tulane	Kate Dicamillo	Candlewick Press
41	Bunnicula : A Rabbit-Tale of Mystery	Deborah & James Howe	Simon & Schuster
42	Wayside School is Falling Down	Louis Sachar	Bloomsbury
43	The One and Only Ivan	Katherine Applegate	Harper Collins US
44	George's Secret Key to the Universe	Lucy & Stephen Hawking	Simon & Schuster
45	Magic Thief #01 : Take the magic and run!	Sarah Prineas	Harper Collins US
46	Magic Thief #02 : Lost	Sarah Prineas	Harper Collins US
47	Popularity Papers #01 : Research for the Social Improvement	Amy Ignatow	Random House UK
48	Popularity Papers #02 : The Long-Distance Dispatch Between Lydia Goldblatt and…	Amy Ignatow	Random House UK
49	Narnia #1 : The Magician's Nephew	C.S.Lewis	Harper Collins US
50	Narnia#2 :The Lion, the Witch and the Wardrobe	C.S.Lewis	Harper Collins US
51	Wonder	R. J. Palacio	Random House US
52	Cowboy Roy	Cathy Dubowski	Puffin Books
53	Johnny Appleseed	Michael Montgomery	Puffin Books
54	Bad Hair Day	Susan Hood	Puffin Books
55	Princess for a Day	Cocca-Leffler	Puffin Books
56	Good Night, Good Knight	Shelly Thomas	Puffin Books
57	Second Grade Rules, Amber Brown	Paula Danziger	Puffin Books
58	Fox and His Friends	Edward Marshall	Puffin Books
59	Amanda Pig and the Really Hot Day	Jean Van Leeuwen	Puffin Books
60	Emperor Penguins	Roberta Edwards	Puffin Books
61	Volcanoes: Mountains That Blow Their Tops	Nicholas Nirgiotis	Puffin Books
62	Pal and Sal	Ronnie Herman	Puffin Books
63	Madeline and her dog	John Marciano	Puffin Books
64	Frogs	Laura Driscoll	Puffin Books
65	Flower girl	Gail Herman	Puffin Books
66	Eek! Stories to make you shriek	Jane O'Connor	Puffin Books
67	Sally's Phone	Christine Lindop	Oxford Univ. Press
68	Girl on a Motorcycle	John Escott	Oxford Univ. Press
69	The Ransom of Red Chief	Maeve Clarke	Oxford Univ. Press
70	Vampire Killer	Paul Shipton	Oxford Univ. Press
71	Starman	Phillip Burrows	Oxford Univ. Press
72	Dead Man's Money	John Escott	Oxford Univ. Press

APPENDIX C
Reading Self-Efficacy Questionnaire

독해 자기효능감 설문지A

다음 질문들을 잘 읽고 여러분의 독해 능력에 대한 평가를 해주세요. 이 질문
들은 여러분이 생각하는 능력을 측정하는 것으로 정답 혹은 오답이 없습니다.
이름이 아닌 학번을 기록하고 모든 문항에 답해주세요.

질문들을 읽고 0부터 100의 척도를 사용하여 답하여 주세요. 여러분의 능력을 나타내는 번호를 정확히 기록해주세요.										
0	10	20	30	40	50	60	70	80	90	100
절대 못해요										잘 해요

0~100

1	영어로된 어린이 동화책을 읽고 이해 할 수 있나요?	
2	영어 읽기 숙제를 혼자 다 할 수 있나요?	
3	교과서에 영어로 된 지문을 읽고 이해 할 수 있나요?	
4	영어로된 단편소설을 읽고 이해 할 수 있나요?	
5	미국 펜팔로부터 온 영어로된 편지를 읽고 이해 할 수 있나요?	
6	영어로된 동화책을 읽고 이해 할 수 있나요?	
7	영어로된 연극대본을 읽고 이해 할 수 있나요?	
8	영어로된 광고를 읽고 이해 할 수 있나요?	
9	인터넷에서 영어로된 정보를 읽고 이해할 수 있나요?	
10	영어로된 시를 읽고 이해 할 수 있나요?	
11	영어로된 잡지를 읽고 이해 할 수 있나요?	
12	영어로된 소설책을 읽고 이해 할 수 있나요?	
13	영어 신문을 읽고 이해 할 수 있나요?	
14	영어로된 에세이를 읽고 이해 할 수 있나요?	

APPENDIX D
Reading Self-Perception Scale

독해 자기효능감 설문지B

	0-100
1. 책을 읽을 때 중심생각을 잘 파악하며 읽을 수 있다	
2. 가족들은 내가 능숙한 영어 독자라고 생각한다	
3. 나는 전보다 영어 책을 더 잘 읽는다	
4. 영어책 독서는 나를 기분 좋게 만든다고 생각한다	
5. 나는 영어로 된 글의 중심내용을 잘 파악하며 읽을 수 있다	
6. 가족들은 내가 영어책을 잘 읽는다고 생각한다	
7. 나는 전보다 영어독서가 더 쉽다	
8. 나는 영어책을 읽을 때 침착해진다	
9. 나는 영어책을 읽을 때 글의 구조를 잘 파악할 수 있다	
10. 학급 동료들은 내가 영어책을 매우 잘 읽는다고 생각한다	
11. 나는 전보다 더 빨리 영어책을 읽을 수 있다	
12. 나는 영어책을 읽을 때 차분해 지는 것을 느낀다	
13. 영어책을 읽을 때 원인과 결과를 잘 추론하며 읽을 수 있다	
14. 나의 가족들은 내가 능숙한 영어 독자라고 생각한다	
15. 나는 지금 영어책을 읽을 때 예전보다 도움이 덜 필요하다	
16. 나는 영어 독서가 즐겁다	
17. 영어책을 읽을 때 글의 목적을 잘 파악하며 읽을 수 있다	
18. 학급 동료들은 내가 능숙한 영어 독자라고 생각한다	
19. 나는 영어책을 읽을 때 이전만큼 힘들여 노력할 필요가 없다	
20. 나는 영어책을 읽을 때 기분이 좋다	
21. 나는 영어책을 읽을 때 공통점과 차이점을 잘 판단하며 읽을 수 있다	
22. 나는 다른 친구들보다 영어책을 더 많이 읽는다	
23. 나는 영어책을 읽을 때 단어를 전보다 더 잘 이해할 수 있다	
24. 나는 글쓴이의 의도를 잘 파악하며 영어로 된 글을 읽을 수 있다	
25. 나는 학급 동료들보다 영어책을 잘 읽는다	
26. 나는 영어로된 글에서 글쓴이가 생략한 내용도 추론을 통해 잘 파악할 수 있다	
27. 선생님께서는 나의 영어 독서가 훌륭하다고 생각하신다	
28. 나는 내가 능숙한 영어 독자라고 생각한다	
29. 나는 글의 종류에 적절한 방식으로 영어로된 글을 읽을 수 있다	
30. 영어책을 읽을 때 나는 글의 내용이 타당한지 판단하며 읽을 수 있다	
31. 나는 영어로 된 글 속에 등장한 등장인물의 성격을 잘 파악하며 읽을 수 있다	
32. 나는 영어 책을 읽고 내용을 잘 요약할 수 있다	
33. 영어 책을 읽을 때 시간과 공간의 변화를 잘 파악하며 읽을 수 있다	
34. 나는 배경지식을 잘 활용하여 영어책의 내용을 잘 이해할 수 있다	
35. 영어책을 읽을 때 어려운 점이 있으면 스스로 해결하며 읽을 수 있다	

APPENDIX E
Questions for Semi-structured Interviews

✧ L2 Reading experiences and self-efficacy

- Do you read in English outside of school?

- When do you read in English?

- What books in English have you enjoyed reading?

- Has reading extensively helped with reading in English?

- Tell me about experiences you have had with reading in English.

- If you were asked to rate your ability in reading in English on a scale of 1 (lowest) to 10 (highest), where would you be?

✧ L2 Reading and others

- Tell me about your family and English

    - What do members of your family do that involves English/ reading in English?

    - What do your parents tell you about English/ reading in English?

    - How are your siblings in English/ reading in English?

- Tell me about your friends and English

    - Describe how most of your friends do English / reading in English?

    - What do your friends say about English?

✧ Affective and physiological response to L2 reading

- How does reading in English make you feel?

- Has this feeling changed after reading English books in class this semester?

- How does having to read a book in English make you feel?

국문초록

본 연구는 영어 다독이 한국 학생들의 영어 읽기효능감에 미치는 영향에 대해 조사하고자 하였다. 15주 동안 학교 정규 수업 중 다독을 시행하고 학생들의 영어 읽기능력에 대한 인식과 자신감의 변화를 탐색하였다. 읽기경험에 대한 조사를 통해 효능감에 영향을 미치는 요소들과 다른 수준의 읽기효능감을 가진 학생들이 영어 다독을 어떻게 경험하는지 확인하였다.

연구의 참여자는 서울 소재 남녀공학 중학교의 1학년 학생들 132명이었다. 인터뷰 참가자들은 다독 프로그램 시작 전 영어 읽기효능감이 가장 높게, 가장 낮게 그리고 평균으로 나타난 학생들 2명씩으로 선정하였다. 다독 기간 동안 학생들은 일주일에 세 차례, 수업 초반 15분을 영어책을 읽으며 시작하였다. 분석 데이터는 영어 읽기효능감 설문지 두 개와 프로그램 후 소감문, 독서장 그리고 인터뷰를 통해 수집하였으며 결과는 통계분석 및 질적분석을 통해 해석하였다.

본 연구에서 도출된 주요 결과는 다음과 같다. 첫째, 영어 다독 후 한국 학생들의 영어읽기 자신감이 높아졌다. 참가자들은 14개의 중 11개의 다른 글 양식을 읽는 것에 대한 더 큰 자신감을 보였고 독서 기술(reading skill)과 생리적

상태(physiological states) 같은 읽기효능감 하위요소들에서도 향상을 보였다. 둘째, 본 연구는 학생들의 읽기 경험 중 학생들의 읽기 태도와 사회적 영향에 대해 알아보았다. 모국어 읽기태도에서부터 온 영어 읽기태도 전이는 낮은 읽기효능감 학생들에게 더 강하게 나타났고 학생들은 부모님과 또래친구로부터 영향을 받았다. 또한 같은 읽기효능감 그룹으로 분류된 학생들은 비슷한 읽기경험을 묘사하였다. 연구결과는 한국 학생들의 영어다독에 대한 긍정적 시각을 보여주며 영어다독을 학교현장에서 실현할 하나의 방법을 제시한다.

본 연구는 한국 영어교육현장에서 다독의 가치를 강조한다. 다독은 정규 수업 내에서 한국 학생들에게 더 즐겁고 더 선호하는 영어읽기경험을 제공할 수 있으며 영어읽기효능감도 향상시킨다. 또한 읽기경험에 대한 이해를 도움으로서 교사들이 한국학생들의 영어읽기를 촉진하는 데 도움을 준다.