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Extensive Reading in English and Its Practical
Applications to Korean Secondary Schools

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REPORT

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Extensive Reading in English and Its Practical Applications to Korean Secondary Schools

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Depicting the problems with teacher-centered English reading classes in Korea, this report proposes extensive reading as a possible means to address the issues related to intensive reading. Literature on extensive reading is reviewed to provide a rationale for including it in reading curriculum. Research has shown that extensive reading, with its focus on reading large amounts of self-selected, easy and interesting materials, offers a wide range of learning benefits to second language learners. Based on research findings, this report presents some pedagogical suggestions for the implementation of extensive reading in Korean secondary schools by exploring practical issues, including materials, teacher roles, activities, and assessment in an extensive reading program.

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Chapter 1

Introduction

Students read the text aloud in unison after the teacher or the CD player. Then, the process of deciphering follows, which is often laborious and anxiety provoking. The teacher asks for any volunteer who would like to read a sentence and translate it into Korean. Only a few hands go up. Upon seeing no more volunteers, the teacher starts to call out a student's name. In fear of mispronunciation and mistranslation, the students avoid eye contact with the teacher. The teacher provides immediate feedback on student errors in pronunciation and translation. In preparation for upcoming tests, the teacher elaborates on new vocabulary, expressions and grammar points.

This is a typical description of an English reading class in Korean secondary schools. Although it is a reading lesson, students do not do much reading. The focus of most English reading classes in Korea is not what students read and how much they read but how accurately the given material is covered so that they can get good scores in the exams. As a result of these lessons, Korean students become slow and reluctant readers of English. For them, reading in English is boring, difficult and unpleasant. They believe that they cannot read English books, magazines or newspapers without the aid of a teacher or a dictionary. Thus, Korean EFL students rarely engage in reading

any type of English material outside the classroom. Their reading experiences are limited to textbooks and other exam preparation materials. The lack of both input and motivation to read has impeded students' development in reading fluency even after years of formal English education.

How can we help Korean students build reading fluency as well as confidence, and positive attitudes towards reading in English? Extensive reading, with its emphasis on encouraging students to read self-selected, large amounts of engaging materials, can be a viable solution to change these reluctant readers into enthusiastic and confident readers of English. Numerous studies have shown that extensive reading not only improves students' reading comprehension and reading speed, but also leads to the development of good reading habits, positive attitudes towards reading, and motivation to read in English.

This report investigates what extensive reading is and how it can be practically applied in English classrooms in Korea. Chapter 2 reviews literature on extensive reading, looking at its definition, theoretical backgrounds, characteristics, benefits, and concerns about it. Chapter 3 addresses practical issues of implementing extensive reading in Korean secondary schools, including its incorporation into curriculum, goals, materials, teacher roles, and assessment methods. Chapter 4 concludes with a discussion on benefits, hindrances, and pedagogical suggestions for implementing extensive reading in Korean EFL classrooms.

Chapter 2

Literature Review

2.1 Definition of Extensive Reading

Extensive reading (ER) comes under several different names including Pleasure Reading, Free Voluntary Reading (FVR), Sustained Silent Reading (SSR), Drop Everything and Read (DEAR), and the Book Flood Approach (Bamford & Day, 1997). Whatever term is used for extensive reading, it is based on the common belief that reading fluency can best be achieved through reading large amounts of material for pleasure (Renayada, 2007). According to Susser and Robb (1990)'s working definition, extensive reading is individualized reading of large quantities of student-selected material, or long texts, with the aim of achieving general understanding and obtaining pleasure from the text. Similarly, Day and Bamford (1998) define extensive reading as “an approach to the teaching and learning of second language reading in which learners read large quantities of books and other materials that are well within their linguistic competence” (p. viii). Extensive reading has been used in both first and second reading classrooms.

2.2 The Differences between Intensive Reading and Extensive Reading

Palmer coined the term “extensive reading” to distinguish it from “intensive reading” (1968, as cited in Day & Bamford, 1998). In intensive reading, students read and often translate fairly short, difficult foreign language texts with the teacher’s close guidance. Reading texts are studied intensively in order to help students obtain detailed meaning from the text, develop reading skills, and enhance vocabulary and grammar knowledge (Renandya & Jacobs, 2002). Intensive reading has dominated most EFL classrooms and textbooks. In Korea, this reading approach has long been exclusively used to prepare students for taking English exams. Due to the over-reliance on intensive reading, students see reading in English as a slow, tiresome, even defeating process with little potential for pleasure (Dawson, 1992). Another problem with this approach is the low quantity of reading. To become a fluent, skillful reader, students should read in quantity. However, since intensive reading is based on short texts, students do not actually read very much (Bamford & Day, 1997). Despite the problems associated with intensive reading, its pedagogical value has been recognized by many scholars. Bamford (1993, as cited in Schmidt, 1996) acknowledges that developing effective reading skills and strategies can aid students tremendously in becoming strong, independent readers. Reporting on the efficacy of teaching reading strategies to second language learners, Carrell and Carson (1997) emphasize the importance of including both intensive and extensive reading into reading a reading curriculum. Nuttall (1996)

also holds that intensive and extensive reading serve complementary purposes and both are necessary in L2 reading instruction.

While intensive reading focuses on individual words and sentences, extensive reading stresses overall understanding. Compared to intensive reading, students read a relatively large amount of generally simpler materials while enjoying reading, and are not required to demonstrate a detailed understanding of materials through translation exercises or comprehension questions. According to Richards and Schmidt, extensive reading is “intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (Richards and Schmidt, 2002: 193-194, as cited in Yamashita, 2004).

Type of reading	Intensive	Extensive
Class goal	Read accurately	Read fluently
Reading purpose	Translate Answer questions	Get information Enjoy
Focus	Words and pronunciation	Meaning
Material	Often difficult Teacher chooses	Easy You choose
Amount	Not much	A lot
Speed	Slower	Faster
Method	Must finish Use dictionary	Stop if you don't like it No dictionary

Table 2.1: Chart contrasting intensive and extensive reading

Welch (1997) provides a useful graphic depiction of the differences between extensive reading and intensive reading as shown in Table 2.1 (Welch,

1997, as cited in Day & Bamford, 1998, p. 123).

2.3 The Theory behind Extensive Reading

2.3.1 From a Cognitive Viewpoint

Many researchers point to the role that extensive reading plays in developing the components of fluent second language reading: a large sight vocabulary, a wide general vocabulary, and knowledge of the target language, the world, and text types (Day & Bamford, 1998).

By reading extensively, students encounter words repeatedly in various contexts, and through these multiple encounters, they begin to recognize the words automatically, expanding their sight vocabulary (Koda, 1996; Paran 1996). Coady (1997) points out that extensive reading facilitates incidental vocabulary learning. Second language students who read a substantial amount of interesting materials can also increase their linguistic, topical and world knowledge, activating and building their schema (background knowledge). Increased schema through extensive reading contributes to the improvement in reading comprehension (Harris & Pay, 1990; Grabe, 1986, as cited in Day & Bamford, 1998).

2.3.2 From an Affective Viewpoint

Extensive reading may change attitudes towards second language (L2) culture as well as towards L2 reading in positive ways. Studies have shown that

affective factors such as attitude and motivation play important roles in second language reading. With free choice of reading material, students can follow their own interests. This plays a vital role in increasing motivation, which in turn is a significant factor in the development of reading speed and fluency. (Williams, 1986, as cited in Day & Bamford, 1998) In addition, as students choose books within their own proficiency, students with low reading ability are more likely to experience success in individual reading, which will lead to enhanced learner autonomy and motivation (Dickinson, 1995). Creating a classroom environment that encourages and values L2 reading also produce positive attitudes toward reading in the second language. Positive experiences with extensive reading in class may eventually lead some students to become hooked on books and encourage them to continue reading even after they finish formal study of English.

2.3.3 Extensive Reading and Comprehensible Input Hypothesis

Krashen's input hypothesis offers the primary theoretical support for extensive reading. Krashen (1982) argues that extensive reading will lead to language acquisition by providing learners with massive comprehensible input in a relaxed learning environment. According to Krashen (1985), comprehensible input should contain "i+1," that is, second language input slightly beyond the students' current level of linguistic competence. Regarding the level of input in extensive reading, Day and Bamford (1998) have a different view. They hold that reading materials should mainly consist of "i-1" so that

students can “ladder up” by building confidence as well as developing sight and general vocabularies.

2.4 The Characteristics of Extensive Reading

Day & Bamford (1998) presents ten characteristics that are found in successful extensive reading programs. Dealing with the nature of extensive reading and the conditions and methodology necessary for its success, the ten characteristics are also offered as “Top Ten Principles for Teaching Extensive Reading”. These principles are based on Williams (1986, as cited in Day & Bamford, 2002)’ top ten principles for teaching reading (Day & Bamford, 2002).

1. *Students read as much as possible, perhaps in and definitely out of the classroom.*

Reading large amounts of material is one of the key features that distinguish extensive reading from intensive reading. Renandya, Rajan, & Jacobs (1999) report that reading quantity is the most important predictor of students’ gain scores. Day & Bamford (2002) suggest reading at least a book a week to achieve the benefits of extensive reading and to establish a reading habit.

2. *A variety of materials on a wide range of topics are available so as to encourage reading for different reasons and in different ways.*

In extensive reading, reading materials should vary in terms of topic and genre so that students can find things they want to read, whatever their interests. Varied reading materials also help students become familiar with different genres and accustomed to reading for different purposes (e.g., information, entertainment, etc.) and in different ways (e.g., skimming, scanning, etc). In order to reflect students' interests, it is advised to ask them what they like to read in their own language (William, 1986). However, procuring varied reading materials that match students' interests and reading level is not an easy task. As Renadaya and Jacobs (2002) point out, nonfiction materials for beginners and simplified materials on such topics as law, business, and technology are especially scarce.

3. *Students select what they want to read and have the freedom to stop reading material that fails to interest them.*

This feature is closely related to why Krashen calls extensive reading 'Free Voluntary Reading' (Prowse, 2002). Giving students the freedom of choice encourages them to become responsible for their own reading and helps them develop as independent readers. It also enhances students' motivation, which in turn stimulates them to read on their own outside the classroom. However, this feature can be hard to achieve with less motivated learners depending on the availability of materials. The materials that are preferred by these learners (e.g. ghost stories, comics, etc.) are often hard to find in schools (Worthy, Moorman & Turner, 1999, as cited in Renandya & Jacobs, 2002).

4. *The purposes of reading are usually related to pleasure, information, and general understanding.* These purposes are determined by the nature of the material and the interests of the student.

In contrast to academic reading and intensive reading, students in an extensive reading approach read for pleasure and information, as they would do as first-language readers. The students' goal is not one hundred percent comprehension, but sufficient comprehension to fulfill their reading purpose. The focus shifts away from knowledge gained towards the reader's personal experience. (Day & Bamford, 2002).

5. *Reading is its own reward.* There are few or no follow-up exercises after reading.

Because students' own experience of reading is the central goal in extensive reading, it is not usually followed by comprehension questions. However, students may be asked to do some other kinds of follow-up activities based on their reading. These activities serve to figure out what the student understood and experienced from the reading; to keep track of what students read; to check students' attitude towards reading; to link reading to other aspects of the curriculum. For these purposes, students may take part in such activities as role-playing the story, designing a book poster, or writing a letter to the author. Whatever follow-up activity is employed, it should respect the integrity of students' reading experiences and encourage further reading (Bamford &

Day, 2004).

6. *Reading materials are well within students' linguistic competence in terms of vocabulary and grammar. Dictionaries are rarely used while reading because constantly stopping to look up words makes fluent reading difficult.*

Unlike in intensive reading, where the materials used are typically above students' linguistic level, reading materials in extensive reading are usually near or below their current level. Ease of comprehension can promote reading, help students become less dependent on dictionaries, and develop guessing skills using contexts (Prowse, 2002). Bamford & Day (2004) suggested that reading materials for beginners contain no more than one or two unknown vocabulary items per page and those for intermediate students have no more than four or five. In a study investigating the density of unknown words, Hu and Nation (2000) reported that readers need to know 98% of the words in a fiction text to gain adequate comprehension.

7. *Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.*

In contrast to the traditional intensive reading approach, where students read aloud or translate the same classroom texts together, extensive reading allows students to discover that "reading is a personal interaction with the text" (Bamford & Day, 2002, p. 139). Some schools have silent reading

periods when students read their self-selected books in the classroom. It is due to this feature that extensive reading is sometimes referred to as ‘Sustained Silent Reading (SSR).’

8. *Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.*

When students read materials that are of their own interest well within their linguistic ability, and for general rather than academic purposes, they are encouraged to reading fluently. According to Nuttall (1996), “speed, enjoyment and comprehension are closely linked with one another” (p.128). As students read faster, they will read more and understand better, which in turn will lead them to enjoy reading more. For promoting reading fluency, it is advised to discourage the use of dictionaries and encourage guessing at the unknown words in context (Bamford & Day, 2002).

9. *Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.*

Being accustomed to the intensive, teacher-centered reading class, students need careful introduction to extensive reading. The teacher should help students become aware both of the benefits of extensive reading and how to go about it at the beginning of the extensive reading program. In particular, browsing and selecting appropriate material requires careful orientation.

Regular monitoring, using book records and student-teacher conferences, is recommended to check students' progress, to motivate students and to provide guidance on reading problems (Renandya & Jacobs, 2002).

10. *The teacher is a role model of a reader for students- an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.*

Teachers should be ardent readers themselves in order to encourage their students to read extensively. They can show students the materials that they are reading and recommend interesting books that they have just read. During the silent reading period, teachers can let students see them read silently. Campbell (1989) found that when students see their teachers enjoy reading, they spend more time reading and consider reading more valuable and important.

2.5 The Benefits of Extensive Reading

Numerous studies investigating the effects of extensive reading in second or foreign language contexts have shown that extensive reading leads to cognitive as well as affective gains (Asraf & Ahmad, 2003). The beneficial effects of extensive reading have been found in a wide variety of circumstances and with different types of students (Day & Bamford, 1998).

2.5.1 Cognitive Gains

A considerable amount of research has reported that extensive reading has beneficial effects on various aspects of students' second language ability. First of all, extensive reading promotes students' vocabulary knowledge development. Nuttall (2000) holds that extensive reading is "the single most effective way of improving both vocabulary and reading skills in general" (p. 62). A number of studies have revealed that students can increase their sight vocabulary, words that are recognized automatically, as they encounter the same words repeatedly in various contexts through extensive reading. In addition, students engaged in extensive reading have been reported to gain not only significant incidental vocabulary but also increase their knowledge of previously learned vocabulary (Day, Omura & Hiramatsu, 1991; Huckin & Coady, 1999; Pitts, White & Krashen, 1989; Nation, 2001).

Secondly, extensive reading can also play a crucial role in improving second language reading ability. Considerable evidence suggests that students who participate in extensive reading will become better second language readers. With the automaticity of word recognition, students can increase their reading speed, which is a critical component of fluent reading. By reading extensively, students can also enhance their reading comprehension and learn reading strategies (Bell, 2001; Mason & Krashen, 1997; Nishino, 2007; Robb & Susser, 1989).

Thirdly, many researchers have also found extensive reading to have a positive effect on other linguistic skills such as listening, speaking and writ-

ing. For instance, Elley and Mangubhai (1981) reported gains in listening and writing ability in their study investigating the impact of an extensive reading program in primary schools. Cho and Krashen (1994) also found that their four ESL learners increased both listening and speaking competence through extensive reading. Studies have indicated that extensive reading facilitates grammar learning as well (Sheu, 2003). In addition, numerous studies also suggest that extensive reading can help students gain greater writing proficiency with or without writing tasks (Elley & Mangubhai, 1981; Hafiz & Tudor, 1990; Robb & Susser, 1989). In particular, Janopoulos (1986) found that writing proficiency correlates positively with the amount of time spent on reading for pleasure in the second language.

2.5.2 Affective Gains

In addition to its cognitive benefits, extensive reading has been studied in terms of its benefits on affective variables such as attitude toward second language reading, motivation to read, reading confidence and reading habits. Extensive reading has been reported to be effective in increasing students' motivation to read and facilitating growth of readers' positive attitudes toward second language reading (Cho & Krashen, 1994; Hayashi, 1999; Mason & Krashen, 1997). Nash and Yuan (1992) found that extensive reading encourages students to develop good reading habits in the second language and to view second language reading as something to enjoy. Similarly, Kembo

(1993, cited in Bell, 1998) holds that the value of extensive reading lies in developing students' confidence in reading longer texts. In the long run, these affective gains obtained from extensive reading assist students in increasing their overall language proficiency.

2.6 Extensive Reading: The Road Less Taken

Extensive reading is not new to the field of second language reading. Furthermore, as just discussed, a substantial body of research has shown the educational benefits of extensive reading. Still, what prevails in most ESL/EFL reading classes is not extensive reading but 'intensive reading.' If extensive reading has proven so effective in second language learning, why haven't more people employed it? Has there been a study that failed to show its positive impacts?

2.6.1 The Hong Kong Extensive Reading Scheme in English (HKERS)

Compared to the ample research reporting the positive outcomes of extensive reading, relatively few studies have investigated any concerns associated with extensive reading. In those studies, the Hong Kong Extensive Reading Scheme in English (HKERS) is reported as the least successful case of extensive reading (Lai, 1993; Wong, 2001; Green, 2005). The HKERS was first implemented in Hong Kong junior secondary schools in 1991 and extended to

the senior level in 1997, aiming to motivate the students to read and thus enhance their English proficiency. The results from a decade of implementation were disappointing, in that the attitudes towards English reading among Hong Kong students remained negative, their motivation to read remained low and their English proficiency did not change very much (Wong, 2001). There is no consensus as to what went wrong with this extensive reading scheme. Green (2005) attributes its failure to lack of teacher training in implementing the extensive reading schemes and teacher resistance. Wong (2001) ascribes it to a tense reading environment and limited reading materials. Given that this is a rare case and most studies have supported the benefits of extensive reading, why isn't extensive reading more popular in second language classrooms?

2.6.2 Why Don't More Teachers Use Extensive Reading?

Several difficulties and hindrances associated with extensive reading are related to people's beliefs about extensive reading, while other issues are more practical in nature (Day & Bamford, 1998; Morgado, 2009).

2.6.2.1 Perceptions towards Extensive Reading

Mason and Krashen (1997) point out that in spite of the research supporting the use of extensive reading to improve second language competence, many teachers are still uncertain about its effectiveness. Similarly, Day and Bamford (1998) indicate that many teachers believe intensive reading alone will foster fluent second language readers.

A related reason why extensive reading is not more common derives from perceptions about the role of teachers. In intensive reading, teachers have a dominant role, doing most of the talking and deciding what passages to teach and how to teach them. In extensive reading, in contrast, the role of teachers changes as they “guide students and participate with them as members of a reading community” rather than impart knowledge (Day & Bamford, 1998, p.47). This shift in a teacher’s role may evoke uncomfortable feelings or resistance from many teachers, students and administrators used to traditional teacher roles.

Additionally, including a ‘silent reading period’ in the classroom is often viewed as a waste of time. Prowse (2002) argues that negative perceptions about this time caused his students to reject extensive reading. As he noted, in some cultures, a class of students reading silently is not perceived as class learning and may evoke uncomfortable feelings or resistance from teachers, students, and administrators who are used to traditional teacher roles. Closely related to this issue is the change in students’ role as more self-sufficient learners. Students are required to take more responsibility for their own reading as they develop into independent readers through extensive reading, and this shift may initially provoke some reluctance from students.

2.6.2.2 Practical Reasons

Implementation of extensive reading in ESL/EFL contexts is also impeded by practical considerations including time, cost, materials, and assessment. Many teachers consider extensive reading far too time-consuming. Feeling obligated to conform to the standard curriculum and to cover the predetermined texts, they often complain that there is lack of time for including extensive reading in an already overcrowded curriculum (Renandya & Jacobs, 2002). Grabe and Stoller (2002) caution that it is difficult to observe the benefits of extensive reading in a relatively short period of time. They note that teachers often drop extensive reading from the curriculum before they have a chance to recognize its positive impacts. According to Krashen (1993), to see the impact of extensive reading requires at least one school year, as short-term programs are not consistently successful. It is costly and not always easy to procure adequate reading materials to meet the needs and interest of students. Exam pressure is another major reason why we do not see more extensive reading in second language classroom. Since extensive reading does not involve direct assessment, teachers feel that they should spend class time doing activities that directly relate to exam content instead of encouraging students to read a lot (Renandya & Jacobs, 2002). Similarly, some students are not eager to do any activities that are not graded. Thus, these factors contribute to the lack of extensive reading in English reading class.

Chapter 3

Extensive Reading in English for Korean Secondary School Students

The previous chapter presented a review of the current literature on extensive reading, exploring its definition, differences with intensive reading, the theory behind it, its benefits and concerns with implementing it. This chapter will first examine the necessity of extensive reading in Korea and then discuss practical issues of implementing extensive reading in Korean secondary schools.

3.1 English Reading Classes and the need for Extensive Reading in Korea

Despite the goals in the National English Curriculum emphasizing the improvement of students' communicative competence in English, English classes in Korea are still very much geared toward preparing students for the high school or college entrance exams. These exams mainly consist of multiple-choice questions on grammar and comprehension. This situation has encouraged the perpetuation of the traditional grammar translation method and intensive reading approach in English classrooms. Due to this constraint, English teachers in Korea tend to focus on the teaching of grammar points, new

vocabulary and expressions rather than helping students become fluent readers. Following the standardized curriculum in public schools, teachers rarely use reading materials other than nationally authorized textbooks in class, and the main goal of the class is to read accurately rather than fluently. Students struggle with relatively short, difficult passages, translating them into Korean, and answering comprehension questions. Accurate literal understanding is exclusively valued over general understanding or enjoyment of the texts. Most students read in English very slowly with no communicative purposes, considering it as a means to improve exam scores rather than something to enjoy. As a result, students get caught in what Nuttall (1996) called ‘the vicious circle of reading’: “reading slowly, not enjoying reading, not reading much, and not understanding” (p.127). Extensive reading can help students escape from this vicious circle by discouraging the laborious translation process and encouraging fluent reading as well as reading for enjoyment.

Given the considerable evidence supporting the benefits of extensive reading, it has received relatively little attention in Korea compared to other Asian EFL countries such as Hong Kong, Japan, and Singapore where extensive reading has been widely practiced and researched in classrooms, but in recent years, extensive reading has been drawing increasing interest from second language educators in Korea. In 2008, KOTESOL (Korea Teachers of English to Speakers of Other Languages) launched the Extensive Reading Special Interest Group (ER-SIG) to share ideas and promote extensive reading in Korea, and English libraries have opened in some places. However, extensive

reading is still rare and unpopular in Korean secondary schools.

3.2 Extensive Reading in Practice

3.2.1 Extensive Reading in the Second Language Curriculum

There are many ways to introduce extensive reading into the second language curriculum. Day and Bamford (1998) present four ways of including extensive reading in a second language curriculum: “1) as a separate course, 2) as part of an existing reading course, 3) as a noncredit addition to an existing course and 4) as an extracurricular activity” (p.41). As they noted, methods of integrating extensive reading into the curriculum depend on the particular circumstance of each class, and the preference of teachers or administrators. In Korean secondary schools, where preparing for exams is the most crucial goal of the English curriculum, full implementation of extensive reading as a separate course is likely to be difficult unless the entire assessment system changes. With the current examination-oriented education system, building a certain amount of extensive reading into an existing reading course would be more plausible and realistic. Depending on the students’ motivation level and the flexibility in grading, extensive reading can be added as a formal part of the course or an optional assignment. For example, a single 45-50 minute class period once a week may be devoted to extensive reading or students may be assigned to read for one hour each week as homework. Extensive reading can also take the form of an after school class or a club activity. In these optional set-

tings, students may enjoy reading English extensively without worrying about being graded or failing the exam. In addition, teachers can provide more individualized attention and guidance to each student. Additionally, offering extensive reading as a summer or winter reading course may be beneficial since students have more time to devote to reading for pleasure during the long vacations. In a study reporting the effects of three 4-week summer reading programs on Hong Kong secondary school students, Lai (1993) found gains in reading comprehension and reading speed and ascribed it to the intensive immersion environment and the quantity of reading being done. Among these various possibilities, teachers should find the best way to integrate extensive reading into their reading class considering such factors as school's curriculum, students' needs, interests and linguistic levels and amount of time available.

3.2.2 Goals of an Extensive Reading Program

In planning an extensive reading program, establishing appropriate and clear goals is an important first step. As Day and Bamford (1998) suggest, the positive outcomes of extensive reading such as those discussed in the previous chapter can be used as program goals of an extensive reading program. They state that the following are possible goals that can be formulated from the benefits of extensive reading:

Students will

1. Have a positive attitude toward reading in the second language.
2. Have confidence in their reading.
3. Have motivation to read in the second language
4. Read without constantly stopping to look up unknown or difficult words in the dictionary.
5. Have increased their word recognition ability.
6. Know for what purpose they are reading when they read.
7. Read at an appropriate rate for their purpose in reading.
8. Know how to choose appropriate reading materials for their interests and language ability. (Day & Bamford, 1998, pp. 45-46)
9. Increase their knowledge of the world.
10. Increase their language proficiency in all the four skills of listening, speaking, reading and writing.
11. Improve their reading skills and develop more effective reading strategies.
12. Come to enjoy reading.
13. Develop a life-long habit of reading. (Davis, Jacobs, & Renandya, 1999, p. iii)

In order for a successful implementation of extensive reading, Korean EFL teachers should set clear goals for an extensive reading program according to their own context. Since the goals of extensive reading are quite different from those of traditional reading instructions, teachers also need to communicate these goals to students. Some of the goals proposed above may take more

time to be fulfilled and only be realized through a long-term extensive reading program. As Day and Bamford(1998) state, “the extent to which these goals are appropriate and will be successfully met depends in part on the intensity and duration of the extensive reading program” (p. 46). For Korean EFL students who have rarely experienced reading in English for pleasure, building positive attitudes and motivation towards reading in English seems more important than other goals.

3.2.3 Materials for Extensive Reading

One of the most essential conditions for extensive reading to flourish in Korean EFL context is to have a variety of materials on a wide range of topics and text types so that students can select them according to their own interests and linguistic levels, and read them for different purposes. The following sections will explain what teachers need to consider when making decisions about reading materials, including the types of reading texts, the level of difficulty and the amount of reading.

3.2.3.1 The Types of Materials

Diverse categories of materials can be used for extensive reading, This includes “language learner literature, children’s books, learners’ own stories, newspapers, magazines, children’s magazines, popular and simple literature,

young adult literature, comics, and translations” (Day & Bamford, 1998, p. 97). Among these, the most widely used and researched extensive reading material in second language classrooms is language learner literature called ‘graded readers.’

Hill (2008) defines graded readers in English as “books written for learners of English using limited lexis and syntax, the former determined by frequency and usefulness and the latter by simplicity” (p. 185) According to him, there are two types of graded readers. One type includes books originally written in easy English for second language students, and the other type consists of books adapted from famous literary works. In spite of the widespread use of both types of graded readers, not all educators agree to the usefulness of them. Some point out that graded readers can be more difficult to understand than the original because simplification impairs the cohesion, coherence, and discourse structure (Anderson & Armbruster, 1986; Beck & Mckeown, 1986, as cited in Susser & Robb, 1990). Other critics contend that these simplified materials are poor models for language learners, as they lack features of authentic texts (Honeyfield, 1977, as cited in Bamford & Day, 1997; Haverson, 1991; as cited in Schmidt, 1996). However, many advocates hold that graded readers are an indispensable tool of extensive reading. For example, Carrell (2001) argues that syntactic simplification can enhance reading comprehension. Coady (1997, as cited in Tran, 2006) maintains that graded readers are useful for language learners because they provide repeated exposure to vocabulary and syntactic structures. As for the lack of authenticity, many reading experts

claim that graded readers can be authentic when a writer communicates with an intended audience of language learners at a particular level of proficiency (Susser & Rob , 1990; Day & Bamford, 1998).

Considering the great variety of reading texts available and the controversy over the use of graded readers discussed above, what reading materials would be most suitable for Korean EFL students? Authentic texts have been considered more interesting, motivating, culturally enriching, and better preparation for reading authentic texts outside the classroom (Day & Bamford, 1998). However, most authentic texts such as books, newspapers and magazines written for native English speakers can be too difficult for Korean secondary students due to their limited linguistic competence and background knowledge. The children's books and magazines may possibly address this difficulty issue, but they are not always recommendable because the content level of those texts often mismatches students' cognitive maturity. Graded readers can be useful because they provide accessible texts on a wide range of topics along with other supplemental materials including CD, movie titles, online resources so that students can easily self-select and enjoy reading for pleasure and information according to their own needs and interests.

In addition, several graded reader publishers such as *Cambridge English Readers*, *Oxford Bookworms*, and *Penguin Readers* run an accompanying website, offering lesson plans and activity worksheets for extensive reading. These extra resources can be of great help to teachers who are new to extensive reading as well as those who want some fresh ideas planning a lesson. However,

an exclusive reliance on graded readers has potential drawbacks. For instance, Wong (2001) pointed out that Hong Kong students could not connect their lives to the graded readers mainly published in the United Kingdom, which led to a lack of motivation. Similarly, Nishino (2007) reported that her two participants showed decreased interest in graded readers after reading authentic texts. Thus, considering all pros and cons, a balanced use of both authentic materials and graded texts is recommended in Korean EFL classrooms. In order to choose reading materials that match students' interests and reading behaviors, teachers should conduct a reading survey.

3.2.3.2 The Level of Reading Materials

When teachers prepare materials for extensive reading, they also have to consider the level of difficulty. Bamford and Day (1997) emphasize that students should read easy materials well within their reading comfort zones in order to develop their vocabulary and linguistic knowledge as well as to build confidence in reading. Since most EFL classes in Korea consist of students at varied proficiency levels, pretests such as timed-reading, comprehension check-up and vocabulary tests can be useful to see what level is suitable for each student. Schmidt (Bamford & Day, 2004) suggests another way to help students determine their reading level. For example, in the activity called 'Find Your Level,' students read sample passages from each reading levels, marking unfamiliar words and passages. His rule of thumb is that students should start

reading at a level with no more than two difficulties per page (pp. 31-32). The number of headwords and core structures in a graded reader series can also provide the means to select the right level. All in all, students should be able to grasp the general meaning and enjoy a story without too much stopping and the aid of a dictionary.

3.2.3.3 The Amount of Reading

Teachers also need to decide on the amount of reading to be done by students. Since the essence of extensive reading is reading a large amount of materials, one might wonder how much reading qualifies for the term ‘extensive.’ There is no agreement on what constitutes a large quantity of reading. It is relative to each learning context, and the main deciding factor regarding the amount of reading for students in second language contexts is how much time they have for reading in and out of class. The reading requirements are usually given in terms of the number of books or pages, and they should be long enough to discourage dictionary use and a word-for-word translation (Day & Bamford, 1998). In Korean EFL contexts, given the facts that most secondary school students are at a relatively low level of English reading proficiency and have hardly experienced reading English extensively, teachers are cautioned against assigning too much reading from the beginning. A book a week, which has been suggested as a reasonable goal by several researchers, may seem impossible for Korean students who have read only short English

passages, translated them and answered comprehension questions. For these students, reading two books a month, which amounts to 7-8 books a semester, can be an appropriate goal. It is important to consider the reading level of students when deciding the amount of reading appropriate for them. Teachers should know that reading requirements can be flexibly applied to their classes.

3.2.3.4 Collecting Materials for Extensive Reading

Unlike intensive reading approach, which usually involves only one textbook, extensive reading requires a relatively large amount of materials. Students should have plenty of engaging materials to choose from according to their linguistic levels and interests. According to Day & Bamford (1998), there should be at least four times as many books of a suitable level as there are students. However, due to financial and logistic problems, procuring enough materials is especially hard in an EFL situation. How then can teachers acquire materials for extensive reading? Many practitioners of extensive reading show strategies for finding the materials. Lituanas (1999) illustrates how she collected materials from a wide variety of sources, including students, parents, libraries, fellow teachers, parents and the community. Derewianka (1999) shows how to find extensive reading materials on the Internet. Davidson, Ogle, Ross, Tuhaka, and Moi (1999) explore various strategies for involving students in creating their own extensive reading materials. Although taking more time and effort, soliciting a donation of materials from English speaking countries

or arranging book exchange programs with other schools abroad are useful ways to obtain materials. Establishing an extensive reading library in Korean secondary schools can be a huge challenge in implementing extensive reading; however, it is well worth the trouble, considering linguistic and affective gains discussed in Chapter 2.

3.2.4 The Teacher's Role in Extensive Reading

Along with reading materials, the teacher plays a crucial role in the implementation of extensive reading in the second language classroom. As mentioned in Chapter 2, the teacher should provide an orientation to an extensive reading program for students, explaining such elements as principles, goals, procedure, requirements, and materials. In addition to this initial orientation, the teacher should offer ongoing guidance (Day & Bamford, 1998). Several researchers have recognized the importance of teacher role in EFL reading class. Nishino (2007) holds that the teacher's support is vital throughout the extensive reading program. According to her, teachers can be of great support by providing glossaries, finding engaging reading materials, sharing stories, and responding to students' questions.

Similarly, Shen (2008) points out that teachers need to provide guided reading for low proficiency EFL readers and create a cooperative learning environment. In order to set a good example and encourage students to read, teachers should serve as a positive reader role model. In a study investigating

Singapore teachers' model reading in the classroom, Loh (2009) found that although teachers believe in the importance of reading and modeling, they actually do not demonstrate their personal reading habits in class. This shows that teachers need to monitor their own reading habits in order to better serve as a role model in English reading. Yamashita (2004) emphasizes that teachers should understand students' reading attitudes and nurture positive attitudes towards reading extensively as much as possible. Keeping in mind all these pedagogical implications gained in similar EFL contexts, Korean EFL teachers should act as facilitators and enthusiasts for the extensive reading.

3.2.5 Extensive Reading Activities (ERAs)

Simply providing interesting materials and asking students to read are not sufficient to promote students to read extensively. In order to implement extensive reading successfully in the language classroom, teachers need to use engaging classroom activities that can keep students interested in reading and help create an environment supportive to reading. Extensive reading activities can meet a variety of purposes. ERAs can help teachers introduce an extensive reading program and suitable reading materials for students; they motivate and support, as well as monitor and evaluate reading. In addition, ERAs can benefit students in a number of ways by connecting reading with other aspects of language learning. For example, students can increase their oral fluency, improve writing skills, enhance listening ability, or learn new vo-

cabulary by participating in extensive reading activities in the class (Bamford & Day, 2004). The following sections explore various activities that can be used in Korean secondary schools in order not only to effectively support extensive reading, but also to enhance other language skills such as listening, speaking and writing.

3.2.5.1 Reading and Vocabulary

The following activities can be used to help students examine their reading habits and attitudes, introduce students to suitable reading materials, facilitate extensive reading, and develop students' vocabulary.

1) Reading Survey: In this activity, students answer a survey about their reading habits and attitudes toward reading in English, then they share their answers and opinions to discover what kind of reader they are, what texts intrigue them, and their differences as compared with other students. This activity can give teachers insights into students' reading preferences and their attitudes and feelings towards reading in English. If conducted before and after implementing extensive reading, this reading survey can show how students' reading habits and attitudes have changed as a result of reading extensively in English.

2) Reading Fluency Pretest/Posttest: Students take reading fluency tests to find out their comfort level in reading. It is important for students to read within their reading ability so as to experience the full benefits of ex-

tensive reading. Timed-reading test, measuring how much students read for a given time, is used to check their reading speed. Also, the cloze test, which measures students' comprehension abilities by giving them a short text with blanks and asking them to fill in the missing words, is used to decide what level is best suited to each student. The scores from the pretest are compared to those from posttest to see the effects of extensive reading program on the development of students' reading fluency.

3) Genres and Titles: This activity allows students to explore varied reading materials and to examine their genre preferences. Teachers introduce and discuss the various genres with the students. In pairs, students go to the library to select five interesting-looking books. By looking through the blurbs, illustrations, and chapter headings, they decide what genre each book belongs to and write the title of selected books on their worksheet. Each pair introduces their favorite book to the whole class and explains why they think the book belongs to the particular genre (Bamford & Day, 2004, pp. 25-27). If the reading materials in the library consist mainly of graded readers, genre-guide in graded readers' site can be used to check which genre a selected book belongs to.

4) Sustained Silent Reading (SSR): In this activity, students read their self-selected books in the classroom silently and individually for a designated time. Depending on time availability, teachers can establish a set time in each language lesson (e.g., 15 minutes at the beginning or at the end of the lesson) or they may allocate one of the class periods in each week to silent

reading. Considering the attention span of secondary school students, the sustained silent reading period should not be too long. Instead of intervening or instructing, teachers participate in silent reading and serve as a reader role model during the activity. Studies have shown that SSR can increase student autonomy (Silberstein, 1994, as cited in Meng, 2009), lead to vocabulary gains (Day, Omura & Hiramatsu, 1991), and improve spelling while fostering an enjoyment of reading (Krashen, 1993). If scheduled regularly, this activity can encourage Korean secondary school students to develop as an independent reader of English.

5) Vocabulary Log: Students record new vocabulary in a vocabulary log. For each reading material, students should record the new vocabulary items, the sentences where those words were found, other forms of the new words and memory ideas (e.g., drawing pictures, writing meanings and synonyms). This activity can help students expand existing vocabulary knowledge and acquire new vocabulary (Bamford & Day, 2004, p.195). For the students who are not familiar with a vocabulary log, teachers should model how to keep it. One caveat is that keeping a vocabulary log every time one encounters a new vocabulary item may disrupt the flow of reading and make reading less enjoyable. Thus, teachers should advise students to mark unknown words as they read and keep a vocabulary log after finishing reading a book.

3.2.5.2 Listening

The activities that follow not only promote extensive reading but also enhance students' listening abilities by providing listening practice.

1) Listen and Title Match: Students listen to short audio extracts of the books and match the title with what they listen to. Using audio extracts that end at the interesting point in the story can hook students on the story and stimulate their desire to read. Teachers read the blurbs on the cover of the books to the students or use the audio extracts from graded readers sites. Selecting easy and interesting extracts is important in order to ensure students' clear understanding.

2) Reading Aloud to the Class: Teachers read aloud to students while the students follow along, silently reading their own copies of the text. Teachers should adjust the length of time and select appropriate material for reading aloud according to the students' age, linguistic level, and interest in the material. Effective use of tone of voice, facial expressions, and gestures can make the reading more exciting and understandable. According to Yong and Idamban (1997), the activity affords the following benefits: (1) reading aloud to the students introduces them to new books and genres; (2) encourages a positive attitude towards reading, (3) increases their language proficiency, including grammar and vocabulary, and (4) enhances listening comprehension. Bell (1998) holds that teachers' reading aloud to the class can provide the model of correct pronunciation and natural speech patterns, which in turn helps students to gain confidence in silent reading as they become able to ver-

balize sounds.

3.2.5.3 Speaking

The activities in this section show that extensive reading can help students develop oral fluency by providing a good source for discussion, drama, and presentations. Considering the large class size of about 40 students in most Korean secondary schools, engaging students in small group activities can give them more opportunities to speak and promote interaction among themselves. Thus, the activities 1-3 introduced below are based on small group work, where each group consists of four people, each of whom reads reading material chosen by the group to complete the group activity.

1) Moderated Discussion: For the preparation of a moderated discussion, teachers need to explain what a moderated discussion is and define the moderator's and participants' responsibilities. Afterwards, each group selects the first moderator for the following discussion. Each moderator in a group should send factual and opinion questions related to the group's book by email to the participants before the next class. Teachers provide sample questions and demonstrate how a moderated discussion goes. This preparation procedure is crucial for Korean students whose command of English is low and who have rarely participated in an English discussion. In the following class, the moderator in each group leads and manages the discussion by asking questions and encouraging every group member to participate in the discussion. Teachers

can get ideas regarding how well students understood the book and how much they enjoyed reading it as they observe the discussion. Teacher-evaluation, peer-evaluation and self-evaluation can be used to assess both moderators and participants. This activity not only enhances students' comprehension but also builds their critical thinking abilities and communication skills.

2) Group Book Sharing (Jigsaw): Students share the books they read in groups with other students from different groups. Each group decides which book they want to share. Then, teachers assign each student in a group a number from 1 to 4. Students with the same numbers form a new group. In the new groups, by taking turns, each student from a previous group talks about his/her own book. Students are encouraged to take notes so as not to mix up the stories. After sharing all the books in a group, the teacher brings the students back into their “jigsaw” (original) groups. Once they return to their original group, students discuss which book draws their interests the most. This book sharing activity provides students an opportunity to share with other students what they have read and to improve oral fluency.

3) Drama Presentation: In groups, students write a script for a 10-minute drama based on a book they have read and discussed. To make it more fun and original they can add their own twists. If time permits, students proof-read other groups' scripts or rehearse their drama. As homework, each group practice and prepares the materials they need for their drama, such as music, props, and costumes. Each group performs their ten-minute mini-drama in front of the class. If they need more than four people in their drama, they

may play multiple roles or invite other classmates. Teacher-evaluation, peer-evaluation and self-evaluation can be used to assess. This activity can promote students' interest in reading, oral fluency and writing skills.

4) Book Poster Presentation: Teachers divide the class into two. Half of the students take the role of poster presenters, and the other half an audience. The presenters display the book posters they have completed as homework. The audience walks around the classroom to take a look at the posters and asks questions to the presenters as if they were in a book fair. Then, the audience becomes presenters and the presenters become the audience. This activity introduces students to interesting books and gives them speaking and listening practice (Bamford & Day, 2004, pp. 108-109).

3.2.5.4 Writing

Extensive reading provides sources and stimuli for writing. Highlighting the close relationship between reading and writing, Wong (2001) maintains that writing should be integrated in an extensive reading program. Susser and Robb (1990) argue that writing activities can help teachers to check students' comprehension as well as enhance improvement in students' comprehension and writing ability. The following activities provide students a chance to reflect on the books they read and to improve writing proficiency.

1) Reading Log (RL), Reading Report (RR): Students fill out a reading log and write a reading report for each book that they have read during

an extensive reading program. Teachers should guide students as to how to keep a RL and write a RR with clear instructions and handouts. The reading log consists of the title of the book, the starting and finishing date, the book rating, and a short comment on the book. A book report usually involves a summary and reaction to each reading. Writing summaries is one of the most common activities, but it may have some drawbacks. Renandya and Jacobs (2002) state that it is time-consuming and dreaded by students. Day and Bamford (1998) indicate that it is not a natural response to reading.

In order to avoid an exclusive reliance on laborious summary writing and address various learning styles of students, teachers should employ a range of methods to report on the books students have read. In this sense, the four reading report models presented by Helgesen (1997) can be useful to teachers. The first is “Summary/reaction,” which asks students to summarize the story and give their opinions. The second is “Draw a picture,” requiring students to draw a picture and explain it. The third form is called “Your own questions,” asking students to come up with their own questions and answer them. The fourth one is “The book and you,” allowing students to draw comparisons between the story in a book and their own life. Students are free to choose whichever form that fits their learning styles and the kind of book they read. Providing immediate feedback on students’ reading reports can be motivating to students, but challenging to teachers in large classes. To address this issue, teachers can put students into groups and let them provide peer feedback on each other’s reading reports.

2) A Different Ending: Students write a summary of the book they have read, but instead of the actual ending, they then write a different ending of their own. If the book has a sad ending, they can change it to a happy ending, and vice versa. In pairs, students share how they have changed the ending. Students' versions of new endings can be attached to the books (Bamford & Day, 2004, p.164). This activity can make students more invested in the book and help them enhance their writing skills.

3) Book and Movie: Teachers distribute the list of books that have a movie version. Students choose the book of their interest from this list and read it. Then, they watch a movie based on the book and compare the book and the movie. They write a short report on their findings and opinions. If they do not like the movie version, they can write about changes that they want to make. This activity can boost students' critical thinking abilities and writing proficiency.

4) A Letter to a Character: Students write a letter to one of the characters in the book they read. They can write a letter asking questions and telling about their reactions to a character from the reader's point of view, or they can put themselves in a character's shoes and write a letter to the other character(s). If there are students who read the same book, they can exchange letters. This activity engages students with the book, enhances their creative thinking skills, and promotes their writing skills.

The activities described in this section are just a few of many extensive reading activities that can be used in Korean secondary schools. Depending

on the goals and the learning context, teachers should select suitable activities and modify them to fit their own students. An extensive reading activity should be fun and student-centered rather than a burden to students. Above all, the most important activity in an extensive reading program is reading itself.

3.2.6 Assessment in Extensive Reading

Given the examination-oriented education system in Korean secondary schools, one of the most problematic issues in the implementation of extensive reading is how to evaluate students' reading development and proficiency. Using traditional reading tests focusing on comprehension questions, grammar and vocabulary can be anxiety provoking and take the pleasure out of extensive reading. Since students read various reading materials of their own choice, providing individually tailored exams would be extremely difficult, if not impossible. Then, how can teachers assess students in extensive reading programs?

One method of assessing students suggested by Day and Bamford (1998) is that teachers give credit to students according to the amount of reading (measured by number of books or pages read) and the number of reading reports submitted. This assessment method can be useful when there is not enough time for ongoing assessments through classroom activities, and it requires less time since the only thing that teachers have to do is to count the

numbers.

Teachers can also use multiple assessments in order to get a fuller picture of each student's progress. This assessment goes on throughout the entire program, using extensive reading activities, such as those presented in the previous section. For example, in small group activities (including moderated discussions and a drama presentation), not only the teacher but also the students take the role of an evaluator and an observer as they actively engage in self-evaluation and peer-evaluation. As a way to help students monitor their own progress in reading, and encourage them to take responsibility for their own learning, students are required to compile their own portfolios. The portfolios can include vocabulary logs, reading logs, reading reports, a book poster and other activity worksheets. A drawback of using multiple assessments including portfolios is that they take a lot of time and effort to review and evaluate.

For a successful implementation of extensive reading in Korea, teachers should plan assessment when setting up a program, taking into account such variables as program objectives, the demands of the teaching situation, and the needs and abilities of students within a given class.

Chapter 4

Conclusion

Extensive reading can benefit Korean secondary school EFL learners in a number of ways. First, extensive reading facilitates incidental learning of new vocabulary as well as reinforces and expands students' previous knowledge of words and syntactic structures. In Korea, where English education centers on an examination-oriented curriculum, students have only a small amount of exposure to English in and out of the classroom. For the majority of students, dialogues and reading passages in textbooks are often the only sources for learning new language elements. Since these limited sources are explained and studied in detail, only a handful of lines are covered each week. In this situation, incorporating extensive reading into a reading curriculum can effectively increase the amount of English input students receive and build their vocabulary knowledge.

Second, extensive reading can improve reading fluency and other language skills. For the Korean EFL learners who are accustomed to overemphasized intensive reading, large amounts of practice in reading with easy material at a relatively fast pace can be useful in promoting reading fluency by helping them get away from their tendency to overanalyze reading texts or look up each unfamiliar word in a dictionary. Studies have shown that increased read-

ing fluency can positively affect not only reading comprehension but also other language skills, such as listening, speaking and writing (Elly & Mangubhai, 1981; Mason & Krashen, 1997; Cho & Krashen, 1994).

Third, extensive reading can help students develop positive attitudes towards reading and motivate them to continue reading English on their own. In contrast to teacher-centered, textbook-based reading classes, where students rarely have any opportunities to read for pleasure according to their own interests and needs, students in extensive reading programs choose their own reading material and develop their reading competence at their own rates. Reading easy materials of students' choice gives them the sense of accomplishment and increases their confidence in English reading, which in turn enhances motivation to read.

In spite of all these benefits, implementing extensive reading successfully in Korean secondary schools is not an easy job due to potential hindrances. First of all, partly because of its student-centered nature, extensive reading is relatively complicated to organize. Extensive reading involves both in-class and out-of-class practices, which require considerable planning. Incorporating extensive reading into a curriculum can be especially challenging in Korean EFL classes, where teachers are expected to follow a standardized curriculum focusing on intensive reading. To address this issue, teachers should cooperate in designing feasible extensive reading programs in Korean secondary schools. Additionally, teachers should be given more flexibility and autonomy in altering the curriculum and in running their classes.

Second, finding a variety of reading materials on a wide range of topics that students will want to read in class and at home can also be difficult given the large class size and the limited availability of materials in EFL situation. Acquiring enough English reading materials to meet the various needs and interests of students is one of the most crucial prerequisites to meet for a successful implementation of extensive reading program. However, Korean secondary schools have only a small collection of English books. Teachers should exploit a variety of methods to collect materials such as mentioned in Chapter 3 in order to provide their students with the appropriate quantity and quality of reading materials. The Internet can play a crucial in providing authentic materials for extensive reading. In addition, the ministry of education and public libraries should also be actively involved in setting up extensive reading libraries.

Third, the perceptions and motivation of teachers and students towards extensive reading may work against its successful implementation in Korean EFL contexts. Since the benefits of extensive reading cannot be seen in a short period of time, only a few teachers have incorporated it into the curriculum and those who start extensive reading programs often abandon it before they observe its actual impact. Having a strong extrinsic motivation to pass the entrance exams and to get good GPA scores, Korean students are often hard to motivate to read a great deal for pleasure. In order to tackle this issue, teachers should set long-term goals of helping students become fluent, confident, and independent readers, instead of focusing exclusively on immediate

goals of improving students' scores on exams. Also, teachers should stimulate students' motivation to read extensively by organizing school-wide events such as a book fair and a reading marathon as well as using engaging reading materials and activities. In the end, only through the actual implementation of an extensive reading program can teachers and students realize the benefits.

As discussed throughout this report, extensive reading can be an effective and enjoyable way to promote Korean EFL students' language development and positive attitudes towards reading in English. Although there has recently been an increased interest in extensive reading among educators, it is still not widely practiced in Korean secondary schools. English reading classes in Korea are in need of change, and introducing extensive reading into reading curriculum is a movement in the right direction. However, this is not to say that extensive reading should completely replace current reading instruction that focuses on intensive reading and the development of reading strategies. Many researchers hold that extensive reading alone is not sufficient to develop fluent readers (Bamford & Day, 1997; Carrell & Carson, 1997; Nuttall, 1996; Powell, 2005; Susser & Rob, 1990; Wong, 2001). Therefore, teachers should incorporate extensive reading into the curriculum not at the expense of, but in conjunction with other reading approaches including intensive reading.

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