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**Korean EFL Teachers' Perspectives About Their Participation
in an Extensive Reading Program**

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**Korean EFL Teachers' Perspectives About Their Participation in an
Extensive Reading Program**

by

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Dedication

To God and my Lord, Jesus Christ

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The purpose of this research was to explore the overall perceptions of EFL teachers toward the extensive reading approach as they experienced the approach first hand. More particularly, EFL teachers' perspectives on the applicability issues of extensive reading for secondary level curriculum in Korea were captured. Also, their personal experience with the approach, including the effect of extensive reading on their foreign language anxiety, was investigated.

A total of fourteen teachers in a professional development program participated in the study. They were situated in a print-affluent classroom replete with approximately 1000 books including graded readers, young adult books, some magazines, best sellers and

steady seller books. In the reading program, the teachers experienced sustained silent reading, and participated in classroom discussion and activities related to extensive reading. Also, these teachers were strongly encouraged to do outside reading.

Data were collected from multiple sources to enhance the credibility of the study, that is, classroom observation including field notes and audio recordings, learner diaries, and interviews. Three surveys were also administered -- the Foreign Language Reading Anxiety Scale, The Teacher Foreign Language Anxiety Scale, and the Affective Questionnaire to Extensive Reading.

The findings from the study showed that although the teachers were somewhat resistant to the idea of reading English-language books extensively prior to their participation, they became proponents of the approach once they had the experience of pleasure reading. They also expressed a fondness for graded readers and literature for young adults because of the simplified language and appealing themes that characterize such reading materials, and were willing to introduce them to students in secondary schools. Teachers also recognized the linguistic benefits of extensive reading including vocabulary expansion, positive reading attitude, and a sense of accomplishment from reading extensively. In terms of the applicability issue, however, the participating teachers recommended introducing the approach gradually rather than implementing it immediately, mainly because of the test-emphasized classroom culture of the secondary level curriculum in Korea. In a similar vein, teachers also addressed problematic factors that would be considered an obstacle to bringing the approach to the secondary curriculum. Those obstacles were problems related to curriculum and evaluation,

motivating reluctant and struggling students, and teachers' conflicted role in the extensive reading class. Therefore, as mentioned earlier, they proposed a gradual approach and the use of extra-curricular activities was mentioned as a possible first step to take. Regarding the effect of extensive reading on foreign language anxiety, the data from the scale and from interviews indicated that participating teachers were not highly anxious even prior to the program.

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CHAPTER 1. INTRODUCTION

“The best way to improve one’s knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it” (Nuttal, 1982:168)

1.1. Background

Over the past two decades, scholars in foreign language education have given considerable attention to extensive reading as an approach to language learning. The extensive reading approach is intended “to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (Richards, Platt, & Platt, 1992, p. 133). However, in reading instruction in English as a Foreign Language (EFL) classrooms in Korea, it is more common to see the teachers select and lead reading activities focused on grammar translation; which is in contrast to, in an extensive reading program in which the teachers encourage learners to experience the joy of discovery that comes with choosing one’s own readings and from reading for pleasure (Day & Bamford, 1998; Krashen, 1993). Unlike teacher-centered instruction, extensive reading allows autonomy and aims to create a less anxious learning condition by allowing them to read for pleasure.

Even with a great amount of research on extensive reading and its linguistic benefits on EFL/ESL learners, little research has addressed how teachers of EFL/ESL view this approach. In other words, in order to elicit language teachers’ heartfelt feelings

about extensive reading, extensive reading opportunities should be offered to language teachers; however, little research has actually conducted this model of research.

Therefore, situating language teachers in a print-rich environment and exploring their perceptions toward the approach diminish this gap in literature on extensive reading. My dissertation research sought to explore extensive reading in the Korean educational context by providing English educators with experience in a reading for pleasure program and recording their perspectives and interactions in this environment. The results were analyzed for implications for second language reading instruction and the Korean English education system.

1.2. Conceptual Framework and Overview of Literature

1.2.1. Engagement

Critical in the approach of extensive reading is engagement, a multidimensional concept that is considered to be one of the pathways for learners' achievement in most disciplines. Definitions have been posed by various scholars, and Guthrie (2004) provided the following characteristics.

Readers take an active role if they are engaged in reading. In other words, instead of reading to complete assigned tasks in school, readers devote themselves to reading and experience the joy in reading by itself. In addition to this, engaged readers employ appropriate strategies to maximize their reading outcomes. As they are highly focused and strategic when reading, they are likely to be good at post-reading activities such as group discussions and to take an active role in participating in such activities.

Another line of research on engaged reading focuses on the benefits readers gain

as they become engaged readers. These benefits are the development of vocabulary knowledge, reading comprehension, fluency, and the formation of positive attitudes toward reading, all of which assist readers to become intrinsically motivated to read (Anderson, Wilson, & Fiedling, 1988; Carver & Leibert, 1995; Elley, 1991; Guthrie & Davis, 2003; Guthrie, 2004; Nagy, Herman, & Anderson, 1985). A more detailed explanation of each benefit is provided in the literature review.

Reading engagement has been found to positively impact academic achievement such as reading comprehension. Furthermore, engaged reading can reduce the impact of socioeconomic status (SES) on achievement (Guthrie, Schafer, Von Secker, & Alban, 2000). As Guthrie et al. (2000) argued, readers from low-SES families are not as likely to be exposed to effective schooling as their high-SES counterparts. As a consequence, the gap in SES will directly influence their respective achievement. It is therefore reasonable to state that SES is a crucial predictor of students' academic performance. Disparities in SES are hence a source of persistent dilemmas for educators, parents, and educational administrators. Guthrie et al. (2000) demonstrated that engaged reading could help address this problem. In their study, those engaged readers with low-SES outperformed high-SES students who were not engaged in reading achievement. Although the high-SES students were more likely to be exposed to effective educational environments, they were not engaged readers. Thus, Guthrie et al. (2000) concluded that engaged reading can work as an alternative for low-SES students to fill the gap in their backgrounds and lead them to successful reading achievement, positively influencing their academic careers in the long term.

In order to foster engaged reading for students, Guthrie and Davis (2003) provided six classroom practices to teachers, three of which correspond to the main ingredients of extensive reading. They are “an abundance of interesting texts, support for student choice and self-determination, and collaboration support” (p. 71-72). These three classroom practices relating to the extensive reading approach are described briefly in the following paragraph with more in-depth explanations of each principle explained in Chapter 2.

Situating learners in a print-abundant condition, granting them freedom and responsibility, and supplying them with interesting and comprehensible materials will enable them to develop pleasure in reading. As a consequence, such experiences will foster motivation to read and make learners become more engaged in reading. As they engage in reading, they will gain fruitful benefits -- the development of reading achievement and an expansion of vocabulary knowledge. Moreover, if implemented in the EFL context, it would work as a threshold for one to have access to effective English learning opportunities regardless of social background, and as a consequence, assist students to become competent to learn English.

1.2.2. Krashen’s Input Hypothesis

A theory underlying the initial development of the extensive reading approach in second and foreign language classrooms is Krashen’s Input hypothesis (1985). Krashen suggested that learners should read or listen to information in the target language that is understandable to them (1985; 2003). A logical extension of the Input hypothesis is the notion that true second language acquisition will be facilitated if the reading or listening

materials made available to the learner are interesting, comprehensible, and compelling, indicating that the input is a little bit above a learner's current linguistic level ($i + 1$).

Krashen also has emphasized that an effective way to develop language proficiency and increase literacy is the practice of free reading (Byun, 2009; Cho, 2007; Krashen, 2003), that is, reading materials that are freely chosen by the reader.

“Affective filter hypothesis” is also related to the framework of the extensive reading approach (Krashen, 1985; 2003), that is, mere provision of comprehensible input is not sufficient. For comprehensible input to reach one's language acquisition device (LAD), the affective filter should be set sufficiently low, as would be the case if the learners were highly motivated and had little anxiety. In such a case, not only do learners understand comprehensible input, but the input reaches their LADs.

Thus, the framework for an extensive reading approach rests on two hypotheses. The approach satisfies the Input Hypothesis because it provides a large quantity of comprehensible input to language acquirers via reading. The approach also relates to the Affective Filter Hypothesis because it allows acquirers to select reading materials considering their own reading tastes and linguistic levels, and such freedom of choice can be expected to lower the affective filter. Moreover, because the purpose of extensive reading is to allow learners to read for pleasure rather than for test-taking, the approach frees learners from any extreme pressure to perform well in the tests. In fact, extensive reading creates a reading-friendly atmosphere in the classroom in which learners might become motivated to read in the L2. That motivation is essential to the development of language competence.

1.3. English Education in Korea

1.3.1. English as the “World’s Lingua Franca”

Korea is a small country with a vigorous economy; therefore, proficiency in English is essential in Korean professional life. English, after all, is the language that is used extensively in international trade and science. Consequently, there is an abundance of institutions providing private English instruction and total immersion programs to the Korean children whose families can afford them. The high costs of private instruction and immersion programs, however, represent a barrier to children from low-income families.

Considering such an inequity issue, if learners from all economic levels are to have equal opportunities to achieve English proficiency, some solutions other than private instruction and total immersion programs must be found, and the following sections propose that the extensive reading approach may be a part of that solution.

Because of the diversity and interdependence of world communities, if one is to achieve professional success, it is critical that he or she learn at least one foreign language. Among the world’s languages, English has become one of the most important, “the world’s lingua franca” (Krashen, 2005, p. 100). English has become the primary language of science and technology, as evidenced by the prodigious amount of academic research documented in English (Nunan, 2001; 2003). Besides its critical use in the Internet, science, and technology, English is also the “language of business, popular entertainment, and even sports” (Nunan, 2003, p. 590). Thus, if a person is to compete in the world job market, mastery of the English language is not an option, but a threshold for success, and such a crucial role of English is reflected in the growth of the private

English education in Korea which is discussed in the next section.

1.3.2. The Growth of the Private English Education Industry in Korea

The strong demand for English instruction has resulted in the rapid growth of the private English education industry in Korea. Approximately US\$ 15 billion is spent on private English education annually. A large portion of the expenditure comes from parents sending their children to cram schools or from hiring private native speakers as tutors (Cho, 2007). In addition, a large number of young children, middle school and high school students, and college students spend time in foreign countries for English language training (Park, 2007). Clearly, Korean parents believe that proficiency in English is a great advantage in professional life, and they are willing to invest large sums for private schools and trips abroad, whatever it takes, to give their children English competence. Such large expenditures, however, represent a heavy burden on some learners, especially those from low-income households.

The strong Korean demand for English language education has also resulted in a growth of specialized foreign high schools or international junior high schools. Compared to regular secondary schools, these schools enjoy a far better reputation for providing high-quality English lessons. Moreover, these types of secondary schools are known to facilitate acceptance of the students into top-notch universities in Korea. Many parents hire private tutors to help their children qualify for these special high schools. Parents in poor households, however, are not as likely to be able to afford private tutors (Jang, 2009). It is evident, at any rate, that students who attend these special schools receive better-quality English instruction than students who attend regular schools.

Another social gap appears in the attitudes of Korean learners toward English learning itself. Cho (2007) argued that the more private English education learners receive, the more they express a willingness to learn more English and the more rapidly they become competent. In contrast, learners without private English instruction show a decreasing interest in English learning, and their competency improves slowly, if all.

To sum up, the strong demand for English education in Korea has fostered an expansion of the private English education industry, which generally provides superior instruction but at great cost to families. As a result, we see the following social disparity: “The rich get richer and the poor get poorer.” That is, students from high-income households are more likely to have high-quality English learning opportunities than those from low-income households. As a consequence, low-income learners are less likely to reach the high proficiency levels or have positive attitudes toward learning English than their high-income counterparts enjoy. To combat this inequity issue, several English-only programs were proposed by the government, and more detailed information is provided in the following section.

1.3.3. Intensive Immersion Programs in Korea

In 2004, one of the provincial governments in Korea, Gyeonggi-do, initiated an intensive immersion program to provide English learning opportunities for students who could not afford to study abroad, attend cram schools, or hire private tutors. The program was based on the concept called the English village, where English learners can have in-country opportunities to interact with native speakers of English and to emulate life in foreign English-speaking countries. In these villages, the goal is to let EFL learners to

feel that they can reap the benefits of being in a cutting-edge English language environment but avoid the cost of a private English education. The Korean government has subsequently recognized the need for immersion programs, and by 2008, more than 21 English villages had been built, with several more villages expected within the next five years (Choi, 2008).

Despite the popularity of the English village concept, low cost effectiveness of the program has been raised as a concern. For instance, some educators raised a question whether Intensive immersion programs can provide English learning opportunities to low-income children (Park, 2007). Also, the amount of English language actually used in the villages has been criticized, that is, participants are more likely to use Korean than English (Ko, 2010).

Given the problem with intensive immersion programs, another alternative should be considered, and an extensive reading approach may be one of the feasible paths because it is cost effective compared to other types of English learning programs. Even though the initial purchase of interesting books to build a small library entails some expense, that expense is minimal compared to that of establishing and running an intensive immersion program. Thus, this study seeks to investigate the potential for an extensive reading approach in Korea and whether it should receive more attention from educators, educational administrators, parents, and even learners. The important role of extensive reading as a bridge to fill the equity gap is presented in the following section.

1.3.4. Reading in EFL Programs in Korea

As mentioned earlier, extensive reading is known to bring several linguistic

benefits to learners. For instance, Cho (2007) claimed that extensive reading effectively builds language proficiency and fosters positive learning attitudes in learners. In light of that claim, I suggest that extensive reading may be an effective approach in an EFL instructional context, especially in Korea. This suggestion is based on the following rationale.

Although reading is part of the National Academic Aptitude Test for College Admission (NAAT), the current English curriculum in Korea emphasizes listening and speaking; reading and writing are generally neglected. In 1992, the Korean Ministry of Education amended the curriculum to employ the oral communicative approach. The Sixth National Curriculum was intended to prepare individuals to compete in the global marketplace. In attempting to realize that goal, Korean schools increased their emphasis on developing speaking and listening skills. Byun (2009) observed that, because of the heavy focus on aural skills, students' pronunciation clearly improved; however, the levels of reading and writing proficiency remained poor.

Given the emphasis on aural skills and the negligence of reading during attempts to build communicative competence, the development of reading instruction has suffered; that is, diverse approaches in teaching English reading are somewhat missing because of the heavy emphasis in developing aural skills. An indicator of this was the English teachers' continued adherence to the grammatical and intensive reading approach in reading instruction (Byun, 2009). Such instruction might be effective in the short term; however, depending only on that intensive reading approach could be problematic in the long term because readers should be able to read both intensively and extensively,

depending on the goals for reading (Horwitz, 2008).

Another problem associated with a heavy dependence on the intensive/comprehension approach is that learners are likely to develop negative attitudes toward L2 reading. For example, Samuels argued that learners who stick to sentence-by-sentence analyzing and the use of a dictionary for decoding have to expend excessive effort and time on their reading tasks; as a consequence, some of those learners might view reading as “laborious” (1994, p. 822). Cho (2007) expressed similar concern about the negative reactions of learners toward English reading when she noted that some English language learners in Korea consider reading a boring task. She attributes such negative attitudes to the focus of reading on the analysis and translation of short paragraphs and on the absence of reading for pleasure.

In light of these problems, the design of any reading approach should seek to improve reading proficiency while fostering positive attitudes toward reading, and the means to that end may be reading for pleasure. Not only does reading for pleasure assist students in developing their overall linguistic competence, including aural skills (Elley & Mangubhai, 1983; Krashen & Cho, 1994), it is also cost effective compared to other types of English learning programs, as mentioned previously. Extensive reading for pleasure, moreover, can create a more relaxed learning environment than that commonly found in private English education.

If every student has equal access at least to free reading, then parents of low-income households could rely on it and not worry about their inability to afford English learning opportunities for their children. Additionally, introduction of extensive reading

can help reading find a positive role in the current curriculum in Korea, which has been neglecting the development of reading skills due to the strong emphasis on communicative competence. However, my argument on the necessity of implementing the extensive reading approach into the curriculum in Korea does not call for the entire English curriculum to be reformed with a strong emphasis on extensive reading. Instead, this approach can be considered a portion of the English curriculum.

1.4. Statement of the Problem

According to prior research, extensive reading offers several benefits to learners, such as improvement of vocabulary knowledge, development of overall language competence, formation of positive affect, and development of reading speed and spelling skills (Bell, 2001; Day & Bamford, 1998; Day & Bamford, 1998; Day, Omura, & Hiramatsu, 1991; Fernandez de Morgado, 2009; Kweon & Kim, 2008; Krashen & Cho, 1994; Krashen, 1993; Krashen, 1993a; Leung, 2002; Mason & Krashen, 1997; McQuillan, 2006; Tanaka & Stapleton, 2007). While Chapter 2 explores the previous research in depth, this section identifies the issues that have helped motivate the current study.

As mentioned previously, there has been a growing amount of research in support of the use of extensive reading for improving second or foreign language competence. Most studies, however, have attempted to illuminate the effects of extensive reading only from the perspectives of language learners, and few have considered the perspectives of the language teacher. For that reason, a major goal of this study is to determine how EFL teachers perceive the use of extensive reading.

One of the previous studies argued that language teachers would not be able to ascertain whether EFL learners would feel comfortable in an extensive reading program and whether the approach would be effective in enhancing their competence (Mason & Krashen, 1997), and this can be explained by Day and Bamford's argument (1998). According to them, such uncertainty in teachers as well as language learners can be ascribed to the following learning as in, "macho maxim: no reading pain, no reading gain" (p. 92). In their opinion, reading at greater levels of difficulty produces greater learning gains, and extensive reading that includes readings at low difficulty levels would probably not be appealing. Some even believe that extensive reading would be more beneficial to more advanced and more motivated learners than to those who are less competent and less motivated. Although Mason and Krashen (1997) demonstrated that less motivated and less competent learners could benefit from reading extensively, it is reasonable to argue that many EFL teachers would not want to implement such an approach in their classrooms, where student proficiency levels vary.

To help teachers see the benefits of the extensive reading approach and to overcome their reluctance to implement it, I proposed that teachers should become extensive readers first. As Day and Bamford (1998) emphasized, "Teachers must understand that what they do as readers and who they are as readers is as important as what they say and teach about reading" (p. 166-167). In other words, teachers should immerse themselves in the print-rich environment first, experience the benefits of extensive reading, become proponents of this reading approach, and finally apply it to their language classes. Moreover, their actual experience of extensive reading would be

helpful when considering this approach's implementation in the curriculum reform. As they see the potential benefits of extensive reading and needs to incorporate this approach into the curriculum, they may become more supportive and raise their voices in favor of its implementation.

To my knowledge, only Cho and Krashen (2001) and Cho (2004) have attempted to capture the attitudes of nonnative English language teachers toward extensive reading by actually situating them in a print-rich environment. In their study, the authors focused on the teachers who had undergone a single sustained silent reading (SSR) experience and recorded their reflections about implementing the extensive reading approach in English language classes at secondary schools in Korea. In that pioneering study, the authors showed clear and positive feedback from nonnative teachers who had read children's books. The teachers also expressed a willingness to incorporate the extensive reading approach in their English language classrooms, provided that comprehensible books were made available by the schools. What makes these two studies remarkable is that they showed that the extensive reading approach reduced EFL teachers' fear of reading in English and increased their confidence in their ability to read English books. Another reason for the stature of this study is that the participants were nonnative EFL teachers, so their overall feedback could be interpreted from both a teacher's and a learner's perspective.

The findings from Cho and Krashen (2001) and Cho (2004), however, should be viewed with some caution. The participants in the study were exposed to the SSR activity for only about two hours; therefore, their positive feedback may be attributable to the

novelty of the experience, especially since the majority of the participants reported that this was their first experience of reading in English for pleasure. In addition, there is a widely held belief that the longer a learner is exposed to a print-rich environment, the more benefits are accrued (Cho, 2004). Day and Bamford (1998) pointed to the necessity of providing sufficient time to assimilate the benefits of extensive reading: “The more time allotted to the program, and the more the students read, the greater the likelihood that they will become effective and efficient readers” (p. 46). Thus, a two-hour exposure does not seem to give sufficient time to gain maximum benefits. Lastly, although the study (Cho & Krashen, 2001) demonstrated a reduction in the participants’ anxiety about reading English-language books after the SSR activity, little explanation was provided regarding how extensive reading increased the language teachers’ confidence and decreased their fear of reading English-language books.

Along with being readers, nonnative teachers might find extensive reading to be a challenging task, one that would increase their anxiety as language teachers. According to Horwitz (1996), nonnative foreign language teachers might have high self-expectations regarding their foreign language performance because they feel they must be perceived as language experts. Consequently, nonnative teachers may feel overwhelmed by the sheer quantity of books involved in the extensive reading approach, which in turn increases their anxiety about reading and weakens their confidence in reading.

To sum up, although a considerable amount of research has been undertaken to examine the role of extensive reading in language learning, the research has been less attentive to exploring language teacher’s perceptions toward this approach, especially in

practice. In order to acquire an informed perspective from language teachers, it seems necessary to situate them in a book-affluent environment for a sufficient amount of time and actually let them experience the approach first hand. However, only two studies actually placed language teachers into such a situation.

1.5. Purpose of the Study

To fill the voids from the previous studies and explore the EFL teachers' heartfelt opinions to the approach, the present study sought to broaden the scope of research in extensive reading by investigating how secondary level teachers of English as a foreign language in Korea would respond to extensive reading. In this study, fourteen participating teachers were given two weeks to immerse themselves in a print-rich environment replete with interesting and diverse English-language books, and their overall perceptions of the applicability issue of the extensive reading approach were explored. At the same time, the study captured how the extensive reading affected the EFL teachers' levels of foreign language anxiety. The following research questions guided the study.

- 1) How did the teachers respond to the experience of participating in an extensive reading program?
- 2) What are the overall opinions of nonnative English language teachers toward the applicability of the extensive reading approach to secondary school EFL classes?
- 3) What effect does the extensive reading approach has on nonnative

1.6. Overview of Study Methods

The present study was conducted during a professional development program for secondary school English language teachers offered by the International Education Information Center in affiliation with the Department of English Education at a large university in a city in the southwest of Korea. The primary purpose of the professional development program was to inform teachers about various types of English teaching methods and to improve their English proficiency. A total of 60 hours were assigned to the program throughout two weeks, and 20 were actually devoted to reading program.

Two instructors were in charge of the reading program. During the program, the participating teachers received a series of lectures, experienced SSR and outside reading, and engaged in several classroom discussions and classroom activities related to extensive reading.

1.7. Limitations

The present study has several limitations that must be addressed in further research. First, there were only fourteen participants in the study. Because the main aim of the study was to explore EFL teachers' overall perceptions toward the extensive reading approach and practical insights about the applicability of extensive reading, the study would have been able to provide more in-depth findings if more teachers had participated.

Another limitation of the study is the insufficient amount of time that the EFL

teachers actually experienced the SSR approach. As will be discussed more specifically in Chapter 3, only 20 hours were officially devoted to the reading program. Later, several participants pointed out that the time frame was not sufficient to experience the linguistic gains from reading extensively. Therefore, the study would be more credible if the teachers had been exposed to English-language books for a sufficient amount of time.

Another limitation is the lack of diverse reading materials available at the professional development program. As will be demonstrated in Chapter 4, most of the teachers expressed great fondness for graded readers and books written for young adults in English speaking countries. However, such a finding can be attributed to the lack of several other types of reading materials, such as newspapers, magazines, or cartoons. Considering this limitation, therefore, a future study should provide a wider variety of books. More descriptions of these limitations will be provided in Chapter 6.

1.8. Importance of the Study

Although a series of experimental and theoretical studies have demonstrated the benefits of extensive reading on language learning and its effects on language learners, little research has addressed the questions of how language teachers might perceive extensive reading and how the approach might relate to feelings of anxiety. A few studies have investigated EFL teachers' voices on extensive reading in Korea (Cho & Krashen, 2001; Cho, 2004); however, those studies did not address teachers' specific ideas about the applicability of the approach in the English language curriculum. Likewise, only those two studies (Cho & Krashen, 2001; Cho, 2004) have actually placed EFL teachers into print-rich contexts and let them experience the approach first hand. In those two

studies, however, the amount of time that the teachers were exposed to reading was insufficient for conclusive results. To fill such gaps in the literature, the current study was designed to let the EFL teachers experience extensive reading, then elicit their thoughts on it, and ultimately tap into the teachers' deeper insights into the possible benefits of having extensive reading as part of the English curriculum in Korea.

By presenting the perceptions of EFL teachers' on the applicability of extensive reading to the secondary school curriculum in Korea, this study makes an important contribution to the literature of extensive reading. For teachers who truly acknowledge the benefits of pleasure reading, those perceptions should serve as practical guidelines in the efforts to share this approach with students.

1.9. Organization of the Dissertation

The remainder of this report is organized into five major sections. In the following Chapter 2, a literature review on extensive reading in L2 and L1 environments is provided, as well as a brief review of foreign language anxiety research. In Chapter 3, descriptive information on the overall methodology of the study is offered. In Chapter 4, the findings on the EFL teachers' personal experiences with the extensive reading approach are provided. Then, in Chapter 5, the teachers' overall perceptions on the applicability of the extensive reading approach to the secondary level curriculum in Korea are illustrated. In Chapter 6, a brief summary of the major findings is provided, followed by discussions, limitations, suggestions for future research, and implications for pedagogy.

CHAPTER 2: LITERATURE REVIEW

In this chapter, I review theoretical and empirical studies relevant to the present study. The main purpose of the current study is to facilitate EFL teachers' experience of the extensive reading approach, and then elicit their perceptions on extensive reading, including its applicability to secondary classes in Korea, challenges, and potential benefits of the program. Another focus of this inquiry is to investigate how extensive reading influences EFL teachers' foreign language anxiety and their confidence in reading English books.

This chapter is divided into two main sections. The first section covers the research on free reading in L1, and the second section presents the theoretical and empirical studies on extensive reading in foreign or second language classrooms.

2.1. Research on Free Reading on L1

Free reading, also known as “sustained silent reading”, “independent reading”, “Drop Everything and Read”, or “free voluntary reading” (Krashen, 1993), aims to provide reading opportunities for learners. This method has been shown to provide important benefits for developing reading competence.

A growing body of studies has demonstrated the importance of free reading; for instance, it can help readers to expand their vocabulary knowledge as well as become more capable of understanding complex readings. Also, free reading can work as a stepping stone for readers to develop L1 proficiency and become better readers; as Krashen stated (2006), “Children become better readers by reading” (p. 42). In addition, free reading has been shown to be effective in enhancing readers' motivation and

fostering positive attitudes toward reading. Therefore, free reading should be utilized as a pathway for struggling or reluctant readers to experience pleasure in reading. As a result, free reading can be a springboard to encourage further reading as well. Previous studies demonstrating the benefits of free reading are described in the following sections.

2.1.1. Free Reading in Assisting Reluctant and Struggling Readers

One of the primary lines of free reading research on L1 has centered on its role in assisting reluctant or struggling readers to become effective and enthusiastic readers. Indeed, there is a substantial body of research supporting free reading's role in fulfilling such a need.

Preddy (2007) categorized readers into three types. These are “the resistive and struggling reader, the apathetic and reluctant reader, and the effective reader” (p. 24). Resistive and struggling readers are those who lack reading competency and have persistently low confidence in their reading abilities. They tend to procrastinate or intentionally avoid putting effort into reading (Midgley & Urban, 1995). Furthermore, as these readers perform poorly in school, they are more likely to feel disconnected from teachers and peers, and such feelings tend to isolate them in the school setting (Anderman, Maehr, & Midgley, 1999). Due to their poor performance, they often experience frustration in their academic careers, which can lead to self-concept deficiencies (Worthy, 1996). Further, their academic achievement as a whole can be endangered since such students are often unable to build knowledge from reading (Williamson & Williamson, 1988). Consequently, they may risk failing classes or leaving school entirely.

In contrast to the struggling reader, the apathetic and reluctant reader has reading

competency. However, reluctant readers are likely to be unmotivated to read or only extrinsically motivated. In other words, they do not read on their own unless readings are given as school assignments or extra credit. Similar to struggling readers, apathetic and reluctant readers show a lower level of self-efficacy in their reading capabilities, even though they do have sufficient reading competency. It is reasonable to ask what causes students with reading competency to show negligence in reading, and one of the main reasons is the inaccessibility to the kinds of books they like to read. Ivey and Broaddus (2001) pointed out that this issue hinges on the availability at schools of reading materials that students find interesting. The study reported that a majority of students located their favorite books at local libraries or book-stores rather than schools. Similarly, even for students who like to read, the kinds of books they enjoy are not typically found in school libraries (Worthy, Moorman, & Turner, 1999). Moreover, even avid readers sometimes show dissatisfaction with books that are provided by schools since they can be hard to comprehend or uninteresting (Ivey, 1999b). The last type of reader is one who can read effectively and is motivated to read. The avid reader is one who has strong reading competency, intrinsic motivation, and positive attitudes toward reading (Preddy, 2007).

In order to provide equal learning opportunities for all learners, transforming reluctant and struggling readers to avid readers requires attention, and the most commonly used pathway is free reading. According to the literature, supplying a sufficient amount of interesting and comprehensible reading materials and providing enough time for individual reading are crucial steps to helping readers become reading proponents. Regarding the important role of individual reading time, Ivey and Broaddus's

study (2001), which investigated middle school students' opinions about factors that promote voluntary reading, showed that the SSR was the most enjoyable reading activity for them.

The provision of a large number of diverse books is also a critical element of free reading. Preddy (2007) emphasized creating a print-rich environment with multiple books from various genres, since readers read for different purposes. Similarly, Guthrie et al. (2000) stressed the importance of designing classrooms with abundant reading materials and making interesting books accessible to readers, as such a condition would lead students to become intrinsically motivated to read. In addition, reading materials should be comprehensible enough that readers can experience a sense of achievements and move on to further reading (Fisher & Ivey, 2006; Guthrie & Davis, 2003). Other factors are also considered to be important, such as imposing no obligations on readers to complete a book and allowing them to pick their own materials. Readers' self-selection is similar to what is called learners' autonomy, defined as "enabling students to have some control over important aspects of their learning" (Guthrie & Davis, 2003. p. 68). This perspective is also suggested by Worthy (1996), who emphasized respect for readers' personal interests and their decisions about book selection. Participants in a study by Ivey and Broaddus (2001) placed a strong value on having the freedom to choose their own materials, rather than reading books selected by teachers, identifying it as one of the factors that fosters free reading.

Comic books, cartoons, scary stories, picture books, series books, popular magazines, and nonfiction books are student-preferred materials (Worthy et al., 1999).

There may be concerns that some of these materials fall into the category of light reading, which might cause “a decline in students’ reading tastes” (Krashen, 1993a, p. 80) and prevent them from reading more serious or classic works. However, it should be noted that some of such materials may be more appealing to readers and therefore be better for drawing reluctant readers into reading (Worthy et al, 1999).

Also, it has been established that free reading can play an important role in helping older reluctant readers. An interesting study on this subject that deserves to be mentioned here originates from the Turning a New Page project (Rosemarye & Richard, 2003). The project aims to bring literacy development to older reluctant or struggling readers by letting them select their own reading materials within their linguistic levels. The participants in the study were inmates with low reading levels, some as low as first grade. Therefore, they embarked on their journey of becoming avid readers by reading children’s books that were comprehensible to them. In addition to reading independently, participants were given explicit instructions on vocabulary and comprehension strategies. At the end of the project, it was found that their reading proficiency had improved. They also became confident about reading, which allowed them to be more motivated to read.

2.1.2. Free Reading in Developing Vocabulary Knowledge

The relationship between free reading and growth of vocabulary knowledge has been extensively investigated during the past two decades. The premise behind such an idea originates from the Incidental Acquisition Hypothesis (Nagy et al., 1985), that is, as readers read, they are exposed to words, and frequently encountered words become part of their lexical knowledge system. Therefore, proponents of free reading assert the

necessity of providing sufficient amounts of time to read as well as abundant and interesting reading materials. At the same time, direct vocabulary instructions for readers have been de-emphasized (Gardner, 2004), with the rationale that, instead of instructing students to work on a large number of vocabulary items, allowing learners to read for their own pleasure will result in more productive vocabulary expansion (Nagy et al., 1985).

Regarding this strand of research, “Read and Test” studies have been considered to be good indicators for probing the role of reading in incidental vocabulary learning (Krashen, 2004). Nagy et al.’s study (1985) is worthy of mention in this context. Conducting an experiment on elementary school students, the researchers let participants complete reading passages first and then provided two vocabulary assessment tasks including fifteen lexical items from the previous reading. The study clearly concluded that a student’s vocabulary development can be correlated to the amount of his or her exposure to reading. In a similar vein, the *Clockwork Orange* study, the mostly widely cited research on incidental vocabulary learning in a second language, demonstrated that simply reading a storybook would develop a student’s vocabulary (Saragi, Nationa, & Meister, 1978). A more detailed explanation on vocabulary acquisition from reading in a second language is presented in the next section.

As studies have suggested a positive impact of reading on vocabulary growth, this relationship became a cornerstone to advocating for free reading. Reading proponents have maintained that, in order for the benefits of incidental vocabulary learning to take effect on learners, providing interesting, comprehensible, and authentic materials is

necessary for their vocabulary growth in the long term (Krashen & Cho, 1994; Elley, 1991).

Although a good number of studies have shown incidental vocabulary learning from reading, some scholars have been wary of limiting instruction in reading for vocabulary acquisition. For instance, Carver and Leibert (1995) demonstrated that reading materials that were easier than learners' current levels did not result in vocabulary gains for them. Moreover, some researchers showed that providing direct instruction in vocabulary yielded more significant gains in children's vocabulary expansion (Beck, McKeown, & McCaslin, 1983). Moreover, the idea of free reading in enhancing learners' vocabulary knowledge has caused concern that allowing children to read whatever materials they like might prevent them from acquiring more academic lexical items (Gardner, 2004).

2.1.3. Free Reading in Enhancing Reading Proficiency

Free reading is also known to develop reading proficiency, and some studies shed light on this relationship. For instance, According to Worthy (2002), language classrooms full of interesting and comprehensible books from various genres encourage students to read according to their tastes and linguistic competence, and can be one of the fundamental elements in enhancing student's reading fluency. In other words, providing the freedom to select books and making comprehensible materials accessible helps learners to experience a sense of achievement. Such an experience would motivate them to engage in reading and enable them to gain reading proficiency if they read persistently. Several empirical studies have reached similar conclusions. For example, Holt and

O'Tuel (1989) demonstrated that seventh- and eighth-grade students who participated in ten-week independent reading sessions improved their vocabulary knowledge, and seventh-grade students also improved their reading comprehension. A similar study conducted by Burley (1980) investigated that high school students with low SES who were randomly placed in four intervention programs, and one of them being a SSR session. The SSR group had the highest reading achievement. Another study that shed light on the relationship between independent reading and reading achievement was conducted by Anderson et al. (1988) and revealed that more time devoted to reading leads to higher reading achievement. As these studies have indicated, the amount of reading a student does positively influences the development of reading proficiency.

2.2. Research on Extensive Reading in an L2

2.2.1. The Nature of Extensive Reading

Over the past two decades, scholars in second and foreign language education have given considerable attention to extensive reading as an approach to language learning. Day and Bamford (2002, p. 137-138) proposed the following top ten principles of extensive reading to clarify the common characteristics of successful extensive reading programs.

1. Students read as much as possible.
2. A variety of materials on a wide range of topics are available.
3. Students select what they want to read.
4. The purpose of reading is usually related to pleasure, information, and general understanding.

5. Reading is its own reward.
6. Reading materials are well within the linguistic competence of the students.
7. Reading is individual and silent.
8. Reading speed is usually faster rather than slower.
9. Teachers orient students to the goals of the program.
10. The teacher is a role model of a reader for students.

The above ten principles can be grouped into three main threads. For instance, in terms of environment, Day and Bamford (1998) placed value in creating a print-rich classroom replete with appealing and comprehensible books as indicated by the second and the sixth principles. In terms of books, possible reading materials for extensive reading in an L2 context can be “newspapers, literature adapted for language learners, children’s books, learners’ own stories, children’s magazines, popular and simple literature, young adult literature, comic books, or translations” (Day & Bamford, 1998, p. 96-106). The third and the fifth principles imply the importance of respecting learners’ own reading tastes in book selection. The role of the language teacher is another important aspect in an extensive reading class. More specifically, it is highly recommended that teachers provide a brief orientation to extensive reading for learners to motivate them to read, to broaden the learners’ insights into extensive reading, and to acquaint them with the possible benefits of extensive reading (Day & Bamford, 1998; 2002). At the same time, teachers are encouraged to be part of a reading community rather than merely controlling the classroom.

2.2.2. The Benefits of Extensive Reading

The motivation behind using extensive reading in second or foreign language classrooms can be explained by several distinct benefits that learners can achieve. Classroom-based observational and experimental research has shown several distinct benefits that language learners can gain through reading extensively: learners acquire greater vocabulary knowledge, increase their reading speed, develop their overall linguistic knowledge, and form a more positive affective learning domain (Bell, 2001; Day & Bamford, 1998; Day & Bamford, 1998; Day et al., 1991; Elley & Mangubhai, 1983; Fernandez de Morgado, 2009; Hafiz & Tudor, 1990; Krashen & Cho, 1994; Krashen, 1993; 1993a; Leung, 2002; McQuillan, 2006; Mohd Asraf & Sheikh Ahmad, 2003; Nation, 2008). The research literature relevant to each of these benefits is described in the sections below.

2.2.2.1. Extensive Reading in Developing Vocabulary Knowledge

Extensive reading can be a platform for learners to construct strong vocabulary knowledge. According to Koda (2005), vocabulary knowledge is a crucial predictor of success in a L2 reader's efforts to improve reading comprehension. In other words, each learner's level of reading comprehension is highly correlated with the extent of his or her "lexical item" system. Similarly, Grabe (1988) placed strong emphasis on having a strong vocabulary knowledge for one's fluent reading, arguing that "fluent readers need a massive amount of receptive vocabulary that is rapidly, accurately, and automatically accessed and lack of such a vocabulary knowledge may be the greatest single impediment of fluent reading by ESL students" (p. 63). Thus, having sufficient vocabulary knowledge

is one of the essential factors in becoming a fluent L2 reader.

The close correlation between one's vocabulary knowledge and reading comprehension raises the question of how readers can effectively expand their vocabulary knowledge. One method recommended by scholars is to "read a lot" (Day & Bamford, 1998; 2002; Krashen & Cho, 1994; Elley & Mangubhai, 1983; Grabe & Stoller, 1997; Krashen, 1993). As it happens, "reading a lot" is the fundamental principle of extensive reading, which can develop learners' sight vocabulary and general vocabulary knowledge as they encounter individual words repeatedly. In other words, frequently encountering words reinforces the learners' existing knowledge of vocabulary (Leung, 2002). A good number of studies have shown a relationship between extensive reading and the development of lexical knowledge (Day & Bamford, 1998; Hermann, 2003; Horst, 2005; Krashen & Cho, 1994; Kweon & Kim, 2008; Leung, 2002; Pigada & Schmitt, 2006; Pitt, White, & Krashen, 1989).

In Krashen and Cho (1994), for example, the authors provided four ESL learners a set of young-adult novels, the *Sweet Valley* series, and asked the learners to read for pleasure. Krashen and Cho had hypothesized that as ESL learners became more immersed in reading texts that were within their current linguistic levels, they would read more, acquire more lexical items, and consequently develop reading competency. The findings of the study confirmed the authors' hypothesis. Similarly, Pitts, White, and Krashen (1989) also demonstrated that learners of English as a second language who read *A Clockwork Orange* achieved significant gains in their vocabulary compared to those in the control group, who did not read the book. Two studies of graded readers have shown

that appropriate use of these texts assist learners in broadening their lexical knowledge (Nation & Wang, 1999; Wodinsky & Nation, 1988). In a recent study, Horst (2005) revealed that learners in an authentic extensive reading program gained more than half of the unknown words from books mainly by reading them. Kweon and Kim (2008) studied the vocabulary gains of adult Korean learners of English as a foreign language. In their study, participants were asked to read three novels -- *Holes*, *Hatchet*, and *The Giver* -- in a five-week period. They were given one pre-test and two post-tests, one immediately after reading and the second test one month later. The results showed clear vocabulary gains from pre-test to the first post-test. Surprisingly, the words that were gained from the readings were largely retained for the second post-test, indicating that learners can acquire and retain vocabulary items through extensive reading.

In a similar vein, Hermann (2003) provided opportunities to read *Animal Farm* to a treatment group and facilitated rote memorization of vocabulary with a control group. Then, both groups were given a vocabulary test twice. Although those who intensively memorized the words performed much better than those who read the book in the first test, no significant difference was found in the second test, indicating that simply reading a book is as effective as a direct vocabulary instruction. Placing a strong emphasis on reading itself as a pathway to develop one's vocabulary knowledge, some scholars have stressed the importance of creating a print-rich environment and allowing learners access to it as the fundamental step (McQuillan & Au, 2001; McQuillan, 2006). That is, as learners are exposed to a large amount of interesting reading materials, they will be able read more and, as a consequence, will develop their reading proficiency and increase

their vocabulary knowledge.

Some replication studies demonstrated that a correlation between extensive reading and vocabulary growth also exists for learners of languages other than English, such as French and Japanese (Leung, 2002; Pigada & Schmitt, 2006). Leung's (2002) study deserves to be mentioned here. She conducted a case study of her own foreign language study using a diary, pointing out various ways that extensive reading assisted her in acquiring a strong vocabulary system in her Japanese language learning. For instance, reading children's books full of illustrations allowed her to guess the meanings of unknown words. Also, extensive reading of Japanese books enabled her to accumulate lexical knowledge as she was encountering lexical items or phrases that were not commonly covered in regular textbooks. Additionally, encountering words she partially knew reinforced her existing knowledge. Similarly, Pigada and Schmitt's case study (2006) showed the role of extensive reading in enhancing a French learner's knowledge of target words.

To sum up, the existing literature provides good evidence that reading a lot is an efficient way to assist learners in developing vocabulary knowledge; therefore, it is reasonable to say that extensive reading can provide stepping stones for readers to construct a strong vocabulary.

2.2.2.2. Extensive Reading in Developing Linguistic Competence

Another benefit ascribed to extensive reading is the development of the readers' overall linguistic competence. The participants in the Krashen and Cho (1994) study, besides becoming enthusiastic proponents of extensive reading, also improved their

speaking and listening skills. One participant recalled her growing confidence in conversations with native speakers, and another participant improved her ability to understand American TV shows in which she heard spoken words and grammar structures familiar from her readings. In a similar vein, Elley and Mangubahi (1983) demonstrated that learners who had participated in an extensive reading program, in the form of SSR sessions and a shared book club, witnessed greater gains in their listening comprehension compared to those who had not participated in the program.

Regarding writing proficiency, a string of studies have reported gains achieved through extensive reading (Janopoulos, 1986; Tudor & Hafiz, 1989; Hafiz & Tudor, 1990; Tsang, 1996). Hafiz and Tudor's (1990) and Tudor and Hafiz's (1989) studies found a positive effect of extensive reading on readers' writing skills. Similarly, Janopoulos showed that extensive reading by ESL learners was highly correlated with improvements in their writing proficiency (1986). Tsang's study (1996) also determined that an extensive reading program based on Krashen's Input Hypothesis was more helpful in developing a learner's writing competence than the writing program without reading implementation. Thus, these studies show strong evidence of the positive effects of extensive reading on the development of L2 learner's writing proficiency.

In addition to evidence to improve other skills, extensive reading has been found to aid in L2 reading comprehension development. Numerous classroom-based and experimental studies have shown a high correlation between extensive reading and development in reading comprehension (Bell, 2001; Day & Hatosugi, 2004; Elley & Mangubhai, 1983; Iwahori, 2008; Leung, 2002; Mason & Krashen, 1997; Mohd Asraf &

Sheikh Ahmad, 2003; Tanaka & Stapleton, 2007). Elley and Mangubhai (1983) proposed the “Book flood hypothesis,” arguing that “exposure to large numbers of story books will have an effect on general language competence” (p. 57). Thus, 380 learners of English as a foreign language were given opportunities for pleasure reading for about eight months. During this period, the school provided approximately 250 story books in English and learners could freely read those texts that were well within their linguistic competence and tastes. In order to compare the impact of pleasure reading in developing reading comprehension, 234 learners in a comparison group were instructed according to Tate’s syllabus, focused on oral skills. The result showed that learners who experienced the “Book flood program” outperformed the control group on a reading test. This study shed light on the positive role of extensive reading in improving reading competence and was the basis for the following studies that demonstrated learners’ greater gains in reading competence through extensive reading.

Bell’s study (2001) was built on a hypothesis similar to that of the “Book flood program”, positing that the extensive reading program using graded readers would bring higher achievement in learners’ reading comprehension than an intensive reading group that mainly analyzed the texts under a teacher’s guidance. The collected data confirmed the hypothesis, showing that learners who immersed themselves in reading class readers and made frequent visits to the local libraries to access more books clearly experienced greater gains in their reading comprehension than those in the traditional reading class. Similarly, Day and Hitosugi’s study (2004) showed the role of extensive reading in developing reading competence for learners of languages other than English. They

incorporated an extensive reading program into a Japanese course throughout one semester. A three-part reading test was employed, and the results indicated that the Japanese learners in the extensive reading program outperformed those in the regular reading class who were taught with a traditional reading approach. Similarly, Leung's (2002) case study, targeting herself as a learner, illustrated her feelings of developing Japanese reading proficiency as she immersed herself in reading Japanese books.

Mason and Krashen's study (1997) is worth mentioning here. Their study examined students who were so-called reluctant readers. They gave opportunities to read for pleasure to those readers while other students were given traditional reading instruction. Toward the end of the semester, the reluctant students had finished an average of 30 foreign language books. In order to measure the effects of pleasure reading in developing reading competence, the authors provided a 100-item cloze test to both the experimental group and the comparison group before and after the semester. In the pre-test, learners in the comparison group scored higher than those in the experimental group. The post-test results showed that the learners who read for pleasure made significant gains in the cloze test compared to those in the comparison group. Recently, Tanaka and Stapleton (2007) placed Japanese high school EFL learners in "Home reading groups." Students were encouraged to read graded readers outside of school. Pre- and post- tests were used to compare reading proficiency gains of these learners with those of learners in a control group. Students who were assigned to the reading group showed significant gains from pre-test to post-test.

Mohd Asraf and Ahmad (2003) studied the relationships between extensive

reading and development of reading comprehension for EFL learners who reside in rural areas and cannot easily access reading materials written in English. To fill the gap of inaccessibility of reading materials in schools in rural areas of Malaysia, researchers implemented a program called “the Guided Extensive Reading (GER) program” in three middle schools. Because most of the learners at those schools did not have a sufficient level of English proficiency, they merely completed one or two pages during the reading time in the initial stage of this project. However, as time went by, they were able to complete five to six pages per hour. What is more, those learners also moved on from reading easier materials to reading more challenging ones as they participated in the program.

In summary, studies have demonstrated the role of extensive reading as an effective tool for readers to develop their overall linguistic competence, especially in reading comprehension and success in language acquisition.

2.2.2.3. Extensive Reading in Developing Reading Speed

Another line of research has been centered on extensive reading and the development of learners’ reading speed. It has been widely recognized that reading speed is an important factor in raising the level of one’s reading comprehension and is related to fluency or flow in reading. Slow reading may prevent readers from storing information in long-term memory and, therefore, may delay information processing (Koda, 2005; Robb & Susser, 1989). Robb and Susser’s (1989) study revealed that participants in a treatment group who were encouraged to read extensively gained in reading speed compared to learners in a control group that took a “skill-building” approach. Participants in Walker’s

(1997) study stated that, after exposing themselves to a print-rich environment, they believed that their reading speed had improved and assisted them in comprehending L2 reading more easily. Later, Bell (2001) compared an extensive reading group and an intensive reading group in an EFL classroom and found that the participants who had read books extensively acquired greater reading speed. Recently, high school students in Japan gained higher reading speeds as they completed reading a great amount of easy reading materials in English (Tanaka & Stapleton, 2007). Through these studies, it can be concluded that extensive reading works as a cornerstone in fostering one's reading speed for comprehension.

2.2.2.4. Extensive Reading in Fostering Self-Efficacy

Based on Bandura's social cognitive theory, self-efficacy belief, which is one of the essential theories in cognitive behaviorism perspectives, is defined as "people's beliefs about their capabilities to exercise control over their own level of functioning and over events that affect their lives. Efficacy belief influences how people feel, think, motivate themselves, and behave" (Bandura, 1993, p. 118). Thus, the theory implies that people can control their behaviors through their self-belief systems and such beliefs can play an influential role in their actions, feelings, thoughts, and academic achievements.

According to this theory, learners with a high level of self-efficacy are more likely to hold strong beliefs about their capabilities to complete given tasks. Having confidence in themselves, they tend to become more motivated and put out more effort (Bandura, 1997; Pintrich & Schunk, 2002). Upon encountering failure in academic situations, they are likely to approach it confidently, attempt to work harder with sustained effort, recover

faster from failure, attribute their failure to their own lack of skill or effort, and ultimately perform better (Mills, Pajares, & Herron, 2007; Pintrich & Schunk, 2002). Moreover, they are likely to use various strategies while engaging in tasks, accurately evaluate their own performance, successfully regulate themselves, and develop greater intrinsic motivation toward tasks (Pajares & Urdan, 2006). Unlike such learners, those with low self-efficacy lack confidence in their abilities and do not expect to achieve success on given tasks. When they encounter difficulties in the academic context, they tend to consider them as threats that might negatively affect their academic careers, put less effort into tasks, avoid them, or give them up entirely. In other words, one's self-efficacy can be considered as one of the predictors in measuring one's successful achievements in academic settings (Bandura, 1997; Mills et al., 2007).

One of the previous studies on self-efficacy that is relevant to the current study was conducted by Wigfield and Guthrie (1997). They attempted to investigate children's motivation to read and how their motivational constructs influenced the amount and breadth of their reading. They showed that, among several motivational constructs, self-efficacy was one of the major constructs that influenced children's motivation to read. More specifically, those children with a strong sense of efficacy were likely to be motivated to read and, consequently, do a great amount of reading. In contrast, those children who persistently expressed doubts about their reading abilities read less and did not enjoy reading at all. Another study on self-efficacy in one's language learning is also noteworthy. Mills et al. (Mills, Pajares, & Herrem, 2007) attempted to determine whether students' level of self-efficacy affected their academic achievement in a French language

class. The study demonstrated that learners who strongly believed in their capabilities to manage time efficiently in an academic setting as well as constantly monitor their own learning process were more likely to perform well in the class. Considering the role of self-efficacy in how much learners read as well as their attitudes about reading, it is reasonable to argue, as part of the current study, that acquiring a high degree of self-efficacy in their capabilities to read L2 books is a fundamental step in drawing learners into extensive reading.

2.2.2.5. Extensive Reading in Fostering Positive Attitudes and Motivation

Another benefit of extensive reading is an increased motivation to read and a positive overall attitude toward reading. As previously mentioned, one of the major principles of extensive reading is that “reading materials are well within the linguistic competence of the students” (Day & Bamford, 1998, p. 8). Unlike other second or foreign language reading classrooms where the level of the major textbooks may challenge the learners’ linguistic skills with a heavy focus on grammar translation and rule memorization, learners in extensive reading programs are given opportunities to read easy and interesting materials. Through reading easier books, learners experience successful reading achievements compared to their struggles or difficulties in other reading classes. According to Day and Bamford (1998), as learners experience achievements through reading extensively, they come to believe that they can read L2 reading materials well and, consequently, have a stronger confidence in their capabilities.

As they form a strong sense of efficacious feelings, they come to enjoy reading L2 books, form positive attitudes toward L2 reading, and ultimately become motivated to read L2 books and to learn the second language. In other words, allowing learners to read interesting and easy materials may serve as a cornerstone for them to become motivated to read more, especially compared to the frustration of not understanding the texts. This attitudinal impact of extensive reading is called “the extensive reading bootstrap hypothesis” (Day & Bamford, 1998, p. 30). In a similar vein, reading extensively may assist EFL or ESL learners in building confidence about reading longer texts, as they will develop appropriate reading strategies to complete a whole book (Kembo, 1993). In addition to fostering the motivation to read and to learn a language, extensive reading also has been found to instill positive attitudes toward the culture and people of the second or foreign language (Day & Bamford, 1998).

Indeed, a broad array of studies have investigated the positive effects of extensive reading in fostering one’s motivation to read (Krashen & Cho, 1994; Mason & Krashen, 1997; Leung, 2002; Renandya, Rajan, & Jacobs, 1999). For instance, participants who had read the *Sweet Valley series* became enthusiastic readers as they formed positive attitudes toward reading (Krashen & Cho, 1994). Likewise, a beginning learner of the Japanese language developed a positive attitude toward L2 reading by reading Japanese children’s books (Leung, 2002). In a study program at a college, Day and Hitosugi (2004) provided a large number of Japanese children’s texts to language learners studying Japanese throughout the semester. After the program, the participants showed increased positive attitudes and became highly motivated to learn Japanese and read Japanese

books. A study conducted with adult English speaking learners of Vietnamese yielded a similar result (Renandya et al., 1999). In addition, the learners were given the freedom to select the books that interested them most. During the semester, these seemingly unsuccessful students began to feel pleasure as they got into the “flow” of reading (Csikszentmihalyi, 1990), and eventually they performed better on tests.

Some studies have also shown students’ positive perceptions of extensive reading itself (Mohd Asraf & Sheikh Ahmad, 2003; Fernandez de Morgado, 2009). For instance, it has been reported that learners who were placed in an extensive reading group believed that extensive reading enhanced their linguistic competence, including reading competency and vocabulary knowledge. Moreover, self-selection of reading materials and books that are interesting and comprehensible were the main factors that made students form positive attitudes toward the extensive reading approach (Fernandez de Morgado, 2009). Similarly, EFL learners who were placed in reading groups showed increasing curiosity toward reading other books as they enjoyed reading comprehensible and interesting books (Mohd Asraf & Sheikh Ahmad, 2003). Similar to Fernandez de Morgado’s study, those learners also showed a strong belief in the positive effects of extensive reading in developing their English proficiency. Based on the above studies, it can be asserted that extensive reading can be a threshold to enhance motivation to read and to learn a second or foreign language.

2.2.2.6. Extensive Reading and Foreign Language Anxiety

2.2.2.6.1. Foreign Language Anxiety

Foreign language anxiety, a situation-specific anxiety, is defined as “a distinct

complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986, p. 128). According to the literature, it is an emotional phenomenon that plays a crucial role in one’s foreign language learning. Three types of performance anxieties related to foreign language anxiety are often described: communication apprehension, test anxiety, and fear of negative evaluation (Horwitz et al., 1986).

Along with framing the concept of foreign language anxiety, Horwitz and colleagues also developed a Foreign Language Classroom Anxiety Scale (FLCAS), a tool to measure the level of anxiety. Since then, it has become an important measure because of its high reliability and accuracy and has been used widely in various studies (Aida, 1994; Frantze & Magnan, 2005; Horwitz et al., 1986; Horwitz, 1991; Kim, 1998; Phillips, 1992; Saito & Samimy, 1996).

Of the four language skills, many scholars agree that oral performance is the most anxiety-provoking skill for learners (Aida, 1994; Frantze & Magnan, 2005; Horwitz et al., 1986; Kim, 1998; Onwuegbuzie, Bailey, & Daley, 1999a; Young, 1990; 1991). However, studies have shown that other language components, such as reading, writing, and listening, also heighten learners’ anxiety levels and consequently impact their performance (Cheng, Horwitz, & Schallert., 1999; Cheng, 2002; Elkhafafi, 2005; Horwitz et al., 1986; Saito, Horwitz, & Garza, 1999). Among the four types of language anxiety, the present study will focus on reading anxiety, and a more detailed explanation on this area is described in the following section.

2.2.2.6.2.Foreign Language Reading Anxiety

According to Saito et al. (1999), foreign language reading anxiety is distinguishable from general foreign language anxiety, and researchers speculated that the main causes of reading anxiety were cultural differences and differences in writing systems. Their study uncovered that the level of foreign language reading anxiety differed according to the target language. Furthermore, students who showed higher levels of anxiety about L2 reading were more likely to receive low grades. More recently, Sellars (2000) demonstrated that learners' foreign language reading anxiety can affect their recall of texts, implying that reading anxiety can negatively influence reading comprehension of foreign languages. Saito et al. (1999) proposed that future studies should explore foreign language reading anxiety in advanced learners and provide evidence for this relationship. Motivated by this work, Brantmeier (2005) explored advanced learners' reading anxiety and reached the conclusion that these students generally do not feel anxious about reading foreign languages. Rather, they become anxious when follow-up activities are provided after reading because those activities generally require oral and written performance. Thus, if post-activities requiring oral performance do not immediately follow reading, foreign language reading is not a great source of anxiety for advanced learners.

2.2.2.6.3.Foreign Language Anxiety among Language Teachers

Another line of research on foreign language anxiety has focused on addressing anxiety in advanced learners, including language teachers. Horwitz (1996) stated that

language learners with sufficient linguistic knowledge may feel anxious, and this suggestion has been supported by several studies (Horwitz, 1996; Kitano, 2001; Saito & Samimy, 1996). For instance, while foreign language anxiety was not an important predictor in beginning-level learners' performance, it worked as a crucial variable in predicting the performance of intermediate- and advanced-level learners of Japanese (Saito & Samimy, 1996). Kitano (2001) also demonstrated that learners with experience living in target countries were likely to be afraid of being negatively evaluated by others. The underlying reason for such a phenomenon is that those learners set high expectations for themselves as foreign speakers, and such unrealistic standards caused concern about receiving negative feedback from others and consequently heightened their levels of anxiety. In addition, Kitano argued that due to the sufficient amount of linguistic knowledge advanced-level learners already have, they can easily catch their own errors when speaking a foreign language, and finding themselves committing even a minor error causes them to feel pressured and embarrassed.

Regarding language teachers' foreign language anxiety, Horwitz's study (1996) is noteworthy. In her study, she found that nonnative foreign language teachers also experienced foreign language anxiety. Similar to people with experience living in target countries (Kitano, 2001), nonnative teachers who are viewed as language experts usually set high standards for themselves in terms of language proficiency, and such high standards impose pressure on them.

2.2.2.6.4. Extensive Reading and Foreign Language Reading Anxiety

Whereas a substantial amount of research has investigated the relationship between extensive reading, motivation, and positive attitudes, limited attention has been given to the impact of extensive reading on a learner's foreign language anxiety. Cho and Krashen (2001) showed that some learners who had expressed nervous feelings and lower confidence in reading L2 books extensively replied that their fear of reading in English went away as they enjoyed reading easy and interesting materials. However, it should be noted that the study did not use any measurable scales to account for learners' levels of foreign language anxiety. What is more, the amount of time learners were exposed to the method was not sufficient to maximize the benefits of extensive reading or to minimize the foreign language reading anxiety.

2.2.2.7. Extensive Reading as a Predictor in Language Test Scores

Another line of research has focused on how the amount of reading serves as a predictor of second or foreign language learners' language test scores as well as their ability to translate and to perform grammatical judgment tasks. For example, researchers have shown that the amount of free reading in Spanish was the greatest predictor of learners' subjunctive competence compared to the length of time learners had lived in a Spanish speaking country and to their previous experience of taking Spanish lessons (Stokes, Krashen, & Kartchner, 1998). Similarly, Constantino et al. (Constantin, Lee, Cho, & Krashen, 1997) found out that the amount of free voluntary reading English learners conducted influenced positively on their TOEFL scores.

To sum up the distinct benefits of extensive reading, a growing body of research

has made impressive gains in quality and quantity and shows that language learners can benefit attitudinally and linguistically as they read extensively in books that interest them.

2.3. Challenges of an Extensive Reading Program

Even with the considerable benefits of extensive reading, there are some challenges to keep in mind when incorporating extensive reading into foreign or second language classrooms. For instance, by not imposing required work on learners, it may be difficult to evaluate learner performance (Day & Bamford, 1998). Implementing a standardized test as in traditional reading classes can be an option; however, standardized tests are not good measurements of extensive reading programs because students have to worry about memorizing vocabulary, sentence structure, and content of the readings for the upcoming test. To evaluate learners' performance, previous researchers asked learners to keep a reading notebook, or a weekly reading diary, write book reports, or create portfolios; however, reliability can be problematic with such methods.

Day and Bamford (1998) outlined the following reasons that extensive reading is less popular in language classrooms: “1) cost, 2) the work required to set up a program, 3) the difficulty of finding time for it in the already existing curriculum, 4) the different role of the teacher, 5) the light nature of the reading material, 6) the dominance of the reading skills approach, especially in ESL academic preparation programs, 7) the belief that reading should be delayed until students can speak and understand the second language, and 8) confusion between extensive reading and class readers” (p. 46-47). Of these, the teacher's changed role should be viewed with caution. Unlike the role of a knowledge-transmitter in traditional language classrooms, in extensive reading, the teacher should be

a model of a reader in a reading community, and this different role might be a challenge for both the teacher and the learners. Finding appropriate reading material can be another challenge. Since one of the principles of extensive reading is to provide interesting and easy reading materials, comic books, magazines, and young-adult books are popular sources in extensive reading classrooms. However, those materials might be conceived as light reading materials that lacks “literary merit” (p. 47) by educators or parents (Day & Bamford, 1998), who often hold strong views that “such materials will lead to a decline in a taste, that it will detract learners from appreciation of the classics” (Krashen, 1993a, p. 80). The dominant “speech-first” perspective can be another major cause of placing little emphasis on implementing extensive reading in language classes (Grabe, 1995 cited in Day & Bamford, 1998). While running a program, teachers should be aware of the possibility that some learners might do work other than reading during the SSR sessions. To address such a problem, follow-up activities such as book reports, journals, or oral reports are strongly recommended (Robb, 2002).

Persuading teachers, administrators, or school principals to incorporate extensive reading into existing curriculum can be problematic as well (Day & Bamford, 1998). For example, in foreign countries, where getting a high score on the English portion of college entrance examinations is important, parents and administrators might believe that more time needs to be devoted to students’ preparation for exams; therefore, they might consider extensive reading to be a time wasting activity. Additionally, even though teachers may be informed of the benefits of extensive reading, those who are accustomed to traditional teacher-centered English instruction might feel uncomfortable with the

extensive reading approach and thus take a passive role in creating a print-rich environment and encouraging learners' book selections or outside free reading. Their passive attitudes might negatively impact the overall atmosphere of the extensive reading program. Furthermore, there is a dominant belief among educators that only more advanced and more motivated learners will profit greatly from extensive reading and that beginners or less motivated learners will not achieve greater progress from it (Mason & Krashen, 1997). Such a belief may cause administrators not to implement the extensive reading approach into the curriculum.

Learners who are accustomed to intensive reading approach, in preparation for examinations, might consider extensive reading a boring, difficult, or time-consuming task (Cho & Krashen, 2001). Here, the teacher's important role of selecting interesting and easy materials to attract learners is emphasized again. Finally, some teachers use class readers as a means to reduce the budget when they implement the extensive reading program; however, they should be aware that solely relying on class readers cannot guarantee a learner's developing reading fluency or forming positive feelings toward reading because such a decision does not consider readers' skills or interests (Day & Bamford, 1998).

2.4. Conclusion

A review of the literature on extensive reading in ESL and EFL contexts shows that extensive reading can work as an approach for developing learners' linguistic competence and fostering positive attitudes to read L2 books as well as forming motivations to study foreign languages. Even with a string of studies that support the

influential role of extensive reading on such benefits, little is known about potential drawbacks and challenges learners might have as they read extensively. In addition, few studies investigated the effects of this approach from the perspectives of the language teacher. Little attention has been paid to the relationship between extensive reading and foreign language reading anxiety. To fill such gaps, the current study attempts to illuminate EFL teachers' overall perceptions on this approach with a focus on its applicability into the current curriculum. In addition to this, the study is expected to contribute to the literature as it aims to reveal how extensive reading influences learners' reading anxiety as well as their confidence to read.

CHAPTER 3: RESEARCH DESIGN

This chapter presents the research methodology of the current study. First, I address the rationale for applying qualitative inquiry as the means for eliciting commentary from English language teachers about their experiences with and perceptions of the use of extensive reading in their classrooms. The next section describes the context of the study, including the research setting, participants, and the tentative schedule of the professional development program. The third section provides details of the data collection procedures and sources, and the final section describes the data analysis.

3.1. Rationale for using Qualitative Inquiry

As mentioned in the previous chapter, the overarching goal of the proposed study is to explore how EFL teachers regard the implementation of extensive reading in their classrooms. At the same time, the study investigates the effects of reading for pleasure on EFL teachers' feelings of anxiety regarding their use of English, as well as its effects on the teachers' confidence in their reading ability.

The data collection and analytical methods used in this study relies on qualitative techniques; however, the study also makes use of three kinds of numerical scales. Therefore, the study can be thought of as a mixed-method approach. However, the inquiry of the study originates from a motivation to construct a finely detailed picture of how fourteen secondary EFL teachers respond to the extensive reading approach and how they interpret the applicability of extensive reading to the secondary English language

curriculum in Korea; thus, the current study relies on the qualitative method to achieve its principal goals.

For a study with those goals, the selection of the qualitative approach has ample support in the literature. For instance, Merriam (2002) emphasized the following characteristics of qualitative research: “It attempts to understand and make sense of phenomena from the participants’ perspectives” (p.6). Likewise, Heigham and Croker (2009) stated that the focus of qualitative research is “on the participants, how participants experience and interact with a phenomenon at a given point in time and in a particular context, and the multiple meanings it has for them” (p.7). Because I am interested in obtaining knowledge of situated phenomena -- English language teachers conducting extensive reading programs in classroom settings -- and because I am attempting to illustrate how those teachers make sense of that environment and to elicit their perspectives on it as language teachers and learners, qualitative research seems an appropriate pathway to the fulfillment of the study goals.

The exploratory nature of qualitative research leads researchers to broaden their perspectives on unacquainted phenomena (Heigham & Croker, 2009; Strauss & Corbin, 1998). As addressed previously, the main query of the current study -- eliciting English language teachers’ voices on extensive reading -- is at the pioneering stage in the literature of extensive reading. Thus, I benefited greatly from conducting qualitative research to discover new aspects of the topic.

3.2. Setting

The setting for the study was a professional development program for secondary

school English language teachers. The program is conducted by the International Education Information Center (IEIC) in cooperation with the department of English education at a large university in a city in southwestern Korea. The main aim of the program is to improve the English language proficiency of EFL teachers and to instruct them in the methodologies of teaching.

Of the various types of professional development programs, this program was chosen because of the following major considerations. First, the institution had decided to offer the professional development program to secondary school in-service English language teachers, who were perfect candidates for this study. In addition, the core curriculum of the program incorporated lessons in English reading and methodology. Most important, the professors of the reading program were willing to include practice in the extensive reading approach, so that English language teachers could experience the approach firsthand.

With regard to the affiliation between the department of English education and the IEIC, I believe it is important to address their systematic relationship and introduce what had motivated them to work collaboratively to provide the professional development program. The IEIC is a division of the local education authority, which is in charge of foreign language education in the local area. The center is responsible for organizing English language camps and professional development programs for either secondary or elementary EFL teachers and for teachers of other foreign languages, such as Chinese, Japanese, Spanish, German, and French. The center also provides multimedia foreign language lessons to local elementary and secondary school students. In providing such

language-related projects, the center often cooperates with foreign-language departments at the university. For instance, if the center offers special lectures on English curriculum reform or talks on English-related activities, it may invite professors from either the department of English education or the department of English literature to serve as keynote speakers. In the current case, when the professional development program was in its initial stage of organization, the IEIC requested that the department of English education at the university identify a professor who would serve as coordinator and lecturer. Accepting the request, the department recommended Professor Kim (a pseudonym) for the project. Upon Professor Kim's acceptance, the IEIC and the department of English education worked collaboratively in managing the program.

The study was conducted during the January 2010 winter session. This type of program is offered at times when the secondary and elementary schools are on break. Most professional development programs run approximately 40 to 60 hours over two weeks; the present program lasted 60 hours. Specifically, teachers met six hours each day from Monday to Friday for two weeks. The intensity of the program was necessary because the secondary school curricula in Korea give teachers little spare time for such activities. Even though schools are on break for four to five weeks, secondary school teachers are usually in charge of providing supplementary lessons to students in preparation for the National Scholastic Aptitude Test (NSAT) during this time, meaning that teachers have a maximum of only two weeks for the program. Based predominately on teachers' limited schedules, the IEIC set the total amount of time for the program at 60 hours.

As noted previously, the primary purpose of the professional development program for secondary school English language teachers was to inform them about various types of English teaching methods, as well as to improve their English proficiency. Professor Kim was in charge of coordinating and instructing the reading program. Besides Professor Kim, a native speaker from the IEIC named Paul (a pseudonym) instructed another reading class. A total of 20 hours, including the orientation on the first day, were assigned to the reading program. Professor Kim was in charge of 10 hours, and the remaining 10 hours were taught by Paul. The daily schedule of the professional development program started at nine o'clock in the morning and went until four o'clock. Each period lasted approximately 50 minutes, and 10 minutes were given for a break.

Because of the small size of the classrooms, the 14 teachers were divided into two groups. The first group received lectures from Professor Kim from 9:00 to 9:50 in the room that was designed as a book-rich environment. For the 10:00 to 10:50 session, the first group moved to another classroom located on the same floor and was taught by Paul.

The second group of teachers attended the speaking session from 9:00 to 9:50. From 10:00 to 10:50, they participated in the reading class taught by Professor Kim, followed by another one taught by Paul from 10:50 to 11:50.

Professor Kim, the director of the entire reading program within the professional development program, was in his late 50s. He had earned a doctoral degree in English education and had been teaching at the university for approximately 25 years. He had also been responsible in previous years for organizing and coordinating professional

development programs for secondary and elementary EFL teachers as well as for pre-service teachers. Regarding extensive reading, he had taught several graduate courses on the subject, including a seminar course, and he was currently supervising graduate students who were working on projects in extensive reading. According to him, the extensive reading approach was still an “unknown land that EFL teachers should pioneer,” as they usually had not been given any opportunities to experience the approach first hand. During lectures, Professor Kim often expressed concerns about the English education system at secondary schools in Korea, especially in regard to its heavy reliance on preparations for the NSAT. He criticized that the overflowing emphasis on the NSAT forced EFL teachers to give their students the fish, but not the means to catch the fish; in other words, the excessive attention on scoring high on English tests causes teachers to undervalue the importance of independent reading. Hence, as Professor Kim said during the lecture on the first day of the program, his ultimate goal was to acquaint EFL teachers with the theoretical background of the extensive reading approach and to give them experience in SSR.

Paul, another instructor, was in his early 30s. He had earned his bachelor degree in art and had been working at the IEIC for two years. Although he did not seem to have a strong scholarly background in extensive reading as Professor Kim did, he used to provide children’s books as reading materials during his previous classes at the IEIC. Paul’s main task was to give the EFL teachers the experience of classroom activities related to extensive reading as well as SSR experience.

Originally, the total time allocated to SSR in Professor Kim’s and Paul’s classes

was approximately 15 hours, excluding classroom activities and lectures. One week prior to the professional development program, however, the staff at the institution conducted a brief phone survey of EFL teachers who had registered for the program, asking for their opinions about the number of hours assigned for SSR. The reason for conducting the survey at the last minute was that the director of the IEIC had expressed concern about the number of hours devoted to SSR. According to him, teachers who participated in any type of development programs expected to receive a series of lectures because that is how such programs are usually conducted. Therefore, feeling apprehensive about devoting 15 hours to SSR, he suggested that the program first get the teachers' opinions. The phone survey indicated that a majority of the EFL teachers preferred more time be spent learning the theoretical background of the extensive reading approach and participating in related classroom activities. Respecting their opinions, the staff, Professor Kim, and Paul reduced the number of SSR hours to make room for more lectures and classroom activities. Thus, approximately 20 to 30 minutes in each reading class were devoted to SSR. To compensate for this insufficient amount of time for SSR, a reading target -- seven books in two weeks -- was established for the current study with Professor Kim's approval. Although a reading target may seem to contradict the principles of extensive reading, which promotes reading for pleasure, Day and Bamford (1998; 2002) suggested that the pursuit of a reading target is one way to encourage learners to read extensively, as opposed to letting them merely read as much as possible. Therefore, on the first day of the program, Professor Kim requested that every teacher do his or her best to complete at least seven books within the two weeks regardless of the number of the books, their

genres, or their difficulty levels. In addition, the professor urged the teachers to engage in outside reading. Thus, a checkout list was provided in the classroom on which the teachers wrote down their names, the titles of the books they borrowed, and the dates they checked out the material.

Reading materials provided at the program were mostly offered by the IEIC. Approximately 1,000 books were provided, and about 700 of the books were graded series books ranging from Level 1 to Level 5. The series were *Magic Tree House*, *A to Z Mysteries*, *Stepping Stones*, the *Junie B series*, the *Happy Reader series*, *Compass Classic Readers*, *The Magic School Bus*, *Oxford Bookworms Library*, and *Jigsaw*. Most of those books were originally grouped according to levels based on the ages of readers in the English speaking countries. Also, these books show the number of words on the cover page to assist readers in selecting appropriate levels of books to their proficiency levels. For instance, books with 200 words were considered as easy starts readers by the publishers, and those books were categorized into the first level books at the professional development program. Similarly, books that include more than 700 words were labeled as senior levels and placed on the desks of Level 5. Some of the books have levels up to 8; however, due to the limited space to place all the desks, those books were placed on the desks of Level 5.

The genres of the books were mostly fantasy, fiction, mystery, classics, and true stories. The *Magic Tree House*, for instance, is mainly about the adventures of two children as they travel through time from place to place. The *A to Z Mysteries* series were

detective mysteries involving three kids -- Dink Duncan, Josh Pinto, and Ruth Rose Hathaway who like to figure out a mystery. The books published by the Oxford Press offered a diversity of genres, for example, crime, mystery, thriller, adventure, fantasy, horror, classics, true stories, and human interest. Most *Jigsaw* books at the IEIC were children's puzzle books and picture books; thus some of them were labeled as children's books.

In addition, English-language books recommended by several native-speaking instructors from the IEIC were included. Some of those books were the original English versions of books available in Korean translation, such as *Tuesdays with Morrie*, the *Harry Potter* series, *The Lord of the Rings*, *Chicken Soup for the Kids' Soul*, and *Who Ate My Cheese?* These books already had some popularity among Koreans because of the translations, and they were labeled as best sellers. Along with them, other similar but less-known books that were called "steady sellers" were offered. Though the steady sellers were placed on the same desk as the best sellers, the two types were differentiated with colored stickers. Paul, a member of the IEIC staff, who had helped Professor Kim solicit book donations from other native speakers, explained that any book that had not been on a best seller list in Korea was considered a steady seller. Also, about 150 young adult books I had brought from the United States were all labeled steady sellers. However, they were separately placed in other areas because of the limited size of the desks.

Another stack of reading materials consisted of outdated English-language newspapers, including *The Korea Times*, *The Korean Herald*, *The New York Times*, and

the *Los Angeles Times*, donated to the IEIC from native speakers and EFL teachers who had once traveled to the United States. Next to the stack of newspapers were the following English-language magazines: *Time*, *People Weekly*, *Us Weekly*, and the *Smithsonian*, all of which I had brought from the United States. Because several of those magazines were outdated as well, some having been published in the early 2000s, many were not in good physical condition. Five cartoon books were included as well.

The majority of books were displayed systematically and attractively. All the graded readers were categorized into levels ranging from 1 to 5. This strategy of displaying the reading materials according to level is similar to the strategies of previous studies on extensive reading programs. For instance, one study (Rodrigo et al., 2007) explained the positive influence of placing books in such a way, saying that it would allow learners to select materials appropriate to their proficiency levels. Similar to the instructors in that study, Professor Kim and the staff at the IEIC had arranged graded books according to level, and this approach later elicited positive responses from the teachers, as will be demonstrated in the following chapters.

Other reading materials, including young-adult books, best sellers, and steady sellers donated by native speakers, as well as newspapers and magazines, were grouped according to type, not level. One noteworthy aspect regarding the display of the books is that all reading materials were placed on the desks with their covers or title pages facing the ceiling. The underlying reason for such a display originated from Professor Kim's personal belief that people would be more likely to reach for a book whose title was

prominently displayed than they would for a book displayed vertically on edge on a traditional bookshelf. For example, the title *Huckleberry Finn* on the spine of the book has less impact than the same title on the front cover. Indeed, many teachers were impressed by Professor Kim's arrangement of the books, saying that the open display made the books more attractive and tempting.

When Professor Kim briefly introduced the program on the first day, he told the teachers to read whatever material suited their interests. In addition, he recommended they identify appropriate books that might be suitable for their students to read. The reason for this recommendation was that some teachers might find reading Level 1 books more interesting than reading magazines or novels, which they might find difficult to comprehend. Because they are adult learners, as well as English language teachers at secondary schools, they might feel embarrassed if their peer teachers were to see them reading children's books, gossip magazines, or comic books, with the result that they might well avoid those types of materials. Therefore, encouraging teachers to find appropriate books for their students in the classroom was used as a way to defuse such a situation.

In addition to this, teachers were encouraged to guess the meaning of unfamiliar words from context rather than look up the words in a dictionary. However, there was no strict ban on the use of dictionaries since the variety and range of information sources would enrich the reading experience for learners. Therefore, the institution made several English dictionaries available, and the teachers were allowed to bring their electronic dictionaries as well.

Finally, the top ten principles guiding a successfully run extensive reading program, as tabulated by Day and Bamford (1998), were reflected in the reading program. Those principles are listed in Table 3.1.

Table 3.1. Principles for Conducting a Successful Extensive Reading

Program

<i>Day and Bamford's top-ten principles (1998: 7-8)</i>	Reading Program
<i>1. Students read as much as possible.</i>	Teachers were surrounded by a text-rich environment with many books written in English, and they were encouraged to read as many as they could. Also, in order to compensate for the short amount of SSR, reading targets were assigned to teachers. Therefore, they were encouraged to check out as many books as possible if they wanted to read them.
<i>2. A variety of materials on a wide range of topics are available.</i>	English materials from various genres, including poetry, magazines, newspapers, children's picture books, young-adult books, cartoons, graded books, and some of the best sellers and steady sellers were provided.
<i>3. Students select what they want to read.</i>	Teachers were given the freedom to read whatever materials came to mind, and they were allowed to stop reading books they found uninteresting.
<i>4. The purpose of reading are usually related to pleasure, information, and general understanding.</i>	The purposes of teachers' reading books were as follows: 1) they read English books for their own enjoyment, 2) they read and selected books that might be appropriate for their students' English development.
<i>5. Reading is its own reward.</i>	Contrary to this principle, teachers were asked to keep a journal. The main purpose of writing the journal was to elicit teachers' overall perceptions toward the extensive reading approach and to monitor their reading progress.

Table 3.1 (continued)

<i>6. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading.</i>	Teachers were given the freedom to choose their readings, including easy-to-read books that were more comprehensible to them. There was no strict ban on using dictionaries.
<i>7. Reading is individual and silent.</i>	Teachers read individually.
<i>8. Reading speed is usually faster rather than slower.</i>	Because teachers were given freedom to choose any materials they felt like reading, they could select books that are easily understandable. In such a case, reading speed was expected to be faster compared to the speed of reading texts that were not comprehensible.
<i>9. Teachers orient students to the goals of the program, explain the methodology, and keep track of what each students read.</i>	On the first day of the program, Professor Kim provided a detailed orientation on the extensive reading approach and its benefits in order to motivate teachers to read and make them acquainted with the merits of reading extensively.
<i>10. The teacher is a role model of a reader for students.</i>	During SSR, Professor Kim and Paul also joined the reading community.

In addition to the top ten principles, participants were encouraged to share their readings with peers in subgroups. In other words, classroom discussions were conducted in reading classes. For example, participants were asked to talk about the books they had read, their overall opinions of the books, their personal experiences with the approach, and the books they would recommend to peer teachers as well as to the students in their classes. The teachers were also involved in several discussions on current English language curricula at secondary schools in Korea and the applicability of the extensive reading program to the curriculum.

The participants in this study were fourteen teachers of English as a foreign language at secondary schools in Korea. Of that number, two were men, and the age

range of all participants was 25 to 52 years. Per individual, the group had an average of 18 years' teaching experience in EFL. The largest number of teaching years was 27, whereas the shortest was 2 years.

Participation in the program was voluntary for the teachers; however, earning a certificate of program completion usually counts for a certain number of points when teachers are considered for promotion. A demographic survey was administered to the participants on the first day of the program, and the resulting information including age, years of learning and teaching English, gender, and the main purpose of registration is given in Table 3.2. Please note that pseudonyms were assigned to every participant in order to protect their privacy and confidentiality.

Table 3.2. Demographics of Participating EFL Teachers

Name	Min-Wook	Ji-Young	Jae-Yeoun	Eun-Pyo
Gender	M	F	F	M
Age	47	49	48	42
Years of Learning English	30	30	31	25
Years of Teaching English	21	22	26	10
Levels of Students	High School	High School	Middle School	High School
Previous Experience on Participating in Teacher Training Programs	English Speaking Program	English Communication Program	N/A	N/A

Table 3.2 (continued)

Reason to Participate at the Current Reading Sessions	To have knowledge of English teaching methods	To share teaching information with peer teachers	To gain new knowledge of English teaching methods	To improve teaching quality for students	
Name	Hye-Jin	Jung-Eun	Jeannie	Eun-Jung	Jae-Min
Gender	F	F	F	F	F
Age	45	30	47	45	50
Years of Learning English	30	20	12	10	35
Years of Teaching English	22	5	24	21	26
Levels of Students	Middle School	High School	Middle School	Middle School	Middle School
Previous Experience on Participating in Teacher Training Programs	Professional Development on Technology	Professional Development on Evaluation/Assessment and English reading instruction	Professional Development on teaching English speaking and current theories of English education	TTL Program	Programs on English speaking methods
Reason to Participate at the Current Reading Sessions	To train myself as an English teacher	To develop professionalism as an English teacher	To improve quality as an English Teacher and to build deeper knowledge of extensive reading	To practice English speaking with native speakers and other peer teachers and to have knowledge of English teaching methods	To build knowledge of extensive reading approach and have opportunities to use English with native speakers

Table 3.2 (continued)

Name	Eun-Sue	Hyun-Jung	Hyo-Min	Ye-Eun	Jung-Ah
Gender	F	F	F	F	F
Age	48	45	43	26	25
Years of Learning English	10	10	10	10	20
Years of Teaching English	25	21	20	2	2
Levels of Students	Middle School	Middle School	Middle School	Middle School	Middle School
Previous Experience on Participating in Teacher Training Programs	Yes (no further information is given)	Professional development for secondary English teachers	N/A	N/A	N/A
Reason to Participate at the Current Reading Sessions	To have interaction opportunities with native speakers	To share information with peer teachers	To learn various learning activities that are applicable for middle school students	To learn English and be familiar with English teaching method intensively within two weeks	To improve English proficiency

3.3. My Role as a Researcher

In conducting qualitative research, the researcher must determine his or her relationship to the participants and the world they inhabit. Hence, I will attempt to identify my role as the researcher by discussing how I came to select the professional

development program as a study topic, how my presence may have influenced the program, and how I situated myself within the context of the program.

First, as most scholars agree, random sampling is not necessary for a qualitative study. Rather, a “purposeful selection of participants” (Merriam, 2002, p. 12) provides an ample source of rich data. With that in mind, I established several criteria for the selection of a Korean university for my study. First, the institution had to offer either professional development programs or workshops for secondary school English language teachers. The reason for this criterion was simply that the participants in the proposed study had to be in-service secondary school English language teachers who were undergoing a professional development program. Second, the institution needed to have some experience -- at least five years -- in conducting such programs. Third, the program needed to offer lessons on English reading and methodology. Fourth and most important, the program at the institution had to include practice in the extensive reading approach so that the English language teachers could experience the approach first hand.

With those criteria in mind, I contacted four universities in Korea that had good reputations for providing high-quality professional development programs to secondary school English language teachers. I made all the contacts through face-to-face meetings with the staff and the professors who would be in charge of such programs. Of the four universities, however, two universities turned down my request, because the main curriculum had already been scheduled so that there was no time available to implement the extensive reading approach. One university replied that its program would focus on

speaking only. Thus, only one of the four universities was available for my study. Fortunately, that university replied that they were going to offer professional development program with a focus on all four components of language skills -- speaking, listening, reading, and writing. In regard to the condition most important for this study -- their implementation of the extensive reading approach -- the school officials responded that they could accommodate my research because schedule and curriculum planning were still in progress.

I was then introduced to Professor Kim, who was to be the head instructor of the reading sessions throughout the program. Professor Kim and I discussed possible hours for the extensive reading program, and we went over general information about the reading program itself. Accepting my request, Professor Kim had attempted to assign more than ten hours to SSR, although this plan was later changed because of the participating teachers' preferences for lectures. I also offered to help, at some point -- prior to the program, to clean and organize the classroom where the books would be located. Because Professor Kim had some experience in creating print-rich environments for his own undergraduate students, he provided me several guidelines, such as placing desks in a row, using stickers to indicate reading levels, and so on. Thus, in terms of designing a reading-friendly classroom, I followed the lead of Professor Kim and other staff at the IEIC.

One way I influenced the reading program was in setting a reading target. Facing a reduced number of SSR hours prior to the program and aware of the importance of

encouraging outside reading, I asked Professor Kim whether the assignment of a reading target was acceptable. He agreed it would be, and we decided that seven books would be a suitable target per person. Thus, it can be said that I played an active role in selecting the appropriate reading target and bringing young-adult books to the IEIC.

On the first day of the program, I was given about five minutes to introduce myself to the participating teachers. At that time, I described the purpose of the study, distributed the consent forms to the teachers, and briefly explained the study based on what I had written on the consent forms. When I was finished with my introduction, Professor Kim pointed to the young-adult books and told the teachers that I had brought the books from the United States. He mentioned that if they had any question regarding the young-adult books, I would be the one who could help them. Such an announcement was unanticipated, because my goal had been to limit the impact of my presence as much as possible throughout the program. Except for this occasion, however, Professor Kim never directed attention toward me or mentioned my study or name during the program.

During the program, to limit my influence on the teachers' perceptions of the extensive reading approach, I intentionally avoided any interaction with the participating teachers. During the break on the first day of the program, however, several of the teachers approached me and asked personal questions and questions about the physical features of the United States where I was studying. On that occasion, I responded courteously but at the same time attempted not to become involved with them. For in-depth information, please refer to the description of my role as an observer in the

following section.

3.4. Data Collection

To enhance the validity of the study, I collected data from multiple sources. The primary data source was my observation of the reading program throughout the entire program. In addition, data were elicited from interviews with the participants, the journals they wrote, and the three types of surveys -- the Foreign Language Reading Anxiety Scale, the Teacher Foreign Language Anxiety Scale, and the Affective Questionnaire. Following is a description of each data source I used for the study.

3.4.1. Classroom Observation

The first data collection method was classroom observation, which is defined as “a method of generating data which involves the researcher immersing in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on within it” (Mason, 1996, p. 60). In terms of applied linguistics, observation is described as “conscious noticing and detailed examination of participants’ behavior in a naturalistic setting” (Heigham & Croker, 2009, p. 166). In other words, classroom observation is a useful way to gather in-depth data on events that take place in language classrooms because it allows researchers to observe certain behaviors at close range in order to understand the many variables of the classroom (MacKey & Gass, 2005). Thus, my aim in conducting the classroom observation of each reading class was to obtain a revealing snapshot of extensive reading as it is implemented by the program, a snapshot that included the physical environment

such as the types, genres, and approximate number of texts, the way the texts were displayed, the general setting of the classroom, and the most important, the EFL teachers' lively classroom discussions.

In conducting observations, it is important that the researcher produce a "thick description" (Heigham & Crocker, 2009, p. 9) of the participants and the research setting because a detailed illustration enhances the truthfulness of the study. Moreover, the process of achieving a thick description helps the researcher acquire an in-depth understanding of particular events or phenomena (Heigham & Crocker, 2009; Glesne, 2006). Thus, a fundamental step in the study was to keep detailed field notes during each observational session.

My original intent in keeping field notes was to focus on the eight factors from Spradley's "Key Dimensions of Observations: Space, Activities, Objects, Acts, Events, Time, Goals, and Feelings" (1980, p. 78). At the completion of the first observation, however, I realized that some of the dimensions did not need to be recorded individually. For instance, it appeared that activities and events should be merged as one dimension. Moreover, I became aware that I could remove the goals from my field notes and direct my attention to class structures, the participation of the teachers, and the content of the discussions. Besides those revisions to classroom observations, I also tried to include any incident that took place during the breaks, when I interacted with individual teachers. Sometimes, I included drawings to refresh my memory during later analysis. In addition to keeping field notes, in an attempt to have fresh memories of classroom discussions in which teachers shared their teaching experiences and suggestions about extensive reading,

each classroom observation was audio taped with approval from instructors and participants.

The following shows excerpts and a drawing from my field notes for the reading program on the first day of my observations. The drawing was my attempt to illustrate the general setting:

1st day of the program: A majority of the books are graded readers from the institution. On the left side of the classroom, six middle-sized desks are placed in a row. At those desks, graded readers are displayed according to their levels. The levels are from 3 to 4. In front of the stack of level 3 graded books, a sign "Level 3" is written on thick yellow paper... I noticed that in the cover of the level 3 books, a round-shape yellow sticker is posted. Level 2 books have a red one, level 4 have green, level 5 is white, and level 1 is the silver. Not all of those books are displayed in a traditional way, that is, in such a way that we can see the titles only from the book shelves. Instead, those materials are placed with their covers facing the ceiling so that people can see the covers of the books. On the right side of the classroom, two long desks are placed in a row and there are children's picture books, magazines, and newspapers. Behind a white board, graded books of level 1 and 2 are placed. Some of the young-adult novels I brought are behind the white board. In the back of the classroom, there are desks that are a little bit lower than other desks. On those desks, level 5 books, most of the young-adult novels I brought from the States, steady sellers, and the best sellers are displayed. I can see the Tuesdays with Morrie, and the Harry Potter series. In the center of the classroom, desks are arranged as a circle, including the instructor's place.

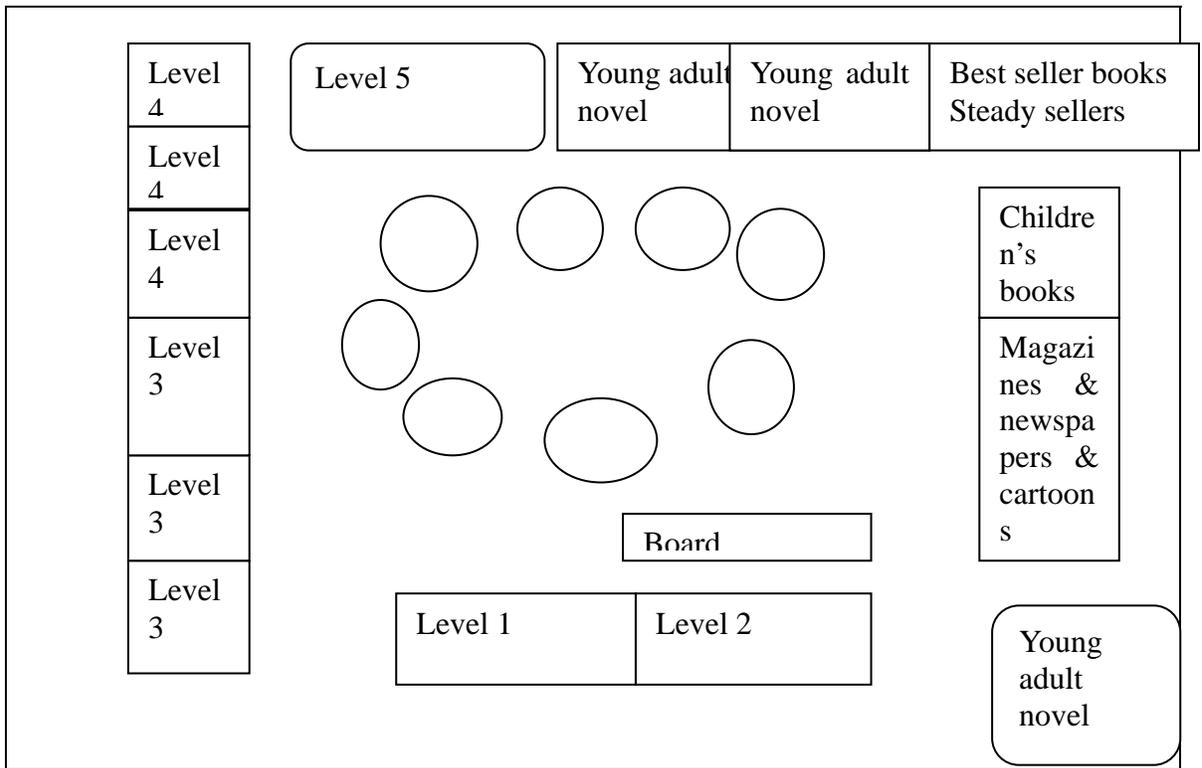


Figure 3.1. Example of the Field Note.

My intended role in the research setting was mostly that of a complete observer; however, before conducting the study, I became aware that my presence would have an influence on the participants' behavior. Moreover, because the participants were secondary teachers of English as a foreign language, it was probable that some of them might be interested in sharing their opinions about SSR or would like to hear about my thoughts on the English language education system in Korea since we share a connection as English educators. Not surprisingly, during the breaks, some of the teachers asked me personal questions such as age, years of teaching experience, years of studying in the United States, and my thoughts on ESL and EFL curricula. I was glad to respond to their questions, but to limit my effect on the study outcome, I generally attempted to limit my interaction with them, as well as my participation in the program.

On one occasion, however, I did join in a discussion with a group of older teachers. During the reading program, the teachers invited me to discuss with them the issue of English villages in Korea. My first impulse was to decline the invitation, but then I noticed that most of the teachers in the group were much older than me. In Korean culture, it is considered rude to turn down a request or an invitation from older persons. I had no choice, therefore, but to move my chair and sit with the four teachers. During the discussion, one teacher asked whether I had ever visited an English village. I told them I had not but that I had read many articles about them. Hearing my response, another female teacher explained to me the concept of the English village and her experiences of taking students to visit such places. Soon, all the teachers were talking about their personal trips to English villages. Then, the Korean professor joined the conversation, and before long, I had little opportunity to say anything in the lively discussion. Thankfully, I was able to remain silent for the rest of the discussion. With that single exception, I did not participate in any of the classroom discussions.

3.4.2. Diary

The second source of data was the set of diaries, or journals, that the participants kept during the program. A diary, in this case, is defined as “a first-person account of a language learning or teaching experience, documented through regular candid entries in a personal journal and then analyzed for recurrent patterns and salient events” (Bailey, 1990, p.215). For the participants, keeping a diary is a way to articulate and reflect upon their learning and teaching experiences. For the researcher, diaries are repositories of the learners’ feelings toward language learning, feelings that would otherwise remain hidden

from observation. Thus, both the diarist and the researcher can sharpen their focus on particular psychological variables that enhance or hinder language learning (Schumann & Schumann, 1997). Furthermore, Mackey and Gass (2005) noted that a diary is an effective window to explore the “participants’ attitudes toward learning and teaching, their use of strategies, perceptions, decision-making processes, and their development” (p. 204). Bearing in mind all of those benefits described above, I asked every teacher to keep a diary in which they were to describe their reactions to the reading program and their progress. Because the sessions spanned ten days, each participant produced a total of ten journal entries.

When writing entries into their diaries, the participants were to describe their general feelings toward their readings in English, as well as the challenges they faced, their expectations from the extensive reading program, their general thoughts on the benefits and limitations of the extensive reading approach in the EFL context, the books they were currently reading, or had checked out, the books they would like to recommend to other teachers and English language learners at secondary schools in Korea, and the books they would not want their students to read. Participants were asked to keep their diaries in Korean. However, it turned out that a majority of the teachers produced journals in English, and many of them focused on describing their feelings about the books they had read.

3.4.3. The Survey

Another means to collect data for the study was questionnaires. To calculate the degree to which the participants experienced anxiety about foreign language reading and

foreign language teaching, I administered the Foreign Language Reading Anxiety Scale (Saito et al., 1999) and the Teacher Foreign Language Anxiety Scale (Horwitz, 1996) before and after the teachers participated in the extensive reading program (Please refer to Appendix A for the Foreign Language Reading Anxiety Scale and to the Appendix B for the Teacher Foreign Language Anxiety Scale.) The Korean version was distributed to each participant. (Please refer to Appendices C and D for the translated versions of the scales.) Additionally, the participants' attitudes toward reading English books for pleasure were measured by the Affective Questionnaire to Extensive Reading, modified from that of Day and Hitosugi (2004). (Please refer to Appendix E and F for the modified questionnaire and the translated version.) These questionnaires (the Korean versions) were administered at the beginning and the end of the program so that I was able to determine how the program had affected the attitudes of the participants toward extensive reading. On the first day of the program, all three types of questionnaires were distributed, and the teachers were asked to return them on the second day. On the last day of the program, teachers took approximately 30 minutes after the program to fill out the questionnaires. These questionnaires enabled me to capture the effects of extensive reading on learners' attitudes and their motivations for reading books in English.

3.4.4. Interview

Finally, I conducted in-depth interviews with the teachers in the program. Through interviews, the researcher can expect to access deeper-lying information about participants' perceptions. For this study, I conducted interviews to discover the teachers' thoughts about extensive reading, the drawbacks and challenges they faced during their

readings, their feelings about being in a print-rich environment, their confidence in their ability to read books written in English, the applicability of the extensive reading approach to English language classrooms at secondary schools in Korea, and their feelings about the overall climate of English education in Korea. (Please refer to Appendix G for the interview questions.) The interviews, which were administered after the program was over, were semi-structured, open-ended, and audio-taped, and they were conducted in Korean.

Although a total of fourteen teachers participated in the program, I collected interview data from only ten participants. On the first day of the program, when I was obtaining teachers' consent forms, I briefly explained the purpose of conducting the interviews and asked the teachers to let me know by the second week of the program if they were interested in being interviewed. In the second week, with Professor Kim's permission, I distributed a sheet to the teachers and asked them to write down their names if they were interested in having an interview, and ten teachers signed up.

The interview, which was administered at a time and place convenient to the teacher, lasted approximately 30 to 40 minutes. Some of the teachers preferred to meet at their schools during their lunch hours, whereas others wanted to meet at cafés or the lounge of the center.

Although I came up with only a few interview guideline questions, I often had to probe into some of the teachers' responses for more information. For example, several teachers brought up problems with the English virtual classroom. To gain more in-depth data and yet attempt to remain unobtrusive, I asked follow-up questions such as, "What

makes you think like that?” or “What do you think are the problematic issues of such classrooms?” At the completion of each interview, I reviewed each tape carefully and transcribed it.

In summary, I employed six data collection methods for the present study: classroom observations of each reading session, a diary from each teacher, the Foreign Language Reading Anxiety Scale, the Teacher Foreign Language Anxiety Scale, the Affective Questionnaire, and in-depth interviews with the participants. Please refer to the following Table 3.3. for a tabulation of the data collection methods.

Table 3.3. Data Collection Methods Used in This Study

Data Collection Method	Description
Observation	From 9:00 to 12:00 (First class’s reading program, and the second class’s reading program). Field notes were taken on each session
Diary	Ten diaries from each teacher
Foreign Language Reading Anxiety Scale	Pre- and post-surveys for each teacher
Teacher Foreign Language Anxiety Scale	Pre- and post-surveys for each teacher
Modified Affective Questionnaire	Pre- and post-surveys for each teacher
Interview	Interviews with ten teachers, taped and transcribed

3.5. Credibility

Creswell (1998) proposed that, for any qualitative study, the following eight steps are crucial to establishing credibility: “1) prolonged engagement and persistent observation, 2) triangulation, 3) peer review and debriefing, 4) negative case analysis, 5) clarification of research bias, 6) member checking, 7) rich, thick description, 8) external audit ” (p. 269). Bearing in mind the importance of those suggestions, I applied the

following strategies to strengthen the credibility of the present study.

Because of time constraints, my “prolonged engagement and persistent observation” lasted for only two weeks. One might wonder whether two weeks allow sufficient time to acquire the necessary in-depth data; however, I devoted three hours per day to close observation, and I compiled detailed field notes of each session, which allowed me to gain a rich and descriptive perspective of the program. To compensate for the time limitations, the study made use of multiple data sources and diverse voices to achieve a triangulation of results. Specifically, data were gathered from interviews, diaries, three types of surveys, and classroom observation.

Another important means to ensure the credibility of the study was the use of member checks. In this technique intended to build trustworthiness in a study, “researchers take emerging data to the participants and ask them to elaborate, correct, extend, or argue about” (Heigham & Croker, 2009, p. 269). These member checks yield the following benefits: “1) verify that researchers have reflected participants’ perspectives; 2) inform researchers of sections that, if published, could be problematic for either personal or political reasons; and 3) help researchers develop new ideas and interpretations” (Glesne, 2006, p. 167). After each interview, I contacted the interviewee by phone to clarify whether my understanding and interpretation of his or her responses represented his or her perspectives.

Member-checking strategies were also applied during the formal interviews. For instance, when reviewing my field notes for a classroom discussion, I found that one teacher had commented negatively about the English village concept. According to the

note, the teacher had criticized the concept harshly, saying that “the idea was more rubbish from administrators.” In reviewing such negative feedback, I unconsciously assumed that this teacher would not be fond of any kind of English-immersion program. In the interview, however, he said that the English village or English virtual classroom could be successful if managed conscientiously. Such a response seemed inconsistent with his earlier remarks, and I asked him for clarification. According to him, he was earlier blaming administrators, who poured excessive amounts of money into establishing such learning institutions but took no responsibilities in managing them. He was firm in saying that he actually liked the concept of immersion programs per se.

Another technique used in the study was “peer debriefing” (Heigham & Croker, 2009, p. 215); that is, I asked outsiders to review my coding of the data and to check the systematic relations between main categories and sub categories. A more detailed description of this procedure is given in the following data analysis section. Last, to translate representative interviews and observational data from Korean to English, I sought help from a colleague who speaks Korean to ensure that my translated script was accurate.

3.6. Data Analysis

In qualitative research, data analysis is a process that begins with and continues alongside data collection (Heigham & Croker, 2009; Merriam, 2002). In other words, as Merriam (2002) has suggested, “Data analysis is simultaneous with data collection” (p. 14). Therefore, my data analysis began on the first day of the program when I actually embarked on the journey of data collection.

As mentioned previously, the primary goal of the current study was to explore EFL teachers' perceptions of the extensive reading program as they experience it, and the data sources were interviews, diaries, and classroom observations. In meeting that primary goal and analyzing the data from the various sources, the approach taken was the constant comparative analysis, a method that is "concerned with generating and plausibly suggesting many properties and hypotheses about a general phenomenon" (Glaser, 1965, p. 438).

The first step in data analysis was a sentence-by-sentence scrutiny of the data from the field notes, interviews, and diaries. This close look at the data allowed me to identify representative phrases or vocabulary items that the informants repeated frequently, and I labeled each of them. For any phrase or item within a category already labeled, I put an asterisk next to the label and calculated the total numbers in the end. For instance, the word *persuasion* scored the highest frequency when teachers were talking about the current English curriculum and their concerns in implementing the extensive reading approach. Likewise, *after school program* and *English virtual classroom* were often brought up as alternatives to the implementation of an extensive reading program and the product from the Ministry of Education.

After identifying a large number of conceptual phenomena on initial codings, I began to group them into categories and to choose labels that spanned similar ideas or themes within the given category. As a result, I derived nine main categories and named them as the following: 1) *potential problems in application*, 2) *how to apply extensive reading*, 3) *English education in Korea*, 4) *reading strategies used*, 5) *reading attitudes*

including teachers' reading and teaching plans after the professional development program, 6) English villages, 7) teachers' feelings toward the reading materials that were used in the professional development program, 8) dilemmas or problems confronted when reading for pleasure, and 9) English library. Most of the labels from the initial stage of coding were placed as subcategories under main categories. For instance, in the initial stage of coding, several of the teachers' concerns about issues that were likely to arise during the introduction of an extensive reading approach to English education practices in Korea were labeled as follows: *persuasion issue, evaluation or assessment, motivation regarding reluctant and struggling learners, current English curriculum, and teacher's changed role from a knowledge-transmitter to a reader.* These items were placed as the subcategories of *potential problems in application.* In a similar vein, codes related to the teachers' feelings regarding the English reading materials that were used in the program were labeled as *curiosity, comfortable feelings, surprising, or tempting,* and they became subordinate to the main category, *reading materials that were used in the professional development program.*

Once I settled on nine major categories, I asked a colleague to examine each category, including its subcategories, and judge whether they were representative of the overarching goal of the current study. The underlying reason for this was to increase the credibility of the study. Since this is a qualitative study, it is a perennial dilemma that my own perspectives in viewing, sorting, and categorizing the data might be different from others and I may unintentionally introduce personal biases into the analysis. Moreover, I might overlook evidence of important events or incidents in the data because of my own

peculiar perspectives. To limit such a problem, I used “audio track” (Lincoln & Guba, 1985) techniques and asked my colleague to view each label, category, subcategory, and their logical relationships.

According to feedback from my colleague, I made revisions to some of the labels by allocating subcategories to other main categories. To simplify the coding system, I drew nine trees, representing the nine categories. Upon close examination on the trees and after considering feedback from supervising professors, I grouped the categories into three thematic units to characterize the findings from the data. For example, major codes such as *strategies they used, their future reading plans, their feelings toward the reading materials that were used in the program, and the dilemmas or problems confronted when reading for pleasure* were subordinated to the thematic unit *EFL teachers’ personal experience with extensive reading*. The categories *English education in Korea* and *English library* were labeled as *the EFL teachers’ feelings about English education in Korea*. Last, the categories such as *potential problems in applying extensive reading into the curriculum and teachers’ suggestions regarding ways to apply extensive reading* were placed under the *EFL teachers’ suggestion on the application of extensive reading*.

For the analysis of the Foreign Language Reading Anxiety Scale (Saito et al., 1999), Teacher Foreign Language Anxiety Scale (Horwitz, 1996), and the Affective Questionnaire (Day & Hitosugi, 2004), I used the SPSS Version 15.0 program for descriptive statistics and statistical analyses.

As mentioned previously, the FLRAS and TFLAS are both 5-point Likert scales with the following choices: (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4)

disagree, and (5) strongly disagree. Regarding the FLRAS, the maximum score a person can obtain is 5, while the minimum is 1. Scores on the TFLAS range from 18 to 90. As discussed before, one of the research questions of this study was intended to explore whether extensive reading has an effect on the participants' levels of foreign language reading anxiety and their teacher foreign language anxiety. To address this question, each participant's pre-and post- scores of foreign language reading anxiety and teacher foreign language anxiety were recorded and compared.

The Affective Questionnaire developed by Day and Hitosugi (2004) was modified for this study. The questionnaire assigns four values to each item: A for strongly agree, B for agree, C for disagree, and D for strongly disagree. A higher score indicates a more positive attitude toward extensive reading. The mean of the scores from this questionnaire was calculated to determine participants' level of enjoyment of extensive reading (high enjoyment, moderate enjoyment, and low enjoyment). The participants' scores from the pre- and post- study questionnaires were compared to determine the influence of extensive reading in affecting participants' attitudes toward the use of the approach in the classroom. The statistical data from the three types of surveys were incorporated as part of the result related to the thematic unit *EFL teachers' personal experience with extensive reading*.

3.7. Chapter Summary

To sum up, the present study situated fourteen EFL teachers into a print-rich environment and let them experience the extensive reading approach first hand throughout two weeks. To foster reading, a reading target was assigned, and outside

reading was strongly encouraged to meet the reading target. Data were collected from multiple sources: learner diary, observation, three types of surveys -- including the Foreign Language Reading Anxiety Scale, the Teacher Foreign Language Anxiety Scale, and the Affective Questionnaire of the Extensive Reading -- and follow-up interviews. The next chapter presents the findings about the participating teachers' personal experiences with extensive reading.

CHAPTER 4: PERSONAL EXPERIENCES OF NONNATIVE EFL TEACHERS WITH EXTENSIVE READING

This chapter presents the responses of EFL teachers to their participation in a practical trial of reading English language books for pleasure. The first section illustrates the teachers' attitudes toward extensive reading with a focus on their changed attitudes from pre- study to the post- study. In addition, the chapter describes the teachers' perceptions of the reading materials. Then, this chapter includes the findings that relate to foreign language anxiety to explore the effects of the extensive reading approach on nonnative EFL teachers.

To portray the teachers' personal experiences with extensive reading, this chapter includes data from the Affective Questionnaire related to extensive reading, as well as data from diaries, field notes, and interviews. In addition, data from two surveys -- the FLRAS and the TFLAS are provided, along with further interview data, to explore the effects of extensive reading on the teachers' levels of foreign language anxiety.

4.1. EFL Teachers' Attitudes toward the Extensive Reading Program

The present section talks about the participating EFL teachers' attitudes toward the extensive reading program from pre- to post- participation. As previously mentioned in Chapter 3, according to the informal phone surveys conducted prior to the program, a majority of the EFL teachers seemed to prefer more time in learning the theoretical background of the approach rather than actually reading English language books.

Therefore, the intended number of SSR hours was reduced; that is, more hours were assigned to lectures. However, despite their seeming unwillingness to spend time in reading, the teachers appeared to engage in reading English language books enthusiastically even on the first day of the program. Such a changed feeling is demonstrated in the results of the affective questionnaire, the number of books completed by the teachers, their positive reactions to the reading materials, and future reading plans proposed at the completion of the program.

4.1.1. EFL Teachers' Changed Feelings from Pre- to Post-program

First, the results from the Affective Questionnaire revealed the teachers' positive attitudes toward the extensive reading program, including their feelings about the reading materials. The questionnaire was administered twice, once on the first day of the reading session (collected the next day) and once upon completion of the professional development program. The original questionnaire, which was created by Day and Hitosugi (2004), included 22 items, but 6 items were irrelevant to the current study and were eliminated. Thus, only 16 items were presented to the participants. As the inventors of the questionnaire suggested, the higher the average score, the more positively the participants feel about extensive reading. Because the survey measure is a Likert scale with four choices, the highest mean score the questionnaire can yield is 4, and the lowest is 1. Thus, the range of the score is more limited than that of 5-point or 7-point scales. Refer to Table 4.1. for each teacher's average score and Table 4.2. for the overall mean of the participants.

Table 4.1. Individual Scores on Affective Questionnaire: Pre-and Post-Program

Name	Pre-Program	Post-Program
Min-Wook	2.44	3.5
Ji-Young	2.44	2.88
Jae-Yeoun	3.00	3.12
Eun-Pyo	2.56	2.63
Hye-Jin	3.12	3.38
Jung-Eun	3.31	3.38
Jeannie	2.31	2.50
Eun-Jung	2.69	3.13
Jae-Min	3.38	3.69
Eun-Sue	2.50	2.56
Hyun-Jung	2.88	3.19
Hyo-Min	3.00	2.94
Ye-Eun	3.00	3.12
Jung-Ah	3.31	3.44

Table 4.2. Means and Descriptive Statistics of Affective Questionnaire Scores

	N	Mean	Std. Deviation
Pre-Program	14	2.85	0.76
Post-Program	14	3.10	0.74

As observable from Table 4.1., a majority of the teachers reported a positive effect

from extensive reading, even on the first day of the program. What is more, the results of the post-program survey indicate that, for most of the teachers, the positive attitudes toward reading for pleasure had increased during the program, from an overall pre-program mean of 2.85 to a post-program mean of 3.10, which is not a very large increase but is clearly in a positive direction.

Some of the items in the survey showed that some EFL teachers experienced specific changes in their attitudes toward extensive reading. In the pre-program survey, for instance, in responding to the following statement, “I look forward to coming to the extensive reading session,” three teachers disagreed, five agreed, and six strongly agreed. In the post-program survey, the three teachers who did not look forward to coming to the reading session had changed their attitudes; that is, two teachers agreed and the other teacher strongly agreed with the statement. Also, in the pre-survey, none of the teachers disagreed with the statement, “So far, I am enjoying these reading sessions”; specifically, seven teachers agreed that they were enjoying the class so far, and the rest strongly agreed. The positive attitudes toward the reading session became even more apparent in the post-program survey.

Those participating teachers also expressed positive feelings toward classroom activities, including several discussions over the books they had completed, the best book introductions, and the process of keeping a journal. Indeed, some of them even drew pictures in their journal entries and showed them to other teachers when they informally discussed the book they had completed.

When the teachers engaged in pair or group discussions over reading materials, they were willing to share anything they had gleaned from the books, such as characters, plots, language, applicability to secondary level students, and even personal experiences related to what they had read. For instance, Ye-Eun, a teacher with two years of teaching experience mentioned in her later interview that she was able to share her feelings toward classic novels with her peers during group discussions, as illustrated by the following data.

I was not a great fan of using classic books, as I mentioned in my journal. I think it's because the language and themes are not appealing to me. However, when I skimmed some of the classic novels here, it totally changed my perception of them. Later, when I was in the group discussion, I think it was teacher Jung-Ah, who agreed with me when she said that she always felt sleepy when trying to read classic novels.... We clapped our hands when we talked about our feelings about those books and laughed....

Some teachers also were pleased with the idea of delivering best book introductions. According to one, presenting in front of peer teachers was a fresh experience. Although some of the teachers seemed to be under pressure during this activity, mainly because of the language difficulty (all teachers presented in English even though they were not required to do so), they appeared to enjoy this activity, as is illustrated in the following interview with Eun-Pyo, an experienced teacher at a private girl's high school.

I liked the activity in the Reading Session I. Actually, delivering an oral presentation on the second week was really a refreshing experience for meOne thing that made me a little bit uncomfortable was delivering it in English. I think I would have performed better if I had presented it in Korean, because then I could have expressed anything I wanted....

The above findings indicated that, although SSR was the core of the extensive reading approach, the classroom activities themselves, which were originally designed to promote social interactions among the teachers, became a source of positive feedback, and bolstered the teachers' attitudes toward extensive reading.

Thus, in contrast with their reluctance to reading prior to the program, the survey data shows that the EFL teachers were actually interested in reading books written in English. However, it should be noted that these statistical data are not compelling enough to illustrate the participating teachers' positive perspectives toward reading extensively, meaning that further supporting data are needed, and the participating teachers' acknowledgement of the linguistic achievements from reading extensively can stand as this support. More descriptive illustration on this finding is provided in the following section.

4.1.2. Benefits of Extensive Reading Acknowledged by the EFL Teachers

The EFL teachers acknowledged several benefits of extensive reading. It should be noted first, however, that the teachers in this study had only two weeks to realize the potential linguistic gains of extensive reading; in contrast, some other studies of extensive reading programs were more longitudinal. Indeed, most of the teachers responded that they did not see distinct linguistic improvements within the short time of the program, even though they devoted themselves to reading extensively throughout the two weeks. Therefore, the benefits identified here are those the teachers expected to gain if they proceeded to develop extensive reading for use in their classrooms. Also, such benefits

can be considered as the underlying motivation to EFL teachers to consider bringing the approach to secondary level curriculum.

First, most of the teachers agreed that reading was essential to gaining a strong vocabulary. For example, they placed greater priority on lexical items from high level books (starting at Level 3) as well as books written for adult readers in the United States. According to the teachers, some of the words from those latter books were more likely to appear in authentic English assessment tests. Therefore, the teachers seemed to believe that being consistently exposed to such a wellspring of contemporary language usage would expand one's vocabulary knowledge. Several teachers said that reading extensively and acquiring words naturally were ideal processes in the development of one's vocabulary, which, in the end, would lead to greater reading fluency. This issue is demonstrated in the following discussion excerpt.

Eun-Jung: I agree with the fact that reading English books extensively would be a great bridge in developing one's vocabulary knowledge and this is why we have to implement this program from elementary school. The sooner the better.

Ye-Eun: Speaking of the role of pleasure reading in developing vocabulary knowledge, I also agree with Eun-Jung. Even though our students started to learn English from elementary level, some of them enter secondary education without really fundamental knowledge of vocabulary....

Eun-Jung: Last night when I was reading the book, I circled several of the unknown words. After the reading, I jotted down all the definitions. Some of those words were mimic words, however, some of the other words, I believe, are worth to know for me as well as for my students.

Eun-Sue: You know the typical ways of memorizing vocabulary, write it like ten times while murmuring it (Laugh). I strongly believe that instead of putting our energy and time to such an exercise, gaining vocabulary knowledge from

reading would be more productive.

The teachers also suggested that taking notes on unfamiliar words would strengthen one's lexical knowledge even further. Some teachers, in fact, noted that, because of the test-centered curriculum in Korea, gains in vocabulary knowledge only from reading were not sufficient. Additional activities are necessary, including the requirements that students keep a notebook on unfamiliar lexical items or key words in their readings and that teachers provide explanations, like English definitions and sample sentences. Only through these combined procedures did some teachers believe that students would retain new words in the long term as shown in the following representative interview from Eun-Jung.

Without giving instruction to students and merely letting them to read extensively, I do not believe it would be helpful in improving their linguistic proficiency. In terms of vocabulary knowledge, students attain new words as they are given the opportunities to practice language structure, phrases, and the example sentences.

A second benefit of extensive reading perceived by the EFL teachers is its compatibility with writing instruction (Janopoulos, 1986; Tsang, 1996). Assuming that follow-up activities are implemented in the extensive reading class, the teachers strongly preferred that those activities be related to writing. The teachers were informed during the lectures that writing a reaction paper and the summary of a book were common ways to monitor the reading progress of students and to check the extent of their understanding. Agreeing that such follow-up activities were important, the teachers added that conducting a writing-related activity in a reading class was an ideal path to fostering writing proficiency in the learners. According to some of the teachers, due to the heavy

emphasis on developing aural skills in English language education in Korea, reading and writing do not receive strong attention or are sometimes neglected in the efforts to achieve communicative competence. Accordingly, some of them noted that writing in the language classrooms is an almost disregarded skill, partly because of the lack of time and attention from students and teachers and partly because the National Scholastic Aptitude Test does not include a writing part. Thus, some teachers were concerned that the development of writing instruction has suffered, and some of their students who are preparing for the TOEFL writing portion or any other type of English-assessment writing test have found it necessary to enroll in private institutions or obtain private tutors. Teachers' expectations regarding the role of extensive reading in developing writing proficiency are illustrated in the following discussion.

Eun-Jung: For Professor Kim and Paul's class, we had to deliver the oral presentation and keep a brief write up of each book we completed. Actually, I believe keeping the short journal for two weeks helped me in practicing my writing. Of course, I am not saying I am now a good writer, just like a native speaker. Keeping a journal really provided me the time to actually write in English, and I really appreciated that. If I apply this program to my students, using the writing activity is something I am going to apply as well.

Hyun-Jung: I see that point. I think it would be appropriate to ask students to keep notes on the title, brief summary, and their reflections. By participating in such an activity, students would have time to clarify their thoughts and practice writing. Later, when they see their thick journals, they would feel a sense of achievement as well. Compared to merely completing one book and moving on to other reading materials, keeping a journal of each book will surely provide writing practice opportunities for learners.

A third benefit is the contribution of extensive reading to the students' sense of overall competence in English and their formation of positive attitudes toward English

reading. Given one of the principles of extensive reading namely, that “reading materials are well within the linguistic competence of the students” (Day & Bamford, 2002, p. 137-138), the participating teachers seemed to believe that the approach would provide a constellation of benefits; for instance, it would offer the secondary school students a sense of accomplishment to foster productive English reading habits and enable students to acquire the valuable corpus of general knowledge that comes from reading extensively, revealed in the following discussion script.

Jae-Yeon: I am very surprised with all those merits we can achieve from reading extensively. I think reading is always good! I also agree with the idea that students can become confident reader as they engage in extensive reading, eventually become an independent reader. As I put myself as a reader and currently experiencing the approach firsthand, I think I am getting better every day in reading English language written books. Someday, my level will be sufficient enough to read the Times without too much difficulties.

Eun-Pyo: I especially agree to what you just said, reading is always good, either in Korean or English. I wonder how it is going to be if this type of program runs much longer. Even though I wanted to achieve some benefits, the timeframe of the program is too short.

Hye-Jin: I can see what two of you are saying and I partly agree with it. One thing I still feel skeptical about this approach is its effect in improving one’s listening proficiency. Professor Kim had briefly mentioned about some studies and I just want to know how it is possible. Except that, I especially give my respect to the role of extensive reading in increasing one’s vocabulary knowledge, general knowledge, and writing competence.

Jung-Eun: I want to know whether I can access to those studies on extensive reading that proved its positive effects in language development. If it’s possible, it will be a great source for us when we actually implement this approach into our schools.

As can be seen, a majority of the EFL teachers agreed that several linguistic

merits could be expected from reading extensively. Moreover, such perceived advantages can be considered as one of the underlying reasons for the EFL teachers' maintaining their positive attitudes toward the approach. Along with this finding, the participating teachers' future reading plans also revealed their positive feelings about extensive reading.

4.1.3. EFL Teachers' Future Reading Plans

As previously mentioned, at the completion of the professional development program, ten of the teachers participated in follow-up interviews. The interviews allowed me to explore their future plans for reading English language books for pleasure. In addition, near the end of the second week of program, all of the teachers entered into lively discussions about their plans, and they freely shared their future reading schedules. As a result, I was able to determine each teacher's reading plan.

First, a majority of the teachers were parents of elementary- and secondary-school students. Because they were already acquainted with extensive reading and its benefits, most of those teachers seemed enthusiastic about introducing the approach to their own children. Indeed, during the program, more than half of the participants shared their reading experiences with children; that is, they checked out several books and recommended them to their secondary school and upper level elementary school children at home. According to them, most of the children showed interest in reading the first level of graded-book series such as the *Junie B. Jones* series and *Magicfinger House*. One of the teachers said that her son, who had studied in the United States for about a year, was willing to read young adult books, especially those that depict the school life of American

teenagers. She also said that reading the same story in English and sharing her reflections with her son actually made her feel more attached to him. Seeing their own children's willingness to read English books for pleasure and expecting the possible merits of extensive reading, the teachers were willing to provide opportunities for their own children to be situated in a print-rich environment. As will be specifically mentioned in the next chapter, some teachers recommended the incorporation of such reading friendly contexts in the curriculum of elementary schools, thus decreasing the number of children being sent to private institutions and the related costs to parents. Besides recognizing the economic advantages, the teachers were also in strong agreement that reading English books for enjoyment would lead to positive reading habits for the English language learner and that habit would be the springboard to linguistic proficiency.

With all those merits in mind, the teachers were willing to purchase English books or take their own children to the local library where English books were displayed. Interestingly, two of the teachers mentioned at their follow-up interviews that they had actually taken their children to the IEIC during the weekend to show them the books. The following was taken from the journal written by Ji-Young, a high school teacher.

I read High Tide in Hawaii, written by Mary Pope Osborne. I loved it. Actually This is the book that my son has. My husband and I purchased a series of English books for him, yet I never had a chance to read them.... When I saw my son reading this book, I wondered why he giggled and laughed. Now I think I can understand him. This book has a storyline in fantasy adventure....

Second, some teachers resolved that they would carry English language books to read from time to time. Their motivation for doing so is the sheer enjoyment of reading.

Many teachers said that reading English books was actually another way to amuse themselves and relieve stress. For example, some mentioned that reading graded-book series such as *Magic Tree House*, *A to Z Mysteries*, or *Happy Readers*, especially those beautifully illustrated stories from children's own perspectives actually allowed them to ease their stress and build a spirit of tolerance and understanding of children. Some teachers mentioned that several of the young-adult books, such as nonfiction that provide learners with valuable real world information or fiction addressing topics such as bullying, clothing, family, or family love, triggered memories of their own youth so that they got back in touch with the innocence of their own childhood, and such feelings are demonstrated in the following diary entries. The first entry is from Eun-Pyo, who is currently teaching at a girls' high school, and the second was written by Ji-Young who is teaching at a high school.

I read the book "Ice Wreck." It is an adventure story, and I really liked it because when I was young, I would dream about exploring to Antarctica. And this book has brought my dream of exploring the South Pole back up again. I was surprised that I found out that I still have that dream deep inside.

The book I took so many days to complete was A Day No Pigs Would Die. The main character is Robert, a 12 years old boy, Robert's father, and Pinky (a pig).... This book gave me a chance to go back to my childhood. The rural life was simple but harsh. Most of children had to do some chores. Even though it was a hard life, but when I come to think of my childhood, it is full of joyous memories.

Along with the interview data, statistical data from the affective questionnaire also supports the conclusion that the EFL teachers had positive attitudes toward their future reading plans. One item from the survey was as follows: "I like to read more English-language written books." In responding to this item, a majority of the teachers

marked their agreement or strong agreement in the pre-program survey, and none marked their disagreement or strong disagreement. In the post-program survey, more teachers expressed their strong willingness to read more English books by marking their strong agreement.

Regarding their future reading plans, some EFL teachers mentioned that they would avoid reading Korean translations when an original English language copy of the book is available. Some of the reading materials provided by the IEIC included several best sellers that have some popularity in Korea. Although such books were not popular among the teachers during the program, some of the teachers mentioned that it would be a good habit to read the original English versions rather than translations. For example, Ji-Young, a high school teacher mentioned that she took a quick look at the book *Tuesdays with Morrie* and found it easier to comprehend than she had expected.

...I had checked out Tuesdays with Morrie. Because I didn't have enough time, I couldn't finish it. Anyway, I took a quick look at it and it wasn't that bad! If I was given sufficient time, I believe I was able to complete reading it....

The most noteworthy finding in regard to the EFL teachers' reading plans was their intention of forming a Reading Society of EFL Teachers. At the completion of the professional development program, two teachers took on the responsibility of organizing the society, and a schedule of meeting twice a month at the IEIC was established. The idea for the society emerged during discussions of the problems that might arise during the startup of an extensive reading approach. Among those issues, the challenge of persuading parents, students, school administrators, and even peer teachers was

recognized as the most problematic. When discussing alternatives, most of the teachers believed it would be wise to introduce the approach gradually so all parties would have a sufficient amount of time to see the merits of reading English books extensively. At the same time, those teachers placed a strong priority on trying out the approach themselves and then sharing their thoughts and information with peers. Through activities like reading society meetings, they believed they would be in a better position to argue the merits of pleasure reading to teachers who were not yet aware of the approach. In that way, those innovative teachers would pioneer the approach in the schools. In other words, the more EFL teachers who participate in the approach, the stronger will be the voices they raise in supporting and promoting the implementation of extensive reading in secondary schools. Along with these reading plans originated from the participating teachers, the EFL teachers appraised the physical environment of the classroom positively, and it is provided in the following section.

4.1.4. EFL Teachers' Feelings toward the Physical Environment

Another indicator illustrating the EFL teachers' positive feelings toward the extensive reading program was their feelings upon entering a print-rich environment. As mentioned in Chapter 3, approximately 1,000 books diverse in genres and levels were displayed systematically and attractively to create the reading-friendly atmosphere for the teachers. Several teachers who expressed their first impressions of the room, used words like "tempting," "comfortable," "curiosity," "easy to select," and "sea of books."

Also, some teachers seemed highly impressed by the strong accessibility of the

books in that the classroom was always unlocked and the teachers could check out books at their convenience, even during the weekend, as Jae-Yeoun, a teacher with 26 years of teaching experience, commented during a classroom discussion.

...I also liked the way the books were displayed. It was really attractive the way the books were all spread on the table. I just felt like, wow, I want to read all of them. I think displaying books in such a way is another element that we, teachers should bring to the class. We always lock our books in a cabinet and do not even allow students to have access to them, because we do not want to lose them. Ah, it doesn't mean that I don't trust my students. (laughs)...Anyway, I don't see why we have to lock up all the books in the dust cabinet at schools.

As mentioned earlier, Professor Kim and the staff at the IEIC had arranged graded books according to the levels, and such a level-based placement later received positive responses because it had allowed the teachers to select books easily. Such a response is demonstrated in the following excerpt from an interview with Hyung-Jung, who is currently teaching at a middle school.

I was impressed by all the different colored stickers in front of each graded book. I've heard that almost 780 graded books were offered by the program. It's a lot! It must have been a great deal of work to put all the stickers and decorate the room in such a way! I liked it and I think it allowed me to pick up the books that are comprehensible to me. I noticed that some of the books in Level 5 were difficult even to me, however, except for those few books, almost every graded material was placed well according to their levels....If I want to bring an extensive reading program to the classroom, I will definitely use those reading materials. One thing I will do is to place them according to different levels so that my students can select a book easily. It seems a lot of work, but I think it's worth to try.

As can be seen, some teachers expressed appreciation for the open display of reading materials, which had increased personal accessibility and ease of selection for their personal reading.

4.1.5. Section Summary

The present section describes the EFL teachers' personal trial of the extensive reading program with a focus on their overall attitudes toward reading extensively. In contrast to their initial reluctant feelings prior to the program, they enjoyed reading English-language books which was revealed in the results of the Affective Questionnaire to the Extensive Reading. Also, the linguistic gains the teachers had perceived and their proposed future reading plans were good indicators of their positive feelings toward the approach. They also seemed satisfied with the physical environment of the classroom. Besides this, the content of the books in the program was appraised positively from the teachers, and more in-depth information on this finding will be provided in the following section.

4.2. EFL Teachers' Attitudes toward the Reading Materials in the Program

In this section, I discuss the participating teachers' attitudes toward the books that were provided in the program. They showed fondness for particular reading materials, and such an inclination served as the impetus for their positive attitudes toward the extensive reading program. To illustrate this issue, the section begins with the completed reading target of each teacher, with specific attention to types of books (whether they were graded readers, young-adult books, best sellers, etc.). Then, the reading materials the teachers recommended for their peers as well as for their students in secondary schools in Korea are presented.

4.2.1. Reading Targets and Book Read per Participant

With the text-abundant environment, on the first day of the program, the teachers were assigned reading targets; that is, they were to try to read seven books regardless of genre, number of pages, or grade level. This target number took into consideration the short duration of the professional development program and the teachers' tight schedule with other activities (besides two reading sessions, they were obliged to take three other classes: speaking, listening, and writing). At my request, the teachers agreed to keep track of their progress in meeting their targets. Thus, for each book they read, they would record the title and author in their journals. In Table 4.3., a tabulation of the books read by each teacher and the type of each book indicates how well each teacher met his or her target. Those data, as well as other information from the journals, interviews, classroom observations, and the teachers' final presentations on the most recommendable books, were valuable in ascertaining the EFL teachers' perceptions of the reading materials offered at the professional development program. A more in-depth description of the table is provided in Appendix J.

Table. 4.3. Books Read by per Participant

Name of the Teacher	Number of completed books	Types of Books
Min-Wook	6	Graded Reader (5) Young-adult Book (1)
Ji-Young	3	Graded Reader (2) Young-adult Book (1)
Jae-Yeoun	5	Graded Reader (4) Young-adult Book (1)
Eun-Pyo	4	Graded Reader (3) Young-adult Book (1)
Hye-Jin	5	Graded Reader (4) Young-adult Book (1)
Jung-Eun	5	Graded Reader (5)
Jeannie	5	Graded Reader (4) Young-adult Book (1)
Eun-Jung	6	Graded Reader (6)
Jae-Min	8	Graded Reader (7) Young-adult Book (1)
Eun-Sue	8	Graded Reader (8)
Hyun-Jung	8	Graded Reader (8)
Hyo-Min	7	Graded Reader (6) Young-adult Book (1)
Ye-Eun	6	Graded Reader (5) Young-adult Book (1)
Jung-Ah	9	Graded Reader (8) Young-adult Book (1)

From Table 4.3., it can be seen that five teachers met their assigned number of readings, seven teachers read five or more but less than seven books, and two completed three and four books, respectively. Collectively, the teachers completed a total of 85 books during the program. In contrast, a total of 135 books were checked out in that time.

Another finding from the above table was that the teachers seemed indifferent toward the reading of magazines and newspapers. Although some teachers checked out or browsed through the periodicals, none listed such publications in their journals nor brought up any as a topic when the teachers discussed books they would recommend to their peers. Later, some teachers explained such an inclination by saying that most of the periodicals were outdated so that they didn't feel like reading them at all. Also, the nature of an article in a magazine that would require readers' considerable attention to comprehend critical themes such as politics, science, and economy seemed not interesting. At the same time, teachers seemed to endorse reading in graded readers, and underlying reasons are provided in the following section.

4.2.2. Teacher Opinions of Graded Readers

The teachers completed their readings mostly by concentrating on the graded books, and they seemed less interested in books recommended by native instructors from the IEIC (for example, the *Harry Potter* series and *Tuesdays with Morrie*, books that once topped the best seller lists). Among the 85 books that were read, ten were young-adult books. None of the books from the best seller or steady seller section was completed, even though some had been checked out. Regarding this phenomenon, some teachers said

that they had felt the pressure of having to meet their reading targets within two weeks, although they were not obliged to do so. For that reason, they had selected graded readers consisting of comparatively fewer pages and requiring little time to complete, as is revealed in the following excerpt from an interview with Eun-Jung, who is currently teaching middle school students.

To me, keeping up the reading target was challenge. I found myself intentionally select thin books. Oh, also those books that have small letter sizes and lots of pictures (laugh). Easy levels of graded books were the perfect candidate to me....

That does not mean, however, that the EFL teachers had selected the graded books for the sole purpose of reaching their reading targets. As readers, they said they took personal pleasure in reading the graded series. In addition to this, because they were given instructions on the first day of the professional development program to identify English-language books they would recommend to their students for pleasure reading, most of the teachers were naturally inclined toward graded readers as appropriate materials for secondary school students, as demonstrated in the interview with Hyun-Jung, another experienced teacher from middle school.

....Most of the books that are written for teenagers in the United States include different cultural perspectives, different life, and different history which are interesting enough to our students.... Seeing one girl living in a totally different culture and history and her struggles to confront her faith, I believe our students will get a clear guideline in designing their own lives as well as cherish them....

According to some teachers, the underlying reason for such a favorable opinion of graded books is that the level-based books allow students to select readings more in line with their proficiency levels. In a similar vein, some teachers noted that students'

ownership over book selection would enable them to choose readings appropriate to their proficiency levels; in that way, the students might feel a sense of achievement upon reading, and the nature of graded books promotes this. A final reason the teachers wanted to recommend graded readers is that their contents -- usually detective stories, mysteries, or simplified classics -- were perceived as light and entertaining topics for students to complete, as noted in the following interview with Eun-Sue, a teacher with 25 years of teaching experience at several secondary schools.

...I also like the topics of those books. They are very different from the readings in the textbooks we use at our schools. Very enjoyable stories! The mysterious books, such as A to Z mysteries, I couldn't stop reading until I finish them. Those books are so charming compared to the textbooks we are currently using at school.

Another noteworthy finding is the EFL teachers' positive assessment of classic novels from the graded reader series. Indeed, during the follow-up interviews, several teachers remarked that providing classic novels would be an ideal first step in programs to introduce students to the classics, which students may at first perceive as boring.

According to the teachers, there are three advantages in offering classic novels in graded series. First, unlike the antiquated style of writing in the original versions of the masterpieces, the writing in the graded-level books is simplified to help the reader follow the story line, especially for English language learners. Ye-Eun, a teacher with two years of teaching experience, commented on this benefit in her diary.

The Merchant of Venice- When I was a child, I read a masterpiece, Demian. That book was boring, and I lost my interest in masterpieces. So there are many masterpieces I have not read. After I grew up, even if I wanted to read some masterpieces, I did not have enough time. But the books I could read in this

library was quite short and easily read, and they provide me rough ideas about the plots of masterpieces. The story of this book is short and develops quickly, and it keeps my interest while reading.

Second, some teachers briefly commented that secondary school students are likely to be exposed to the masterpieces through their studies in literature, their readings in translation, or their viewing of movies. If the students already have some background knowledge of the work, they will be better able to comprehend the story. Third, because masterpieces are perceived to include profound or allegorical stories, some teachers believed that students would profit greatly from reading the books; that is, they would receive the wisdom handed down through past generations. Such a reason was clarified by Jung-Eun in the interview, another experienced teacher of five years.

I am glad that the book I had introduced, Anna Karenina, won the second-best recommendable book. It was one of the great masterpieces in history written by a Russian novelist, Tolstoy. The main themes of the book were love, hate, compassion, and forgiveness. As I immersed myself in reading it, I kept thinking about our secondary school students who have become so accustomed to trying to survive the competition. This book would be good for their souls, because it delivers a precious lesson for life, and it can soften their hearts as well.

Although a majority of the teachers had positive perspectives about reading and the use of graded books series for secondary school students, certain issues emerged from such books that the teachers perceived as problematic. First, because most of the first-level graded books were aimed at children in the United States, some were likely to include vocabulary items that were ungrammatical, though they were commonly used among children on the playground. One interesting example is that the superlative form of *tall* is *tallest*; however, some of the children's books expressed the superlative as "the most tall." Teachers found similar ungrammatical expressions when they read the first

level of the books. The concern of the teachers was that the appearance of incorrect grammatical forms in the books might possibly confuse learners, especially those who were struggling to keep up with peers, and they might take the ungrammatical expression as the correct form. Eun-Pyo raised such a concern in the interview.

I faced several many ungrammatical expressions while reading the first graded series. At first, I even thought for a second, 'Ah! Maybe the publishers made mistakes while working on the book, but is that really possible?' (laugh). Really, I am telling you the truth. Later, another teacher asked Paul, and he said those ungrammatical expressions are the ones that are commonly found in children's languages. What do you think about it?..... What if some students take those incorrect grammar as the correct forms especially those with low proficiency levels? As a language teacher, I don't think it's a good idea to let our students be exposed to those words.

Second, although the Level 1 graded readers were likely to include fewer vocabulary items and several interesting illustrations, the teachers complained that some of the lexical items in the books were onomatopoeic and mimetic words that were not likely to be found in a dictionary. Moreover, they questioned whether the learning of such words would be fruitful enough in strengthening one's vocabulary knowledge in preparation for testing.

In summarizing the EFL teachers' feelings on graded books, they felt the books would work as a catalyst in creating a feeling of accomplishment for students. Also, the participating teachers strongly endorsed classic novels for secondary school students based on the following reasons: simplified language, students' already having prior knowledge of the story through media, and handed down wisdom. At the same time, several participating teachers pointed out the negative influence of graded readers that do

not seem worthwhile for test preparation.

As can be seen, a majority of the books completed by the teachers were in graded-book series, and that finding might be interpreted as indicating that the teachers were more favorably disposed toward reading and recommending simplified level-based books. With respect to recommending books to students and peer teachers, however, a majority of the teachers felt that those books written for young-adult readers in the United States were also worthy, and this finding is provided in the following section.

4.2.3. Teacher Opinions of Young-Adult Books

When the teachers engaged in a “Best Book Introduction” during the second week of the development program, nine of the books recommended were young-adult literature representing the following genres: nonfiction, fantasy, and fiction. The following table offers more in-depth information.

Table. 4.4. Books Presented at the “Best Book Introduction”

Name of the Teacher	Book Introduction/Genre
Min-Wook	Growing Up in Slavery (Young- adult book-nonfiction)
Ji-Young	A Day No Pigs Would Die (Young-adult book-fiction)
Jae-Yeoun	The Lion, the Witch, and the Wardrobe (Young-adult book-fantasy)
Eun-Pyo	Make Lemonade (Young-adult book-fiction)
Hye-Jin	Chinese Cinderella (Young-adult book-true story)

Table 4.4. (continued)

Jung-Eun	Anna Karenina (Graded series-classic)
Jeannie	The Outsiders (Young-adult novel-fiction)
Eun-Jung	Great Expectations (Graded series-classic)
Jae-Min	Goodbye, Vietnam (Young-adult book-true story)
Eun-Sue	The Secret Garden (Graded series-fiction)
Hyun-Jung	Anna Karenina (Graded series-classic)
Hyo-Min	The Case of the Backyard Treasure (Graded series-fiction)
Ye-Eun	The Skin I'm In (Young-adult book-fiction)
Jung-Ah	Among the Hidden (Young-adult book-fiction)

At the completion of each teacher's book introduction, Professor Kim asked for peer evaluations of the recommendable books. When the teachers were asked to participate in the peer evaluation, they were given instructions to vote for a book, that is, to give preference to a book that seemed to include content that was applicable to secondary school students or to reading materials that were interesting enough to appeal to the teachers themselves. In terms of language used in presentation, all the teachers spoke in English even though there was no rule regarding the use of English only.

Among the first group of teachers, the memoir *Chinese Cinderella* was selected as the best book because of the vivid description of the Chinese culture and history, which closely resemble those of Korea. Indeed, touched by the story and the presenter's own reflections on the book, the teachers became involved in a spirited discussion in Korean

when the presenter had finished. The conservative climate of Chinese family life, influenced as it was by Confucianism; a strong tradition of predominance of men over women; and the foot-binding custom in China were the main threads of discussion. Some of the elderly teachers concurred that the story seemed to be an accurate description of the Chinese life style, which strongly reminded them of their own youth, and they expressed their desire to read the book.

Regarding the applicability of the book to secondary school students, a few teachers were concerned that the level of text-difficulty might be too high, especially in regard to vocabulary items. Most of the teachers felt, however, that given sufficient time and prior instruction on lexical items that were essential to understanding the story, secondary students would gain a valuable experience from the reading. Moreover, the main topics of the story such as the Opium War, foot-binding, and the conflict caused by stepparents would intrigue most students. The following is taken from the introduction given by Hye-Jin, a presenter of this book.

...This story reminds me of my childhood in poverty and my warm hearted parents, who had a relish for their children's education. How lucky I am! I didn't lose my parents in my youth. I do not want to be a Cinderella. I am relieved I could have my parents' supports to be a grown up like this. But I had the same circumstance like the 'Chinese Cinderella'. The only way to escape from a hard life in a rural small town was to study hard. I love to strongly recommend this book to my students, who are teenagers in puberty, so that they could get wisdom from the senior's life.

Among the second group of teachers, the book selected as most recommendable was a work of fiction titled *The Skin I'm In*. As the presenter explained, the book is mainly about the school life of an African-American teenage girl who is often teased by her classmates because of her appearance and way of dressing. A majority of the teachers

felt that the story situation was typical of that faced by many students in Korea at secondary schools and that the story would strike a responsive chord in the hearts of many teenagers. Also, such an inspiring coming-of-age-story -- a main character blossoms from an outcast among her classmates to a writer of great potential, creativity, inspiration, and warm heart -- would also give students instructive lessons for life. According to the presenters, another thread in the book that would attract Korean students is the depiction of the physical environment of secondary schools in the United States, giving the students the ability to draw comparisons with life in their own schools. The following remarks were taken from Ye-Eun's diary, a teacher with two years of teaching experience.

The story reminded me of my school days. Compared to my friends, my parents could not afford to give me with fancy clothes. I have to say, it was so stressful for me to always be worried about my clothes and appearance. As I became immersed in the book, I could see that Maleeka, the main character, was in the same situation where I used to be, and I felt terribly sorry for her.... The most impressive part of the story was the imaginary diaries of Maleeka, about a slave girl in the 17th century. She reflects her real life in her imaginary diary, and that was the starting point for her to be a good writer.

Nonfiction young-adult books also received strong support from some teachers as a category of recommended reading, especially for students. One teacher who had presented the nonfiction book *Growing Up in Slavery* said he used to believe that narratives about real-life situations were usually less intriguing than stories from fiction. As it turned out, however, the book he had chosen was rich with fascinating true stories about slavery, with vivid descriptions and illustrations depicting what it was like being born as a slave, growing up in slavery, living and working as a slave, and struggling for

freedom. The teacher also said that secondary school students should already be familiar with the events and circumstances of the slavery system in the United States because it is a central theme of U.S. and world history. Thus, the book might help students better understand the role of slavery in the broader context of American history. Agreeing with him, some other teachers suggested that nonfiction books were perfect sources of general knowledge for language learners; that is, learners can learn about certain periods of history and great men and women by reading nonfiction. Moreover, in reading them, the learners can draw upon their prior knowledge to comprehend the events and conditions they read about. Min-Wook illustrated his feelings about nonfiction in his diary as follows:

I completed one book, titled Growing Up in Slavery. It will be delivered at the book introduction presentation because I decided to recommend it to my peer teachers and high school students. I think, with its illustrations and pictures, the book is really easy to read. As I read it, I found myself absorbed in the depictions of the real lives of slaves. In short, this book is interesting, instructive, and shocking!

Thus, it can be summed up that along with graded readers, young adult literature also received positive feedback from the teachers mainly because of its appealing and instructive themes.

4.2.4. Section Summary

This section illustrates the participating teachers' emotional reactions toward reading materials, which can be another major reason for their enjoyment of the extensive reading program. Among several types of reading materials -- graded readers, young adult books, newspapers, magazines, best sellers, steady sellers, and cartoons -- the

teachers revealed their fondness for graded books because of the nature of their level-based, simplified written language and entertaining topics. They believed that such books would serve as stepping stones in providing a sense of achievement for secondary students' English reading. At the same time, the EFL teachers pointed out the problematic issues of graded readers, such as frequent inclusion of ungrammatical expressions and lexical items that are not productive enough in expanding one's vocabulary knowledge for his or her test preparation. In addition to graded books, the EFL teachers also evaluated young-adult books positively mainly due to appealing, relevant, and instructive themes. The following section addresses the findings for other research questions related to foreign language anxiety and extensive reading.

4.3. Teacher Foreign Language Anxiety

The Foreign Language Reading Anxiety Scale (FLRAS) and the Teacher Foreign Language Anxiety Scale (TFLAS) were administered to answer the following research question: What effect does the extensive reading approach have on nonnative EFL teachers' foreign language reading anxiety?

Table 4.5. lists the individual teachers' pre- and post- program scores on the FLRAS. Table 4.6. gives the means and other descriptive statistics of the scores.

Table.4.5. Individual Scores on the FLRAS Before and After the Program

Name	Pre score	Post score
Min-Wook	2.9	1.8
Ji-Young	3.45	2.75
Jae-Yeoun	2.65	2.35
Eun-Pyo	3.35	3.5
Hye-Jin	2.65	2
Jung-Eun	2.1	2.25
Jeannie	3.25	3.4
Eun-Jung	3.1	2.3
Jae-Min	2.3	1.8
Eun-Sue	2.9	2.75
Hyun-Jung	2.45	2.3
Hyo-Min	2.5	2.3
Ye-Eun	2.65	2.5
Jung-Ah	1.75	1.65

Table. 4.6. Means and Other Descriptive Statistics of FLRAS Scores

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	14	2.74	.90	.053
Posttest	14	2.40	.88	.052

As can be seen from the above table, the average score of the FLRAS for all

participants before the professional development program was about 2.74, and the post-program score was 2.40. A score of approximately 3 indicates slight anxiety, with lower scores indicating less anxiety (Horwitz, 2008). Therefore, it can be seen that the teachers did not feel highly anxious about reading English-language books even prior to their participation in the program. In fact, the participants' overall level of reading anxiety decreased somewhat during the two weeks of the program. A close look at Table 4.5 reveals that only three participants -- Eun-Pyo, Jung-Eun, and Jeannie -- became more anxious about reading after the program (slight increase); the other teachers showed slight decreases in their levels of reading anxiety.

In support of this finding, most of the teachers answered that, although they felt uncomfortable with the informal rule that they could not use a dictionary, they nevertheless felt little anxiety or stress while reading English books. A reasonable question would be whether any participants felt uncomfortable about the content of some books, especially those depicting different cultural perspectives. Most of the teachers, however, replied that they had not experienced any uncomfortable feelings about cultural differences while reading the books. Indeed, none of them recorded such feelings about books in their journals. Some of the teachers attributed this lack of concern about cultural differences to their long exposure to American culture through media and other textbooks. Jae-Min, a teacher with twenty-six years of teaching experience at secondary school, clarified this issue in the interview.

As I already wrote in my demographic information survey, I have been teaching English for about twenty-six years. In terms of my English learning experience,

I have more than that, about thirty years. As I have been teaching and learning English, I think I was accustomed to Western culture through media and my several trips to the United States. Thus, I didn't have any uncomfortable feelings not awkward emotions while reading. Maybe, the content of those books that I had chose were too mild. Anyway, I didn't have any uncomfortable feelings at all while reading those books.

In addition to the use of the FLRAS, another survey, the TFLAS was administered pre- and post-program to ascertain the effect of extensive reading on the level of teaching anxiety among the individual EFL teachers (Table 4.7.). Table 4.8. shows the means and descriptive statistics of the total scores.

Table. 4.7. Individual Scores on FLTAS Before and After the Program

Name	Pre-Program Score	Post-Program Score
Min-Wook	3	2.61
Ji-Young	3.11	2.78
Jae-Yeoun	3	2.78
Eun-Pyo	4.11	4
Hye-Jin	2.67	2.61
Jung-Eun	2.44	2.67
Jeannie	2.89	3.05
Eun-Jung	3	2.72
Jae-Min	2.33	2.05
Eun-Sue	3.89	3.28
Hyun-Jung	3.11	3.28
Hyo-Min	3	3.17
Ye-Eun	3.28	2.67
Jung-Ah	1.94	2

Table. 4.8. Means and Other Descriptive Statistics of FLTAS Scores

	N	Mean	Std. Deviation	Std. Error Mean
Pre-program	14	2.93	.89	.056
Post-program	14	2.83	.93	.058

According to Table 4.8., the EFL teachers' anxiety about teaching English decreased from a mean of 2.94 to a mean of 2.83 during their two-week participation in the professional development program. Similar to the results of the FLRAS, the teaching anxiety levels of the teachers were not particularly high even before the program began. In Table 4.7., the pre-and post-program scores indicate that five teachers -- Hyun-Jung, Jung-Ah, Jeannie, Hyo-Min, and Jung-Eun -- showed a slight increase, whereas the others showed a slight decrease in teaching anxiety during the program.

Along with the statistical data for the effects of extensive reading on foreign language teaching anxiety and reading anxiety of EFL teachers, one interview question targeted teachers confidence in reading English-language books. In their responses, most of the teachers said that the timeframe of the program was not sufficient to experience any heightened level of reading confidence. Considering secondary school students, however, they commented that a sufficient amount of time with comprehensible and interesting books of graded-book series would give students a sense of achievement and confidence in their reading skills. In addition to this, some even reported that, although they had not formed the habit of reading English books for pleasure prior to the program, they had entered the program feeling confident that they could read well enough to

complete English-language books. Such a belief is revealed in the interview excerpt with Min-Wook who is a teacher of high school students.

Compared to those learners in the several studies, we were given too short time to see all the benefits of extensive reading. We were also given very short amount of time for sustained silent reading. I think any program that incorporates extensive reading should be lasted at least a month, no, I mean, at least a semester.... Sorry I cannot say I feel confident right now because I think I was okay even prior to the program. Although reading English books was not my habit before my participation, I think I was confident enough.

Based on data related to foreign language anxiety including reading anxiety and teaching anxiety, it seems that the teachers were not highly anxious about reading English books or teaching English even before participating in the program. Also, it has to be noted that statistical data from the participants are not compelling enough due to the small number of participants and the short time frame for an intervention.

4.4. Chapter Summary

In summary, this chapter addresses the participants' responses to their experiences of extensive reading. With respect to the EFL teachers' overall feelings toward the approach, the elicited data indicate that although a majority of the teachers had been skeptical about engaging in reading English books before their participation in the program, they had become great proponents of extensive reading as they experienced the approach every day throughout two weeks. The results from the Affective Questionnaire to the Extensive Reading, the EFL teachers' future reading plans, and their positive feelings toward reading materials were mentioned to illustrate the EFL teachers' positive

reactions to the extensive reading program.

Another finding was associated with the effects of extensive reading on teacher foreign language anxiety and foreign language reading anxiety. According to the data, the EFL teachers did not have highly anxious feelings in reading English books or teaching in English even prior to their participation in the program. Also, the overall levels of two types of anxieties were reduced somewhat after the program.

Along with presenting the participating teachers' personal experiences with the extensive reading approach, the current study also focused on eliciting the EFL teachers' voices about the applicability of the approach at secondary schools in Korea, and more detailed findings are described in the following chapter.

CHAPTER 5: THE APPLICABILITY OF EXTENSIVE READING IN KOREAN SECONDARY SCHOOLS: OPINIONS OF NON NATIVE ENGLISH LANGUAGE TEACHERS

This chapter presents the findings related to the overall opinions of nonnative English language teachers regarding the applicability of the extensive reading approach to secondary school EFL classes. First, I discuss the problems related to English language education in Korea through the eyes of the EFL teachers in the study. Then, I present the potential problems concerning the application of extensive reading to the current English language education system in Korea, which were examined by the participating teachers. Finally, teachers' suggestions for ways to introduce pleasure reading into the secondary school English language curriculum are detailed. The primary sources for collecting the teachers' opinions and suggestions were interviews, diaries, and observed classroom discussions, all of which provide insights into the EFL teachers' perspectives on extensive reading.

5.1. Problems Related to the English Language Education System in Korea

Along with reading extensively in their program, the teachers were also given several opportunities to share their thoughts regarding the English education system in Korea through the classroom discussion and the follow-up interview. One of the important themes that emerged from the data was the problematic issues related to the English language education system in Korea. Additionally, those problems seem to be a

major barrier when it comes to implementing the extensive reading approach in secondary schools. Thus, the present section explores those problems from the point of view of the EFL teachers.

5.1.1. Poor Selection of Textbooks

The teachers believed that the textbooks were not interesting enough to attract students to the reading of English-language books. According to them, before the start of each semester, the English teachers for each grade level select the textbook for the standard-curriculum English class in that grade, as well as the textbook for any supplementary lessons. Although more than 20 different textbooks are available, according to the teachers in this study, none of the books are appealing enough to motivate students to learn English. The teachers identified what they thought to be the reason for the poor selection: the publishers' intent to make a profit. The publishers feel they have to conform to the current trend in curriculum design, which is almost universally focused on student test preparation. Consequently, textbooks normally feature numerous drills to give the students ample practice in answering test questions. As a result, the students consider the textbooks as little more than test prep books, not reading that they would find enjoyable, as illustrated in the following interview response from Eun-Sue, a teacher with 25 years' teaching experience in the field.

....Unlike the reading materials that were used in this professional development program, readings in the textbooks do not have storylines. They are usually the excerpts from other materials, each with a set of follow-up questions. Those readings are really boring, even to me. Faced with such uninteresting topics and the bland style of writing, would students enjoy them? I don't think so. At least

at a subconscious level, they probably consider the textbook as boring material or just another workbook.

In a similar vein, some of the teachers also criticized the thematic material of the textbooks. The book contents often deal heavily with current events around the world, for example, stories about sending troops overseas, economic progress or setbacks, environmental issues, or stories intended to inspire the readers' patriotism. Many of those topics become overworked, and the students soon find the English lessons long and tiresome, as the following teacher, Jae-Min from middle school, observed and addressed in her interview:

Most popular topics are over-emphasized in our textbooks. The problem is that newsworthy events are sometimes too complex for secondary school-students to understand. I am sure some of the topics, such as sending troops to Afghanistan or the development of nuclear weapons in North Korea, are worthy subjects. However, I feel that too much focus on those issues causes the teenagers to lose interest, especially those who have reached puberty.

In order to ensure that the textbooks intrigue students, some teachers suggested that they include stories that reflect occurrences in students' lives, appeal to their sympathies, or give the students emotional support. Examples of topics suggested by the teachers include the divorce of parents, the lives of rock stars, bullying, courtship, and even teen pregnancy. Their main idea was that the books should delve into topics that the students could relate to. In that light, the teachers expressed a preference for the young-adult novels provided during the training program even though, as the teachers realized, students would find these books challenging because of the idiomatic language and colloquial lexical items. Eun-Pyo, another experienced teacher who is currently teaching

at a girls' high school, made a comment on this during the interview.

I read Make Lemonade. Did you also read it?The story is how can I say Wow! I am working at a girls' school. It is so possible and actually happening out there that high school girls can get pregnant or go through rehabilitation counseling.... My students sometimes ask, exhaustedly, 'Teacher, why do we have to study so hard?' The next time I hear such a question, I am going to hand out this book and tell them 'If you do not study, you cannot help others nor can you give them your love.' The story itself is so touching. I could not take my eyes from it. Honestly, I never read such an interesting book since I started to learn English, and I am sure it will be the same to my students. As long as they don't have a hard time understanding the books, I would love to buy the books for them from my own pocket!

Thus, the teachers agreed that English-language books written for teenagers would be the books most likely to draw the students' interest if, that is, the reading level is appropriate. For more detailed information on this issue, refer to Chapter 4, which illustrated the teachers' perceptions on other reading materials in the program. Along with poor selection of textbooks, reading instruction in the secondary level curriculum was considered as another problematic issue, and more detailed information is provided in the following section.

5.1.2. Lack of Emphasis on Reading Instruction

Another problem pointed out by the teachers was related to reading instruction in the schools. Teachers believed that, compared to the great value placed on speaking and listening instruction in Korean secondary schools, reading instruction did not receive sufficient attention. Several teachers related this to the strongly endorsed communicative approach, whose goal is to prepare the individual student to compete successfully in the global world. According to them, possibly, the development of aural skills was seen as

necessary to get high test scores whereas reading was seen as something performed for test preparation. Without general encouragement to read, thus, the students might be allowed to lapse into inattentiveness during reading instruction, as illustrated in the following interview with Ji-Young, a teacher with 22 years of teaching experience and who is currently instructing high school students.

At school, reading instruction is heavily focuses on decoding. We give a lot of credit to translation. I mean, it's so convenient to rely on translation because this is how we have been learning English. Another reason we are relying on this approach can be attributed to the strong emphasis on aural skills. Look at all those technological devices offered from the schools. They are mainly intended to provide ample practice opportunities on speaking and listening. The ministry of education is placing more portions to aural skills. Let's say, even though we want to change our ways of teaching reading, hmm, maybe in a more enjoyable way, however, we do not get any support. We don't even have any technological supports in reading.

In addition to the negligence of reading, many teachers pointed out problematic issues in providing English language education, as detailed in the following section.

5.1.3. Complications Caused by Private English Language Education

An important trend in English language education in Korea is the increasing influence of the private-education industry. As discussed in Chapter 1, the proliferation of private institutions stems from the tremendous value placed on English language education in Korea. Private lessons, however, are normally costly, so students from high-income households are likely to have easier access to high-quality English lessons than those from low-income families.

This inequity was of concern to the teachers in this study. Some worried that the

disparity in learning opportunities would eventually lead to social disharmony among the students, which in turn might adversely influence student attitudes toward learning English. According to the teachers' shared experiences, some students were more likely to partake in private English education, for instance, by going on English language camping trips, going abroad for short-term trips, or attending private institutions where they could interact with native speakers. It was precisely those students who seemed to have more positive attitudes toward learning English. On the other hand, the students with fewer opportunities to receive private lessons were receiving their learning input almost exclusively from their English language classes at school.

According to the teachers, the learning input in those classes, moreover, was predominantly based on a test-focused curriculum. As a result, exhausted and bored with such classrooms, the students were likely to view English learning as a laborious and tedious task. Such phenomena correspond to the findings of previous studies, especially one conducted by Cho (2007). Similar to the participating teachers' concerns of the present study, Cho observed that those students with private English instruction were more likely to show positive attitudes toward learning English than their counterparts. Hye-Jin, who is currently teaching at a junior high school, made a comment on this issue in the follow-up interview.

I hate to admit it, but students with lots of experience visiting English-speaking countries are usually active learners. They raise their hands more frequently, and they are willing to share their opinions. Those who do not have such experience, hmm, how can I put it? they are a bit passive. I am not saying all of them are really passive. However, for some of them, it seems to me that they do not have any interest in learning English and its culture. Ah, I have a good

example. I showed the movie, The Mean Girls, you saw the movie, right? It's about the school life of teenage girls in the U.S. Those who had once taken a journey to the States or went to any kind of English camp seemed to get very into the movie. Their counterparts, well, some of them, seemed to have only a lukewarm reaction.

Another concern of the teachers' was the students' low regard for a public English language education. With the emergence of the private English education industry, some teachers were concerned that the belief has spread among many students and parents that a private education generally provided better instruction than a public English education. Influenced by this belief, some students place a strong priority on private education and devalue public English education, as revealed in the following comments from the classroom discussion among Jeannie, a middle school teacher; Min-Wook and Jung-Eun, both high school teachers.

Min-Wook: I got so annoyed with students who were doing their Hakwon (a private English institute) assignments in my English classes.

Jeannie: Oh! That's a problem! But you will be surprised with my story. I even got a call from the parent of one of my students after the midterm. The mother was questioning me about the correct answer of one of the test items. Her daughter got it wrong. And you know what the mother asked?

Min-Wook: (Laughs)What was it?

Jeannie: The mother was saying, we, the teachers, were wrong about that question item. According to the teachers at the private institution, the answer her daughter had marked on the test was right. After learning her request, my co-teachers and I, including a native speaker, checked the test item twice, and we still found no problem with our judgment. However, the mother kept insisting.

Jung-Eun: (Scoffs) You know what? Sometimes I feel sorry for teachers at secondary school, especially these core subject teachers who teach English, math, or science. Because of the outrageous growth of the private education industry, our students do not seem to place any value on public education. We teachers spend great effort and time in teaching them, but we do not even get

respect.

Another concern the teachers expressed was the effectiveness of alternative English-only programs established by the government. More specifically, because of the rapid growth of private English education and its bias toward students from higher-income families, the Ministry of Education established a string of alternative English-only opportunities, such as the English village, the English zone, the English city, and after school programs (Park, 2007), all offered under the banner “Declaration of War with Private Education.” The teachers in this study, however, were critical of the concept of an English-only program. For example, during classroom and interview discussions, the teachers expressed dissatisfaction with the English village concept. A majority of the teachers felt that this type of immersion program was not supportive enough to fulfill its original goal, namely, to provide English learning opportunities to low-income learners. One teacher referred to the English village as “fool’s gold” because of its great promise in advertising but its delivery of few practical results. In the following discussion, several teachers discuss their views on English only-programs:

Jung-Ah: I do not agree with this idea that much. I wonder if you ever heard the news on this. Visitors use Korean too much at this English-only zone! As for the English city, I totally disagree with it. You have no idea how much money is being poured into it. I have to say, the demonstrated effects of such institutions are enormous. However, if you take a close look into the contents, they are very improper.

Hyo-Min: You know why it has a deficit operation? It’s because people don’t achieve much by going there. Even though some said they learned something from those immersion programs, they are only two-week programs. What can you expect to learn in such a short period of time?

Hyun-Jung: You know what another huge problem is? It’s the tuition. Although

the tuition is known to be reasonable compared to that of other private centers, still, it is not free at all. Actually, it is a heavy burden on some parents.

The above discussion exemplified the series of problems of the English-only program including its cost-effectiveness. As can be seen from this section, several teachers expressed their concerns about the constellation phenomena caused by the development of private English education.

5.2. Potential Problems with Introducing Extensive Reading into the Classroom

After the teachers were situated in a so-called “book flood” room and immersed in reading English-language books for enjoyment, their attitudes toward SSR changed, as became evident during follow-up interviews and classroom discussions. The same teachers, however, also expressed concerns about attempting to integrate the new approach with the standard curriculum, especially in secondary schools. Those barriers, along with other problematic issues and alternatives mentioned by the teachers, will have to be considered before any action is taken to adopt extensive reading.

As described before, problem-related themes that appeared repeatedly in the data were labeled in the initial stage of the study and placed in distinct categories. Each category was then subdivided into problems with common properties, and each problem group was given a representative label. Thus, the category *problems* included the following distinct subgroups: *curriculum and evaluation*, *changes in the teacher’s role*, and *motivation*. Those problems seemed to spring from the public education system itself

and the coexistence of a growing private English language educational system.

5.2.1. Problems Related to Curriculum

The most serious concerns were issues related to curriculum and evaluation, and the present section mainly describes the problems caused by the current curriculum in Korea. First, there was the problem of convincing school administrators (principals and teachers), students, and parents of the merits of extensive reading. That a persuasion issue existed became clear from the participant teachers' stories of their own experiences. As the participants experienced the approach firsthand and became acquainted with the top ten principles, they began to see the great value of SSR as an integral part of this approach. Yet some teachers shook their heads in doubt when considering whether administrators would be willing to allot class time to SSR. Those teachers warned that, even if the English teachers in a given school were greatly supportive of the idea of students' reading English books for pleasure, efforts to apply the idea without the consent of the administrators would be greatly challenging. Therefore, convincing those decision-makers of the merits of the ideas was considered as one of the most serious obstacles to success, as seen in the following comment from the interview with Min-Wook, an experienced high school teacher.

How can we implement it? It's a tough question especially when we are relying on the heavy emphasis on intensive reading. What concerned me mostly is how administrators view this approach. Moreover, how do we persuade them? Probably they wouldn't listen to us at all because it would take a great deal of efforts to change the curriculum.... They don't want to take a risk at all. Maybe if a principal or a superintendent is former English teacher, there is a slight chance (laugh). ~. Still, persuasion issue is what we must face!

The main reasons given for the administrators' unwillingness to accept extensive reading was their current emphasis in the curriculum on students' success on standardized tests and the administrators' lack of familiarity with the approach. Another interview comment made by Jae-Min, an experienced teacher who has been teaching English at the high school level for almost twenty-six years, exemplifies this issue.

This program is something that we commonly do not experience in our curriculum. Therefore, it might seem unfamiliar to principals and administrators. Based on my experience, those decision-makers always place a strong emphasis on approaches that can show immediate effects in improving students' test scores. To me, however, this approach might take at least one semester or a year to show its benefits on students. Considering this, my biggest concern would be getting approval from the administrators.

Parental pressure and student willingness to read English books extensively also received broad attention from the teachers as problems related to curriculum. According to the participants, Korean parents are especially enthusiastic about English language education because, in an increasingly globalized job market, a mastery of English is perceived as essential to one's success. Scoring high in the English portion of the NSAT, therefore, is seen as a necessary first step in a student's career path because it would assist the student in gaining admission to a top-tier university. Besides the NSAT, earning high scores on authorized English assessment tests such as the TOEFL or TOEIC is another important path to being admitted to good universities. Teachers also noted that, along with parents, most students were equally likely to emphasize the importance of high grades on English tests. Thus, in a test-centered atmosphere, allowing students to read according to their own reading tastes rather than with the instruction to master material tailored to prepare for tests would be viewed by both parents and students as a

waste of valuable time. The following remark is from the interview with Min-Wook, who illustrated the above point.

In the initial stage of the program, parents and students are not likely to hold a strong belief on the positive aspects of extensive reading, for example, they would doubt studying English through such a way would actually be helpful in improving their test scores and English proficiency. So, unless they truly experience the merits of extensive reading, parents and students would not likely be that supportive of this approach.

Similar to the pressures from parents and administrators, the attitudes of peer English teachers would be a factor in the acceptance of extensive reading. Comments indicated that teachers who had no experience with the extensive reading approach would not support the introduction of the approach into the curriculum. Indeed, the participants were sure that their peer English language teachers, who placed a strong priority on students' attaining high scores on English tests, would not want to use extensive reading frequently. This attitude was particularly true for English language teachers instructing twelfth grade students. For those teachers, the fruits of their instruction throughout an entire year are judged by their students' NSAT English scores and the number of students accepted at highly reputed universities, as Jung-Eun, a teacher of high school seniors commented.

It is such a pity that our quality as a teacher is judged by the number of students who got admissions from universities in Seoul. As the time goes to the end of the year, those teachers who are in charge of instructing seniors become really stressed because of the heavy pressure they are facing (Scoffs). Honestly speaking, such a record--the number of students accepted from famous universities such as Seoul National University, Yonsei University, or Korea University, I mean, that record usually follows me throughout my career, and this is the reason why I prefer to teach at junior-high school. At least, I do not have to face such an issue.

In light of this academic environment, several teachers were concerned that English language teachers, especially those at high schools, would naturally be reluctant to apply an approach to reading instruction that did not show immediate improvements in student test performance. To counter that reluctance, some of the participating teachers suggested that one way to convince their peers to use extensive reading might be to provide them with their own opportunities to experience English reading for pleasure. For instance, the professional development program could offer this reading approach to all the English teachers in the district. Other suggestions were to offer workshops on extensive reading and to form “English teachers’ reading societies,” addressed in the previous chapter.

To sum up, it can be said that several obstacles that would limit the implementation of the extensive reading approach to secondary schools can be caused by the nature of test-emphasized curriculum. Along with this, evaluation was addressed as another problematic factor, and more detailed information is provided in the next section.

5.2.2. Problems Related to Evaluation

Another problem associated with the introduction of extensive reading was evaluation. For instance, a major question is how the teacher should make the connection between pleasure reading and the students’ preparation for the NSAT. In other words, although the teachers recognized the linguistic achievements students could gain in the end, such as improved reading proficiency, expanded vocabulary, and increased reading speed, they were uncertain about how the reading of English books for pleasure would directly improve the students’ ability to score well on tests. In addition, they were curious

about how they would compose test questionnaires for extensive reading activities, as shown in the following comments from Jung-Eun's interview.

Regarding high school students, the thing they and their parents put most value on is the National Scholastic Aptitude Test. In the English subject of the NSAT, most of the items involve reading comprehension, and students want to practice how to get the correct answer. In such a case, if I just let them read books, how do I assist them in preparing for the test? Also, if I don't provide any type of follow-up tests or quizzes, I am sure some students would just use the reading hours for sleeping or doing homework for other subjects. Evaluation is the most crucial part in our secondary curriculum, and this approach will be problematic regarding that issue!

During the program, the teachers learned that, because the extensive reading approach does not assign particular readings to learners, it is difficult to evaluate learner performance. In response, some teachers suggested the use of a standardized test, as in traditional reading class. Others rejected that idea, insisting that a score on a standardized test was not a good measurement of an extensive reading program because it would make some learners uncomfortable, and importantly, it would be hard to design a single test questionnaire appropriate for any variety of books. They agreed with Professor Kim that a better way to evaluate learner performance and to keep track of student reading was to ask the students to keep reading notebooks or weekly reading diaries, write book reports, or create portfolios.

Another concern related to evaluation focused on students' attitudes toward collaborative work. The teachers in the training program practiced SSR, kept reading journals, and wrote reflection papers individually, but they participated in classroom activities -- group discussions, book talks, and a best-written book fair as members of a group. In fact, they took the view that the classroom activities would likely have to rely

on collaboration. Some teachers, however, speculated that not all students would feel comfortable in a collaborative setting or be supportive of such a setting. The reason for this concern, as the teachers recognized, was that test-centered curricula had long created a classroom climate in which students were awarded for their competitiveness and the quality of their individual efforts. Thus, some teachers felt that it would take considerable work to teach students to appreciate the value of collaboration in extensive reading class, especially when those students were so accustomed to so-called “cutthroat” competition. Until then, many students probably would not place a high priority on group projects or discussions, as explained in the interview with Eun-Pyo:

To make ER the standard curriculum, many things need to be changed. The most important thing is the evaluation-centered atmosphere. Look at our students. They come to school by seven o'clock in the morning, get supplementary lessons, and have classes until the 8th period. After that, they have other supplementary lessons. During all those hours, they study individually. It is very, very hard to find any collaborative work in our curriculum. In order to bring extensive reading to the high school, I think we need to create an environment that gives students some freedom. In the infinitely competitive world we have now, they would never be supportive of nor find happiness in reading for pleasure. What is more, if group-related projects are not directly related to final test scores, I don't think the students would be enthusiastic about such projects at all.

Some teachers in the study had distinct ideas about evaluation. For example, because the academic reports of secondary school students include test scores and scores on project work, an ideal way to assess extensive reading would be to include its evaluation with that of the project work. To illustrate, the students could take a field trip to a local English language library or an English virtual classroom where students would have easy access to English books. Then, students would read items on a teacher-composed list of reading throughout the semester and keep a reading journal, which

would include a summary of each book and a short reflection. At the end of the semester, the students' journals would be evaluated as part of the project work. Some teachers were concerned that some students would not take such a project seriously; consequently, they might pretend that they had completed certain books and get summaries from peers or from the Internet. The above point is described in the following discussion.

Jae-Min: In terms of evaluation, we can try to incorporate extensive reading assessment as part of the total academic grade. In other words, on a semester basis students keep their journal or reflection paper and submit it as part of a portfolio. The journal assessment would represent about 20% of the total score of the portfolio project. By doing this, at least we can force them to read.

Jung-Ah: Twenty percent, that's a lot. But I like your idea. As I am learning and feeling out this approach every single day, I see that it is just impossible to evaluate students' academic grade entirely based entirely on performance in the extensive reading class. It's just not going to work because of the heavy pressure from, you know, parents, principals, superintendents, and other teachers. As our teacher Kim suggested, combing the reading evaluation into project work seems reasonable. Actually, I don't see any problem going that way

Jae-Min: Yeah, I think that's the best way we can bring it into our curriculum at the moment. As I said earlier, a gradual approach should be taken with extensive reading.

Ye-Eun: But what are we going to tell administrators? They will probably believe 20% is still a lot.

Eun-Jung: Hmm, I do not think 20% is a lot. It seems a fairly reasonable portion. My concern is, what if students, you know, copy and paste from the internet and submit it as their own work?

Hyo-Min: That is totally possible. Especially among high school students who already tired from preparing for tests and are seeking time to relax. Considering their tight course schedule, it is possible that they would not pay much attention to this project per se.

Considering the above data presented in this situation, it can be said that evaluation is another serious issue to bear in mind when introducing the extensive

reading program to secondary schools. Along with this, the participating teachers also revealed conflicting issues regarding their role in the extensive reading, and those findings will be provided in the following section.

5.2.3. Problems Related to the Teachers' Role

The role of the language teacher in the classroom was also mentioned as an issue in curriculum and evaluation. As can be seen in the previous chapter, the primary goal of the reading program was to introduce the participants to the theoretical background of the approach, in which, the teacher assumes his or her role within a community of readers along with students (Day & Bamford, 1998). However, the teachers in this study questioned the correctness of that role -- especially in language classes in Korea, where teachers are expected to be knowledge-transmitters, which corresponds to one of the concerns raised by a previous study (Renandya & Jacobs, 2002). According to the teachers, the strong emphasis on English education in Korea creates a classroom atmosphere in which language teachers are expected to provide input through the spoken or written word while the students sit passively and follow the teachers' instructions. Some teachers remarked that they sometimes felt as if the quality of their lectures was judged according to the amount of writing they left on the board, which is revealed in the representative comment made by Hye-Jin, an experienced teacher from middle school.

As a language teacher, I sometimes find myself placing too much value on quantity of the lecture rather than quality. The quantity I am trying to say is, how can I put it,...for instance, if I speak a lot, I mean, speak for about forty minutes, I feel as if I have done good lecturing. Same goes for the writing. To me, writing on the entire board seems valuable teaching. Frankly speaking, I feel those two factors are working as an indicator to show my efforts and my

willingness to teach English.

Being accustomed to such an environment, several teachers said that they would feel guilty if they joined the reading community instead of delivering the lessons, though they were ready to encourage and help their students to read extensively. Moreover, the comment was made that a teacher's assuming the role of a reader would possibly annoy some parents, students, and administrators, who are more comfortable with the traditional roles of language teachers. The following excerpts -- comments from the classroom discussion by Eun-Pyo, Min-Wook, and Hyun-Jung-- exemplify this concern.

Eun-Pyo: If we implement this program as an after-school program or a 7th period, that means teachers are earning extra pay. As I experienced it, a main aspect of extensive reading is to provide silent reading time to students. Mmm, I think I would feel a bit guilty if I provided so many hours to students while getting paid.

Min-Wook: I cannot agree with you more. Whenever I am observed by a principal or other administrators, I feel especially guilty if I am just letting students listen to audio-tapes because I am not doing much instruction. I am just playing a tape for them. Just letting them read for an entire hour would make me really uncomfortable. And I would have that same feelings about my role during the SSR.

Hyun-Jung: What I am doing with them is not teaching, but reading my own books while they are theirs, or I am just monitoring their reading by walking around the classroom. In such a situation, I wonder whether I am eligible to get paid because I am not doing anything for them. As a teacher, I tend to place a strong value on the quantity of the lesson. Let's put it this way. If I talk a lot in the classroom, I feel satisfied with my lecture. If I don't talk a lot and just play an audio tape for the students to practice their listening or ask them to dictate, I kind of feel sorry for them.

Whereas most teachers were cautious in expressing their opinions regarding the teacher's role, a few stated that their role in the extensive reading class was actually complicated; that is, they had to perform more tasks, such as selecting materials, creating

a reading-friendly environment in the classroom, modeling a reader during the SSR, monitoring students' progress, and answering questions from books. For that reason, rather than simply being a fountain of knowledge, those teachers felt they had to be multi-taskers in the extensive reading classroom. Those teachers hardly felt that they were neglecting their responsibilities, as evidenced by the following comments from the classroom discussion.

Jae-Yeoun: I don't see why teacher's role in the extensive reading class might perceive as one's negligence of duty. For instance, my way of instruction is mostly based on preparation for the test such as read along with students, give them follow-up questions, and give some explanation of these grammar that is likely to appear in the tests. This way, I think, is the teacher-convenient way. I believe it is more important and harder to create a reading-friendly classroom and make students become motivated to read on their own rather than just provide them lessons. Besides, look at all the classroom activities Paul is preparing for us. It's obvious that those activities are not something simple."

Jung-Eun: Right, Yeah, I can see all the results of all the efforts from Paul. I especially like the book fair. I am also impressed with both the quality and quantity of all the books in the classroom. I've heard that Professor Kim and his TAs spent a great deal of time in creating this room. Right? Professor Kim? (laugh). It appears to me that purchasing and designing the classroom took great efforts.

Jae-Yeoun: Yeah. Not only Professor Kim's class, but look at Paul. He seemed to spend a great amount of time in organizing our classroom activities. Introducing this approach would mean that we would have almost the same tasks, which would take a great deal of time."

As can be seen from the above explanation, it seems that those participating teachers have two conflicting views about their roles in the extensive reading class, especially their changed role from a knowledge-transmitter to a reader in the reading community. More specifically, one group of teachers raised the concern that teachers

might be seen as if they were neglecting their duties, whereas others recognized the changed role as becoming multi taskers, which would require more effort and preparation.

5.2.4. Problems Related to Motivation

Another important problematic aspect was how to motivate reluctant and struggling students. The teachers in the program were from secondary schools, which meant their students already had at least four years' experience in learning English. The teachers, however, said it was common to have approximately five students in almost every class who did not even know the alphabet. The teachers believed that, for those struggling students, vocabulary instruction and sentence-by-sentence translation should be employed first to help them develop fundamental knowledge. Therefore, they were concerned that providing SSR and related activities for those students instead of instruction would not improve the students' proficiency. Hyun-Jung was especially concerned with this issue.

Some educators would criticize the English teacher's direct instruction in vocabulary and grammar. However, I believe such instruction is sometimes necessary in order to provide practice opportunities to students. Especially for students whose proficiency levels are very low compared to others, such direct instruction would be a cornerstone for them to develop basic English proficiency. My concern is whether learners with poor language proficiency would profit from reading English books extensively. Even an easy level of book might be difficult for them to understand.

In a similar vein, some teachers were skeptical of the idea that reluctant learners would benefit from SSR. Those teachers wondered aloud how they could inspire students to read English books when the same students did not even like to read Korean books.

Some were also worried that the reading-friendly atmosphere of extensive reading may divert the teachers' and students' efforts from "harder" tasks, like memorizing vocabulary items and preparing for tests, so that ultimately SSR would become an excuse to kill time, as revealed in interview with Eun-Pyo.

I am afraid that this program would not work with students who do not enjoy reading per se at all. I have the impression that one of the distinct aspects of extensive reading is the learner's willingness to read. This approach seems to respect students' freedom in the classroom, meaning that if they do not want to read, they don't have to do anything in the classroom. I think this program would work with those students who have the motivation to read. Learners who don't have any willingness to read a single word, I don't think it is possible to try this approach with them at all.

Another possible problem affecting motivation was discrepancy between the cognitive level of the secondary schools and the reading levels of the books available to them. Because the students must find the books easily comprehensible, in the initial stage of the reading program, it would be appropriate to provide children's books or the graded readers of the first or second levels. Some teachers questioned the applicability of such simple reading materials to high school settings, especially in boys' schools. They recommended that the selection of reading materials proceed cautiously because male students in high schools or junior high schools might consider the contents and characters in such elementary reading matter to be too childish to be taken seriously and that, while some students might like to read the material, peer pressure could prevent them from reading such simple texts. The following excerpt -- an interview comment from Min-Wook-- makes this point.

I am currently teaching high school boys. My boys' ages range from 15 to 17 years. Letting my students read, for instance, the Magic Finger Series, I have to

think about this. Hmm, my students are very low-level learners. For them, I think I can use the graded level 1 from the Happyhouse Series or Magic Tree House. I am also willing to use children's books with lots of illustrations and few words. However, I am almost 100% sure that most of my boys would probably say 'Why do we have to read books that are written for babies? It's not our level at all.' The problem here is that they don't want to read easy books, but their English proficiency is too low to read any books above level 1 or the level of children's books.

As is observable from the data, another concern regarding the extensive reading approach was about struggling and reluctant readers. Some teachers believed that struggling readers with insufficient proficiency levels would not be able to reap benefits from reading extensively. Similarly, they questioned how to motivate those students who do not like to read at all, even in their native language.

5.2.5. Section Summary

The teachers identified several potential problems facing efforts to establish extensive reading in the curriculum of Korean schools. Obstacles include the predominance of a test-centered curriculum; the need to obtain approval from school administrators; and the need to convince parents, students, and peer teachers that the approach has many benefits. The teachers were divided in their assessment of the language teacher's role in the extensive reading classroom. One group of teachers was concerned that others (principals, administrators, parents, and students) may perceive the role change as the teacher's negligence of normal duties, whereas another group of teachers perceived the changed role as becoming a multi tasker. Other dilemmas included the scarcity of methods to motivate struggling readers to read English-language material and the lack of any method to evaluate accomplishments in extensive reading, which is a

perennial topic in the research. Considering all those potential barriers, the EFL teachers' practical suggestions regarding the application of extensive reading were explored, and they are provided in the following section.

5.3. Suggestions Regarding the Application of Extensive Reading

As can be seen from the previous sections, the participating teachers raised several possible concerns about the introduction of the extensive reading approach in the curriculum at secondary schools. Most teachers said that, to forestall problems, it would be best to introduce the approach in the classrooms gradually. A gradual exposure to the new approach would give students, parents, and English language teachers sufficient time to appreciate the merits of reading for pleasure. More specifically, most of the teachers were doubtful about establishing the program immediately as a part of the standard English curriculum. They said that an abrupt introduction of this approach might upset some parents and administrators and might provoke negative attitudes toward the teachers who initiate the reading-for-pleasure approach. Bearing in mind the problems that might emerge, the participating teachers proposed several alternative ways to install extensive reading at secondary schools. The following sections describe a selection of those alternatives.

5.3.1. Within School Context

Most of the teachers supported the contention that the after school program would be the ideal venue for introducing extensive reading into English classes at secondary

schools. They said that, because after school programs are voluntary, learners who are already willing to read English books for pleasure would be more likely to enroll in the program. Furthermore, the teachers predicted that the sight of peers reading English books for enjoyment would rouse the curiosity of other students about reading. That curiosity would eventually compel more students to register for the program. Thus, teachers anticipated that, as the popularity of reading for pleasure increased among the students, the teachers would gain more support in their endeavor to install extensive reading in the regular English curriculum. The following remark from Min-Wook's interview is an example of that opinion.

Considering our current curriculum, I really don't think it is possible to implement it into the regular curriculum immediately. I rather believe we should start the extensive reading program as part of the specialized program. Why? In high schools, we just cannot ignore the importance of the National Scholastic Aptitude Test. If extensive reading should be implemented directly into the regular curriculum, there has to be a huge reformation of the NSAT, which also implies a great reformation of the current English education system in Korea. Therefore, it would take so much effort to bring the program into our actual curriculum at this moment. Considering all these difficulties, I definitely believe it would be better to use the specialized program, and we have this after-school program as part of the specialized program. Why don't we take an advantage of it?

The above proposal was also supported in a classroom discussion among Jae-Min, Min-Wook, and Jae-Yeoun.

Jae-Min: I think we have to consider the long term. Everyone knows that we cannot bring this approach into our classroom immediately starting from the next semester (laugh). We have to let them see what it is first, let them appreciate the merits of the approach. Besides, following this way would make it a lot easier to bring the approach into schools eventually. What do you think?

Min-Wook: I also agree with you. Taking sufficient amount of time is so necessary especially in Korea. Besides, if we want to bring it to our standard

curriculum immediately, it would be very challenging, because you also have to consider evaluation. Curriculum and evaluation, they always go together, like a needle and thread. You know how they are (laugh). Frankly speaking, I would vote for after-school program.

Jae-Yeoun: I think implementing it to the after-school program makes much more sense. Considering educational situation in Korea, I think it will take about ten years, or more than ten years to bring this program as a part of the standard curriculum. Our immediate action would not be helpful at all.

Jae-Min: As I said, I would definitely vote for the after-school program. You know, we can also use the morning hours as well. After the English listening dictation, our students are usually given thirty minutes before the first period and this time would be the perfect for us to launch the program.

In a similar vein, teachers also proposed to convert the morning self-study hours to English-language book reading hours. According to them, most high school students are required to be at school no later than eight o'clock in the morning. From eight o'clock, they are given approximately one hour, designated as self-study time, before the first period starts. Students usually prepare for classes or work on assignments during this time. A majority of the students, however, pass the time by sleeping or taking a break before class. Recognizing that the self-study time is not being fully used, teachers suggested converting the period into a reading hour. For reading materials, the teachers would bring approximately twenty to thirty English books at this hour, and the students would pick any book that interests them. Other students, when they observe their peers reading English books, might become curious about the books or feel a social pressure to join the reading community. The following comment is from Jae-Min's interview.

We can use our morning hours. Our students come to school by 7:30. From 7:40 to 8:10, they practice their English listening practice. After that, they have free study hours by 9:20. During that time, how about making our kids read English books? If we cannot do it every day, at least we can try it on Monday,

Wednesday, and Friday. I am thinking it would be better to ask students to write a reflection paper per month and we would give a prize for the best-written one. By doing that, we can motivate our students.

Related to the within-school context, another idea mentioned briefly by the teachers was to offer extensive reading in the summer or winter break, or during lunch hours or to initiate Saturday programs. According to them, they are not obliged to justify their evaluation criteria in such alternative programs because the programs are not considered part of the official curriculum. Thus, they concurred that offering extensive reading during hours outside the normal classroom schedule would be an appropriate path to bring the program into the secondary schools. The teachers recognized, however, that this approach would not attract every student to reading, simply because the students are not required to attend. Nevertheless, as discussed earlier, the sight of peers reading English books for enjoyment would likely entice other students to take an interest in reading. In this way, the teachers felt extensive reading would grow in popularity. Ji-Young offered a clear idea on the use of break seasons and Saturday school programs in her interview.

If bringing this program into our regular curriculum is difficult at this moment because of the evaluation issue, can't we just implement it into our specialized programs? You might know this already, but a specialized program is much more flexible and adjustable compared to a standard program. Also, we have more options with a specialized program. How about Saturday school? Also, we could use our winter and spring breaks. I think it would be more plausible to make use of break seasons because our students still have to come to the school for supplementary lessons, and those lessons are not official curriculum.

Last, some teachers suggested that another way to provide reading opportunities to students would be to form reading clubs. As they said, club programs are part of the

specialized curriculum at secondary schools in Korea. Common English-related clubs mentioned by the teachers included the English speaking club, the English Times club, the English drama club, and the English reading club. Eun-Jung commented on this issue in her interview.

Although extensive reading is an ideal approach and we ultimately will have to include it in our regular curriculum, an immediate attempt to bring it to the classroom would be problematic. Therefore, I am thinking about using a special program. This program could be thought of as a club, which means we would no longer have to worry about student evaluation....The main reason for starting up a club is to help the students, parents, and administrators, see the positive aspects of extensive reading. Of course, the ultimate goal is to bring it into standard curriculum.

A majority of the teachers seemed to believe these options would not provoke negative attitudes toward extensive reading from parents, students, and school administrators. At the same time, they would enable students to enjoy reading English-language books without being concerned about evaluation. Recognizing the several merits of extensive reading, some teachers suggested providing pleasure reading opportunities to elementary level learners, and more detailed information is offered in the following section.

5.3.2. Introduction of Extensive Reading in Elementary Schools

Another noteworthy suggestion for the introduction of extensive reading was to initiate extensive reading in the elementary school curriculum. The teachers who spoke favorably of this idea proposed to offer books that are comprehensible and interesting to children. The teachers also seemed to believe that an earlier start in reading interesting books at appropriate levels would help the children form positive attitudes toward reading

in the English language and would encourage them to get into the habit of reading. Positive reading attitudes and habits at an early age, in turn, would be the stepping stones for a lifelong enjoyment of English-language books. In these teachers' views, whereas the English curriculum at secondary schools was aimed predominately at preparing students for tests, the curriculum at elementary schools was designed to inculcate student interest in learning English. In addition, the teachers tended to think that administrators and parents would more readily accept extensive reading for the elementary schools than they would for the secondary schools. Indeed, several of the teachers in this study were the parents of elementary school students, and those teachers showed enthusiasm for the idea, as is revealed in the following discussion.

Ye-Eun: I know some private institutions that lend English storybooks to the students and have storytelling for the students. As some of you already knew, it actually costs a lot of money. And I've seen some of my peer teachers who send their children to such an Institute. Out there, there are already many people who recognize the importance of free English reading. Considering this, I think it would be better to implement this program starting in the elementary school curriculum. I think students as well as parents would profit greatly from it.

Hyun-Jung: Actually, I used to take my daughter to a local library and make her read Korean Books and English story books. Since I am so busy these days, I stopped taking her. As You suggested, if we had an extensive reading program starting in the elementary curriculum, I think it would be really helpful for our children to improve their reading proficiency and form positive reading habits.

Eun-Jung: You know it would not be that problematic to bring this approach into the elementary schools. Actually, I think it would give the parents a big thrill. Frankly speaking, I would be so happy to see my daughter reading English storybooks and discussing them with me.

As can be seen from the above data, the EFL teachers were supportive in bringing the approach into the elementary schools so that students can form positive attitudes

toward English reading earlier. In addition to this idea, another proposal from the teachers was to incorporate it into the standard curriculum, as can be seen in the following section.

5.3.3. Incorporating Extensive Reading into the Curriculum

Another important suggestion was to incorporate extensive reading in the English language curriculum in spite of the potentially strong opposition from administrators and parents in the beginning phase of the program. According to the teachers offering this proposal, secondary schools usually require students to attend three to five hours of regular English classes a week, excluding supplementary English lessons. If an average of three supplementary lessons is included, students usually spend six to eight hours taking English lessons a week.

In the current system, according to the teachers, the lessons focus on exam preparations. Even though a principal aim of the English curriculum is to develop the students' four language skills -- speaking, listening, reading, and writing -- the emphasis remains on helping the students achieve high scores on the English tests. The common opinion among the teachers was that approximately five to eight hours per week are sufficient for learning test-taking strategies.

Therefore, they suggested that at least one hour be available for reading English books. By providing one hour of English reading, as some teachers remarked, the students would be able to kill two birds with one stone. On one hand, the students would be able to have an hour of leisure reading to improve their reading fluency and, on the other hand, they would still be able to improve test-taking strategies by devoting the

remaining hours to regular English classes. Jeannie offered a clear idea on this in her interview.

I think we are already providing sufficient amount of time to English instruction in preparation for tests. How about making one period out of the total of assigned English hours as a reading class? From 2010, the English subject of the NSAT will be revised and I believe one thing educators should do is change their direction regarding reading instruction. Reading instruction needs to be emphasized greatly. Why? Because we are already paying too much attention to test preparation, and the same goes for speaking. I know there will be strong oppositions to this idea. But there is no other way to bring the approach into our regular curriculum and to give students the chance to experience extensive reading.

Along the same lines, another suggested idea was to implement extensive reading for different reading proficiencies, that is, apply the approach to the level-based instruction. As discussed earlier, one of the potential barriers associated with extensive reading was the lack of motivation among students who are normally reluctant to read English books and who usually struggle when they do. Thus, some teachers suggested instead that personal reading opportunities be offered, at least initially, to advanced students only. When students in other groups observed their peers reading storybooks without having to perform any follow-up tasks, the students in other groups would become interested in reading as well. The next step, therefore, would be to extend the program to the intermediate level students, and then to the beginners. Ultimately, this stepwise introduction of extensive reading would be more effective in creating an enthusiasm for English language reading among all levels of students. Jeannie made a comment on this issue as follows:

From next semester, we will divide students into three levels, beginners, intermediate and advanced. Then, the students will get different English lessons. This kind of system is very common in high school. However, we, middle-school teachers usually don't start this program until students move on to the second grade. Anyway, my suggestion is how about starting extensive reading with those students in the advanced classes. I am sure they would be able to read and enjoy it! We can also provide very, very easy books to the beginners as well if they want to.

In response to this idea, a few teachers complained that offering opportunities initially reserved for advanced students was problematic because it would seem unfair to the intermediate and beginner readers, as illustrated in the following discussion.

Eun-Sue: Personally I am not a great fan of level-based instruction. Even though it such a widely known instruction to teachers and students, I think it's kind of unfair to provide reading opportunities only to advanced learners....Also, it is so possible that some of the students in the middle or low level classes might want to read higher level books....I just don't understand why we have to put such a harsh restriction on students.

Hyun-Jung: I totally agree with you. Level-based instruction might be efficient; however, I always thought that this type of instruction might provoke a sense of incompatibility to students. Why not providing this great pleasure reading opportunities to everyone? Besides, I don't see why we have to select books based on students' levels if we follow the level-based instruction? As teacher Eun-Sue said, some students might want to, I mean, at least give it a try to read books that are far beyond their proficiency levels, right?

Ye-Eun: As a parent, I think I would feel upset if my children are not given pleasure reading opportunities or any other English-learning opportunities because their exam score of English subject is low. I just don't like this whole level-based instruction at all. I think we have to consider how our students would feel (laugh).

Along with several proposals on implementation, some teachers also offered ideas for offering the reading materials, described in the following section.

5.3.4. The English Library

Along with the applicability of the extensive reading approach to the English language curriculum at secondary schools in Korea, the teachers in this study also discussed how to provide a print-rich physical environment in the schools. According to them, an ideal way to create a text-abundant setting was to establish English language libraries at secondary schools. Such libraries would allow students to check out any materials they wanted to read, and ultimately they would be choosing English books to read for pleasure. A more in-depth illustration of this idea was proposed by Min-Wook.

I wish our school can provide us permission to create an English library exactly like this room. I like the overall atmosphere of this classroom. Look at all the interesting reading materials displayed attractively and lots of books. Even the couches are very comfortable (laugh)... If we have a place called English library and provide access to students, it can be our first step to bring the approach into school. Just like standard library we already have in our schools, students can come and check out any materials they feel like to read. Also, teachers can take an active role in taking students to English library....Before deciding whether to bring the approach to standard curriculum or extra curriculum, why not first establish the space and fill it with English-language written books?....

According to the teachers, core elements in running a library successfully are systematic management and accessibility. To achieve those elements, a librarian who is in charge of managing the library should be present. The teachers based their advice on their experience with English virtual classrooms. An English virtual classroom, also called an English Only Zone, was established to provide educational software and English language learning materials. Since 2008, the virtual classroom concept has gained popularity in government circles, as evidenced by the Ministry of Education's decision to

reconstruct and equip with new technologies (Yang, 2008).

A majority of the teachers in the program was somewhat skeptical of the English virtual classroom. According to them, even though the classrooms had state-of-the-art equipment, they tended to degenerate into white elephants because of poor management. The underlying reason for poor management, according to the teachers, was the absence of any person who was entirely in charge of running the classroom. Ostensibly, all English teachers were responsible for purchasing and updating classroom materials; as it turns out, however, they merely took turns using the classroom, and any single teacher was reluctant to take full responsibility. What is more, most schools were concerned about the loss of classroom materials; consequently, the schools restricted students' access to learning materials. In light of their experience with the English virtual classroom, the teachers felt that the English library would be successful only if the students had ready access to the reading materials. The following remark was made by Hyun-Jung at her follow-up interview.

Actually, I am not a great fan of using technology in teaching. I don't know. And as a reader, I am more affectionate toward paper-based materials. Similarly, instead of providing reading materials through multimedia, I think it would be more effective and, how can I say, more attached to the idea of establishing an English library. But one thing that needs to be confirmed before establishing it is that it must allow students free accessibility to the books in the library. If not, it is useless to pour several hundred wons into purchase all those books to create the library. And you know what? In order to do so, it's always good to have someone, let's say, a librarian, who is in charge of running it. If not, I am so sure that thousands of funny story books in the English library will be covered with dust and the place will fell just like the English virtual classroom.

Another suggestion in regard to an English virtual classroom was to use it as a

print-rich environment where secondary school students have the opportunities to read for pleasure. As mentioned before, most of the secondary schools are already equipped with an English virtual classroom full of English books. Thus, the teachers suggested that, instead of a separate English library, the English virtual classroom would be a more reading-friendly environment. Therefore, instead of book shelves being locked up to prevent the loss of books, English materials and books would be displayed according to learning level so that students could choose according to their tastes and proficiency levels. The following remarks, originated from Min-Wook, are representative of this view.

If we are establishing an English library, it would cut off some part of the funds for purchasing the desks and book shelves. We already have a great place to start extensive reading. Look at our English virtual classroom! We hardly use it unless we have a dictation test or a club meeting. The classroom at our school already has many books. Most of them are overlap the graded books at the program. The room is also large enough to have almost fifty students at one time. With this great resource, we can just use it instead of building an English library.

Another proposed idea was to dedicate one or two sections of the school library to English books. Every school normally has its own library, and finding space for storing English books would not be a problem at all. The need to purchase quantities of English-language materials is unlikely because, as the teachers said, the schools already have sufficient amounts of English books, especially graded-level books, and there are few strains on the budget. The only tasks would be to properly categorize the English books by genre, make them accessible to students, and provide checkout services. Eun-Jung made a comment on this issue during the classroom discussion.

Establishing another library and getting a space will cost a lot of money. Besides, do we really need to have another library even though we already

have such a good one at our school? I am thinking, maybe, we can take advantage of the library with English books and put poster written as “English zone.” Or we can put several desks in the library and place books just like those at the IEIC. I mean this is just another option. I also agree with other ideas. I am flexible.

Other suggestions were to place book shelves with English books in the school hallways so that reading materials would be within easy reach of students and would, ultimately, foster an appetite for reading that would lead to extensive reading. Finally, schools could transport students to local libraries within the school districts, particularly libraries with English-language book sections. The following comment on alternative ways to implement the extensive reading approach in the schools was made by Jung-Eun, a fifth-year teacher.

I strongly agree with the idea of establishing English library because it will increase student accessibility. I also have similar idea, that is, our school has five floors. I am sure it's similar to other schools. The first floor is for first year, second floor for the second year, and the third floor for the third year students. I am thinking, what if, we provide our books at each floor. By doing this, students will be able to access to books more often.... Library is a good idea, but it seems we have to consider hiring a librarian. I know if we display books at the hallway, there will be some book loss. However, let's not worry about it at this moment.

A significant concern in the purchase of English-language books is the issue of budget. As previous research has noted, the matter of funding can pose an obstacle to installing extensive reading at a given school (Day & Bamford, 1998), and it was expected that the teachers in this study would bring up the issue of budget constraints. Surprisingly, the teachers did not place a high priority on budget. The teachers reported that by taking advantage of the 10 percent of school budget reserved for English education, most schools were already replete with books of many genres -- classics,

fantasy, fiction, true stories, humor, history, and mystery and most are graded books. The truly critical concerns were the accessibility of books to the learners, the teachers' willingness to apply the approach, and the support of students and parents regarding the implementation of the approach. Some teachers, moreover, would have to place more value on making more English-language books accessible to students than protecting books against loss. One of the representative comments originated from Hye-Jin, an experienced teacher who is currently instructing at a junior high school.

Thanks to President Lee's new educational policy, we usually spend at least ten percent of our annual English budget on buying English books. Therefore, our school already has many books. I was surprised that most of books here overlap the ones in our school. Anyway, getting a budget to purchase reading material is not problematic at all. Therefore, I think we need to change our attention to other matters if we truly want to bring extensive reading to our students. I think the most important aspects are the teachers' willingness to engage in this approach and their faith that it will work.

In summary, to create a print-rich environment, the most commonly mentioned approach was to establish an English library or use an English virtual classroom. Of the alternatives, the teachers strongly favored giving the students greater exposure to English language books, which was considered the key requirement for implementing a successful extensive reading program at secondary schools.

5.4. Chapter Summary

In summary, this chapter has addressed the participants' thoughts on the problematic issue of the English education system in Korea. The perceived problems were test-centered curriculum, lack of interesting materials, lack of emphasis on reading

instruction, and the outgrowth of the private English education industry. The chapter also illustrated the potential problems in the implementation of extensive reading at secondary schools. Indeed, the themes of the opinions mentioned previously -- the focus on the teacher's role and student priority on test-taking -- were barriers to the implementation of extensive reading. Many problems, however, can be traced to a more fundamental cause: the nature of the English language education system in Korea. Also, several problematic issues stemmed from the possibility that the reading-for-pleasure approach could be introduced too quickly to secondary school students. Lastly, the chapter provided possible alternatives proposed by the teachers to introduce the extensive reading approach to the secondary schools. Their ideas were diverse: use of the programs within school, launch the program from the elementary school level, or make the program compulsory. However, one of the common threads that the teachers shared was that a gradual approach would be a safe path to take considering the current educational system -- with its test-centered curriculum -- rather than an immediate call for the approach as a part of the standard curriculum. In the following chapter, I will present the discussions, limitations, and implications for future research based on the primary findings of the present study.

CHAPTER 6: DISCUSSION

The purpose of this study was to discover how Korean teachers of English as a foreign language (EFL) perceived the extensive reading approach and if it was a viable component of secondary school curriculum in Korea. In addition, the study investigated the effect of extensive reading on nonnative EFL teachers who experienced the approach. The study explored the effects of extensive reading on foreign language reading anxiety, teacher foreign language anxiety, and self-confidence in English reading abilities. Data were elicited from several sources: interviews, observations, learner diaries, and surveys. This chapter begins with a review and a discussion of the major findings. The significance of the study is then discussed, followed by a discussion of the limitations of the study and suggestions for future research. Finally, the chapter explores pedagogical implications of the findings.

6.1. Discussion

This section focuses on interpreting the results in relation to the research questions established in Chapter 1:

- 1) How did the teachers respond to the experience of participating in an extensive reading program?
- 2) What are the overall opinions of nonnative English language teachers toward the applicability of the extensive reading approach to secondary school EFL classes?

- 3) What effect does the extensive reading approach has on nonnative EFL teachers' foreign language reading anxiety?

6.1.1. Factors Affecting EFL Teachers' Desire to Read

The major findings in Chapter 4 focused on the personal experiences of participating EFL teachers as they found themselves situated in a print-affluent physical environment over a two-week period. To recap briefly, prior to the program, the teachers were somewhat reluctant to read books written in English; however, their unwillingness soon dissolved even on the first day, and they became enthusiastic participants in reading for pleasure. Such responses can be interpreted from multiple dimensions as follows.

First, the EFL teachers' positive feedback about extensive reading can be attributed to the reading-friendly environment and their actual reading experiences. Specifically, when speaking of the print-rich classrooms, some of the teachers mentioned that browsing or completing one book might have caused them to reach for more books. That desire to continue or repeat a successful behavior is consistent with the notion of a "homerun experience" (Kim, 2001). A homerun experience is defined, in this case, as an "encounter with one positive experience with reading, whether a particular book or a series of books, can turn children into dedicated readers" (p. 2). Several studies with children as their main participants have uncovered the homerun experience, but it is generally known that adult learners can experience such feelings if appealing reading materials are given (Kim, 2001; Von Sprecken, Kim, & Krashen, 2000).

A homerun experience may also have influenced the teachers' future reading. As

can be seen in Chapter 4, a majority of the participating teachers mentioned that they would carry English-language books and read them during their leisure time for their own pleasure. Such resolutions signaled a firm motivation to read further and were possibly related to their experience of completing an English-language book in a book-affluent environment, which corresponds to previous research (Fernandez de Morgado, 2009; Day & Hitosugi, 2004; Leung, 2002).

Thus, it seems that a text-rich environment replete with interesting books and some previous experience in reading for pleasure represented, when taken together, a threshold beyond which the teachers formed positive feelings about reading English-language books and became motivated to persevere in reading books.

It should be noted, however, that the mere provision of ample opportunity for pleasure reading was not enough to motivate the teachers to seek out more English-language written books; other factors of the program also contributed to the positive responses to extensive reading. One possible factor, for instance, was that the teachers selected materials according to their reading tastes, which has been observed in previous studies (Guthrie & Davis, 2003; Ivey & Broaddus, 2001; Worthy, 1996). Likewise, Cope (1997) has noted that learner ownership over the choice of reading matter is a stepping stone on the path of becoming a lifelong reader, that ownership of choice, along with the book-rich environment and the possibility of homerun experiences, is another crucial factor in eliciting positive responses from the teachers.

Another factor contributing to the positive responses among the EFL teachers may

be that they were able to interact socially over books during classroom discussions. A good example of this interaction came during the Best Book Introduction and the spirited discussions that followed. The benefits of such interactions were also pointed out in several studies that have stressed the role of social interaction in organizing one's thoughts and sharing information (Guthrie & Davis, 2003; Ivey, 1999b; Schallert & Reed, 1997).

The core factors fostering reading in this study -- book-rich context, opportunities for homerun experiences, reader ownership of reading choices, and social interaction -- are confirmed by Guthrie and Davis (2003) as three factors that foster engagement in learners : “an abundance of interesting texts, support for student choice and self-determination, and collaboration support” (p. 71-72). Given that the reading classes reflected those fundamental principles of extensive reading, it can be said that the EFL teachers emerged with a strong sense of support for the reading program and a desire to read more English books.

Although a majority of the EFL teachers expressed their fondness for and belief in the role of extensive reading in developing one's linguistic proficiency, some of them were concerned about its applicability to the reluctant learners at secondary schools in Korea. However, their concern can be answered by several of the previous studies that actually demonstrate the role of pleasure reading in converting reluctant readers into avid readers if appropriate materials are provided and self-selection over books are given to readers (Guthrie et al., 2000; Guthrie & Davis, 2003; Ivey & Broaddus, 2001; Preddy,

2007; Worthy, 1996). Therefore, instead of misjudging reluctant students as not interested at all in reading English books, teachers can focus their efforts in obtaining reading materials that are diverse in genres and levels; creating a plethora of print climate in language classroom; and most important, letting students enjoy their own readings by respecting their reading interests.

6.1.2. Low-level Affective Changes in Teachers

It seemed that a majority of the teachers had little anxiety about their ability to read English-language books prior to the program, and to a slight extent, their reading anxiety had fallen even further by the end of program. Similarly, their teaching anxiety fell slightly.

The low level of teaching anxiety was a somewhat different result from what previous research has revealed. For example, nonnative teachers who considered themselves experts in a foreign language are likely to have high expectations for their own language proficiency, and they may put themselves under pressure to perform at high levels (Canessa, 2004; Horwitz, 1996; Kim & Kim, 2004; Maeng, 2008). In the current study, however, the statistical and interview data indicated that the participating teachers did not experience heavy pressure regarding their teaching of English. This finding may be explained by their many years of teaching experience, which corresponds to the previous studies of teacher anxiety in the EFL context (Canessa, 2004; Kim, 2009). For instance, Kim concluded that pre-service teachers were likely to become more anxious than experienced teachers. Considering this, the current study could well have

yielded different data if the participants had been novice teachers with fewer years of teaching. The low anxiety of the participating teachers may also be attributable to their high linguistic level of reading proficiency, as previous studies have found (Brantmeier, 2005; Ipek, 2004); that is, advanced learners generally do not feel anxious about reading foreign languages if follow-up oral activities are not required.

For both types of anxiety -- foreign language reading anxiety and foreign language teaching anxiety -- statistical data showed little reduction from pre- to post-program surveys. This slight change, however, was so insignificant that the teachers may not have recognized it. According to the interview data, some of the teachers attributed such a small reduction of their anxious feelings to their already low level of anxiety and high level of confidence before their participation began. Such findings suggest that foreign language anxiety is not a critical issue for experienced teachers when reading English-language written books extensively. Considering this finding, it is possible that data elicited from teachers with fewer years of teaching and learning might show a significant decrease from pre- to post-program surveys.

The data from the two types of foreign language anxiety scales can be interpreted positively as well. The overall mean of the teachers' foreign language anxiety and teaching anxiety decreased slightly after they had experienced the extensive reading approach. Considering that this program was the first time that they had actually placed themselves in a print-rich environment replete with diverse reading materials, it is possible that the participating teachers might have felt uncomfortable or anxious about

reading materials other than test preparation books or textbooks that were common in the schools. Although the books at the IEIC covered topics that were more appealing than those of textbooks, their levels of text-difficulty might have been more challenging. For most of the teachers, however, reading anxiety decreased a small degree from pre- to the post- program, and that reduction could be interpreted to mean that reading English-language books for pleasure reduces reading anxiety somewhat.

With regard to the effects of the extensive reading approach on nonnative EFL teachers' confidence in their ability to read English-language written books, most of the teachers reported that their reading for pleasure during the program was the catalyst leading to their formation of a reading habit and a desire to read more in the future. They seemed to disagree, however, with any idea that they had lacked confidence in their ability to read English prior to their participation. The reason for their pre-existing confidence was similar to that for their lack of foreign language reading anxiety, that is, their deep learning and teaching experience, which had already exposed them to large amounts of reading material.

Although the EFL teachers did not see great gains in reading confidence or significant decrease in foreign language anxiety because of their exposure to extensive reading, they believed that reading for pleasure would instill such confidence in their students and would ultimately motivate the students to read further. The teachers made that belief explicit in their comments, stating that, by reading entire books, language learners would be rewarded with feelings of achievements and reach out for more books,

a belief that has been demonstrated in prior research (Leung, 2002; Mohd Asraf & Sheikh Ahmad, 2003; Fernandez de Morgado, 2009; Renandyna & Jacobs, 2002). Such a belief can be considered as one reason that the teachers preferred graded readers as starter books, because they are known to “adapted to suit different proficiency levels, often by simplifying vocabulary as well as sentence structure” (Nike, 2009, p. 343). Thus, secondary school students would be more likely to read the books to conclusion, and their feeling of accomplishment can promote further reading in the end.

6.1.3. Discussion of Linguistic Benefits

Along with affective benefits, several of the participating teachers reported that learners would receive linguistic gains from the extensive reading approach. Linguistic benefits include expanded vocabulary knowledge and greater English reading competence. Research supports these beliefs of the teachers, showing that such benefits can be expected only if the students are exposed to a reading program long enough for a learning change to take place. For example, an increase in vocabulary knowledge depends crucially on the amount and breadth of reading (Elley & Mangubhai, 1983; Elley, 1991; Hafiz & Tudor, 1990; Day & Hitosugi, 2004; Horst et al., 1998; Krashen & Cho, 1994; Leung, 2002; Mason & Krashen, 1997). The teachers’ placing great value on writing competence was revealed by suggestions from some teachers that pleasure reading activities be combined with explicit writing instruction for L2 writers, which is also supported by the literature (Krashen & Cho, 1994; Elley & Mangubhai, 1983; Janopoulous, 1986).

Engaged readers, who devote themselves to reading and who experience joy in reading (Guthrie, 2004), tend to maximize their reading outcomes, that is, development of vocabulary knowledge, reading comprehension, and positive attitudes toward reading English-language books. Those benefits correspond to the teachers' predictions of what learners would attain if they were exposed to a pleasure reading environment for a sufficient time.

6.1.4. Barriers to Adoption of Extensive Reading

The teachers also pointed out several obstacles to the adoption of extensive reading. Of these barriers, the exam-oriented school culture in Korea is seen as the most fundamental. Other barriers included 1) the need to obtain approval from administrators; 2) the need to convince parents, secondary school students, and peer teachers of the viability of the reading program; 3) the language teachers' changed role in the extensive reading classroom; 4) the scarcity of methods to motivate struggling and reluctant readers to read English-language materials; and 5) the lack of methods to evaluate learner accomplishment in extensive reading.

As mentioned above, when considering the implementation of the extensive reading approach, the test-centered curriculum was perceived as the main obstacle. More specifically, as previous studies have pointed out (Cho, 2004; Park, 2007), the heavy emphasis on English education in the Korean K-12 curriculum places pressure on students, teachers, and parents to become "extremely exam-conscious" (Cho, 2004, p. 31). This extreme emphasis on test-performance creates a classroom atmosphere of cut-throat

competition for high marks in English learning. In light of that learning atmosphere, the teachers in this study were naturally concerned that an immediate adoption of the extensive reading approach as part of the standard curriculum would provoke negative responses from parents and students. They were cautious about introducing the approach in any single immediate act, although aware of the benefits of extensive reading. This reaction is consistent with that of the teachers described in Macalister's (2010) study, in which 36 participating language teachers expressed their fondness for extensive reading but refrained from implementing the approach because they had to consider the educational context of their schools. That concern compelled the teachers to emphasize the need to make peer teachers and administrators aware of the productive learning gains available through adoption of extensive reading. Macalister also stated that "school managers, administrators, and even possibly principals need to be aware of the reasons for incorporating extensive reading into the teaching programme" (p. 71), indicating the need to convert administrators into proponents of the approach for schools' adoption of extensive reading.

6.1.5. Adopting Extensive Reading in the Elementary School

Curriculum

As mentioned previously, when it came to the question of whether to introduce the extensive reading approach in the secondary schools, most of the teachers suggested that the adoption of the approach be gradual, perhaps through after school programs or specialized club programs, both of which would be extra-curricular activities Day and

Bamford proposed (1998). One interesting proposal from the participating teachers was to implement the extensive reading approach at elementary levels, which is somewhat different from the focus of previous studies aimed mostly at college level education (Bell, 2001; Fernandez de Morgado, 2009; Leung, 2002). The fundamental reason for introducing extensive reading at elementary school levels seemed to be that the teachers believed that forming healthy reading habits at a young age would be a good start for building positive attitudes toward learning English later in the students' academic lives. Also, considering the fact that English education in Korea is compulsory in elementary schools and that a majority of secondary students enroll themselves in private English institutes, the idea of allowing elementary level learners to experience pleasure reading seems a solid alternative.

Another interesting finding was that the teachers suggested introducing extensive reading through reading societies consisting of teachers rather than students. One purpose of forming such a reading society would be to share thoughts and information on the approach with peers, thus providing a venue for teachers who already favor the reading approach to encourage their peers to adopt pleasure reading opportunities for their learners. Reading societies could also be interpreted as evidence of how much importance the EFL teachers in the study placed on the reading approach being support by teachers.

6. 2. Importance of the Study

6.2.1. Filling the Void from Prior Research

Although a series of experimental and theoretical studies has demonstrated the benefits of extensive reading on language learning and its effects on language learners, little research has addressed the question of how language teachers might perceive extensive reading. To my knowledge, two studies have investigated English language teachers' opinions on extensive reading as they situated EFL teachers in a print-rich environment (Cho, 2004; Cho & Krashen, 2001). Although these studies made contributions to the literature of extensive reading by exploring language teachers' perceptions of the approach, they left gaps in our understanding of those perceptions. To provide more in-depth and credible findings in the literature, the current study attempted to fill those gaps.

The first gap is in the length of exposure to extensive reading. More specifically, the two previous studies (Cho, 2004; Cho & Krashen, 2001) provided the participants only two hours of extensive reading, which seems insufficient. Day and Bamford (1998) underlined the importance of giving participants a sufficient amount of time to explore extensive reading (1998); therefore, the current study provided the teachers 20 hours of experience with the extensive reading program. With the greater exposure, the teachers were not only able to express positive feelings about the approach, but they were also able to point out problematic aspects related to the program's introduction into the schools. Diverse perspectives emerged because the teachers were able to experience the

approach over multiple sessions.

The second difference between the current study and the previous studies by Cho (2004) and Cho and Krashen (2001) was the number and variety of texts. That is, although those two studies offered the participants a print-rich environment with approximately 400 books, all of them were children's books. Thus, the participating teachers' endorsement of the reading materials is somewhat limited since the types and the levels of the books were limited. One of the main principles of extensive reading is that "a variety of materials on a wide range of topics is available" (Day & Bamford, 1998, p. 7). For that reason, the current study offered the teachers various levels and types of books -- young-adult books, graded series, some periodicals, steady sellers, and best sellers. By providing great diversity, the study was able to identify the particular types of reading materials the EFL teachers preferred -- graded books and young-adult books -- and would recommend to students at secondary schools. This finding offers practical suggestions to teachers at schools when they question what types of books would be the candidate materials for students at secondary schools.

Another difference between this study and the previous research has to do with the data collection method. Each of the previous studies depended on a single reaction paper from the participants and a follow-up interview including only four questions. Those procedures were not rigorous or comprehensive enough to capture the in-depth data necessary for credible findings. Therefore, the current study applied multiple data sources, and the increased variety of data collection revealed not only deeper insights from the teachers but also findings that were unexpected. For instance, the diaries kept by

the learners throughout the program allowed me to capture in detail the teachers' expressed feelings toward reading materials. Through prolonged observation of the teachers during the program, I was able to closely examine their perspectives on the secondary curriculum for English language teaching and on the overarching test-centered culture of the education system in Korea. Moreover, the EFL teachers' concerns about the test-oriented climate later became the reliable explanation for their fondness for a gradual approach rather than an immediate implementation of extensive reading.

I also profited from the follow-up interviews with the teachers. Unlike the interview questions from previous studies that elicited mainly yes or no responses from the participants, the present study attempted to delve into more in-depth opinions and feelings about the approach. As a result, the study stimulated practical suggestions for the implementation of the approach into the curriculum. That is, compared to the participating teachers in previous studies who expressed their desire to bring the approach to schools yet did not offer any practical guidelines on how to implement it, the participants in the current study proposed detailed blueprints to the application issue. Such descriptive guidelines are valuable in the literature of extensive reading because some of the very practical suggestions, such as the of morning self-study hours or of an English virtual classroom, are fresh context-specific ideas that did not appear in previous studies. Such practical suggestions about the applicability provided important insights, especially in Korea, where the test-valued curriculum is still widely popular.

6.2.2. Key Findings for Extensive Reading in Korea

Besides filling the above gaps, this study also pursued the rationale stated in

Chapter 1, the potential for adopting an extensive reading approach in Korea as a means to remedy problems in the current system. With this proposal in mind, two key findings emerged: first, the extensive reading approach as a part of an alternative to the inequity issue of learning in Korea, and second, the participating teachers' formation of a reading society of EFL teachers.

In the beginning of this research, extensive reading was proposed as an alternative to fill the gap of inequity in learning opportunities. Although the data elicited did not directly address the participating teachers' strong consent to this proposal, several other results from the current study signaled the plausibility of that plan. For example, many of the participating teachers pointed out the complications caused by the proliferation of private English language education in Korea. While expressing their concerns, some of them actually addressed the inequity issue and its consequences on students. Such concerns are as follows: 1) students' forming attitudes toward learning English, 2) students' placing low respect for a public English language education, and 3) the ineffectiveness of English programs launched by the government, whose original aim was to solve the social disharmony among learners caused by the emergence and growth of the private English education industry. Among these, the participating teachers' concern about the concept of English only programs is noteworthy. According to the teachers, the underlying reason for dissatisfaction stems from its inaccessibility to learners, and such a problematic issue can leave room for another approach to be taken into a consideration. If possible, an approach that could bridge a gap -- the inaccessibility issue -- would be desirable. Several of the approaches could be offered, and extensive reading could be

considered as one of the feasible paths to take since it might address the aforementioned three major problems in Korea. For instance, offering pleasure reading opportunities to students at secondary schools implies high accessibility to all students regardless of their SESs if they are willing to engage in reading English-language written books. At the same time, unlike private institutions that place a heavy burden on parents because of tuition rates, schools' offering a print-rich environment would not place such pressure. These two merits can be summed up as the approach's high cost-effectiveness. Besides this, some of the previous studies showed that free reading might serve as a predictor of second or foreign language learners' language test scores (Constantino et al., 1997; Stokes et al., 1998). For instance, Constantino et al. (1997) found that free reading was the important predictor of language learners' TOEFL test scores, and such a finding indicates that this method would receive a positive response from parents and students, especially in Korea where getting a high score on a standardized English test is another short-cut to the top-tier universities.

Another important finding of the current study is the EFL teachers' formation of a Reading Society. This emergent finding reflects that the participating teachers were not merely appreciative of the approach, but were willing to bring it to the secondary curriculum in Korea. Compared to the participants in the previous two studies by Cho (2004) and Cho and Krashen (2001), who expressed fondness for the approach yet did not take action regarding the implementation of extensive reading, the 14 teachers in the current study determined an active role in introducing the approach to the secondary curriculum. Forming a Reading society could be the first step and, ultimately, may be a

cornerstone to promoting the implementation of the extensive reading approach at secondary schools.

By filling the several gaps from the previous pioneering studies and considering the future of extensive reading in the context of the Korean educational system, this study has made an important contribution to the literature of extensive reading. The study has presented the secondary school EFL teachers' overall perceptions of the approach, including the English-education climate, the applicability of the approach, choice of reading materials, formation of a Reading Society, and most important, room to consider the approach as an alternative to the inequity problem in curriculum in Korea. Such findings serve teachers and teacher educators who are interested in the benefits of pleasure reading and wish to share this approach with their students, as well as second language reading scholars who are concerned with the contextualized perspectives on extensive reading. The following section describes the limitations of the study and gives suggestions for future research to overcome these limitations.

6.3. Limitations of This Study

The current study was subject to several limitations that could influence the validity of the findings. This section describes those limitations and, in the process of doing so, provides suggestions to help future researchers avoid them.

First, as mentioned previously, one of the main aims of the current study was to capture the EFL teachers' perceptions on the extensive reading approach as they experienced it first hand. Since every teacher in the study came from different backgrounds and held different perspectives, the study was able to elicit diverse opinions

on the approach from those participating teachers. Although the teachers provided valuable and rich data about their personal experiences with extensive reading and practical insights regarding the applicability of the approach to secondary schools, future study could be enhanced with a much larger pool of participants to increase the diverse perspectives on the approach. Preferably, those participants would include English teachers from elementary schools to elicit a wider range of ideas.

It would also be advisable to find participants who are highly anxious about reading English-language books. Change in the participants' levels of reading anxiety linked to their exposure to extensive reading remains unexamined in the current study. Because one of the main goals of the study was to capture the effects of extensive reading on the foreign language anxiety of nonnative teachers, the study used pre-and post-program surveys to measure change in foreign language reading anxiety and teaching foreign language anxiety. Even before their participation in the program began, however, a majority of the EFL teachers had little teaching anxiety. Participants who are likely to be highly anxious about their ability to read English-language materials would be more likely to provide a meaningful and reliable contrast between pre- and post-program anxiety levels.

A second limitation of the study relates to the insufficient amount of time that the teachers were exposed to extensive reading. The professional development program lasted for 60 hours, and only 20 hours were officially assigned to the reading program. Such a brief timeframe for pleasure reading is a reflection of the Korean priority on a test-centered curriculum, a priority so stringent that secondary school teachers, even

during breaks, are usually obliged to provide supplementary lessons to students in preparation for the National Scholastic Aptitude Test. Given that priority, before the program began, a majority of the teachers were skeptical of the usefulness of devoting time during the program to reading English-language books for pleasure. As a result, few hours were devoted to sustained silent reading, the participating teachers were unable to immerse themselves into reading for pleasure, and they hardly realized the linguistic improvements such as the development of vocabulary knowledge, reading speed, reading fluency, and writing proficiency. Those improvements could become measurable achievements in the future with more longitudinal studies. In addition, studies giving teachers more time to explore a text-abundant environment may be able to elicit more in-depth perspectives from the teachers and more of their practical advice on the applicability of extensive reading to the classroom. Thus, another suggestion for future research is to increase the assigned reading hours of a program so that learners can realize the merits of extensive reading.

Third, although the present study attempted to offer a great abundance of English-language written materials to the participants, some of the reading materials were of little interest to the teachers. One of the findings was that the participating teachers had a great fondness for graded readers and young adult books. However, other reading materials, especially periodicals, were not popular because they were in short supply, poorly chosen, or outdated. Indeed, one of the teachers pointed out directly that the scarcity of periodicals was a limitation of the program. Therefore, it is possible to imagine that the participating EFL teachers' inclinations toward reading graded books and young-adult

books might have been changed if more diverse reading materials had been provided. Therefore, future research should include a wider variety of reading materials, including up-to-date periodicals.

Last, as was mentioned in Chapter 4, several of the participating teachers recommended young-adult books in their best book presentations. To recap, nine teachers chose young-adult books for their presentation, whereas only three teachers recommended graded readers. This finding might be somehow puzzling because a majority of the teachers completed graded readers, possibly indicating that they would be more likely to choose one of the graded series of books as recommendable ones. On the contrary, most of them chose a book from the young adult literature for their presentation topic. This finding can be explained from the point of view of social desirability. For example, the first two presenters delivered their presentations on young-adult books. Therefore, it is possible that seeing their peers choose books from young-adult literature as recommendable readings, the next several teachers were under some pressure to present young-adult books themselves, even if they had preferred to talk about graded books. Similarly, when they consider their status as English language teachers, they might have subconsciously believed that they have to present a book that was challenging rather than a graded book that seemed light and easily comprehended. Therefore, the apparent support of the participating teachers for young-adult books as recommendable books could have been different if the first two teachers had presented books on graded books instead.

As mentioned earlier, all the participating EFL teachers delivered the presentation

in English, and it can be explained by the social desirability as well. In other words, observing the peers presenting in English rather than Korean, it is possible to imagine that some of the teachers were under pressure to speak English even though they wanted to use Korean, and it was evidenced by the data mentioned earlier in the previous chapter. Thus, it can be said that social desirability effects possibly influenced on the teachers' language use in presentation and their choices to the recommendable books.

6. 4. Implications

This section explores how the study results relate to the implementation of the extensive reading approach within the Korean education context. These implications may also be applicable to other EFL contexts.

In terms of the applicability of the extensive reading approach to the secondary level curriculum in Korea, several of the participating teachers proposed that a gradual approach using extra-curricular activities would be an appropriate path to take; if immediate action was taken, it would provoke negative feelings about the approach in parents, students, and school administrators. Following this proposal, EFL teachers who are willing to offer pleasure reading opportunities can have a similar effect by offering informal reading opportunities, taking advantage of resources that are already available such as, in this case, an English virtual classroom at school. Many teachers acknowledged that an English virtual classroom is available at most secondary schools in Korea, and a fair number of English-language books are stored in them as English learning resources. With such materials and a place to display and read, it is suggested that, instead of pushing ahead with the approach's immediate implementation or waiting for the

establishment of an English library or the extensive reading program as a part of the standard curriculum, teachers can lead a small field trip to an English virtual classroom with students and offer them the chance to read English-language books only if they are willing to read, meaning that no pressure should be placed on them so that they do not perceive it as another required task. If some students show willingness to read more books, then teachers can allow them to check the books out to encourage further reading. As evidenced by the participating teachers' own experiences -- their changed attitudes toward L2 reading after situating themselves in a print-rich context and experiencing the reading per se -- it is possible that students who did not express any interest in reading English books at first can become interested in reading as they observe their peers and actually experience reading English for pleasure. In other words, merely opening an English virtual classroom and allowing access to reading materials for students can be the first stepping stone in introducing the approach to students. At the same time, the findings of the present study suggest that, along with providing reading materials, respecting learners' reading tastes and encouraging social interaction about books facilitate further reading. Considering this, therefore, it is recommended to EFL teachers to include activities that connect readers in a reading community and offer opportunities to share ideas, such as a best book introduction. These activities can be another venue to foster students' further reading and build positive feelings about pleasure reading in them.

As can be seen from the EFL teachers' positive responses to the book-rich environment when they first entered the classroom, creating a classroom replete with appealing materials is one of the fundamental steps in establishing an extensive reading

program, indicating that reading materials should be diverse in genres and levels; that is, focusing on one type of book is not desirable. According to the analyzed data, however, most of the English-language written books available at secondary schools seem to be graded readers. Although graded books are considered to be appropriate materials for secondary schools in terms of language and content, it is possible that students might want to read periodicals, best sellers, or young-adult books. Indeed, many teachers showed positive feelings for books written for young adults mainly because of the themes that are likely to appeal to young Korean readers. Considering this, young-adult books can be another candidate genre of books to purchase for secondary level students as a means to increase diversity of reading materials in the extensive reading class.

In the current study, the EFL teachers who were willing to experience the approach with their students were encouraged to share their thoughts and information with their peers, and they formed a Reading Society. The primary aim of a reading society is to share information and introduce extensive reading and its constellation of benefits to peers who are novices to this approach, and being a member of such a society is encouraged for those teachers who are interested in applying the extensive reading approach. Because the implementation of the extensive reading approach cannot be observed in the standard curriculum in Korea, EFL teachers are likely to face problems when they attempt to introduce the approach to students. When such a situation is encountered, seeking help from peers who are more knowledgeable with in-depth experiences or peers who are willing to walk through the problems together can be a desirable path, and such support can be acquired by being a member of such a society.

As mentioned in previous chapters, the participating EFL teachers in the study showed support for classroom activities such as discussions, oral presentation over the books, and the keeping of a diary. Although time for independent reading is essential in an extensive reading class, implementing appropriate classroom activities can be a stepping stone for learners to form positive feelings toward pleasure reading. Therefore, along with sustained silent reading time, classroom activities should also require learners' written and oral responses to readings. Such a good practical model would be applicable when EFL teachers are introducing the extensive reading approach inside the schools.

Regarding language teacher's role in the extensive reading class, several of the participating EFL teachers recognized that their role is not limited merely to that of a reader, but also extends to that of an organizer, encourager, role model, and helper. Such responses indicate that the teachers recognized that the role of language teacher in the extensive reading class is diversified and dynamic and that the language teachers should take an active role in promoting pleasure reading among learners. For example, teachers can be more responsible in selecting reading materials by considering the appropriate reading levels and personal interests of their students, by creating a reading-friendly classroom to promote further reading, by organizing follow-up activities, by providing feedback on learner performance, and by monitoring student progress. Also, when text-difficulty becomes an issue among some students, teachers should become more active by providing direct instruction on vocabulary. Therefore, it can be said that teachers, by becoming active agents in extensive reading, provide the short cuts for learners on the path to reading for pleasure.

Appendix A

Foreign Language Reading Anxiety Scale (Saito et al., 1999: 205-207)

Directions: Statements 1 through 20 refer to how you feel about reading English. For each statement, please indicate whether you (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree by marking the appropriate number on the line following each statement. Please give your first reaction to each statement and mark an answer for every statement.

1. I get upset when I'm not sure whether I understand what I am reading in English

(1) (2) (3) (4) (5)

2. When reading English, I often understand the words but still can't quite understand what the author is saying.

(1) (2) (3) (4) (5)

3. When I'm reading English, I get so confused I can't remember what I'm reading.

(1) (2) (3) (4) (5)

4. I feel intimidated whenever I see a whole page of English in front of me.

(1) (2) (3) (4) (5)

5. I am nervous when I am reading a passage in English when I am not familiar with the topic.

(1) (2) (3) (4) (5)

6. I get upset whenever I encounter unknown grammar when reading English.

(1) (2) (3) (4) (5)

7. When reading English, I get nervous and confused when I don't understand every word.

(1) (2) (3) (4) (5)

8. It bothers me to encounter words I can't pronounce while reading English.

(1) (2) (3) (4) (5)

9. I usually end up translating word by word when I'm reading English.

(1) (2) (3) (4) (5)

10. By the time you get past the funny letters and symbols in English, it's hard to remember what you're reading about.

(1) (2) (3) (4) (5)

11. I am worried about all the new symbols you have to learn in order to read English.

(1) (2) (3) (4) (5)

12. I enjoy reading English.

(1) (2) (3) (4) (5)

13. I feel confident when I am reading in English.

(1) (2) (3) (4) (5)

14. Once you get used to it, reading English is not difficult.

(1) (2) (3) (4) (5)

15. The hardest part of learning English is learning to read.

(1) (2) (3) (4) (5)

16. I would be happy just to learn to speak English rather than having to learn to read as well.

(1) (2) (3) (4) (5)

17. I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud.

(1) (2) (3) (4) (5)

18. I am satisfied with the level of reading ability in English that I have achieved so far.

(1) (2) (3) (4) (5)

19. English culture and ideas seem very foreign to me.

(1) (2) (3) (4) (5)

20. You have to know so much about English history and culture in order to read English.

(1) (2) (3) (4) (5)

Appendix B

Teacher Foreign Language Anxiety Scale (TFLAS)

Directions: For each item, indicate whether you (1) strongly disagree (2) disagree (3) neither agree nor disagree (4) agree or (5) strongly agree.

1. It frightens me when I don't understand what someone is saying in English.

(1) (2) (3) (4) (5)

2. I would not worry about taking a course conducted entirely in English.

(1) (2) (3) (4) (5)

3. I am afraid that native speakers will notice every mistake I make.

(1) (2) (3) (4) (5)

4. I am pleased with the level of English proficiency I have achieved.

(1) (2) (3) (4) (5)

5. I feel self-conscious speaking my English in front of teachers of English.

(1) (2) (3) (4) (5)

6. When speaking English, I can get so nervous I forget things I know.

(1) (2) (3) (4) (5)

7. I feel overwhelmed by the number of rules I have to learn in order to speak English.

(1) (2) (3) (4) (5)

8. I feel comfortable around native speakers of English.

(1) (2) (3) (4) (5)

9. I never feel quite sure of myself when I am speaking English in front of native speakers.

(1) (2) (3) (4) (5)

10. I am not nervous speaking my English with students.

(1) (2) (3) (4) (5)

11. I don't worry about making mistakes in English.

(1) (2) (3) (4) (5)

12. I speak English well enough to be a good English teacher.

(1) (2) (3) (4) (5)

13. I get nervous when I don't understand every word a native speaker says.

(1) (2) (3) (4) (5)

14. I feel confident when I speak my English.

(1) (2) (3) (4) (5)

15. I always feel that other teachers speak English better than I do.

(1) (2) (3) (4) (5)

16. I don't understand why some people think learning English is so hard.

(1) (2) (3) (4) (5)

17. I try to speak English with native speakers whenever I can.

(1) (2) (3) (4) (5)

18. I feel that my English preparation was adequate to become a English teacher.

(1) (2) (3) (4) (5)

Appendix C

Foreign Language Reading Anxiety Scale (Korean Version)

외국어 읽기 두려움 측정 도구

다음 각 항목은 영어 수업에 대해 당신이 어떻게 느끼는지를 알아보고자 하는 내용들입니다. 각 항목에 대한 당신의 첫 반응을 표시해 주시고, 모든 항목에 대해 동그라미로 표시해 주세요.

1. 내가 읽고 있는 영어를 이해하지 못할때 나는 화가 나고 초조하다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

2. 영어로 된 책을 읽을 때 종종 나는 단어를 이해함에도 불구하고 작가가 의도하는 바가 무엇인지 이해가 잘 되지 않는다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

3. 영어책을 읽을 때 나는 너무 혼란스러워서 내가 무엇을 읽고 있는지조차 기억하지 못한다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

4. 나는 영어가 쓰여져 있는 책의 페이지를 볼때마다 소심해진다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

5. 내가 잘 알지 못하는 토박이 있는 영어책을 읽을 때 나는 긴장이 된다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

6. 내가 영어를 읽을 때 모르는 문법이 나올때마다 나는 화가 난다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

7. 내가 영어를 읽을 때 모든 단어를 이해하지 못하면 나는 혼란스러워지고 두려워진다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

8. 영어를 읽을 때 내가 발음하지 못하는 단어를 마주치는 것은 내 영어 읽기를 방해한다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

9. 내가 영어를 읽을 때는 거의 단어별로 해석하는 것으로 끝난다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

10. 영어에서 특이한 단어나 심볼을 볼 때는 대체로 무엇을 읽고 있는지 기억하기가 쉽지 않다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

11. 나는 영어를 읽기 위해서 배워야 하는 새로운 모든 심볼들에 대해서 걱정이 된다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

12. 나는 영어를 읽는 것을 즐긴다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

13. 나는 영어를 읽을 때 자신감이 있다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

14. 일단 익숙해지면 영어 읽기는 그다지 어렵지 않다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

15. 영어를 배울 때 가장 어려운 부분은 읽기이다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

16. 나는 영어 읽기를 배우는 것보다는 영어 말하기를 배우는 것이 더 좋다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

17. 나는 혼자 영어를 읽는 것은 신경쓰지 않지만 내가 영어를 큰 소리로 읽어야 한다면 굉장히 불편하다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

18. 나는 내가 이제까지 쌓은 영어 읽기 실력에 만족한다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

19. 미국 문화와 아이디어는 나에게 굉장히 이국적이고 생소하다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

20. 영어를 읽기 위해서는 영어 나라와 관련된 역사와 문화에 대해서 굉장히 많이 알고 있어야 한다.

1) 매우 그렇다 2) 대체로 그렇다 3) 중간 4) 대체로 그렇지 않다 5) 매우 그렇지 않다

Appendix D

Teacher Foreign Language Anxiety Scale (Korean Version)

외국어 교사의 외국어 두려움 측정 도구

각 항목에 대한 당신의 첫 반응을 표시해 주시고, 모든 항목에 대해 동그라미로 표시해 주세요.

1. 다른 사람이 영어로 이야기하는 것을 이해하지 못할 때 나는 불안하다.

(1) 매우 그렇지 않다 (2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

2. 영어로 진행되는 수업을 듣는 것에 대해서는 별로 걱정하지 않는다.

(1) 매우 그렇지 않다 (2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

3. 원어민이 내가 만드는 모든 실수에 대해서 지적할까 두렵다.

(1) 매우 그렇지 않다 (2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

4. 나는 내가 지금까지 쌓은 영어 실력에 대해서 만족한다.

(1) 매우 그렇지 않다 (2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

5. 다른 영어 교사들 앞에서 영어로 이야기할 때 나는 매우 의식하게 된다.

(1) 매우 그렇지 않다 (2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

6. 영어로 이야기할 때 나는 너무 긴장해서 내가 알고 있는 것조차 잊어버리게 된다.

(1) 매우 그렇지 않다 (2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

7. 영어를 말하기 위해서 배워야 하는 수많은 규칙들에 대해서 부담감을 느

킨다.

(1) 매우 그렇지 않다(2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

8. 영어를 모국어로 쓰는 사람들과 함께 있을 때 편안함을 느낀다.

(1) 매우 그렇지 않다(2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

9. 원어민 앞에서 영어로 말할 때 나는 나 자신에 대한 확신이 들지 않는다.

(1) 매우 그렇지 않다(2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

10. 나는 영어로 내 학생들과 이야기하는 것에 대해서 긴장하지 않는다.

(1) 매우 그렇지 않다(2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

11. 나는 영어로 실수를 하는 것에 대해서 걱정하지 않는다.

(1) 매우 그렇지 않다(2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

12. 나는 훌륭한 영어 교사가 되기 위해 영어를 충분히 잘 구사한다고 생각한다.

(1) 매우 그렇지 않다(2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

13. 원어민이 이야기하는 것의 단어 하나하나를 모두 다 이해하지 못할때 나는 긴장된다.

(1) 매우 그렇지 않다(2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

14. 나는 영어로 말할 때 자신감이 있다.

(1) 매우 그렇지 않다(2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

15. 나는 항상 다른 영어 교사들이 나보다 영어를 더 잘 말한다고 느낀다.

(1) 매우 그렇지 않다(2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

16. 나는 다른 사람들이 영어 배우는 것이 너무 어려운 일이라고 생각하는 것이 이해가 되지 않는다.

(1) 매우 그렇지 않다(2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

17. 나는 기회가 주어질 때마다 원어민하고 이야기하려고 한다.

(1) 매우 그렇지 않다(2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

18. 나는 영어 교사가 되기 위해서 충분히 준비되었다고 생각한다.

(1) 매우 그렇지 않다(2) 그렇지 않다 (3) 중간 (4) 대체로 그렇다 (5) 매우 그렇다

Appendix E

The Affective Questionnaire (modified from Hitosugi & Day, 2004)

Directions: Indicate your agreement or disagreement with each of the statements by using the letter from this scale.

Strongly Agree	Agree	Disagree	Strongly Disagree
A	B	C	D

1. So far, I am enjoying this reading session.
2. I don't know many English vocabulary items.
3. It is easy for me to read books written in English.
4. I read English books, comics, newspapers, etc., during my free time and outside of training session.
5. I find reading session I (extensive reading) to be difficult.
6. I would like to do well in reading session I.
7. I have confidence in my ability to read English.
8. When I read English books, I need to look up many words in the dictionary.
9. When I read English books, I am very interested in what I read.
10. I find studying English boring.

11. After reading English books, I am very interested in what I read.
12. I would like to read more English books.
13. I look forward to coming to the extensive reading session.
14. I do not enjoy reading English.
15. I am a slow reader when I read English books.
16. When I read English, I understand relatively little.
17. I feel uneasy when I see English books.

Appendix F

The Affective Questionnaire (Korean Version)

다음 각 항목은 다독 프로그램에 대해 당신이 어떻게 느끼는지를 알아보고자 하는 내용들입니다. 각 항목에 대한 당신의 첫 반응을 표시해 주시고, 모든 항목에 대해 동그라미로 표시해 주세요.

1. 아직까지 나는 이 읽기 수업을 즐기고 있다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

2. 나는 영어 단어를 많이 알지 못한다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

3. 영어로 쓰여진 책들을 읽는 것은 나한테 쉬운 일이다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

4. 나는 내 여가 시간과 교사 연수회 시간 외에도 영어책들-만화책, 신문 등을 읽는다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

5. 나는 다독 프로그램이 어렵다고 생각한다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

6. 나는 다독 프로그램에서 좋은 성과를 거두고 싶다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

7. 나는 내 영어 읽기 실력에 자신감을 가지고 있다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

8. 내가 영어 책을 읽을때 나는 많은 단어들을 사전에서 찾는다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

9. 내가 영어 책을 읽을때 나는 내가 읽는 책에 매우 흥미를 갖는다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

10. 나는 영어를 공부하는 것이 지겹고 심심하다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

11. 영어책을 다 읽은 후 나는 내가 읽은 책에 대해서 흥미를 갖는다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

12. 나는 더 많은 영어책들을 읽고 싶다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

13. 나는 이번 교사 연수회의 다독 프로그램에 매일 참여하는 것이 즐거워서
다독 프로그램 시간이 기다려진다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

14. 나는 영어 책 읽는 것을 즐기지 않는다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의
의못함

15. 나는 영어책을 읽을 때 매우 천천히 읽는다.

A)매우 동의 B)동의 C)동의못함 D)매우 동의

의못함

16. 내가 영어책을 읽을 때 나는 이해를 그다지 잘 하지 못한다.

- A)매우 동의 B)동의 C)동의못함 D)매우 동

의못함

17. 나는 내가 영어책을 읽을 때 어색하고 불안하다.

- A)매우 동의 B)동의 C)동의못함 D)매우 동

의못함

Appendix G

Interview Questionnaire

Thought about extensive reading	<ul style="list-style-type: none">▶ Since you experienced this approach for approximately two weeks, I am curious to find out your own experience to the approach. ▶ Have you ever heard of the extensive reading approach before? If you have, when and where? Have you ever seen someone who is using this approach to teach English or learn English? If you have, how does he or she use this approach? ▶ What were your impressions when you were surrounded by many English books in various genres? ▶ Have you ever read English books for pleasure before? If you have, when and where did you read? What did you read? How did you enjoy it? ▶ What do you think about reading materials that are used in the secondary-school English classrooms? What do you think about the reading materials that were used in the extensive reading approach at the teacher training? ▶ What do you think about the top-ten principles that were introduced in the beginning of the session? How would they fit into the current English curriculum in Korea? ▶ What were your problems or challenges when you were participating in the extensive reading program? ▶ I would like to hear about your opinions to the English village. What do you think about the program?
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<p>Anxiety and Confidence to read English books</p>	<ul style="list-style-type: none"> ▶ Some of the books you read might include cultural elements different from Korean culture. How did you enjoy reading such books? Were you nervous or feel uncomfortable when reading such books? ▶ Have you ever felt anxious or uncomfortable feelings when reading English books? If you have, when did you experience these feelings and how did you approach such uncomfortable feelings? ▶ Have you ever felt anxious when teaching English to your students at schools? If you have, when did it happen and what caused such feelings? ▶ Do you do any free reading in English? If you do, how much reading do you do? How do you feel about your capability to read English for pleasure?
<p>Applicability of the extensive reading</p>	<ul style="list-style-type: none"> ▶ What do you think about this approach if it is implemented into secondary curriculum in Korea? How would you implement it into the curriculum? ▶ As a secondary English teacher in Korea, what do you think about the current English curriculum? ▶ What are your concerns in implementing the extensive reading approach into secondary English curriculum in Korea? ▶ What book did you enjoy mostly? Which book or books do you want to recommend to your students? Which book or books you don't want to recommend to students?
<p>Overall climate of the sustained silent reading sessions</p>	<ul style="list-style-type: none"> ▶ Are there any particular reading strategies you found helpful or effective when you were reading? ▶ You were also encouraged to read outside of the class. How did you enjoy in-class sustained reading and outside reading? Which reading situation did you feel more comfortable and why? ▶ What do you think about the reading target Professor Kim named in the syllabus? Was it too much? If you were deciding a reading target for your students, how would you make it?

Appendix H

Interview Questionnaire (Korean version)

<p>다독에 관한 전반적인 의견</p>	<p>▶ 선생님께서 직접 이 다독프로그램을 이주간 경험하셨는데 이 프로그램의 직접 경험 후 다독프로그램에 대한 선생님의 전반적인 느낌에 대해서 듣고 싶습니다.</p> <p>▶ 다독 프로그램에 대해서 한번이라도 들어보신 적이 있으십니까? 만약에 들어 보셨다면 언제 어디서 들어보셨나요? 다독 프로그램을 영어를 지도하기 위한 방편으로 이용하시는 다른 교사를 주변에서 보신 적이 있으신가요? 있으시다면 언제 어디서 보셨나요? 그분은 이 다독 프로그램을 어떻게 운영하고 계시던가요?</p> <p>▶ 다양한 장르의 수많은 책들로 둘러싸인 교실에 처음 들어오셨을때 어떤 느낌이 들으셨나요?</p> <p>▶ 예전에 단순히 즐거움을 얻기 위해 영어 책을 읽어보신 적이 있으신가요? 만약에 있으시다면 언제 어디서 읽어보셨나요? 무슨 책을 읽으셨나요? 그 경험은 어떠하셨나요?</p> <p>▶ 현재 중고등학교에서 교재와 부교재로 쓰이는 영어교과서에 대해서 어떻게 생각하십니까? 그리고 이번 교사 연수회의 다독 프로그램에서 쓰인 책들에 대해서 어떻게 생각하십니까?</p> <p>▶ 오리엔테이션때 설명되었던 다독 프로그램의 열가지 규칙에 대해서 어떻게 생각하십니까? 이 열가지 규칙이 현재 한국의 영어교육 커리큘럼에 어떻게 적용이 될 수 있다고 생각하십니까?</p> <p>▶ 다독 프로그램에 참석하실때 선생님이 느끼신 문제점이나 어려움등은 무엇이었습니까?</p> <p>▶ 선생님께서는 영어마을에 대해서 어떻게 생각하십니까?</p>
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<p>영어책 읽기에 대한 두려움과 자신감</p>	<p>▶ 선생님이 읽으신 책들중 몇권은 한국의 문화와는 전혀 다른 새로운 문화에 관한 것일 수도 있습니다. 그러한 책을 읽으실 때 어떤 생각을 하셨나요? 그런 책들을 읽으실 때 마음이 불안하고 많이 불편하셨나요? 만약 그렇다면 무엇이 선생님의 마음을 불안하고 불편하게 만들었다고 생각하십니까?</p> <p>▶ 영어책을 읽으실 때 두려움이나 불편한 감정을 느끼신 적이 있으신가요? 만약에 그러하시다면 언제 그러한 감정을 느끼셨고 그러한 감정에 어떻게 대처하셨나요?</p> <p>▶ 학교에서 학생들에게 영어를 가르치실 때 불안함을 느끼신 적이 있으신가요? 만약에 있으시다면 언제 어떻게 그런 불안한 감정이 일어났고 어떠한 이유들로 그러한 감정들을 느끼셨다고 생각하십니까?</p> <p>▶ 즐거움을 위한 영어책 읽기를 많이 하시나요? 만약에 그러하신다면 얼마나 자주 하시나요? 즐거움을 위한 영어책 읽기를 하기위한 선생님 본인의 영어 실력에 대해서 어떻게 생각 하시나요?</p>
<p>다독 프로그램의 적용력</p>	<p>▶ 다독 프로그램이 한국의 현재 영어 교육과정에 적용 된다는 것에 대해서 어떻게 생각 하십니까? 어떻게 현 교육과정에 적용해야 한다고 생각하십니까?</p> <p>▶ 한국의 중등영어교사로서 현재 한국의 영어교육과정에 대해서 어떻게 생각하십니까?</p> <p>▶ 현재 영어교육과정에 다독 프로그램을 적용하게 될 경우 선생님께서 우려하시는 문제점은 무엇입니까?</p> <p>▶ 어떤 장르를 가장 즐겨 읽으셨습니까? 어떤 책들을 학생들에게 추천하시고 싶으십니까? 어떤 책들을 학생들에게 추천하고 싶지 않으십니까?</p>
<p>다독 프로그램의 전반적인 분위기</p>	<p>▶ 선생님께서 다독 프로그램에서 책들을 읽을때 특별히 쓰신 읽기 전략이 있으십니까?</p> <p>▶ 선생님은 수업 시간뿐 아니라 수업 시간 외에도 영어책을 읽도록 권유받으셨습니다. 수업 시간 내에서의 다독 프로그램과</p>

	<p>수업 시간 밖에서의 다독 프로그램을 어떻게 경험하셨습니다? 수업내와 수업외의 읽기중 어느 것이 더 편안하셨습니다? 그 이유는 무엇입니까?</p> <p>▶강사가 정한 'Reading Target' 에 대해서 어떻게 생각하십니까? 너무 많았다고 생각하십니까? 선생님께서 선생님의 학생들을 위해서 정한다면 어떻게 정하시겠습니까?</p>
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Appendix I

Books Read by Participants

Name of the Teacher	Title of the Book (Page Length)	Type of the Book	Name Author
Min-Wook	1) <i>Even Steven and Odd Todd</i> (30)	Graded reader	Kathryn Cristaldi
	2) <i>Tonight on the Titanic</i> (71)	Graded reader	Mary Pope Osborne
	3) <i>The Story of Hellen Keller</i> (97)	Graded reader (biography)	Brian J Stuart
	4) <i>David Cooperfield</i> (96)	Graded reader (fiction)	Charles Dickens
	5) <i>Growing up in Slavery</i> (96)	Young adolescent book (nonfiction)	Sylviane A. Diaf
	6) <i>The Bronte Story</i> (72)	Graded reader	Tim Vicary
Ji-Young	1) <i>The School Yard Mystery</i> (46)	Graded reader	Elizabeth Levy
	2) <i>High Tide in Hawaii</i> (73)	Graded reader	Mary Pope Osborne
	3) <i>A Day No Pigs Would Die</i> (176)	Young adolescent book	Robert Newton Peck
Jae-Yeoun	1) <i>The Best Teacher in the World</i> (32)	Graded reader	Bernice Chardiet and Grace Maccarone
	2) <i>The Secret Garden</i>	Graded reader	Frances Hodgson

	(288)		Burnett
	3) <i>The Paint Brush Kid</i> (80)	Graded reader	Clyde Robert Bulla
	4) <i>Thhe Lion, the Witch, and the Wardrobe</i> (224)	Young adolescent book (Fantasy)	C.S. Lewis
	5) <i>Mummies in the Morning</i> (80)	Graded reader (Fantasy)	Mary Pope Osborne
Eun-Pyo	1) <i>The Wind in the Willows</i> (49)	Graded reader (Fable)	Kenneth Grahame
	2) <i>Ice Wreck</i> (44)	Graded reader (Adventure)	Lucille Recht Penner
	3) <i>Hours of the Olympics</i> (70)	Graded reader (Adventure)	Mary Pope Osborne
	4) <i>Make Lemonade</i> (200)	Young adolescent book (fiction)	Virginia Euwer Wolff
Hye-Jin	1) <i>The Magic Finger</i> (63)	Graded reader (Fantasy)	Ronald Dahl
	2) <i>The Paint Brush Kid</i> (67)	Graded reader (Poetic nonfiction)	Clyole Robert Bulla
	3) <i>The Giraffe and the Pelly and Me</i> (79)	Graded reader (fiction)	Ronald Dahl
	4) <i>Chinese Cinderella</i> (240)	Young adolescent book (nonfiction)	Adeline Yen Mah
	5) <i>A Little Princess</i> (112)	Graded reader (fiction)	Frances Hodgson Burnett

Jung-Eun	<p>1) <i>The Best Teacher in the World</i> (29)</p> <p>2) <i>Junie B. Jones and the Mushy Gushy Valentine</i> (69)</p> <p>3) <i>Midnight on the Moon</i> (70)</p> <p>4) <i>Anna Karenina</i> (113)</p> <p>5) <i>Aliens for Breakfast</i>(62)</p>	<p>Graded reader</p> <p>Graded reader (Romance)</p> <p>Graded reader (Adventure)</p> <p>Graded reader (Classics)</p> <p>Graded reader (Adventure)</p>	<p>Bernice Chardiet and Grace Maccarone</p> <p>Barbara Park</p> <p>Mary Pope Osborne</p> <p>Tolstoy and Brian J. Stuart</p> <p>Stephanie Spinner and Jonathan Etra</p>
Jeannie	<p>1) <i>The Frog Prince</i> (30)</p> <p>2) <i>The Magic Finger</i> (62)</p> <p>3) <i>The Christmas Carol</i> (97)</p> <p>4) <i>The Outsiders</i> (180)</p> <p>5) <i>Charlie and the Chocolate Factory</i> (155)</p>	<p>Graded reader (Fable)</p> <p>Graded reader (Fable)</p> <p>Graded reader</p> <p>Young adolescent book (Heroic story)</p> <p>Graded reader (Adventure)</p>	<p>Edith H. Jorcow</p> <p>Roald Dahl</p> <p>Charles Dickens</p> <p>S.E. Hinton</p> <p>Roald Dahl</p>
Eun-Jung	<p>1) <i>George Washington and the General's Dog</i> (46)</p> <p>2) <i>Gone Back, Amelia Bedelia</i> (64)</p>	<p>Graded reader (Biography)</p> <p>Graded reader (Humor)</p>	<p>Frank Murphy</p> <p>Peggy Parish</p>

	<p>3) <i>The Case of Hermie the Missing Hamster</i> (74)</p> <p>4) <i>The Great Expectations</i> (123)</p> <p>5) <i>Junie B. Jones Loves Handsome Warren</i> (71)</p> <p>6) <i>The Magic Finger</i> (63)</p>	<p>Graded reader (Mystery)</p> <p>Graded reader (Fiction)</p> <p>Graded reader (Humor)</p> <p>Graded reader (Fantasy)</p>	<p>James Prdler</p> <p>Charles Dickens</p> <p>Barbara Park</p> <p>Roald Dahl</p>
Jae-Min	<p>1) <i>Merry Christmas, Amelia Bedelia</i> (63)</p> <p>2) <i>Doctor Dolittle</i> (38)</p> <p>3) <i>Junie B. Jones and the Mushy Gushy</i> (69)</p> <p>4) <i>The Blind Men and the Elephant</i> (46)</p> <p>5) <i>Goodbye, Vietnam</i> (135)</p> <p>6) <i>The Magic Finger</i> (63)</p> <p>7) <i>Night of the Full Moon</i> (62)</p> <p>8) <i>Teach us, Amelia Bedelia</i> (56)</p>	<p>Graded reader (Fiction)</p> <p>Graded reader (Adventure)</p> <p>Graded reader (Fiction)</p> <p>Graded reader (Fiction)</p> <p>Young adolescent book (Adventure)</p> <p>Graded reader (Fiction)</p> <p>Graded reader (History)</p> <p>Graded reader (Fiction)</p>	<p>Peggy Parish</p> <p>Hugh Lofting</p> <p>Barbara Park</p> <p>Karen Backstein</p> <p>Gloria Whelan</p> <p>Roald Dahl</p> <p>Gloria Whelan</p> <p>Peggy Parish</p>
Eun-Sue	<p>1) <i>The Story of Flying</i> (63)</p>	<p>Graded reader (Nonfiction)</p>	<p>Lesley Sims</p>

	2) <i>Junie B. Jones is a Beauty Shop Guy</i> (66)	Graded reader (Humor)	Barbara Park
	3) <i>Junie B. Jones and the Stupid Smelly Bus</i> (69)	Graded reader (Humor)	Barbara Park
	4) <i>The Absent Author</i> (87)	Graded reader (Detective Story)	Ron Roy
	5) <i>The Secret Garden</i> (71)	Graded reader (Fantasy)	Frances Hodgson Burnett
	6) <i>The Bald Bandit</i> (71)	Graded reader (Mystery)	Ron Roy
	7) <i>The Lucky Lottery</i> (87)	Graded reader (Mystery)	Ron Roy
	8) <i>Horrid Henry and the Mega-mean Time Machine</i> (88)	Graded reader (Humor)	Francesca Simon
Hyun-Jung	1) <i>Bible Stories</i> (73)	Graded reader (History)	(No information is given)
	2) <i>Tolstoy's Short Stories, What Men Live By</i> (27)	Graded reader (Classics)	Tolstoy
	3) <i>Ivan, the Fool</i> (50)	Graded reader (Classics)	Tolstoy
	4) <i>Anna Karenina</i> (103)	Graded reader (Classics)	Tolstoy
	5) <i>Merry Christmas, Amelia</i> (57)	Graded reader (Humor)	Peggy Parish Bedlia
	6) <i>Teach us, Amelia Bedelia</i> (50)	Graded reader (Humor)	Peggy Parish

	7) <i>Great Expectations</i> (112)	Graded reader (fiction)	Charles Dickens
	8) <i>The Secret Garden</i> (83)	Graded reader (Fiction)	Frances Hodgson Burnett
Hyo-Min	1) <i>The Case of the Backyard Treasure</i> (40)	Graded reader (Adventure)	Joanne Rocklin
	2) <i>Vacation under the Volcano</i> (74)	Graded reader (Adventure)	Mary Pope Osborne
	3) <i>Revolutionary War on Wednesday</i> (72)	Graded reader (Adventure and History)	Mary Pope Osborne
	4) <i>Junie B. First Grader Boss of Lunch</i> (75)	Graded reader	Barbara Park
	5) <i>Lost in the War</i> (137)	Young adolescent book (Fiction)	Nancy Antle
	6) <i>The Runaway Racehorse</i> (85)	Graded reader (Mystery)	Ron Roy
	7) <i>Mummies in the Morning</i> (65)	Graded reader (Fantasy)	Mary Pope Osborne
Ye-Eun	1) <i>Uncle Tom's Cabin</i> (87)	Graded reader (Classics)	Harriet Elizabeth Beechet Stowe
	2) <i>Revolting Rhymes</i> (47)	Graded reader (Humor)	Roald Dahl
	3) <i>The Skin I'm In</i> (171)	Young adolescent book (Fiction)	Sharon G. Flake

	4) <i>The Merchant of Venice</i> (95)	Graded reader (Classics)	William Shakespeare
	5) <i>Tolstoy's Short Stories</i> (100)	Graded reader (Classics)	Tolstoy
	6) <i>Around the World in Eighty Days</i> (90)	Graded reader (Fiction)	Jules Verne
Jung-Ah	1) <i>Revolting Rhymes</i> (47)	Graded reader (Humor)	Roald Dahl
	2) <i>Among the Hidden</i> (153)	Young adolescent book	Margaret Peterson Haddix
	3) <i>The Magic Finger</i> (63)	Graded reader (Humor)	Roald Dahl
	4) <i>Mummies in the Morning</i> (65)	Graded reader (Adventure)	Mary Pope Osborne
	5) <i>Sherlock Holmes</i> (93)	Graded reader (Detective story)	Sir Arthur Conan Dayle
	6) <i>The Twits</i> (76)	Graded reader (Humor)	Roald Dahl
	8) <i>Around the World in Eighty Days</i> (105)	Graded reader (Adventure)	Jules Verne
	9) <i>Wild, Wild Hair</i> (29)	Graded reader	Nikki Grimes

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