การใช้การอ่านหนังสือนอกเวลาเพื่อพัฒนาความเข้าใจในการอ่าน การเรียนรู้คำศัพท์และ
เจตคติในการอ่าน : กรณีศึกษาของนักศึกษาวิชาเอกภาษาอังกฤษชั้นปีที่ 1
ปีการศึกษา 2547 มหาวิทาลัยราชภัฏนครราชสีมา

พิศิษฐ์ พวงมลิวัลย์

ENHANCING READING COMPREHENSION,
VOCABULARY RECOGNITION AND ATTITUDE
TOWARDS EXTENSIVE READING : A CASE STUDY OF
THE FIRST-YEAR ENGLISH MAJORS IN THE
ACADEMIC YEAR 2004 AT NAKHON RATCHASIMA
RAJABHAT UNIVERSITY

**Pisit  Puangmaliwan**

**A Thesis Submitted in Partial Fulfillment of the Requirements**
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# ENHANCING READING COMPREHENSION, VOCABULARY RECOGNITION AND ATTITUDE TOWARDS EXTENSIVE READING : A CASE STUDY OF THE FIRST-YEAR ENGLISH MAJORS IN THE ACADEMIC YEAR 2004 AT NAKHON RATCHASIMA RAJABHAT UNIVERSITY

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for a Master Degree in English studies.

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พิศิษฐ์ พวงมลิวัลย์ : การใช้การอ่านหนังสือนอกเวลาเพื่อพัฒนาความเข้าใจในการอ่าน
การเรียนรู้คำศัพท์และเจตคติในการอ่าน : กรณีศึกษาของนักศึกษาวิชาเอกภาษาอังกฤษ
ชั้นปีที่ 1 ปีการศึกษา 2547 มหาวิทาลัยราชภัฏนครราชสีมา (ENHANCING
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AT NAKHON RATCHASIMA RAJABHAT UNIVERSITY) อาจารย์ที่ปรึกษา :
ดร.มณีเพ็ญ อภิบาลศรี, .........หน้า. ISBN 974.................

การวิจัยครั้งนี้ มีวัตถุประสงค์ในการศึกษาผลของการใช้การอ่านหนังสือนอกเวลาเพื่อพัฒนา
การอ่านเพื่อความเข้าใจ การจำคำศัพท์ และความคิดเห็นของนักศึกษาเอกภาษาอังกฤษชั้นปีที่ 1
ที่มีต่อการอ่านหนังสือนอกเวลา กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้เป็นนักศึกษาเอกภาษาอังกฤษ
ชั้นปีที่ 1 จำนวน 120 คน จากการคัดเลือกจากการสุ่มตัวอย่างอย่างง่าย ในการทดลองได้แบ่งกลุ่ม
นักศึกษาออกเป็น 2 กลุ่ม คือ กลุ่มควบคุมและกลุ่มทดลอง ในกลุ่มควบคุมและกลุ่มทดลอง
ประกอบไปด้วย นักศึกษาที่มีความสามารถในการอ่านในระดับสูง ปานกลาง และต่ำ โดยดูจาก
คะแนนจากข้อสอบการอ่านเพื่อความเข้าใจและการจำคำศัพท์ มีเนื้อหาในลักษณะบรรยาย (narrative)
กลุ่มตัวอย่างทั้งสองกลุ่มจะได้รับการสอนการอ่านในชั้นเรียนตามปกติเป็นเวลา 10 สัปดาห์ โดยที่
นักศึกษาในกลุ่มทดลองจะต้องอ่านหนังสือนอกเวลาที่เป็นเรื่องสั้น สัปดาห์ละ 1 เรื่อง นอกชั้นเรียน
เป็นเวลา 10 สัปดาห์หลังจากนักศึกษาในกลุ่มทดลองได้อ่านเรื่องสั้นแล้ว นักศึกษาจะต้องสรุป
เล่าเรื่องย่อเกี่ยวกับเรื่องสั้นที่อ่าน และความคิดเห็นของนักศึกษาต่อการอ่านในแบบฟอร์มบันทึก
การอ่านทุกครั้ง เมื่อครบ 10 สัปดาห์ นักศึกษาในกลุ่มควบคุมและทดลองจะได้รับการทดสอบ
ความรู้ในการอ่านเพื่อความเข้าใจและการจำคำศัพท์ โดยข้อสอบฉบับเดียวกันกับข้อสอบที่ใช้สอบ
ก่อนการแบ่งกลุ่ม หลังจากนี้ ก็นำเอาคะแนนที่ได้จากการสอบก่อนและหลังกิจกรรมการอ่านเพื่อ
ความเข้าใจมาเปรียบเทียบเพื่อดูว่ามีความแตกต่างอย่างมีนัยสำคัญทางสถิติหรือไม่ในระหว่างกลุ่ม
ควบคุมและกลุ่มทดลอง โดยการวิเคราะห์ด้วย t-test และ one-way ANOVA

เครื่องมือที่ใช้ในการทดลองมีดังนี้ ข้อสอบการอ่านเพื่อความเข้าใจและการจำคำศัพท์ เป็น
ข้อสอบในลักษณะมีตัวเลือกให้ด้วย มีข้อสอบเกี่ยวกับการอ่านเพื่อความเข้าใจ 30 ข้อ การจำคำศัพท์
30 ข้อ ข้อสอบฉบับดังกล่าวได้มีการทดลองสอบเพื่อหาประสิทธิภาพของข้อสอบ โดยมีค่าความยากง่าย
อยู่ในระหว่าง .20 ถึง .80 และมีค่าอำนาจจำแนกระหว่าง .20 ถึง 1.00 ข้อสอบทั้งฉบับมีค่าความเที่ยงตรง

(KR20) ที่ .92 และค่าความเชื่อมั่น (Cronbach alpha) ที่ .91 นอกจากนี้ผู้วิจัยยังใช้แบบสอบถามแบบ บันทึกการอ่านและการสัมภาษณ์ เพื่อเก็บข้อมูลในด้านความคิดเห็นของนักศึกษาเกี่ยวกับกิจกรรม การอ่านหนังสือนอกเวลา

ผลการวิจัยสรุปได้ดังนี้

1. มีความแตกต่างอย่างมีนัยสำคัญทางสถิติในด้านการอ่านเพื่อความเข้าใจระหว่างกลุ่ม ควบคุมและกลุ่มทดลองที่ .01 ซึ่งหมายความว่า นักศึกษาในกลุ่มทดลองสามารถทำคะแนนในฉบับ การอ่านเพื่อความเข้าใจได้มากกว่านักศึกษาในกลุ่มควบคุม

2. มีความแตกต่างอย่างมีนัยสำคัญทางสถิติในด้านการเรียนรู้คำศัพท์ระหว่างกลุ่มควบคุม และกลุ่มทดลองที่ .01 ซึ่งหมายความว่า นักศึกษาในกลุ่มทดลองสามารถทำคะแนนในด้านการเรียนรู้ คำศัพท์มากกว่ากลุ่มควบคุม

3. มีความแตกต่างอย่างมีนัยสำคัญระหว่างนักศึกษาที่มีความสามารถในการอ่านระดับสูง ปานกลาง และต่ำ ที่ระดับ .05 ในกลุ่มทดลองซึ่งหมายความว่า นักศึกษาที่มีความสามารถในการอ่านสูง สามารถทำคะแนนในด้านการอ่านเพื่อความเข้าใจได้สูงกว่ากลุ่มปานกลางและกลุ่มต่ำ และนักศึกษา ที่มีความสามารถในการอ่านปานกลางทำคะแนนได้สูงกว่านักศึกษาที่มีความสามารถในการอ่าน ระดับต่ำ

4. มีความแตกต่างอย่างมีนัยสำคัญระหว่างนักศึกษาที่มีความสามารถในการอ่านในระดับสูง ปานกลาง และต่ำ ที่ระดับ .05 ในกลุ่มทดลอง ซึ่งหมายความว่า นักศึกษาที่มีความสามารถในการอ่าน ในระดับสูง สามารถทำคะแนนในด้านการเรียนรู้คำศัพท์ได้สูงกว่า นักศึกษาที่มีความสามารถใน การอ่านปานกลาง และต่ำ และนักศึกษาในกลุ่มที่มีความสามารถในการอ่านปานกลาง สามารถ ทำคะแนนในด้านการเรียนรู้คำศัพท์ได้สูงกว่านักศึกษาที่มีความสามารถในการอ่านต่ำ

5. จากการวิเคราะห์ความคิดเห็นของนักศึกษาที่มีต่อการอ่านหนังสือนอกเวลา นักศึกษา ในกลุ่มทดลองมีความคิดเห็นว่า การอ่านหนังสือนอกเวลาเป็นกิจกรรมที่เป็นประโยชน์ต่อการเรียน ภาษาอังกฤษ นอกจากนั้นนักศึกษารายงานว่าการอ่านหนังสือนอกเวลานอกจากให้ความสนุกสนาน เพลิดเพลินในการอ่านแล้วยังช่วยพัฒนาทักษะการอ่าน ความคล่องแคล่วในการอ่าน การเพิ่มพูน ความรู้คำศัพท์ และเจตคติที่ดีต่อการอ่าน

สาขาวิชา.................................... ลายมือชื่อนักศึกษา........................................

ปีการศึกษา 2548 ลายมือชื่ออาจารย์ที่ปรึกษา................................

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม............................

PISIT  PUANGMALIWAN : ENHANCING READING COMPREHENSION, VOCABULARY RECOGNITION AND ATTITUDE TOWARDS EXTENSIVE READING : A CASE STUDY OF THE FIRST-YEAR ENGLISH MAJORS IN THE ACADEMIC YEAR 2004 AT NAKHON RATCHASIMA RAJABHAT UNIVERSITY. THESIS ADVISOR : MANEEPEN APIBALSRI, Phd.,…..PP. ISBN…………….

This study aims to investigate the impact of extensive reading on the development of reading comprehension, vocabulary recognition, and attitudes toward extensive reading of the first-year English major students in the academic year of 2004.

One hundred and twenty first-year English majors from Nakhon Ratchasima Rajabhat University  participated in the study and were classified into the experimental and control group. Each group consisted of twenty able readers, twenty average readers and twenty less able readers based on  their reading comprehension and vocabulary scores in a multiple choice test. The texts used in the test were narrative texts. Both the experimental and control group received reading instruction in their classes for ten weeks while the experimental group were given extra ten short stories to read outside the classroom at a rate of one story per one week After finishing reading the students in the experimental group wrote a reading journal both to summarize the stories and express their opinion about the story they read and the extensive reading activities generally. At the end of ten weeks, both groups were given a post-test.  The pre-test and post-test scores of both groups were compared using a t-test to find out if there was any significant differences in reading comprehension and vocabulary recognition between the two groups. A one-way ANOVA was used to find out if there were any significant differences among the readers in the experimental group.

The validity and reliability of the reading comprehension and vocabulary test used as the instrument in the experiment was calculated by the SPSS program version 11.5. The validity of the test (KR20) was 0.92 and the reliability (Cronbach alpha) was 0 .92.

The results of the study showed that…..

1.  There was a significant difference in reading comprehension between the experimental and control group at the level .01.  In other words, the experimental group were able to obtain higher scores in reading comprehension than the control group.

  2. there was a significant different in vocabulary recognition between the experimental and control group at the level of .01. This means that the experimental group were able to obtain higher score in vocabulary recognition than the control group.

  3. there was a significant difference within and among the readers in the experimental group. In other words, the able reader were able to do better in the reading comprehension test than both the average and less able readers at the level of .05 respectively.

  4. there was also a significant difference in vocabulary recognition between and among the readers in the experimental group at the level of .05. In other words, the able readers could do better in the vocabulary recognition than both the average and less able readers respectively.

  5. With regard to students' attitudes towards extensive reading, most of the students mentioned that extensive reading was a useful language learning activity. Moreover, they found extensive reading to be enjoyable and useful for improving their reading ability, reading speed, vocabulary knowledge and in generating a positive attitude towards reading.

School of ……………………..   Student's Signature………………………….

Academic Year 2005     Advisor's Signature…………………………

             Co-advisor's Signature……………………...

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I would like to express my sincere gratitude to the following people, who have helped, supported and collaborated in carrying out this research.

First of all, I would like to thank my thesis advisor, Dr. Maneepen Apibalsri, for her collaborative contribution, and valuable advice. And secondly, my sincere thanks go to Assistant Professor Dr. Kanit Kaimook, my co-thesis advisor, for his knowledge and advice on the statistic analysis. Thirdly, I would like to thank Ms. Laortip Veerarak, Dr. Somsong Asawakul, Ms. Lalita Thongpakdee, and Mr. Tanawat Thitithananan , my colleagues,  at  Nakhon Ratchasima Rajabhat University for their academic support and advice . Next, I giving comment and advice on my research.

Finally, I really want to thank the English Major students of Nakhon Ratchasima Rajabhat University for their excellent collaboration in carrying out this research.

<div align="right">Pisit Puangmaliwan</div>

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# CHAPTER 1
# INTRODUCTION

## 1.1 Introduction

This chapter introduces the study of the effects of extensive reading on reading comprehension, vocabulary recognition and students' attitudes towards the extensive reading program of first-year English majors at Nakhon Ratchasima Rajabhat University during the academic year 2004.

## 1.2 Statement of the Problem

With the advent of computers and the Internet, the World Wide Web has become one of the most efficient channels of communication. The World Wide Web has become a powerful reading resource where all sorts of information can be kept and retrieved. While the information is transcribed in many world languages, one of the most popular of those languages is English. In a world of information and technology, reading has become one of the most crucial language skills for both the academic and business worlds.

At the tertiary level of education in Thailand, students are required to take English as a foundation course for at least 12 credits. Because reading is regarded as one of the most important academic skills for university students, students are required to read a considerable number of texts in English. Not only do they have to read for comprehension, but also they have to read with considerable speed. However, that Thai students appear to have problems in English has been ably demonstrated by figures released by the Ministry of the University Affairs (MUA). In 1999 the average score for English was 37.47%. The results were similar in the following years: 36.43% in the year of 2000 and 39.84 in 2001 (cited in Bandit Na-neaw University Entrance Examination Handbook, 2546). The lack of ability to read efficiently was also revealed in a survey study by Soranasataporn and Tiensuwan, (1977). They reported that science students at Mahidol University had difficulty in

understanding expository texts in English due to the lack of both English proficiency and proper reading skills and strategies.

At Nakhon Ratchasima Rajabhat University (NRRU), students are required to take English as foundation courses for their general education. Among the English courses offered, students are obliged to take English for Study Skills, which emphasizes the development of the reading ability in English. Results from scores obtained from the reading comprehension test at the end of the course showed that over 50 % of the total number of the students in the second and third semester of 2003 achieved no more than 28.95 and 29.60 out of a possible 60 marks demonstrating a poor level of reading ability.

In an attempt to solve this problem, the Extensive Reading Program was implemented. The program was designed to reflect the results of a variety of studies that have shown the significance of reading comprehension, vocabulary development and a positive attitude towards reading for learners of English (Tan 1997; Hayashi 1999; Jacob 1991; Bakers 1993; Renandya, Rajan and Jacobs 1997; Barfield 2001).

Extensive reading has a long history in the teaching of English as a foreign language. Its use as a strategy to increase the students' reading ability was first recorded by Harold Palmer (1964) and the term "supplementary reading" was first used as far back as 1955 by Michael West, a well-known teacher and materials writers working in India used the language proficiency (West, 1955). In recent years, extensive reading has received renewed attention as a result of an increased focus on student-centered learning: because students are able to choose what they want to read and how they want to read it, extensive reading has come to be regarded as an essentially student-centered activity. Day and Bamford (1997) define extensive reading as an approach to the teaching and learning of second language, in which students have to read widely within their level of language proficiency. Extensive reading helps EFL students not only to learn to read but also to motivate them to enjoy reading, resulting in a continuation of reading outside class in addition to normal classroom study.  Nuttal (1982) also points out that extensive reading can be used to promote good reading habits in ESL/EFL teaching as it provides comprehensible input for the students, providing the reading materials are easy enough to allow them to read without difficulty.  Many more researchers agree that

extensive reading has beneficial results for foreign students learning to read in English (Constaino, 1995; Bell and Campbell, 1996; Elly and Mangubhai, 1983; Hafiz and Tudor, 1989, Krashen, 1984 and 1993, Robb and Susser, 1989; Stosky 1983)

Even though extensive reading has been very popular among ESL and EFL language teachers, it is not very widely applied for teaching reading in Thailand. As a result, only a small number of studies of extensive reading in a Thai teaching and learning context have been conducted, with the most significant being those of Satitporn (1995) and Tutwisoot (2003). Satitporn conducted research on the role of extensive reading on the ability to acquire vocabulary, and motivation of Matayomsuksa 5 students (Grade 8) at Thawangphapittayakom School in Nan Province and concluded that the post-test scores of the students in the experimental group taught by the extensive reading program were higher than those of the pre-test. The students in the experimental group also appeared to gain more passive and active vocabulary. She was also able to conclude that students taught using extensive reading had a higher motivation to read. Similarly, Tatwisoot (2003) conducted research on extensive reading with the science-math M4 students (Grade 7) at Assumption College, Nakhon Ratchasima Province for 8 weeks. The reading comprehension scores on the post-test were significantly higher than the pre-test scores. It was also found that the experimental group was able to read independently. In addition, the results from questionnaires completed by the group showed the students both enjoyed reading in English and gained more confidence in their ability to do so and that they intended to continue to read extensively in the future.

To date there has been little or no research conducted in Thailand on the use of extensive reading at tertiary level. Therefore, it is of interest to find out if an Extensive Reading Programme developed for Thai undergraduate university students could yield similar results to those found in the recent studies both in Thailand and abroad.

## 1.3  Purposes of the Study
This study aims to examine whether extensive reading can enhance reading comprehension, vocabulary recognition and positive attitude toward reading among

Nakhon Ratchasima Rajabhat University first-year English majors (NRRU). The following questions were used to guide the research study:

    1.3.1   Does extensive reading enhance reading comprehension?

    1.3.2   Does extensive reading enhance vocabulary learning?

    1.3.3   Is there a significant difference in reading comprehension and vocabulary recognition among the able, average and less-able readers in both the experimental and control group?

    1.3.4   Does extensive reading enhance positive attitude toward reading?

## 1.4  Research Hypotheses

From these questions, the following hypotheses are formed

Ho.1:  There is no significant difference in reading comprehension between the control group and the experimental group.

Ho.2:  There is no significant difference in vocabulary recognition between the control group and the experimental group.

Ho.3:  There is no significant difference in reading comprehension among the able, average and less-able readers in the experimental group.

Ho.4:  There is no significant difference in vocabulary recognition among the able, average and less-able readers in the experimental group.

## 1.5  Scope and Limitations of the Study

The following limitations apply to this study.

    1.5.1   Students of this study were 60 first-year English majors at Nakhon Ratchasima Rajabhat University. The selection of the subjects limits the generalization of the findings to other populations of the first-year students at other Rajabhat Universities.

    1.5.2   Able, average and less-able EFL readers were categorized through the reading of four narrative texts to answer reading comprehension questions and three narrative texts to answer vocabulary questions.

1.5.3   Findings of the study are restricted to the passages and reading comprehension tasks specific in this investigation. Generalization beyond the passages and reading comprehension tasks would be speculative.

1.5.4   Findings of this study cannot be generalized to first-year English majors of other Rajabhat Universities.

1.5.5   Reading passages of this study are narrative. Other genres are excluded.

## 1.6  Expected Outcomes

It is expected that extensive reading can enhance NRRU students' reading comprehension, vocabulary recognition and attitudes toward reading. Furthermore extensive reading can be established as a supplementary reading program to help NRRU increase students' reading ability in English and to motivate them to continue reading on their own.

## 1.7  Definitions of Terms

The following definitions are used in this research study

**1.7.1   Extensive reading** refers to a reading activity that was carried out outside the classroom by the students according to their reading pace and interest.

**1.7.2   The control group** refers to a group of 60 first- year English majors who were enrolled in the English reading course 1551104 (A Discourse Approach in Reading). They were randomly assigned into 3 groups of reading abilities: able, average and less-able readers on the basis of their scores from the reading comprehension and vocabulary test. They followed the normal English class schedule.

**1.7.3   The experimental group** refers to a group of 60 first- year English majors who were enrolled in the English reading course 1551104 (A Discourse Approach in Reading) and randomly assigned into 3 groups of reading abilities: able, average and less-able readers on the basis of their scores from the reading comprehension and vocabulary test. They

were required to read extensively outside the classroom in addition to the normal English class schedule.

**1.7.4** **EFL able readers** refer to the readers whose scores in the reading comprehension and vocabulary test are from 36 to 51.

**1.7.5** **EFL average readers** refer to the readers whose scores in the reading comprehension and vocabulary test are from 27 to 35.

**1.7.6** **EFL less-able readers** refer to the readers whose scores in the reading comprehension and vocabulary recognition are from 18 to 26.

**1.7.7** **Graded Readers** refers to 10 Penguin Readers for teenagers which use from 200 to 600 headwords.

# CHAPTER 2
# LITERATURE REVIEW

The purpose of this chapter is to provide background knowledge concerning the impact of extensive reading on the development of EFL students' reading ability, vocabulary recognition skills and a positive attitude towards EFL reading. The first section deals with the background knowledge of the definition of reading, types of reading and reading purposes

## 2.1  Definitions of Reading

Mikulecky and Jeffries (1986) state that reading is perhaps one of the most realistic communicative skills that can take place in an EFL context. Reading is important for EFL students because it helps them to learn to think in English, to feel more comfortable with written English and to build a better vocabulary. As well as being a highly important skill for students who plan to study in an English-speaking country, it may be the only way for EFL students who live in a non-English speaking country to use English.

"Reading" has been defined in a number of different ways by a variety of experts in the filed. Gates (1949) views reading as the complex organization of patterns of higher mental process involving all types of thinking: evaluating, judging, imagining, reasoning and problem–solving. Goodman (1967) argues that reading is a psycholinguistic game, in which the reader reconstructs a message encoded by the writer as a graphic display. Huey (1968) defines reading as the complicated working of the human mind. Barnett (1989) argues that reading involves interdisciplinary insights from different fields of study such as psychology, sociology, education, and theoretical and applied linguistics. Richards, Plat and Plat (1999) view reading as a process of perceiving a written text in order to comprehend the contents of the text.

Three persuasive models of the processes at work in reading for meaning are the Bottom-up Model, the Top-Down Model and the Interactive Model. In the Bottom-Up Model, reading is viewed as a process in which small pieces of text are absorbed, analyzed and gradually integrated with subsequent pieces of information until they become meaningful. The reader constructs meaning from the letters, words, phrases and sentences. Barnett (1989) regards this process as a text-driven model of comprehension which includes two processes: decoding and comprehension. In the process of decoding, the reader goes from the printed words to some phonological representation of the printed stimulus or word recognition. In the process of comprehension, the reader derives meaning from the decoded message. As such, second or foreign language reading and reading comprehension are concerned with essentially decoding problems and deriving meaning from print. (Carrel, 1995)

In contrast, the Top-down Model views reading as a linear process moving from the top, the higher level of mental processes, down to the text itself. Another term for this reading process is called reader-driven model as the reading process is driven by the readers' mind at work on the text. The readers employ both general and specific knowledge to predict what might come next in the text and then confirm or reject these predictions. (Barnettes, 1989) While reading, the readers have to deal with knowledge, expectations, assumptions and questions related to the text and also with a basic understanding of vocabulary. They continue reading as long as the text confirms their expectation. (Goodman, 1967) Readers fit the text into their cultural, syntactic, linguistic and historical knowledge and then check back when new and unexpected information appears.

In the Interactive Model, it is believed that both the top-down and bottom-up process are occurring at the same time. Reading involves not only the readers and the text but also interaction between the readers and the text. Rummellhart (1977) argues that the readers use expectations and background knowledge to make predictions about the text content (Top-down). However, the readers are still dependent on what is in the text to decode and comprehend its meaning (Bottom-up). Goodman (1955) views reading as a receptive language process. In other words, it is a psycholinguistic process, which begins as a linguistic surface representation encoded by the writer with an intended meaning, with the reader attempting to reconstruct the meaning of the

given text. Goodman (1995) suggests that the writer encodes thought as language and the reader decodes the language to thought.

## 2.2   Reading Comprehension

Comprehension literally means understanding what we read. It is regarded as the most essential aim of reading of any kind. Its importance is highlighted in the Bottom-up Model with its focus on decoding and comprehension. While decoding involves translating printed words into representations similar to oral language, comprehension involves understanding those representations. A successful reader must be proficient in decoding to comprehend (Carnine, 1997)**.** Likewise, Samuels (1976) defines proficiency as automaticity in decoding and notes that in order to understand a text, a reader should be able to read fluently with good comprehension.

Barnett (1989), however, points out that viewing reading entirely as a decoding process can cause reading problems for ESL/EFL readers. If the readers are frequently dependent on the Bottom-up model in processing meaning from a text, it is possible that they will read words individually without expecting the text to make sense. An alternative point of views sees comprehension as the understanding of new information in light of what we already know and posits that readers make sense of new things and events by matching them with a stored mental framework, or schemata. (Piaget, 1964; Anderson and Pearson, 1984). A reader's schemata consist of abstract knowledge structures already stored in the memory, whether it be knowledge related to the text topic or to the text structure. They also conclude that during language comprehension, readers probably rely on knowledge of particular cases as well as abstract and general schemata. When readers read these schemata are activated and help the reader to decode and interpret message beyond the printed words. These processes presuppose that while reading, readers predict, hypothesize and reorganize their understanding of the message as it unfolds. Additionally, Carrel (1995) notes that in the Top-down Model, the reader is an active participant, making predictions, processing information and, at the same time, using background linguistic knowledge (linguistic schemata), background knowledge of the content area (content schemata) and the rhetorical structure of the text (formal schemata) to comprehend the text.

## 2.3  Purposes of Reading

According to Richard, Plat and Plat (1999), there are two types of reading: silent reading and oral reading. Oral reading is carried out when the reader says the written text aloud. This can be done with or without comprehending the writer's message in the content. On the other hand, silent reading is carried out without saying the words aloud, with result being reading comprehension.

Reading comprehension can be classified into four categories according to the reader's purposes in reading and the types of reading used:

**1.  Literal comprehension** - the reader reads to understand, remember or recall the details explicitly contained in a passage.

**2.  Inferential comprehension** - the reader is able to find information that is not explicitly mentioned in the passage, by using the reader's experiences and intuition, and by inferring.

**3.  Critical or evaluative comprehension** - the reader wants to compare information in a passage with the reader's own knowledge and value.

**4.  Appreciative comprehension** - the reader's purpose is to gain an emotional or other kind of valued response from the reading text.

Grabe and Stoller (2000) state that the reader may want to read for several purposes and they may have to adjust their reading strategies to suit their purposes in reading. In some cases, they may want to look for simple information or to skim in order to quickly understand the general idea of the passage. In other cases, the reader may scan the text for specific information, such as scanning for a telephone number in a telephone directory. Sometimes, the reader may slow down to process the meaning to the extent that it might indicate some clues as to the correct page or section or they also may skim in order to understand the text quickly. In skimming, readers employ a variety of strategies including identifying the location of important information or guessing the meaning of unknown words from context. They also use basic reading comprehension skills in reading parts of the text until they can get the general idea. Another important reading purpose is to learn from the text with a view to integrating information needed for writing.  In fact, reading to learn is a critical skill in academic or professional contexts and requires the ability to identify and remember main ideas and supporting details in the reading passages. Readers should be able to recognize

the organization of the rhetorical functions employed in the text, make inferences from the text, and link the text into the readers' knowledge of the subject matter. Reading to learn may be carried out more slowly as the reader needs to fully understand the text. Reading is read in order to integrate information is a higher level skill and may occur both inside and outside academic and professional contexts. Readers are required to critically evaluate the information being read so that they can decide what information to integrate and how to integrate according to a particular purpose. A further purpose is to read for general comprehension, which requires the very rapid and automatic processing of words, strong skills for forming a general sense of the main ideas and the efficient coordination of many processes under limited time constraints. Perhaps, it is the most common and basic for reading. Finally, another reading purpose in everyday life is to read for pleasure. In doing so, the reader reads faster in order to generally comprehend and where the text is a short story or novel, the reader may spend a long period of time to read. In many cases, they may read a large quantity of text continuously in order to find out how a story ends.

## 2.4  Definitions and Characteristics of Extensive Reading

Extensive reading is not a new idea for teaching reading as a second or foreign language.  In fact, it has been used as a language learning activity for over fifty years. Michael West (1955), a well known ESL teacher and materials writer, used the term 'supplementary reading'.  In his attitudes, the main goals of supplementary reading are to assist the learners to enjoy reading and to be able to read English text fluently. Palmer (1964) was the first to introduce the term 'extensive reading' which meant that the reader read rapidly and abundantly.  The focus of the reading is on the meaning of the text rather than on the elements of the language.  In this sense, the objectives of extensive reading relate to the authentic purposes of reading for pleasure and information. In a more limited sense, Bright and McGregor (1970) define 'extensive reading' as the reading of graded readers whereas Susser and Robb (1990) take the broader view that 'extensive reading' is a language teaching/learning procedure that it is reading (a) of large quantities of material or long texts; (b) for global or general understanding; (c) with the intention of obtaining pleasure from the text; (d)  is individualized, with students choosing the books they want to read, (e) not discussed

in class. Other definitions include: 'extensive reading' being the reading of large amounts with the aim of getting an overall understanding of the material rather than the meaning of individual words or sentences (Day and Bamford ,1998); 'extensive reading' as a teaching approach intended to develop good reading habits, to encourage a positive attitude towards reading and to build up knowledge of vocabulary and language structures (Richard, Platt and Platt ,1999); and 'extensive reading' as related to reading widely and reading long texts for global understanding, not the details (Brown, 2000).

From my point of view, extensive reading is a very useful EFL learning activity that encourages the learner to read as much as they can read on his or her own.  The reader can choose what they want to read according to their interests.  The reading materials should be of a level that learners are able to read and understand the text without difficulty.


## 2.5   The Principles of Extensive Reading

Day and Bamford (1998) mention some characteristics of an extensive reading approach. First, students read as much as possible from a variety of materials on a wide range of topics to encourage reading for different reasons and in different ways. In addition students select what they want to read and have the freedom to stop reading material that fails to interest them with the primarily reading for pleasure, information and general understanding. The nature of the materials and the interests of the student determine the purposes, as reading is its own reward.  There should be few or no follow-up exercises after reading. Concerning the reading materials, the materials should be well within the linguistic competence of the students in terms of vocabulary and grammar.  Dictionaries are to be rarely used while reading because the constant stopping to look up words makes fluent reading difficult. With reference to the students' reading ability, reading is individual and silent. The student should read at his own pace, and usually outside class. Reading can be done whenever and wherever he chooses to do reading faster rather than slower but with aview to reading and understanding books and other reading materials with ease. The teacher's role is to orient the students to the goals of the program, and explain to them the methodology. In addition, the teacher should keep track of what each student reads,

and guide the student in getting the most out of the program. It is also important that the teacher be a role model of a reader for the students—an active member of the classroom reading community, demonstrating what it means to be, and the rewards of being, a reader.

## 2.6  Extensive Reading and Second Language Learning

Extensive reading has been proven to be an effective approach for promoting second language acquisition. A considerable amount of research has been undertaken to examine whether extensive reading has beneficial results.  Over the past decade or so, there have been numerous studies reporting that extensive reading benefits different types of learners, in many different contexts.  Extensive reading is believed to develop reading fluency, build vocabulary and strengthen grammatical awareness. In addition, it helps develop the reader's background knowledge, improve reading comprehension, and build reading confidence and motivation in second language learning. Hafiz and Tudor (1990) reported the result of the application of an extensive reading project with learners of English in Pakistan. Results showed significant gains in both fluency and accuracy in speaking. They suggest that extensive reading can provide learners with a set of linguistic models, which may be assimilated and incorporated into learners' active L2 repertoire. In a similar vein, Cho and Krashen (1995) conducted a case study of an adult Korean immigrant, who had lived in the United States for five years with little interaction with English who had never read in English before. She was asked to read stories in English on the voluntary basis, with no obligation to finish the book if she did not like it. The result was that within one year, she read over one million words and her overall English competence had increased greatly. Dupay (1997) used extensive reading with students who were studying French as a second language. Results showed that extensive reading expanded the readers' vocabulary knowledge, increased reading comprehension and built reading confidence. Similar studies were reported by Camiciottoli (2001), Nash and Yuan (1992) Renandya, Rajan and Jacob(1999) and  Tse, (1996). Other benefits of extensive reading include gains in listening proficiency (Elley and Mangubhai, 1983), writing ability (Mason and Krashen, 1997; Tsang, 1996), reading speed (Bell, 2001; Walker, 1997), and even spelling (Day and Swan, 1998; Krashen, 1989).  In

recent years, then, an impressive body of evidence has appeared in favor of the argument that extensive reading is a viable means of improving not only students' reading level but also of raising their general proficiency.

Krashen (1981) argues that students can acquire language on their own provided that they receive enough exposure to comprehensible input and it is done in a relaxed, stress-free atmosphere. It is very important for foreign language learners to understand what they are learning, so input materials should not be too difficult for them to understand so that they learn the new language. Materials too difficult for the learners could cause learning difficulties, whereas comprehensible input in the new language assists in developing learners' language competence. (Krashen, 1985) Likewise, Little and Dam (1989) proposed that foreign language teachers should promote independent learning in ESL/EFL classrooms so that students could learn at their own pace with their own learning styles. They suggest that ESL/EFL learners themselves take responsibility for learning and evaluating their own language in the pursuit of their learning goals because they know themselves well. Extensive reading caters for these new ideas in education as it provides students with the freedom to choose what they want to read, how much they want to read and when or where they want to read.(Day and Bamford, 1997). The same view is shared by other ESL/EFL experts such as Nuttall (1996) and Grabe (1991). In Thailand, Tutwisoot (2003) concluded from his research study that the students were able to read English text by themselves and that they intended to continue reading English on their own. In addition, by allowing students to make their own choices about what they read, there is much more scope for them to follow their own interests. This, in turn, reduces teacher control and further encourages learning outside the classroom.

According to the main principle of extensive reading, the materials chosen for external reading should be fairly easy. The learner needs to be able to access the reading material without the vocabulary causing too much trouble. However, Day and Bamford (1998) strongly suggested that extensive reading could help provide essential language elements for ESL/EFL learners. Through extensive reading, both vocabulary and language structure could be learnt incidentally as the learner repeatedly encounters both the vocabulary and sentence patterns. In fact, it is crucial for beginning readers to encounter words repeatedly and become familiar with all

those words, for as well as learning the words themselves, the learners also become familiar with the contexts and the language structures that relate to those words.

## 2.7 Extensive Reading and the Development of Reading Comprehension

In our everyday life, we are required to read various reading texts with different purposes. In an EFL situation, however, one of the primary concerns of reading is usually comprehension. As one of the primary objectives of the English syllabus is to enable the learners to read and understand texts in English from primary school to the university level, many EFL teachers and researchers agree that extensive reading is an alternative and efficient way to enhance reading comprehension skills. Tan (1988) investigated the significance of extensive reading and found that it could improve reading proficiency among the English students at Fujian University in the People Republic of China. In Japan, Hayashi (1999) found that extensive reading provided learners with a rich background knowledge, vocabulary growth, and an increased motivation to read. Moreover, the students could read fluently and discover reading strategies by themselves. Lituanas, Jacob and Renandya (1999) reported an improvement in the reading skills and general language proficiency of a group of Filipino remedial students who took part in an extensive reading experiment. After six months, it was found that the experimental group who were encouraged to read outside the classroom could read better than those of the control group who studied intensive reading only. Bell (2001), in a study comparing the use of intensive and extensive reading with young adult students in Yemen Arab Republic, found that students exposed to extensive reading program achieved better reading comprehension and higher scores in a reading comprehension test. Shalyer (1996), Raemer (1996), Mason and Krashen (1977) came to similar conclusions on the use of extensive reading to improve reading comprehension in ESL/EFL contexts. There is a significant body of evidence, then, which suggests that extensive reading helps develop EFL learner's reading comprehension through improving their reading proficiency.

## 2.8  Extensive Reading and Vocabulary Development

Vocabulary is regarded as one of the most important elements of verbal and nonverbal communication and an essential part of the teaching of reading. Because a greater vocabulary can lead to better understanding of a reading passage, vocabulary development is one of the most important factors in increasing students' reading ability.  McNiel (1984) states that there is a strong relationship between vocabulary knowledge and reading comprehension.  He further suggested that vocabulary learning be developed using an interactive approach with learners learning new words according to their own background knowledge through techniques such as semantic mapping, cognitive mapping and semantic feature analysis.

Several researchers have expressed the view that extensive reading can play a significant role in vocabulary development.  Nagy and Herman (1987) propose that the incidental learning of words during reading could be the easiest and most powerful way to promote the long-term vocabulary growth. Wodinsky and Nation (1988) point out that the incidental learning of vocabulary through extensive reading is beneficial for language learning and learners at all levels.  Coady (1997) suggests that simplified readers could be used to increase students' vocabulary and allow students to progress from simplified readers to authentic texts.

Extensive reading gives the learner an opportunity to learn vocabulary again and again in various contexts.  As a result of multiple encounters over a long period of time, that individual word becomes part of the reader sight vocabulary (Day and Bamford, 1988). Hunt and Begar (1998) suggested three approaches for vocabulary teaching: incidental learning, explicit instruction and independent strategy development.  He recommended that teachers should provide opportunities for incidental learning of vocabulary through extensive reading so that vocabulary could be developed gradually.  Extensive reading also allows learners to understand both the meaning and the structure of the vocabulary from context, helping them to interpret or guess the meaning of a word in the process of reading extensively.

In recent years, a number investigations into the connection between extensive reading and vocabulary learning have been conducted with positive results.  In a study on the role of extensive reading in the teaching of Matayhom 5 students, Satitporn (1995) concluded that extensive reading could develop both the students' passive and

active vocabulary. Schmidt (1996) pointed out that extensive reading could be used as a supplementary program to College English ESL programme as it supports understanding of vocabulary usage, builds grammar awareness, and assists in overall language development, Hayashi (1999) found that extensive reading could enhance Japanese University students' ability to recognize the meaning of vocabulary in context.

In conclusion, extensive reading helps develop EFL learner's vocabulary because the learner has the opportunity to choose the appropriate text to read. While reading extensively, the learners encounter new vocabulary in various contexts. This incidentally helps the learner to induce the meaning and the use of vocabulary. Therefore, extensive reading is one of the efficient ways to learn vocabulary.

## 2.9 The Roles of Extensive Reading for the Development of Fluent ESL Readers

In second language learning, one of the major aims of teaching is to enable the students to become fluent readers. Extensive reading can play an important part in developing second or foreign language learners' ability to read fluently. Fluent second language reading depends on a large sight vocabulary, a wide general knowledge of the target language, the readers' background knowledge of the world and the text types and their organization.

Because reading extensively allows beginner readers to repeatedly encounter words that they are familiar with, they are able build their sight vocabulary. Essentially, a large sigh vocabulary is the result of "over-learning" words to the degree that their meanings are automatically recognized, with an individual word being met and understood many times in various contexts until the reader become familiar with the words. For this reason, Samuel (1985,1991) proposed in his reformulation of Krashen's theory of comprehensible input, that the material for this kind of automaticity training should be at " i minus 1" due to the main objective of the automaticity training being the development of a large sight vocabulary rather than learning new linguistic elements. The "i minus 1" material includes both "i minus 1" vocabulary and syntactic structure. To sum up, the reading materials used for

extensive reading should be easy and the sentences used in the passage should not be complicated so the reader is able to benefit from the reading.

In addition to developing sight vocabulary, extensive promotes the development of develop general vocabulary knowledge. Grabe (1988) points out that as for first language readers, second language readers need a large amount of receptive vocabulary. The lack of the large amount of receptive vocabulary can result in the inability to read fluently. Negy and Herman (1987) argue that incidental learning of words during reading may be the easiest and single most powerful means of promoting large-scale vocabulary growth. Coady (1993) study confirms the incidental acquisition hypothesis and concludes that there is a gradual but steady incremental growth of vocabulary knowledge through meaningful interaction with text. As Nation and Coady (1988) point out, second language readers must read and read, as reading is a means of learning and increasing vocabulary. Learning words from context through multiple encounters helps the reader to become fluent and efficient readers.

One of the extensive reading principles laid out by Day and Bamford (1997), state that the second language learner should read easy, varied and interesting materials. This is because extensive reading plays an important role in developing different types of knowledge, a crucial factor for fluent reading. Harris and Sipay (1990) mention that wide reading not only enhances vocabulary knowledge but also helps readers to gain topical and world knowledge that can further facilitate reading comprehension.

## 2.10  Extensive Reading and Reading Attitudes and Motivation

It is generally accepted by EFL language teachers that attitude and motivation play an important role in the success of the EFL learners. Many studies have been conducted on the effects of attitudes and motivation impact on the EFL learners.

Attitudes can be seen as complex and multidimensional. (Bagozzi and Burnkrant, 1979). From another point of view, Ajzen (1988) defines an attitude as a disposition to respond favorably or unfavorably to an object, person, institution, or event. Voss and Andereck (2003) divide attitudes between hedonistic and utilitarian. Hedonistic attitudes are derived from experience are related to human senses, while utilitarian attitudes are derived from the functions of the products. Fishbein (1967)

and Fishbein and Ajzen (1975) distinguish beliefs and attitudes from each other. Beliefs are said to represent information held about an object, while an attitude is said to be a favorable or unfavorable evaluation of the object. They also conclude that there is a link to motivation: the more favorable a person's attitude is towards a behavior, the more he should intend to perform the behavior and vice versa. Eagly and Chaiken (1993) define an attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. Day and Bamford (1997) posit that because attitudes are subject to change, poor attitudes can be changed provided that the teacher creates favorable teaching and learning conditions. They also suggest that second language reading attitudes comprise the first language attitude, previous experiences with learning to read another second language, the attitudes toward the second language, its culture and its people, and the second language classroom environment, which include the teacher, the classmates, the approach and the support for second language reading. They further suggest that extensive reading can influence second and foreign language attitudes with regard to previous reading experience, attitudes toward second or foreign language reading, and the second and foreign language classroom environment.

Most EFL language teachers believe that motivation plays an important role in success in foreign language learning. Gardner and Lambert (1972) suggested that language-learning motivation could be categorized into two types, integrative motivation and instrumental motivation. Integrative motivation can be defined as the desire to integrate oneself with the target culture and instrumental motivation can be defined as the desire to learn a language for a specific purpose.

A number of studies have been conducted on the role of motivation pays in second language reading. Fox (1990) explained that intrinsic motivation was crucial for reading and further suggested that teachers should encourage students to stop reading a book they did not enjoy reading. The teacher should use enjoyable and non-threatening means of checking on students' reading and allow them to do extensive reading in a comfortable way, rather than associated with serious study. Nash and Yuan (1992/3) describes an extensive reading course at a university in Taiwan. The objective of the extensive reading program was to improve the students' reading by reading outside the class rather than in class. The students were to read for meaning

and not to worry about understanding every word. On the first day of the course the students were asked to read difficult texts in L1 and followed by easy extensive text. Different types of reading activities were used to accompany the extensive reading such as teacher conferences, reading journals about each book, oral reading, video watching and group discussions. It was found that the extensive reading was very useful for improving reading generally. It also encouraged the students to develop a habit of reading in L2 and to find that L2 reading was enjoyable.

In addition to its cognitive benefits, extensive reading helps develop a positive attitude among students towards reading in the second language and increases their motivation to read in the second language (Hayashi, 1999; Hedge, 1985; Constantino, 1994; Day and Bamford, 1998). Elley (1991) asserts that children who read extensively appear to learn the language incidentally, and to develop positive attitudes towards books when immersed in meaningful text.

In conclusion, the effects of extensive reading are thus both cognitive as well as affective. Not only does it lead to improvement in reading, writing and language use, but it also leads to a positive attitude towards reading, which helps to increase students' language proficiency in the long term.

## 2.11  Previous Extensive Reading Research Studies

This section reports on previous research and provides a description of the studies and major findings directly related to this study.

Satitporn (1995) conducted research into the role of extensive reading on the 'ability' to acquire vocabulary and influence the motivation of Matayhom 5 students at Thawangphapittayakom School in Nan Province. The subjects consisted of sixty Matayhom 5 students in the science program of Thawangphapittayakom School. The subjects were divided into two equal groups, the experimental and the control group. The control group was taught through the extensive reading program, while the experimental group was taught through the intensive program. Two vocabulary tests were used to collect the data. Each test contained 40 test items. The tests were used as pre-test and post-test. The achievements of two groups of students were compared to find out the efficiency of the each method. In addition, the researcher used a questionnaire to find out about the attitudes of the two groups. The results of the

study were that the post-test score of the students was greater than the pre-test for both groups. However, when the post-test scores of the two groups were compared, it was found that the scores of the experimental group were higher than those of the control group. In addition, the questionnaire disclosed that both groups were interested in the extensive reading program.

Tutwisoot (2003) conducted research to find out if extensive reading could develop reading comprehension and influence students' attitudes. Fifteen Matayhom 4 students from the science and mathematics program at Assumption College Nakhon Ratchasima were used as the subjects for the study. They were randomly chosen from the body of Matayhom 4 students to take part in an 8-week experiment. The research tools used in this study were a reading comprehension test, a Daily Reading Form, a Book Report Form, an Observation Form, and a questionnaire. The results of the study show that after taking the extensive reading program, the mean score of the post-test was significantly higher at the 0.05 level. It indicated that the extensive reading program helped to develop the students reading comprehension. In addition, it was found that the sample group was able to read independently for information and pleasure. The results of the questionnaire show that the sample group was satisfied with the organization of the extensive reading program and the materials provided.

Bell (2001) conducted a research into extensive reading to investigate the impact of extensive reading on both reading speed and comprehension. Twenty-six elementary level learners at the British Council English Language Center were used as the subjects for the study. The subjects were put into two groups, an experimental group and a control group. The experimental group took part in an extensive reading class regularly over a period of two semesters while the control group received an entirely different reading program based on reading short passages to find out the speed of reading, calculated in words per minute. A reading comprehension test was also used. It was found that learners in the extensive reading group made greater gains in reading speed than the intensive group. Further, he recommended that extensive reading program based on graded reader was much more beneficial in reading to the development of traditional reading lessons based on the close study of short texts. If learners are well motivated to read interesting simplified materials, their reading speed will also develop.

Lueng (2002) investigated the impact of extensive reading on an adult's self-study of Japanese for 20 weeks. Data were collected from multiple sources, including a learner diary, auto-recordings, several private tutorial sessions and vocabulary tests. The subject of the study was a foreigner who had lived in Hong Kong for 20 years and learnt Chinese as the first language and English as a second language. She wanted to study Japanese as a third language. It was found that the success of extensive reading lay in having access to a large quantity of reading materials. If appropriate reading materials are available, it is possible that a foreign language beginner will benefit from extensive reading.

Lai (1993) reported the effects of a four-week summer extensive reading course conducted in Hong Kong that focused on reading comprehension, reading speed and writing in which 226 grade7 to 9 students took part. The results of the study showed that there were improvements in reading comprehension, reading speed and writing.

In other studies, extensive reading was used as a tool for advancing the reading comprehension of non-English speaking students with the results showing that students who read extensively could read better than those who did not. (Reamer, 1996) Schon, Hopkins and Davis (1982) conducted a study on extensive reading for elementary Hispanic students in which they reported that extensive reading could enhance reading abilities and reading attitude for both Spanish and English. Hayashi (1999) investigated the effects of extensive reading with 100 Japanese students and found that students in the experimental group could improve both their reading ability and vocabulary knowledge. In addition, they believed that extensive reading helped improve their English generally. Wodinsky and Nation (1988) reported that the use of graded readers for extensive reading could help increase vocabulary knowledge. They suggested that in order to master the vocabulary at a particular level, it would be essential to read from several texts, but that when moving from one level to another, it would not be necessary to learn all the vocabulary of the previous levels in order to read successfully. They also commented that graded readers provide appropriate conditions for guessing unknown words from the context. Pitts, White and Krashen (1989) conducted a study with adult second language learners concerning guessing meaning of slang words from Russian originals in the novel, "The Clockwork

Orange". They concluded that the second language learners could acquire and guess the meaning of the unfamiliar words from the context.

With regard to attitudes and beliefs, Alshamrani (2003) conducted a three-month qualitative study on extensive reading using a variety of methods to investigate the attitudes and beliefs of ESL learners concerning vocabulary development through the extensive reading of authentic texts. The methods included interviewing, document analysis, notes and e-mail follow-ups. The study aimed to investigate the following aspects: the students' attitudes and beliefs on extensive reading of authentic texts; the students' attitudes and beliefs on vocabulary development; the reading strategies they employed while encountering unknown words; the difficulties they had while reading authentic texts; learning gains from extensive reading; and their motivation to continue extensive reading. Findings revealed that in spite of many reading difficulties, the students developed positive attitudes toward reading authentic texts. In addition, the students reported that extensive reading helped them develop various language skills including vocabulary learning, reading for meaning, grammar, listening, speaking, and pronunciation.

In conclusion, extensive reading can be seen as a very useful language learning activity that the students can do on their own out side of the classroom environment, as can be seen from many extensive reading research studies in second and foreign language learning. First, it can help develop reading abilities, which include many reading skills such as reading speed, and reading comprehension. It also helps learners to discover their own reading strategies such as guessing the meaning of unknown words from context. Moreover it helps students to increase their vocabulary knowledge as, while they practice reading, they incidentally learn vocabulary in meaningful context. As they gain more vocabulary they can read faster and understand better. Furthermore, extensive reading enhances a positive attitudes toward reading and with the result that learners gain reading confidence, which, in turn, motivates them to read more. A further benefit of extensive reading is improvement in the knowledge of grammar. As students read, they are exposed to good models of written language that will incidentally enhance their grammar knowledge and writing skills. It is essential, then, for extensive reading to receive greater attention from EFL language teachers and be implemented or supplemented into everyday EFL teaching and learning contexts.

# CHAPTER 3
# RESEARCH METHODOLOGY

## 3.1  Introduction

This study is quasi-experimental research, so the researcher has considered various methods to respond to the research questions of the present study.  This includes considerations relating to the population and sampling, the instruments, data collection, data analysis and the statistical method.

## 3.2  Research Methodology

The present study is divided into two parts: quantitative and qualitative.  The quantitative part includes two majors concerns:  the first is the impact of extensive reading on students' reading comprehension; the second is the impact of extensive reading on the students' vocabulary recognition.  A reading and vocabulary test was used to collect data.  The qualitative part deals with the study of the students' attitudes towards reading.  The instruments used in data gathering were a questionnaire with open-ended questions, student journals and semi-structured interviews.

In terms of evaluating the students' reading comprehension and vocabulary recognition, a reading comprehension test was constructed using four narrative passages selected from the elementary level of the McGraw-Hill reading laboratory. The reading comprehension test comprised 30 reading comprehension questions with four multiple-choice options.  A further three narrative passages were selected from the elementary level of the McGraw-Hill reading laboratory and used to construct a vocabulary recognition test. The vocabulary recognition test comprised 30 modified cloze questions with four multiple-choice options. Cloze testing was first introduced by Taylor (1953) who developed it as a reading test for native speakers.  The term "cloze" derived from a gestalt concept, which stated that an individual would be able to complete a task only after its pattern has been discerned.  A cloze test consists of a text of two or more paragraphs, which has had words or parts of words deleted from it.  Test

subjects must draw from their knowledge of the language in order to write or chose appropriate words to complete the blanks. Shanahan, Kamil and Tobin(1982) maintain that cloze testing assesses second language learning and reading comprehension at the most fundamental level. Bachman (1990) asserts that cloze testing can measure a student's written grammatical competence, knowledge of vocabulary, morphology and phonology. In this study, the multiple-choice test technique was used in association with the cloze technique because the test items can be pre-tested quickly and the inappropriate ones can be revealed by the statistical analysis and removed from the test paper. In addition, all the students in the study were familiar with the test format and knew what was required of them. In the marking process, the multiple-choice test is reliable (Weir, 1990). Moreover, based on its nature of discrete point tests, it can be constructed to measure different levels of reading comprehension and the test questions can cover all the content the researcher wants to measure.

To investigate the students' attitudes toward reading, questionnaires comprising both four-choice options and open-ended questions, student reading journals and semi-structured interviews were used. The questionnaires were self-completed and used to collect data on the students' attitudes on the value of reading, their own reading ability and reading difficulties in the mother tongue and English. It also asked the students about the characteristics of good readers in both mother tongue and English, their motivation in reading, English reading materials they had read recently and reading resources. The open-ended questions allowed the subjects to reflect on their thinking and express their own attitudes, and were supported by the student journal, in which students recorded their reading experience and expressed their attitudes on extensive reading.

The other instrument used in the study was the semi-structured interview. At the end of the experiment, 10 students were interviewed for their in-depth attitudes on their extensive reading experience and how their reading ability and vocabulary learning improved. The data from the semi-interviews were analyzed in conjunction with the reading journals. The benefits of semi-structured interviews are that a broad range of topics related to the target can be explored and the researcher has the ability to more closely examine particular aspects using some previously planned questions delivered to each interviewee.

## 3.3  Population and Sample

The population of the study consists of 120 first-year English majors at Nakhon Ratchasima Rajabhat University during the academic year of 2004.  All of them were enrolled in the course 1551104 (A Discourse Approach in Reading).  They were tested for their reading comprehension ability in order to classify them into three reader groups: able, average and less-able readers.  After that 40 able, 40 average and 40 less able readers were randomly selected on the basis of their scores.  Then, each of these reading ability groups were randomly divided into experimental and control groups, with each group consisting of an equal number of subjects. The table below shows the range of scores for the three groups of readers that were the subjects of this study.

**Table 1  Students' Reading Comprehension and Vocabulary Recognition Test**
**Scores, Course Grades, and EFL Teachers' Judgement**

| Reader Groups | Range of Scores | Previous Reading grade | Teacher's judgment |
|---|---|---|---|
| Able readers | 36-51 | A - B+ | Good |
| Average readers | 27-35 | B | Fairly good |
| Less able reader | 18-26 | C-D | Poor |

Table 1 presents data about the readers' reading background.  The able group obtained the scores between 36-51 out of sixty points from the pre-test.  Their previous reading grades were between A and B+.  The average readers' scores were between 27-35 and the average of the previous reading grade of "B" and the less able readers' scores were between 18-26.  Their previous reading grades were "C". From the previous teacher's judgment, the able group was considered to be good readers and the second group fairly good and the last group not so good readers.

## 3.4  Research Design

### 3.4.1  Variables

Two types of variables are included in the study.

<u>Independent Variable</u>

The independent variable was the extensive reading activities.

<u>Dependent Variables</u>

The dependent variables are the reading comprehension and the vocabulary recognition.

## 3.5  Instruments

In this study the researcher uses different instruments to collect the data in order to respond to the research questions.

3.5.1  An English reading test consisting of two sections: the reading comprehension and vocabulary section was used as the pre-test and post-test of the study to gather data about the students' reading comprehension ability and vocabulary knowledge before and after the experiment.  The reading comprehension test consisted of 30 questions related to 4 narrative texts; the vocabulary recognition test consisted of 30 questions related to 3 narrative texts.

3.5.2  Questionnaires with both four-choice items and open-ended questions were used to gather information on the students' attitudes as to the value of reading, their own reading ability, reading difficulties in both their mother tongue and English, the characteristics of good readers in both their mother tongue and English, their own motivation in reading, English reading materials they had read recently and reading resources.

3.5.3  Student journals were used as an instrument to gather data concerning the students' attitudes of extensive reading activities.

3.5.4  A semi-structured interview was used as an instrument for collecting data relating to students' reading and vocabulary development as well as with their attitudes towards reading.

## 3.6  Reading Materials

During the ten-week experiment, both the experimental and the control group received the usual number of class reading lessons with the reading materials.  However, the experimental group was asked to read ten short stories, at a rate of one story per week.  Ten Longman's Penguin readers were chosen as the reading materials in the experiments with popular vote by the students used as the criteria for the selection of the books to be read.  The books were in the range of 200 to 600 headwords, ranging from the starter level, which comprised 200 headwords, to the pre-intermediate level, which contained 600 headwords.  The list of the books is given below.

**Table 2  Reading Materials**

|  | Book titles | Number of headwords | Levels of difficulty |
|---|---|---|---|
| 1 | The Leopard and the Lighthouse | 200 | |
| 2 | Tom Cruise | 200 | |
| 3 | Mike's Lucky Day | 300 | |
| 4 | Girl meets Boy | 300 | |
| 5 | The Missing Coins | 300 | |
| 6 | The Barcelona Game | 300 | |
| 7 | Amazon Rally | 300 | |
| 8 | A Thief in a Village and other stories | 400 | |
| 9. | Brad Pitt | 400 | |
| 10 | Heidi | 600 | |

## 3.7  Construction and efficiency of the instrument

### 3.7.1  Reading and Vocabulary Test

An English reading test, which comprised two sections: reading comprehension and vocabulary tests, was constructed for measuring the student's reading comprehension and vocabulary knowledge.  The test consisted of sixty test questions using the multiple choice test technique and a modified, multiple-choice cloze test. Each test contained thirty test questions.

To construct questions in the reading comprehension section, three narrative reading passages at the elementary level of McGraw-Hill reading laboratory (SRA) were chosen. There were 30 questions with each question containing four answer options only one of which was correct. Each correct answer is awarded one mark. The test duration was 45 minutes and a full score was 30 marks. The test was piloted with 60 first-year English majors at Ubon Ratchathani Rajabhat University for its discrimination power, difficulty index and reliability.

To construct the questions in the vocabulary section, three narrative reading passages at the elementary level from McGraw-Hill were chosen. Each reading passage contained ten blanks, and students were required to choose the appropriate word from the four given choices accompanying each blank. Each correct answer was awarded one mark with the maximum score being 30 marks. The test duration was 45 minutes. The test was also administered to 60 Ubon Ratchathani first-year English majors for its discrimination power, difficulty index and reliability. The pre-test of the test items show that the discrimination power was between 0.20-0.80, the difficulty index was from 0.20 to 1.0, the Kudder-Richardson reliability value (KR 20) was 0.92 and the Cronbach Alpha reliability value was 0.92.

Two questionnaires were constructed to find out the students' attitudes towards reading. The first consisted of five multiple-choice questions with each question containing four options. The students were asked to choose the answer that best corresponded to their attitudes. A set of nine open-ended questions were also constructed to investigate the students' attitudes and background of their reading and the students were allowed to express their attitudes as much as they could. The students were asked to answer the 2 questionnaires after they were randomly selected to be in the experimental group and before taking part in the experiment.

Student journals were used to allow the students to reflect on both their reading comprehension and extensive reading experience and consisted of three parts: the first part included their names, the title of the book, the date and the time spent on their reading; the second part allowed for a short summary of the story they read; the third part gave them the opportunity to express their attitudes on what they had read and their extensive reading activities.

Semi-structured interviews were conducted to investigate the students' reading experience concerning the benefits of and their attitudes on extensive reading activities. The questions used in the semi-structured interview focused on the development of their reading ability, vocabulary learning, and their use of extensive reading activities.

## 3.8  Data collection

In the initial stage, a letter was sent to the head of the English Program of Ubon Ratchathani asking for permission to pre-test the English reading test. Once that permission was granted, the procedure was as follows.

3.8.1  To investigate the students' reading comprehension and vocabulary recognition, the English proficiency test comprising the reading comprehension and vocabulary sections was pre-tested with first-year English majors at Ubon Ratchathani Rajabhat University. After that, the test was analyzed for its discrimination power, difficulty index and reliability by using the SPSS program.  As a result, the items were revised.

3.8.2  The test was administered to 186 first-year English majors at Nakhon Ratchasima Rajabhat University.  The students were classified into 3 groups: able, average and less able readers on the basis of their scores.  After that, they were randomly divided into two groups: the experimental and control groups.  Each group contained 20 able, 20 average and 20 less-able readers.  At the end of the ten-week experiment, both the experimental and control groups were given the post-test, which was the same test as the pre-test, to examine the student's improvement in reading comprehension and vocabulary knowledge.  The results of the pre-test and post-test were compared to find the differences between the two groups.

3.8.3  Regarding the students' attitudes towards reading, a questionnaire with four choices was administrated to the experimental group to extract the student's attitudes concerning the value of reading.

3.8.4  Regarding the students' reading development during the experiment, the students were required to write the student journals to record their experiences of reading extensively.

3.8.5  To obtain the students' overall attitudes about the extensive reading activities concerning the reading and vocabulary improvement, a semi-structured

interview was conducted with three able, three average and four less-able readers.  The students were asked questions as to their attitudes of the extensive reading activities, reading comprehension, vocabulary learning as well as their own attitudes towards reading and other attitudes they encountered.

## 3.9  Data Analysis

This section deals with the methods used to analyze the data obtained from each collection method in response to answering the research questions

In the quantitative analysis, the data obtained from the pre-test and post-test scores are analyzed in terms of mean ($\overline{X}$), standard deviation (SD), t-test, and one-way ANOVA using the Statistical Package of Social Science (SPSS) program version 11.5 for Window.  Regarding the qualitative analysis, the data obtained by a questionnaire concerning the values of reading was analyzed in terms of percentage and presented in table form followed by the description of the details.   The data obtained from the open-ended questions were analyzed according to topics and presented in table form in terms of percentages followed by the description of details.  The data obtained from the reading journal was analyzed in terms of topics with the information was presented in table form.

The data collected from the semi-structured interview was transcribed and coded and checked with an expert to verify the data.  The information was integrated with the students' journals with the data from the two sources analyzed into topics and presented in table form.

# CHAPTER 4

# RESEARCH  RESULTS

## 4.1    Introduction

This chapter aims to present the results of the quantitative and qualitative analysis. The first part of the analysis deals with data collected from the ten-week experiment with the first year English majors to investigate whether the extensive reading program could improve students reading comprehension and vocabulary learning. The second part of the analysis deals with the effects of the extensive reading program on the students' attitudes towards extensive reading.

## 4.2    Hypothesis Statements and Quantitative Data Analysis

The following hypothesis were employed to form the study

**Ho.1:  There is no significant difference in reading comprehension between the control group and the experimental group.**

**Ho.2:  There is no significant difference in vocabulary recognition between the control group and the experimental group.**

The reading and vocabulary test were employed to classify the students into 3 ability groups: able, average and less- able readers were employed as the pretest and posttest.  To test the first and second hypotheses, the scores of the pretest and posttest were compared to see if there was any significant difference in reading comprehension and vocabulary recognition between the experimental and control groups by using t-test.

**Ho.3: There is no significant difference in reading comprehension among the able, average and less-able readers in the experimental group.**

**Ho.4: There is no significant difference in vocabulary learning among the able, average and less-able readers in the experimental group.**

To test the third and the fourth hypotheses, the subjects are randomly divided into two groups: the experimental and control group. The scores of the pretest and posttest were compared to see if there is any significant difference in reading comprehension and vocabulary knowledge among the able, averages and less-able readers in the same groups: experimental and control by using one-way ANOVA.

## 4.3    Results of the Quantitative Analysis

**Table 3    Pretest and Posttest Scores of the Control and Experimental Groups**

| Groups | Ability groups | N | Pretest X | Pretest SD | Posttest X | Posttest SD |
|---|---|---|---|---|---|---|
| Control Group | Able | 20 | 42.50 | 6.35 | 43.25 | 5.10 |
| | Average | 20 | 30.70 | 2.36 | 31.35 | 2.05 |
| | Less able | 20 | 22.65 | 3.11 | 24.20 | 2.16 |
| | Total | 60 | 31.95 | 3.94 | 32.93 | 3.08 |
| Experimental Group | Able | 20 | 41.40 | 5.32 | 47.60 | 4.44 |
| | Average | 20 | 30.60 | 2.25 | 40.00 | 4.63 |
| | Less able | 20 | 23.25 | 3.59 | 28.05 | 4.88 |
| | Total | 60 | 31.75 | 3.72 | 38.55 | 4.65 |

Table 3 shows that the average pretest scores of the control group and the experimental group were very close to each other. The average score of both groups was about 31.85 out of 60 scores. In other words, both groups had the average score of about 53%. As far as the average scores among the readers of both the control and experimental group were examined, it was found that the able readers of the control and experimental groups obtained the highest scores and the less-able readers of the control and experimental group obtained the lowest scores. The highest average pretest score of the control group was 66.91% while the average pretest score of the less-able readers was 53%. The scores showed the correlation with the ability of the readers.

With regard to the average posttest scores of the control and experimental group, it was found that the total average score of the experimental group was higher than that of the control group.  The average score of experimental group was 64.25 % while that of the control group was 53.91%. The difference between the posttest scores of the experimental group and the control group was 10.34%. As the average scores of the able readers in both the control and experimental group were compared, it was found that the average score of the experimental group was approximately 5 scores higher than that of the control group. In other words, the average score of the able readers in the experimental group was 7.25% higher than that of the able readers in the control group. When the posttest scores of the average readers of the control and experimental group were compared, it was found that the average score of the average readers of the experimental group was approximately 8 scores higher than that of the average readers in the control group. In other words, the average score of the average readers in the experimental group was 14.4% higher than that of the

average readers in the control group. When the posttest scores of the less-able

readers between the control and experimental group were compared, it was found

that the average score of the experimental group was approximately 6 scores higher

than that of the less-able readers in the control group. In other words, the posttest

score of the less-able readers of the experimental group was 6.2% higher than that of

the average readers in the control group.

As far as the average pretest and posttest scores of the three readers of both

group were compared, it was found that the average scores of the average readers of

the experimental group was the highest while the average pretest and posttest scores

of the able and less-able of both group obtained approximately the same level.

**Table 4    Pretest and Posttest Reading Comprehension Scores of the Control**
**         and Experimental Groups**

| Groups | Ability Groups | N | Pretest | | Posttest | |
|---|---|---|---|---|---|---|
| | | | X | SD | X | SD |
| Control Group | Able | 20 | 21.45 | 4.99 | 20.65 | 3.09 |
| | Average | 20 | 14.15 | 2.90 | 14.80 | 2.14 |
| | Less able | 20 | 10.55 | 2.50 | 11.10 | 2.12 |
| | Total | 60 | 15.38 | 3.46 | 15.51 | 2.45 |
| Experimental Group | Able | 20 | 20.85 | 2.81 | 23.60 | 2.54 |
| | Average | 20 | 15.30 | 2.17 | 20.00 | 2.82 |
| | Less able | 20 | 11.45 | 2.98 | 13.35 | 2.92 |
| | Total | 60 | 15.86 | 2.44 | 18.98 | 2.76 |

Table 4 shows the comparison of reading comprehension pretest and posttest scores of the control and experimental group. It was found that there was not much different between the pretest average scores of the control and experimental group. Their scores were very close to each other. When the pretest scores of the able readers in the control and the experimental group were compared, the average scores of the able readers in both groups were almost equal. So were the pretest scores of the average and less-able readers in the control and experimental group. When the average pretest scores of the three groups of readers were compared, it was found that the able readers in the control and experimental group obtained highest scores. The less able readers obtained the lowest scores. Thus, the scores the three groups of readers obtained correlated with their reading ability.

With regard to the reading comprehension posttest scores, it was found that the average score of the experimental group was higher than that of the control group. The average score of the control group was 15.51 while that of the experimental group was 18.98. The mean difference of the pretest and posttest scores was approximately 4 scores or about 11%. When the posttest scores of the able readers in the control and experimental group were compared, it was found that the average score of the able readers in the experimental group was higher than that of the average readers in the control group. The average scores of able readers in the control group was 20.65 scores whereas the average score of the able readers in the experimental group was 23.60.The mean difference was approximately 3 scores or about 9.8%. When the posttest scores of the average readers in the control and experimental group were compared, it was found that the average score of the average readers in the experimental group was higher than that of the control group.

The average posttest score of the average readers in the control group was 14.80 while that of the experimental group was 20.00. The mean difference was about 5 scores or 17.33%. When the posttest scores of the less able readers of both groups were compared, it was found that the posttest score of the less-able readers in the experimental group was higher than that of the control group. The average score of the less-able readers in the control group was 15.51 while that of the less-able readers in the experimental group was 18.98. The mean difference was approximately 4 scores or 11.56 %

With regard to the reading comprehension posttest scores among the reader groups in the control and experimental group, the able readers could obtain the highest scores whereas the less-able readers obtained the lowest scores. The scores the students obtained correlated their reading abilities.

**Table 5     Pretest and Posttest  Scores of the Vocabulary Recognition of the Control and Experimental Groups**

| Groups | Ability Groups | N | Pretest | | Posttest | |
|---|---|---|---|---|---|---|
| | | | X | SD | X | SD |
| Control Group | Able | 20 | 21.05 | 2.85 | 20.85 | 3.01 |
| | Average | 20 | 16.55 | 2.30 | 16.55 | 2.16 |
| | Less able | 20 | 12.10 | 1.83 | 13.10 | 2.17 |
| | Total | 60 | 16.56 | 2.32 | 16.38 | 2.44 |
| Experimental Group | Able | 20 | 20.55 | 2.96 | 24.00 | 2.47 |
| | Average | 20 | 15.30 | 1.86 | 20.00 | 2.33 |
| | Less able | 20 | 11.80 | 2.04 | 14.70 | 2.69 |

| | | | | | |
|---|---|---|---|---|---|
| Total | 60 | 15.88 | 2.28 | 19.56 | 2.49 |

Table 5 shows the comparison of the vocabulary recognition pretest and posttest scores between the control and experimental group. With regard to the vocabulary recognition pretest scores of both the control and experimental group, The average pretest scores of both the control and experimental group were relatively equal. When the vocabulary recognition pretest scores of the able readers in both groups were compared, there was not much difference in terms of the scores obtained. The able readers in the control group obtained 21.45 while the experimental group was 20.85. As the pretest vocabulary scores of the average readers in the control and experimental group were compared, there was not much difference in the scores they obtained. The average readers in the control group obtained 14.15 while that of the experimental group obtained15.30. To compare the pretest scores of the less-able readers in both groups, there was not much difference in the scores they obtained. The less-able readers obtained 15.38 while the experimental group obtained 15.86. As far as the average scores of the three groups of the readers were concerned, the able readers of both group obtained the highest scores while the less-able readers obtained the lowest scores. This means that the scores the students obtained correlated with their vocabulary knowledge.

Regarding the comparison of the vocabulary recognition posttest scores of the control and experimental group, it was found that the able readers in the experimental group obtained higher scores than those of the control groups. When the vocabulary posttest scores able readers in the control and experimental group were compared, it was found that the able readers in the experimental group could

obtain higher scores than those able readers in the control group. The average

vocabulary recognition score of the able readers in the control group was 20.65 while

that of the experimental group was 23.60. The mean difference was approximately 3

scores or 9.8%. When the posttest scores of the average readers in the control group

and the experimental group were compared, it was found that the average score of

the average reader in the experimental group was higher than that of the control

group. The average score of the average reader in the control group was 14.80 while

that of the experimental group was 20.00. The mean difference was about 5 scores or

about 17%. When the average scores of the less-able readers of the control and

experimental group were compared, it was found that the average score of the less-

able readers in the experimental group was higher than that of the less-able readers in

the control group. The average score of the less-able readers in the control group was

15.51 while that of the experimental group was 18.98. The mean difference was

about 4 scores or about 11.56%. When all the vocabulary recognition scores of all

the readers in both the control and experimental were compared, the able readers

obtained the highest scores while the less-able readers obtained the lowest scores

which means that the scores the students obtained correlated their levels of

vocabulary knowledge.

**Table 6   Reading Comprehension and Vocabulary Pretest and Posttest Scores of the Experimental Group**

| Test | Ability Groups | N | Pretest X | Posttest X | t | p |
|------|----------------|---|---------|----------|---|---|
| Reading | Able | 20 | 20.85 | 23.60 | | |
| | Average | 20 | 15.30 | 20.00 | | |
| | Less-able | 20 | 11.45 | 13.35 | | |
| | Total | 60 | 15.86 | 18.98 | -3.94* | .001 |
| Vocabulary | Able | 20 | 20.55 | 24.00 | | |
| | Average | 20 | 15.30 | 20.00 | | |
| | Less-able | 20 | 11.80 | 14.70 | | |
| | Total | 60 | 15.88 | 19.56 | -4.55* | .000 |

* $p < .05$

Table 6 presents the data of the pretest and posttest mean scores of the reading comprehension and vocabulary recognition of the experimental group. Regarding the reading comprehension of the pretest and posttest scores of experimental group, the mean score of the pretest was 15.86 and that of the posttest was 18.98. The significant difference of the reading comprehension between the pretest and posttest scores of the experimental group was at the level of .05. Concerning the pretest and posttest vocabulary recognition scores of the experimental group, the pretest score was 15.88 and that posttest score was 19.56. The significant difference of the vocabulary pretest and posttest scores of the

experimental group was at the level of .05. As far as the analysis of the finding was concerned, hypothesis1 and 2 were rejected.

**Table 7    Posttest Scores of Reading Comprehension of the Reader Groups between the Control and Experimental Groups**

| Test | Ability group | N | Control | | Experimental | | t | p |
|---|---|---|---|---|---|---|---|---|
| | | | X | SD | X | SD | | |
| | Able | 20 | 20.65 | 3.09 | 23.60 | 2.54 | 3.29* | .002 |
| Reading | Average | 20 | 14.80 | 2.14 | 20.00 | 2.82 | 6.55* | .000 |
| | Less able | 20 | 11.10 | 2.12 | 13.35 | 2.92 | 2.78* | .008 |
| | Total | 60 | 15.51 | 4.66 | 18.98 | 5.07 | 3.89* | .000 |

\* $p < .05$

Table 7 presents the data concerning the posttest reading comprehension scores of the three reader groups between the control and experimental group. With regard to the able reader group, the posttest score of the control group was 20.65 whereas the posttest score of the experimental group was 23.60. The significant difference in terms of reading comprehension between the posttest scores of the able readers between the control and the experimental group was at the level of .05. Concerning the reading comprehension of the posttest scores of average readers of the control and experimental group, the reading comprehension posttest score of the control group was 14.80 and the posttest score of the experimental group was 20.00.

The significant difference between the posttest scores between the control and experimental group of the average reader was at the level of .05. Regarding the posttest scores of the less able readers of the control and experimental group, the posttest score of the control group was 11.10 and the posttest score of the experimental group was 13.35. The significant difference between the posttest scores of the control and experimental group was at the level of .05. With regard to the total reading comprehension posttest scores of the control and experimental group, the posttest score of the control group was 15.51 and the posttest score of the experimental group was 18.98. The significant difference between the posttest scores of the average reader between the control and experimental group was at the level of .05. As a result, hypothesis 1 was rejected.

**Table 8    Posttest Scores of Vocabulary Recognition between the Control and Experimental Groups**

| Test | Ability group | N | Control | | Experimental | | t | p |
|------|---------------|---|-------|------|-------|------|------|------|
| | | | X | SD | X | SD | | |
| | Able | 20 | 20.85 | 3.01 | 24.00 | 2.47 | 3.61* | .001 |
| Vocabulary | Average | 20 | 16.55 | 2.16 | 20.00 | 2.33 | 4.84* | .000 |
| | Less able | 20 | 13.10 | 2.17 | 14.70 | 2.67 | 2.06* | .046 |
| | Total | 60 | 16.83 | 4.02 | 19.56 | 4.50 | 3.48* | .001 |

* $p < .05$

Table 8 shows the vocabulary posttest scores of the three reader groups between  the control and experimental group. In the able group, the posttest score of the able readers was 20.85 while that of the experimental group was 24.00. The significant difference between the vocabulary posttest scores of the able reader between the control and experimental group was at the level of .05. In the average reader group, the posttest score of the control group was 16.55 and that of the experimental group was 20.00. There was a significant difference between the vocabulary posttest score of the control group and that of the experimental group at the level of .05. In the less able reader, the vocabulary posttest score of the control group was 16.83 and that of the experimental group was 19.56. There was a significant difference between the vocabulary posttest scores of the less able reader between the control and experimental group at .05. As a result, hypothesis 2 was rejected.

**Table 9    Comparison of the Reading Comprehension and Vocabulary**
**Recognition Posttest Scores among the Able, Average and Less-Able**
**Readers of the Experimental Group**

| Test | Ability Groups | | | | | | F | p |
| | Able | | Average | | Less-able | | | |
| | X | SD | X | SD | X | SD | | |
|---|---|---|---|---|---|---|---|---|
| Reading | 23.60 | 2.54 | 20.00 | 2.82 | 13.35 | 2.92 | 62.13** | .000 |
| Vocabulary | 24.00 | 2.47 | 20.00 | 2.33 | 14.70 | 2.67 | 70.79** | |
| Total | 23.80 | 2.50 | 20.00 | 2.57 | 14.02 | 2.79 | 107.80** | .000 |

* *p < .01

Table 9 shows the comparison of the reading comprehension and vocabulary recognition posttest scores among the readers of the experimental group. Regarding the reading comprehension posttest scores of the experimental group, the result shows that there was a strong significant difference concerning the reading comprehension among the able, average and less-able readers of the experimental group at the level of .01.

With regard to the vocabulary recognition of the posttest scores among the three readers of the experimental group, there was a strong significant difference in vocabulary recognition among the able, average and less-able readers of the experimental group at the level of .01.

With regard to the total reading comprehension and vocabulary recognition of the posttest scores of the readers in the experimental group, there was a strong

significant association within and among the able, average and less-able readers of the experimental group at .01.

**Table 10  Differences among the Able, Average and Less- able Readers of the Experimental Group in Reading Comprehension**

| Ability Group | X | Able | Average | Less Able |
|---|---|---|---|---|
| | | 20.85 | 15.30 | 11.45 |
| Able | 20.85 | - | 5.55* | 9.40* |
| Average | 15.30 | - | - | 3.85* |
| Less Able | 11.45 | - | - | |

Table 10 shows the differences of the reading comprehension posttest scores among the reader groups in the experimental group. Three pairs of multiple comparisons were established. First, there was a significant difference among the able, and the average readers at the level of .05. Secondly, there was a significant difference between the able readers and the less able readers  at the level of .05. Thirdly, there was a significant difference between the average readers and the less able readers at the level of .05. As a result , hypothesis 3 was rejected

**Table 11   Differences among Able, Average and Less-able Readers of the**

**Experimental Group Regarding Vocabulary Recognition Posttest**

**Scores**

| Ability Group | X | Able | Average | Less Able |
|---|---|---|---|---|
| | | 20.55 | 15.30 | 11.80 |
| Able | 20.55 | - | 3.50* | 8.75* |
| Average | 15.30 | - | - | 3.50* |
| Less Able | 11.80 | - | - | |

Table 11 shows the multiple comparisons of the vocabulary posttest scores among the readers in the experimental group. Three pairs of significant differences were established. First, there was a significant difference in vocabulary recognition between the able readers and the average group at the level of .05. Secondly,  there was a significant difference between the able readers and less able readers at the level of .05. Thirdly, there was a significant difference between the average readers and the less able readers at the level of .05. As a result, hypothesis 4 was rejected.

**Table 12   Differences among Able, Average and Less- Able Readers of the Experimental Group in Reading Comprehension and the Vocabulary Recognition**

| Ability Group | X | Able | Average | Less Able |
|---|---|---|---|---|
| | | 41.40 | 30.60 | 23.25 |
| Able | 41.40 | - | 10.80* | 18.15* |
| Average | 30.60 | - | - | 7.35* |
| Less Able | 23.25 | - | - | |

Table 12 presents the data concerning differences among able, average and less able students of the experimental group in their total reading comprehension and vocabulary recognition. Three pairs of significant differences were established based on the results of finding. First, there was a significant difference between the able readers and the average readers. Second, there was a significant difference between the able readers and less able readers. Third, there was a significant difference between the average and less able readers.

## 4.4   Results of Qualitative Data Analysis

This section aims to present the qualitative data analysis of the students' attitudes on extensive reading. The analysis comprises three parts: the students' attitudes on the value of reading and their own reading ability, the reading journals and the semi-structured interview.

### 4.4.1 Value of Reading

Before the start of the extensive reading program, the students in the experimental group were given a set of five questions to investigate the students' attitudes about the value of reading. On the next day, they were given an open-ended questionnaire to investigate their motivation, and perception of their reading behaviors.

**Table 13   Value of Reading**

| Reading Value | Percent |
|---|---|
| 1. I think reading in English is………… | |
| ….. Very fun | 13 |
| ….. Fun | 25 |
| ….. OK | 54 |
| ….. Not fun at all | 8 |
| 2. People who read a lot in English are……… | |
| …..Very interesting | 33 |
| ….. Interesting | 65 |
| ….. Not very interesting | 2 |
| ….. Boring | 0 |
| 3. Reading in English is something I…….. like to do. | |
| …. Always | 21 |

| | |
|---|---|
| …. Often | 27 |
| …. Sometimes | 48 |
| ..... Never | 0 |
| 4. People who read a lot in English are…… | |
| …. Very interesting | 33 |
| ….. Interesting | 65 |
| ….. Not very interesting | 2 |
| ….. Boring | 0 |
| 5. Reading in English well is …….. | |
| …. Very important | 50 |
| …. Important | 46 |
| …..Rather Important | 4 |
| …..Not important | 0 |

Table 13 presents the data concerning the value of students' attitudes. From the table above, most of the students thought that they were indifferent in attitudes about reading in English and only a small number of students thought it was not fun to read in English. Secondly, almost all of the students agreed that people who could read in English were interesting and just a few students thought they were not interesting. Over half of the students thought that it was always or often fun to read in English and others thought it was sometimes fun to read in English. Just only few students thought it was not fun to read in English. The majority of the students agreed that people who read a lot of English were interesting and that reading in English was very important or important for them.

**Table 14   Reading Ability in Mother Tongue**

| Reading Ability | Percent |
|-----------------|---------|
| Good reader | 53 |
| Fairly good | 32 |
| Not so good | 15 |
| Total | 100 |

Table 14 presents the data about the students' attitudes on their reading ability in mother tongue. Almost all of the students thought they were good readers in their mother tongue. Only a few students thought they were not good readers in their mother tongue.

**Table 15   Characteristics of Good Readers in Mother Tongue**

| Characteristics | Percent |
|-----------------|---------|
| 1. Able to pronounce words correctly | 33 |
| 2. Always practice reading | 21 |
| 3. Able to read fluently | 14 |
| 4. Able to understand the text they read | 11 |
| 5. Motivated to read | 7 |
| 6. Have reading skills | 4 |
| 7. Have reading confidence | 4 |
| 8. Have vocabulary knowledge | 2 |

| | |
|---|---|
| 9.  Have good language proficiency | 2 |
| 10. Read a variety of reading materials | 2 |
| Total | 100 |

Table 15  presents the data concerning the characteristics of good readers in the mother tongue. Most of the students agreed that pronouncing words correctly (PWC) and practicing reading (RDP) were two of the most important characteristics of good readers in mother tongue. Here are some examples of the students' attitudes.

> …*Sana is a good reader in mother tongue because she can pronounce*
> *words correctly and she can understand the main idea of what she read.*
> *She also explained to her friends about it (PWC) (S1)*

> ...*Artorn can read well in Thai as he always practice reading. (PWC)*
> *(RDP)(S15)*

Other two important characteristics were the ability to read fluently and the ability to read and understand the text. The following examples illustrate the students' attitudes about reading fluency and reading comprehension (RDF).

> …*Wipa is a good reader in mother tongue because she could read fluently as*
> *it is her mother tongue.  (RDF) (S4)*

> …*Laddawan is a good reader in Thai because she can read correctly*
> *and fluently. (RDF) (S16)*

*...Aranya  can read well in Thai as she likes reading regularly*. **(RDF)(S22)**

The students also mentioned other characteristics of good readers in mother tongue such as  motivation to read (MVR), reading skills (RDS), vocabulary knowledge (VCK), language proficiency (LGP), and reading a variety of reading materials (RDV). Here are some of the students' attitudes concerning characteristics of good readers in mother tongue. Some examples of the students' attitudes are illustrated below.

*…Jane is a good reader in Thai as she has confidence in reading.(LGP) (S5)*

*…Onwipa can read well in Thai because she has good reading skill. (LGP)*
*(S13)*

*…Penpayom is a god reader as she knows a lot of vocabulary. (VCK)(S16)*

*…Monrudee can read well in Thai because she likes to read and often*
  *recommend her friends to read.  (RDS) (S20)*

*…Pornpimol is the best reader in my class because she has good language*
  *proficiency (LGP)(S13)*

**Table 16   Reading Difficulties in Mother Tongue**

| Reading Difficulties | Percent |
|---|---|
| 1.  Unable to pronounce words correctly | 59 |
| 2.  Unable to understand the text they read | 17 |
| 3.  Unable to read fluently | 12 |
| 4.  Lack good reading skills | 6 |
| 5.  Lack concentration in reading | 6 |
| Total | 100 |

Table 16 presents data about reading difficulties in their mother tongue. Over half of the students agreed that the ability to pronounce words correctly  (PWC) was the most important problem for reading in the mother tongue. Here are some of the examples mentioned by the students.

*…Kanda thinks that she is not a good reader in Thai because sometimes*

*she cannot pronounce words well and when she reads quickly, she*

*cannot understand the passage. (PWC)  (S1)*

*…Jaruwan thinks she is not a good reader in mother tongue because she*

*often pronounces word wrongly (PWC) (S3)*

Other two problems of reading in mother tongue were the ability to read fluently (RDF) and understand the text they read. (RDC) The following examples illustrates the problems.

> *…Pornpan thinks she is not a good reader in Thai because she cannot read*
> *well and fluently. (RDF) (S18)*

> *…Kanyanee thinks she can read quite well but she cannot read fluently. (RDF)*
> *(S19)*

Furthermore, they considered the lack of reading skills (LRS) and concentration to read  (CRD) were the least important things in reading in mother tongue. Here are some examples.

> *…Deejai thinks she is a good reader but she sometimes cannot pronounce*
> *words correctly and when she reads, she lacks concentration in reading*
> *(CRD) (S9).*

> *…Rintra thinks she can read fairly well, but she sometimes she does not*
> *understand  what she read.  (LRS) (S49)*

**Table 17   Reading Ability in English**

| Reading Ability | Percent |
| --- | --- |
| 1.  Good reader | 15 |
| 2.  Fairly good | 14 |
| 3.  Not so good | 63 |
| 4.  No answers | 8 |
| Total | 100 |

Table 17  presents the data about the students' reading ability in English. More than half of the students perceived themselves as not very good readers in English. Only  some of the students considered themselves as fairly good or good readers in English.

**Table 18   Characteristics of Good Readers in English**

| | Percent |
| --- | --- |
| **Characteristics of Good Readers** | |
| 1. Have good English Proficiency | 25 |
| 2. Have good reading strategies | 17 |
| 3. Able to pronounce words correctly | 16 |
| 4. Have good vocabulary knowledge | 14 |
| 5. Always practice reading | 11 |

| | |
|---|---|
| 6. Have good motivation to read | 6 |
| 7. Able to understand the text they read | 6 |
| 8. Have confidence in reading | 3 |
| 9. Have good grammar knowledge | 2 |
| Total | 100 |

Table 18  presents the data of the characteristics of good readers in English. According to the students' attitudes, the most important characteristic of good readers in English was the English proficiency (LGP) . Good readers in English should have good English proficiency. Here are some examples from the students' attitudes.

> …*Tanongsak is a good reader in English because he likes to memorize*
> *Vocabulary,  has good vocabulary knowledge and  can speak and*
> *write English well. (LGP)  (S4)*

> …*I think Tanongsak is a good reader in English as he can translate what*
> *he reads and he studies English well. (LGP) (S18)*

Other important characteristics of good readers in English were the reading strategies (RDS), ability to pronounce words correctly (PWC), the vocabulary knowledge (VCK)and reading practice (RDP).

> …*Sunitra thinks Tanongsak  is a good reader in English as he can speak*

*English and studies English well. He can pronounce words well. (PWC) (S47)*

*…Cholticha thinks Jutarat is a good reader in English as she used to study*

*English in High School and she can read well because she has got good*

*English proficiency. (RDS) (S44)*

*…Panida is a good reader in English because she often practices reading*

*and that she has good proficiency in English.(RDP) (S41)*

However a few students thought that the motivation to read, the ability to understand the text (RCM), reading confidence(RDC) and grammar knowledge (GKN) were  considered to be characteristics good readers in English as well. Examples of the students' attitudes are illustrated below.

*…Tidarat can read well in English as she has good English proficiency and*

*she is interested in English. (RCM,GKN, RDC) (S34)*

*…Buakwan can read English well because she used to live in a foreign country.*

*RCM,GKN,RDC)(S28)*

*…Picha can read English well because she often practices reading and is*

*interested in English. S61*

**Table 19   Reading Difficulties in English**

|                                          | Percent |
| Reading Difficulties in English          |         |
| --- | --- |
| 1.  Unable to pronounce words correctly  | 29 |
| 2.  Unable to understand the text they read | 18 |
| 3.  Unable to read fluently              | 18 |
| 4.  Lack vocabulary knowledge            | 18 |
| 5.  Lack reading practice                | 9 |
| 6.  Lack motivation to read              | 6 |
| 7.  Lack confidence in reading           | 2 |
| Total                                    | 100 |

Table 19 presents data concerning reading difficulties in English. Most of the students thought that the most serious problem for them in English reading was that they were not able to pronounce words correctly (UPW).

> *…Jitraporn thinks she is not a good reader in English because she cannot pronounce words correctly.(UPW) (S4)*

> *…Patchara thinks she cannot read English well as she cannot pronounce words correctly and more importantly, she cannot understand the meaning*

*of the vocabulary. (UPW) (S9)*

*…Pantipa thought that she could not read well because she did not have good*

*vocabulary knowledge. (S33)*

Over fifty percent of the students mentioned that they were not able to text they read (URC) ; they could not read fluently (URF) and lack of reading practice (LRP). Furthermore, they do not have vocabulary knowledge (LVC), motivation to read (LMT) and confidence in reading (LRC).

*…Wanapa thinks her problem in reading in English is that she sometimes*

*cannot understand what she reads. (URC)(S12)*

*…Kanyarat thinks she cannot read well in English because she cannot read*

*fluently  and cannot grasp the main idea of what she read.(URF) (S22)*

*…Areewan thinks she can read fairly well but she cannot translate the meaning*

*even though she knows the vocabulary.  (LVC) (S26)*

**Table 20   Reading Motivation**

| **Question:** | Have you told your friends what you read? | **Percent** |
|---|---|---|
| | Yes, I have. | 90 |
| | No, I haven't | 10 |
| | Total | 100 |

Table 20 presents data concerning the students' motivation to read. Almost all of the students told their friends what they read. Only a few did not tell their friends what they read.

**Table 21   English Reading Materials the Students Read.**

| Reading Materials | Percent |
|---|---|
| 1.  Textbooks | 30 |
| 2.  English magazine for ESL students | 26 |
| 3.  Newspapers | 12 |
| 4.  Short stories and novels | 10 |
| 5.  Tales | 6 |
| 6.  Biographies | 4 |
| 7.  Reading materials from the Internet | 4 |
| 8.  Poems | 2 |
| 9.  Songs | 2 |
| 10.  Jokes | 2 |
| 11. Comics | 2 |
| Total | 100 |

Table 21 presents data concerning the reading materials the students like to read. Generally speaking, the students read a variety of reading materials. Approximately, one third of the students reported that they read textbooks. About

one fourth of the students reported that they read English magazines for ESL

students. They also read newspapers and novels or short stories. Other reading

materials they read were tales, biographies of famous people, reading materials from

the Internet, poems, songs, jokes and comics.

**Table 22   Reading Resources**

|  | **Percent** |
|---|---|
| **Read Resources** | |
| 1.  Library | 41 |
| 2.  Bookshop | 38 |
| 3.  Web sites form the Internet | 7 |
| 4.  Friends | 5 |
| 5.  Teachers | 5 |
| 6.  Parents | 2 |
| 7.  Classroom | 2 |
| Total | 100 |

Table 22 presents data concerning the resources the students got the reading

materials from. The students reported that they got most of their reading materials

from the library and bookshops and other places were the Internet and the classroom,

the teachers, parents and friends.

## 4.5    Analysis of Reading journal

While the students were participating in the intensive reading program, they were asked to write reading journal to express their attitudes about their reading experience.

**Table 23  Extensive Reading Benefits**

|  | **Percent** |
|---|---|
| **Reading benefits** | |
| 1. Reading motivation | 100 |
| 2. Reading Improvement | 100 |
| 3. Vocabulary  knowledge | 100 |
| 4. Good language learning activity | 95 |
| 5. Good moral teaching | 83 |
| 6. Grammar knowledge | 20 |
| 7. General Background knowledge | 18 |
| 8. Speaking skill | 10 |

Table 23 presents data from reading journal analysis, all of the students reported that extensive reading helped develop reading motivation, improve reading and vocabulary skills. The students further explained that they enjoyed reading because the stories were different from each other and were not difficult for them to read and understand. Consequently, they could read faster.  In addition, they found the story did not contain many difficult words so they could read faster. In terms of vocabulary learning, the students reported that they learnt more vocabulary because there were not too many new words in the story and they learnt a variety of new

words because each story contained different words such as vocabulary about adventure, sports, romance and others. The following excerpts were taken from the students' reading journal.

> ….*When I finished reading the first story, I felt like reading another story usually, I don't like reading but when I read short stories, I really like them very much because it is exciting to find out about the end of the story. I want to read more short stories as they are not so difficult to read. I hope to continue reading so that I will gradually improve my English and that I can* read faster. ( Akira, S37)

> …..*I really enjoy reading. I like* <u>The Leopard and the Light House</u> *very much. It is a very exciting story. I think extensive reading helps me improve my English. I can reading continuously because the story is fun and not difficult to understand. I don't have to look up words from the dictionary. I can read through from the beginning to the end of the story. I learnt some new words from the story I read such as " glue ", and " chief ". My reading speed has improved. I spent about thirty minutes to read a story at the beginning. Later, it took less than fifteen minutes to read. Besides, I can guess the meaning of the new vocabulary. I buy more short stories for myself, as it is relaxing to read. (Sawitree,S38)*

> …*Having read all the stories, I become more interested in English. I really enjoyed reading even though sometimes I can't understand the meaning of some words clearly but when I continued reading, I began to understand the meaning of difficult words. I think the stories are not difficult to read. The vocabulary is not difficult to understand. Some words were the words I learnt*

*in my former school. When I came across them again, I began to recognize the*

*meaning. I think the story helps me understand the meaning and the use of*

*words. So I think extensive reading motivates me to learn. (Bauloy, S40)*

In addition to a good language learning activity, most of the students confirmed that extensive reading enhances their morale. They learnt a lot of good thoughts after finishing reading. Here are some examples.

*…It was exciting to read this story. I can understand the meaning of*

*unity. If we have unity between friends, nothing can defeat us. (Kanya, S2)*

*…The story is very close to our daily life. We should not judge people from*

*the outside and we should not accuse other people until we prove whether*

*that person is good or bad. (Jarupak, S3)*

*…Every living thing is valuable even the animal such as the hungry leopard.*

*We should not hurt it. Even though the leopard went into the village to find*

*food as it was trying to survive. The leopard escaped to the lighthouse*

*because it did not want to hurt the people. It just only wanted some food. It*

*was really good that Saied did not kill it. He shot it to make it unconscious*

*and then he let go it safely. This is a good deed as we should be kind to other*

*lining things and love the lives of other living things just we love ourselves.*

*(Jittiporn, S4)*

*…Princess Diana loved her son very much and she looked after them well.*

*Many people love Prince William. His story is very interesting. I think our life*

*will not last forever. No one can live with us forever even our mother who*

*loves us most.. Some day they will be gone. (Jittiporn S4)*

Some of the students reported that they gained general knowledge and grammar knowledge from extensive reading and a few students mentioned that extensive reading helped improve speaking ability. Some of the students' attitudes is given below.

*…..reading, I have leant new idioms, sentence patterns, vocabulary and some advice. I can apply the knowledge in my study and improve my English. (Naruemon, S6)*

*…When I read the story, I would like to tell my friend about it. I learnt some vocabulary and can use the vocabulary in practicing English speaking. (Aree, 26)*

*…The usefulness of extensive reading was the knowledge of vocabulary. I learnt some new words and some useful idioms. I use them in speaking. (Sirinapa, S5)*

*…In addition to learning new idioms and vocabulary, I learnt about the sentences and can apply the sentences in an appropriate situation. (Kanya, S2)*

Another suggestion for students attitudes are also mentioned such as gaining reading experience

*…I think I have gained reading experience from extensive reading. (S3)*

## 4.6    Analysis of Semi-structured Interview

This part of the study consists of two sections -- students' profile and students' semi-structured interview.

**Students' Profile**

After the ten-week of extensive reading program, 10 students of the experimental group were chosen for semi-structured interview to investigate the students' attitudes case by case in detail.  These students represent the three sub groups in the experimental group- able readers, average readers and able readers. Below are their profiles.

**Sakchai** is a twenty-year old student at. He is an English major student in the first year. He has been learning English for 14 years and wants to learn English because he wants to speak English well. He thinks his vocabulary and grammar knowledge are good.  In his attitudes, he can listen, speak, read and write English well.

**Tararat** is 19 years old. She thinks she can read Thai fairly well.  On the contrary she thinks she is not a good reader in English and cannot read fluently because she does not know much vocabulary. However she said she likes to learn English because it is fun and she likes to learn vocabulary.

**Wanida** is a twenty-year old.  In terms of reading Thai she thinks she do it fairly well because she can sometimes understand what she read and sometimes she does not . She has been learning English for 10 years. In terms of reading English, she thinks she can read English fairly well as she sometimes understands what she reads and sometimes does not.  She wants to learn English because she wants to speak English to foreigners.

**Pornrudee** is a nineteen-year old student at Nakhon Ratchasima Rajabhat University She has been learning English for 9 years. She considers herself a good reader in her mother tongue because she likes reading many kinds of reading materials. She thinks she is not a good reader in English because she does not often practice reading in English.

**Monrudee** is twenty years old. She thinks she can read well in Thai because she often practice reading in Thai. She can read English fairly well because she does not often practice reading in English. She has been learning English for 10 years.

**Jirawan** is twenty years old. She has been learning English for 10 years. She thinks she is not a good reader in Thai as she cannot pronounce words correctly. She thinks she is not a good reader in English because she does not have good vocabulary knowledge

**Sunchai** is 20 years old and has been learning English for 9 years. He thinks he is a good reader in Thai because he likes reading. However he likes to read short stories

that make him feel happy. He thinks is not a good reader in English as he can not pronounce words correctly. He likes to study English because it was fun.

**Duangduan** is twenty years old and is a first English major student at Nakhon Ratchasima Rajabhat University. She has been studying English for 12 years. She perceives herself as a good reader in Thai because she practices reading everyday. She likes reading many kinds of reading materials such as newspapers, novels, biographies of interesting people, and jokes. She thinks she can read English fairly well,

**Mongkon** is 19 years old. He has been learning English for 9 years. He likes to learn English because he thinks it is an important subject for business. He is a good reader in Thai because he can read fluently, but he thinks he is not a good reader in English.

**Suthida** is 19 years old and has been learning English for 10 years. She thinks she is a good reader in Thai and not so good reader in English. She cannot read well in English because she cannot read fluently.. She likes to learn English because she wants to improve her English. She thinks her English is good.

### Integrated Data of Semi structure Interview and Student Journal

In the interview, 10 students representing the able, average and less able readers were asked the following questions concerning the benefits of extensive reading. Their interviews were recorded and later transcribed. In addition to the information derived from the interview and from the student journals was also

included in the analysis. In terms of the questions asked in the semi-structured

interview, they fall into 4 categories.

**General Positive Attitudes towards Extensive Reading**

*Question 1*  What do you think about extensive reading program you were

involved with this semester?

*Question 7*  Do you think you will continue reading on your own after the

end of?  extensive reading program?

*Question 8*  Would you recommend extensive reading to your friends?

What are the benefits of extensive reading you?

*Question 9*  Is there anything else you would like to say about extensive

reading apart from what you have mentioned?

**Improvement of reading practice**

*Question 2*  Do you think you have become a better reader in English?

Why?

*Question 3*  Do you think your reading rate has improved after the end of

the extensive reading program?

**Improvement of Vocabulary knowledge**

*Question 4*  Do you think that extensive reading help you improve your

vocabulary knowledge?

*Question 5*  What did you do when you came across difficult words in the

story?

**Improvement of Sentence structure knowledge**

*Question 6*  Do you think your knowledge of sentence structure has

improved?

The following tables present the analysis of the semi-

structured interview.

**Table 24  Reading Attitude and Improvement of Reading Practice**

| Student | General Positive Attitudes towards Extensive Reading | Improvement of reading Practice |
|---|---|---|
| Sakchai | He did enjoy reading and liked the stories he read very much because they were different from each other. He would continue reading and recommend his friends to read.  He thought extensive reading could help him improve his English. | When he first started the first reading, he read slowly.  It took him about 35 minutes to finish it but at the end of the program he could finish the story in about 20 minutes.  After practicing reading for about four weeks, he began to read faster and the story he read better. |
| Tararat | She enjoyed extensive reading because the stories were not difficult to read.  She sometimes | Her reading rate had improved as she could read faster.  At the beginning, it took her about 20- |

| Student | General Positive Attitudes towards Extensive Reading | Improvement of reading Practice |
|---------|------------------------------------------------------|----------------------------------|
| | read some stories twice or more because she liked reading them again. She would like to continue extensive reading after the end of the program and would recommend her friends to read because it is useful for learning reading. | 30 minutes to finish one story but at the end of the program she could finish one story in about 10 to 15 minutes. Moreover, she could read without translating from English into Thai. |
| Wanida | In her attitudes, extensive reading was a good learning activity for learning English. She would continue reading because it was fun to read. The story she enjoyed reading very much was "Leopard in the Light House." | In her attitudes, extensive reading helps develop reading skills. |
| **Wipa** | She reported that extensive reading was a useful learning activity because it helped her improve her English and reading | She thought she could improve the reading rate by practicing reading a book a day. When she started extensive reading |

| Student | General Positive Attitudes towards Extensive Reading | Improvement of reading Practice |
|---------|-----------------------------------------------------|--------------------------------|
| | skills.  She would like to continue reading after this program because she enjoyed reading and gained confidence from reading.  Extensive reading is a good way to spend her pastime. | program, she spent about 20 minutes to finish the story. Later she could finish it in about 10 minutes. |
| Monrudee | She tried to find more books to read in order to increase her vocabulary knowledge. She started to read Student Weekly Magazine, Nation Junior and other magazines for ESL students.  She concluded that extensive reading had helped her to learn the techniques of telling the story from the books she read. | She reported that she read slowly at the beginning of the extensive program but later on she could read faster and at the end it took her less time to read. |

| Student | General Positive Attitudes towards Extensive Reading | Improvement of reading Practice |
|---|---|---|
| Jirawan | Jirawan found that extensive reading was enjoyable and it was fun to read short stories.  It motivated her to read more. She started to read English magazines for ESL students. She concluded that extensive reading was good for English language learning. She would recommend her friend to read more in English. | When she first started the extensive reading program, it took her almost an hour to finish a book because she had very limited vocabulary knowledge. By the end of the program, she gained more reading skills in guessing word meaning as well as more understanding of what she read than she could do in the beginning of the program. |
| Sangduan | She did not have motivation to read at the beginning of the program. After a while, she found reading was interesting. She, then, started to read Student Weekly Magazine everyday. Extensive reading could improve her reading skills and most importantly, it was fun to | At the beginning of the program, she read very slowly. After six weeks, she could read faster and she could also improve her reading skill. |

| Student | General Positive Attitudes towards Extensive Reading | Improvement of reading Practice |
|---|---|---|
| | read. | |
| **Mongkol** | He enjoyed reading short stories and was motivated to read other kinds of English reading materials such as Student Weekly Magazine and Reader's Digest. Furthermore, he liked extensive reading. To him extensive reading was useful because he gained a lot of knowledge from extensive reading and he would like to recommend his friends to read. | When he first started the reading, it took him about half an hour to finish a story. Moreover, he had to read twice or three times to understand it. Later on, he found that he could read faster and understand better. His reading skills were also improved as he could keep on reading till the end of the story and could guess word meaning from the context. |
| Sutida | She thought that extensive reading helped learners to be more confidence in reading in English. She would like to recommend it to her friends, as it was not difficult to read if they | Extensive reading improved her reading ability. She could read more fluently and learnt how to deal with reading difficulties such as guessing meaning of unfamiliar words. Moreover, she |

| Student | General Positive Attitudes towards Extensive Reading | Improvement of reading Practice |
|---|---|---|
| | chose the stories appropriate to their reading ability. | could read faster and understand what she read better. |
| Preeyaporn | Extensive reading was fun to her. Reading in English was not boring for her anymore. Moreover, she thought extensive reading was useful for language learning. She would like to continue reading and was keen on reading a variety of reading materials. | After the program, she found that her reading rate had improved. She was very satisfied with her reading speed since she could read faster. |

**Table 25  Improvement of Vocabulary and Sentence Structure Knowledge**

| Student | Vocabulary knowledge | Sentence structure knowledge |
|---|---|---|
| Sakchai | He reported that his vocabulary knowledge had improved and he | His grammar knowledge had also improved. He learnt new |

| Student | Vocabulary knowledge | Sentence structure knowledge |
|---------|---------------------|------------------------------|
| | could recognize the meaning of the vocabulary faster when he read. He learnt many new words when read the story about Tom Cruise | sentence structures and the use of tenses through extensive reading. |
| Tararat | She learnt new words without using dictionary. | She reported that her knowledge of sentence structures and the use of tenses had improved as she read. |
| Wanida | She could read faster as she continued reading and tried to guess the meaning of the new words from the story she was reading.. She could recognize the meaning of words better because she saw them many times in the story. | She reported that she could learn about past tense and the past forms of verbs from the stories as she came across them frequently in the stories. |
| Monrudee | She reported that extensive reading helped her increase | She did not mention about her grammar knowledge. |

| Student | Vocabulary knowledge | Sentence structure knowledge |
|---|---|---|
| | vocabulary knowledge. She could recognize the meaning of difficult words from the story. | |
| Jirawan | By the end of the program, she gained more vocabulary knowledge and strategies for learning vocabulary | She reported that extensive reading helped her understand the uses of tenses and how they were used in stories. |
| Sangduan | Extensive reading helped her improve her knowledge of vocabulary. She could use them to write reading journal. | Her writing skills also improved as she learned many new sentence patterns from reading. She could use them in her writing. |
| Mongkol | He reported extensive reading could help improve his vocabulary knowledge. He learned many new words from reading. | He could understand simple structures in the stories he read. Also, he could use some of the language structures in the other English course. |

| Student | Vocabulary knowledge | Sentence structure knowledge |
|---------|---------------------|------------------------------|
| Sutida | Most of the vocabulary in the stories was not too difficult for her, so she did not learn much about new vocabulary. | Though she reported that she did not learn much about new vocabulary, she gained more knowledge about English grammar.That is, she could learn the use of tenses from the stories. |
| Preeyaporn | She learned a lot of new vocabulary, which she learned at least five to ten words from each story she read. | She learned a lot of grammar structures from short stories. |

## 4.7  Discussion

This section presents a discussion of the results in response to the research question and hypotheses mentioned in the first chapter.

4.7.1  In response to research question 1: Does extensive reading enhance reading comprehension? Based on the finding of the study, it can be concluded that extensive reading does enhance reading comprehension. This finding yields the similar results as studied by Renadanda, Rajan and Jacobs,(1999)  Hafiz and Tudor (1989), Robb and Susser (1989), Mason& Krashen (1997).

4.7.2  In response to research question 2 : Does extensive reading enhance vocabulary learning?   The results of the present study showed that extensive reading could enhance vocabulary learning. This finding confirms the results of research done by Pitts  White, and Krashen (1989), Hafiz & Tudor (1990).

4.7.3  In response to research question 3: Is there any significant difference in reading comprehension and vocabulary recognition among the able, average and less able readers? The results of the study revealed that there was a significant difference in reading comprehension and vocabulary recognition among the able, average and less able readers. The finding correlated with Tutwisoot's finding (2003)  .

4.7.4  In response to research question 4: Does extensive reading enhance good attitude towards extensive reading?. The present study reveals that extensive reading could enhance good attitude toward reading. This finding correlated with previous research findings by Elley (1991) Mason and Krashen (1997).

# CHAPTER 5

# CONCLUSIONS AND RECOMMENDATIONS

## 5.1  Introduction

The purpose of this chapter is to summarize the findings of this research and to make recommendations for future research.

## 5.2 Conclusion

The present study was conducted with the attempt to investigate the impact of extensive reading on the students' reading comprehension, vocabulary recognition and positive attitudes toward reading.

The findings of the research can be summarized as follows.

1.  From the results of the study, it can be concluded there was a significant difference at the level of .05 in reading comprehension between the experimental and control groups. In other words, the students in the experimental group could read and understand the text better than those of the control group. This finding correlated with the previous research studies by Hafiz & Tudor (1989), Yamazaki (1996), Raemer, (1996) and Walker, (1997). The significant difference is due to the impact of the extensive reading program because the experimental group was given more reading practice for a period of ten weeks while the control group only received the normal reading lesson. The reason for this might be that the readers in the experimental group had more reading practice than those of the control group. Secondly, the readers in the experimental group were exposed to comprehensible input, as the reading materials were not too difficult for them. Thus their reading ability had improved. This reading ability included reading comprehension, reading strategies, reading speed and also vocabulary knowledge, which the students had reported in their reading journal during the experiment. This is supported by Robb and Susser (1989). They posit that extensive reading may be at least as effective as skill building with the important advantage that is more interesting to the learners. Nation (1997) recommended that for extensive reading program to be effective, the students have to do large amount of reading. That is, the more they read, the better reader they have become**.** (Miculecky and Jeffreies,1986)

With regard to the students' questionnaires, reading journal and interview, it might be concluded that there might be some language transfer from L1 to L 2 in terms of the characteristics of good readers in mother tongue and the characteristics of good readers in foreign language among the able readers. From the analysis of the questionnaires, it was found that the able reader in the mother tongue was that they could read fluently and could understand the text they read. Furthermore, they were motivated to read and often practice reading. One of the students reported that her friend was a good reader in Thai as she often practiced reading. As a result from reading practice, the students might develop some reading strategies and reading confidence they had discovered from reading in their mother tongue to reading in a foreign language. Another factor that could enhance reading in a foreign language was that good readers liked to reader a variety of reading materials. Through reading a variety of reading materials in mother tongue, the able reader had definitely gained the general background knowledge, which could help the able readers to understand reading in the second or foreign language. In case the reading materials in the second or foreign language were relevant to the readers' background knowledge. In other words, the able reader could use the content schema to help them understand what they read in a second or foreign language. However, from the analysis of the less-able readers, it was found that most of the less-able readers were poor readers in their mother. Most of the less-able readers reported that they could not pronounce the words correctly. Besides, the had the problem in understand what they read as they did not have good reading skills. Furthermore, they were not motivated to read that was why some of them reported that they lacked concentration while reading. Thus, it might be that these reading deficiencies might also cause problems for less-able readers in reading in a second or foreign language.

2.  The result of the study reveals that there was a significant difference in vocabulary recognition at the level of .05 between the experimental group and the control group. In other words, the students in the experimental group could recognize the meaning of vocabulary better than those in the control group. This can be concluded that the students had increased their vocabulary knowledge through extensive reading while they were participating in the extensive reading program for ten weeks. During the extensive reading program, the students in the experimental group were exposed to the wide range of vocabulary in the reading materials they read. While reading, the students learnt new vocabulary from guessing meaning from the context and by using the dictionary. Day and

Bamford (1988), Elley (1991) and Krashen (1989, 1993 b) conclude from their studies that extensive reading, unaccompanied by any analytic study or practice can provide L2 learners with the vocabulary necessary for reading. Saragi, Nation, and Meisler, (1978) also conclude that implicit vocabulary learning could occur through extensive reading. They further posit that extensive reading is not only possible but is almost certainly the means by which native speakers acquire the majority of their vocabulary for such learning to occur the reader must understand approximately 95% of the words in the text. Another similar conclusion was made by Huckin and Coady, (1999). Since the extensive reading materials comprised a wide range of short stories such as romance, mystery, adventure biographies and others, the students learnt a wide range of vocabulary. The students could recognize the meaning of the acquired vocabulary well as they cam across the new vocabulary many times in the stories.(Gardner, (2004). Ellis (1995) posits from his study that the readers could acquire implicit vocabulary gain from extensive reading both quantitatively and qualitatively. As the reader came across new words in appropriate extensive reading materials, the reader could infer the context-based meaning provided by the text, which were not generally found in dictionaries such as connotation, collocations and referential meaning. Moreover, every time a word is repeated, it was in a slightly different context. This helpsthe reader develop a deeper and more accurate understanding of word meaning and foster vocabulary acquisition. Above all, they also learnt the use of vocabulary in context. The more they read, the more vocabulary they learnt. (Coady, 1997., Huckin, and Coady, 1999). However, Zimmerman (1997) and Rosszell (2003) and argues that extensive reading alone may not provide enough vocabulary learning. It has to be integrated with intentional or specific vocabulary learning tasks.

   3. The results of the study indicated that there was a significant difference in terms of reading comprehension among the EFL able, average and less able readers in the experimental group at the level of .05.  Results from the analysis showed that the able readers could obtain higher scores in reading comprehension than the average and less-able readers. Similarly, the average readers could obtain better reading comprehension scores than the less-able readers. This means that results obtained by the readers were due to their language proficiency. This finding correlated with the extensive reading research finding by Tutwisoot (2003). Reasons for this difference might be that both the able and average readers had better language proficiency than the less-able readers. Thus, the able readers

and the average readers could develop their reading ability faster than the less-able readers. Secondly, reading is a skill that takes time for development as mentioned by Nation and Deweerdt (2000). They argue that this could be that both the able and average readers have better language proficiency than the less able readers. Therefore they could perform better in terms of the improvement of reading ability. Regarding the less able readers, they did not perform well in reading comprehension, as the time for the experiment was not long enough for them to improve because reading cannot be improved within a short period of time. (Day & Bamford, 1997). The less able readers need more time to practice due to their low English language proficiency.

     4. Regarding the vocabulary recognition, there was a significant difference among the readers in the experimental group at the level of .01. This means that the able reader could obtain higher vocabulary recognition scores than the average and less-able readers. And the average readers could obtain higher scores in vocabulary recognition than the less-able readers. It can be concluded that the able and average readers have higher language proficiency that the less-able readers. Thus they could acquire more vocabulary than the less-able group. According to Laufer, (1989), Nation, (1990), Parry (1991), to be able to guess meaning from the context, the reader need to know more vocabulary at least 95% of the text to be able to infer the meaning of the new word. Therefore, since the able and average readers  have higher language proficiency  in terms of reading comprehension and vocabulary recognition in the pretest and posttest, it can be concluded that they could infer meaning of the new words better than the less –able readers.

     5. Concerning the students' attitudes and attitude toward extensive reading, the analysis of reading journal and semi-structured interview revealed that the students had positive attitude towards extensive reading in terms of reading enjoyment, reading comprehension and vocabulary knowledge improvement. Gee, (1999)., Takase, (2005)., Shue, (2003.)  Reasons for the positive attitude of the students result from various factors. First, the reading materials were not difficult for them as the there were not many new words in the story so the students could read without having much problem understanding the meaning of the vocabulary and since there are not many difficult words in the stories so the students could read faster and understood better. As result, they began to gain confidence in reading and enjoyed the story they read. (Coady, 1997; Yang, 2001, In addition to the positive attitude toward extensive reading, Reading the students' attitudes

about reading in English, the student thought that reading in English was important and that people who read well in English was interesting. Based on the various qualitative methods the students have recommended some good characteristics of good readers both in mother tongue and in English. To be good readers both in mother tongue and in English, the readers should have good language proficiency, motivation to read, reading confidence, good vocabulary knowledge. Beside, they should have the ability to read and understand what they read and should always practice reading. Moreover they also recommend that the reader read a variety of reading materials. (Yu, 1993). They recommend a list of reading materials they often read. The recommended reading materials include textbooks, English magazine and newspapers, short stories, novels, tales biographies, poems, songs jokes and comics. (Schmidt, 1996).

With reference to the students' reading journal and interview, the positive attitude of the students could result from the benefits of extensive reading ,which the students had gained during the experiment and one of the strong feedback from the students was that extensive reading was an enjoyable learning activity. They gained pleasure from extensive reading. Therefore it enhanced their reading attitude. One of the students reported that she did not like reading but after reading the short stories, she wanted to read more books because it was exciting for her to find out about the end of the stories. The second factor that could enhance good attitude toward reading was that the student had increased their vocabulary through extensive reading. Thus the increase of vocabulary knowledge helped the students to read and understand better. As a result they could understand better and the students had gained more reading confidence as from the interview of the students. The students reported that they had started to find out more books to read. Some of the students started to read English newspapers and magazines. Other students even tied to read academic texts. In addition to, students also found that they had learnt some good moral and gained general knowledge from the stories they had read. Consequently, the benefits gained from extensive reading could enhance positive attitude toward reading.

In addition to positive attitude, the students also reported the gain in vocabulary learning from extensive reading as the stories were not difficult and there were not many difficult words in the stories. So, they could learn more vocabulary from their reading. One of the students reported that the stories were not difficult to read because the vocabulary

was not difficult to understand. When he came across the new words many times in the story, he began to understand the meaning of the new words.

Furthermore, the students reported that their reading abilities had improved. First, they reported that they could read and understand faster. This could result from the gain in the vocabulary from extensive reading. As the vocabulary increased, the students could understand better. Second, the students' reading rate had also improved. This could result from the practice of extensive reading. Third, the students reported that they had developed their reading strategies such as guessing meaning of unknown words from the context or through the illustration of the pictures in the stories.

Moreover, the students also reported that they gained grammatical knowledge and general knowledge from extensive reading. However, only a few students reported that extensive reading enhanced their speaking skill.

Even though there were significant differences in reading comprehension and vocabulary recognition between the experimental group and the control group, the mean of the pretest and posttest scores of reading comprehension and vocabulary recognition were slightly different. This might be that the amount of extensive reading was not large enough. The student only read ten books with the length between 200 to 400 words per hundred per week. This amount of reading may not be enough to help improve higher degree of reading comprehension and vocabulary recognition among the readers in the experimental group. Nation, (1997) posits that the teacher needs to be serious about extensive reading program to ensure that the students do a large amount of reading. The benefits of extensive reading do not come in a short term. Day and Bamford, (1997) also recommend as one of the principles of extensive reading that the students should read a large amount of extensive reading materials.

## 5.3  Recommendation for the Present Study

Based on the present study, the following recommendations could be proposed.

5.3.1  Extensive reading program could be used as a useful learning activity to provide the student the language input and also to help develop the students' reading ability and to increase the knowledge of vocabulary. At the beginning, extensive reading

program should be integrated with the intensive reading program and later on it can be set as an extra reading program for the students

     5.3.2 Extensive reading can help induce students' motivation to read in English as the students can choose the reading materials that they are interested in and that they can stop reading if they find the reading material does not interest them. Beside, the students are allowed to choose the reading materials that are suitable for their language proficiency

     5.3.3  Extensive reading could be used as a supplementary reading activity in accordance with intensive reading.

     5.3.4  Students should be encouraged to read for general comprehension and reading fluency.

     5.3.5  The teacher should not require the students to do a lot of follow-up exercises or  give reading tests for extensive reading.

## 5.4  Suggestions for Further Research

     5.4.1  Similar research could be conducted with non-English majors of the university to find out if the study yields similar or different results.

     5.4.2   Extensive reading research could be used enhance other language skills such as listening, speaking, writing and spelling as mentioned by the students in their reading journals and by Day and Bamford.(1997)

     5.4.3   Extensive reading research can be conducted to find out what kinds of reading materials students at different levels of English proficiency  are interested in.

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# APPENDIX A

# Reading Comprehension Test

Objectives: this reading test is part of a research study to measure your reading ability. It has no impact on your academic achievement in any English course you are taking this semester. There are five reading passages. Take not more than 10 minutes to read each passage and answer the questions. Try as best as you can to do this test.

Test questions : 35 questions

Test duration : 45 minutes

Direction : read the passages and answer the questions that follow. Choose the correct answer and mark your answer on the answer sheet. If you want to change the answer put a cross on the unwanted answer and mark the new answer on your answer sheet

Example    0.  Jack sold his cow to the old man at the market.

Where did Jack sell his cow?

    a.   in the village.

    b.   at the market

    c.   in the farm

    d.   at the city gate

According to the story , the correct answer is  "b" , then mark your answer  in the answer sheet like this

0.      a. (   )      b. (✖)      c. (   )      d. (   )

If you want to change your answer, put a line on the unwanted answer and mark the new answer just like in the example below.

0.      a. (   )      b. (✖)      c. (✲)      d. (   )

# Reading Comprehension Test

**Directions** : Read the passages and choose the best answer to the question. Then, record your answer on the answer sheet provided.

**Reading Passage 1**

(1) Once there was a wealthy king. He was wealthy because he had a special drum. Whenever he played the drum, delicious food appeared. The king and his family always had plenty to eat.

(2) Only the king knew the secret of the drum. He must never step over a stick or log with the drum. If he did, angry wasps would appear. They would sting anyone who was near. The king was always careful. He tried to stand very still with the drum. If he walked, he watched where he stepped.

(3) The king often shared his food. He had feast for the village. Sometimes he invited the animals. In those days, animal and people spoke the same language.

(4) One day, the king's son went for a walk. He found a nut from a palm tree, lying on the trail. He picked up the nut and ate it. Turtle had been watching the boy. He jumped in front of the king's son.

"You ate my nut! You stole my food!" Turtle shouted.

"I'm very sorry," said the boy. "I didn't know it was your palm nut. I'm sure my father will pay you for the nut."

(5) That was just what Turtle wanted to hear. This might be a chance to take the king's drum. Turtle went to the king. He cried, "Your son stole our food! My children will be hungry!"

(6) The king said, "My son is sorry. Tell me what you want. You may have anything you ask." Turtle said, "Give me your drum."

(7) The king saw that the turtle wanted to trick him. But he had made a promise. He handed over the drum. However, he did not tell Turtle the secret.

(8) Turtle took the drum home. He was happy. Now he would never have to work. He would always have food.

(9)Turtle wanted to show off his prize. He asked the animals to a feast. He strutted around with the drum. Turtle did not know that he should be careful. He stepped over a twig. Angry wasps appeared. They tried to sting the animals. The animals ran into the woods. Turtle dropped the drum. He took his family to hide.

(10) Later, the animals came back. They found the drum; they returned it to the king. They could not see the turtle. Turtle and his family were hiding under the palms. To this day, turtles like to hide in the palms.

1. What happened when the king hit the drum?
    A. A lot of gold appeared
    B. A lot of nuts appeared
    C. A lot of food appeared
    D. A lot of  turtles appeared

2. Why did Turtle want the king's drum? Because …
    A. The king took his drum from him.
    B. The king stole his drum from him.
    C. Turtle wanted to be the king of animals.
    D. Turtle did not want to work hard.

3. Why did Turtle say that the boy stole his food?
    A. To force the king to pay him.
    B. To make the king angry.
    C. To ask the king for angry.
    D. To give the king's son a lesson.

4. Why didn't the king tell Turtle about the secret?
    A. He wanted Turtle's family to be happy and rich.
    B. He wanted to pay Turtle his son's debt.
    C. He did not want Turtle to know how to use the drum.
    D. He wanted to cheat Turtle.

5. Which of the following answers best describes what Turtle was like?
    A. Kind and helpful.

    B. Honest and trustworthy.

    C. Clever and hardworking.

    D. Selfish and greedy.

6. Which of these statements is true?

    A. The king's son stole palm nuts.

    B. Turtle was trustworthy.

    C. The King was cruel.

    D. The King kept his promise.

7. How did you know the king was kind?

    A. He always gave money to the poor.

    B. He often invited the animals and people from the village to his feast.

    C. He likes animals and never hurt them.

    D. He never punished anyone in his kingdom.

8. What do we learn from this story?

    A. Turtles can be harmful.

    B. Honesty is the best policy

    C. A friend indeed is a friend in need.

    D. Hard work always rewards.

9. What is the best title for this story?

    A. The Magic King

    B. The Magic Turtle

    C. The Magic Wasp

    D. The Magic Drum

**Reading Passage 2**

(1) It was two weeks before her birthday. But Delilah already knew what present she wanted. The trick was to let her mother and father know without really telling them. If she told them, it would not be surprise. And she knows her mother and father loved surprises.

(2) At dinner that night, she gave them a hint. "We're learning how sound works," she said "I know how you get sound out of a compact disc player. It's very, very interesting."

"How?" her father asked. Delilah told him. "You're right," he said "that is very interesting."

(3) A few nights later, they all went shopping. Delilah stopped to look at some CDs. "We'll meet you in house wares," her mother said, and left her standing there.

A salesperson came over. "May I help you?" he asked

"Just looking," Delilah said. She made her way to house wares. She found her parents there.

On the way home Delilah asked her father what kind of music he liked best.

"All kinds" he said.

"Rock music is my favorite," her mother said.

"Me, too."

"O.K. I get it," her father said. Then he turned the car radio to a rock station. Delilah was not so sure that her father got it.

(4) The next week she borrowed a CD of Peter and the Wolf from the library.

"Why?" her mother asked. "Because I like it," Delilah answered.

"And I'm going to Monica's house to hear it."

"Too bad you don't have a CD player." Her mother said. "By the way, could you get me some milk on the way home?"

(5) Delilah didn't mind at all. In fact she was very happy. She was sure her mother had guessed what she wanted for her birthday. Now all she had to do was wait. That was hard. But finally her birthday came.

(6) At school, she got seven out of ten wrong on a spelling test. She just could not pay attention. Then her teacher asked her a question. She could not answer

because she had not heard it. It would have been a very bad day except that it was her birthday.

(7) When Delilah got home, her mother and her father were waiting for her. "Happy birthday, Delilah!" they said both at the same time.

"Thank you," Delilah said. She could hardly stand to wait any longer.

"We have a present for you," her father said. "In your room." When she got there, she stopped short. She was very surprised.

(8) Sleeping on her bed was a puppy.

"Oh," Delilah said. The puppy opened his eyes and looked up at her.

Delilah loved him at once and forever. She called him Cee – Dee.

Answer the following questions from question 10-16 and record your answers on the answer sheet provided.

10. What was Delilah's problem at the beginning of the story?
    A. She wanted to tell her parents indirectly what she wanted.
    B. She had to think of ways to get enough money to buy her present.
    C. Her present was too expensive to buy.
    D. Her parents did not want to buy her a present.

11. Why did Delilah ask her father what kind of music he liked best?
    A. She wanted him to guess what she wanted.
    B. She wanted to buy him a CD with that kind of music.
    C. She wanted him to turn the radio to a rock station.
    D. She wanted him to buy a radio with a CD player for her.

12. Why did Delilah call the puppy Cee – Dee?
    A. She could not think of another name.
    B. The name reminded her of a CD player.
    C. The puppy was round and had a loud bark.
    D. The puppy can sing beautifully.

13. How did Delilah feel at the end of the story?
    A. Unhappy and disappointed
    B. Surprised and pleased
    C. Angry and sad

D. Bored and tired

14. Why couldn't Delilah answer the teacher's question?

    A. It was too difficult to answer.

    B. She did not hear the question.

    C. Her mind was on something else.

    D. She was bored with the lecture.

15. What is "Peter and the Wolf"?

    A. It is a story.

    B. It is a book.

    C. It is a movie.

    D. It is a music album.

16. What could be an appropriate title of this passage?

    A. Delilah's Trick.

    B. Delilah's Birthday Present.

    C. Delilah's Favorite Movie

    D. Delilah's Favorite Pet.

**Reading Passage 3**

(1) Long ago there were two brothers. The brothers were not at all alike. Pablo was a poor farmer. His farm was small. He worked hard. Ricardo was a wealthy man who owned much land. He was very greedy. And Ricardo loved to play mean tricks. (p1)

(2) One day Pablo went to his brother's house. He said that times were hard. He could no longer grow enough food for his family. He needed more land. He begged Ricardo for a small bit of land.

(3) Ricardo did not want to share his land. However, he did want to play a trick. He said Pablo could have some land. Pablo was surprised by Ricardo's kindness. He had never seen the land but he thanked Ricardo. He ran to tell his family the news. (p3)

(4) The next day, Pablo and his wife went to see land. They found only rocks and prickly bushes. This land would not grow crops. Sadly he started home. Pablo tripped over a vine. A gourd grew on the vine. This fruit looked like one of the melons that grew by the side of the road. But this was the biggest gourd he had ever seen. It was as big as a wasp's nest. And it was pure gold!

"Pablo, we have a treasure!" said his wife.

(5) But Pablo was honest. He was sure that Ricardo would want the gold.

"No," said Pablo. "We must tell Ricardo. He will want the gold. Maybe he'll give us better land."

(6) Pablo told Ricardo about the gourd. Ricardo, of course, took back the land. He gave Pablo a small field. This made Pablo happy.

(7) Ricardo rushed to find the gourd. He looked everywhere. He didn't find the golden gourd. All he found was a huge nest of wasps. "Pablo tricked me," thought Ricardo. "I'll teach him a lesson."

(8) Ricardo carried the wasp's nest to Pablo's hut. He called, "Pablo, I found the gourd. I want you to have it. I'll toss it in the window. Ricardo threw the nest into the hut. Then he ran away. He didn't want to be stung by the angry wasps.

(9) The nest hit the floor. It split open. No wasps flew out. Instead the nest was full of gold coins. The coins spilled everywhere.

(10) "Should we tell Ricardo about the gold? Pablo's son asked. "No," said Pablo. "We will let him think he taught us a lesson."

17. What problem did Pablo have at the beginning of the story?

    A.  He was too lazy to work.

    B.  He did not know how to work in the farm.

    C.  He could not grow enough food for his family.

    D.  He was unhealthy.

18. If Ricardo did not give Pablo a small field,

    A.  Pablo would still have enough food for his family.

    B.  Pablo would buy a field from someone else.

    C.  Pablo would not grow enough food for his family.

    D.  Pablo would have to sell his children for money.

19. At the beginning of the story, Ricardo gave Pablo some land because

    A.  Ricardo knew the gourd grew on the land.

    B.  Ricardo wanted to play a trick on Pablo.

    C.  Ricardo was a kind and gentle person.

    D.  Ricardo did it because his father wanted him to do so.

20. What kind of a person is Pablo? He was…………….

    A.  a tricky man.

    B.  an honest man.

    C.  an unfaithful man.

    D.  a selfish man.

21. Ricardo took the wasp's nest to Pablo house because

    A.  He knew that Pablo collected wasp's nest.

    B.  He thought Pablo had tricked him.

    C.  He wanted Pablo to have the gold.

    D.  He knew that Pablo would be lucky.

22. At the end of the story,

A.  Pablo kept the gold.

B.  Pablo gave the gold to Ricardo.

C.  Pablo gave half of the gold to Ricardo.

D.  Pablo sold all the coins to Ricardo.

23.  What was the news (p3)?

A.  That Ricardo had given him a piece of land.

B.  That Ricardo refused to give him the land.

C.  That Ricardo wanted to sell his land.

D.  That Ricardo found the wasp's nest.

24. What's the best title for this passage?

A.  The Unfaithful Farmer.

B.  The Friendly Brothers.

C.  The Golden Gourd.

D.  The Helpful Brother.

**Reading Passage 4**

(1) It was the first Saturday in June. Billy and his little sister Lucy hurried to school. There was a big party that day, and they were going to it. When they reached the school field, a teacher greeted them. He gave Billy a ticket.

"Keep this," the man said. "You may have a lucky number."

(2) Quickly the children sat down on the grass. A band played, then some clowns did tricks. After that the children played some games.

"Now we are going to draw the lucky numbers," said a man. Prizes are only for children in school."

"The first lucky number," the man called, "is ten. Who has ten? Please come and get this prize." He held up a hockey stick.

(3) Billy looked at his number, 50. A girl ran up to the man. She gave him her ticket, and he handed her the prize. Next the man held up the toy dog. He read the number. A boy won that prize. Then a boy won a cowboy hat, and a girl won a large rubber ball. The man held up the next prize. It was a big doll with curly hair.

(4) "Here is a fine prize!" he called. "Does some lucky girl have number fifty?" Billy's heart jumped. He looked at his number. It was 50.

"I've got it," he cried. The boys around him began to laugh. "Go get your dolly," one called.

"Look who plays with dolls," shouted a second.

(5) Billy sat down. If he went to get the doll, the boys would laugh at him. He couldn't do it. Then he saw Lucy. Her brown eyes were fastened to the doll. Slowly Billy got up. He went to get the doll. The children began to laugh.

(6) The man looked at Billy. "Suppose we give you a hockey stick instead," he said. "I'll take the doll."

Billy's heart leaped up. Then he thought of Lucy. "No, thanks," he said. "I'll take the doll."

(7) He walked back to his place with the doll. Again the children laughed, but Billy looked straight ahead.

Then Lucy came running to meet him.

(8) Billy stopped. He gave the doll to her, and took her hand. Together they sat down in their places.

(9) The laughing stopped. Then the children began to cheer. They cheered long and loud for Billy.

25. Why couldn't Lucy win the prize?

    A.  She did not have the ticket.

    B.  She was a girl.

    C.  She wasn't in school.

    D.  She was too old.

26. Why did Billy hesitate to claim the prize?

    A.  He thought the boys would laugh at him if he took a doll.

    B.  He had his heart set on winning a hockey stick.

    C.  He didn't want to win a prize if his sister couldn't.

    D.  He did not want to play the game.

27. How did the children feel about Billy at the end of the story?

    A.  They admired him.

    B.  They thought he was a sissy.

    C.  They disliked him.

    D. They thought he was shameful.

28. Which of the following title might best serve as the title for this story?

    A. The Hockey Stick.

    B. A Brother's Gift.

    C. A Big Draw.

    D. June Holiday.

29. Why did the children cheered long and loud for Billy?

    A. They thought he was a good brother.

    B. They thought he was a clever boy

    C. They thought he played the game well.

    D. They thought he was a good friend.

30. What does this story try to teach you?

    A. Whatever you do, you should think of yourself first.

    B. You should always do your best in a game.

    C. Don't be sad if you do not win the game.

    D. To make someone happy is a good thing to do.

APPENDIX B

# Vocabulary Test

The objective of this test is speed so you should spend more than one minute on each question.

Test items : There are 30 questions in this test.

Test Duration:  40 minutes

Direction : Read the story and choose one appropriate word from the given choices to complete each blank. Do your best in answering the questions.

Eduardo was a farmer in Mexico. He loved the sun very much. Everyday he ( 0. A. got up  B. washed    C. took a bath   D. went to the toilet) early to see the sunrise and watched the sunset.

The best choice that completes the story is  "A". So mark your answer in the answer.

0.  A. ( **X** )   B. (  )   C. (  )   D. (  )

# Vocabulary Test

**Directions**: Choose the best word to complete the passage. Then mark your answer on the answer sheet

**Passage 1.  Small Workers**

Ants seem to be almost everywhere, don't they? If you go on a picnic you are sure to find them. You may choose a nice place to sit. There won't be any ants in sight. But just begin to eat and ants seem to come from nowhere. Soon your food is (1)     ……….of them. Where did they all come from? They were most likely living in the ground under your basket. Many kinds of ants live below the ground. Their ( 2.)……….. are like cities in the earth. Thousands of ants live together in an ant city. Some ants are farmers. They keep other insects in their nests. These tiny insects are called aphids or "ant cows". The aphids drink honeydew from plants. The ants like this ( 3.)………..  drink, too. They milk the aphids by rubbing them with their feelers. These ants take care of "ant cows" just as farmers look after real cows.

The Amazon ant has a strange way using other ants. The Amazons are ( 4.)……….. fighters. They force their way into the nests of other ants. They take the young ants and carry them back to their own nest. When the young ants are grown, they are made into slaves. These slave ants dig and (5.)…………other nests. They even feed their masters. Without slaves, the Amazons would die because they are good only at fighting but they can't take care of themselves.

The fiercest of all ants are the driver ants of Africa. Most ants build homes. But these ants are always on the move. Sometimes millions of them (6.)……….. through the country. They eat any insect, bird, or small animal they can find. They will eat large animals and even people that can't ( 7.)………. away from them. Even elephants run from an army of driver ants.

But there is one thing that the driver ants run from. They don't like string sunlight because the sun light will ( 8.) ………. them. That is why they march at night or on cloudy days. The driver ants may come to a stream. They can't ( 9.)………… well. Some of them take hold of a root or a bush with their strong mouths. Other ants take hold of these ants. Soon there is a long ( 10.) ……….. of ants. They march into the water and cross to the other side. Now they have a bridge. The rest of the ants march across it and they go on looking for food.

Driver ants don't eat the same things that other ants love. They do not like sugar or cake or bread. If you have a picnic in Africa, be careful. Don't worry about these ants eating your food. Do worry about them eating you.

Choose the best answer to fill the blanks

1. A. fill          B. pack          C.  full          D. stuff

2.  A. holes          B. lands          C. nests          D. houses

3. A. take care of     B. take after          C. see after          D. care after

4.  A. fierce           B. held          C. long          D. poor

5. A. feed          B. clash          C. struggle          D. defend

6.  A. march          B. spread          C. parade          D. search

7. A. attack          B. hide          C. get          D. pass

8. A. kill          B. deal          C. hunt          D. crack

9. A. run          B. work          C. swim          D. move

10. A. role          B. rope          C. string          D. track

**Passage 2.  The Fisherman's Promise**

One day, many years ago, some boys were throwing sticks at a small sea turtle. A kind young, Japanese fisherman named Taro drove the boys away.

"You'll be fine now, little friend," said Taro, carrying the turtle to the water." ( 11.)……….. to your home in the sea," The turtle looked at him, and then  dove beneath the waves.

The young man continued to row his boat out to the sea. Finally, he was far from the land and all alone. ( 12.)………… he heard a voice calling his name. He looked into the water and saw the same turtle he had helped that morning.

"Hello, Taro I want to reward you for saving my life. Would you like to visit the Dragon King's ( 13.)……….. at the bottom of the sea.

"Oh very much," said the surprised fisherman. "But I need air to breathe. I would die if I stayed under water too long.

"(14.)……….. me," said the turtle. He jumped onto the water and held the turtle shell. Down, down, they dove. As the turtle had promised, Taro had no trouble breathing. Suddenly the turtle turned into a beautiful (15.)……….. She wore a flowing dress of green seaweed and tiny pearls in her hair.

"When you saved the turtle, you saved the daughter of the Dragon King. Would you like to stay here and become my ( 16.)………..?"

Taro thought he must have been dreaming. " I would be pleased to be your husband, lovely princess."

For three years, Taro and the princess were happy. But one day, the young man (17.)………. his parents he had left behind.

"My wife, I must leave and tell my parents that I am ( 18. ) ……….. and  well."

The princess was afraid that Taro would not return.  She gave him a small box so that he would remember their love. "But never open the box, my husband. Taro ( 19.)……….. that he would come back to her. A large sea turtle carried him back to his village. But everything looked strange! He didn't know anyone. When he asked about his parents, the villagers looked surprised. Taro knew that he had gone for three hundred years!

"I must return to my wife, thought the (20)………….. man. He rushed to the sea, looking for the turtle to carry him back. But it didn't come. Hoping that the box could help him return, Taro opened it. A large cloud of smoke floated around him. Suddenly, Taro's young strong body became very old. His skin wrinkled. His dark hair became white. The turtle came at sunset to carry him back, but Taro was gone. If only he had waited a little longer, he could have returned to the princess who was waiting for him under the sea.

Choose the best answer to complete the blank.

11. A. get            B. return          C. find            D. send

12. A. certainly      B. Suddenly        C. Carefully       D. Actually

13. A. hut            B. palace          C. coral           D. shelter

14. A. Show           B. Believe         C. Hold            D. Trust

15. A. maid           B. husband         C. soldier         D. guard

16. A. pleased        B. shy             C. unhappy         D. Humble

17. A. alive          B. lively          C. smooth          D. eager

18. A. return         B. appear          C. discover        D. forget

19.  A. thought        B. allowed        C. suggested        D. promised

20. A happy        B. surprised        C. frightened        D. excited

**Passage  3  Wilbur and Charlotte**

At first, Wilbur didn't care much for spiders. But then he discovered how clever they were. He discovered what good friends they could be, too.

Wilbur was the smallest runt of the mother pig's babies. All the some other piglets were much bigger than he was. He was so (21.) ………that the farmer was planning to kill him. You see runts often don't grow up to be healthy animals. But Fern, the farmer's little girl, rescued Wilbur. She promised to take care of him. Fern (22.)………. Wilbur milk from a baby bottle. She gave him rides in her doll's carriage. She played with him and loved him. When Fern and her brother went swimming, she took Wilbur along. He played in the sticky mud beside the brook. He liked that.

One day Fern's father said Wilbur was big enough to sell. Fern (23.)……….to give Wilbur up, but she had to sell him to her uncle. At least she could visit him at her

uncle's barn. Fern loved the barn. It was big and old; it smelled good. But her uncle would not let her play with Wilbur. She could only sit and watch.

Wilbur was very (24.)……….. The lamb would not play with him; neither would the goose. One rainy day Wilbur felt so sad, he just cried. He wanted a friend.

Then he heard a tiny voice. "I'll be your friend," it said. The voice belonged to Charlotte, a gray spider.

Wilbur thought that Charlotte was pretty, although he was sad that she ate flies and bugs. He thought that was (25.)………..But he was happy to have a friend.

The summer days were lovely. Wilbur grew to like Charlotte better all the time. He learned that she helped everyone by (26.) ………. flies. Nobody liked them. Wilbur didn't like them either.

Meanwhile, Wilbur was growing bigger. He ate three good meals every day. And he was a happy pig.

Then one day the old sheep paid him a visit. She commented on his size. Wilbur said that (27.)……….. weight was good for a pig his age. The old sheep said "The farmer is going (28.)………. you. By Christmas you'll be pork chops and bacon and ham."

Wilbur (29.)………. into tears. "I don't want to die;" he cried. "I want to stay with my friends." Charlotte had heard everything. "Wilbur," she said. "Stop crying. You won't die. I'll (30.)………..you."

And Charlotte began to think of a plan to save Wilbur. What was Charlotte's plan? Did you like this tale of a pig and a spider that seem almost human. Children have loved it for many years.

Choose the best answer to complete the blank.

21. A. big          B. fat          C. heavy          D. tiny

22. A. drank          B. Bought          C. fed          D. pour

23 A. wanted          B. tried          C. hated          D. denied

24. A lonely          B. grateful          C. offended          D. Cheerful

25. A good            B. ugly              C. cruel             D. brave

26. A getting rid of  B. getting over      C. getting out       D. get through

27. A. putting        B. losing            C. getting           D. gaining

28. A. to grind       B. to roast          C. to sew            D. to butcher

29. A. became         B. appeared          C. Burst             D. flowed

30. A. forgive        B. advise            C. save              D. admire

# APPENDIX C
# Value of Reading Questionnaire

Objective: This questionnaire is designed to investigate your perception of value of reading and your opinion about your reading background. Please put( ✔ ) in front of the answers according to your opinion

1. I think reading in English is………

    …. Really fun

    …. Fun

    …. OK

    …. Not fun at all

2. People who read a lot in English are……..

    …. Very interesting

    …. Interesting

    …. Not very interesting

    …. Boring

3. Reading in English is something I……….like to do

    …. Always

    …. Often

    …. Sometimes

    …. Never

4.  Reading in English well is…….

…. Very important

…. Important

…. Rather important

…. Not very important

5.  Knowing how to read English well is…………..

…. Very important

…. Important

…. Rather important

…. Not very important

# Open-Ended Questionnaires Before Extensive Reading about Reading Motivation and Perception of Students' Reading Behavior.

Name………………………………… Group…………………………………

**Objective :** this questionnaire aims to investigate your reading motivation, and your perceptions of your reading behavior.

**Directions :** Please answer the questions honestly. Write as much as you can. You can write your answer in Thai.

1. Do you think you are a good reader in your language?

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2. Have you ever told your friend what you read in Thai ?

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3. Who do you think is a good reader in your class?

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4.  Why do you think he/she is a good reader?

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5.  Do you think you are a good reader in English?

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6.  Who do you think is a good reader in English?

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7.  Why do you think he's a good reader?

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8.  Have you ever told your friends about what you read?

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9.  Tell me what you read in English recently.

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10. How did you know or find out about this book? How did you find this book?

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# APPENDIX E

# Characteristics of Good Readers in Mother Tongue

<table>
<tr><td><strong>Characteristics of good readers in mother tongue</strong></td></tr>
<tr><td>

1. Able to pronounce words correctly (PWC)

2. Often practice reading (RPC)

3. Read fluently (RFL)

4. Able to read and understand the text they read (AUT)

5. Motivated to read (MRD)

6. Have good reading skill (HRS)

7. Have good reading confidence (HRC)

8. Have good vocabulary knowledge (HVC)

9. Have good background knowledge (HGK)

</td></tr>
</table>

**Able to pronounce words correctly (PWC)**

Wanna is a good reader in Thai because she can read aloud clearly and can pronounce clusters clearly.( $S_1$)

Wipa can read fluently and pronounce words correctly. ($S_2$)

Ticha can read loudly and clearly ($S_9$)

**Often practice reading (RPC)**

Pong is a good reader as he often practices reading. (S18)

I think we should often practice reading in order to be a good reader (S12)

Sunthorn is a good reader in Thai as he always practices reading. (S15)

Nipa can read Thai well as she can read aloud poems well. (S18)

**Read fluently (RFL)**

Rasee can read Thai well as I see her read pocket books very often. (S19)

Ladda can read well as she reads correctly and quickly. (S23)

**Able to read and understand the text they read (AUT)**

Baupan is a good reader in Thai as she can understand the main idea of what she reads well and can explain it her friends.( S47)

**Motivated to read (MRD)**

Tawan and Chol are good at reading as they interested in reading and can use language correctly. (S 33)

Monruthai is a good reader as she is eager to learn and likes to read. She often recommends books for friends to read. (S20)

Pattaya reads well as she regularly likes to read. (S25)

**Have good reading skill (HRS)**

Yai is a good reader as she has good reading skills.(S12)

Rasee is good at reading because she reads well. (S44)

**Have good reading confidence (HRC)**

Tanongsak is a good reader in Thai as he has confidence in reading. (S5)

Nadda can read well as she has confidence in reading. (S45)

**Have good vocabulary knowledge (HVC)**

Payao is a good reader as she has good vocabulary knowledge and she knows the tenses well. (S16)

Patcha can read well as she knows the meaning of vocabulary and practices reading very often. (S48)

**Have good background knowledge (HGK)**

Chaisin can read well as she always has good ideas, is interested in language and she has good language skills. (S15)

I think good readers should have good background knowledge in language and they should often practice reading. (S42)

# APPENDIX F

# Reading Difficulties in Mother Tongue.

| Reading Difficulties in Mother Tongue |
|---|
| 1. Unable to pronounce words correctly  (UPW) <br><br> 2. Unable to understand the text they read  (UUR) <br><br> 3. Unable to read fluently  (URF) <br><br> 4. Lack good reading skills  (LGR) <br><br> 5. Lack concentration in reading  (LCR) |

**Unable to pronounce words correctly (UPW)**

I think I still cannot read well in my mother tongue because sometimes I cannot pronounce words correctly. I cannot pronounce cluster words well. Beside, I cannot move my eyes quickly when I read. (S2)

I think I cannot read in Thai as well as I want to as I often mispronounce words. (S3)

I think I can read fairly well but I cannot pronounce words correctly. (S4)

**Unable to understand the text they read (UUR)**

I think I cannot understand the main idea of the reading passage I read.  (S22)

I think I can read well in Thai but sometimes I cannot understand the passage I read. (S43)

**Unable to read fluently (URF)**

I think I can read in Thai fairly well but I cannot read fluently. (S19)

I cannot pronounce words correctly and fluently. (S14)

I think I can read Thai fairly well but not very fluently. (S40)

**Lack good reading skills (LGR)**

I think I am not yet a good reader in Thai as I cannot pronounce words correctly. ( S22)

**Lack concentration in reading (LCR)**

I think I am a good reader in Thai but sometimes I don't have concentration when I read. (S9)

# APPENDIX G

## CHARACTERISTICS OF GOOD READER IN ENGLISH

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**Characteristics of good readers in English**

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1. Have good English Proficiency (HEP)

2. Have good reading strategies.( HRS)

3. Able to pronounce words correctly (PWC)

4. Have good vocabulary knowledge  (HVC)

5. Always practice reading (APR)

6. Have good motivation to read (HGM)

7. Able to understand the text they read (UTR)

8. Have confidence in reading (HCR)

9. Have good grammar knowledge.(HGN)

---

**(HEP) Have good English Proficiency**

S1. Junta  is a good reader in English as she was an exchange student abroad . She probably used a lot of English and when I did not understand the text I read. She could understand it and I could ask her to explain it to me.

S2 Chaisin is a good reader in English as she has good language skill and more English  knowledge than me.

S4 Chanta is a good reader in English as she used to stay in a foreign country and has good language skills and she has high confidence.

**(HRS)Have good reading strategies**

S30 Boonsak is a good reader because he knows how to use words and guess meaning of words

**(PWC)Able to pronounce words correctly**

S9 Wanda is a good reader in English as she can pronounce words clearly and fluently and she understands the meaning of vocabulary.

S13 Ticha can read English well as she can pronounce words well and read well.

**(HVC)Have good vocabulary knowledge**

S18 Good readers should read a lot and knows a lot of vocabulary.

S17 Good readers in English should have a lot of vocabulary knowledge.

S25 Aree, Ratchanee and Pat are good readers in English as they know a lot of vocabulary and have good English proficiency

**(APR) Always practice reading**

S11I think Teera is a good reader in English because he often practice reading.

S12 Think everybody in the class  can read well because they often practice reading.

S15 Thongchai can read English well as he always read the books.

**(HGM) Have good motivation to read**

S22 Good reader should be interested in reading.

S13 Good readers in English should try to practice reading and often read English books.

S10 Narumon is a good reader in English as she likes to read books especially English books.

S34 Some students are good readers because they have good English proficiency and are interested in reading.

**(UTR) Able to understand the text they read**

S18 I think I am  good at reading in English as I can understand the text even though not thoroughly.

S46 Tanong can read well because he can translate what he read.

**HCR**=Have confidence in reading

S5 Kongsiri has got confidence in reading and has good background knowledge in English.

S60 Warin reads well in English as she reads fluently and have confidence in reading

.**HGN**= Have good grammar knowledge

S49 Boonya is a good reader in English as he knows grammar and pronounce words correctly.

# APPENDIX H

# Reading Difficulties in English

<table>
<tr><td colspan="2" align="center"><strong>Reading Difficulties in English</strong></td></tr>
<tr><td>1.</td><td>Unable to pronounce words correctly (UPW)</td></tr>
<tr><td>2.</td><td>Unable to understand text they read (UTR)</td></tr>
<tr><td>3.</td><td>Unable to read fluently (URF)</td></tr>
<tr><td>4.</td><td>Lack vocabulary knowledge (LVK)</td></tr>
<tr><td>5.</td><td>Lack reading practice (LRP)</td></tr>
<tr><td>6.</td><td>Lack motivation to read (LMR)</td></tr>
<tr><td>7.</td><td>Lack confidence in reading (LCR)</td></tr>
</table>

**1. Unable to pronounce words correctly (UPW)**

I don't know how to pronounce words correctly. (S1)

I don't think I am a good reader in English because I cannot pronounce words correctly. (S3)

I cannot read well in English as I cannot pronounce some words and some sentences and I cannot read fluently.(S14)

**2. Unable to understand text they read (UTR)**

I can read fairly well because I sometimes understand the text and sometimes I don't understand. (S12)

I think I cannot read well in English as I cannot read fluently and cannot identify the main idea. (S22)

I can read fairly well in English but I sometimes cannot understand the meaning of the sentences even though I know the vocabulary. (S26)

**3. Unable to read fluently (URF)**

I cannot read well in English as I cannot read fluently and cannot pronounce words correctly. (S32)

I cannot read well in English as I cannot read fluently and I don't know the vocabulary. (S52)

**4. Lack vocabulary knowledge (LVK)**

I can read fairly well but I don't understand the meaning of the vocabulary ((S54)

I cannot read fluently and I don't know the vocabulary. (S52)

I cannot read well enough in English as I often get struck with the meaning of the new words. (S48)

I cannot read well but sometimes get bored because of the difficult words (S36)

5. **Lack reading practice (LRP)**

I can read fairly well in English but not so good . I think I can read well if I pay attention and practice reading quite often. (S36)

I cannot read well in English because I don't often read. (S40)

I think I cannot read in English well enough as I don't often practice. (S42)

6. **Lack motivation to read** (**LMR)**

I don't read well in English, as I don't have free time.
When I find difficult words in English I feel bored. (S54)

7. **Lack confidence in reading**. **(LCR)**

I don't read well in English because I don't have confidence in reading. (S47)

## APPENDIX I

## Extensive Reading Journal Forms

### Extensive Reading Journal

**Name…………………………….…..Number………………..Group………………**

**About the book**

Book title……………………………………. Number of pages………………..

**Reading time**

Starting time…………Finishing time………….Total reading time……………….

**What's the story about?**

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**What's your opinion about the story and your reading?**

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# Reading Journal Analysis

## Reading benefits

1. Reading motivation   (RMT)

2. Reading Improvement  (RIP)

3. Vocabulary knowledge  (VKL)

4. Good language learning activity  (GLL)

5. Good moral (GMR)

6. Grammar knowledge (GRN)

7. General knowledge  (GKN)

8. Speaking skill (SPK)

---

**Reading motivation (RMT)**

After reading the story, I felt it was fun and I gained some knowledge. I have never read short stories before. I really feel good about reading. ($S_{15}$)

I think extensive reading is really creative for me. It is different from what we read in class. When I read, I really enjoyed reading because the story is easy to read. ($S_{16}$)

After I have read 10 stories, I like reading more than I used to because it is easy to understand and the story is not complicated. ($S_{19}$)

I feel that extensive reading is very enjoyable and there are different stories. I was in a different mood when I read.( $S_{21}$)

**Reading Improvement ( RIP )**

Extensive reading helps improve my reading. I can read  fluently and learn some techniques in reading. I feel it is better than learning from textbooks. (S10)

The story is interesting  and easy to understand and it doesn't take much time to read. ( S17)

This story is a lot of fun. The story is easy to read. I can read fluently. There is a variety of new and old vocabulary and idioms.( S27)

**Vocabulary knowledge (VKL)**

I read slowly when I read the first story because I can't read fluently but after a few stories I can read faster. In reading I learn new words. If I don't understand, I look them up in the dictionary or try to guess the meaning.( S18)

I think extensive reading is very useful for me. I learnt new vocabulary and I would like to read more books. Apart from the vocabulary, I learn to speak and I can read fast. (S12)

**Good language learning activity (GLL)**

I think extensive reading is a good learning activity (S18)

Extensive reading is very useful for learning English (S35)

**Good moral  (GMR)**

I learn some good thoughts from reading. "Where there is will, there is way". ( S26)

I like this story very much. Jennifer was angry with Mike and she did not receive his phone call and did not ask why he was late. This can hurt other people's feeling. We may lose friends. Therefore we should be reasonable and learn to listen to other people's reasons. For Mike, he should be careful in whatever he is doing (S2)

In some cases, there are some problems. We should be open to the problems and try to solve the problems together. Then the problem will not be difficult to solve (S27)

**Grammar knowledge (GRN)**

For me, I learnt some new vocabulary and noticed new sentence patterns. Every one has different reading techniques. (S28)

It was really fun to read. The story is so interesting that it kept me continue reading to find out more about the story. I can read a little bit faster. (S30)

After reading I can apply the grammar knowledge for writing sentences. (S27)

**Speaking skill ( SPK)**

Extensive reading is useful for me. I learnt some vocabulary and idioms and I can apply the vocabulary in practicing speaking. (S26)

**APPENDIX K**

# Questions for Semi-Structured Interview after Extensive Reading Activities

Objective: The Semi-structured interview aims to investigate the student's perception of extensive reading with respect to reading behaviors, vocabulary development and opinions about extensive reading

Name ………………………………. Date of Interview ………………

Time of interview …………………. Venue    English Laboratory

1. What do you think about extensive reading after you have been involved in the extensive reading program this semester?

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2. Do you think you have become a better reader in English?  Why?

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3.  Do you think your reading rate has improved after the end of the extensive reading program?

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4.  Do you think that extensive reading helped to develop your vocabulary? Can you give example?

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5.  What did you do when you came across a difficult word in the story?

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6.  Do you think your knowledge of sentence structures has improved?

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7.  Do you think that you will continue reading on your own after the end of the
    extensive reading program?

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8.  Would you recommend that your friends read extensively? What benefits of
    extensive reading will you recommend to your friends?

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9.  Is there anything else you would like to add about extensive reading apart from
    what you have already mentioned?

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**Curriculum Vitae**

Pisit Puangmaliwan was born on 22nd September 1950, in Prachinburi, Thailand. He received his bachelor degree in secondary education from College of Education, Songkla in 1917. His major was English. He started his teaching in a secondary school for two years and then he got a job as a lecture at Nakhon Ratchasima Teachers' College, which is now Nakhon Ratchasima Rajabhat University. In 1975, he received a diploma course in Teaching English as a Second Language at the English Language Institute at Victoria University in New Zealand under the Colombo Plan scholarship. Then he also received scholarships to study two advanced certificate intensive English courses at SEAMEO Regional English Language Center of in Singapore in English for Specific Purposes and Development and Evaluation of Instructional Materials in 1983 and 1987. In 1993, he went to take an intensive course in the Teaching and Testing of English as a Foreign Language at Bell Language School, Saffron Walden, in England for three months. After that in 2001, he was an exchange student to take a course in Technology Enhanced Language Learning at the University of Canberra for one semester. At present, he is a lecturer in the English program at Nakhon Ratchasima Rajabhat University. In addition to teaching English, he is involved in supervising and training English teachers in primary and secondary schools in Nakhon Ratchasima and other provinces in Thailand.