



*A Foray into Extensive Reading Program  
for 1<sup>st</sup> Semester Students*

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## Part I.

# What is Extensive Reading?

- It is commonly said that ER simply means, reading a lot at, or within one's fluent reading level to develop fluency, motivation, and reading confidence.
- ER is administered "to develop good reading materials, to build up knowledge of vocabulary and structure, and to encourage a liking for reading" (Richard & Schmidt, 2002; 193-194)
- Simply put, ER is reading a lot for pleasure or reading what they want to read

## Benefits of ER

- ▶ ***Vocabulary improvement*** (Nation, 2001), over all ***engagement and reading confidence*** (Mason & Krashen, 1997), ***good reading habits*** (improved ability to guess from context (Nash & Yuan, 1992), ***reading proficiency*** (Cho & Krashen, 1994), ***motivation and confidence*** (Mason, 1997), ***learner autonomy*** (Rosszell, 2002), ***implicit knowledge*** (Grabe, 2009), ***text processing*** (Allington, 2006), and ***formulaic sequences*** (Wray, 2002)



## What is needed for ER

- A *lower vocabulary load* (fewer rare words) and a *reduced need for background knowledge* increase ER chances (Hu and Nation, 2002)
- A text with more than 10% unknown words result in very low comprehension and poor fluency due to the number of reading speed bump (Nation, 2001)
- 1 to 3% of unknown words lead to much higher rates of comprehension and fluency (Nation, 2001)



## Why in the 1<sup>st</sup> Semester?

- ▶ ***Good Reading Habit***: the early, the better; good reading habit leads to interests in wider range of text genres
- ▶ Promote learner ***autonomy*** early on: independent learner for a higher level proficiency
- ▶ ***Comprehensive input***: repeated encounters with language items they have already known help learners to consolidate what they already know and to extend it.
- ▶ Enhance ***vocab growth*** in earlier stage: multiple encounters with words and phrases in context make possible the progressive accretion of meanings to them, inferring or guessing the meaning of unknown items easier.

## Part II

## Procedure ER in 1<sup>st</sup> semester

- ▶ ***Team D: 4<sup>th</sup> round 1-2<sup>nd</sup> Class (9 Ss) vs Team X (control group)***
- ▶ Starting Date: after Test 3 (11-12 weeks after starting date): around 800 words learned
- ▶ Frequency: ER reading packet (4-5 short stories, picture books, folk tales, translated famous children's books, Essays, etc) each week (each week until early 2<sup>nd</sup> sem.)
- ▶ Resources: 한국교육과정평가원 한국어 시리즈 (2-6) // [www.ikeneducate.org](http://www.ikeneducate.org) (International Korean Educators Network) // 생활의 길잡이 (3-6, 교육부)/세계명작동화시리즈/한국전래동화시리즈/TV 동화시리즈/News in Korean
- ▶ Participants: 9 students (6 students active).

## \*\*Weekly Procedure

- At initial stage: reading materials/packets are selected by the instructor; but later on books/stories are chosen by each reader
- Students were given opportunities to read as much as possible, if they want. At least 4-5 short stories in children's books or children's textbooks were provided to complete it each week.
- Students are given a chance to read a variety of genres. Although reading materials were mostly chosen from children's books or picture books, the instructor provided various types of literary writings like poems, traditional folk tales in history, diaries, and letters.
- After the reading, students were instructed to write a brief summary on the story or simple follow-up tasks about the content of the reading for general comprehension check-up.

# Text samples-1



All photos taken by the presenter



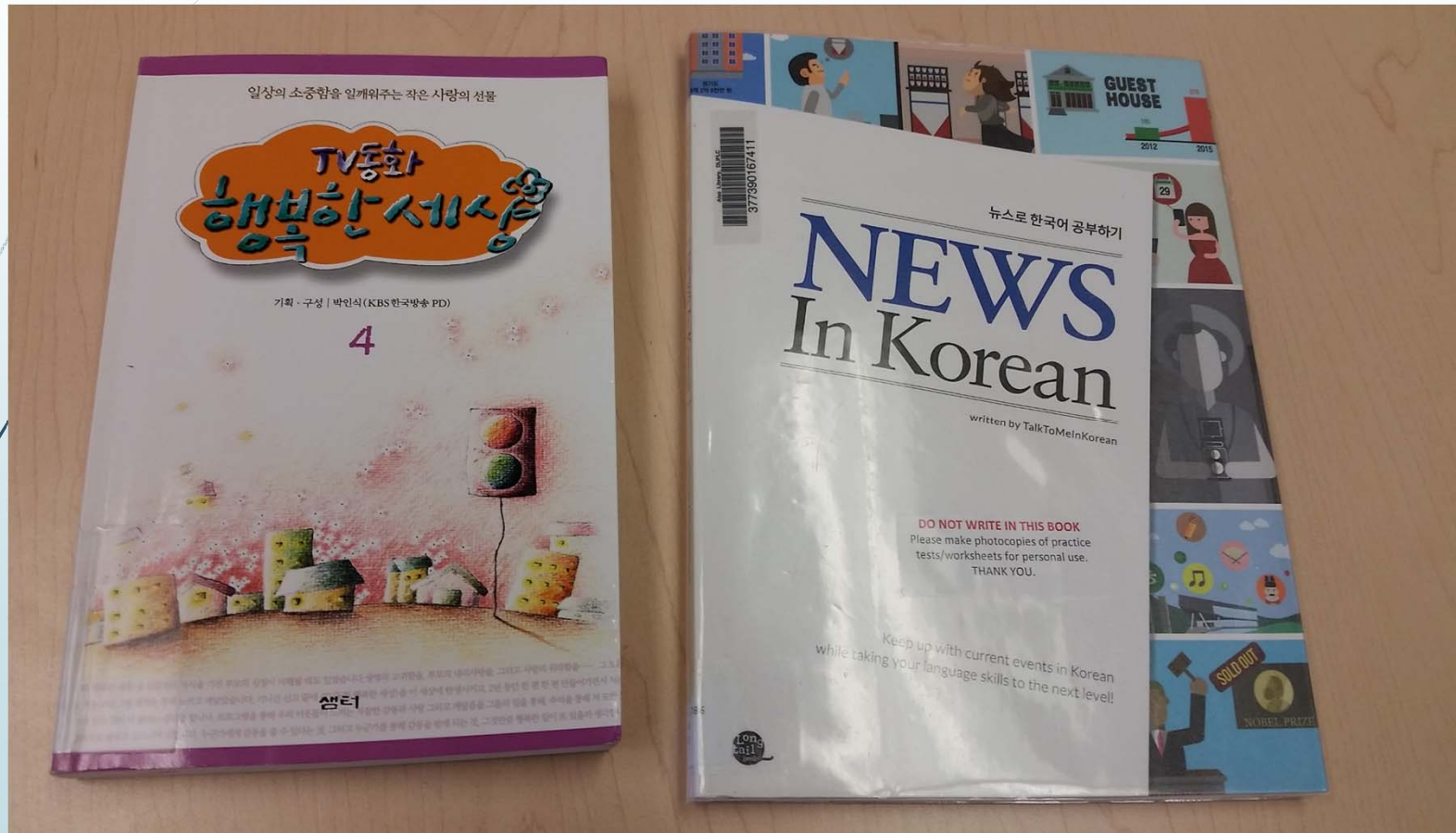
## Text samples-2



## Text samples-3

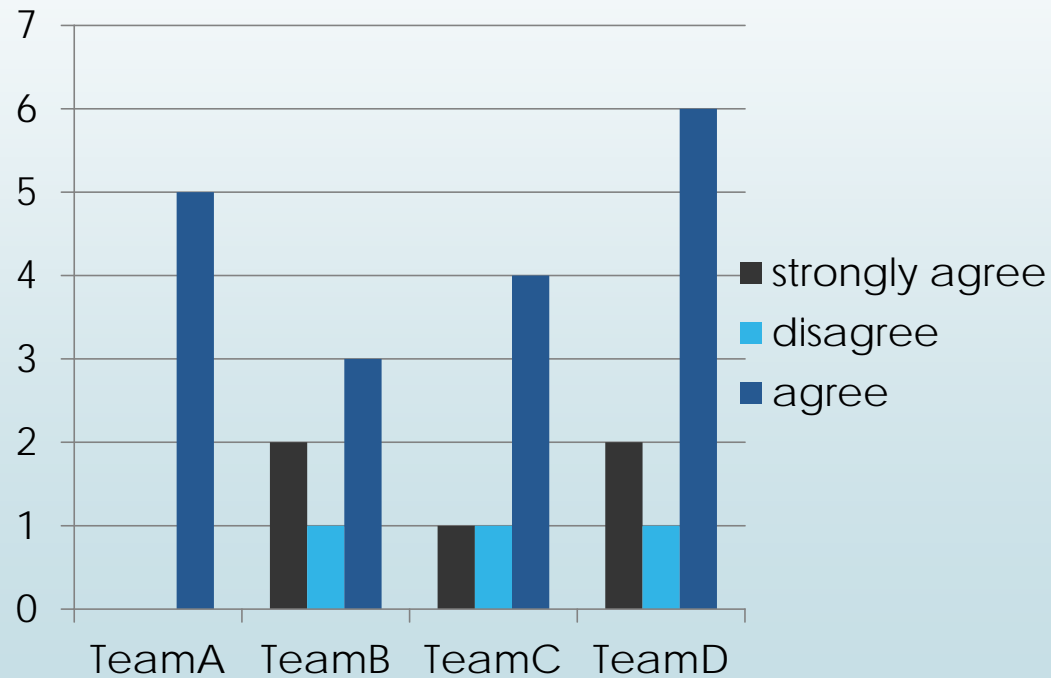


## Text samples-4

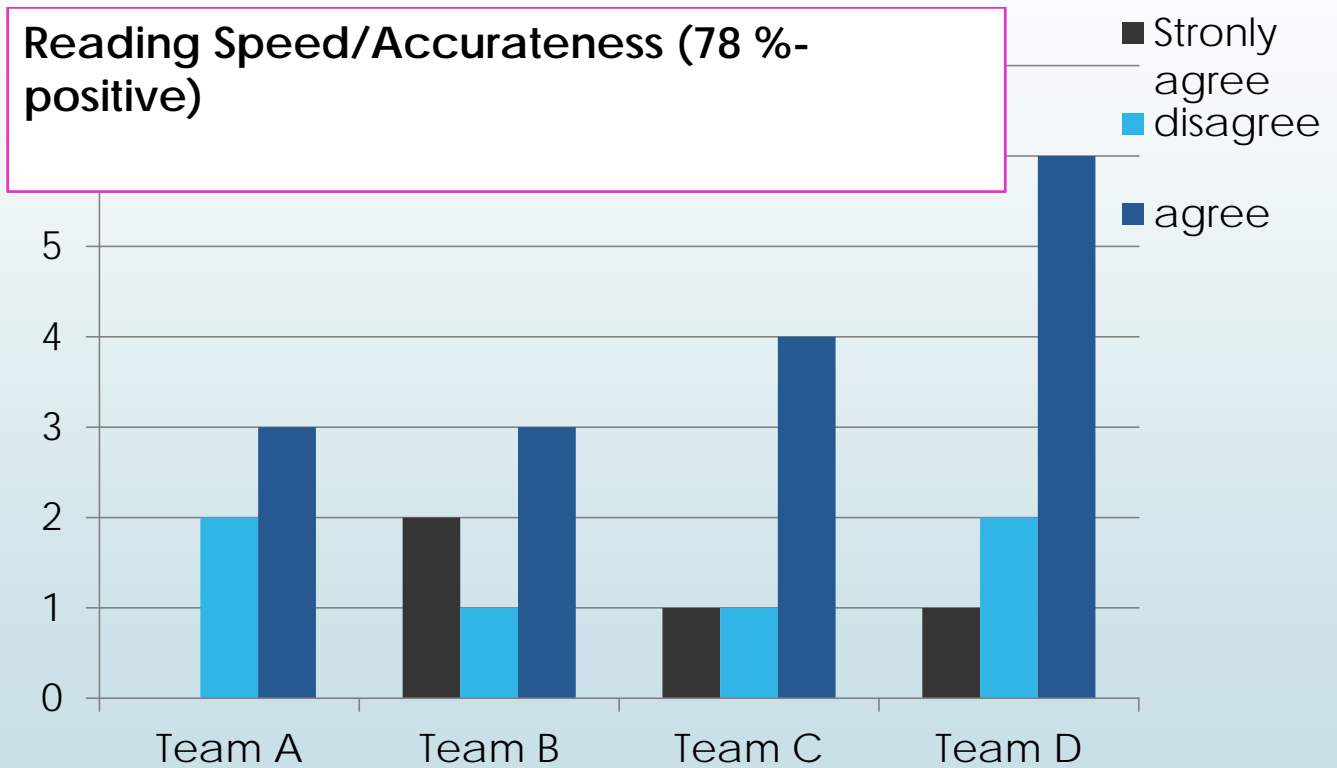


## Part III. ER Survey

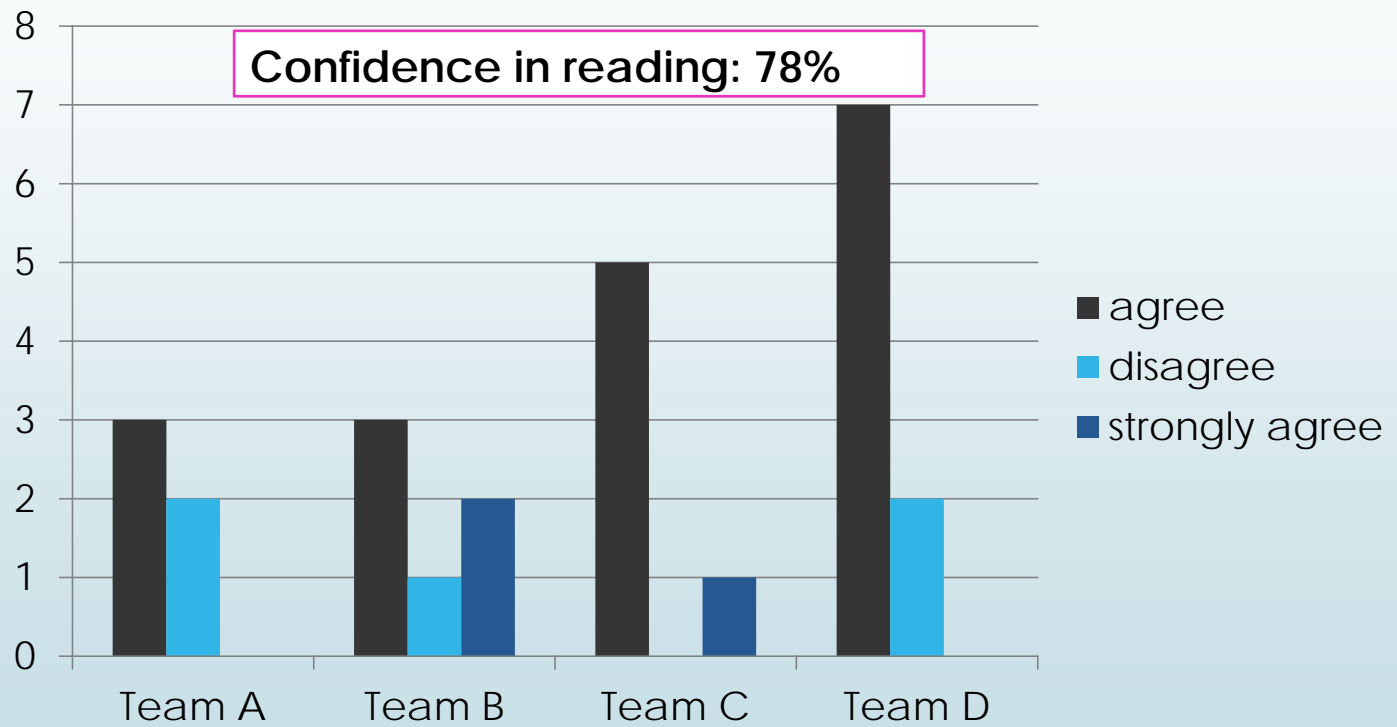
1. I feel that my reading ability is improving or has improved (100%, 83%, 83%, 89%)



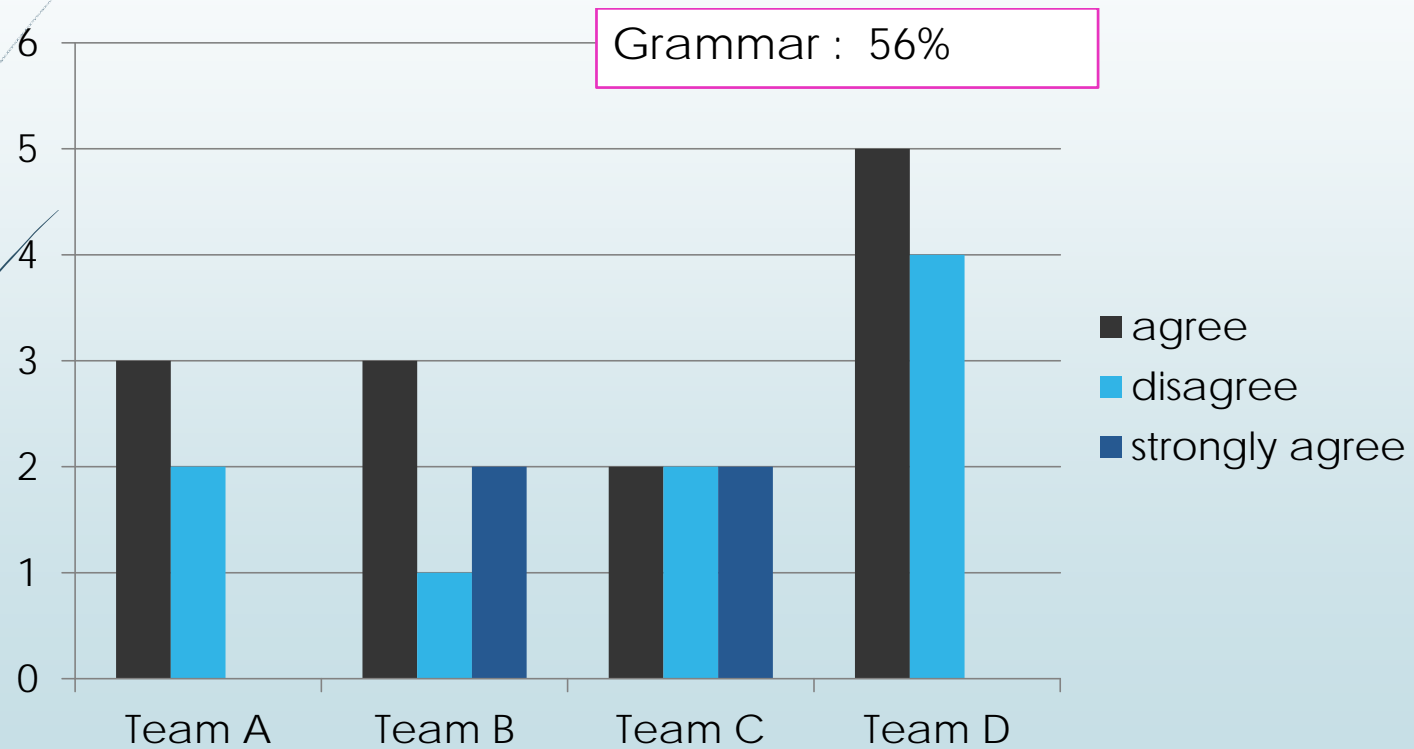
## 2. I can read faster and more accurately



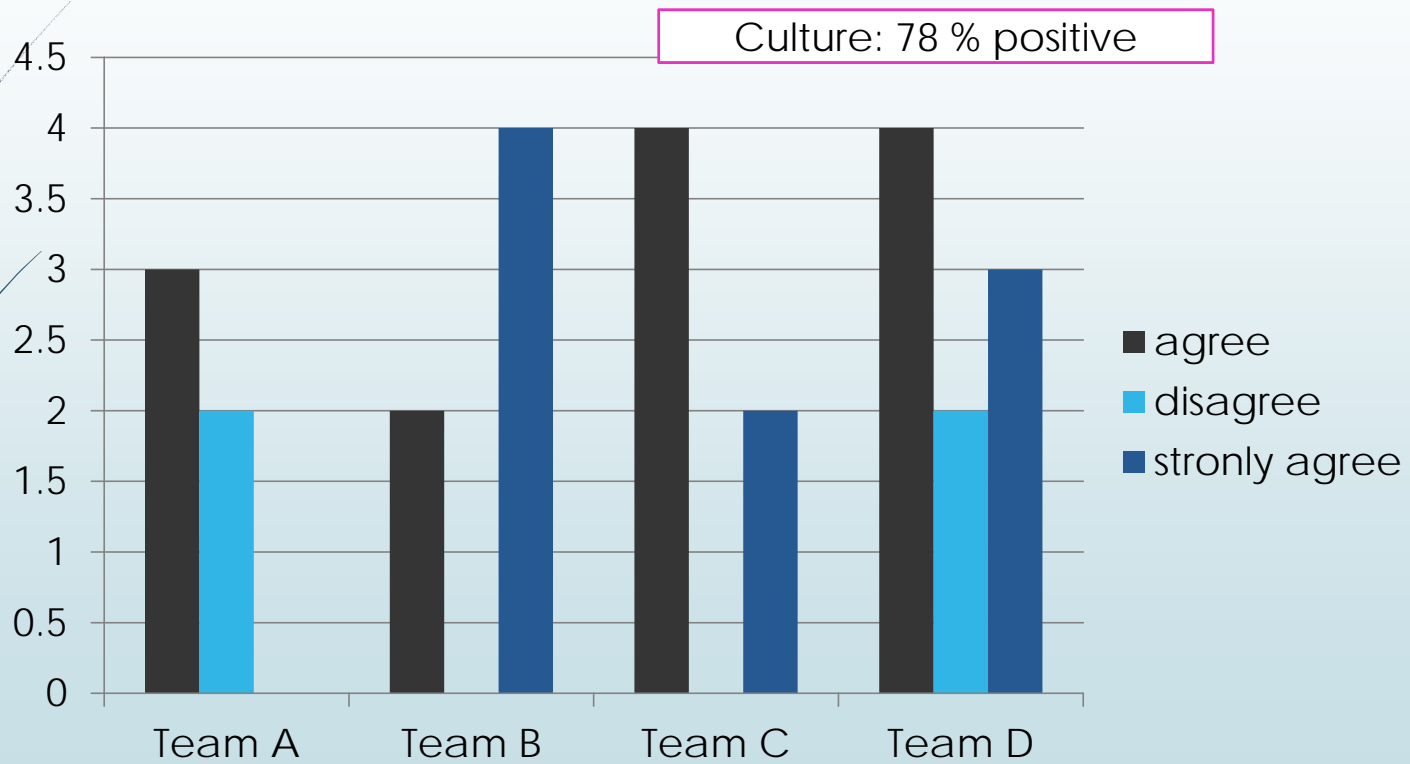
### 3. I can be more confident in reading Korean



## 4. I can get better understanding of grammar



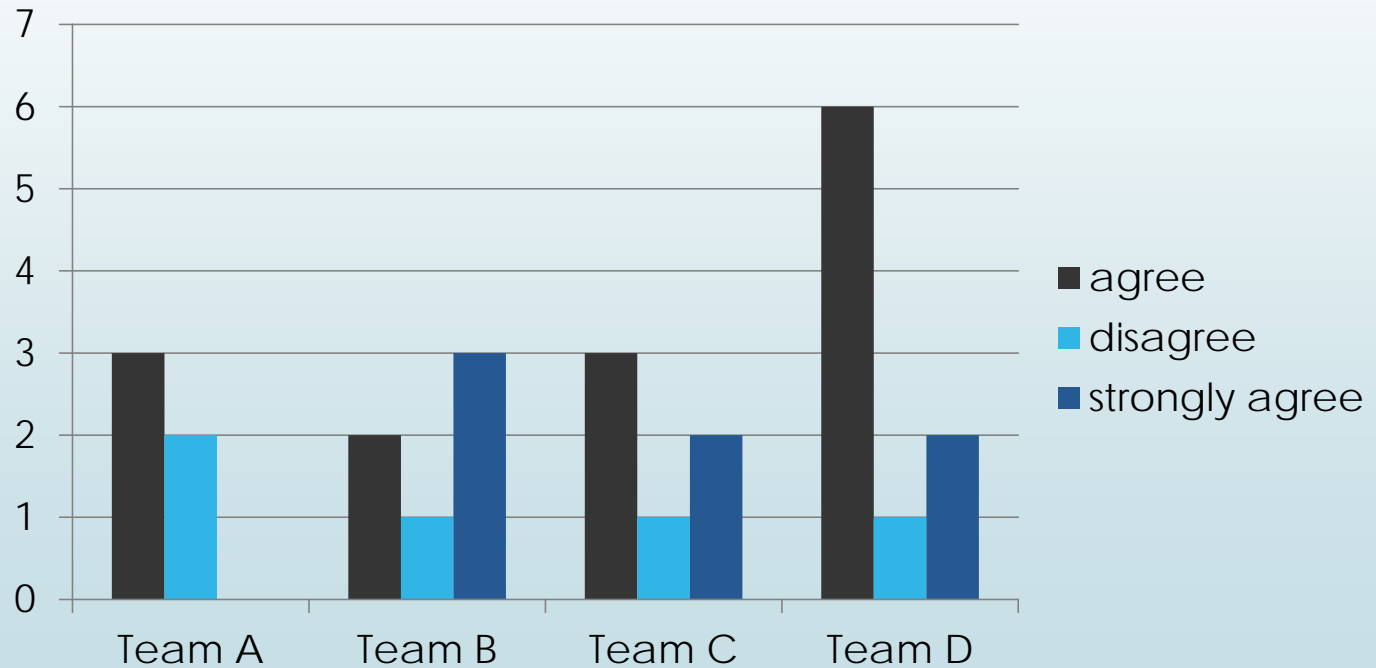
## 5. I can get better understanding of Korean culture



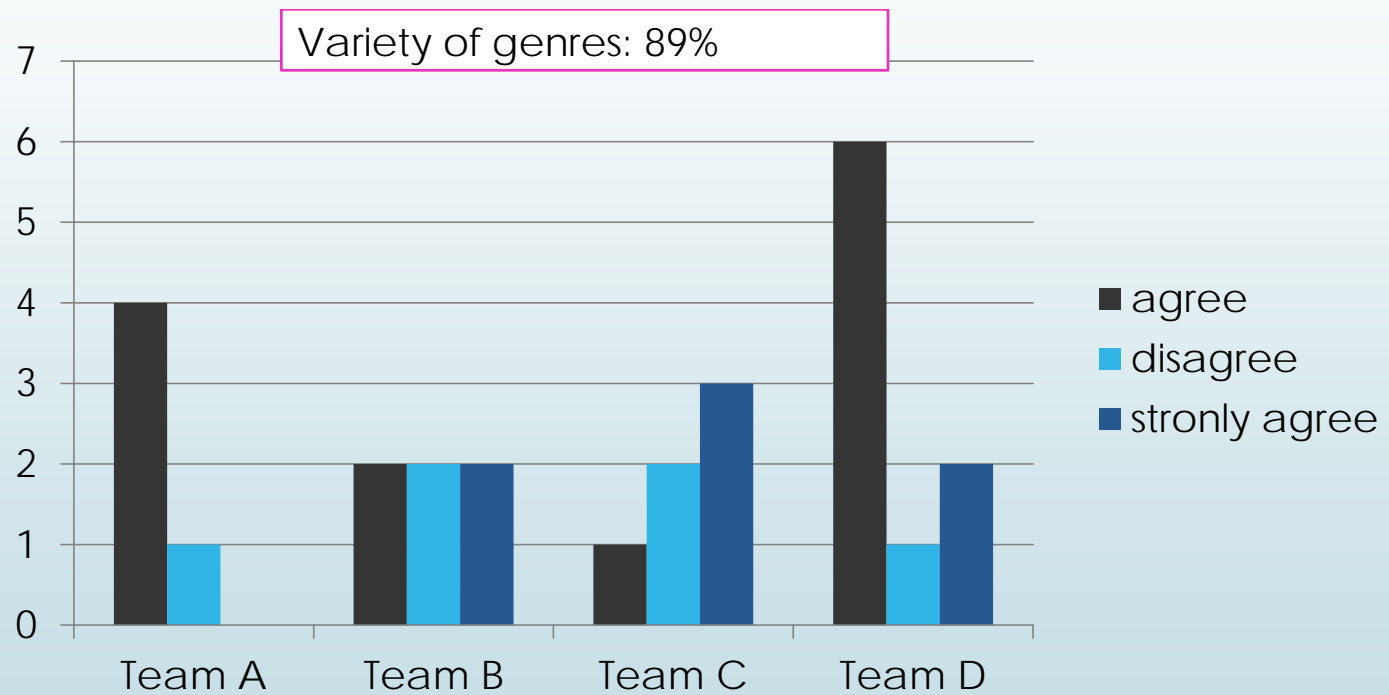


## 6. My vocabulary acquisition has improved

Vocabulary: 89% positive

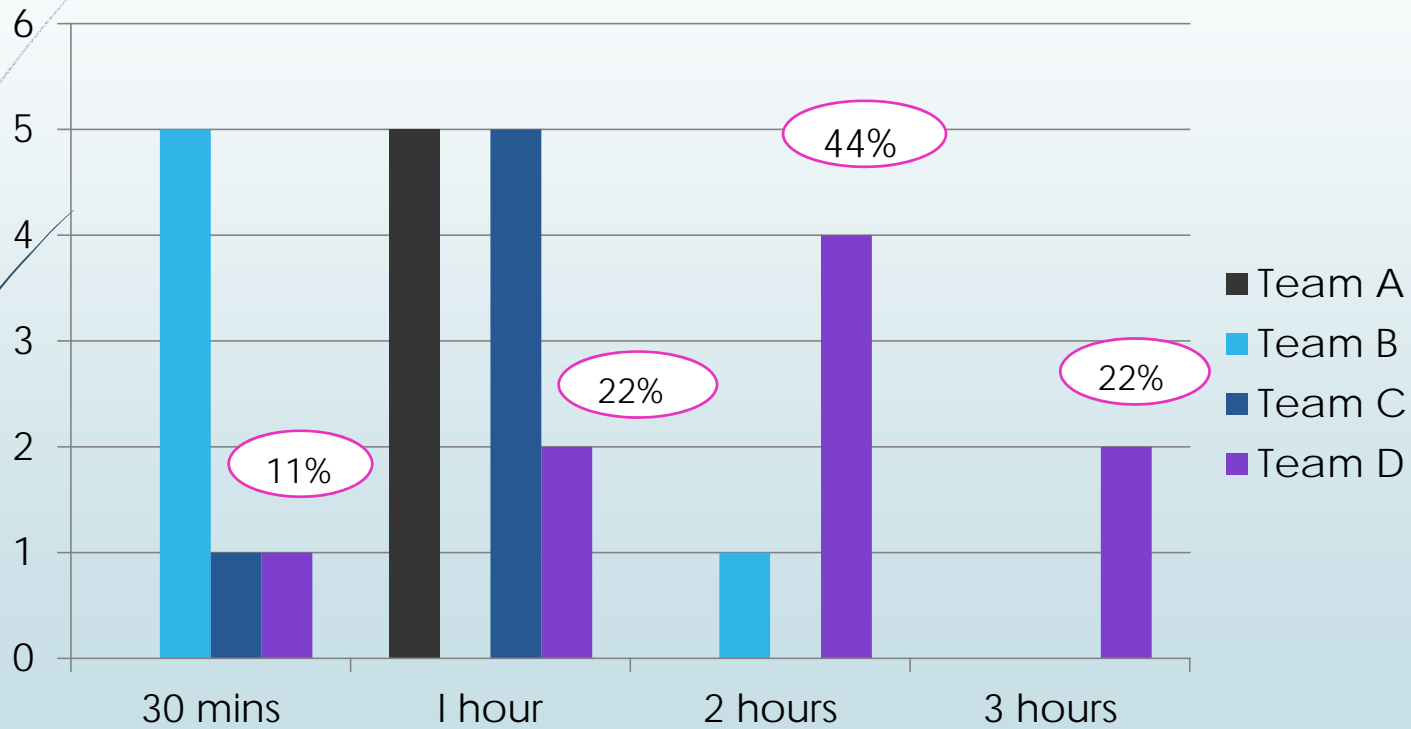


## 7. Do you think you are reading a variety of genres in Korean

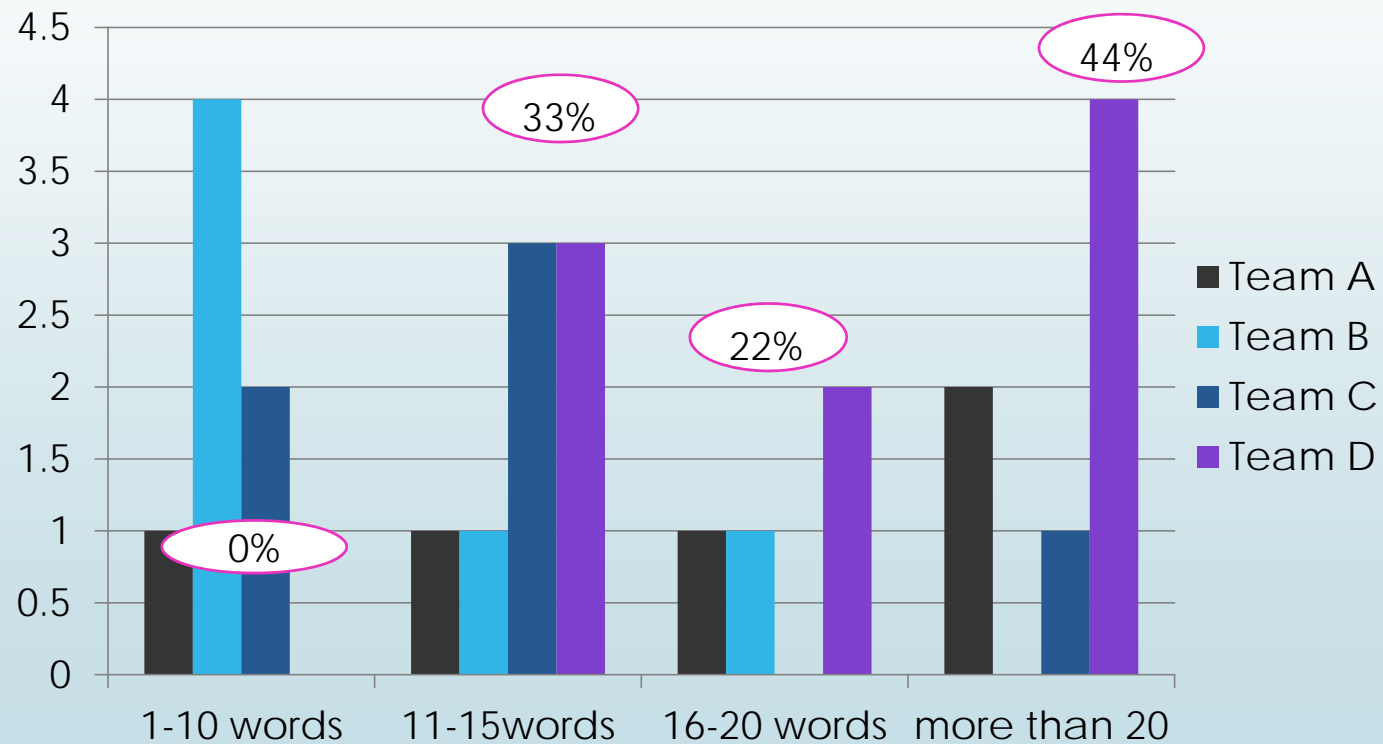


## 8. How much time did you spend in reading

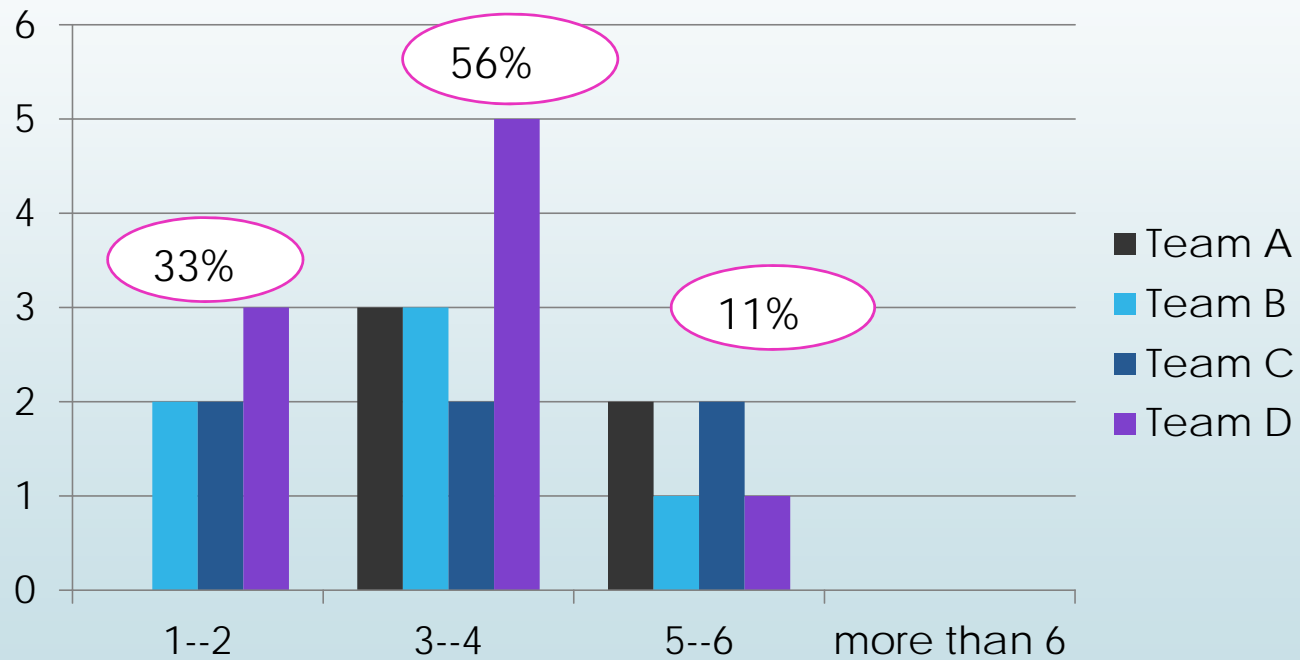
?



## 9. How many new words do you encounter in each reading?

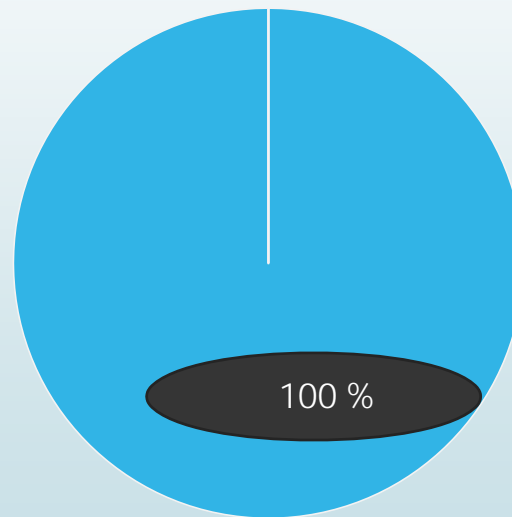


## 10. How many new grammar patterns do you find in each reading?



11. What do you think is the most beneficial for you through this extensive reading?

Most beneficial ?



- reading speed
- vocab learning
- different genres
- exposre to culture

## Students' Feedback/Comments on ER

- ▶ "KAHOOT" activity (3)/talking about stories was good"
- ▶ I want to read *"Science fiction (4)/si-fi, fantasy, history, Korean mythology, current Korean news topics, and fun stories"*
- ▶ "exposure to authentic materials was very beneficial"
- ▶ "exposed to Korean culture and history"
- ▶ "exposed to Korean written structure"



## Part IV Reading Proficiency Reflected in Various Tests

- ▶ Regular achievement Tests/Two Proficiency Tests/TOPIK /Pre-Vocab Test vs Post-Vocab test compared.



## 1. Team D/Team X Groups Formed: Average Scores of the First 3 Tests

Team D Student Names (9)	Team D Students' Average Scores (T1, T2 & T3)	Team X Student Names (9)	Team X Students' Average Scores (T1, T2 & T3)
D-1(H)	104	X-1	104
D-2	101.7	X-2	101.7
D-3	100.7	X-3	100.7
D-4	100.3	X-4	100.7
D-5	97	X-5	95
D-6	92.3	X-6	93.7
D-7	91.3	X-7	92
D-8	90	X-8	91.7
D-9	89.7	X-9	90.7
Class Average Scores	96.3		96.7

## 2. Team D Group Regular Test History after 6 Months of Extensive Reading Project (T4-T10)

Team D	Test 4 RC	Test 5 RC	Test 6 RC	Test 7 RC	Test 8 RC	Test 9 RC	Test10 RC	V-test RC (LC)
D-1(H)	105	104	97	100	108	100	100	1+ (1+)
D-2	105	96	94	97	110	100	97	1+ (1+)
D-3	103	98	100	100	106	103	92	1+ (1+)
D-4	102	98	97	100	100	100	100	1+ (1+)
D-5	100	89	88	93	106	95	97	1+ (1+)
D-6	105	100	97	97	106	100	100	1+ (1+)
D-7	92	89	89	83	82	77	78	1+ (1)
D-8	92	88	86	87	92	92	76	1 (0+)
D-9	81	73	79	90	90	82	81	1+ (1)
Class Average	92.7	90.4	91.9	94.1	100	94.4	91.5	1+: 8/9

### 3. Team X Group Test History after 6 months of Extensive Reading Project (T4-T10)

Team X	Test 4 RC	Test 5 RC	Test 6 RC	Test 7 RC	Test 8 RC	Test 9 RC	Test 10 RC	V-test RC (LC)
X-1	105	100	102	100	108	107	97	1+ (1+)
X-2(H)	103	95	102	100	110	98	100	1+ (1+)
X-3	100	98	103	100	98	103	97	1+ (1+)
X-4	103	102	105	93	110	103	103	1+ (1+)
X-5	102	96	97	97	102	98	93	1+ (1)
X-6	97	95	97	97	106	107	93	1+ (1+)
X-7	76	86	74	87	90	87	59	1+ (1)
X-8	89	88	73	83	98	95	81	1+ (0+)
X-9	100	91	94	87	56	92	76	1 (1+)
Class Average	92.8	89.6	93.8	94	96.8	98.9	88.8	1+: 8/9

## 4. Individual Average Scores (T4 thru T10) VS Starting Point (Test 1 to Test 3)

Team D	RC (U4-U10) Scores	Team X	RC (U4-U10) Scores
D-1(H)	102	X-1	102.7
D-2	99.9	X-2	101.1
D-3	100.3	X-3	99.9
D-4	99.6	X-4	102.7
D-5	95.4	X-5	97.9
D-6	100.7	X-6	98.9
D-7	84.3	X-7	79.9
D-8	87.6	X-8	86.7
D-9	82.3	X-9	85.1
Average	94.7	average	94.9

## 4-1. Individual Average Scores (T4 thru T10) VS Starting Point (Test 1 to Test 3)

Team D	RC (T1-T3) Scores	Team X	RC (T1-T3) Scores
D-1(H)	104	X-1	104
D-2	101.7	X-2	101.7
D-3	100.7	X-3	100.7
D-4	100.3	X-4	100.7
D-5	97	X-5	95
D-6	92.3	X-6	93.7
D-7	91.3	X-7	92
D-8	90	X-8	91.7
D-9	89.7	X-9	90.7
Average	96.3	average	96.7

## 5. 47<sup>th</sup> TOPIK Test Result (*Beginner Level*): Team D vs Team X (control group)

Team D	Team D scores (100%)	Team X Students	Team X scores (100%)
D-5	100	X-1	97
D-4	100	X-4	94
D-1	97	X-3	93
D-2	86	X-6	87
D-6	86	X-9	80
D-3	82	X-8	79
D-7	67	**X-10 (extra)	79 (not in the group)
D-8	65	X-2	77
D-9	59	X-5	69
		X-7	69
<b>Class average (9)</b>	<b>82.4</b>	<b>Class average (10)</b>	<b>82.4</b>

\*The test was conducted after Unit 7 test (end of 1<sup>st</sup>

## 6. Vocabulary Test (TOPIK, Beginner's Level): After 7 Months' ER

Team D Students	Pre-Test before ER(50=n)	Post-Test before ER (50=n)	Change
D-1(H)	32	49	17(34% +)
D-2	17	45	28(56% +)
D-3	14	42	28(56% +)
D-4	16	43	27(54% +)
D-5	15	42	27(54% +)
D-6	16	45	29(58% +)
D-7	11	23	12(24% +):
D-8	9	34	25(50% +)
D-9	7	out of program	n/a
Class average	16.25	40.37	24.12(48.2% +)



## *Conclusion/Challenges*

- Vocab acquisition growth: improved, but gradually
- Reading Proficiency: evidenced in proficiency tests vs control group
- ER depends on participant's conscious learning
- Selecting the *right articles/* book at the *right level* is the most important-guided reading: challenging to the teachers
- *Graded readers* matched to the level of the learner and integrated with activities related to content will be the best choice//less burden for reading//fun for reading.
- Setting up the catalogue in various genres (graded readers/ library system) for adult learners is needed.





## *Limitations*

- It was a small scale of study with a small number of students examined-need larger scale of data for accurate findings .
- Other factors influencing the retention result
- Need to provide enriched/ various genres of reading materials with more frequency and for a long period of time.
- Need to develop students' level appropriate reading materials or graded books for adult learners .



## Q & A

► Any comment or questions?

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