行政院國家科學委員會專題研究計畫 成果報告

運用教學平台以提昇英語廣泛閱讀的可行性研究
研究成果報告(精簡版)

計 畫 主 持 人 ：廖敏旬

計畫參與人員 ： 碩士班研究生-兼任助理人員：吳美宜
                碩士班研究生-兼任助理人員：洪于婷
                碩士班研究生-兼任助理人員：蕭佩欣
                碩士班研究生-兼任助理人員：潘學慈

報 告 附 件 ： 出席國際會議研究心得報告及發表論文

處 理 方 式 ： 本計畫可公開查詢

中 華 民 國 99 年 11 月 02 日

行政院國家科學委員會補助專題研究計畫 ■ 成 果 報 告
□期中進度報告

運用教學平台以提昇英語廣泛閱讀的可行性研究

Promoting Extensive Reading via Moodle-Mediated Follow-up Activities in English as Foreign Language Context

計畫類別：■個別型計畫　　□整合型計畫
計畫編號：NSC 98-2410-H-029 -039
執行期間：　98 年 8 月 1 日至 99 年 7 月 31 　日

執行機構及系所：東海大學外國語文學系

計畫主持人：廖敏旬
共同主持人：
計畫參與人員：吳美宜，蕭佩欣，洪于婷，潘學慈

成果報告類型(依經費核定清單規定繳交)：■精簡報告　□完整報告

本計畫除繳交成果報告外，另須繳交以下出國心得報告：
□赴國外出差或研習心得報告
□赴大陸地區出差或研習心得報告
■出席國際學術會議心得報告
□國際合作研究計畫國外研究報告

處理方式：除列管計畫及下列情形者外，得立即公開查詢
　　　　　　□涉及專利或其他智慧財產權，□一年□二年後可公開查詢

中　華　民　國　　99 年 10 月 1 日

Promoting Extensive Reading via Moodle-Mediated Follow-up Activities in English as Foreign Language Context

Abstract

There is a resurgence of interest in integrating the component of extensive reading (ER) into English as second/foreign language (ESL/EFL) classrooms to optimize the language learners' exposure to comprehensible input, which is believed to be the most fundamental condition for language acquisition. Nevertheless, the choice of reading text and the format of follow-up activities for effective ER implementation in EFL settings remain problematic.

This study, therefore, investigated the effects of choosing graded readers with differentiating difficulty levels on subjects' reading comprehension and reading attitudes. Thirty-eight students from 2 freshman reading classes participated in this year-long project.

The current study adopted quasi-experimental design with pre and post-tests. Half of the students from each class were randomly assigned i+1 readers while the other half i-1. Both classes were assigned 6 novels. At the outset of the study, both classes were instructed on how to post and respond to the reading logs via a Moodle platform. Both qualitative and quantitative data were collected. The pre and post-tests of English reading comprehension and Reading Attitudes Survey were administered to the subjects at the beginning and the end of school year 2009. On top of the descriptive statistics, subjects were interviewed one-on-one to gather an in-depth understanding of their concerns and opinions on Moodle-mediated ER program.

The results from the pre and post-test of RAS suggest that the i-1 group has a significant improvement in reading attitudes whereas a decline was identified with the i+1 group. No significant difference was found in reading attitudes, as evaluated by RAS, between the two groups. The results also indicated significant gains in reading comprehension for both i-1 and i+1 groups after a year-long reading intervention. No significant difference, nevertheless, was found in reading comprehension between the two groups. Furthermore, the findings from qualitative data indicate that the majority of the participants found delight in ER and claimed that they will continue to read English readers even after the course. The majority of the participants were also satisfied with the Moodle-mediated, post-reading activities.

Key words: extensive reading, EFL reading, Moodle-mediated post-reading activities, reading comprehension, and reading attitudes

運用教學平台以提昇英語廣泛閱讀的可行性研究

摘要

　　近來，在以英語為外國語的教室中，融入廣泛閱讀來提高學生對理解性輸入的接觸，再次重新受到重視。而學生對理解性輸入的接觸，也是被視為是語言習得的最根本的條件。然而，為了有效的將廣泛閱讀實行於英語為外語的環境中，在簡易讀本及閱讀後活動形式兩者的選擇上，仍然備受爭議。因此，此研究的目的為調查選擇不同困難度的讀本，對於受試者的閱讀理解及閱讀態度成效的影響。一年期的計畫受試者為三十八位，來自兩班大一閱讀課的英語主修學生。

　　本研究將採用伴隨有前測與後測之類實驗設計。每班之半數學生將隨機被指定閱讀 "i+1" 的讀本，而另一半之學生將閱讀 "i-1" 的分級讀本。兩班學生於學年結束前完成了閱讀八本分級讀本。研究一開始，研究者指導兩班學生如何透過教學平台來發表閱讀心得，以及如何在平台上給予他人回應。透過質化與量化的方式來收集資料。受試者分別於 2009 年學年初與學年末，填寫英文閱讀理解與閱讀態度的前測與後測問卷。除了描述性的統計數據外，受試者透過一對一的訪談，談論他們對於使用 Moodle 教學平台為課後閱讀活動的看法與意見。

　　從閱讀態度問卷前後測的資料分析顯現，i-1 的組別在閱讀態度上有顯著的提昇；然而 i+1 的組別有些微的下降。比較兩組在歷經一年的實驗後，在閱讀態度上並沒有顯著的差別。歷經一年的實驗後，兩組在閱讀理解力的前後測上顯現顯著的提昇。如同閱讀態度般，兩組在閱讀理解力的後測上並沒有顯著的差別。質的分析指出多數受試者喜好廣泛閱讀，並宣稱會繼續進行英文的閱讀。大多數也認同藉由Moodle 所進行的課後閱讀活動。

關鍵詞: 英語廣泛閱讀，電腦輔助英語教學，英語為外語的閱讀教學，閱讀理解, 閱讀態度

Introduction

Reading abilities and the attitudes toward reading among youth have undergone substantial changes as more and more youth rely on Internet for searching and exchanging information. Among these young people, hastily browsing through the Internet text is a more predominate type of reading than engaging oneself into an in-depth processing of the written information. These adolescents' interests in investing themselves in reading have declined as indicated in the amount of time they spent in reading. A national survey conducted with **32,759** freshmen from 156 public and private four-year/two year colleges and universities in Taiwan shows that 62 percent college freshmen spent less than an hour per day in extracurricular reading (Taiwan Higher Education Database System, 2005). This figure is alarming.

In light of the declined reading interest among young people, educators and researchers are in constant quest of reading activities to cultivate students' positive reading attitudes. To this end, extensive reading (ER) has been identified as one the most effective strategies. Therefore, ER is widely implemented in language classrooms because it is instrumental in motivating students to read and reach higher language proficiency (Day & Bamford, 1998; Krashen, 2004). In addition, ESL teachers (Hafiz & Tudor, 1989) also employed the idea of ER in their language courses, and examined its influences on language learning. More recently, a growing number of educators in the EFL context (Iwahori, 2008; Jackson, 2005; Lee, 2007; Leung, 2002; Takase, 2007) carried out ER in their language classrooms and investigated its potential effects. The results from this line of inquiry indicate that ER contributes substantially to the general language proficiency (Iwahori, 2008; Jackson, 2005), reading comprehension (Hitosugi & Day, 2004; Leung, 2002; Takase, 2007), vocabulary (Lee, 2007; Leung, 2002; Pigada & Schmitt, 2006), writing skills (Hafiz & Tudor, 1989), reading fluency (Iwahori, 2008; Takase, 2007), and grammar (Pigada & Schmitt, 2006). Moreover, researchers found that ER enhanced learners' reading attitudes and reading habits (Chua, 2008; Gardiner, 2001; Hall, 2007).

Many studies have reported the positive impact of ER, and publishers have responded with wide array of book choices, and yet this approach is still not widely practiced in EFL classrooms. Studies (Davis, 1995; Urquhart & Weir, 1998) have pointed out several hindrances in implementing ER programs, such as choosing the texts with optimal difficulty level, sustaining students' interest in reading for a longer period, promoting positive attitudes toward reading, and appropriating supplementary reading schemes. This study, therefore, aims to investigate the differentiating effects of i-1 and i+1 materials, if any, on EFL students' reading attitudes and reading comprehension development. Furthermore, it was of great interest to know the participants' perceptions of Moodle-mediated, post-reading activities.

Review of Related Studies

Noticing the important role reading plays in language learning and development, more and more educators have begun to search for meaningful reading activities and integrate them

into their language classrooms in an attempt to enhance reading interest and cultivate positive reading attitudes. Among others, ER is one of the most frequently used reading activities in language classrooms. ER is not only implemented in language classrooms but also in English as second/foreign language classrooms. The research from the ESL/EFL classrooms indicated some obstacles for successful application of ER, such as student's underdeveloped English proficiency, limited access to reading materials, truncated reading motivation, and shear amount of reading success. In light of these obstacles, some catalytic measures are utilized to forge the optimal results from the ER implementation. These measures range from very structured book discussion groups to casually-kept reading logs. The platforms for carrying out these catalytic measures also vary from Internet-mediated threaded discussions to face-to-face, in class discussions. This literature review section therefore, will begin with the definition of ER, and continue with its effects on the reading attitudes and reading comprehension development of language learners.

Extensive reading

Not only language arts teachers but also ESL/EFL teachers regarded ER as a crucial element for language development and widely incorporated ER into their classroom practice. In addition to the term "extensive reading", Krashen (2004) called it "Pleasure Reading" or "Free Voluntary Reading" to convey the same idea defined by Davis (1995). "An extensive reading program is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleasurably, at their own level, as many books as they can, without the pressures of testing or marks" (Davis, 1995, p. 329). Moreover, Day and Bamford (1998) delineated ten characteristics for ER:

1. Students read as much as possible.
2. A variety of materials on a wide range of topics is available.
3. Students select what they want to read.
4. The purposes of reading are usually related to pleasure, information, and general understanding.
5. Reading is its own reward.
6. Reading materials are well within the linguistic competence of the students.
7. Reading is individual and silent.
8. Reading speed is usually faster rather than slower.
9. Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students on getting the most out of the program.
10. The teacher is a role model of a reader for students.
(Day and Bamford, 1998, p.7-8)

Davis' definition and Day and Bamford's delineation suggest that taking part in ER

provides learners with ample amount of language input, the opportunities to choose reading texts, and the chance to experience pleasure. Unlike intensive reading which emphasizes decoding skills and focuses on comprehension of the text, ER centers on readers' prolonged engagement in reading activities. One of the most frequently cited theoretical underpinnings for ER is Krashen's Input Hypothesis, which states that sufficient exposure to comprehensible input is indispensible for language learners to acquire the language. Comprehensible input denotes the kind of input that is a little bit beyond the learner's current language level and is usually symbolized with "i+1" expression (Krashen, 2002; Mitchell & Myles, 2004). "i" refers to the current language ability of the learner, whereas "1" indicates the input that is slightly challenging for learners' current language ability. Krashen asserts that i+1 is the prerequisite condition for language acquisition to take place (Krashen, 2002). This theory highlights the importance of input as well as the comprehensibility of the input.

However, in contrast to Krashen's perspective on i+1, Day and Bamford (1998) hold a different perspective on the optimal difficulty level of the input. As far as ER is concerned, they believe it is beneficial to provide language learners with the input that is slightly below the learners' current language level. In other words, instead of "i+1", Day and Bamford (1998) see "i-1" as the learners' "comfort zone" where language learners could quickly build up their reading confidence and reading fluency.   They also pointed out that reading books with ease at the beginning helps language learners build sight words and high-frequency vocabulary.

Comparing Krashen's "i+1" hypothesis with Day and Bamford's "i-1" statement, two principles could be derived. First, language input plays a crucial role in language learning and providing language learners with ample access to input is important. Secondly, not only the quantity of input matters but also the quality. The quality of input mainly concerns with how comprehensible the input is to the intended learners. However, the dispute between i+1 and i-1 remains unsolved. That is the rationale behind this study.

Many studies conducted with a wide range of learners and in a variety of settings have identified the benefits of ER, such as its positive effects on the general language proficiency (Iwahori, 2008; Jackson, 2005), reading comprehension (Hafiz & Tudor, 1989; Hitosugi & Day, 2004 ; Lee, 2007; Leung, 2002; Takase, 2007; Walker, 1997), reading fluency (Iwahori, 2008; Takase, 2007), vocabulary (Horst, 2005; Lee, 2007; Leung, 2002; Pigada & Schmitt, 2006), grammar (Pigada & Schmitt, 2006), and writing skills (Hafiz & Tudor, 1989). ER also helps enhance the reading attitudes (Chua, 2008; Gardiner, 2001; Hall, 2007; Hitosugi & Day, 2004; Leung, 2002) and motivation (Hitosugi & Day, 2004; Jackson, 2005; Nishino, 2007; Takase, 2007) of learners to read or learn a target language. This study mainly focuses on relating ER with reading comprehension and reading attitudes.

Reading attitude

Reading attitude is a complex construct. Smith (1990) defined it as "a state of mind, accompanied by feelings and emotions that makes reading more or less probable" (p. 215). Mizokawa and Krening (2000) proposed that reading attitudes are manifested in three domains:

affect, behavior, and cognition, abbreviated as "ABCs" of reading attitudes. Affective domain refers to learners' like or dislike of reading. Additionally, a learners' preference for a certain kind of reading material is taken into account and becomes part of the affect domain. The second domain is behavior which pertains to the actions and behaviors that may promote or impede reading. It is from the learners' behavior that their attitudes toward reading could be inferred. The third domain is cognition which refers to learners' personal and evaluative beliefs about reading.

Leung (2002) pointed out that participating in ER for 20 weeks not only enhanced the student's reading comprehension but also promoted participant's positive attitudes toward reading. A similar result was identified in Hitosugi and Day's (2004) research in which participants in the ER class developed more positive attitudes toward reading Japanese than did their counterparts in the regular class. Chua's (2008) recent year long study investigating the effects of the Sustained Silent Reading program on cultivating first year secondary school students' habits and attitudes toward pleasure reading. The results showed that the SSR program has a positive effect on cultivating students' attitudes toward pleasure reading.

Dissimilarly, Sheu's (2004) study shows that English learning attitudes of the participants in the graded readers group remained unchanged. The same study revealed that both the BNESC (books for native English speaking children) group's and the control group's mean scores on attitudes toward learning English declined significantly. Furthermore, all participants' attitudes toward reading decreased after the experiment. The researcher concluded that "no treatment had a positive effect on students' attitudes toward learning English and reading" (Sheu, 2004, p. 219). Apple's (2005) study yielded similar results. In order to investigate the impact of the three-month ER program on 74 participants' attitudes and motivation to read and learn English, the researcher used Gardner's Attitude/ Motivation Test Battery (AMTB) with reduced number of items (from 130 to 25). The analysis of the pre and posttest of AMTB showed no significant change in students' attitudes. In sum, in spite of the fact that numerous research have been set forth to study the relationship between ER and reading attitudes, the findings remain inconclusive as to whether ER effectively enhances reading attitudes, which calls for more empirical data to shed new light on the potential effects of ER on promoting positive reading attitudes.

Reading comprehension

As aforementioned, Krashen (2004), and Day and Bamford (1998) asserted the importance of input in language learning. One of the primary sources for language input is through reading. Reading comprehension, thus, is imperative in processing language input. In light of the importance of reading comprehension, researchers and educators endeavored to cultivate and foster language learners' reading comprehension by means of implementing ER. Studies were widely conducted in language arts, ESL/EFL, and foreign language learning contexts to explore the effectiveness of ER in improving reading comprehension.

Conceived in the ESL context, Hafiz & Tudor (1989) carried out a three-month ER

intervention with graded readers. The result showed that the experimental group outperformed the control groups in reading comprehension test. Interestingly, in the pre-test, the scores of the experimental group were lower than the two control groups. Nevertheless, after the three-month intervention of ER, the situation was reversed. By the similar rate, Olen & Machet (1997) conducted a study to determine the effects of ER on primary school students' reading comprehension ability, but the duration of treatment was longer than that of Hafiz and Tudor's. At the conclusion of eight-month experiment, the results indicated that the participants in ER program made a significant progress in the reading comprehension test, compared with the participants in traditional reading classes.

Studies were also widely conducted in the EFL context with positive findings (Bell, 2001; Tanaka & Stapleton, 2007; Mason & Krashen, 1997; Sheu, 2004; Yamashita, 2004). Tanaka and Stapleton (2007) investigated the efficacy of ER in increasing Japanese high school students' English reading comprehension. After a five-month treatment, the post-test scores showed that the experimental group outshined the control group given the fact that in the pre-test scores, no statistically significant difference was found between the two groups. Mason and Krashen's (1997) explored the effectiveness of motivating reluctant young adult readers to read extensively in English. A semester-long research was carried out with 30 college students where the students were given 100 graded readers to choose and read. In the end of experiment, the scores of the 100-item cloze test showed that the experimental group made greater gains than the comparison group in reading comprehension. More recently, Yamashita (2004) conducted a 15-week ER research in which the participants were allowed to choose reading materials from 500 English graded readers to read in and outside of the class. The significant difference was found in the university freshmen's improvement in reading ability, but not in other language skills.

In foreign language classrooms, teachers and researchers (Hitosugi & Day, 2004; Leung, 2002) were eager to know if ER also works in teaching Japanese as a foreign language. Leung (2002) analyzed her participant's journal entries and concluded that her participant progressed in Japanese reading comprehension after 20 weeks of reading extensively in Japanese. Similar results were identified from Hitosugi and Day's (2004) study. The researchers classified two hundred and twenty-six Japanese children's books into six levels and provided the books to students. The students in the experimental group were required to read at least four titles a week. As the project ended, the researchers reported that the participants in ER classrooms made noticeable progress in the traditional reading comprehension test, compared with the participants in the regular language class.

Computer-mediated, ESL/EFL reading activities

To overcome the obstacles in face-to-face discussion and provide discussion with more flexibilities, online discussion was implemented in language classrooms (Jarrell & Freiermuth, 2005; McIntosh, Braul, & Chao, 2003; Zhang, Gao, Ring, & Zhang, 2007). Results indicated that the integration of voice-based, asynchronous communication effectively enhanced

students' listening and speaking skills (McIntosh, Braul, & Chao, 2003). Also, other researchers (Zhang, Gao, Ring, & Zhang, 2007) affirmed the impact of online discussion on cultivating students' writing skills and critical thinking. Apart from the implementation of online discussion in language classrooms, teachers also employed language learning software to assist their teaching. Lambacher (1999) utilized a computer assisted language learning (CALL) tool (Electronic visual feedback) in his pronunciation classrooms to identify the difficulties that English learners of Japanese encountered while learning English consonants. The results showed that with the immediate feedback provided by EVF, the students made a substantial progress in their L2 pronunciation. The above studies shed lights on the positive influences of computers on enhancing learners' language skills and critical thinking. Moreover, researchers (McIntosh, Braul, and Chao, 2003; Jarrell & Freiermuth, 2005) maintained that computer-integrated language classrooms also contribute to learners' confidence building and active participation in language learning.

As far as reading instruction is concerned, researchers held different purposes for incorporating computers. For example, researchers intended to know that whether the CALL-based instruction would make any difference to learner's learning and reading comprehension (Lim & Shen, 2006). A traditional and a CALL-based classrooms were included in the study, and two major findings were reported. First, the students in the CALL-based classroom revealed considerably higher interest in studying English, and students further reported that online activities were enjoyable, and it offered varieties, and increased interaction as well. Second, in terms of reading comprehension, no significant difference was found between the CALL-based reading classroom and the traditional classroom. Different from the aforementioned study, Sun (2003) reported a positive result regarding learners' reading skills. After implementing extensive reading online (ERO) in classrooms, he found ERO effectively enhanced EFL learners' reading skills. Meanwhile, it was shown that the participants had positive attitudes towards the ERO. Although the two studies had inconsistent results in respect to the impact of computers on reading comprehension, participants in both studies revealed positive attitudes toward CALL-based classrooms.

In traditional reading classrooms, learners tended to look up the dictionary whenever they did not understand the meaning of unfamiliar words in reading materials. However, with the advancement in technology, researchers and educators began to adopt electronic dictionary in reading classes. For instance, Liou (2000) incorporated an online bilingual dictionary in EFL reading classrooms in hoping that it would facilitate learners' reading comprehension. The result proved that online dictionary is helpful for the participants' reading comprehension. Meanwhile, the participants also showed a favorable attitude towards it because it is considered to be more efficient.

In addition to utilizing computers to enhance learners' reading skills and assist learners' reading comprehension, researchers also concerned about the effectiveness of computers in cultivating learners' critical thinking (Daud & Husin, 2004) and the potential influences of online discussion (Kung, 2004). The results of the two studies confirmed that the integration of

computers in reading classrooms also has positive influences on cultivating learners' critical thinking and encouraging more active participation. The purpose of integrating computers with reading classrooms was not limited to enhancing learners' reading comprehension, but it was also considered as a supplement to cultivate learners' critical thinking, and boost their learning interests. However, more studies were needed to explore other potential benefits of integrating computers with reading classrooms.

To sum up, it is evident that studies investigating the impact of ER on learners' reading comprehension all generated satisfactory results regardless of languages. However, very few studies were conducted in assessing the potential influence of using "i-1" and "i+1" graded readers on language learners' reading attitudes and reading comprehension. Therefore, this study was set forth to answer the following three research questions:

1. Are there any significant differences in the reading comprehension between and within "i-1" and "i+1" groups after a year of participation in ER, as measured by the English Placement Exam (EPE)?

2. Are there any significant differences in the reading attitudes between and within "i-1" and "i+1" groups after a year of participation in ER, as measured by the Reading Attitudes Survey (RAS)? If so, which group has more positive attitudes toward reading in English?

3. What are the participants' perceptions of ER in general?

4. What are the participants' perceptions of Moodle-mediated post-reading activities?

Methodology

Design

This study used a mixed-method approach to gather both quantitative and qualitative data from 38 English-major freshmen to investigate the potentially different effects of utilizing i+1 versus i-1 readers on reading attitudes and reading comprehension. The reading attitudes and English proficiency of the participants were quantitatively measured prior to and after the intervention of ER through the Reading Attitude Survey (RAS) and the English Placement Exam (EPE). In addition to the quantitative measures, qualitative data were gathered via surveys and interviews to gain insight into the participants' perceptions of ER. By adopting the mixed-method approach, it is the researcher's intention that not only the effects of ER can be gauged but also the voices of participants be heard.

Participants

The recruitment of participants was the result of convenient sampling. Thirty-eight students from two directed reading classes taught by the researcher at Tunghai University participated in the study.

Implementation of the current study

To find out whether reading English novels with varied challenge levels would have any impact on participants' reading attitudes and reading comprehension, students within the same reading class were randomly assigned into "i-1" and "i+1" reading groups. As a result, there were 7 "i-1" and 7 "i+1" reading groups in both classes.

At the onset of the study, two Independent Samples T-Tests were conducted with the participants' EPE and RAS scores to establish that there was no significant difference in reading attitudes and reading comprehension between "i-1" and "i+1"groups. The results indicated that in terms of reading attitudes and reading comprehension (Sig= .92, and Sig. = .28, respectively), the two groups (i+1 versus i-1) were at the same baseline.

This study chose the Oxford Bookworms series as the reading materials for its various genres and its graded system. Based on the headwords, grammar, word counts, syntax, and the balance between given and new information, the Oxford Bookworms series classified books into seven levels ranging from starter to level 6. For the present study, level 4 was the entry level given the fact that the participants usually can comfortably handle 1400-headword novels, which is at the equivalence of level 4. Consequently, sixteen titles from Level 3 through level 6 readers were adopted for ER implementation.

To compensate for the impracticality of pinpointing the exact place of i for the current participants as a cohort, this study endeavored to establish a discriminatory reading level between "i-1" and "i+1" groups. Therefore, in the first semester, all participants in "i-1" groups read 4 books at Level 3 (1000 headwords) while participants in "i+1" groups read 4 books at Level 5 (1800 headwords). Subsequently in the second semester, participants in "i-1" groups read 1 book at Level 3 and 3 books at Level 4 (1400 headwords) whereas participants in "i+1" groups read 4 books at Level 6 (2500 headwords). After grouping and reading materials were all set, a brief introduction of ER, the reading schedule, and the guidelines for keeping the reading log were provided to the participants.

Data collection

This study aimed at exploring the effects of using "i-1" and "i+1" graded readers on college freshmen's reading attitudes and reading comprehension. Data were gathered from the following three means: English Placement Exam (EPE), Reading Attitudes Survey (RAS) questionnaire, and an open-ended survey.

EPE is made up of sixty multiple-choice questions with three sections, including grammar (20%), reading (40%) and listening (20%). The reliability coefficient of EPE tested via split-half method was r=0.88. EPE has adequate content validity. Since the reading section is the primary focus of the current study, the validity of the reading section is explained. According to Hughes (2003, as cited in Sims, 2004), both macro questions (generalization from specific texts) and micro questions (focusing directly on specific sentences or portions) should be included in a reading exam. In line with this view, the reading section of EPE comprises both macro and micro questions.

A revised version of RAS[1] consists of 26 questionnaire items pertaining to students' reading attitudes in three domains: affective, behavioral, and cognitive. The finalized RAS (see

---

[1] The item construction of the *Reading Attitude Survey* was based on Mizokawa & Hansen-Krening's (2000) articles "The *ABCs of attitudes toward reading: Inquiring about the readers' response.*" This paper suggests that the readers' attitudes could be inferred by tapping into their affect, behavior and cognition. From this perspective, items in RAS were also divided into three domains: affective, behavioral, and cognitive to establish construct validity.

Appendix A) consists of 10 items for affective domain, 9 items for behavioral domain, and 7 items written under the affective domain. For each questionnaire item, the respondent rated his/her response by indicating to what extent he/she agreed or disagreed with the statement from 1---absolutely disagree to 4---strongly agree. The scores from 26 items were added to form the individual RAS score indicating the participant's overall reading attitudes. To establish the reliability of RAS, the survey was sent to the other 70 FENM students with 68 returned for reliability coefficient analysis. The obtained reliability coefficient refers to Cronbach's Alpha of .905. Since the overall reliability reached satisfactory level, the questionnaire with 26 items was distributed to the target participants to detect any changes within and between the i+1 versus i-1 groups' reading attitudes before and after the intervention of ER. An open-ended survey was distributed to students at the end of the school year to gain in-depth understandings of their perceptions about ER.

Table 3.1: The Reliability Levels of RAS with 26 Items

	Part A: Affect	Part B: Behavior	Part C: Cognition	Overall
Cronbach's Alpha	.863	.870	**.811**	**.905**

N= 68

Data Analysis Procedures

To answer the first research question, paired sample t-test was performed with the pre- and post-scores from the RAS. Additionally, Independent Samples t-test was carried out to discover if there is any significant difference in their reading attitudes between the two groups. To answer research question one, participants' pre- and post- scores from the reading comprehension portion of the EPE compared were entered into SPSS 13.0 with the significant level set at α<0.5. Paired Sample t-test was conducted to see whether there were any differences in the students' reading comprehension before and after taking part in ER. Additionally, independent samples t-test was employed to find out if there is any significant difference in their reading comprehension to start with between the two groups. Besides quantitative data, written responses from the open-ended survey were coded and analyzed to answer the third and fourth research questions.

Results

Quantitative data from RAS and EPE were analyzed to identify the potential effects of using i+1 versus i-1 graded readers on participants' reading attitudes and reading comprehension. In addition to quantitative analysis, qualitative data were collected through the open-ended survey in an attempt to understand the ways in which the participants made sense of ER and their general perceptions of Moodle-mediated, post-reading activities. In the following sections, four major findings will be presented as tentative answers to the four research questions, accompanied by the discussions.

The reading attitudes of i-1 group, as measured by RAS, has enhanced whereas the reading attitudes of i+1 group remain the same.

To know whether the i-1 group's reading attitudes changed after a year of ER intervention, the mean scores of the pre- and post-RAS were compared. The reliabilities of the pre- and posttest were 0.92 and 0.91, respectively. With satisfactory reliabilities, collected data were then computed via paired samples test. Table 4.1 shows the i-1 group's mean scores on the pre- and post-RAS. It provides a summary of the mean scores and standard deviation of the overall and three domains in pre- and post-RAS. Table 4.1 indicates that the i-1 group's attitudes were boosted in all three domains, and their general reading attitudes became more positive as well.

Table 4.1 Comparison of i-1 Group's Responses to the RAS Before and After the Study

	Pretest		Posttest	
	Mean	SD	Mean	SD
Overall	2.72	0.33	2.82	0.28
I. Affective Domain	2.71	0.38	2.84	0.39
II. Behavioral Domain	2.33	0.43	2.36	0.32
III. Cognitive Domain	3.27	0.41	3.38	0.44

Table 4.2 Paired Samples T-Test of i-1 Group's Pre and Post Scores from the RAS

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pre-Post	-0.09	0.20	0.04	-2.27	18	0.03*

*P< .05

In order to determine, for the i-1 group, whether the differences between the pretest and posttest of RAS were significant, a paired samples t-test was conducted. Table 4.2 shows that the participants' reading attitudes were considerably increased after a year of participation in ER. For the i+1 group, reliability coefficients of pre- and post-RAS scores were also calculated. The statistics revealed that both tests were reliable ($\alpha = 0.84$; $\alpha = 0.86$, respectively). Table 4.3 summarizes the mean scores and standard deviation of the overall and scores across the three domains in the pre- and post-RAS. When comparing the mean scores of the pre- and post-RAS, the researcher found that slight downward trends were shown in the overall reading attitudes, affective, and behavioral domains. In other words, after a year of ER intervention, the i+1 group's responses increased only in the cognitive domain. In order to examine whether any significant change occurred before and after the experiment, a paired samples t-test was conducted. Table 4.4 shows that a year of ER intervention did not significantly increase the i+1 group participants' reading attitudes.

Table 4.3 Comparison of i+1 Group's Responses to the RAS Before and After the Study

	Pretest		Posttest	
	Mean	SD	Mean	SD
Overall	2.72	0.29	2.60	0.27
I. Affective Domain	2.63	0.27	2.59	0.32
II. Behavioral Domain	2.21	0.40	2.17	0.29
III. Cognitive Domain	3.23	0.49	3.35	0.43

Table 4.4 Paired Samples T-Test of the i+1 Group's Pre and Post Scores from RAS

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pretest-Posttest	0.03	0.25	0.05	0.54	18	0.60

Furthermore, to explore if there is any significant difference in their reading attitudes between the i-1 and i+1 group, an independent samples t-test was conducted, as shown in Table 4.6. No significant difference was found between the i-1 and i+1 group in terms of their overall reading attitudes.

Table 4.6 Independent Samples T-Test of i-1 and i+1 Groups' Posttest Scores from RAS

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
i-1 vs. i+1	1.73	37	0.09	0.12	0.07

In sum, the results indicate that using i-1 reading materials significantly increased the participants' reading attitudes. On the other hand, using i+1 reading materials did not effectively increase the participants' reading attitudes. In fact, a decreasing trend was found after the treatment. As for the between group difference, no significant difference was found in the two groups' post RAS scores.

ER contributed profoundly to the enhancement of participants' general English proficiency and reading comprehension. However, reading materials with discriminatory difficulty levels did not yield significant difference in reading comprehension.

The pretest and posttest scores from the EPE (Table 4.7) show that the participants in the i-1 group made progress in general English proficiency and reading comprehension after taking part in a year-long, ER-integrated English class. The results from the paired sample t-tests indicate that this group's language proficiency and reading comprehension were significantly enhanced at the end of this project, as shown in Table 4.8.

Table 4.7 Comparison of the i-1 Group's Scores on the EPE Before and After ER

	Pretest		Posttest	
	Mean	SD	Mean	SD
English Proficiency	74.36	4.10	78.93	7.46
Reading Comprehension	29.14	3.83	31.36	4.42

Table 4.8 Paired Sample T-Tests of the i-1 Group's Pre and Post-Scores from EPE

	Mean	SD	Std. Error Mean	t	df	Sig. (2-tailed)
English Proficiency	-4.57	6.87	1.30	-3.52	18	0.002*
Reading Comprehension	-2.21	4.82	0.91	-2.43	18	0.022*

*P< .05

Similar results were found with the i+1 group in general English proficiency and reading comprehension. That is, the general English proficiency and the reading comprehension of the i+1 group were increased after the treatment, as indicated in Table 4.9. Furthermore, there are considerable enhancement in the i+1 group' English proficiency and reading comprehension before and after their participation in ER. In other words, the participants in the i+1 group made substantial progress in their general English proficiency and reading comprehension, as presented in Table 4.10 in which the paired samples t-tests for English proficiency and reading comprehension have shown to be statistically significant.

Table 4.9 Comparisons of i+1 Group's Scores from the EPE Before and After ER

	Pretest		Posttest	
	Mean	SD	Mean	SD
Language Proficiency	74.11	4.04	79.70	6.50
Reading Comprehension	28	3.42	32.15	4.11

Table 4.10 Paired Sample T-Tests of i+1 Group's Pre- and Post-Scores from the EPE

	Mean	SD	Std. Error Mean	t	df	Sig. (2-tailed)
English Proficiency	-5.59	5.54	1.07	-5.25	26	0.000*
Reading Comprehension	-4.15	4.93	0.95	-4.37	26	0.000*

*P< .05

In addition, not only within group differences but also between group differences in general English proficiency and reading comprehension were examined. Table 4.11 summarizes the scores of the i-1 and the i+1 groups from EPE prior to and after the experiment. Results from the statistical analysis indicate that both groups' English proficiency improved. However, it is clear that i-1 group did better on the pretest, but this outcome was reversed on the posttest, implying that the i+1 group made greater progress in English proficiency than that

of the i-1 group. Moreover, similar pattern was identified with reading comprehension, as shown in Table 4.12. Reading comprehension scores of the two groups were enhanced after one year of ER intervention. The i+1 group surpassed the i-1 group in reading comprehension on the post-test even though they did not perform as well as the i-1 group did on the pre-test. Although the i+1 group was found make more progress in English proficiency and reading comprehension, Table 4.13 illustrates that there was no significant difference between the progress of the i-1 and i+1 groups in English proficiency and reading comprehension.

Table 4.11 Comparison of i-1 and i+1 Groups' Total Scores from the EPE

| | Pretest | | Post | |
Groups	Mean	SD	Mean	SD
i-1	74.36	4.10	78.93	7.46
i+1	74.11	4.04	79.70	6.50

Table 4.12 Comparisons of the i-1 and i+1 Groups' Pretest and Posttest from Reading Comprehension Portion of EPE

| | Pretest | | Posttest | |
Groups	Mean	SD	Mean	SD
i-1	29.14	3.83	31.36	4.42
i+1	28.00	3.42	32.15	4.11

Table 4.13 Independent Samples T-Tests of i-1 and i+1 Groups' Posttest for English Proficiency and Reading Comprehension

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
English Proficiency	-0.410	53	0.683	-0.77513	1.88898
Reading Comprehension	-0.686	53	0.496	-0.79101	1.15261

In sum, implementing ER with either i-1 or i+1 reading materials contributed profoundly to the gains in the participants' general English proficiency and reading comprehension. However, different levels of reading materials did not yield significant difference in the participants' English proficiency and reading comprehension. Even so, it is found that those who read i+1 reading materials made greater progress in total score and reading comprehension.

Participants developed positive attitudes toward extensive reading and affirmed the benefits of reading extensively after a year of participation.

More than half of the participants enjoyed ER. Among 54 participants, 32 (60%) were in favor of reading English novels, 7 (13%) remained neutral, and 15 (27%) were not fond of ER activities. Top three reasons indicated by those who liked ER are that reading English novels is

interesting, ER helps enlarge vocabulary bank, and ER enhances their reading comprehension. For example, Judy revealed that, "I really like to read English novels because reading helps me improve English a lot. And I also feel that reading something in English isn't hard now." On the contrary, those who held less favorable position considered reading English novels time consuming.

Most Participants affirmed the influence of ER on promoting their attitudes toward reading English novels. Most prevailing reasons given by the 48 participants who found the program effective include they were not afraid of reading English novels after taking part in ER; they noticed their English improved; and their reading fluency and confidence enhanced. For instance, George mentioned, "I considered reading English novels boring in the past. But after being part of this program, I found it interesting". Melody noticed her improvement in tackling unfamiliar words as she explained, "Before I would stop and look up the dictionary whenever I saw the unknown vocabulary. But now I can guess the meaning of the vocabulary from the context." Despite the fact that the majority of the participants applauded the integration of ER into their English class, they still encountered some difficulties while taking part in ER.

Most participants came across four major hurdles while engaging in ER activities. They are unknown vocabulary items, unexciting novel contents, time constraint, and difficult grammar. Hurdle number one, vocabulary, constitutes the major source of frustration for the current participants. Several of them mentioned how they felt frustrated when encountering unknown vocabulary, how some novels were hard and boring, how they had no time to read, and how some grammar was hard to understand. To overcome these hurdles, the participants suggest that the teacher discuss the novels in class, provide guidance during the reading process, explain vocabulary and grammar in class, reduce the amount of reading, and give them opportunities to choose novels. Participants expressed their opinions by saying "If the teacher could give us outlines of the novels, we would read faster and more effective.", "Maybe we can choose the novels by ourselves.", and "I suggest that the teacher could discuss the novels in class."

According to the participants' feedback, almost all of the participants (53/54, 98%) stated that they will keep reading even after the course, but only 3 (4%) of them will not do so. The most common reason given by the participants is that ER was effective in maintaining and enhancing their English ability. Patrick pointed out, "If I don't keep reading English novels or articles, I will gradually lose my English ability. That's why some students retain good English ability when they just come back from foreign countries, but soon their English ability declines." Other reasons include ER helps them gain and ER helps them become more competitive in future job hunting.

When asked about the benefits of taking part in ER, vocabulary learning ranked first among all the responses. Nearly half of the participants (22/54, 40%) said that they had learned large amounts of vocabulary from ER. Other benefits identified include gaining culture knowledge from ER, advancing their writing ability, developing reading fluency, and

enhancing reading comprehension. Over half of the participants showed positive attitudes towards ER, and reported that they benefited tremendously from ER activities. Unfamiliar vocabulary items, boring novel contents, time constraint, and complicated grammar were recognized as major obstacles impeding their continuous engagement in ER. Overall findings indicate that the effects of ER will last well beyond the course itself.

Participants expressed that posting reading logs onto Moodle motivated them to read, but they would like to try other post-reading activities if they were given choices.

Twenty-five participants (65%) agreed the writing reading logs boosted their motivation to read English readers while 13 (35%) disagreed. The most frequently mentioned reason among the 25 participants is that writing reading logs pushed them to finish reading before the deadlines. For instance, Charles said, "I must read the novel so that I can write reading logs." Emily also mentioned, "It gave us pressure to read, but it did work." Another reason given was the students' concern about their grades.　As it was included in one part of their grades, the participants were afraid that if they did not finish reading on time, their grade will suffer. One male student stated, "Yes, I agree reading log assignment helped.　If I didn't write reading logs, I will get zero." Five participants who disagreed pointed out that writing reading logs was stressful and troublesome, and sometimes they had no idea what to write in the logs, but they still had to do it.

Although more than half of the participants agreed that writing reading logs motivated them to read, 10 participants said they wished they could have had alternatives as the post-reading activities. They considered writing such logs troublesome and time consuming. They indicated that they preferred face-to-face discussions to writing reading logs.

Based on the survey results, 25 (65%) of the participants were satisfied with posting reading logs online, 2 (5%) were neutral, and 11 (30%) asserted that they did not like it. Among the advantages proposed, students ranked convenience first. The participants pointed out that online posting saved both time and paper. They did not have to spend time writing reflections on papers and printing out assignments. In addition, through posting online, it was easier for them to read peers' reading logs. Several participants saw the value of posting online by indicating that, "Yes. Posting online is very convenient because I can do it anytime and anywhere", "Yes. Because we won't waste papers. And it's easier for us to read peers' logs", and "Yes, I like to upload my reading logs online because I can see other people's comments in order to ensure whether my understanding of the novel is correct or not." However, posting online was described as disadvantageous for providing error corrections. The participants said that they expected the teacher to correct errors in their reading logs so that they knew where to improve. The other frequently cited disadvantage is that it was time consuming because the participants had to spend time organizing and composing their retrospective thoughts.

Discussion

The present study shows that the reading attitudes of the i-1 group increased significantly after a year of participation in ER. No significant difference was identified with the i+1 group; instead, their reading attitudes declined. No significant difference was found in reading attitudes between the two groups. The similarities of the present findings to the prior studies are split between i+1 and i-1 groups. The enhanced reading attitudes identified with the i-1 group bear some resemblance with the previous studies (Chua, 2008; Hitosugi & Day, 2004; Leung, 2002). As for the findings from the i+1 group, their subsided reading attitudes are consistent with some other researchers (Apple, 2005; Sheu, 2004). In other words, there is no significant change in participants' reading attitudes after a year of ER exposure.

Depart from the quantitative data, the results from the survey with i-1 group indicate their strong desire to keep reading at the closure of this ER-embedded English class. The development of their desire might attribute to the fact that students in i-1 group gradually gained confidence during the process of reading easier novels. Therefore, the results of this study support the idea that for ER, reading i-1 materials has a positive effect in students, and that positive effect may linger.

However, the researcher observed that for the i+1 group, the findings obtained from the RAS is inconsistent with the findings from open-ended survey. Among 27 students from the i+1 group, only 3 did not report having more positive attitudes toward ER. In light of this discrepancy, the research proposed two reasons. On the one hand, the participants may feel frustrated while tackling i+1 novels, which is reflected in their declined attitudes. On the other hand, it might be the case that the participants were frustrated during the reading process; however, at last they noticed their improved reading ability and reading fluency. These two reasons may explain why the results obtained from the two instruments were inconsistent. The researcher then tentatively concluded that reading i+1 reading materials might not be as effective as i-1 reading materials in cultivating positive reading attitudes.

There is no significant difference between the reading attitudes of the i-1 and i+1 groups after a year of participation in ER. It is worth mentioning that the i-1 group showed more positive attitudes toward English reading; while the i+1 group showed a fall in their reading attitudes. It is plausible that if the duration of the treatment was extended to more than a year, a greater difference in reading attitudes might be found between the i-1 and i+1 groups. Additionally, the increase in reading attitudes of the i-1 group and the decrease in reading attitudes of the i+1 group confirms Day and Bamford's (1998) arguments regarding the difficulty level of the input. As mentioned by Day and Bamford (1998), learners might feel more comfortable when reading i-1 reading materials. If they feel comfortable, learners will gradually build up their reading confidence and reading fluency. As the participants became more and more confident and read more and more fluently, they were motivated to spend more time reading extensively. The i-1 group's gains in affective and behavioral domains appear to confirm this argument.

Results of this study indicate that ER significantly enhanced the participants' reading

comprehension and general English proficiency regardless of the text difficulty levels. This finding is in line with previous research conducted with various age groups and language backgrounds (Hafiz & Tudor, 1989; Hitosugi & Day, 2004; Lee, 2007; Leung, 2002; Takase, 2007; Walker, 1997). It appears that ER works effectively with high school students as well as college students. ER functions not only in the ESL/EFL context but also in other foreign language learning context. Furthermore, the researcher noticed that the duration of the treatment might be less crucial in influencing participants' performance on reading comprehension. Whether the treatment is three (Hafiz & Tudor, 1989), five (Tanaka & Stapleton, 2007), six (Mason & Krashen, 1997) or eight (Olen & Machet, 1997) months, participants all made significant progress in reading comprehension. Reading i-1 or i+1 graded readers, nevertheless, did not make any significant difference in reading comprehension or general language proficiency between the two groups.

With the prevalence of comprehensible input hypothesis, the i+1 principle often goes unexamined and gets applied to the development of various language skills. As a result, it seems skeptical at first glance to presume any positive effects of providing i-1 materials. This skeptic is hinged upon the assumption that language learners will only make mediocre progress when the input provided is easier than their current proficiency. However, the results of the present study refute such skeptic and show that providing i-1 reading materials significantly enhanced language learners' reading comprehension. Therefore, when ER is concerned, the benefits of reading i-1 materials should not be overlooked.

In addition, the researcher noticed that the i+1 group made greater gains in both language proficiency and reading comprehension, but no significant differences were found between the two groups. In addition, the gains of i+1 group almost doubled those of the i-1 group's. This implies that if the duration of the experiment is extended, more obvious differences in reading comprehension might be identified between the two groups. Therefore, it is still inconclusive to claim either one is more effective in bringing about progress in reading comprehension.

The results of the present study demonstrate that the majority of participants considered ER enjoyable and satisfactory. They also considered it effective in enlarging their vocabulary bank and promoting their reading comprehension development. Likewise, previous studies (Horst, 2005; Lee, 2007; Leung, 2002; Pigada & Schmitt, 2006) also found that ER leads to greater vocabulary learning. For example, Horst (2005) found that the participants in his study gained more than half of unfamiliar words through self-selected reading materials.

When asked about the difficulties the current participants encountered, they voiced the desire to choose the books they want to read instead of reading assigned novels. The participants' responses reflected the value of self-selected materials as indicated by Lee (2007) who recommended two keys to a successful implementation of ER: access to books and opportunity to choose books. Therefore, it is desirable to allow students freedom in choosing the books for their ER participation. Moreover, time constraint also emerged a source of problems. Gardiner's (2001) way of promoting ER might offer a solution. He gave students ten minutes per day for in-class silent reading, which successfully motivated the students to read

more outside of class.

Previous studies (Iwahori, 2008; Jackson, 2005) found that ER is advantageous in promoting students' language proficiency. The current participants also noticed their elevated English proficiency as a result of taking part in ER. Furthermore, the participants were asked about the benefits of ER. Benefits identified by the current participants resembled the positive findings from the previous studies, including vocabulary acquisition (Horst, 2005; Lee, 2007; Leung, 2002; Pigada & Schmitt, 2006), writing improvement (Hafiz & Tudor, 1989), and reading comprehension enhancement (Hafiz & Tudor, 1989; Hitosugi & Day, 2004; Lee, 2007; Leung, 2002; Takase, 2007; Walker, 1997), knowledge enrichment, and culture learning (Krashen, 2004).

Pedagogical Implication and Conclusion

The results indicate that participants who read i-1 graded readers developed significantly positive reading attitudes after the treatment. A slight decline in the reading attitudes was found with the i+1 group. No significant difference in reading attitudes was found between the two groups after the study. However, a significant difference in the behavioral domain was found. Statistical analysis of EPE showed that both i-1 and i+1 groups made significant progress in reading comprehension after a year of ER intervention. Interestingly, the i+1 group saw greater gains in reading comprehension. Nevertheless, no significant difference was found in reading comprehension between the two groups. The majority of participants applauded the inclusion of ER and indicated that ER was advantageous in helping them build reading confidence and increasing reading fluency.

The findings from the current study suggest that as far as ER is concerned in the EFL context, adopting i-1 reading materials was more advantageous in cultivating positive attitudes toward reading although no significant difference was found in the reading attitudes of the participants between the i-1 and i+1 group. It is worth noting that an increase in reading attitudes was identified with the i-1 group, but a slight fall was found with the i+1 group. Thus, i-1 reading materials appear to be more beneficial in promoting students' reading attitudes.

The results of the study suggest that ER is effective in enhancing student reading comprehension. It is recommended that if language teachers aim to help students improve their reading ability, extensive reading is a good method, and i+1 reading materials might serve the purpose better than i-1 reading materials. In addition, since this study assigned the reading materials, it is of great interest to know whether the results will be the same if the students were given the opportunity to choose their own reading materials. Moreover, although no significant difference was found in the reading attitudes of the participants between the i-1 and i+1 group, it is obvious that the i-1 group made significant progress while the i+1 group showed less positive reading attitudes. Hence, a longer duration for the experiment is necessary to see how attitudes evolve over time.

References

Apple, M. T. (2005). Extensive reading and the motivation to read: A pilot study. *Doshisha Studies in Language and Culture, 8*(1), 193-212.

Bell, T. (2001). Extensive reading: Speed and comprehension. *The Reading Matrix, 1*(1), 1-13.

Chua, S. P. (2008). The effects of the sustained silent reading program on cultivating students' habits and attitudes in reading books for leisure. *The Clearing House, 81*(4), 180-184.

Davis, C. (1995). Extensive reading: An expensive extravagance? *ELT Journal, 49*(4), 329-335.

Day R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom.* Cambridge: Cambridge University Press.

Gardiner, S. (2001). Ten minutes a day for silent reading. *Educational Leadership, 59*(2), 32-35.

Hafiz, F. N., & Tudor, I. (1989). Extensive reading and the development of language skills. *ELT Journal, 43*(1), 4-13.

Hall, S. (2007). How I learned to run a really popular book club (and what I learned about its effect on students' reading skills and attitude). *Teacher Librarian, 35*(1), 32-36.

Hitosugi, C. I., & Day, R. R. (2004). Extensive reading in Japanese. *Reading in a Foreign Language, 16*(1), 20-39.

Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *The Canadian Modern Language Review, 61*(3), 355-382.

Iwahori, Y. (2008). Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language, 20*(1), 70-91.

Jackson, K. (2005). Rewarding reading. *English teaching Professional, 39*, 15-18.

Krashen, S. D. (2002). *Explorations in language acquisition and use: the Taipei lectures.* Taipei: Crane.

Krashen, S. D. (2004). *The power of reading* (2nd ed.). Portsmouth, NH: Heinemann.

Lee, S. Y. (2007). Revelations from three consecutive studies on extensive reading. *Regional Language Centre Journal, 38*(2), 150-170.

Leung, C. Y. (2002). Extensive reading and language learning: A diary study of a beginning learner of Japanese. *Reading in a Foreign Language, 14*(1), 66-81.

Mason, B., & Krashen, S. (1997). Can extensive reading help unmotivated students of EFL improve? *ILT Review of Applied Linguistics, 117-118*, 79-84.

Mitchell, R., & Myles, F. (2004). *Second language learning theories* (2nd ed.). New York: Oxford University Press.

Mizokawa D. T., & Krening, N. H. (2000). The ABCs of attitudes toward reading: Inquiring about the reader's response. *Journal of Adolescent & Adult Literacy, 44*(1), 72-79.

Nishino, T. (2007). Beginning to read extensively: A case study with Mako and Fumi. *Reading in a foreign Language, 19*(2), 76-105.

Olen, S. I. I., & Machet, M. P. (1997). Research project to determine the effect of free voluntary reading on comprehension. *South African Journal of Library & Information*

    Science, 65(2), 85-92.

Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language, 18*(1), 1-28.

Sheu, S. P. H. (2004). The effects of extensive reading on learners' reading ability development. *Journal of National Taipei Teachers College, 17*(2), 213-228.

Smith, M. C. (1990). A longitudinal investigation of reading attitude development from childhood to adulthood. *Journal of Educational Research, 83*(4), 215-219.

Taiwan Higher Education Database System (2005). College freshman questionnaire survey for 2005 school year: analysis report on descriptive statistics. *Taiwan Higher Education Database*, National Taiwan Normal University.

Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading. *Reading in a Foreign Language, 19*(1), 1-18.

Tanaka, H., & Stapleton, P. (2007). Increasing reading input in Japanese high school EFL classrooms: An empirical study exploring the efficacy of extensive reading. *The Reading Matrix, 7*(1), 115-131.

Urquhart, S. & Weir, C. (1998). *Reading in a second language: Process, product and practice.* Harlow, Essex, UK: Pearson Education Limited.

Walker, C. (1997). A self access extensive reading project using graded readers (with particular reference to students of English for academic purposes). *Reading in a Foreign Language, 11*(1), 121-149.

Yamashita, J. (2004). Reading attitudes in L1 and L2 and their influences on L2 extensive reading. *Reading in a Foreign Language, 16*(1), 1-19.

Reading Attitudes Survey (RAS) for Students Studying English as Foreign Language

Reading Attitudes Survey

	Strongly agree 非常同意	Agree 同意	Disagree 不同意	Strongly Disagree 非常不同意
Part A: Affective domain				
1. I like to read in English.				
2. I feel relaxed if I read English.				
3. I feel excited while reading in English.				
4. I like to read English magazines.				
5. I like to read English fictions.				
6. I feel anxious while reading in English.				
7. Reading English is rather tiring to me.				
8. Reading in English is boring to me.				
9. Reading in English is troublesome.				
10. Reading in English is difficult to me.				
Part B: Behavioral domain				
1. I often read English books to kill time.				
2. I often read English books when I have nothing else to do.				
3. Even if I am busy, I still spend some time reading in English.				
4. I read in English everyday.				
5. I often spend many hours per week in English reading.				
6. I frequently go to library to check out English books to read.				
7. I read only when I am required to do so.				
8. I spend more time on Internet than reading English books.				
9. I will go to the bookstore to buy some English books to read.				
Part C: Cognitive domain				
1. I can get a variety of information if I read in English.				
2. I can develop reading ability if I read English.				
3. I can acquire vocabulary if I read English.				
4. Reading in English helps me to improve my English writing ability.				
5. I will continue reading even if I encounter some words that I haven't seen before.				
6. English reading will help me enhance my analytical ability.				
7. English Reading will help me become critical thinker.				

國科會補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現或其他有關價值等，作一綜合評估。

---

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

   ■　達成目標

   □　未達成目標（請說明，以 100 字為限）

   　　□　實驗失敗

   　　□　因故實驗中斷

   　　□　其他原因

   說明:

   This project has met its goals in the following three areas. To begin with, the results have indicated that the prevailing principle of "i+1" is not universally applicable to all second language learning/instruction. Second, the difference in the reading attitudes between i+1 and i-1 group suggests the importance of considering reading goals. Last but not the least, post-reading activity can serve as a motivating means while promoting extensive reading at the initial stage.

---

2. 研究成果在學術期刊發表或申請專利等情形：

   論文：□已發表 □未發表之文稿 ■撰寫中 □無

   專利：□已獲得 □申請中 ■無

   技轉：□已技轉 □洽談中 ■無

   其他：（以 100 字為限）

   Titled "What Constitutes Optimal Challenge Level for Extensive Reading in EFL Context?" The preliminary findings from the study have been presented at the 2010 International Conference of Chinese American Educational Research and Development Association. The author is in the revising and refining process of this paper and will publish the paper upon completion.

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）（以 500 字為限）

Having world-class readers definitely will enhance the national's competitiveness in today's global economy. Reading is the pathway to knowledge. Finding an eclectic way to cultivate young people's positive attitudes toward reading will help develop the whole-person, which in turn will strengthen the prospect of that country. **The outcomes of this study has enhanced our knowledge in combing online resources with theoretical sound curricular goals.** Given the fact that college freshmen nowadays read differently from their pre-digital era counterparts, this study also shed light in the effectiveness and limitation of the reading schemes proposed by Day and Bamford's characteristics of successful extensive reading programs. This study, therefore, has contributed to redefine the meaning of reading and extensive reading from the EFL learners' perspective.

For participating students: When learner-centered education is at the heart of today's classroom, we honor the naturalness and intuitiveness of the leaner. The Moodle-mediated, post-reading activity will allow learners to become responsible for the learning process and claim ownership of the process. This ownership empowers the learner to gain confidence in his/her ability to think creatively, solve challenging problems, and make sense of critical issues. Ultimately, this is the purpose and goal of teacher education. After participating in this project, the students developed more positive attitudes toward reading and hopefully become zealous readers. Most importantly, the students have gained confidence in processing English texts on their own.

國科會補助專題研究計畫項下出席國際學術會議心得報告

日期：99 年 10 月 1 日

計畫編號	NSC 98-2410-H-029 -039-		
計畫名稱	運用教學平台以提昇英語廣泛閱讀的可行性研究 Promoting Extensive Reading via Moodle-Mediated Follow-up Activities in English as Foreign Language Context		
出國人員 姓名	廖敏旬	服務機構 及職稱	東海大學外文系
會議時間	99 年 4 月 28 日至 99 年 4 月 29 日	會議地點	Denver, Colorado, USA
會議名稱	（中文)2010 年北美華人教育及策畫協會國際研討會 （英文)2010 International Conference of Chinese American Educational Research and Development Association		
發表論文 題目	（英文）What Constitutes Optimal Challenge Level for Extensive Reading in EFL Context?		

一、參加會議經過

CAERDA International Conference was held in conjunction with America Education and Research Association (AREA) Annual Conference. Thus, it was worthwhile to attend this small-scaled conference and in the meantime attending presentations at the AERA.

二、與會心得

During the conference, I had numerous opportunities to exchange ideas with scholars and researchers specialized in computer-assisted language learning. Most of us felt a need for a common ground theorizing. Up to this point, CALL is still hinged up theoretical underpinning from other disciplines. However, this is a huge task requiring cross-discipliened, international collaboration.

Several presentations addressed the hurdles that the language teachers have to overcome when the pop-cultural technology was used for academic purposes; for instance, using Face Book for opinion sharing after reading a novel. The presenters mentioned the students are not as receptive as the researchers have anticipated to readily transferring their socializing exuberance with Face Book to academic purposes. The attachment with academics or learning somehow takes away the fun of engaging

in facebooking. One way to resolve this barrier requires the instructor to infuse the fun and energy into the book talk via Face Book, at least in the initial stage. It is worth pondering on the supremacy or necessity of designing learning platforms, such as Moodle or BlackBoard if the popular socializing platform can readily serve the needs of language learners.

Another presentation comparing the learning outcomes among traditional lecturing mode, power-point mode, and power-point with film mode found that the traditional lecturing mode yielded the greatest retention of information learned. This surprising finding was attributed to cognitive overload in the later two information-presentation modes. However, it is still inclusive as to which mode renders the optimal level of learning outcomes.

It is also of interest to note the membership composition of the CAERDA. Majority of them are scholars with Chinese heritage. Some are originally from China while the others are from Hong Kong or Taiwan. It seems to me that the CAERDA members are creating their own network where they can form interest groups and collectively help each with upward mobility in the academia climb. This phenomenon is common even in the so claimed the most democratic country in the world. The glass ceiling along the racial line still exits and is hard to brake.

無衍生研發成果推廣資料

98 年度專題研究計畫研究成果彙整表

成果項目			量化			單位	備註（質化說明：如數個計畫共同成果、成果列為該期刊之封面故事...等）
			實際已達成數（被接受或已發表）	預期總達成數(含實際已達成數)	本計畫實際貢獻百分比		
國內	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	0	0	100%		
		專書	0	0	100%		
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（本國籍）	碩士生	4	4	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		
國外	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	1	2	100%	篇	Titled 'What Constitutes Optimal Challenge Level for Extensive Reading in EFL Context?' , the preliminary findings from the study have been presented at the 2010 International Conference of Chinese American Educational Research and Development Association.
		專書	0	0	100%	章/本	
	專利	申請中件數	0	0	100%	件	

		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（外國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		
其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。)		無					

	成果項目	量化	名稱或內容性質簡述
科教處計畫加填項目	測驗工具(含質性與量性)	0	
	課程/模組	0	
	電腦及網路系統或工具	0	
	教材	0	
	舉辦之活動/競賽	0	
	研討會/工作坊	0	
	電子報、網站	0	
	計畫成果推廣之參與（閱聽）人數	0	

國科會補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估 ■達成目標 □未達成目標（請說明，以 100 字為限） 　　　□實驗失敗 　　　□因故實驗中斷 　　　□其他原因 　說明：
2. 研究成果在學術期刊發表或申請專利等情形： 論文：□已發表 □未發表之文稿 ■撰寫中 □無 專利：□已獲得 □申請中 ■無 技轉：□已技轉 □洽談中 ■無 其他：（以 100 字為限） 介面無法處理英文輸入，相關內容已附在期末報告。
3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）（以 500 字為限） 介面無法處理英文輸入，相關內容已附在期末報告。