Five Korean Vocational High School Students' Online Extensive English Reading Experiences Outside the Classroom

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통한 읽기 경험

2021년 2월

서울대학교 대학원

외국어교육과 영어전공

채　　기　　은

Five Korean Vocational High School Students' Online Extensive English Reading Experiences Outside the Classroom

by

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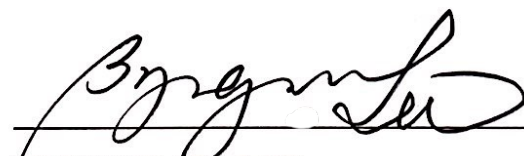
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ABSTRACT

Reading skill is considered a key element in English education in Korea, given that reading constitutes a large part of the curriculum and exam. However, the prevalent teacher-centered instruction in Korean vocational high school makes it difficult for students to recognize the pleasure of reading, leading them to be reluctant to read in English. Thus, the fostering of positive reading experiences is required. The purpose of the study is to examine the feasibility of vocational high school students' independent extensive English reading using an online extensive reading program. The study explored students' reading behaviors and the changes in linguistic and affective aspects during the extensive reading period.

Five female vocational high school students participated in this study. Each student had different purposes for reading and set their reading goals based on individual needs. During the eight weeks of extensive reading, all students read English books independently through an online extensive reading program outside the classroom and wrote weekly reading journals. They also engaged in two semi-structured pre- and post-experiment interviews and provided reading records. The collected data were analyzed qualitatively.

In terms of changes in linguistic aspects, results showed that the participants experienced growth of vocabulary size while being repeatedly exposed to new words. However, there was a significant discrepancy in the vocabulary size growth, as their total amount of reading varied to a great degree. Interviews revealed some additional insights. First, one student highlighted that extensive reading provided

her an opportunity to review words that she had previously learned. Second, two students noticed some grammar points taught at school and became more familiar with sentence structures. Third, they agreed on the benefits of online extensive reading with their listening and speaking skills. Lastly, most students acknowledged that they became more fluent in English reading.

Regarding the affective areas, first, while reading English books, they could feel the pleasure of reading. Second, they became more motivated and confident in English reading. Third, the extensive reading experience made them feel a sense of accomplishment even though not all of them completed the whole eight weeks of reading. Finally, they became more autonomous learners of English by setting up their plan to maintain English book reading.

The findings of the study indicate that independent practice of online extensive English reading in vocational high school is feasible. Thus, the benefits of extensive reading should be more emphasized by educators. Engaging students in this meaningful L2 reading activity might eventually enable them to become autonomous readers of English.

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CHAPTER 1.

INTRODUCTION

This study explores five Korean vocational high school students' practice of online extensive English reading by employing qualitative methods. The present Introduction chapter begins with the background and the purpose of the study in section 1.1. This is then followed by the presentation of research questions in 1.2. and concludes with chapter organization in section 1.3.

1.1. The Purpose of the Study

Reading constitutes a large part of the Korean English Education curriculum and is a primary component of exams. Consequently, high schools' English reading instruction does not devote to actual reading but generally consists of vocabulary explanation, grammatical analysis, and translation into Korean (Shin & Ahn, 2006). Reading passages are mostly from a government verified mandated textbook, emphasizing key vocabularies and sentence structures regardless of students' interests and different proficiency levels. Thus, the repetition of grammatical analysis with texts that do not meet students' needs hinders the reading process and eventually leads to slow reading and lower motivation for reading (Busbee, 2001). Studies reveal that vocational high schools' English classes also

reflect such characteristics (Kim & Ma, 2015; Lee & Kim, 2019).

By definition, a vocational high school is a type of high school in South Korea operated under Article 91 of the Enforcement Decree of the Elementary and Secondary Education Act, which was revised and promulgated in March 1998. Korean vocational high schools are significantly different from general high schools in that they aim to provide education that raises students' creativity and intelligence in specialty areas through field-based experiments and experience-oriented education. Besides, there are many vocational education types - agriculture/life industry, industry, commercial information, fishery/marine, housework/business, and more. Korean vocational high schools provide not only skill-oriented education, but also general courses such as Korean language, mathematics, English, and social studies.

According to Lee and Kim (2019), English classes in Korean vocational high schools tend to have problems with students having low motivation for participation and difficulties in understanding the content. Furthermore, many studies reveal that Korean vocational high school students tend to be unmotivated and have high anxiety toward L2 reading (Cha, 2009; Ha, 2019; Kim & Ma, 2015). In an attempt to probe into the nature of this problem, Kim and Ma (2015) conducted a survey with 245 students at a vocational high school. The survey results reveal that most students perceive that the English curriculum and textbooks provided at school are not following their interests, linguistic ability, and the need for future careers. Therefore, this problematic issue of the current state of English classes in vocational high

schools needs to be highlighted and treated.

In addition to student perceptions of unfulfilled needs, there also seems to exist demonstrable weaknesses in their learning regarding their performance in college classes post-graduation. Ha (2019) stated that more and more vocational high school graduates choose to pursue college studies. The exploration of the vocational high school graduates' adaptation and attitude in college English classes became essential. The study highlighted that the current L2 reading education curriculum (and approaches) in vocational high schools is insufficient for graduates to adapt to college English classes. Many graduates find it difficult to accustom themselves to the courses due to level-inappropriate reading materials and unfamiliar learning environments.

Therefore, learners' lack of satisfaction and motivation, combined with performance problems after graduation, show that the English curriculum needs modification to respond to the learners' needs to prepare learners for the future. As there is an increase in the number of vocational high school graduates pursuing diverse routes, more personalized reading materials and sufficient reading opportunities are needed.

However, it is difficult to revise the existing curriculum, and students must still prepare for standardized tests. Extensive reading has been shown to offer excellent benefits in this respect, as learners are provided with greater autonomy. Extensive reading accounts for a variety of proficiency levels, individual needs, styles, and goals. If vocational high school students are introduced to level-appropriate reading materials that fulfill their needs and interests, then they may begin to find learning English more interesting and

promote a positive attitude toward L2 reading. Therefore, the current study attempts to suggest extensive reading to provide meaningful L2 reading opportunities for vocational high school students.

Furthermore, instead of implementing a traditional approach to extensive reading, the study adopts online extensive reading for a more feasible way of extensive reading. Online extensive reading is a modified version of extensive reading, where the reading materials are available on the internet (Arnold, 2009). Due to the rapid advancement of technology, the current generation is exposed and well-adapted to the sea of information (Chun, 2006). Moreover, this year (2020), the COVID-19 pandemic forced schools to engage in an extensive digital transformation (Iivari, Sharma & Ventä-Olkkonen, 2020; Park & Gil, 2020). The constant transition between offline and online education became an unavoidable issue in a global society for ensuring safety.

In this light, an online extensive reading program can stably provide unlimited sources of e-books with diverse multimedia functions as it supports learners' reading process even without the presence of instructors (Kim & Choi, 2020). Online extensive reading can be beneficial in terms of lower cost and higher accessibility than traditional extensive reading, which requires a physical space for holding a large volume of books (Arnold, 2009). Hence, using an online extensive reading program enables readers to choose and read with a greater agency outside the classroom regardless of accessing time or place (Kim & Choi, 2020; Kang, 2015).

Thus, the study aims to examine the feasibility of Korean vocational high

school students᾽ independent practice of extensive English reading using an online extensive reading program. Therefore, the study explores vocational high school students᾽ experiences of online extensive English reading in-depth. In other words, the study ultimately aims to explore the nature of the students᾽ reading experiences from their perspectives. More specifically, the study seeks to understand students᾽ extensive reading experiences by probing into the details of their reading behaviors and examining their changes in linguistic and affective domains within the eight weeks of participation period.

To sum up, the present study is conducted to engage Korean vocational high school students with meaningful reading practice outside the classroom. By being given the opportunities to choose reading materials, reading time, and place, students may increase learner autonomy.

1.2. The Research Questions

The following research questions guide the research:

1. What are the reading behaviors of Korean vocational high school students during the independent practice of online extensive English reading?

2. What are the changes in the linguistic and affective characteristics of Korean vocational high school students during independent online extensive English reading?

1.3. Organization of the Thesis

The thesis consists of five chapters in total. Firstly, chapter 1 introduces the background and the purpose of the study and sets up the research questions. Next, chapter 2 introduces the theoretical background of extensive reading and reviews the literature of previous studies on this field of study. Chapter 3 expounds on the methodology of the present study. Next, chapter 4 presents the results and findings from the data analysis. Chapter 5 further discusses the significant findings of the study with responses to each research question. Lastly, chapter 6 concludes the thesis by outlining the major findings, pedagogical implications on EFL contexts, limitations of the study, and some suggestions for future research.

CHAPTER 2.

LITERATURE REVIEW

This chapter describes the literature regarding extensive reading. First, section 2.1. introduces the concept and characteristics of extensive reading. This is then followed by the theoretical backgrounds of extensive reading in section 2.2. Finally, section 2.3. reviews the previous studies related to the present research.

2.1. Extensive Reading

This section begins with an introduction to the concept and characteristics of extensive reading. Then, it explains the principles of the successful implementation of extensive reading in second or foreign language contexts. Finally, this section concludes with a discussion regarding choosing appropriate reading materials for an extensive reading program.

2.1.1. Concept, characteristics, and principles of Extensive Reading

Extensive reading refers to an approach to reading that aims for reading a large number of texts in the target language, focusing on the general

understanding of the meaning for a sustainable period (Palmer, 1964). In an extensive reading program, language learners become the center of the reading activity and read to grasp the general idea, information, and pleasure from reading (Mason & Krashen, 1997). In other words, it is a way of reading that pursues the joy of reading. Due to its characteristics, extensive reading is also called pleasure reading (Aebersold & Field, 1997; Day & Bamford, 1998). Alternatively, Krashen (2004) named extensive reading as free voluntary reading, emphasizing that it is a reading activity in which a language learner is the one who has the right to choose what he or she wants to read. It is an alternative approach to reading that opposes the traditional notion of intensive reading, focusing on grasping the details of a text.

The intensive reading approach is still predominant in Korea due to the characteristics of CSAT (College Scholastic Ability Test), the standardized test required for university entrance. Unlike extensive reading, intensive reading emphasizes the comprehension of the details, with a focus on the linguistic or semantic elements, for a thorough understanding of a given passage (Brown, 1987). However, extensive reading is becoming an increasingly important approach to reading in second and foreign language learning across the world, including Korea.

Regarding implementing the extensive reading program, Day and Bamford (2002) suggest ten principles that teachers can follow. The principles put together the characteristics of extensive reading and provide applicable guidelines for teachers. The ten principles are listed below (Day & Bamford, 2002, pp. 137－141):

1. The reading material is easy.

2. A variety of reading material on a wide range of topics is available.

3. Learners choose what they want to read.

4. Learners read as much as possible.

5. The purpose of reading is usually related to pleasure, information and general understanding.

6. Reading is its own reward.

7. Reading speed is usually faster rather than slower.

8. Reading is individual and silent.

9. Teachers orient and guide their students.

10. The teacher is a role model of a reader.

Combining the ten principles of extensive reading, readers are the ones who choose what to read. There are three forms in terms of the implementation of an extensive reading program in language classrooms. It can be implemented differently in an EFL context depending on the learners' needs and the institutional conditions (Bamford & Day, 2004). The specific forms are (1) supervised (or instructed) extensive reading, where the extensive reading is the main focus of a reading course combined with a variety of follow-up classroom activities; (2) blended extensive and intensive reading, where the extensive reading can be a supplementary activity to a reading course that students read self-selected books for homework, or (3) independent (or non-instructed) extensive reading, where extensive reading is

an extracurricular activity with the teacher as a guide or a facilitator who encourages students whose fondness of reading has been developed and who meet regularly to discuss them.

The present study is conducted as the third form of extensive reading. In other words, the extensive reading program of the study is set with a basis as an independent activity where the researcher's engagement is minimized as much as possible. The researcher chose to conduct the research with the form of independent extensive reading because the purpose of the study is to investigate the feasibility of vocational high school students' independent practice of extensive reading as a way to encourage students to be the agent of meaningful L2 reading activity outside the classroom.

2.1.2. Reading Materials for Extensive Reading

Appropriate reading material plays a pivotal role in an extensive reading program. Nation (2001) pointed out that a reader requires 98% of vocabulary coverage to understand a fictional text. In other words, an excessive number of unknown words or syntactic structures in a text hinders readers' comprehension and eventually may lead to their de-motivation of reading in the target language. However, it is hard to find appropriate material in the language classrooms since every learner varies in their proficiency levels, preferred genres, and interests. It is difficult for an instructor to select a reading material that matches different conditions in a mixed-level language classroom, which is a common problematic issue in the EFL contexts.

Despite the benefits of original texts with their authenticity aspects (Williams, 1984), it is an undeniable fact that a sufficient amount of language input should be provided in language classrooms, especially for students in EFL countries. Therefore, in many extensive reading programs, graded readers are considered appropriate for successful implementation (Hill, 1992; Hill, 2008; Mustafa, 2017; Park & Kang, 2004). A graded reader refers to a simplified, readable text for foreign language learners (Bamford, 1984). Graded readers are divided by readability levels based on how the texts are controlled in terms of syntax, such as sentence length and complexity, and vocabulary use. Day and Bamford (2002) recommended a variety of reading materials that are well within the "learners' reading competence" and "reading comfort zone" (p. 137). More specifically, Bamford (1984) defined graded readers are "short books of fiction and nonfiction which are graded structurally and lexically" (p. 218); thus, they are "ideally suited for extensive reading" (p. 219). Although reading materials for extensive reading are not limited to graded readers, these simplified texts are often used in EFL countries. A graded reader enables a language learner to read with ease as it is carefully controlled, thus preventing the learner from becoming frustrated and giving up on L2 reading (Nuttall, 1982).

2.1.2.1. Extensive Reading and E-books

An E-book, which is short for an electronic book, is an electronic version of a printed material that enables one to read whenever and wherever with an

electronic device (Kim & Choi, 2020). As e-books do not require any physical space for storage, they are increasingly being used to alternative the paper books of traditional extensive reading. This has reduced the spatial and financial problems to maintain an area for conducting an extensive reading program in schools (Arnold, 2009; Yulia, 2018).

Thus, an online extensive reading program can provide a large number of reading materials on diverse topics through a web-based database. In other words, it offers authentic reading materials for readers at different proficiency levels, with consideration of their needs and interests at the same time. Moreover, Kim and Choi (2020) highlight the benefits of online extensive reading by referring to the nature of the internet, which invites readers with more active reading experience by engaging them to use online text annotation, quizzes, online discussion, and self-monitoring functions for building up better reading habits.

2.2. The Theoretical Background of Extensive Reading

According to Krashen (1985), the key to acquiring a language is constant exposure to a large amount of language input. The more language learners are exposed to comprehensible input, the more likely they would succeed in the acquisition of the second language. However, due to the nature of EFL contexts such as Korea, language learners are not exposed to a large amount of language input in real life as it is at the status of a foreign language. In

most cases, if a learner does not pursue continuous exposure to the target language, the language input that he or she is exposed to is within the language classroom, where the amount of time for exposure is limited for technical reasons. This is indeed insufficient for a language learner to acquire a foreign language and develop communicative competence. Thus, in order to allow language learners to acquire a foreign language more successfully in EFL settings, learners need an alternative that is capable of providing a large amount of input.

Ellis (2005) also advocated the importance of extensive input in EFL contexts, stating that it allows learners to notice the linguistic item of the target language in a subconscious way, which eventually leads to language acquisition. In addition, Mason and Krashen's (1997) study provided evidence of the positive effects of extensive reading to provide language learners with extensive comprehensible input on language learners, which led to the improvement of reading comprehension and reading speed.

On the other hand, Krashen's (1994) Pleasure Hypothesis is also considered significant in extensive reading, arguing that students' act of "free voluntary reading out of school" is the key evidence that reading itself is a pleasant thing to do. According to Krashen (1982), pedagogical activities that learners perceive to be enjoyable leads to language acquisition. Brown's (1987) assertion about second language acquisition, in line with the Pleasure Hypothesis, is that language acquisition occurs when a learner's anxiety is low and defensiveness is absent. In this regard, extensive reading can be a useful way to facilitate language learning as it encourages learners to read

easy texts with pleasure in a low-anxiety environment where learners'
affective filters are low.

Considering the theoretical frameworks discussed so far, extensive reading
fulfills the requirements suggested by the theories to provide ample input for
L2 learners. Also, the reading materials within the learners' reading
competence play a pivotal role in an extensive reading program (Hill, 2008).

2.3. Previous Studies on Extensive Reading

To the present, there is a large amount of research conducted in both
ESL/EFL settings, proving the positive impacts of extensive reading on
language learners' English ability in general. To be specific, some studies
reveal the improvement in students' reading ability in terms of reading
comprehension and reading rate (Hwang & Shin, 2019; Iwahori, 2008;
Mason & Krashen, 1997), vocabulary growth (Cha, 2009; Kweon & Kim,
2008; Lee & Park, 2019), and also writing skills (Heo, 2012; Lyutaya, 2011).

On the other hand, numerous empirical studies reveal the positive impacts
of extensive reading on students' affective domains. Many studies provided
evidence that extensive reading resulted in students' positive attitude and
higher motivation toward L2 reading, and even language learning itself in
general (Cha, 2009; Hwang & Shin, 2019; Jung, 2008; Mason & Krashen,
1997; Park, 2013; Ro, 2013; Rodrigo, 2014; Tanaka, 2017; Yamashita, 2015).

Still, there is a lack of extensive reading studies in Korea. Chae (2019)

conducted a meta-analysis of the studies related to extensive reading in the Korean context. The study results suggest that 72% of the research examined the effects of extensive reading on learners' cognitive rather than affective aspects. Regarding the studies that examined the impacts of extensive reading on learners' affective aspects, many studies state a statistically significant improvement in students' confidence (Park & Choi, 2012; Hwang, 2018) and interest (Kim & Hwang, 2006). However, there is only a few studies suggest that there were statistically significant changes in students' anxiety (Lee, Schallert & Kim, 2015), participation (Park & Kang, 2004), and motivation (Shin & Ahn, 2006; Suk, 2016). This meta-analysis concluded with some suggestions for future research that more qualitative studies are needed in this research field to investigate what kind of aspects of extensive reading caused statistically significant changes in students' affective domains.

In terms of the age group of participants, many of the studies in Korea are conducted with university-level students or middle school students (Chae, 2019; Hwang & Shin, 2019; Lee & Park, 2019). Even though there exists substantial extensive reading research conducted with high school students as the main participants, there are only a limited number of studies concerning vocational high school students in Korea. Cha (2009) conducted an extensive reading program in a vocational high school. The findings of the study reveal that there was a statistically meaningful improvement in students' reading rate and size of English vocabulary. However, even though this study used interview data and reading records for qualitative analysis, it did not explore individual students' inner voice in-depth. Instead, the researcher focused

more on the impacts of extensive reading on students' reading rates and changes in the vocabulary size. Therefore, more qualitative, interpretive studies of students' reading experiences regarding the changes in affective aspects are needed to account for the feasibility of the implementation of an independent extensive reading program in Korean vocational high schools.

Yulia (2018) noted that the recent trend of extensive reading in L2 learning aims to utilize digital books instead of paper books. Regarding the studies on online extensive reading, according to Kim and Choi (2020), an extensive reading program using e-books has many benefits on students' reading ability and attitude toward L2 reading, just as those using paper books. The study explored the effects of online extensive reading on Korean EFL high school students' English reading abilities, reading rate, and attitudes towards extensive reading by comparing between the traditional extensive reading using paper books. After the 12-weeks of extensive reading, it was revealed that both groups improved in their reading abilities and reading rate, while the e-book group showed higher scores in bottom-up reading with the help of audio files, and the paper-book group showed a faster reading rate. Besides, the e-book group showed more positive attitudes toward extensive reading due to its convenience.

Despite this, only a scarce number of studies are conducted in Korea (Chae, 2019). In addition, to the best of the researcher's knowledge, qualitative inquiry of vocational high school students' practice of independent online extensive English reading has not been conducted so far. Therefore, this study holds its value as it attempts to understand the nature of

the vocational high school students' experience of independent online extensive English reading from their perspectives.

CHAPTER 3.

METHODOLOGY

This chapter describes the methodology employed in the current study. Section 3.1. describes the background information of the participants. Then, section 3.2. explains the reading material used in this study. This is then followed by the procedure of the research, which is described in section 3.3. Next, section 3.4. introduces the types of data collected for the present study. Finally, this chapter concludes with a description of the method of data analysis and its interpretation in section 3.5.

3.1. Participants

Five Korean female high school students voluntarily participated in the current research. They went to the same all-girls' vocational high school located in Seoul, Korea. They were all first-year students in different homeroom classes when the study was conducted.

The participants were recruited among the students of an English mentoring class, an after-school program in which the researcher taught them as an English mentor for a semester. One thing to note is that the researcher was not their school teacher but met them as part of educational service activity.

By the end of the mentoring program, the researcher introduced the study to the students. The researcher explained the purpose of the study, its general procedure, and the concept of extensive reading. Then, she asked for the students' voluntary participation in this research. Five out of thirteen students showed interest and volunteered to participate in the study with a curiosity about the potential gains from extensive English reading experience. After the final class of the mentoring program, the researcher contacted them both as a group and as individuals to begin the extensive reading project. The basic background information of the participants is listed in Table 3.1. All of the students' names are pseudonyms.

Table 3.1. Background Information of Participants

Participants	Gender	Major	Grade
Hanbit	Female	Tourism Management	1
Minseo	Female	Global Trade & Finance	1
Sinhye	Female	Global Trade & Finance	1
Seonjun	Female	Design Business	1
Yuri	Female	Design Business	1

In Korea, vocational high school students major in a specific field of studies, unlike general high school students. By taking field-based,

experience-oriented major courses at school, students can raise their creativity and intelligence in specialty areas. When the students were middle school third graders, they explored different routes in which they can settle. The students said that they entered the vocational high school with their own will to pursue their careers. In other words, they were planning to get a job related to their major studies after graduating from high school. Yuri was the only student thinking of going to college besides getting a job. She was putting a great deal of effort into her school grades because entering a university requires good grades.

When asked about the purpose of learning the English language, the participants' replies varied diversely, from getting a good grade at school, getting a job at a company, and becoming a member of a global community.

Prior to the research, the students completed level tests on Reading Gate, the online extensive reading program used in this research, and reported their reading level to the researcher. The level test was instructed based on how long the students have been studying English. It measures students' English proficiency levels based on the results in the areas of vocabulary, grammar, reading, listening, and writing skills. However, the reading level system of the program was set for commercial purposes, which lacked objective evidence proving its actual correlation with the readers' English reading ability. It was provided as a reference for students who need help to determine which level they should begin reading English books. Table 3.2. below is the reading level system presented on Reading Gate.

Table. 3.2. Reading Level on Reading Gate

Level	Pre-K	KA ~KC	1A ~1C	2A ~2C	3A ~3C	4A ~4C	5A ~5C	6A ~6C
ESL	PK	K	P1	P2	P3	P4	P5	P6
EFL	Alphabet & Phonics	P 1~3	P 4~6	M	H	CSAT	Foreign Language High School	

Note. P = Primary School, M = Middle School, H = High School, CSAT = College Scholastic Ability Test

The table listed above shows the division of reading levels. As shown in the table, the reading level consists of 22 levels in total, with each level group (except for Pre-K) is further subdivided from A to C levels to provide books that match the language development of a reader. For example, K stands for a kindergartner, and level 1 indicates that the readers᾽ English reading level corresponds to primary school first-graders in an English-speaking country and fourth and sixth graders in an EFL country. Hence, level 2 is equivalent to second-grade students in an English-speaking country, middle school students in an EFL country, and so on.

In order to clarify the reading level suggested on Reading Gate, the study utilized the analyzer of Lexile ® Framework for Reading by the Metametrics, Inc. to compute the Lexile measure of the reading materials. This is a tool that aids readers to find reading materials that match their language proficiency level. The participants᾽ reading level and corresponding Lexile rating are listed in Table 3.3.

Table 3.3. The Participants' Reading Level and Lexile Rating

Participants	Reading Level	Lexile Rating
Hanbit	1B	300L
Minseo	1B	300L
Sinhye	2B	500L
Seonjun	1B	300L
Yuri	3B	700L

The table 3.3. above represents the participants' reading level suggested by the online extensive reading program and its conversion into the Lexile rating.

3.1.1. Previous Experiences of English Reading

During the pre-experiment interview, the researcher asked about the participants' past experiences. In terms of the English learning experience, the participants had learned English as a foreign language for at least seven years in public schools, including four years in primary school and three years in middle school. None of them had lived or studied abroad.

Among the five participants, only Seonjun had the experience of reading English books for pleasure. Other students stated that they only read English texts in the classroom, including public school and *hagwon*, a Korean private educational institution, and their only purpose of reading in English was to get good grades in school.

Regarding the most challenging area for reading in English, all of them answered that vocabulary was the biggest obstacle. The following sections describe the individual participant's previous English learning and reading experiences.

3.1.1.1. Hanbit's English Learning and Reading Experiences

Because Hanbit's parents put stress on the self-directed learning style, she never went to a *hagwon*, except for those taught taekwondo and piano, while she was a primary student.

Even though Hanbit was eager to be proficient in English and well-acknowledged about the importance of reading, she was still more interested in getting a high score in an exam. Hanbit stated in the pre-experiment interview that learning English at school was always like a practice of memorization to her. Before taking an English exam, she tried to memorize both vocabulary items and sentences that the teacher emphasized in class. Therefore, she was not likely to read English passages during an exam as she memorized everything that would be on the test. As Hanbit was not accustomed to reading English books, she expressed her concern about completing full eight weeks of extensive English reading.

3.1.1.2. Minseo's English Learning and Reading Experiences

Regarding the experience of learning English in a *hagwon*, only one of the

participants, Minseo, was attending *hagwons* at the time the study was conducted. Minseo said that she was studying English and mathematics at *hagwons*.

Minseo said that she was not satisfied with the English classes at school. She described that the English classes were mostly teacher-centered. Because she prefers to learn through interactions with others, it was hard for her to pay attention during the lesson, so she was likely to fall into a doze, especially when taking online classes at home.

Minseo also talked about her previous L2 reading experience. She said that she never read English books for pleasure. She stated that she does not even like to read Korean books. She expressed her dislike and fear toward English, stating that she gets nervous when seeing a text full of English words. Moreover, she said that she does not prefer to learn a language in a receptive way, which is what reading is about. Minseo's L2 learning style led her to avoid reading in L2 more and more.

3.1.1.3. Sinhye's English Learning and Reading Experiences

Sinhye had learned English in *hagwon* for nine years in total since she was a primary student. However, after entering high school, she felt it unnecessary to attend *hagwon* to maintain good grades. So she has quit *hagwon* quite recently. Regarding the English learning at school, Sinhye had an impression that the content was below her proficiency level, and there was a lack of reading opportunities.

Sinhye had the most extended reading experience in English as she studied English both in school and *hagwon*. In other words, Sinhye was the only student accustomed to English reading before the experience of online extensive reading. However, she said that she did not enjoy reading English books because she had the preconception that L2 reading is always a tedious task.

3.1.1.4. Seonjun's English Learning and Reading Experiences

Seonjun never attended *hagwon* before because she did not feel the necessity of *hagwon* to catch up with schoolwork. Besides, as mentioned earlier, only Seonjun had the experience of reading English books for pleasure among the five participants. However, she had to rely on the translation site for understanding the meaning of the text because the books were beyond her English proficiency. Therefore, her reading experiences did not seem to bring any significant improvement in her English ability.

Seonjun was one of the students who were highly motivated to learn English. During the interview, she showed her satisfaction with English classes at school. She thought that the course was well-designed to help students to prepare for the future career.

However, even though Seonjun was a highly-motivated student, she still believed that reading English books would always be a difficult task that she could never accomplish. It was because she was insecure about her reading ability due to previous experience of English book reading.

3.1.1.5. Yuri's English Learning and Reading Experiences

Yuri studied English in *hagwon* when she was a first-grader in primary school. However, she had quit after a year or two. Since then, like Seonjun and Hanbit, she studied English independently outside the classroom, mainly with her textbooks.

Yuri stated that she read English texts only in the classrooms. She also said that she only read English textbooks to attain higher grades in classes. As she was practicing self-directed learning without the help of *hagwon*, she relied heavily on the textbook.

In addition, about the impression about the English classes at school, Yuri said that it was mainly focused on explaining the materials that would be covered in the exam. Therefore, she tended to memorize the whole passages just like Hanbit. She explained the reason was that she had high anxiety towards long English texts.

Meanwhile, Yuri was a member of the book club at school. She read Korean books, submitted a book report every week, and won a prize for active participation. In other words, Yuri could build a reading habit from book club activities, unlike other participating students of the present study.

3.1.2. The Context of the Study

This year (2020), the academic calendar in public schools was greatly

influenced by COVID-19. Therefore, the students had to go through with a more hectic schedule in the first semester than usual. Regarding this problem, many students blamed their fatigue for the chaotic shift between offline and remote learning. Furthermore, their summer vacation lasted for only two weeks, and most of the students in the current study went to school during the break to participate in school club activities and after-school lessons when the extensive reading project was launched. The second semester began during the third week of the experiment, so the students got much busier. Therefore, it was not easy for the students to devote their time and effort to reading English books.

As Hanbit does not go to *hagwon* after school, she needed to study independently with much peer pressure. During the mentoring program and the eight weeks of participation in the study, she showed a strong sense of rivalry, frequently mentioning her rank at school. She ranked second place for the first semester, which gave her both a sense of accomplishment and pressure. Having a strong desire to win from this sense of competition, the recursive shift of offline-online learning made her more fatigued. As she was a member of the student council, she needed to arrive at school by half-past seven in the morning to monitor students' arrival. Since there was an unexpected scheduling conflict throughout the semester, it was much harder for her to get used to her school routines. She said that on Monday or Tuesday, she tended to be stressed out after a long day. In this circumstance, she decided not to force herself to keep on her daily schedule. Instead, she decided to take a pill and get some rest.

Sinhye also described why she felt exhausted by referring to her extremely busy schedule as a student council member. This meant that she also needed to arrive at school early in the morning. She said that she needed to get up at five in the morning and take a bus for at least an hour to go to school. Such a long-hour commute and participation in various school activities resulted in her tiredness.

Meanwhile, one might think that taking classes at home would make learning much manageable and comfortable. However, the researcher found that none of the students was satisfied with this new way of schooling. Minseo confessed her negative feeling toward this alternative schooling and about independent online extensive reading with honesty. Regarding the feeling of exhaustion, Minseo stated that taking classes at home makes a person even more exhausted than taking classes at school, that she needed to fight over her inner conflict between the sense of laziness and responsibility because nobody is watching her studying or reading books.

3.2. Reading Materials

Reading material is a crucial component of a successful extensive reading program. The reading materials that have been chosen for this research are all from Reading Gate (http://www.readinggate.com/). Reading Gate is an online-offline blended English library system that provides English books that match the readers' English reading ability. This online extensive reading

program offers over two thousand e-books ranging from easy materials for readers with no L2-reading experience to more advanced books for students from intermediate to advanced level. Besides, each level provides appropriate books that have been chosen based on the considerations of the topic, cultural distinctions, age, text length, and topical complexity.

The list of e-books consists of a variety of well-known books, including fiction and nonfiction books. The readers can access Reading Gate either via the website or by using the smartphone application. Before selecting books, users are recommended to take the level test online to find an appropriate reading level based on their English proficiency level.
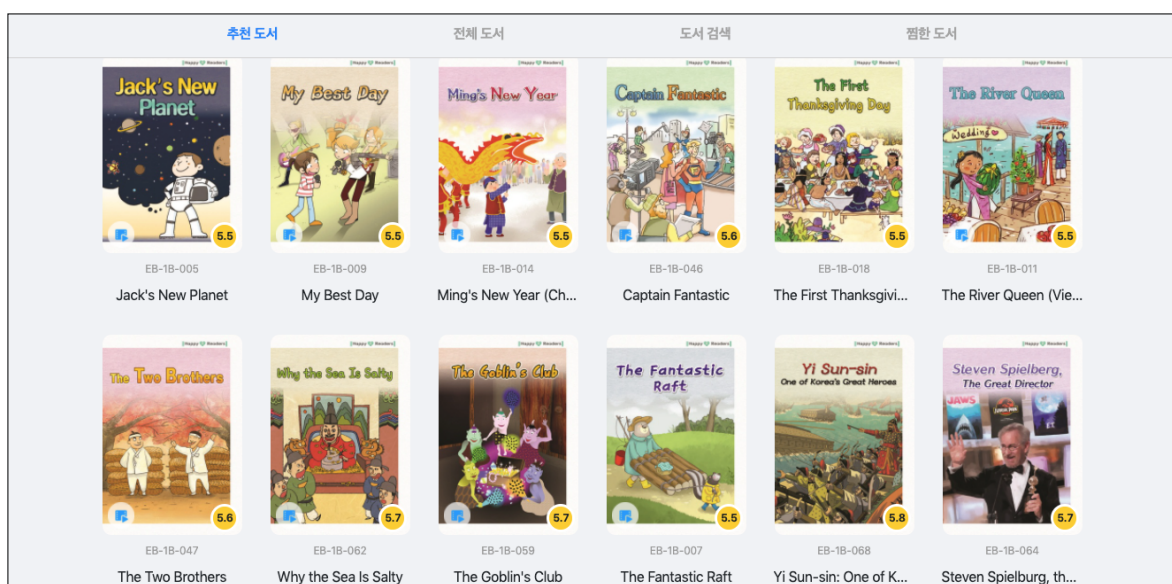
Figure 3.1. The Recommendation List on Reading Gate

One of the features available on Reading Gate is that this online library system recommends a list of books for readers based on their reading level as

shown in Figure 3.1., which is a screenshot taken from the website. The online library presents books that match the user's reading level and preference based on the previous book selections.

After choosing a book, the reader can start to read by clicking the image from the list. The image attached below is the screenshot of the user's interface when reading an e-book.

Figure 3.2. The Screenshot of the E-Book on Reading Gate

Figure 3.2. is the screenshot of *Ali Baba and the Forty Thieves.* The serial number "1C-064" before the title indicates that the book is the 64th book of the 1C level. As shown in the screenshot, the key vocabulary items of the book are emphasized in a different color for readers to notice. The list of vocabulary is also available in a glossary on the right-hand side of the page. Also, the narrated sentences are highlighted with colors, and the readers can

adjust the speed of the narration when necessary.

In addition, the frequency of illustrations decreases as the level of the text increases. Also, the total word count gets larger in its number as the reading level of the book is higher. The Pre-K level books are mostly short stories comprised of three English sentences and subsequent review sessions for readers to review high-frequency words through game-based activities.

The word count of 1A level book is about 100, 1B level is about 150, 1C level is around 200. This implies that the number of key vocabulary items also increases in higher-level books.

3.3. Procedures

The overall data collection period lasted for twelve weeks. It includes a week of the pre-experiment interview, eight weeks of the extensive reading period, a post-experiment interview, which lasted for three weeks. This section describes the procedures taken during the data collection period, including the orientation of the research.

3.3.1. Orientation of the Research

Before beginning the extensive reading program, the researcher conducted an orientation with the participating students. The orientation was planned to take place at school so that the researcher can make explanations face-to-face.

However, due to the outbreak of COVID-19, the researcher thought it would be safer to conduct it online. During the orientation, the researcher introduced and explained the concept of extensive reading as an alternative approach to reading, with potential benefits they can gain from this reading experience. The researcher then explained the purpose of the study and what the participants are expected to do within the eight weeks of participation, including pre-and post-experiment individual interviews, submission of weekly reading journals, and reading records after eight weeks of reading.

In addition, all participating students already knew this online library because the school introduced this program and made them take a level test during the semester when the research was conducted. Therefore, prior to the research, the researcher asked her students whether they were using this program or not for clarification during the mentoring program.

Hanbit, Sinhye, and Seonjun said that they were already using Reading Gate when the program started. The other two students, Minseo and Yuri, were not using this online library system. But they were aware of its existence and already knew how to use it.

3.3.2. Data Collection

This section explains the specific types of data collected for analysis. In the study, the researcher conducted individual interviews, collected weekly reading journals and also downloaded students' online reading records stored in the online reading site to elicit qualitative data. Each type of data is

explained in detail below.

3.3.2.1. Interviews

In this study, two pre-and post- interviews were conducted before and after the extensive reading period. Both interviews were conducted in Korean.

The researcher conducted an individual pre-experiment interview in order to gain a deeper understanding of the students' past experiences of L2 reading and their attitudes toward it. The post-experiment interview was conducted to gain more detailed information regarding their online extensive English reading experiences during the eight weeks.

The interviews were semi-structured, and each lasted about 40 minutes. The interviews were conducted online using "Zoom," a videotelephony software program, and recorded under both students' and their legal guardians' consents. Only audio files were used for analysis.

For the interview, the researcher used a written list of questions as a guide. The question lists of each interview are provided in Appendix A and B, respectively. As the interviews were semi-structured, the researcher digressed and probed for more information from the interviewee when necessary.

The researcher also asked the students for additional informal interviews when it was needed to clarify their statements. The interviews enabled the researcher to gain a better and more in-depth understanding of the students' thoughts toward online L2 extensive reading.

3.3.2.2. Reading Journals

Another type of data was the reading journal. According to Mackey and Gass (2005), a reading journal can yield insights into the students' language learning process that may be inaccessible from the researcher's perspective. It reflects their personal feeling towards the experience. Based on this rationale, the researcher asked the students to keep track of weekly reading journals which comprise their thoughts about the books that they read and self-reflection of their reading experiences and attitudes toward L2 reading.

In this study, each student was asked to write eight reading journals in total. To minimize the burden of writing and to maximize the authenticity of one's thoughts, the researcher encouraged the students to write reading journals in their mother tongue, Korean. The students submitted reading journals to the researcher every Sunday through an online messenger. All of them preferred the online messenger to e-mail because of its convenience and familiarity.

As the study aims to understand the participants' actual practice of independent extensive reading from their point of view, when there was a circumstance that a student did not read English books in a certain week, the researcher attempted to probe into the causes by contacting them individually. When there was ambiguity in the participants' reading journals, the researcher also asked them for more elaboration to better understand their experiences and thoughts.

3.3.2.3. Reading Record

In this study, students' reading record was also collected to support the interpretation of the analysis and validate the results. The reading record is downloadable from Reading Gate. A reading record includes basic information about a book, date of reading, quiz scores, and the total amount of reading. Thanks to the reading record, the participants did not have to write down the basic information about the books that they read in their reading journals. Instead, they were asked to reflect on their reading practice in detail. The data was accessible by individual users, so the researcher requested each participant to submit their reading records after eight weeks of extensive reading.

There are two additional types of reading records. They are the reading assessment report and performance report. First, the reading assessment report encompasses the general information about the chosen books, the list of key vocabulary items, and students' reading ability evaluation that includes the changes in reading comprehension, vocabulary, summary, listening, and writing. The sample of the reading assessment report is provided in Appendix C.

On the other hand, the performance report shows the total number of books read by the students in a given period, including the total words read and new vocabulary mastered (See Appendix D). The performance report also includes the book quiz results. The book quiz consists of listening activity, vocabulary, reading comprehension, summary / true or false, and

writing activity. The number of new vocabulary mastered is calculated based on the participants' performance in the book quiz. It represents how well the participants learned the vocabulary in each book.

3.4. Data Analysis and Interpretation

The collected qualitative data were analyzed with a qualitative approach to explore the participants' authentic thoughts on their extensive reading experience in English. This section describes the steps the researcher took for data analysis and interpretation.

The researcher first transcribed audio-taped interviews, organized field notes from informal interviews, and collected every participant's reading journals and reading records for analysis. Then the researcher read through all open-ended data repeatedly and recursively to obtain overall meaning. After reading them carefully, the researcher started the coding process at a sentence or paragraph level. According to Cresswell (2003), coding categorizes data into a group and labeling them with an appropriate term. The codes were then used to generate a smaller number of themes and recurring concepts to draw meaningful interpretations of the case study. The emerged themes and categories are listed as significant findings of the study in Chapter 4. Finally, the researcher read through the entire data recursively to make a credible interpretation.

3.4.1. Validation of the Findings

Validation of the findings from data analysis is essential in qualitative research. In the study, the researcher first tried to validate the findings with methodological triangulation (Mackey & Gass, 2005). The researcher used multiple sources of data to improve the validation of the findings of the study, including students' reading journals, pre- and post-experiment individual interviews, informal interviews during and after the extensive reading program, and online reading records. Second, when there arose ambiguity in the participants' reading journals, the researcher contacted them via online messenger and asked for more elaboration and clarification. Moreover, the researcher tried to ensure the credibility of the study by offering a detailed description of the themes, the contexts, and the participants, as if the readers are at the site of the research context (Creswell, 2003).

CHAPTER 4.

RESULTS

Chapter 4 presents the results of the data analysis and answers to the research questions. The chapter is divided into two major sections to answer each research question. All sections are written based on the interviews and reading journal data analyzed and categorized under several themes. Section 4.1. describes the participants' reading behaviors and experiences during the 8 weeks of independent online extensive reading in English. This is then followed by the illustrations of the changes in participants' linguistic and affective characteristics in section 4.2.

4.1. Reading Behaviors and Experiences during Extensive Reading

This section shows the participants' reading behaviors and experiences during the eight weeks of online extensive English reading. Specifically, this section is subdivided for the description of the students' purposes of L2 reading and answering the questions of how they select books for reading, and when and where to read books. This section also illustrates the use of electronic devices during reading and how they benefit from reading English books online.

4.1.1. Reading Purposes

Many researchers acknowledge that reading in a foreign language is undeniably a tedious and challenging task (Arnold, 2009; Tomlinson, 2000). Nevertheless, its importance should not be underestimated for engaging learners in a language learning environment. To encourage students to actively participate in this independent practice of extensive reading, setting a personal reading purpose, in the beginning, was essential. When asked about the reason and purpose of reading English books, participants responded diversely with their purpose for reading from excerpts (1) to (5).

> *(1)   I think reading easy books would help my English ability, and I hope that I could learn at least a word from this experience. I think that made me decide to participate in this extensive reading program. I also decided to read English books because I want to get used to English. English feels so different from my mother tongue, Korean. If you want to know how to use a language, you have no choice but to keep using it, seeing it, and reading it. It applies to any language. However, I don't have many opportunities to use English in my daily life. So, I think I have no choice but to read and get used to English as much as I can.[1] (Hanbit, Pre-interview)*

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[1] All excerpts have been translated by the researcher.

(2)   I never read English texts except for textbooks or exams before. I only read English textbooks that are related to my grade. So this is going to be a new challenge for me. I don't expect a significant improvement in my English ability, but I hope that reading English books would make me feel closer to English. If I read many books and become better at understanding English texts, English would be much more interesting to me. (Yuri, Pre-interview)

The responses (1) and (2) indicate that Hanbit and Yuri decided to read English books to become familiar with texts written in English. Even though both of them are the best-performing students, the responses reflect their low confidence about English reading and that their past experiences of English reading were solely for attaining higher grades at school. In other words, they were aware of the fact that getting a high score in an exam does not indicate that a person is proficient in that language. Therefore, the students showed their desire to narrow down the distance they feel toward English from this new reading experience.

Meanwhile, Sinhye's response shows a somewhat different perspective toward this extensive reading practice. Sinhye's goal of English reading is to become proficient in English like Hanbit and Yuri, but Sinhye's intention emphasizes her identity as a vocational high school student.

(3)   Since I am a vocational high school student, I thought it

would be better to do as many things as possible. I thought so because vocational high schools are still considered a little inferior to general high schools in the eyes of the public. So, it would be beneficial for me to make as many achievements as I can. When I first entered this school, my goal was to be good at English. That is why I am participating in most English-related programs at school. (Sinhye, Pre-interview)

That is, in Sinhye's belief, to compete on an equal footing in society, she must succeed in areas that could gain the recognition of the public. Therefore, she participated in English-related programs and other school activities, including "We Start," the job support program, the Japanese club, and the student council. "We Start" is an after-school class that provides academic support to participating students, and the job support program provides career-related support for selected students. As a Global Trade & Finance major, she also spent her summer vacation studying to get the certificates of international trade and insurance, which are related to her major. Other students were also participating in many activities both in and out of school for better career opportunities.

Minseo and Seonjun stated similar reading purposes as shown in (4) and (5). Both students mentioned "Foreign Language Queen" as their purpose for reading English books. It is a school-level program that aims to encourage students to participate in different language-related activities. For example, students could get points by participating in the English mentoring program.

If they successfully accumulated specific points and were selected as the foreign language queen, they could get a chance to go abroad for language training. Students could get points for the "Foreign Language Queen" program by reading English books on the online library, making the participants motivated to read books.

(4)   I decided to start reading English books because of 'Foreign Language Queen'. Nevertheless, I also want to be good at understanding English sentences. (Minseo, Pre-interview)

(5)   If I get many points for 'Foreign Language Queen' by reading English books, I thought that I would feel self-satisfaction and say "Good job!" to myself in the future. Moreover, when I enter into society after graduation and meet people from different countries, English would be in need of successful communication. So, to be successful in communicating with others in a global society, I need to have better pronunciation and reading skills. I think I should take more care of the pronunciation of the words while reading English books. (Seonjun, Pre-interview)

Thus, the participating students' practical purposes for reading English books reflect that they have extrinsic motivation for reading. Their primary goal of reading English books was not to focus on the feeling of pleasure they could gain from the reading activity itself. However, the students generally

showed their desire to be familiar with the English language by reading as many English books as possible. Seonjun also decided to read English books with intrinsic motivation, believing that this experience would bring her a sense of self-satisfaction. It would further enable her to integrate into the English speaking community in the future.

4.1.2. Selecting a "Non-heavy" Book

In this research, the students chose reading materials by themselves as it is one of the principles emphasized in the successful implementation of an extensive reading program (Day & Bamford, 1998). The researcher did not engage in the process of book selections. Instead, the researcher encouraged and advised the students to choose books according to their level of English proficiency and interests. Also, in terms of the number of books to read, they agreed to read at least one book each week. Thus, after eight weeks of extensive reading, the participants were expected to finish at least eight books. However, the result was different from the expectation. After eight weeks of extensive reading, Seonjun and Yuri read more than eight books, Sinhye read eight books, Hanbit and Minseo read less than eight books, respectively. See Appendix E for the list of the selected books by each participant.

According to Day and Bamford (2002), readers should be strongly encouraged to read easy books that are within their "reading comfort zone" (p. 137). The researcher emphasized this principle by encouraging the students to read books of their reading levels, emphasizing that it is still a

choice they need to make based on their own will.

As already mentioned in the previous chapter, readers could select books either from the recommendation list or from the library. The different levels of books are available, while the recommended book list was on the main page. In other words, whenever a reader accesses the online library, the recommended book list was the first thing they see, and it seemed to have a considerable impact on the students' choice of books. When asked about how they had chosen an English book, the participants responded that they had chosen books from the recommended book list in most cases.

Since Hanbit, Sinhye, and Seonjun were already using Reading Gate before participating in the study, the researcher asked how they selected books in the pre-experiment interview. Excerpts from (1) to (3) show Hanbit, Sinhye, and Seonjun's book selection standard.

(1)   When I see the title that I know or can guess its meaning, I just go for it and start to read. The fact that I can infer the meaning of the title indicates that I can understand the book. I don't really care about the book's designs or illustrations because it doesn't really matter to me as far as I can recognize them. (Hanbit, Pre-interview)

(2)   In most cases, I chose a book by its cover. If it seemed to be not heavy, I just clicked and started to read. (Sinhye, Pre-interview)

(3)   I always focus on the illustrations. As I am majoring in

Design Business, I tend to choose a book with an eye-catching picture

on its cover. (Seonjun, Pre-interview)

Sinhye used the expression "not heavy" to explain her book selection standard in excerpt (2), which applies to both cover page design and the title. The responses reveal that most students chose a book based on this standard.

Excerpt (4) shows Seonjun's further explanation of reading many PK level books throughout the eight weeks of extensive reading even though she was at the 1B level.

(4)   I choose a book If the title looks fun and the cover is pretty. I

don't really prefer PK level books. I read many PK level books just

because they were often on the top of the recommended book list.

(Seonjun, Post-interview)

Excerpts (5) and (6) describe how Minseo and Yuri selected books during the extensive reading period.

(5)   I only read books in the recommendation list. I didn't

choose a book based on my interest. (Minseo, Post-interview)

(6)   Although my reading level is 3B, those books at my level are

too challenging for me. I think 1B and 1C books look interesting. I

tend to avoid reading books above level 2 because they take too long

to read. It doesn't mean that I cannot understand, but it takes too long
to understand. So I think the level 1 book suits me. In terms of book
selection standard, I first browse through the recommended book list
and choose one that seems interesting. If I don't find any of them
interesting, then I open the level 1 library, go through the books, and
choose one that catches my eyes. I tend to look over the titles and click
one if there is a word I know. (Yuri, Post-interview)

As shown in the excerpts above, there seem to be general steps taken by all students. First, they tended to browse among the books on the recommendation list. One thing to note is that Hanbit, Minseo, and Seonjun chose books solely from the list. On the contrary, Yuri and Sinhye first looked at the list, then moved to the library of their reading level when they could not find a book they wanted to read.

Meanwhile, Seonjun regarded the illustrations as important when choosing books. As a Design Business major, she showed interest in books with warm and colorful illustrations. Yuri, who is also majoring in Design Business, mentioned her preference for eye-catching illustrations.

Sinhye added a point that she also read books from the series category, where a series of comics are grouped to read from volume one until the end. She preferred comics because they were more interesting than texts only ones and, therefore, made reading English less burdensome. Sinhye was one of the students who was already using the online library before participating in the research. Thus, she could share more thoughts in the pre-experiment

interview, shown in excerpt (7).

> *(7)   I think the books at this level are too easy for me. I could choose books above my level, but I haven't tried them yet. I usually read recommended books, or books at my level, especially the ones in series. The book that I'm reading right now feels like it's for a kindergartener. It's that easy. (Sinhye, Pre-interview)*

In the pre-interview, she said that her reading level books, 2B, were too easy for her. However, she never attempted to read books beyond her level. Even though the extensive reading approach puts stress on easy reading materials, the researcher thought that a book beyond her reading level would be more appropriate for her. The researcher, hence, encouraged Sinhye to read books that are at a higher level. Thus, as shown in (8), Sinhye tried reading a book of one level higher than usual in the sixth week and wrote about her satisfaction with her book selection to improve English.

> *(8)   This week, I read a book of a higher level. There were some words that I didn't know, so I had to look up the dictionary from time to time. Though it took longer to finish reading the book, I think this book helped me with my English learning by allowing me to learn new words. (Sinhye, week 6 reading journal)*

In sum, in terms of the standard of choosing books, the students stated that

they selected a book based on the title and the cover page. The most crucial standard seemed to be the title of a book, which includes at least one easy word of which they know the meaning.

4.1.3. Reading Time and Place

The participants were expected to read at least one book each week for eight weeks of participation. During the orientation, they were told to read freely based on their schedule and submit the reading journal every Sunday. As a result, not all of the students completed their reading for the entire period. Out of the five participants, only two students completed a total eight weeks of extensive reading activity, as shown in the table below.

Table 4.1. The Number of Books Read by Each Participant

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Total
Hanbit	1		1	1	1	1	1	1	6
Minseo		1	1	1		1			4
Sinhye	2		2		3	1			8
Seonjun	1	2	1	1	1	1	1	1	9
Yuri	23	7	9	8	6	5	1	1	60

Table 4.1. shows the number of books that each participant read every week. The blank indicates that the student did not read books on that specific week. Out of five participants, Seonjun and Yuri completed the 8-week

session, Hanbit completed seven weeks, Minseo and Sinhye completed only four weeks of the extensive reading activity, respectively.

In terms of reasons for lack of full completion, Hanbit reported that she did not read books in the second week because she had to study for the accounting certification exam. Nevertheless, she steadily maintained her reading from the third week. Even though Hanbit completed seven weeks of reading, she finished only six books due to an error in the system. Hanbit read a book in the first week and found that the reading record was disappeared and that she, therefore, did not get the point from this book. As a result, she reread the book to get her point. Thus, the total number of books that Hanbit finished was six, even though she completed seven weeks of extensive reading.

On the other hand, Sinhye completed only four weeks of reading in total. For the second and the fourth week, she explained that she forgot to read books because she was occupied with the schoolwork as the new semester had begun. During the seventh week, Sinhye said that she used all her energy on school life as a member of the student council and after-school classes, so she was too exhausted at night to read books. In the last week, Sinhye commented that she did not read books because she was away spending the Chuseok holiday with her family, and after returning home, she needed to study for her midterm exam.

Minseo also completed only four weeks of reading in total. Specifically, Minseo stated that she did not read books in the first week because she forgot her username and password. Hence, she had no choice but to start reading

English books from the second week after getting assistance from her school teacher. She reported that she forgot to read books during the fifth week because she needed to participate in after-school classes and study at *hagwon*. Like Sinhye, Minseo did not read books for the last two weeks because she was more concerned with preparing the midterm exam.

Excerpts from (1) to (5) below illustrate each student's time management for reading and also the place in which they read English books.

(1)   I read books at night after coming back home, usually between Wednesday and Sunday. Moreover, I tried to finish at least one book whenever I entered Reading Gate. I didn't read books on Monday or Tuesday because I was too tired to read English books on these two days after resting over the weekend. I usually got around to reading English books on Wednesday because school lets out at three o'clock. (Hanbit, Post-interview)

(2)   I read English books usually during the weekend, but sometimes on weekdays as well. After taking classes at hagwon, I come back home at around ten o'clock at night. So I read books at night before going to bed. (Minseo, Post-interview)

(3)   I usually check the school newsletter on our school website, and there is a button that I can directly access to the library. So I didn't set a day to read English books but tried to finish a book

whenever I went into our school website. (Sinhye, Post-interview)

(4)   I think reading books is so easy to forget. So I often started to read books on Sunday right after the teacher told us to submit the reading journal. But, sometimes I read on weekdays. After submitting the reading journal on Sunday, I set up my mind and read books on Monday. However, it didn't last long, and I forgot again. I think being reminded by someone helps me to read English books consistently. (Seonjun, Post-interview)

(5)   I read books usually at around eleven o'clock at night before bed. Before starting the extensive reading project, I set myself to read at least a book every day. However, for the last two weeks, I was too busy to read books. (Yuri, Post-interview)

As shown above, all students read English books when they were at home. Also, they read books in their spare time, usually at night before going to bed. Among the five students, Yuri was the only one who read books every day except for the last two weeks. She was too busy with school activities, including her duty as a student council member and class president, preparing for an upcoming club exhibition, and studying to maintain good grades in every subject. Some students also read books on weekdays from time to time. However, they admitted that reading English books every day was almost impossible, as they were busy with many school activities.

Throughout the eight weeks, Seonjun, Minseo, and Sinhye repeatedly mentioned that reading books is forgettable. They admitted that they feel more comfortable being monitored by their teacher to keep them reading English books. This implies that the students were so accustomed to the teacher-centered classroom atmosphere. This kind of learner-centered independent reading experience was unfamiliar to them, which was challenging to practice steadily.

4.1.4. Use of Electronic Devices

The readers could use either a computer or a phone to access the online library. When asked about which electronic device they used and the reason for using it, each student responded with their reason. Hanbit and Minseo used their phones, Sinhye used a PC, and Yuri used her laptop for the entire extensive reading period. In contrast, Seonjun used her phone at first but started to read books on her PC from the middle. She changed her pattern because she started to spend much more time on her PC around that time. Excerpts (1) to (3) illustrate how students read English books during the participation period.

> *(1)   I wanted to read English books on my computer. However, there were too many errors, so I had no choice but to use my phone. (Hanbit, Post-interview)*

(2)   I read English books on my phone. I was thinking about using the computer, but I was too lazy to use it. But it's kind of uncomfortable to read on the phone. The screen is a bit small, and I think the loading time is longer than the computer. (Minseo, Post-interview)

(3)   These days, I sit in front of the computer and read. I cannot remember exactly when I started reading on the computer, but I have changed my reading style around Week 4. The only difference between these two devices is the size of the screen, and other functions are similar. But I find it more convenient to use a phone because I use it more often. (Seonjun, Post-interview)

Meanwhile, as shown in excerpts (4) and (5), only Sinhye and Yuri used glossaries and Papago, a web-based translating machine, while reading books.

(4)   There were many words that I didn't know. So I got help from the glossary, which was provided on the right-hand side of the page. I also used Papago when I encountered a word that I was not sure of its meaning. (Sinhye, Post-interview)

(5)   Until this week, I thought it would be hard to enjoy reading level 1C books because I had to find the meaning of the words using a translator. However, surprisingly the 1C level books with lower points

were fine, so I could understand the story without the help of Papago,

and I found the book interesting. (Yuri, Week 3 reading journal)

Sinhye did not use the translation site at first because the books were easy for her. However, after a few weeks of reading, she chose a book beyond her usual reading level and found some unfamiliar words. So, she used the glossary and Papago to understand the meaning of the text. Even though it took longer to finish a book, she enjoyed the experience more than before.

On the contrary, Yuri used Papago from the beginning because she wanted to understand every sentence without missing a minor detail. However, after weeks of English reading, she could find herself reading English books without getting help from the translation site. She expressed a sense of satisfaction with the change in her reading behavior.

4.1.5. Benefits of Reading English Books Online

An online extensive reading program has different features from the traditional way of extensive reading. It can provide unlimited sources of digital books with diverse and helpful multimedia functions (Adam & Wild, 1997). Specifically, though it depends on the individual program, reading materials provided in an online program generally serves multimedia functions such as audio narration, video, background music, hypertext, and dictionary (Kim & Choi, 2020). Sun (2003) stated that these reader-friendly functions lower language learners' affective filter by making the reading

material more comprehensible.

When asked about their perception of online extensive reading, they gave positive comments about reading English books online. The responses from (1) to (5) describe students' thoughts about the narrated voice available in the e-book.

(1) I feel a sense of stiffness when I read a paper book. But e-books are different. I feel e-books are much lighter than paper books. Reading books on the Reading Gate, I can read English texts along with the narrated voice, which helps me get used to English intonation. So I think reading online is better than reading paper books. (Sinhye, Pre-interview)

(2) I felt comfortable because the book read the text for me. I feel like my listening skill would improve. Also, I like the book because it fits my English ability. (Minseo, Week 2 reading journal)

(3) As the book reads the sentences for me, sometimes I lose my concentration and miss the content. But I still prefer to read in this way because it is convenient. (Minseo, Week 4 reading journal)

(4) Reading English books online is much better than reading paper books because the narration reads the book for me with highlights indicating which sentence is being read. Even though I hear

this word for the first time, I can know exactly how to pronounce it. Also, I can better understand the meaning of the sentence and think, "Oh, this sentence is in an urgent tone," or, "I have to speak with this intonation and stress in this kind of situation," I think it is better than reading alone. (Yuri, Post-interview)

(5)   I just pick up my phone and go into the app to read books. It is more comfortable than a paper book. All I need to do is click a button, then it automatically turns the page for me; and reads the book for me. I thought, "Oh, you read better than I do! It's so comfortable!" (Seonjun, Pre-interview)

The students thought that reading narrated English books helped improve their English ability. According to Kim and Choi (2020), this unique feature of online extensive reading implies that it is technically different from the traditional extensive reading and should be regarded as a "reading while listening" type of reading. Many research advocate using audiobooks in language classrooms, arguing that reading-while-listening facilitates understanding of dialect and complex language, emphasizes humor and drama, and provides readers the benefits of storytelling (Baskin, Harrris, 1995; Wolfson, 2008). The audio narration function enables students to know how to pronounce a word they see for the first time. Moreover, by listening to the voice, the students understood the meaning of the text better. They also got used to the use of different intonations to deliver messages with specific

intentions, which is difficult when reading a paper book.

On the other hand, the online library recommends level-appropriate books for the individual user based on their reading level and their previous book selection so that the readers can spend less time finding appropriate books for them. Minseo mentioned the benefit of this aspect in (6).

(6)   The online library suggests level-appropriate books for me. The books are exciting and easy to understand. I am becoming more and more interested in reading English books. (Minseo, Week 3 reading journal)

Moreover, Sinhye and Seonjun discussed the advantage of online extensive reading in the economic aspect in excerpts (7) and (8).

(7)   I usually do not want to read English books. But even if I want to read it, I have to go to a library or a bookstore. The good thing about Reading Gate is that I am not paying for it. I like that I can choose a book which I want to read for free. (Sinhye, Post-interview)

(8)   To be honest, buying a paper book costs much money. Books are not cheap, and English books are even more expensive than Korean version books. However, on the online library, I can read many books ranging from low to advanced levels. As the school is

financially supporting this program, it became much easier for us to get access to English books. I am enjoying it very much. But our teacher said that we are using Reading Gate only for a year, and I hope that we could use it next year. (Seonjun, Post-interview)

Since the school supported the online extensive reading program, the students could enjoy an unlimited number of books free of charge. Sinhye and Seonjun were well aware of the cost of a paper book, so they appreciated the given opportunities. Also, both of them mentioned high accessibility as another benefit of reading English books online. In other words, an online library system enables easy access to the L2 reading experience.

4.2. Changes in Linguistic and Affective Aspects

In this section, some changes that the participating students underwent in terms of linguistic and affective characteristics throughout the extensive English reading experience are described. Specifically, the first half of this section discusses the changes in students' linguistic aspects, in terms of vocabulary, grammar, expressions, listening and speaking ability, and reading fluency. Then, the rest of the section talks about the participants' affective attitude toward English reading in general. The affective aspects are discussed in terms of the pleasure of reading, reading motivation and confidence, sense of accomplishment, and learner autonomy.

4.2.1. Changes in Linguistic Characteristics

This section describes the linguistic changes that the participating students experienced during the eight weeks of extensive English reading regarding vocabulary, expressions, grammar, listening and speaking ability, and reading fluency.

4.2.1.1. Becoming Stronger at Vocabulary

As mentioned in the previous chapter, when the participants were asked about what makes reading in English difficult, they responded that vocabulary is their biggest obstacle. They unanimously said that vocabulary is their biggest weakness and agreed that encountering new unknown words makes them give up reading English texts.

It has been proposed that learners need a series of encounters ranging from ten to twelve times to learn a new word (Nation, 2001). This indicates that more exposure to a new word increases the possibility of retention. Table 4.2. shows the total words read by the participants and the number of newly mastered vocabulary derived from the performance assessment report. The number of new vocabulary mastered is calculated based on the participants' performance in the book quiz. It represents how well the participants learned the key vocabulary items in each book.

Table 4.2. The Number of Total Words Read and New Vocabulary

Mastered by the Participants

Participants	Total Words Read	New Vocabulary Mastered
Hanbit	1569	42
Minseo	812	36
Sinhye	3422	76
Seonjun	428	16
Yuri	12084	395

The total words read by each participant vary to a great degree. Also, the number of newly mastered vocabulary correlates with the total words read by the participants. Even though Sinhye finished only four weeks of extensive reading, the total words surpassed Hanbit, who completed seven weeks of extensive reading. This is because the books chosen by Sinhye were mostly at a 2B level, which contains four times more words in the books than the books chosen by Hanbit, usually at a 1B level.

Although Seonjun completed whole eight weeks of extensive reading in total, she usually read easy books at the PK level. Therefore, her exposure to new vocabulary was significantly lower than the other students. On the other hand, Yuri read 60 books for eight weeks. As she mostly read 1C level books, her total number of words read and mastered new vocabulary represents the highest among all students.

During the extensive English reading period, the students noticed that they became stronger in vocabulary in different ways. Their changes are illustrated

in excerpts from (1) to (4).

(1)   I feel like the time I take to memorize vocabulary has been shortened. We take a vocabulary test every semester, and last semester, it took me a long time to memorize 40 words. But this time, it took only a day! I think I became familiar with identifying words of similar spellings. It also became more comfortable for me to guess the meaning of a word. For example, when I saw a word that starts with "off", which I have never seen before, I could still guess its meaning because I became familiar with "off" words. (Hanbit, Post-interview)

During the pre-interview, Hanbit mentioned that she was so weak at English vocabulary. She said that she did not know 9 out of 10 words that she encountered in the textbook. After eight weeks of extensive reading, she became better at distinguishing words and inferring a word's meaning from affixes, such as the prefix "off."

On the other hand, Sinhye found a new way of vocabulary learning throughout the course.

(2)   In the past, when there was an unfamiliar word, I tried to guess its meaning based on the context. I just kept on reading rather than stop to search for the definition. After finishing the book, then I used a dictionary to check if I guessed the meaning right. But in Week 6, I read a more challenging book. I was satisfied that I had a chance

to learn more difficult words. (Sinhye, Post-interview)

In Week 6, she wrote in her reading journal that she stopped reading and used a translation site to find the meaning of a new word when reading a book beyond her level. She felt that this kind of reading method helped improve her vocabulary size.

Yuri made a different point regarding vocabulary learning in excerpt (3).

(3)   First of all, because the voice reads the book, I can know what the pronunciation is even though I see this word for the first time. It also helps me to grasp the nuance of words better. (Yuri, Pre-interview)

Excerpt (3) reflects the common difficulties Korean learners of English face when encountering a new English word. The study participants mentioned the sound-spelling mismatches is one of the factors that makes English words difficult to pronounce.

According to Thornbury (2002), despite a fair law-abiding characteristic of English spelling, some glaring irregularities such as words that contain silent letters make English words difficult. Studies reveal that both the orthographic and phonological differences between L1 and L2 cause such negative influence (Mairano, Bassetti, Sokolović-Perović, & Cerni, 2018, as cited in Yoon, 2020, p. 1000). Moreover, knowing a word involves not only its form but also its meaning. Specifically, knowing the meaning of a word is

not only knowing the meaning listed in the dictionary but also requires knowing its collocations as well as its connotations, including its register and its cultural signification (Thornbury, 2002).

Therefore, merely reading a paper book may not be enough for learners to thoroughly learn a English word. In this light, the audio file provided by an online extensive reading program helps learners learn vocabulary not only in meaning, but also in pronunciation and other subtle meanings.

Furthermore, Seonjun appreciated the English reading experience was helped review words.

> *(4)   Though these are all basic words, I still learned some new words. Also, there are many words that I have forgotten their meaning because I have not used them for a long time, and it was an opportunity to try those words again. (Seonjun, Post-interview)*

Because Seonjun mastered only 16 new words from this extensive reading session, it might seem inappropriate to state that she had improved in vocabulary.

However, as shown in (4), Seonjun could encounter many essential words that she has forgotten in terms of their meanings. She improved at her own pace. This aspect of vocabulary learning should be recognized in an extensive reading program, specifically for lower levels of readers with not much experience reading a text.

4.2.1.2. Improving Structural Awareness and Grammar Knowledge

While many researchers agree on the value of extensive reading, increased structural awareness and knowledge of the target language have been reported to be another linguistic benefit (Arnold, 2009; Cho & Krashen, 1994; Rodrigo, 2013). Excerpts (1) and (2) reveal that Hanbit and Yuri noticed the positive impacts of extensive reading on their structural awareness and knowledge of grammar.

> (1) *While reading books, I reviewed some grammatical items that I have learned so far. So I think it was even more rewarding. (Hanbit, Week 4 reading journal)*

> (2) *After reading English books for the past eight weeks, I realized that I became stronger at English sentence rules. There is a grammar quiz in a book that I need to complete a sentence by listening to the audio. Initially, I had to listen to the audio and write down each syllable one by one to complete a sentence. But later, I just listened to the audio once and completed the sentences quickly. (Yuri, Post-interview)*

In excerpt (1), Hanbit stated that she could review some grammatical

items that she has learned at school while doing the extensive reading. During the post-experiment interview, Hanbit mentioned this point again. She noticed the use of grammatical elements such as interrogative, relative pronoun, and to-infinitive while doing the extensive reading. In addition, Yuri stated that the independent English reading experience made her more aware of English grammar. Excerpt (2) reveals that Yuri became much faster at forming an English sentence while doing the book quiz. She acknowledged that she could finish the grammar quiz much faster than before after the eight weeks of extensive reading.

Nevertheless, Minseo, Sinhye, and Seonjun commented that they did not notice any significant impacts on their grammar. Their primary focus of the reading was not on English grammar. Excerpt (3) further explains Seonjun's case.

(3) I usually read PK level books. The books at this level are very straightforward. So I ignored grammatical items when reading books. (Seonjun, Post-interview)

While reading books, Seonjun thought that there was a lack of grammatical elements worth noticing. Her thought was not surprising since the PK level was specifically designed for first-time learners to learn about the basics of English with short stories comprised of easy words. Thus, as discussed earlier in Section 4.2.1.1., Seonjun noticed the positive impacts of reading easy materials on her vocabulary knowledge rather than her

knowledge of English grammar.

4.2.1.3. Improving Listening and Speaking Skills

In line with the benefits of reading English books online discussed in section 4.1.5., the participants mentioned that they see some improvement in their listening and speaking abilities. They started to recognize the changes after a few weeks of English reading. Specifically, the responses reveal that they experienced such changes by using the multimedia functions of the e-books and completing the reading evaluation quiz, which comprises reading comprehension, vocabulary, summary, listening activity, and writing activity. The result is in line with the findings of the previous study that the audio feature helps improve listening comprehension (Kim & Choi, 2020). Excerpts from (1) to (4) illustrate the students' improvement in listening and speaking skills.

> (1)   *I had so much fun from this week's English book reading because I could understand the listening questions better than usual! Seeing it get better day by day, I feel like I haven't given up! (Hanbit, Week 4 reading journal)*

> (2)   *I could just listen to the audio instead of reading the words by myself. Thanks to this function, I feel my listening skill would improve much if I continue participating in this extensive reading project.*

(Minseo, Week 2 reading journal)

(3)   The more you listen to a language, the more you get used to it. I think it is going to have a positive impact on my listening ability. (Yuri, Post-interview)

(4)   I can definitely feel that I am getting closer to English than I was initially. Moreover, since I have been doing much listening while reading the books, I am getting better at speaking. I feel like my pronunciation is getting better, and I am so happy about these changes. (Seonjun, Week 7 reading journal)

Seonjun was thrilled about her improved pronunciation and talked about it during the post-experiment interview. She said that she constantly tried to keep reading aloud along with the narrated voice while reading English books online. Excerpt (5) shows that she practiced speaking in English when she was reading books alone.

(5)   When I was alone at home, I used to read books aloud. But when someone was around me, I didn't read along because I was embarrassed. Since I didn't read a challenging book, it was embarrassing to read simple sentences like, "I caught a fish!" in front of others. But I will read aloud <The Little Prince> in front of my

family one day. (Seonjun, Post-interview)

Although Seonjun acknowledged that reading books aloud helps improve English pronunciation, she did not read books aloud when her family was around her. She was self-conscious about reading an easy book, which contains only short and simple English sentences. Nonetheless, she maintained to read out loud when she was alone. She also showed her desire to continue reading English books until she could read *The Little Prince* fluently with improved pronunciation.

4.2.1.4. Developing Reading Fluency

Reading fluency is an important factor for being a successful L2 reader (Grabe, 2009). A fluent reader can read a lengthy text fast while maintaining a high level of comprehension. As the study does not focus on measuring the changes in reading fluency, the impacts of online extensive reading on L2 learners' reading fluency would require further empirical research. However, excerpts from (1) to (3) reveal that the students improved reading fluency throughout the extensive reading period.

> *(1)   I can feel that my reading speed is faster than before. (Hanbit, Post-interview)*

> *(2)   Today, I read a book that I could get 7 points. I was surprised*

by the fact that I could read it more quickly than I thought. A few weeks ago, I even struggled with a book that passed 6 points. But today, I could read the book without stopping. (Yuri, Week 8 reading journal)

(3) After reading many books beyond 6 points and going back to books of 4 points, I felt that the voice was too slow. Sometimes, I speeded up the narration. At first, I tried to find the definition of every word that I didn't know, which took me a long time to finish a book. But later, I did not try to find the meaning of every unknown word. I think I got better at English reading. (Yuri, Post-interview)

In excerpts (2) and (3), Yuri mentioned the points of a book. Each book on the online library has different value points that readers can get after reading it. The point values vary even within the same reading level. A larger number indicates that the book has more difficult words and more complex sentences. Yuri was well aware of this fact and used it as a reference when choosing books. After weeks of extensive reading, she could find herself reading a book of 7 points with ease. She realized that she was reading faster and that she did not have to stop using a dictionary as much as before.

Moreover, Yuri's sudden change in book selection also made her realize that her reading fluency had changed. At the beginning of the extensive English reading period, Yuri tended to choose books worth 4 points. Nonetheless, as time passed, she started to read books worth higher points.

And after reading many books beyond 6 points, she chose to read a book valued 4 points again one day. She made such a choice because it was almost midnight and she needed to go to bed soon. She thought that it would be better to read an easy book. While reading the book, Yuri was surprised by the fact that the narration felt much slower than the books that she used to read, so even sped it up to match the speed that she was accustomed to. In this way, she could acknowledge the changes in her reading speed.

(4)   After reading English books for 8 weeks, I have achieved some improvement in my English reading ability. I was able to read English books more naturally than before. (Seonjun, Week 8 reading journal)

In excerpt (4), Seonjun used the phrase, "more naturally" to express her improvement in reading fluency. She further explained this expression in the post-interview, recollecting that she needed to put all her efforts into concentrating on reading books at the beginning. As time passed, she became gradually accustomed to reading English books that she could read books with ease in a more relaxed mood. In other words, she started to read books while paying less attention to every detail of textual information.

On the contrary, Minseo and Sinhye said that the extensive English reading experience did not improve their reading fluency. Their opinions are presented in excerpts (5) and (6).

(5)   I don't feel any changes in my reading speed after reading English books. (Minseo, Post-interview)

(6)   I don't think that I read faster than before. (Sinhye, Post-interview)

Excerpts (5) and (6) show that Minseo and Sinhye did not experience any changes in their reading fluency. Both students read English books unsteadily during the eight weeks of participation that they completed only four weeks of extensive reading, which seems to be the cause of steady reading fluency.

4.2.2. Changes in Affective Characteristics

This section describes the changes in the students' affective domains throughout the independent online extensive English reading experience. Hence, this section focuses on the affective aspects in terms of the pleasure of reading, motivation and confidence, sense of accomplishment, and learner autonomy.

4.2.2.1. Pleasure of Reading

Reading with pleasure would be the fundamental purpose for engaging in extensive reading (Mason & Krashen, 1997). The students wrote about

several experiences that they felt enjoyable in their reading journals, as seen in excerpts (1) to (4). They felt pleasure from reading in English when they could truly immerse themselves in the books. Moreover, Hanbit, Minseo, and Sinhye enjoyed reading English books when reading on a familiar topic with reasonable length and difficulty.

> *(1)   The book was easy to understand because it was about King Sejong, a familiar topic. Reading what I knew in English made me understand easily, even though there were some tricky words. It was a fantastic experience. I am looking forward to the books I will read next week. (Hanbit, Week 5 reading journal)*

> *(2)   As I read English books, I found out that English reading is not as difficult as I imagined. Also, I think that the length was reasonable so that I could have more fun reading them. (Sinhye, Week 7 reading journal)*

> *(3)   This week, I was not particularly eager to read books because I was busy taking classes at the private institute. However, when I did it during my free time, I could find myself enjoying the book. (Minseo, Week 6 reading journal)*

> *(4)   For this week, I read a few English books that I used to know (e.g., Alibaba, 40 bandits, red capes), I was already familiar with the*

story but it felt fresh and fun to read in a different language. (Yuri,
Week 6 reading journal)

Meanwhile, Yuri also appreciated the novelty as an aspect for making a book enjoyable to read. During the post-interview, she explained her preference for fiction for specific reasons. She said that a work of fiction with an exciting story with unpredictable elements made her immerse in the book to truly enjoy the reading process.

(5)   I prefer fiction. When I read a non-fiction book, for example,
Yi Sun-shin, I can solve true or false questions using my background
knowledge. However, fiction is different. A new story makes me more
motivated to read. I think it is more enjoyable. (Yuri, Post-interview)

Yuri mentioned *Yi Sun-shin,* a great man in Korean history, as an example of a non-fiction book. Every Korean knows about Admiral Yi Sun-shin and has great admiration for his victories during the Japanese invasion of Korea in 1592. Reading his story in English did not provide Yuri any new information because she already knew about the deeds of this great man. This implies that after finishing reading *Yi Sun-shin*, she could not test her actual comprehension of the text. The reason is that she could use her background knowledge to solve reading comprehension questions. She admitted that reading a story of this great Korean hero in English enabled her to understand the text without difficulty. However, she evaluated this reading experience to

be less enjoyable than a story with which she was unfamiliar.

Furthermore, regarding her preference for fiction books, Yuri stated that *Plum Blossom* was the most impressive.

> *(6)   The most remarkable book was <Plum Blossom>. Compared to other books, there were many words that I knew, so it was easy to immerse myself in the story. Also, the illustrations were beautiful, and the storyline was a bit unrealistic. Every other story I read was predictable, but this one was different. Moreover, I think this book was more memorable because it was the only novel with an Asian setting. (Yuri, Post-interview)*

In excerpt (6), Yuri explained several reasons for feeling pleasure from reading *Plum Blossom.* Firstly, she could read this book with ease since the book was level-appropriate for her. The book was not difficult for her to understand. Second, she also liked this book because the illustrations were beautiful. As it can be inferred from the title, many pictures of plum blossom provided an aesthetic experience. This, hence, led to the enhancement of her enjoyment of the reading process. Third, Yuri highlighted that the storyline of this book was against her expectation, as the protagonist dies at the end of the story. Lastly, the Asian background of the book made the reading experience more enjoyable. Among the fictional books she read during the eight weeks, this book was the only work of fiction with familiar cultural background, which gave a stronger impression than the other books.

On the other hand, though Seonjun usually read books that are much lower than her proficiency level, she frequently mentioned in her reading journal that she enjoyed the reading experience. She also shared her thoughts during the post-experiment interview presented in (7).

(7)   The PK books are elementary. In <The Queen at the Party>, there is only one sentence on each page. For example, "The pen on the quiz," and "The queen at the party!" But I still like reading these kinds of books because I can be relaxed while reading them, unlike the textbooks. (Seonjun, Post-interview)

She acknowledged that the books are written for kindergarteners but kept on reading PK level books because she was free of being stressed out by the difficult words that she faces in her textbooks. Besides, Seonjun always described the story of a book with details even though each PK-level book consists of 12 words in total. This indicates that while reading English books, she used her imagination to interpret the story based on the simple sentences and the illustrations presented on each page.

However, in excerpt (8), Seonjun also mentioned that she wanted to give up reading when she could not enjoy the reading because the story was improbable.

(8)   Honestly, the story does not make any sense. But with an attitude that, "I can still love you even if you are ridiculous." I kept on

reading. (Seonjun, Post-interview)

The book was called *An Ugly Worm*, and according to the further explanation given by Seonjun, the plot is that a boy's father brings home a worm, dresses him in a jacket, and suddenly they go on a drive together. Seonjun found the story to be nonsense but still managed to finish reading the book with a sense of responsibility. In addition, she said that the online extensive reading program should provide more intriguing books. It seems that the books at her reading level are too childish, leading her to fall into the dilemma. she should choose between a book that is boring but level-appropriate and a book that is interesting but too difficult to understand.

4.2.2.2. Building Up Reading Motivation and Confidence

Extensive reading enables the facilitation of a language learner's positive attitude toward L2 reading in terms of motivation and confidence (Mason & Krashen, 1997). Hence, this section describes the changes in the participants' motivation and confidence toward English reading during the project, with its fluctuating nature.

In general, the students built up confidence and motivation while reading English books. In other words, they could garner positive attitudes toward English reading as they accumulated reading experiences for eight weeks. It was a different way of L2 reading to what they have experienced in public schools for years. Excerpt (1) illustrates such an example.

(1) The book is composed of easy words, so it was not difficult or uncomfortable to understand the story. I also wanted to join the queen's party, and I thought it would be terrific to have a magic pen to myself to take an exam with it. Also, if you have to solve a quiz to enter the party, shouldn't the pen have gone to the party in the first place? I think this is unfair for the pen. (Seonjun, Week 4 reading journal)

Excerpt (1) shows Seonjun's general impression of the material and critical thinking on the content. Jacobs (2012) suggested that less challenging reading materials are more suitable for students who lack confidence. They can comprehend the materials by using contextual clues and their content knowledge without outside assistance. Students can devote more cognitive resources to other activities by reading easy materials, such as thinking about how ideas and information in the material connect to their own lives (Day & Bamford, 1998).

Meanwhile, some students felt frustration during L2 reading, and this is well described in excerpt (2).

(2) Today was the first day I did not get a score after taking a quiz. The result came as a big blow and shock to me since I thought I got familiar with English reading. I was afraid that I would hate English again. I could not find which exact part I do not understand

while reading the book, so I had to read it in a frustrating state of mind. It made me feel like I hate English more and more. Today I had a not very pleasant reading. I was afraid that I would lose my confidence because of this. But, I will do my best next week! (Hanbit, Week 6 reading journal)

In the Week 6 reading journal, Hanbit wrote that she was frustrated after reading a book of level 2A. She chose to read this book because it was one of the books on the reading list that the school gave as a homework assignment. Also, she read only books of her reading level 1B until this week. Hanbit did not check the level of the book and just started to read this challenging book. Hence, this sudden change in the level of difficulty resulted in an unpleasant reading experience and Hanbit was stressed out. However, she decided to find an alternative instead of giving up reading as shown in (3).

(3)   For this week, I read a more manageable books than last week. As I am familiar with this level, I could understand the book much more smoothly. Before starting to read English books, I thought that English reading was all about memorizing. Also, when there was a circumstance in which I needed to read English texts that are full of unknown words or grammatical items, I just felt like giving up. But now, when I am in a similar situation, I regard it as a chance to learn! (Hanbit, Week 7 reading journal)

(4)   The anxiety I feel toward English book reading did not go away, but I feel much more comfortable. (Hanbit, Post-interview)

As shown in excerpt (4), before participating in this extensive reading program, she had a negative attitude toward L2 reading and tended to give up reading difficult texts. But as the project proceeded, her attitude changed, and she started to be optimistic when facing a similar situation.

In addition, some students confessed that their anxiety toward L2 reading has not yet disappeared, but they became more confident and motivated to read English books than before. Sinhye and Minseo talked about the changes in their attitude toward reading English texts in excerpts (5) and (6).

(5)   In the past, I tended to avoid seeing even a sentence in English. I just hated English that much. English reading was just like homework to me. However, after reading in English, I could get over my dislike of English books. It has become the thing I do when I am free. (Sinhye, week 7 reading journal)

(6)   Before joining this project, I did not enjoy reading in English at all. No wonder, because I even hate reading Korean books. But gradually, reading English books became much more manageable and comfortable. Now I don't hate reading in English. (Minseo, week 7 reading journal)

Excerpts (5) and (6) show that both Sinhye and Minseo had a great aversion to reading in English before participating in the study. Minseo was the one who had a strong disinclination to read English books regardless of her English proficiency. However, after weeks of extensive reading, both Sinhye and Minseo found their preferred way of reading. For example, Sinhye read serial comics instead of short stories, and Minseo focused more on the audio during reading. Consequently, they could build up motivation in English reading through pleasant reading experiences.

On the other hand, Yuri was lack of confidence in English even though her reading level was the highest among the five students. During the interview, she confessed that she was initially apprehensive about long English texts, which gave her pressure just by looking at them. Excerpt (7) shows that Yuri overcame such fear.

(7) When I first started reading English books, I was afraid of encountering English letters. Even though I am not yet good at English, I became more interested in English reading. I think I like English a little bit more than before. I recently took an English exam, and I could read a long passage without fear. In the past, I would have just given up reading it. This change feels very good. (Yuri, week 7 reading journal)

Also, both (8) and (9) illustrate that Seonjun successfully corrected negative perceptions about reading English books, which would always be a

difficult task so that she could never accomplish.

(8)   I found English books hard to approach at first because I had a prejudice against them that they are always hard. Unlike those friends who are proficient in English and able to make English sentences at once, many people must be like me, thinking reading in English is difficult. But I can feel that I am getting used to the practice of reading in English than I was in the beginning. (Seonjun, week 7 reading journal)

(9)   Though I read easy books, I think I became more confident and want to say, "Well, I did a little bit of English!" It seems my self-esteem has been increased. When there is a simple English sentence, I feel confident to read it. (Seonjun, Post-interview)

Considering that most students hated English texts and some were even afraid of reading them before participating in the research, these attitudes toward English reading are meaningful. Though they were still not fully confident to read a long and difficult text, they were no longer fearful of encountering English texts anymore.

4.2.2.3. Feeling a Sense of Accomplishment

Although not every student has completed eight weeks of English reading

in total, everyone felt a sense of accomplishment. Excerpts from (1) to (4) reveal the students' thoughts of their performance and achievement within the eight weeks of participation.

(1) I cannot believe today is the last day. Time flies so fast! After using Reading Gate steadily for eight weeks, I feel proud that I can read at least one book a week! I wish I could keep reading English books in the future! (Hanbit, Week 8 reading journal)

(2) Just by reading books for weeks, I can feel that I have changed. I think it is good for self-reflection, and I feel a sense of growth. (Hanbit, Post-interview)

(3) I feel good that my English reading skill has been improved. When I understood an ambiguous sentence correctly, I felt a sense of accomplishment. (Minseo, Post-interview)

(4) I feel proud of myself that I accomplished something from this experience. I have never imagined that I could read English books every week before. (Seonjun, Post-interview)

(5) After reading English books for eight weeks, I was able to get close to English. I am very proud of myself that I set my own goal of reading a book every day, though I could not keep my goal in the end

because of my busy school life. If I had not read English for the last eight weeks, I would still hate English. Therefore, this extensive reading project was a meaningful experience that English has become a little closer to me. (Yuri, Week 8 reading journal)

On the other hand, excerpt (6) shows that Sinhye was ambivalent about her independent extensive English reading practice, unlike other students. She expressed both positive and negative feelings about her engagement in this extensive reading project.

(6)   I am happy that I accomplished something from this experience. But at the same time, I feel sad that I couldn't complete the eight weeks of extensive reading. (Sinhye, Post-interview)

According to excerpt (6), it is clear that Sinhye felt a sense of accomplishment just like the other students in the study, in that she at least finished reading some books until she could not spend more time reading. However, she also expressed her regret about completing only four weeks of extensive English reading. She acknowledged that her participation was not as active as other students. Even though previous sections show that Sinhye's attitude toward L2 reading became positive over time, the change in attitude did not increase the amount of reading. Her relatively low engagement in L2 reading compared to other students evoked a mixture of sentiments.

To sum up, Hanbit felt proud of herself, forming a steady reading habit.

Minseo felt a sense of accomplishment when she realized that she became better at understanding complex English sentences. Seonjun was proud of herself for completing the whole eight weeks of reading. Yuri also mentioned that she was proud of herself for setting her own reading goal and tried her best to achieve the goal throughout the project.

4.2.2.4. Becoming an Autonomous Reader

Throughout the project, the students were encouraged continuously to manage their English reading activity. Though not all of the students fully accomplished their goal of reading at least one book each week, the act of setting personal goal helped them to read English books until the final week.

However, some of the students confessed at the end of the study that they still feel comfortable being led by the teacher rather than doing English reading independently. Minseo, Sinhye, and Seonjun said that independent extensive English reading is difficult to maintain because it is easy to forget. In this respect, the students were asked about what they could try to do to become autonomous readers. Hanbit and Yuri responded that they should consider English reading as a must with a personal, specific, and realistic goal, which shown in excerpts (1) and (2).

(1)   I think it is crucial to perceive English reading as a must, not an option. Otherwise, I might keep putting it off. I would set a goal and make efforts to achieve it. Then, it should be fulfilling. (Hanbit,

Post-interview)

> *(2)   First, I need to have a specific goal: how many books a day, how many books a week. Then I have to keep it somehow. The most important thing is to set my own goal. Moreover, to read better, I think it is essential to read as much as possible. (Yuri, Post-interview)*

Excerpts (3) to (5) show that Seonjun, Hanbit, and Minseo came up with more practical ways to maintain their reading habit. The students reported that independent practice of extensive reading outside the classroom was forgettable.

> *(3)   I would set the alarm. For example, if I don't access Reading Gate application for five days, I get a notification saying, "It's time to read English books!" (Seonjun, Post-interview)*

> *(4)   I think it would be a great idea to set a reading time with a friend and read books together. (Hanbit, Post-interview)*

> *(5)   I forgot to read books frequently. So I think setting a reading time with an alarm would be helpful by reminding me to read books. (Minseo, Post-interview)*

At the end of the study, they considered ways to account for this problem.

For example, setting the alarm for reading, doing self-reflection by writing reading journals, or finding a reading partner at school. These ideas would help students pave their ways to have greater autonomy in the reading process.

In sum, through self-monitoring their reading experiences for eight weeks by writing weekly reading journals, the students could find what they were strong and weak at, and what is required to build up and maintain a positive reading habit. The students noticed that setting a realistic, achievable goal is essential for becoming a successful L2 reader.

CHAPTER 5.

DISCUSSION

Chapter 5 deals with the key findings presented in the previous chapter, which requires more detailed discussion. First, section 5.1. discusses the issues related to the participants' reading behaviors during the extensive reading period. Then, section 5.2. discusses the changes in the linguistic and affective aspects of individual students specifically.

5.1. Participants' Reading Behaviors

The first research question was set to investigate what reading behaviors Korean vocational high school students have during the online extensive English reading period.

The participants showed similarities in their previous English reading experiences in that they were mostly limited to class hours. According to the students' responses during the interview, the main reading materials used in the English classes were text books and workbooks. Besides, the learning environment was teacher-centered, which is prevalent in vocational high schools though such practice did not accord with the national curriculum (Cha, 2009; Ha, 2019; Kim & Ma, 2015; Lee & Kim, 2019). Therefore, the participants of the study were unaccustomed to such an extensive L2 reading

method before participating in the research.

Initially, all students agreed to read at least one book each week. Nonetheless, the results reveal that the total reading amount of each participant varied. Regarding the time management, the students devoted their weekdays to the schoolwork. The students stated that they read English books in their spare time, usually on Sunday, except for Yuri, who read books almost every day until the seventh week. Time management was reported as the most challenging issue for them to engage in extensive reading because the last two weeks of participation were overlapped with the mid-term exam. As a result, Hanbit, Seonjun, and Yuri tended to read books steadily, whereas Minseo and Sinhye could not spare more time during the exam period. Though Minseo and Sinhye did not read books for the last two weeks, they still sent their journals to the researcher, which contained self-reflection of English reading experiences.

In terms of the book selection standard, the students tended to browse on the recommendation list and choose from the title. However, in the middle of the course, Hanbit, Sinhye, and Yuri noticed that the different difficulty levels influence the reading process from experience and started to reflect the difficulty levels on their book selection. Consequently, they felt more satisfied with their choice of books. This mirrors the previous research that an online extensive reading program fosters learner independence and an awareness of the different difficulty levels of texts (Arnold, 2009).

Also, the results of the study indicates that the books presented on the recommendation list should within the students᾽ linguistic competence.

Seonjun was capable enough to read books at her reading level, 1B. However, she maintained to read PK-level books because the books took a large proportion on the recommendation list. Kim and Choi (2020) reported that the English books that were not within the learners' linguistic competence resulted in dissatisfaction over extensive reading. Suppose an online extensive reading program provides tailored book suggestions based on the personal preference set before reading. In that case, it will become much more comfortable for learners to find books that they find interesting.

Regarding the use of electronic devices for extensive reading, the students used their own devices. In the post-experiment interview, Hanbit complained about the inconvenience caused by technical problems. She used her smartphone for the entire period and experienced unknown errors once in a while. For example, Hanbit found that the reading record in the second week was disappeared. Thus, she had to reread the book in the third week though she finished reading it. Also, she stated that the book search system did not function properly, so she could not find a book that she wanted to read. In addition, sometimes the application was automatically turned off. These malfunctions were reported by Minseo as well. Other students who used PC devices did not experience such inconveniences. Therefore, there is a need for a stability-guaranteed online extensive program and technical support from schools considering that students use different kinds of electronic equipment depending on their home environment.

Meanwhile, even though it was not mentioned by any of the participants in the present study, the problem of eye strain due to long-term use of electronic

devices was frequently reported as the drawback of online extensive reading (Arnold, 2009; Kim & Choi, 2020; Park & Choi, 2012; Sun, 2003; Yulia, 2018). Since learners are getting extended exposure to electronic devices (Park & Gil, 2020), their physical health needs to be treated accordingly.

5.2. Participants' Linguistic and Affective Aspects

The five participants' linguistic and affective characteristics throughout the extensive reading period were investigated to answer the second research question.

Evidently, the most remarkable thing was the case of Yuri. She read an exceptionally more significant number of books than other students. Yuri said in the pre-experiment interview that she enjoyed reading Korean books. She also voluntarily participated in school book club activities. Yamashita (2007) argued that though language learners have different affective reactions to the two languages, L1 reading attitude transfers to L2. The present study supports the findings of previous studies that reported connections between L1 and L2 reading attitudes (Jiménez, 1997; Kamhi-Stein, 2003; Yamashita, 2004, 2007). In other words, Yuri developed a reading habit and positive reading attitude from long-term L1 reading. The reading habit and positive attitude built up from L1 reading enabled Yuri to maintain sustainable independent L2 reading.

On the other hand, according to Grabe (2009), L2 learners are lack

linguistic ability as they have in their L1, which hinders the language learning process. This is related to the linguistic threshold hypothesis, arguing that there is a minimum threshold in L2 proficiency that learners need to pass to operate language learning as they do for their L1 (Clarke, 1988). Extensive reading is suggested to solve such a problem that it fosters language learning with level-appropriate reading materials (Jeon, 2008).

However, section 4.2.2.1. described Seonjun's dilemma during the extensive reading period. She was torn between a book that is boring but level-appropriate and a book that is interesting but too difficult to understand. Sinhye and Yuri also faced similar situations in the beginning. The incongruity between learners' linguistic and cognitive levels is the limitation of extensive reading noted by the previous studies (Chae, 2019; Park & Kang, 2004; Ro, 2013; Shin & Ahn, 2006). Therefore, such a problem exists in reading materials that need to be acknowledged and treated in an extensive reading program.

In addition, when it comes to reading fluency, Hanbit, Seonjun, and Yuri noticed that they could read more fluently than before. The result in line with the previous studies that extensive reading leads to the improved reading fluency (Cha, 2009; Hwang & Shin, 2019; Iwahori, 2008; Mason & Krashen, 1997). However, the impacts of extensive reading using e-books need more clarification. Al-Othman (2013) argued that e-books with audio-file listening reduce reading rate by providing cognitive pressure on readers. On the contrary, Chang and Millett (2015) argued that reading while listening enhances reading rate. Regarding these conflicting results, Kim and Choi

(2020) stated that online extensive reading with audio file listening was not as effective as traditional extensive reading using paper books in enhancing reading rate. Therefore, the impacts of listening while reading on L2 learners' reading fluency require more investigation in future research for implementing online extensive reading in the language learning environment.

CHAPTER 6.

CONCLUSION

Chapter 6 presents the conclusion of the study. Section 6.1. gives a summarization of significant findings elicited from the data. Then, section 6.2. states pedagogical implications of the implementation of online extensive English reading in Korea. Lastly, section 6.3. discusses some limitations of the present study and concludes the chapter with suggestions for future research.

6.1. Summary of Major Findings

The present study explored vocational high school students' experiences of online extensive English reading outside the classroom and examined its feasibility. Specifically, the study attempted to probe into the students' reading behaviors and the changes in linguistic and affective characteristics.

Overall, five female students with mixed majors participated in the study. They read English books independently on an online library system for eight weeks. Both pre-and post-experiment interviews, weekly reading journals, and reading records were used for data analysis.

Before the research, the participants had various purposes for reading English books — to attain higher grades at school, to get a better career

opportunities, and to become a member of a global community. Though only two students completed the eight weeks of extensive reading, all students commented that the steady practice of extensive English reading would lead to achieving their goals during the post-experiment interview.

In terms of the reading behaviors, first, the students showed a strong tendency to choose books from the recommended book list. Also, all students stated familiar words as the most crucial standard of book selection. Second, Hanbit, Sinhye and, Yuri tended to read books in their spare time, mostly at night before bed. In contrast, Minseo and Seonjun read books mostly on Sunday before submitting the weekly reading journal. Third, most students read one book a week in general, while Yuri tried to read books every day until she could not spend more time reading because of her busy school life.

Regarding the use of electronic devices, Hanbit, Minseo used their phone, Sinhye used her PC, Yuri used her laptop, and Seonjun used her phone initially but started to read books with her PC middle of the course respectively. Besides, as time passed, Sinhye and Yuri stated that they used a glossary or a translation site less often as they become familiar with reading in English. Moreover, the students discussed the benefits of reading English books online. The narrated voice led to better comprehension and improvement in linguistic abilities in general. The online extensive reading program also enabled students to access English books more effortless than paper books.

In terms of the changes in the linguistic domains, first, the students agreed that extensive reading was helpful for vocabulary learning even though their

total amount of reading varied greatly. They commented that seeing new words repeatedly helped make better retention. Moreover, Seonjun noticed the advantage of seeing easy words that helped review the words she forgot. Second, while reading English books, some students could notice some grammar points they have learned at school and become more familiar with sentence structures. Moreover, they mentioned that the characteristics of the online library were helped improve their listening and speaking skills. Lastly, some students noticed that their reading speed gradually became faster as they became accustomed to reading English books.

For the changes in the affective domains, all students were satisfied with their experiences of extensive reading. First, they felt the pleasure of reading from different points. For example, Hanbit found reading in English enjoyable when she read a book on a familiar topic. On the other hand, Yuri found it more enjoyable to read when it was a new, unexpected story. Also, the fact that the nuance of words is different from Korean made her feel pleasure from reading. However, Seonjun said that she wanted to give up reading when the story was improbable.

Second, all students showed improvement in their motivation and confidence toward reading in English. They became more interested in reading English books and started to feel less anxious about reading a long English passage.

Third, after the participation, they all felt a sense of accomplishment in their way. They mentioned that they were proud of themselves to practice independent English reading outside the classroom. Still, they needed to fight

with their inner conflict between tiredness and responsibility during the project. The students reported that hectic school life was the biggest obstacle for them to read books steadily.

Finally, the students became more autonomous when they came up with their way to maintain their reading habits in a better way. They noticed the importance of setting their own goal of reading that fits their lifestyle.

To sum up, the vocational high school students who participated in the present study showed their capabilities to practice independent online extensive English reading in general. They underwent positive changes in both linguistic and affective domains within the eight weeks of extensive reading period.

Thus, the study results indicate that independent practice of online extensive English reading is feasible for vocational high school students. The appropriate use of an online extensive reading program would be beneficial for students, allowing EFL learners' continuous exposure to language input.

6.2. Pedagogical Implications

The students were generally satisfied with the features and benefits specific to the online extensive reading program. After eight weeks of participation, the study participants showed growth in motivation and confidence toward English reading.

The result of the study summarized in section 6.1. signifies that shifting

students᾽ attention from intensive reading to extensive reading as an alternative approach to reading may encourage them to be exposed to extensive input to foster successful L2 acquisition. Furthermore, extensive digital transformation and continuous social distancing arose from the COVID-19 pandemic made online extensive reading a more feasible way of implementing extensive reading in the language learning environment.

Therefore, the advantages of online extensive reading should gain more attention to encouraging students᾽ practice of independent extensive reading. For example, the online extensive reading program recommended books that match students᾽ proficiency level, and students found this function useful. Also, as students were accustomed to using electronic device, they found it easier to use an online program to read English books. Educators need to notice the strength of this alternative extensive reading for engaging students in the program.

The major findings of the study suggest the feasibility of independent extensive reading outside the classroom. However, the possibility of its steady practice is still in question since it depends highly on individual differences. This leads to the conclusion that the awareness of the positive impacts of extensive reading should be more emphasized among Korean vocational high school students to encourage steady practice.

Moreover, instructors need to monitor students᾽ reading process continuously. They also need to work as a guide to facilitate students᾽ engagement in the extensive reading activity by providing feedback.

6.3. Limitations of the Study and Suggestions for Future Research

This study employed qualitative methods to explore five vocational high school students' thoughts on their practice of online extensive English reading. Since the study was conducted at a all-girls' high school, the participants of the study were all female students. Also, they were all first-year students with limited high school experiences. Therefore, future research with mixed-gender and grade would help explore more diverse online extensive English reading experiences among Korean vocational high school students.

Secondly, the researcher had to conduct individual interviews online due to the COVID-19 pandemic. As the researcher could not make face-to-face interaction with the participants during the research period for safety reasons, it was difficult to closely observe their reading behaviors. Thus, using an online-offline blended research method would enable more detailed observation and closer interaction with the participants if the situation allows. During the participation, some students reported that they were tired of doing so much school work online that their mood and motivation might have been impacted. If it had not been for COVID-19, the participants' practice of online extensive reading would have been different, leading to different findings.

Moreover, as the focus of the study was online extensive reading, the

benefits of the audio narration feature were frequently mentioned by the students throughout the eight weeks of participation. Therefore, future research focusing on the effects of reading while listening on English ability may lead to the emergence of new findings in the field of extensive reading. Still, despite these limitations, the present study offers insights into the potentials for incorporating extensive reading in contexts previously ignored, in this case, vocational high schools.

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APPENDICES

APPENDIX A. Pre-Interview Questions

- 영어권 국가에서 거주하거나 어학연수 등은 받은 경험이 있나요?

- 특성화고에 진학한 이유는 무엇인가요?

- 전공을 선택하게 된 이유는 무엇인가요?

- 고등학교 진학 후 한 학기를 다녀보니 어떤가요?

- 현재 (취업 혹은 진학을 위해) 어떤 활동을 하고 있나요?

- 영어를 배우는 이유는 무엇인가요?

- 영어는 언제부터 배우기 시작했나요?

- 사교육을 받은 적이 있나요?

- (있다면) 주로 어떤 과목의 어떤 영역을 공부하나요?

- (없다면) 사교육을 받지 않은 이유는 무엇인가요?

- 영어 공부에 있어서 가장 어려운 점은 무엇인가요?

- 학교 영어 수업은 어떻게 진행되나요?

- 학교 영어 수업이 영어 실력 향상에 도움이 되나요?

- 학교 영어 수업이 진로 준비에 도움이 되나요?

- 학교 영어 수업 외에 영어를 어떻게 공부하나요?

- 영어책을 읽은 경험이 있나요?

- 한국어 책은 평소에 얼마나 읽나요?

- 영어책을 읽기로 결심한 이유는 무엇인가요?

- 영어로 된 글을 읽을 때 어렵다고 느끼는 점은 무엇인가요?

APPENDIX B. Post-Interview Questions

- 읽은 영어책의 전반적인 난이도는 어떤가요?

- 어떤 책이 제일 기억에 남나요?

- 주로 언제, 어떻게 영어책을 읽었나요?

- 책에 집중하기 힘들거나 읽기 귀찮은 적이 있었나요?

- (있다면) 어떻게 대처했나요?

- 영어 실력 측면에 있어서 어떠한 변화가 있었나요?

- 영어책 읽기에 대해 어떻게 생각하나요?

- 앞으로도 영어책 읽기를 지속할 것 같나요?

- 영어책을 읽는 것에 있어서 좋았던 점은 무엇인가요?

- 영어책을 읽는 것에 있어서 아쉬웠던 점은 무엇인가요?

- 온라인 도서관의 좋은 점은 무엇인가요?

- 온라인 도서관의 아쉬운 점은 무엇인가요?

- 8주 동안 자기주도적인 영어책 읽기를 마친 소감은 무엇인가요?

APPENDIX C. Students' Reading Assessment Report

Reading Assessment Report

Printed on September 27, 2020

● Student Information

Student	
School	
Class	
Cumulative R Point	52.8
Current Reading Level	

PASS

83 %

● Book Information

The River Queen (Vietnam)

by Kirk Brewer

Publisher	Reading Gate Lab	R Point	5.5
F/NF	Fiction	Pages / Word Count	8/156
Round	EB-1B-011	Completed Date	27-09-2020

Key Vocabulary	wedding, Watermelon, traffic, outfit, ceremony, holler

● Reading Evaluation

Reading Comprehension	83 %
Vocabulary	100 %
Summary	75 %
Listening Activity(L/A)	67 %
Writing Activity(W/A)	92 %
Average	83 %
R Point Earned	5.5
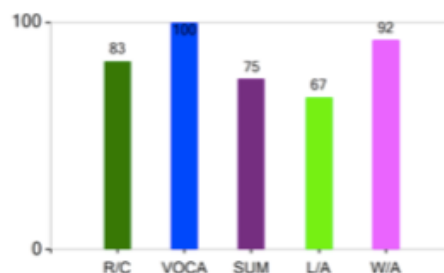
APPENDIX D. Students' Performance Report

Performance Report

Reporting Period: August 05, 2020 ~ September 27, 2020   Printed on September 27, 2020

Student Information

Student		Cumulative R Point (period)	349.8(349.8)
School		Total Books (period)	60(60)
Class		Current Reading Level	

Literacy Summary

R Point Earned	349.8	New Vocabulary Mastered	395
Total Words Read	12084	Writing Submitted	0

Number of Books Read

Total	60
Passed	60
Failed	0
Re-read	0

Passed(60)   Fiction(56) NonFiction(4)   EB(60)

Level	PK	KA	KB	KC	1A	1B	1C	2A	2B	2C	3A
Books	-	-	-	-	13	21	26	-	-	-	-
Level	3B	3C	4A	4B	4C	5A	5B	5C	6A	6B	6C
Books	-	-	-	-	-	-	-	-	-	-	-

Reading Evaluation Summary

Reading Comprehension(R/C)	95 %
Vocabulary	99 %
Summary	94 %
Listening Activity(L/A)	94 %
Writing Activity(W/A)	94 %
Average	95 %

R/C	Voca	SUM	L/A	W/A	AVG
95	99	94	94	94	95
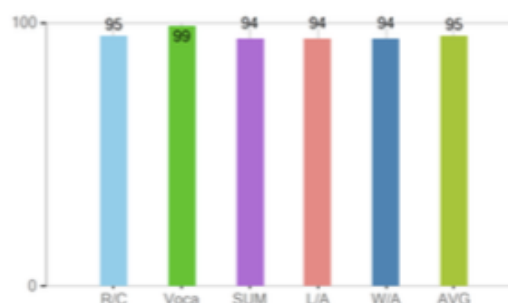
APPENDIX E. List of Selected Books

Name	Book Title	Author	Publisher	Level
Hanbit	The Tangerine Thieves	Emily McCracken	Reading Gate Lab	1B
	Ming's New Year (China)	Kirk Brewer	Reading Gate Lab	1B
	King Sejong the Great	Kirk Brewer	Reading Gate Lab	1B
	Pink!	Lynne Rickards	Wacky Bee Books	2A
	Jack's New Planet	Seamus Clancy	Reading Gate Lab	1B
	The River Queen (Vietnam)	Kirk Brewer	Reading Gate Lab	1B
Minseo	Why the Sea Is Salty	Seamus Clancy	Reading Gate Lab	1B
	The Cooking Contest	Kirk Brewer	Reading Gate Lab	1B
	Ted the Vet	Seamus Clancy	Reading Gate Lab	1B
	The Goblin's Club	Seamus Clancy	Reading Gate Lab	1B
Sinhye	Dancing with Danger	Jason Wilburn & Casey Kim	e-future	2B
	Sour Milk	Jason Wilburn & Casey Kim	e-future	2B
	A Price For Vera	Jason Wilburn & Casey Kim	e-future	2B
	The Mind Cube	Jason Wilburn & Casey Kim	e-future	2B
	Monster Boxing	Emily McCracken	Reading Gate Lab	1A
	That's Not Fair!	Rourke Publishing	Rourke Publishing	1A
	The Cooking Contest	Kirk Brewer	Reading Gate Lab	1B
	Arriving at Camp	Jason Wilburn & Casey Kim	e-future	2C
Seonjun	A Fat Fish	Reading Gate Lab	Reading Gate Lab	PK
	Monster Boxing	Emily McCracken	Reading Gate Lab	1A
	That's Not Fair!	Rourke Publishing	Rourke Publishing	1A
	The Cooking Contest	Kirk Brewer	Reading Gate Lab	1B
	A Queen at the Party	Reading Gate Lab	Reading Gate Lab	PK
	A Sub in the Sea	Reading Gate Lab	Reading Gate Lab	PK
	An Ugly Worm	Reading Gate Lab	Reading Gate Lab	PK
	My Dog	Reading Gate Lab	Reading Gate Lab	PK
	A Cub and a Pup	Reading Gate Lab	Reading Gate Lab	PK
Yuri	Monster Boxing	Emily McCracken	Reading Gate Lab	1A
	That's Not Fair!	Rourke Publishing	Rourke Publishing	1A

The Cooking Contest	Kirk Brewer	Reading Gate Lab	1B
Fancy Cats	Emily McCracken	Reading Gate Lab	1A
The Sandcastle	Meagan Anderson	Reading Gate Lab	1A
The Missing Rabbit	Seamus Clancy	Reading Gate Lab	1A
A Christmas Surprise	Kirk Brewer	Reading Gate Lab	1A
The Magic Bike	Gemma Appleton	Reading Gate Lab	1A
The Street Party	Kirk Brewer	Reading Gate Lab	1A
My Best Day	Seamus Clancy	Reading Gate Lab	1B
The River Queen (Vietnam)	Kirk Brewer	Reading Gate Lab	1B
The Wisdom Pot	Kirk Brewer	Reading Gate Lab	1C
Hazel Puddlebean and the Troll's Pies	Emily McCracken	Reading Gate Lab	1C
The New Fish	Tom Sharrock	Reading Gate Lab	1A
The Monkey Court	Seamus Clancy	Reading Gate Lab	1C
Plum Blossoms	Scott Nepple	Reading Gate Lab	1C
The Sleeping Prince	Kirk Brewer	Reading Gate Lab	1C
Mr. White in Love	Yiting Lee	Hogs Back Books	1B
Yi Sun-sin: One of Korea's Great Heroes	Kirk Brewer	Reading Gate Lab	1B
Great as a Button	Masoud Malekyari	Magink Publishing House	1C
Quack!	Joe Fitzpatrick	Flowerpot Press	1B
I'm A Big Girl	FlowerPot Press	Flowerpot Press	1C
Lucy and the Ghost	Sean Mulearn	Reading Gate Lab	1C
The Scary Sleepover	Emily McCracken	Reading Gate Lab	1A
Kongjwi And Potjwi	Seamus Clancy	Reading Gate Lab	1B
The First Scout Meeting	Emily McCracken	Reading Gate Lab	1C
The Raggedy Snowman	FlowerPot Press	Flowerpot Press	1C
The Lazy Boy Who Became a Cow	Kirk Brewer	Reading Gate Lab	1B
The Two Brothers	Kirk Brewer	Reading Gate Lab	1B
The Art Contest	Emily McCracken	Reading Gate Lab	1A
Dolphins, Ocean Playmates	Kirk Brewer	Reading Gate Lab	1A
Alice's Contest	Seamus Clancy	Reading Gate Lab	1B
Dot's Great Trick	Emily McCracken	Reading Gate Lab	1A
Coda the Polar Bear, The Warm Breath	Rury Lee	BookGoodCome	1C

Title	Author	Publisher	Level
Sam's Hard Work (England)	Seamus Clancy	Reading Gate Lab	1B
Anne Frank, the Life Story of a Young Girl	Reading Gate Lab	Reading Gate Lab	1C
Lucy and Boris Bear at the Museum	Emily McCracken	Reading Gate Lab	1C
The Jug of Honey	Kirk Brewer	Reading Gate Lab	1C
Detective Petey and the Runaway Tiger	Emily McCracken	Reading Gate Lab	1C
Katy and the Treasure Hunt	Gemma Appleton	Reading Gate Lab	1C
Max's Trip	Seamus Clancy	Reading Gate Lab	1B
The New Zookeeper	Kirk Brewer	Reading Gate Lab	1B
Rio's Festival (Brazil)	Seamus Clancy	Reading Gate Lab	1B
Detective Fran	Kirk Brewer	Reading Gate Lab	1B
Why the Sea Is Salty	Seamus Clancy	Reading Gate Lab	1B
Ted the Vet	Seamus Clancy	Reading Gate Lab	1B
The Old WItch	Scott Nepple	Reading Gate Lab	1C
Tree House Help with Captain Eugene	Emily McCracken	Reading Gate Lab	1C
Sunday Rain	Rosie J. Pova	Lantana Publishing	1B
A Great Weekend (Japan)	Seamus Clancy	Reading Gate Lab	1B
The Rolling Snowball (Switzerland)	Seamus Clancy	Reading Gate Lab	1B
The Haunted House on Maple Street	Kirk Brewer	Reading Gate Lab	1B
Diamonds and Toads	Gemma Appleton	Reading Gate Lab	1C
I Don't Dislike You	Jinsub Um	Reading Gate Lab	1C
The Battle for the Jungle	Emily McCracken	Reading Gate Lab	1C
Red Riding Hood	Kirk Brewer	Reading Gate Lab	1C
Ali Baba and the Forty Thieves	Scott Nepple	Reading Gate Lab	1C
The Christmas Gift	Soonwon Lee	BookGoodCome	1C
Milly, Molly and Feather	Gill Pittar	MM House Publishing	1C
Mother Teresa, The Mother of the Poor	Reading Gate Lab	Reading Gate Lab	1C

국문초록

영어 읽기 능력이 영어 교육의 핵심 요소로써 그 중요성이 강조됨에도 불구하고, 한국 교육 현장에 만연한 교사 중심의 영어 읽기 수업은 학습자들이 긍정적인 영어 읽기를 경험하지 못하게 하여 부정적인 태도를 지니게 한다고 판단하였다. 이에 본 연구는 자기주도적인 온라인 영어 다독의 실행 가능성을 학습자의 읽기 행동, 언어적 및 정의적 측면에서의 변화에 대한 탐구를 통해 살펴보았다.

다섯 명의 특성화고 여학생들이 본 연구에 참여하였고, 총 여덟 주의 기간 각기 다른 읽기 목적을 지닌 채 매주 온라인 도서관을 통해 자율적으로 영어 독서를 진행하였다. 모든 참여자는 매주 독서 일지를 제출하였고, 사전 사후 개인 인터뷰 또한 참여하였으며, 독서 기간이 끝난 후에는 독서 기록을 제출하였다. 수집된 연구 자료들은 일반적인 질적 연구 분석 방법에 따라 분석되었다.

참여자들의 언어적 측면에는 다음과 같은 변화가 일어났다. 첫째, 참여자들은 반복적으로 나타나는 단어들을 접하며 새로운 단어를 학습했다. 하지만 새로 학습한 단어의 수는 참여자들의 읽기 양에 따라 큰 차이를 보였다. 또한, 한 참여자는 쉬운 책을 읽는 것이 이전에 배운 단어를 복습할 기회로 작용했다고 이야기했다. 둘째, 한 참여자는 다독을 통해 학교에서 배운 문법 요소를 복습할 수 있었다. 또 다른 참여자는 많은 양의 책을 읽음으로써 문장 규칙에

이전보다 익숙해질 수 있었다. 셋째, 참여자들은 온라인 다독 활동이 그들의 듣기 및 말하기 실력에도 도움이 된다는 것에 동의했다. 마지막으로, 대부분의 참여자는 그들의 영어 읽기 능숙도가 향상됐다고 이야기했다.

참여자들의 정의적 측면에는 다음과 같은 변화가 일어났다. 첫째, 참여자들은 온라인 다독을 통해 영어책 읽기의 즐거움을 느낄 수 있었다. 둘째, 참여자들은 영어 읽기에 대한 동기가 증가했으며, 자신감 또한 상승했다. 셋째, 모든 참여자가 영어 독서를 통해 성취감을 느낄 수 있었다. 마지막으로, 참여자들은 스스로 세운 계획 및 목적의 중요성을 인식하며 자율적인 영어 학습자로 거듭났다.

본 연구의 결과는 특성화고 학생들의 자기 주도적인 온라인 영어 다독이 실행 가능하다는 것을 의미한다. 교육자는 학습자들에게 영어 다독의 장점을 더욱더 강조할 필요가 있으며, 학습자들이 영어 읽기 활동에 참여할 수 있도록 유도하며 궁극적으로는 자율적인 영어 학습자로 성장할 수 있도록 지도해야 할 것이다.

주요어: 다독, 특성화고 학생, 자기주도적 읽기, 읽기 행동, 영어 능력의 변화, 영어 읽기에 대한 태도

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