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교육학석사학위논문

A Case-study of Four Korean EFL Working Adults' Extensive Reading Experiences

한국 직장인 4인의 다독 경험 사례연구

2021년 8월

서울대학교 대학원
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CHAPTER 1.

INTRODUCTION

This study explored four individual cases of EFL working adults' learning experiences of an online-based English reading program with a careful investigation on students' reading fluency. Four different cases indicated diverse backgrounds the working adults may confront in the course of extensive reading. Each of the cases is valuable for their uniqueness since each working adult calling for English learning would have various social and occupational backgrounds. Considering the rise of demand of adult learners to develop or maintain their English ability, this study attempted to carry out a closer examination on the possible pleasure and hardship in adult learners's extensive English reading. This chapter will start the discourse by discussing the background of the study in Section 1.1. Then, Section 1.2 presents the purpose of the present study, leading to the discussion of research questions in Section 1.3.

1.1 The Background of the Study

The theoretical background toward extensive reading sprung from the idea that learners need more significant amounts of comprehensible input of the target language for developing overall command of the language (Krashen, 1982). Especially in the EFL setting, target language reading is often referred to as the best available source of input due to the low accessibility of English input. Although the

benefit of extensive reading in overall language proficiency is well documented both in the first language learning and second language learning (Day & Bamford, 1998; Elley, 1991; Elley & Mangubhai, 1983; Herman et al., 1987; Nagy & Anderson, 1984; Nation, 1997), the volume of English reading that Korean learners have access to is inadequate for achieving authentic reading abilities.

Both young Korean learners and adults learners are neglectful of absorbing adequate English input. This phenomenon can be seen as a result of a compromise in their allocation of limited time resource. The Korean English learners in their secondary education tend not to pour significant time for acquiring sufficient English input as their reality requires better exam results rather than real-life English abilities. Similar tendency of low exposure to English is continued when they become grown-up adults even though they are partially liberated from the pressure of acquiring high exam results. Adult learners often fail to make time to engage in learning English since most of them are occupied with work. Although they make a hard decision to go to institutions or get private lessons to improve their language skills, it usually does not last long because of the stress that comes from learning that is doubled up with work-related stress (Renandya et al., 1999). Also, the adult learners are reluctant to sacrifice their weekends to study English since their learning motivation is relatively lower than that of younger learners (Hwang, 2002). What adult learners can do to maintain or develop their English skill without burdening themselves too much is to have extensive English reading as their tutor.

1.2 The Purpose of the Study

This research was designed to investigate what are the contributing factors and obstacles for working adult learners in carrying out extensive reading. It also explores whether extensive reading encourage working adults' reading motivation and enhance positive reading attitude in the second language (L2). The main task of this study was to provide descriptive data on the participant's experience of reading extensive reading materials of their own choice of time, place, and duration. Throughout the eight-week study period, the alteration in their motivation level is carefully observed in relation to pleasure and hardship they encounter in extensive reading. The present study attempted to consider whether extensive reading is an adequate method to allow the working adults to cultivate a pleasure-pursuing reading practice.

Extensive reading has been documented to promote vocabulary acquisition, reading comprehension, and even writing skills (Bamford, 1984, Bamford & Day, 2004; Carter & Long, 1991; Day, 1998; Hill, 2001). Moreover, its effect on reading motivation or attitude toward reading has also been demonstrated (Athans & Devine, 2013; Boakye, 2017; Wigfield, 1997). Acknowledged with its effectiveness, extensive reading is in the stage to be used gradually for young learners of English as a foreign language (EFL) setting, but the effect of extensive reading on adult EFL learners has been rarely addressed (Heo, 2012; Renandya, Sundara & Jacobs, 1999).

In recent domestic studies, substantial researches were carried out to verify the validity of extensive reading and to identify the most appropriate extensive reading model for Korean secondary school English learners (Hwang & Shin, 2019;

Jeon, 2012). However, researchers confronted the motivational issues as extensive reading was not a material suited for preparing for the CSAT English exam, which is the primary motivation for learning English for secondary school participants. Particularly in the Korean context, students in their secondary education courses usually lack time and energy to enjoy reading since their daily routine is heavily occupied with educational events. As a result, this study attempts to observe the effect of extensive reading experience in working adults in need of spare time activity that fulfills the sense of accomplishment and self-development simultaneously.

Also, the characteristics of adult learners may make them more successful learners with extensive reading. Brown (2007) referred to adult learners to be highly developed in vocabulary, using deductive inference and abstract process to be taught grammatical and linguistic concepts faster than the children. Since extensive reading requires high vocabulary knowledge and usually accompanied with deductive inferencing, adult learners may feel more comfortable with such reading. Also, Knowles (1990) accounted for adults learning target consciousness by classifying them into six categories in his writing *The Adult Learner: A Neglected Species*. According to Knowles, adult learners have a definite justification for learning. That is, adult learners know the purpose of their learning and are responsible for it. Secondly, they have established a self-concept that makes them available for independent and self-directed learning. Since learner-centeredness is a key to extensive reading, this point again supports the idea that adult learners are suitable for extensive reading. Thirdly, they utilize abundant life experiences of their own to support their learning, which can be used as schematic knowledge that helps a more readily comprehension of the text. Fourthly, their learning readiness is high due to the level of their cognitive development. Fifthly, adult learners can apply learned knowledge into their lives by

using a problem-oriented approach. Finally, their internal motivation surpasses external motivation which allows them a freer pursuit of pleasure in extensive reading materials.

To accomplish the purpose of this study, three methods of data collection were used: interviews, text messages and reading fluency tests. Pre/post-study interviews were conducted to explore changes in their motivation to examine their English studying background, initial/final motivation level and changes in reading attitude. During-study interviews were managed every week to determine the circumstances that the participants confront while reading to check on where, when, and how they are processing their reading and to observe incurred motivation changes from internal and external circumstances. Also, the real-time reports of the participants reading habits were communicated through text-messages as means to capture the peculiarities in reading habit of the week in advance to the during-study interviews and prepare questions to make a thorough investigation to them. As a tool to explore the ups and downs in their reading performance, reading fluency was monitored in weekly basis.

1.3 Research Questions

- 1 What are the four individual Korean working adults' pleasures/hardships during extensive reading with minimized guidance?
- 2 What changes in reading fluency do the working adults experience each of every eight weeks?

1.4 Organization of the Thesis

This study consists of five chapters. Chapter 1 provides the background of this study, introduces the purpose and research questions. Chapter 2 revisits documented literature and provides theoretical backgrounds for the study. Chapter 3 provides a complete description of the study methodology incorporating research design, participant, reading materials, researcher's position, procedure, data analysis, and interpretation. Chapter 4 presents the result of this study. Chapter 5 announces the conclusion of the current study, pedagogical implications, and suggestions for further research.

CHAPTER 2. LITERATURE REVIEW

This chapter reviews each body of literature relevant to the current study focusing on the affective and cognitive benefits of extensive reading and empirical studies related to the current topic. This section will discuss documented background knowledge on extensive reading. Firstly, Section 2.1 will visit the factors affecting language learning. Section 2.2 will move on to discussing the role of extensive reading in facilitating aspects of reading motivation. Section 2.3 shall review extensive reading as a reading fluency facilitator.

2.1 Factors Affecting Language Learning

A variety of factors affect English learning results, and the elements are being manipulated pedagogically according to the individual differences and educational context for the best results. In recent studies in Korea, the role of learning motivation and its necessity took center stage. However, more factors are nominated to be crucially affecting the outcome of learning. Lightbown and Spada (2006) suggested that intelligence, language learning aptitude, learning styles, personality, attitudes and motivation, and learner belief are the factors that construct individual differences in language learning in their book *How Languages are Learned*. These differences may vary the result of extensive reading experience of working adults. Among the aspects of individual difference, the factors that are significant to extensive reading activity are language learning aptitude, learning style and personality. These factors shall be discussed one by one in the following paragraphs in relevance to the present study.

In Lightbown and Spada (2006), language learning aptitude is defined as the presence of specific abilities to predict success in language learning. A pivotal point that determines success in language learning is the ability to learn with greater ease and speed. It is suggested that working memory capacity may be a key component to successful learning.

However, being successful in language learning does not require the learner to be strong in every factor of aptitude (Skehan, 1989; as cited in Lightbown & Spada). Instead, strength in different aptitude components may determine the learners' suitability to different instructional types. In the discussion of results, the suitability of extensive reading to individual participants with different aptitude component will be a point of focus. Erlam's (2005, as cited in Lightbown & Spada) research supported Skehan's hypothesis by founding the relationship between aptitude and effectiveness of different kinds of instruction. Erlam found that explicit grammar instruction benefited all learners regardless of their aptitude types. Under the rule-discovery instructional type, learners with higher aptitude were able to figure out the rules. However, Erlam's research did not examine which aptitude components are the contributing factors and obstacles to extensive reading, an approach that is free of instruction. By investigating different aptitude components that comes from the participants diverse background, the factors of aptitude that had led to a successful extensive reading shall be discussed in the results section.

Learning style is defined as a learner's natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills (Reid, 1995; as cited in Lightbown & Spada). The detailed category of learning style is separated into

many different perceptual learning categories of learning styles. The most well-known classes of all are 'visual,' which directs those who learn from visual aids, 'auditory,' which refers to those who learn by sounds, and 'kinesthetic,' which directs learners who learn from physical movements. Another classification in learning style is the cognitive learning style represented as the bisectional distinction of field dependence and field independence. Field-dependent learners tend to see things holistically, perceiving a concept as a part of the surrounding field. On the other hand, independent field learners easily differentiate objects from embedding context (Messick, 1976; as cited in Lightbown & Spada). This bisectional distinction worked as a useful tool to classify participants because some participants showed their tendency of seeing the text holistically while some participant sought individual object separately from the context. The holistic view, field dependency, was often connected to a successful extensive reading in that field dependency usually accompanied by higher tolerance of ambiguity and higher inferencing abilities.

Although it has not been easy to validate the effect that personality has on empirical studies, some personality factors are proposed to impact language learning. The personality factors can be divided into three major components: introversion and extroversion, the level of inhibition and learning anxiety. Characteristics associated with introversion and extroversion suggested as significant factors in language learning that oftentimes extroverted learners appeared to be more successful in learning L2. However, introverted and observant learners excelled in certain learning circumstances (Fillmore et al, 1979). Personal disposition factors are investigated in the process of carrying out the study and the findings are discussed in the results section. Also, especially to grown-up learners, inhibition is another aspect of

personality that plays a significant role in the learning outcome. Inhibition refers to the defense mechanism of learners that makes them less willing to take the risks necessary in learning a language. Learning is acquired through a series of processes with making mistakes and correcting, but high inhibition learners are hesitant in making output because of possible humiliation. Lastly, learner anxiety is the feeling of being stressed or nervous in the language learning circumstance. Learner anxiety is proved to be dynamic and dependent on learning circumstances than learners' natural disposition (Fillmore et al, 1979). In the present study, learner anxiety arose mainly from the limited guidance and supervision from the researcher and the intangible progress of English abilities that comes from the lack of structured assessments. Since such learner anxiety is particular to extensive reading circumstance, this study puts more weight on discussing it.

2.2 Extensive Reading and Reading Motivation

Extensive reading is well-known for its alleviating effects in different affective domains as motivation (intrinsic and extrinsic), attitude (student-centered learning), Self-esteem, and therapeutic effect (Herman et al, 1987). Not only extensive reading in L1 is documented for its effectiveness, but there were also numerous documentations about the positive affective effect of extensive reading in L2 learning motivation (Nation, 1997; Elley, 1991; Takase, 2003). Extensive reading enhances the internal motivations because they get to take the initiative in their learning by bringing the authority to choose the material of their interest and within their learning zone (Krashen, 1982). The impact of extensive reading to the level of English learning motivation has already been proved in Korean classrooms. Although the

effectiveness has been chiefly investigated in secondary school environments (Park, 2017; Jeon, 2008; Jeon, 2012), some proof of motivation facilitation of extensive reading is also revealed in college students (Kim, 2011). This study attempts to explore the contribution of extensive reading to enhancing motivation in working adult learners, because expected learning outcome and the purpose of learning is unique in working adults.

2.2.1 Adult Extensive Reading Motivation

Korean adult learners' overall motivation for studying English remains still high even though the instrumental need for succeeding in CSAT has vanished. Hwang (2002) examined college students' level of motivation for learning English and found that 86.9% answered that English is "highly important," 4.6% answered "quite important" and 8.5% answered "important," which, as a whole, makes up a hundred percent of the participants. Hwang's research on college EFL student's motivation does not directly correspond to working adults' motivation, but it is still notable for its suggestions on possible level of motivation in working adult learners.

Although the documented literature was highly limiting, Yang and Jeon (2014) found that working adult learners have high English learning motivation, particularly internal motivation, despite their decreased overall study intensity. Knowles (1990) had the similar idea about adult learners' learning motivation. He argued that their internal motivation is stronger than external motivation, which supports extensive reading to be an appropriate approach to adult learners. According to Yang and Jeon (2014), the overall motivation to study English was lower in working adult learners

and it is reflected in the decreased expected study intensity. Thus, the level of learning intensity is a critical factor determining the adult learners' level of learning motivation. The present study put the learning intensity mainly up to the participants' autonomy preventing for possible degradation of reading motivation. The possible factors of demotivation shall be discussed with more detail in the following subsection.

Adult learners' high internal motivation and independence may allow them to truly enjoy extensive reading, also known as "pleasure reading." In addition, despite the growing trend of adopting diverse measures with books, newspapers, and video materials in Korean adult English learning, lectures still yield the majority of learning opportunities offered to Korean working English learners. The working adult learners may have external motivations to acquire better test results in authorized English exams for changing jobs. Still, English learning opportunities that gratify the internal motivation and encourage authentic use of English is insufficient, necessitating the current study to investigate the usefulness of extensive reading to working adult learners.

2.2.2 Possible Demotivating factors

As discussed in above sections extensive reading is well-documented with the helpful nature that it has to students' motivation. However, Robinson and Selman (1996) suggested that there are three main factors that may hamper L2 adult learners' English learning. The first characteristic of adult learners is that they lack sufficient time to study compared to younger learners. For this reason, many adult learners are

discouraged to go to institution to learn English. However, the present study sought the possibility of extensive reading sustained through their professional life as a habit. Secondly, an adults' developed cognition prevents them from enjoying slow stages of language development. The problem with slow stages of development were significantly discussed in the result section because this phenomenon was prevalent among most of the participants. Thirdly, adult learners who have established first language ego often incur anxiety in developing second language ego. With extensive reading approach, the learners rarely confronted occasions at risk of losing face, because extensive reading is done individually.

Another problem related to EFL learners' affective aspects is that the literature has found that students lack much interest in the habit of reading books (Athans & Devine, 2013). Due to the rise of portable electronic devices, the young generation is exponentially disengaged in reading books, no matter in their native tongue or their L2 (Gomes & Boruchovitch, 2015). In an effort to counter such problems, this study decided to utilize electric devices as a source of reading material. Because of the portability and familiarity, electronic devices are considered to be the best medium of reading. Moreover, according to Lifelong Education Statistics, which studied 9,973 Korean adults in 2019, Korean English learners in their ages between 25 to 44 answered that they preferred internet and computer-based (ebooks, tablet PC, and smartphones) learning (56%), better than using textbooks and writings on the blackboard (47%) (KESS, 2019). Also, due to the severe prolonged epidemic in which face-to-face lessons are unavailable, finding ways to carry out self-directed learning is necessary.

2.2.3 Graded Readers and Motivation

Hill (2001) has examined graded reading for its availability to give readers enough pleasure to continue voluntary reading simultaneously as a source of language learning. The findings were the graded readers, being “stories written in language that learners can understand (Hill, 1992)” can motivate learners, develop reading fluency (at 200 words or more per minute), enhance learner’s grasp of lexis and syntax, and offer a source of exposure to L2. Hill added on to argue about the effect that graded readers have on learner motivation and stated that it “can radically improve learners’ attitude because they find they have an immediate and enjoyable use for the language they are learning (Hill, 1992).” Also, on the aspect of fluency development, Hill states that successful language learning is dependent on whether the learner can read “at least a page (around or 200 words) a minute. Hill also mentioned that fluency could be developed by reading graded readers that permit 95% comprehension (Hill, 1992).

Moreover, Willis and Ohashi (2012) have argued that the graded readers are highly effective for retaining newly learned vocabularies for a more extended period of time because when a word is repeated more than four times in a text, the chance of reaching the long term memory grows exponentially. Similar findings are revealed by Nation and Wang (1999), suggesting that the frequent rate of exposure to new words allows learners to remember them effectively. Furthermore, they found that extensive reading of graded readers did not only help learners to acquire unknown words, but it also enabled fluency development of already known words. Also, when unknown phrases are met at a constant rate, learners adapt to the unknown and finally manage

to feel familiar with the words (Nation & Wang, 1999).

2.3 Extensive Reading and Reading Fluency

Using extensive reading of the contextualized passage is a valid method that ensures the development of reading comprehension ability and automatic word recognition at the same time (Hendriwanto & Kurniati, 2019; Taguchi, Takayasu-Maass & Gorsuch, 2004; Iwahori, 2008), rather than practicing word recognition in word level. The primary goal of reading instruction is to make all students fluent readers (Kuhn & Stahl, 2003). Reading fluency has been documented to play a crucial role in adequate reading comprehension. According to Grabe (2010), reading fluency directs to speed and accuracy and the feeling of easiness and this study shall follow this definition of reading fluency. Also, automaticity is highlighted to be the main component determining reading fluency (Kuhn & Stahl, 2003; Kuhn, Schwanenflugel, Meisinger, Levy & Rasinski, 2010, p. 231-232).

Reading fluency is a concept that is closely related to the idea of automaticity. According to LaBerge and Samuels (1974), beginner-level readers often take more time reading since their word recognition skill is underdeveloped, thus putting extra attentional effort alternatively to word recognition and comprehension. However, as they develop their word recognition ability and become skilled readers, they can reallocate their attentional resources to both word recognition and comprehension simultaneously, making the processing time shorter. When they eventually achieve automaticity, the reading process becomes more manageable. Those automatic, fluent readers can now put less effort into word recognition and utilize total attentional resources in comprehension and enhance their comprehension performance.

Jeon (2012) investigated the role of reading fluency on comprehension by studying 255 high school students in South Korea. Similarly, Crosson and Lesaux (2010) found that reading fluency plays the most significant role in predicting reading comprehension abilities. In this research, reading fluency directs to reading speed combined with reading comprehension because raising the reading rate without comprehension is not the goal for EFL English learners. In the result section, the interaction between reading speed and accuracy shall be discussed as an investigation of result of extensive reading.

CHAPTER 3. METHODOLOGY

The main task of the study is to investigate the participants' extensive reading experiences deeply with a concentration on their reading practice and fluency changes. The study is carried out to working adults in Seoul, Korea, with four male working adults. Section 3.1 shall introduce the overall procedure of this study presenting a research time table. Section 3.2 will move on to present the methods of data collection with following three subsections (3.2.1 to 3.2.3). Then, Section 3.3 describes the participants and Section 3.4 follows to explain the steps of participants preparation. Section 3.5 introduces Oxford bookworms series as the reading material selected in this study. Section 3.6 discusses the unique role of the researcher and finally Section 3.7 illustrates the approach used in data analysis and the method of data interpretation.

3.1 Overall Procedures

The data collection is done in an eight-week term to observe the participants reading experiences and shift in their motivation and fluency. Before the study, a semi-structured one-to-one interview took place to examine their initial level of motivation and English reading-related experiences. The researcher announced the purpose and rationale of the current study during the first-week orientation. After the announcement, the participants were instructed to read extensive reading materials in

their free time for the study period.

Throughout the eight weeks of study, interviews took place on a weekly basis to carefully monitor the participants' reading habits, attitudes, and motivation. After the eight weeks course, the participants are again interviewed one by one for a semi-structured post-research interview. To measure the development of reading comprehension and word recognition speed, reading fluency checks were conducted every week as a means of assessment. Reading fluency checks the number of Words read Per Minute (WPM). The overall timetable of the eight-week period is given in Table 3.1.

Table 3.1
Research Time Table

Research Procedure	Date
Pre-study interview	Feb. 27, 2021
Research begin	Mar. 1, 2021
1st week interview	Mar. 7, 2021
2nd week interview	Mar. 14, 2021
3rd week interview	Mar. 21, 2021
4th week interview	Mar. 28, 2021
5th week interview	Apr. 4, 2021
6th week interview	Apr. 11, 2021
7th week interview	Apr. 18, 2021
Post-study interview	Apr. 25, 2021

3.2 Data Collection

The data collection for the study was done over a period of eight weeks from

February 27, 2021 to April 25, 2021. Data was collected from three major sources. First, the researcher conducted pre-study, post-study and during-study interviews with the participants, each of them designed to implement different aims. Second, the researcher requested the participants to send a text message every day if they maintained reading. Lastly, the participants took a reading fluency test each week for examining each of the participants' distinct features in reading rate and accuracy. In this section, the above three data collection methods will be introduced one by one.

3.2.1 Interviews

The researcher conducted a pre-study interview, a post-study interview, and seven during-study interviews with each participant. The interviews were conducted following the timetable in Table. 3.1. All the interviews were designed to be one-to-one, open-ended, semi-structured interviews that last for about 30 minutes for each person. Interviews were conducted in Korean language as all participants felt anxiety speaking in English, which may hinder the more sophisticated elaboration of their reading experiences.

The pre-study interview asked thirteen central questions for enhancing the degree of understanding to the participants' 1) work intensity, 2) motivation for learning English, 3) background in learning English, 4) perception/attitude toward reading books in English, 5) desired study intensity. The pre-study interview aimed to reveal each participants' background that could work as variants in the study outcome. Moreover, the data on participant's initial perception and motivation on English reading was carefully studied for clear observation of changes throughout the study period.

In the post-study interview, six major questions were asked to scrutinize the participants' 1) perceived enhancement/deterioration in reading motivation, 2) alteration of perception toward reading books in English, and 3) perceived development in reading performance. The post-study interview consisted of less diverse questions because the questions about the participants' backgrounds were unnecessary in an after-study interview. Pre/post-study interview questions were presented in Appendix 1. and Appendix 3.

The during-study interviews were held once a week to check on each participant's progress and draw a detailed description of their extensive reading experience. The interview consisted of nine main questions with three primary purposes to achieve. The first aim of the during-study interview is to investigate how they enjoy their reading, focusing on the source of the pleasure or hardship. Both pleasure and difficulties were dissected into two factors: internal to extensive reading and external to extensive reading. Internal pleasure comes from the reading contents (e.g., topic, background, author, and idea). On the other hand, external pleasure refers to the positive sense of feeling that springs from outside reading (e.g., feeling a sense of achievement, confidence after ER) (Bamford, 1984). The internal difficulties were difficulties caused internally to the reading activity. The internal difficulties included unknown words/phrases, grammar-related hardships, and hardship resulting from a lack of sociocultural contextual knowledge. The external difficulties direct to the difficulties resulting from the stress that comes from work, family problems, and others. The second purpose of the during-study interview was to identify the reading habits of the participants. The researcher questioned the place and duration that the participants carried out the extensive reading activity to investigate their descriptive reading habits. The third goal was to observe if the participants underwent any

changes in their perception of English reading. For examining participants' genuine attitude toward extensive reading activity, the researcher asked specific questions such as whether the participants think they sacrificed their spare time for extensive reading or regard it as a habit. The during-study interview questions are presented in Appendix 2.

Since interviews were in the form of semi-structured interviews, any useful questions can be asked when the researcher feels a need to do so, and the participants were given much freedom to discuss their background/outcome elaborately. The interviews were transcribed and analyzed in-depth in descriptive rationalization. After transcribing, the researcher read the data carefully and repetitively, coded for themes and recurring concepts, and wrote up an interpretation.

3.2.2 Text Messages

The researcher requested the participants to send a short text message using the mobile messenger service every day if the participants engaged in extensive reading of their free will. They were asked to report the approximate number of pages they read and the time consumed. The place in which extensive reading activity was carried out also needed to be specified.

Text messages were used to observe the participants' daily habit of extensive reading for two reasons. First, the study was conducted without face-to-face lectures between the researcher and the participants. The contactless environment made direct observations unavailable, making it hard for the researcher to observe the participants' reading behaviors in real life. For this reason, using text messages was a suited method to gain elaborative data on participant's real-time data. Second, using short

text messages could diminish the burden of writing journals or portfolios. The researcher was careful in giving the participants cumbersome tasks because any burdensome activities may hinder enjoying the pleasure that comes from extensive reading. Also, since the present study participants were all grown-up adults working for a living, making the research less laborious was necessary to promote a positive attitude toward participation in the current study.

3.2.3 Reading Fluency Tests

In the current study, reading fluency is a combination of reading speed, the rate of reading in words per minute (WPM) unit, and reading accuracy, the comprehension level of reading. (Hudson, 2005) Reading fluency is measured a total of nine times, once after the pre-study interview session, once every week in the during-study interview section, and the post-study interview. The changes in reading fluency were put into graphs in the data analysis section using polygonal lines to each of the participant's distinct features in reading fluency.

To measure reading rate, the participants were asked to time their reading as they silently read an short text from Oxford bookworms books. The text were drawn from alternative Oxford Bookworms e-books of each of the participants' matching levels to minimize interference from alternated levels of difficulty of the text. When a participant moved from one level to another, the short text was drawn from the participant's new level of reading. Because of the inconsistency of test material, these reading fluency tests alone cannot determine development of reading fluency. Rather, the result indicates general trends in their reading speed and its relations with reading accuracy. The results also are indicator of each of every participant's peculiarity that

allows a more profound understanding of their reading practice.

The participants were requested to read 4 to 6 pages short text, consisting of approximately 300-500 words depending on each participant's reading level. The participants were instructed to start the timer when they were ready to read and finish timing as they finish reading. When each participant times their reading, they were asked to read the given passage in the same manner that they usually read Oxford Bookworms materials during this program. The researcher carefully examined the texts to make sure that the texts were easily followed without knowing the context of the whole book.

The reading rate was yielded by calculating the number of words read per minute (WPM). Reading rate (WPM) is computed with the formula: 60 multiplied by the number of words in passage divided by the number of seconds needed to read a short text (Jeon, 2019).

$$\text{WordPer Minute(WPM)} = \frac{60 \times \text{Number of words}}{\text{Number of seconds needed to read}}$$

To measure reading comprehension, the participants were asked to use their own words to briefly describe what happened in the passage after timing their reading rate (Hudson, 2005). Each participant was requested to summarize the main points of the passage orally in the Korean language. By making summaries orally, instead of writing summaries, it was easier to ask follow-up questions to track their reading comprehension. After listening to the participant's summary, the researcher elicits the missing main points of the passage to give the participant a chance to supplement their evidence of understanding. This method was carried out to take into consideration the limitation in working memory that may hamper the participants to

remember every detail they have comprehended. The participants' reading comprehension level was measured based on the rubric in Table. 3.2.3, which measured the level of comprehension by counting numbers of main points and details that the participants could summarize correctly. The researcher distributed the rubric (Table. 3.2.3) to the participants before the reading fluency check to allow them to be aware of what they were expected to do. The items in the rubric is drawn from the divisions of accuracy in Hudson (2005). The reading comprehension marks will be converted into a percentage and converged into the reading fluency graphs attached at the end of the description of each participant's reading practice.

Table 3.2.3
Reading Accuracy Rubric

5 point Rubric	5	4	3	2	1
Identifies Important Information (5/10)	The student lists at least 3 main points of the chapter and at least 2 other striking elements of the chapter.	The student lists points, but only 2 are main ideas while the others are not.	The student lists points, but the ideas are incomplete.	The student has only 1 main point and highlights unimportant points.	The student cannot identify important information with accuracy
Identifies Details (5/10)	Students recall several details for each main point. Students give examples and make reference to other sources of information.	Students recall details for each main point.	Students recall details for each main point but the points are unclear or mixed up.	Students are not able to locate most of the details of the main point.	Students cannot locate details with accuracy.

3.3 Participants

This section first introduces the general information of the participants in 3.3.1. The following four subsections (from 3.3.2 to 3.3.5) describe each of the four participants' detailed background information, found through pre-study interviews.

3.3.1 General Information of Participants

The study was designed to observe the participants' reactions to their initial English learning experiences with rich language exposure. This study was aimed to those working adults who never could obtain extensive exposure to the target language under the Korean educational environment.

Four male participants between their late 20s to early 30s, most of them working as office workers, some working as freelancers, participated in the research. The current study sought to include as various cases as possible. The term 'working adults' was defined as any man and female who earns money for a living, acknowledging that there are many different forms of what we can call 'work.'

The current study initially recruited six male participants, but two participants dropped out after the pre-interview. One participant dropped out because he became swamped as he resigned from his work and searched for a new place of employment. Another participant quitted because his family dissented him to take a part of this study for possible future troubles with personal information.

All participants volunteered to be a part of the present study because they were interested in developing their English skills without going to private institutions.

The participants expressed that their goals of studying English did not match with that of private institutions. Being established working adults, the participants' motivation for learning English for making good grades in standardized English ability exams with highly formal instruction was low.

All participants were college graduates, but their English levels were so varied that four people in this study can represent low, low-intermediate, intermediate, high-intermediate levels in reading extensive English materials. Although they varied in their L2 ability, they all had minimal experience of studying abroad. Having less than a year of study abroad experience was a prerequisite to participate in this study.

All participants have experience studying English with the researcher, so the recruitment was done through the messenger service. The researcher sent messages to those working men/women eligible to participate in the current study, providing descriptions about the research. The researcher met each participant to sign the consent form and provided further explanations about the study.

Some participants attended intensive English reading lessons carried out by the researcher. Since they had the experiences of taking intensive reading courses, they were able to give their personal opinions about how extensive English reading experience was different from intensive English reading and draw comparison between the two. In the previous intensive reading lessons, they read teacher-selected, original material (ex. the Little Prince and Dracula). They were required to read one chapter per week. On the weekends, they had conferences with the researcher about the story they read throughout the week. Teacher-selected books have limitations in that the researcher could never consider all of the students' interests. In addition, the books hardly matched any of the students' English level and were often more complicated than their current level. The course also required them to read complex

parts repeatedly for comprehension, look up for the unknown words and memorize them. Being able to investigate the reaction to extensive English reading with a direct comparison to the intensive English reading was an advantage that came from the participants' previous experience of intensive reading.

Table 3.3.1
Basic Information of the Participants

Name	Sex	Age	Reading Levels	Workload (Per Week)	CSAT English Score	Standardized English Test Scores
Ryu	M	30	Starter, Level 1	20 hours	47 (2011)	TOEIC 410 (2011)
Yun	M	34	Level 2, Level 3, Level 4	45 hours	98 (2007)	TOEIC 960 (2016)
Jo	M	33	Level 3, Level 4, Level 5	30 hours	89 (2008)	TOEIC 955 (2020) TOEFL 98 (2020)
Jung	M	31	Level 4	48 hours	97 (2012)	TOEIC 964 (2018)

3.3.2 Ryu's Background Information

Ryu was a lower-level English learner that Ryu's CSAT English score was comparatively low in comparison with other participants of this study. In 2011, He got 47 marks in CSAT English, ranking in about the 20th percentile on the test. That is, he did worse than 80 percent of all the students who took CSAT. Ryu towered above all his fellow students in the natural science field, but he explained that learning a foreign language was always a weak point for him. Eventually, Ryu's English ability was an obstacle to entering university, and he ended up entering a university that he did not wish to study in.

Ryu studied at a university in Seoul, Korea, majoring in international trade. When Ryu studied at the university, Ryu participated in an English-speaking class that the researcher taught. In a class consisting of 6 adult students with similar English levels, Ryu had participated in English conversations with passion and constantly submitted English journal writing assignments. Ryu took the researchers' lessons to get more than 600 out of 990 in the TOEIC exam, which was a prerequisite for graduating from his university. However, Ryu could not achieve his goal of getting 600 in TOEIC, and his highest mark in the exam remained 410 since 2011.

The continued failure in English made him insecure about his English ability. Ryu continuously referred to himself as a failed English learner. This failure worked as a huge source of inhibition and this factor shall be discussed with focus in the results section. Under the shade of self-delusion of being illiterate in English, Ryu felt the need to study English but at the same time was reluctant to begin extensive reading in English.

After graduation, Ryu was working as a freelance music composer, working about 20 hours a week. Ryu did have designated working hours, allowing him to have much free time for extensive reading for this research. Ryu enjoyed reading books in Korean, but he was a beginner at reading English books.

3.3.3 Yun's Background Information

Yun was a high-level, motivated learner. He had graduated from a university in Seoul, Korea, and was working in a major domestic airline. Yun was passionate about the intensive reading course, and he always wanted to make the best out of the lesson by having more English conversations with the researcher. Yun took the researcher's class to get a high mark in the TOEIC Speaking exam to gain a better chance in his current workplace.

Yun's workload was relatively reasonable because he worked an average of 45 hours a week, and he commented his workload to be "not so intense." He usually worked from 8 a.m. to 5 to 6 p.m., which left him some spare time after work. After work, he usually met his friends and read e-book in Korean. Although Yun was satisfied with his current workload, he thought that the experience of being in employment does not guarantee one's professional development. He continuously studied languages (English and Japanese) for his personal and professional development in his free time. Furthermore, he was preparing to take a licensing exam to be a labor attorney. Yun believed that the lack of development and progress leaves employed people anxious about their future and want a license for their professional development.

Yun scored 98 out of 100 in CSAT English in 2007 and studied law in a

university in Seoul. Being a liberal arts student, Yun's English exam results were higher than that of other participants because he put in a ceaseless effort in getting high scores. Not only was his CSAT English score high, but his TOEIC result was also the highest among the participants. Yun scored 960 out of 990 in the TOEIC exam in 2016. About the test results, Yun mentioned that taking the same exam repeatedly is a strategy that Korean English learners often use because many of them study English for the score to prove they are eligible for the job positions, not the genuine ability to use English in a communicative setting.

Yun had continuously studied English after being employed for five years. Yun's objective was to get a higher score (over 960 out of 990) in the TOEIC exam because his earlier exam results had expired. Yun was required to have a TOEIC score for the labor attorney exam, but the required score is not too demanding to achieve for Yun. Therefore, instead of going to a private institution, Yun studied little by little on his own and took consecutive TOEIC exams for three months, hoping that he would get a high score.

For this reason, Yun was deeply aware that the marks he got for standardized English tests do not reflect his actual ability. Yun hoped to study English for his authentic ability since he was not rushing to get a high mark in any English exam. Also, Yun believed that reading many books helps broaden his mental vision. Yun thought participating in the current study was an intriguing suggestion to combine his habit with studying.

3.3.4 Jo's Background Information

Jo was a high-intermediate level English learner. In the English-speaking group lesson that the researcher taught, he was eager to speak in English and had little inhibition in communicating in English in front of many people. After the course was over, Jo continued practicing his English speaking skills with a tutor.

Jo majored in computer science for his bachelor's and master's degree and worked in a university lab as a computer science researcher specializing in machine learning and natural language processing. Jo's professional life did not take up much time in his routine, as he mentioned that he usually worked about half of the usual office workers. When Jo did not have a project to carry out, he usually worked about 20 hours a week. However, Jo became extremely busy on some occasions. When Jo to met a deadline of a research project, he became overly busy and does not even get time to sleep properly.

Jo was ardent about his profession that he wanted to continue studying in a doctoral program either in the U.S or in Britain. To pursue his future studies abroad, Jo had to score 100 out of 120 in the TOEFL exam. The highest mark that he got from TOFEL is 98 out of 120. Although Jo took a series of TOFEL exams as he studied in a private institution, his score fluctuated in the range below 100.

Jo pointed out that the problem in the private institutions for standardized English tests is that they did not give lessons to promote students' real-life English abilities. Instead, they aimed to deliver exam skills to the students. Jo's friends also advised him that memorizing the speaking template for the TOEFL speaking section would be helpful for him to raise his English abilities. However, Jo believed that he

must bring up authentic English capabilities because he hoped to go abroad to an English-speaking country for his doctoral degree. Jo decided to participate in the present study with the hope to learn a brand-new approach to English learning.

3.3.5. Jung's Background Information

Jung was a high-achieving, motivated student in the researcher's former English intensive reading course. Jung had graduated from a university in Seoul, Korea, majoring in finance. Jung is now working in a government-run bank. Jung was a diligent person who was eager to develop his abilities further. When Jung participated in the intensive reading course that the researcher offered two years ago, he never skipped a class and finished reading assignments every time he came to class for four months of participation.

Jung recently took private English lessons for TEPS (Test of English Proficiency developed by Seoul National University). Jung's motivation to take TEPS lessons was to push himself to learn English. Jung was worried about wasting time without developing the abilities needed for his future career. However, taking private lessons lasted only for a single month since he found himself too busy to make time to finish all of the homeworks assigned to him.

Jung emphasized that quitting TEPS lessons was not out of his idleness, but rather his lack of time and energy. Jung confessed that being a working adult, he had too much to handle besides studying. Jung agreed to participate in the current study because he wanted to continue learning English without the feeling of being exhausted. Jung hoped that he could form a habit of reading in English by participating in the study.

When asked about work intensity, he answered that despite the general perception that a public institution may have a less demanding workload, the branch he was reassigned to early last year required a highly intense workload. The government has designated every Wednesday and Friday as "Family Days" and made those two days free from working overtime mandatorily, but this has only left Jung to work overtime most of the other days of a week until about 10 to 11 p.m. He usually worked an average of 48 to 50 hours a week. The month that the current study took place was in April, especially a busy month for banks since financial statements were out early in April. Also, Jung happened to take an online-based work training program until the end of April. Jung was worried the working schedule might hamper his English extensive reading progress. However, Jung's business was not an obstacle to participating in the present study because investigating how extensive English reading combines into working adults' real lives was one of the purposes of this study.

3.4 Participant Preparation

The participants were recruited after getting approved by the Institutional Review Board (IRB). Each participant took the Oxford bookworms level test, which consists of two exams for each reading level. To allow participants to save time and energy in taking exams of every seven levels, the researcher estimated the levels of each participant to guide them to an appropriate level test. Participants were asked to retake the test of the upper or the lower level until the test results determined that the same level was proper for the participant.

After the test results were released, the researcher distributed an Oxford Bookworms brochure, which provided the list of books with summaries. The

participants were asked to refer to the brochure to choose their books from then and on. Afterwards, the researcher announced the participants to download the Kindle application, an Oxford bookworm ebook launcher. The participants were given instructions to utilize the main functions of Kindle; using English-English dictionary, Wikipedia, Google translation, bookmark, and highlight.

Before the pre-interview in which the first reading fluency test takes place, the participants were instructed about the process of taking reading fluency tests. The procedure followed three steps: 1. distribution of test material (4 to 6 pages of book short text of the participant's level), 2. using a stopwatch to time their reading, and 3. summarizing the main points and details in the participants' first language: Korean. Since this reading fluency aims to check changes in participants' regular reading speed and level of understanding, the participants were requested to read at their normal speed.

3.5 Reading Materials

Oxford Bookworms series is chosen as the reading material, thought to be highly of its accessibility, enabling participants to maintain easy access to it using their commuting time. In addition to its portability, Oxford Bookworms allows researchers to check the participants' progress quickly by showing their reading progress. Participants can also engage in a more active self-directed reading since this program provides quizzes at the end of each book, ensuring readers with appropriate comprehension. Another benefit of using Oxford Bookworms is that the provided books are maintained at a specific Lexile level. The book length is also kept relatively short (50-150 pages), varying length according to reading level. Shortened volume

helps mitigate reading pressure, increase a sense of accomplishment, and maintain concentration throughout the reading.

Although Oxford Bookworms is initially designed for children learning to read in their native language, the allotment of text-level is broad enough to be read by adults in EFL contexts. Not only does it provide 7 level splits by the Lexile index (from Starter Level to Level 6), it also provides a diverse genre of reading ranging from classic, crime and mystery, fantasy and horror, human interest, and play scripts. As the level advances, more nonfiction books are offered and the genre of nonfiction includes earth science, biology, finance, history, arts, and so on. It also has an adequate number of books, currently providing 829 books in total.

As the number of books decreases in higher levels, there is a possibility that high-achieving grown-up learners may have difficulty in choosing the right book for him/her, thus needing to shift to another online-based graded reader or paper books. Altering a reading channel was allowed because of this reason, but none of the participants wished to change and take another platform during the eight weeks of the research period. Also, the researcher informed the participants that they could drop off in the middle of reading books of their choice and choose another book to read, considering that the level of interest towards the reading material is a key to extensive reading.

3.6 The Role of the Researcher

This study restrained any interference and guidance to the participants to investigate the participants' realistic reading habits and motivation to read. The researcher served only as a reading-material provider, reading-material explainer, and

interviewer in interaction with the participants. In the data collection phase, the first main task of the researcher was to introduce online-based reading material (Oxford Bookworms) and to give a full explanation about the program to allow full access to its useful features. Then, the researcher interviewed each participant in semi-structured interviews to investigate their reading experiences. Any direction or instruction was minimized to prevent influence of the researcher to the participants' L2 reading attitude.

3.7 Data Analysis and Interpretation

This study adopted a qualitative data analysis approach. In this study, data were collected inductively, and attempts were made to drive as deep as possible into the participants' experiences. The study interprets the collected data by coding interview data by reiterating themes among participants and observing meaningful topics and narratives (Cresswell, 2003). Qualitative data analysis is a good fit for the current study because it aims to investigate Korean working adults' experiences in online-based extensive reading in the pursuit of answering the general research questions.

The primary source of research data comes from semi-structured interviews that the researcher established. The interviews took place every week since the beginning of the research to keep track of the participants' reading practice and collect descriptive data. Each participant's interviews were recorded and transcribed for careful analysis. Each interview data was average 45 minutes long and took place a total of 10 times for each of the four participants. After being transcribed, each

interview was about 10 pages long. The entire data collected was 1800 minutes of recording and 400 pages long when transcribed. The researcher read the transcription of the interviews multiple times and highlighted exciting points. Then, the points were coded into the emerging topic, and the topics were made into titles of each subsection with attractive labels describing the topic of discussion. After coding, the remaining data were recollected to be merged into the overall reading experiences section.

CHAPTER 4.

EXTENSIVE READING EXPERIENCES OF FOUR WORKING MEN

This chapter presents the findings of the current study by describing four participants' extensive online reading experiences. The chapter is separated into four main sections, and each section provides a detailed portrait of one participant. Section 4.1 gives a thorough description of Ryu's extensive reading. Section 4.2 continues to discuss Yun's experiences. Section 4.3 explains Jo's extensive reading experience, and Section 4.4 explores Jung's, respectively. Each section starts with a subsection that analyzes the participants' fundamental motivational factors. The second subsection moves on to discuss the general reading practice of the participants. To back up the success/failure in their reading practice, the third subsection presents an analysis of each participant's reading fluency test results. Last but not least, in the fourth subsection, each participant will be given titles according to their unique reading practice and be highlighted with the specificity of their cases with detailed descriptions.

By analyzing the data in such a way, the researcher was able to weave a narrative with each participants' stories filled with probable reasons and reasonable results that were coherent to the participants' specific reading behaviors and experiences. Exploring their extensive reading helps to grasp a small sample of diverse reactions in adults' extensive reading experiences.

4.1 Ryu: A Musical Composer Who Wants to Write English Lyrics

After graduating from university, Ryu stopped studying English. He referred to himself as a "Youngpoja," an abbreviated Korean term to refer to people who have given up learning English. In every question asked by the researcher in the pre-study interview, Ryu showed similar attitudes toward English learning materials. For example, when he watched English movies, he always relied on Korean subtitles and never tried to listen to the English lines.

Being a musical composer, Ryu said that deep inside his mind, he longed to understand the manuscripts written in English because he was aware that there is far more information he can access if he could read English materials. To develop his composing skills, Ryu had to look up information online to read about harmonics theories and watch videos of other famous composers' producing sequences to take their skills as a reference. However, Ryu mentioned that whenever he confronted English-written material, he quickly tapped on the backspace button and visited another page with Korean descriptions.

Excerpt 4.1 Interview with Ryu (Feb. 27, 2021)

I study harmonics with a textbook, and if there is an unknown term, I google it. For example, in harmonics, there is a term called 'secondary dominant.' [...] Though there are lots of words that are in English, I always search only for Korean results because I can't read and comprehend English materials. I would think about developing my searching skills further, not English reading skills.¹

As he confessed in the pre-interview, he was elicited to find another

¹ All excerpts have been translated by the researcher.

motivation for himself to learn English to write lyrics in English. Ryu was a big fan of a Korean musician, Ye-rin Baek, who has written many songs in English. His motivation to write English lyrics, as Baek does, is explained in Excerpt 4.12.

Excerpt 4.2 Interview with Ryu (Feb. 27, 2021)

Remember that I said I liked the musician Ye-rin Baek? She writes English lyrics, and I always wanted to make songs with a similar mood. But I found that it is not as I expected if I put Korean lyrics into the mood. You know, it sounds a bit too straightforward if the lyrics are in Korean.

While thinking that learning English may be helpful in his life, Ryu expressed that he was overwhelmed by the amount of time, effort, and money he has to put into learning English. Ryu said that he did not have the motivation to start learning English since his job was not directly related to communicating in English.

Ryu's claim of being a "Youngpoja" could have started in the poor grades he got in the previous English tests (CSAT and TOEIC, as provided in Table 3.3.1). Nonetheless, Ryu's actual English ability was sufficient for English reading at a basic level. Ryu's lack of confidence in facing English-written materials was because he confronted English materials in schools and private institutions as means to study for future assessment for his entire life. Extensive reading was the first material of learning that Ryu was not assessed with, so the researcher anticipated the changes in his attitude toward reading.

According to Ryu, it was his first time reading in English. Thus, he wished that he would not feel much burdened by the level of the reading material. He set his initial daily reading time as an average of one hour a day since he had comparatively more time to read. Ryu hoped that the reading material would be interesting enough to make him continue on reading and lift him from the feeling of helplessness.

In fact, Ryu was a bookworm who reads about 5 to 6 books written in Korean every month. Therefore, his interest in reading books in Korean made him interested in participating in the present research. The participant mentioned that he was particular about book selection. He only read the books he was interested in, and he never tried to read a book that was out of his interest. Ryu loved reading Western classical novels and philosophical essays and he hoped to read many books of his interests offered by Oxford Bookworms.

4.1.1 Overall Reading Experiences

Table 4.1.1
List of Oxford Bookworms Books Read by Ryu

Period	Title of Book	Word Count
Week 1	Girl on a Motorcycle (Starter Level)	
Week 2	Girl on a Motorcycle (Starter Level)	Word Count 1,300
Week 3	Les Miserables (Level 1)	Word Count 7,302
Week 4	The Wizard of Oz (Level 1)	
Week 5	The Wizard of Oz (Level 1)	Word Count 5,440
Week 6	The Phantom of the Opera (Level 1)	Word Count 6,230
Week 7	Leonardo da Vinci (Level 2)	
Week 8	Leonardo da Vinci (Level 2)	Word Count 7,033
Number of Books Read: 5		Net Word Count: 27,305

Ryu started his journey to extensive reading by reading a book from the Starter Level, *The Girl on a Motorcycle*. Ryu took the level test distributed by Oxford Bookworms and got the marks just right for the Starter Level (test 1: 24 points, test 2: 25 points). He finished the whole book in about 30 minutes since the book had 40 pages with many colorful pictures. While reading the first book, Ryu rarely had unknown words so he only looked up on the dictionary only twice. Despite the ease of the material which Ryu confessed that he felt comfortable with, he had discontentment with the reading material. Ryu thought that the book was not what he expected when he read the book description. He wanted to read a novel with fuller descriptions but he found out that the book was merely children's literature.

Excerpt 4.3 Interview with Ryu (Mar. 7)

The Starter Level book was so boring and so simple. It narrates like 'something is something', there is no more description that I expected from a novel. Although I like the level of reading, it is exactly children's literature and I felt like doing homework reading the book.

Although the first book did not attract Ryu nor the book's content was not for adult learners, Ryu felt a sense of accomplishment. It seems that the experience has broken him out of his delusion of being illiterate in English, since it was the first time for Ryu to read a whole book in English. Ryu realized that his actual English ability was not as bad as he thought which is presented in Excerpt 4.13

Excerpt 4.4 Interview with Ryu (Mar. 7, 2021)

After reading the book in the Starter Level, I had a sense of accomplishment a little bit. It was because I had a vague fear about reading in English, and the book got me out of the delusion.

After finishing his first book swiftly, Ryu wanted to choose the next book at Level 1 for his second book for having more choice on the topics. The researcher agreed to his opinion since extensive reading should be accompanied with pleasure and books should be chosen according to the reader's interests. Ryu chose *Les Misérables* at Level 1, since Ryu is a lover of Western classical novels. Ryu found out that reading Level 1 material was much more enjoyable, even though it took more time and effort due to the raised level of difficulty. Ryu's impression on selecting a book from a higher level for matching his interest is shown in Excerpt 4.5.

Excerpt 4.5 Interview with Ryu (Mar. 14, 2021)

Les Miserable is much better than the first book in that the sentences are a bit longer as a usual novel for adults. I felt that Level 1 was the right level for me. I had no trouble reading the book even though I sometimes had unknown words to look up for.

After switching to Level 1 and starting to select reading materials of his interest, substantial changes occurred in Ryu's reading attitude and practice. These changes seemed to have occurred firstly from the change in the book genre that was followed by a difference in the level of interest in the reading material. Ryu mentioned he no longer has to push himself to read English books. Also, he read more pages of the book in a day, despite of more detailed descriptions and challenges from elevated sentence structure. However, Ryu's overall reading experience after altering reading level was better than that of reading the Starter Level book as it is presented in Excerpt 4.6.

Excerpt 4.6 Interview with Ryu (Mar. 21, 2021)

I feel differently from the first week in a positive way. I had less resistance in reading this week even though the material became a little bit harder.

Ryu's increased interest in reading material made him to enjoy reading more. His love toward Western classical novels seemed to have given thrust to reading in English without feeling uneasiness with the language. The material was harder than the previous book but Ryu pushed through the reading with the benefit of knowing the major plots of *Les Miserables*. This helped lowering Ryu's affective barrier throughout reading.

Excerpt 4.7 Interview with Ryu (Mar. 14, 2021)

I was at first a bit scared to move onto Level 1 but I benefited from knowing big plot streams of Les Miserables. I have not read this book before, but I know the story because it is so famous.

Ryu also expressed satisfaction toward reading ebooks with his mobile phone. Ryu loved to read books in his bed when he took a rest. He expressed amazement about the convenience of using ebooks.

Excerpt 4.8 Interview with Ryu (Apr. 25, 2021)

I never knew ebooks were so convenient. [...] I can just lie in my bed and a swipe of my fingertip would turn the page for me. I love lying down to read with paper books, but I have to lie with my face down all the time and that hurts.

Ryu's amount of reading each day increased from the beginning of the study. In the first half of the research, Ryu read about 5 to 6 pages a day. After the fourth week of the study, Ryu read an average of 11 pages a day. The average duration of reading became longer but the number of days he engaged in reading decreased. In the first half of the research, Ryu spent an average of 4.7 days a week reading English books, However, in the last half, Ryu spent only an average of 3.3 days reading. The diminished number of days and increased amount of reading meant that Ryu read more material in a single day. In the fifth week, Ryu read half of the book in one day. Ryu mentioned that reading a large quantity of English reading material gave him a positive energy and a sense of achievement.

Excerpt 4.9 Interview with Ryu (Apr. 4, 2021)

I read half of the book in a day and I felt pretty good to have stimulation on my brain. I forgot what it feels to study hard and feel a sense of achievement

but reading English books gave me some positive energy. I felt accomplished in that I concentrated and enjoyed quite a large amount of English reading voluntarily.

Ryu added on to say that the positive energy that extensive reading gave him was something Ryu had never experienced with intensive reading. Ryu had only experienced intensive reading in Korean secondary classrooms and considered reading as a compulsory task. However, by participating in the present study, Ryu could foster a positive attitude toward reading in English in that he engaged in the activity voluntarily and gained positive energy out of the experience. However, Ryu constantly mentioned that he felt a sense of accomplishment from ‘studying hard,’ which shows his perception about reading in English still stayed as studying, rather than just reading for pleasure.

To sum up, Ryu could not form a habit of reading English books during this study for two reasons. First, Ryu felt burdened to read English books and as it felt like studying. Although the English books were graded readers to suit his own level, Ryu had to elevate one level (from the Starter Level to Level 1). This made Ryu use more attentional energy into reading and possibly have made the whole experience of extensive reading less enjoyable. Second, the books provided by Oxford Bookworms did not exactly match Ryu’s interests of the first priority. The comparatively low level of interest to the reading material hindered him from regarding it a first priority. This has led Ryu to combine reading in English with reading in Korean. Throughout the research, Ryu spent an average of 35 minute a day reading English books, whereas he spent at least an hour a day reading Korean books. Ryu mentioned that he did not find Oxford Bookworm reading material satisfying in Excerpt 4.10.

Excerpt 4.10 Interview with Ryu (Apr. 11, 2021)

I normally read many books in Korean. I can read more things of my interest from the books in Korean. That is why I spent less time reading English books. I read The Adventure of Tom Sawyer in English because I am a huge fan of classical books, but anyhow it is not my first priority. I am now reading Korean-translated Le Mythe de Sisyphe, an essay by Albert Camus at the same time.

Ryu added that a short-term experience of extensive reading in English could not give him courage toward English reading in daily life. Although Ryu was satisfied with getting over his self-delusion that he was illiterate in English, such a brief positive experience could not give him the courage to try reading articles in the field of music. Ryu claimed the limitation of the short-term experience of English extensive reading in Excerpt 4.20.

Excerpt 4.11 Interview with Ryu (Mar. 7, 2021)

The sense of accomplishment does not correspond to the confidence that I am able to read other English written-materials, because I know that the level was too low. I want to read (musical) information when I search for them but what I am reading, even reading Level 1, does not grant me the literacy that I want.

Since the study period was limited, Ryu's achievement of clearing the delusion of being illiterate in English and a partial improvement in English reading was not a minimal outcome. However, Ryu still believed that he would not gain the literacy that he longed for by reading stories in English.

4.1.2 I Am a Discouraged English Learner with No Grammatical Base

As Ryu continuously called himself a 'Yongpoja,' Ryu's unfamiliarity with English grammar was the biggest concern in reading in English. Ryu mentioned that he could grasp the meaning of the text using the context of the story, background knowledge about the story, and interpreting lines word by word. However, the ignorance of grammatical structures made it difficult for him to read without guessing or inferring. Ryu's comparative hardship with English grammar is explained in Excerpt 4.21.

Excerpt 4.12 Interview with Ryu (Mar. 7, 2021)

I am a Youngpoja, and I don't understand English grammar. I am using the English-English dictionary provided on Kindle when I confront unknown words, so there is no big problem with vocabulary. I have more grammatical problems.

Ryu elaborated the grammatical points that incurred problems in his reading. He had difficulties mainly in the grammatical structures that do not exist in Korean grammar, such as "there is..." construction, prepositions, and conjunctions.

Excerpt 4.13 Interview with Ryu (Mar. 7, 2021)

For instance, I have difficulty decoding the meaning when I confront grammar structures starting with 'there is...'. I don't get what that means because there is no such structure in Korean.

Ryu explained the uneasiness of interpreting the meanings of prepositions.

This led him to be confused with the named of characters with places. Ryu said that he did not know how to comprehend basic prepositions like 'on' and 'in' in a book.

Excerpt 4.14 Interview with Ryu (Mar. 14, 2021)

I had some unknown words in Les Miserables, and when I searched for them, I found that most of them were pronouns. It was confusing because I did not know the meaning of the prepositions 'of' and 'in.' For example, at the beginning of chapter 7, there is a part saying 'and live in the house of Marius's grandfather in the Marais.' The name of the character and the area's name had similar spelling, and I did not know the use of prepositions 'of' and 'in' to be sure which is which.

Ryu continued to express his anxiety towards reading without grammatical knowledge regarding English tenses. Ryu said that he would never be able to rewrite the story in his own words. Despite his concerns, Ryu was not asked to rewrite it anyways and being unfamiliar with tense did not bother him in understanding the content or story of a book.

Excerpt 4.15 Interview with Ryu (Mar. 21, 2021)

I am also unfamiliar with English tenses. There is no problem for me to read and interpret the story, but if someone makes me rewrite the story in my own words, I certainly cannot build sentences with the correct tense.

To Ryu, simple conjunctions also incurred problems. Ryu could not understand discourse markers for better comprehension of the connections between phrases and sentences. What Ryu did to tackle the problems with English grammar was to depend mainly on the contextual clues to interpret sentences.

Excerpt 4.16 Interview with Ryu (Mar. 7, 2021)

I also don't understand the relationships between two phrases linked with conjunctions like "that, but, however." So when I read, I usually figure out the relations between words from the context. I think that is faster than trying to interpret the sentence with grammatical knowledge.

Ryu mentioned that he thinks that extensive English reading would not solve his problems of lacking grammar knowledge. He thought in this way because he passed by the linguistic structures without learning them. Ryu's problem of repeatedly regarding himself as a 'Youngpoja' came from the feeling of helplessness from his experience of suffering a lot from intensive reading in Korean secondary schools. With intensive reading practice, Ryu had to keep on attempting to memorize new grammatical structures. On the other hand, what Ryu had to do with extensive reading was focusing on the textual pleasure.

Despite his frustration of not learning anything, what he did in the process of reading English books—guessing, inferencing, and relying on some compensational strategies to draw the meaning of a text, are approaches to incidental learning (Nation, 1990; Reber, 1996). Some theorists advocate putting systematic attention to teaching grammatical structures, but others rejected to rely too heavily on learning. However, those theorists supporting incidental learning also believed that focusing solely on incidental learning is not sufficient and a combination of both intentional and incidental learning is necessary in mastering a language (Ellis, 2004).

Despite Ryu's initial concern about being unable to achieve a certain proficiency level in linguistic forms through extensive reading, he turned out to think positively about the effect of grammar acquisition after a few weeks of reading. Ryu mentioned that reading English books reminded him of the knowledge on English tenses and prepositions that he did not even remember learning. He said that the

knowledge of grammar vaguely remained in his memory seemed to be merging while reading books. Also, Ryu's false belief that he knew almost nothing about English was broken as described in Excerpt 4.17.

Excerpt 4.17 Interview with Ryu (Apr. 18, 2021)

I thought I genuinely knew little about English grammar, but maybe I was not a true Youngpoja as I thought. The fact that I graduated high school and entered a university in Seoul did not allow me to be a true Youngpoja. I think I am starting to use what I had learned in secondary school. I somehow knew how to interpret tense and prepositions even though I did not have the memory of studying them.

Ryu mentioned that he still had difficulty distinguishing complicated grammatical structures such as the present perfect tense or the passive voice. Also, he was unsure if extensive reading could solve the problem. Still, he expressed amazement at the new approach to English grammar (incidental learning from extensive reading), comparing it with the previous experience of formal instruction. Extensive English reading seemed to have complimented the “vagueness” in formal instruction with abundant input. By repeating to read authentic usage of linguistic structures, the knowledge seeped into the learner's cognition more naturally.

Excerpt 4.18 Interview with Ryu (Apr. 25, 2021)

I am not sure if I can master the complex tenses that I mentioned, but reading is much better than taking lessons in learning grammar. When I listened to the lectures in secondary school, I just could not get a sense of them, thinking that the ideas were too vague to be understood. Lectures were like just pushing the information into my head when reading gets absorbed with its contextual meaning.

Due to the limitation in the study period, the data about Ryu's progress in

grammatical ability outside of the eight-week study period boundary was not observed. Specifically, whether an EFL learner with limited English grammatical knowledge can master a complex English tense as present perfect tense seems to be another research question. Although the current study could not investigate English ability development due to the time limitation, some genuine value of extensive reading is confirmed in Ryu's case. Extensive reading is documented to promote a positive attitude to reading (Boakye, 2017; Athans, 2010; Wigfield, 1997); however, in Ryu's case, it promoted a positive attitude to general English learning. Extensive English reading improved Ryu's attitude and he mentioned the positive energy he gained from reading in an earlier sub-section. However, he did not have the will to carry on extensive reading after this study. The reasons Ryu did not wish to continue with reading in English are described in the following subsection.

4.1.3 Extensive Reading Feels Like Studying

Ryu mentioned that he enjoyed the contents that he read in English, but this was not sufficient to convert him into a bookworm in the Korean language to English. Ryu's English extensive reading was different from his ordinary reading practice of Korean books. Ryu mentioned that he felt like studying more than just reading books. He explained his perception about reading in English in Excerpt 4.19.

Excerpt 4.19 Interview with Ryu (Apr. 4, 2021)

I regard reading English books differently from Korean books. It is more like studying English. Even if I am interested in the book's contents, I will not read it in English simply for fun because reading the exact text in the Korean version would be much more comfortable.

By comparing the two experiences (reading in English and Korean), Ryu explained his English reading behavior. Ryu could not be patient with reading in English, and he continuously checked his progress as he read.

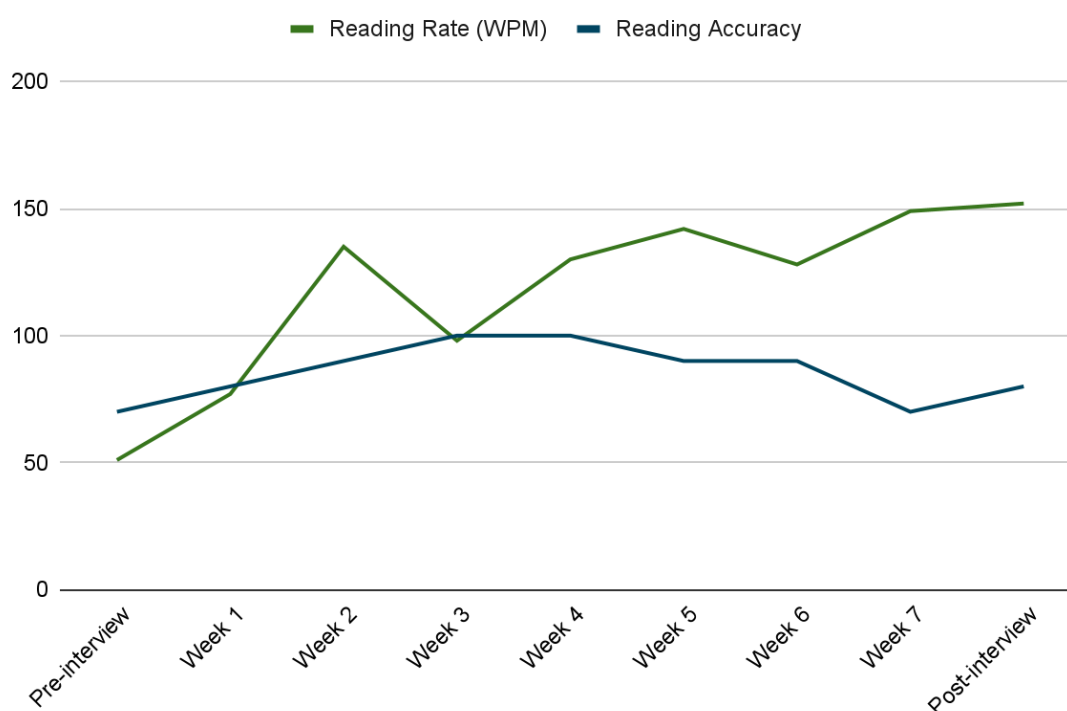
Excerpt 4.20 Interview with Ryu (Apr. 25, 2021)

I kept on checking how many pages were left to read. I don't usually check my progress when I read Korean books, even if I read difficult essays that discuss philosophy and others. I think, from deep inside of me, I may have wanted to escape quickly from the reading situation in English.

Although Excerpt 4.20 was an excerpt from the post-study interview, Ryu's attitude toward extensive English reading as studying was never changed during the study period. To make sure English extensive reading was sustainable for Korean working adults, the pleasure must surpass or equal the purpose of learning English. However, in Ryu's case, enjoying reading in English was not possible for three reasons: First, Ryu was discouraged from learning English for so many years after continuous failures in English exams that he felt it was mainly stressful to read in English. Second, his profession was not closely related to English communications, and his professional success was not dependent on his English ability. Hence, his motivation was not as strong. Third, Ryu mentioned that he was meticulous in choosing books. He was a book lover who only loves to read the books that genuinely attracted him. The shortage of book diversity was a significant problem in Ryu's case because Ryu had a high interest level in books and a comparatively lower motivation level. The outcome might have been different if Oxford Bookworms provided graded versions of the books that Ryu would read in his first language.

4.1.4 Ryu's Reading Fluency Tests

Figure 4.1.4
Ryu's Reading Fluency



Overall, Ryu's reading fluency graph contained ups and downs rather than displaying consistency. The ups and downs were found both in reading rate and accuracy. Although it is hard to make an analysis regarding the development of Ryu's reading rate by the data in Figure 4.1.4 because of inconsistent test material, big trends were possible to be observed.

In Ryu's case, the fluctuation appears irrelevant to the alteration of level of his reading. In Weeks 1 and 2, Ryu read a book in Starter Level. Although he was tested with texts from the same leveled books, he showed a drastic difference in reading rate

between Week 1 and Week 2. In subsequent weeks (Week 3 to 6), Ryu moved up to Level 1. Again, Ryu's reading rate fluctuated irregularly. However, Ryu's reading accuracy showed a constant growth from 70 in Pre-interview to 90 in Week 6 until when his reading level went up to Level 2 in Week 7.

Initially, Ryu was a slow and less accurate reader. Although Ryu read the Starter Level text at a rate of 51 WPM, Ryu's reading accuracy scored 70 points out of 100, missing a main point and two detailed information from the text. Ryu said that he had a hard time carrying out the first reading fluency test because he was too nervous. A reading rate that is slower than the initial reading rate was never found thereafter.

Subsequently, in Week 7, Ryu's reading fluency reached 149 WPM. However, such a raise in reading speed cannot be seen as a genuine achievement because Ryu scored 70 for reading accuracy as a result of his attempt to read faster. Pikulski and Chard (2005) mentioned that reading fluency is the bridge between decoding and comprehension that allows readers to concentrate on text meaning. However, to EFL learners automacy does not ensure comprehension. Instead, EFL learners may display "surface fluency (Pikulski & Chard, 2006)" in which they are able to read quickly and fail to comprehend. It seems that prompt word recognition skills were so hard to achieve for a beginner EFL learner like Ryu. Another possible way of comprehending the fluency test result of Ryu is to see the 8-week period too short to make remarkable improvements in accuracy. Ryu may have developed word recognition speed by a little bit by getting familiar with reading English text, but comprehending what is recognized takes more time and necessitates more proficiency.

Also, because of the limitation in study period, the rise in the fluency graph can hardly be interpreted as a significant growth of Ryu's reading skills. Rather, the increased reading rate was largely due to his delusion of being illiterate in English which seemed to have worked as an obstacle to carry out a concentrated and confident reading. Ryu's discouraged attitude toward English was relieved during the eight-week program, being the major reason that made the rise in reading speed noticeable.

4.1.5 Summary of Ryu's Experience

Ryu's overall experience in extensive English reading in the eight-week term achieved a partial success. Regarding the promotion of reading attitude, extensive English reading inspired Ryu to read voluntarily and gain positive energy from in English. In addition, it broke Ryu's false belief of being illiterate in English through his experience of reading level-appropriate English books. However, Ryu was still struggling with complex grammatical problems. Ryu was a participant with lower English abilities with significantly lower grammatical knowledge. Due to his original traits, Ryu's reading usually depended heavily on guessing and inferencing. In Ryu's case, extensive English reading was an approach that allowed more unrestricted exploration of vast amounts of English input without paying much attention to language learning. Ryu could get familiar with some sentence structures and tenses, even though the acquisition of some complex structures is deemed to necessitate formal instruction to be mastered.

Also, Ryu could not fully enjoy extensive English reading despite being a bookworm in L1, which was resulted from limitation in the spectrum of books provided in the Oxford Bookworms series that was not sufficient in fulfilling Ryu's topic of interest. Due to the relatively low level of interest, Ryu struggled in building a habit of reading in English as a substitution for his habit of reading in Korean.

Moreover, an unexpected motivational obstacle awaited as a result of selecting a level-appropriate material. Because Ryu's reading level only have gone up to level to in the end of the study, Ryu was left feeling helpless in the level of literacy he gained through this eight-week program, saying that reading the graded readers did not grant him the literacy he wanted. Such limitation in applying acquired English reading ability resulted in a lowered will to persist extensive reading after this study.

4.2 Yun: An Office Worker Who is a Bookworm

Yun is an office worker in a domestic airline who wanted to further develop his English-speaking skills for taking phone calls from foreign clients. His primary motivation in participating was out of the feeling of ashamed when he had trouble communicating to foreign clients. Yun also mentioned that he had a hard time maintaining the concentration in somewhat lasting English once he went abroad for a business trip. Also, since Yun has limited exposure to English daily, except for minimal communication with clients, Yun was anxious about his declining English ability. Due to the anxiety toward his English ability, Yun was also felt the nerve in taking the Oxford Bookworm level test, even though it was not a demanding exam.

Yun's motivation to learn English as a foreign language was to utilize the language in his working environments; however, what has led him to participate in the present study did not exactly match his English learning goals. Yun thought that reading fluently in English would also be pleasurable, but it was not essential in his case. Yun's goal in participating in this study was to pursue the pleasure of reading primarily and to develop English ability as a secondary advantage.

In the pre-interview, Yun mentioned that his favorite spare time activity is reading books in Korean. Yun remarked that he made a resolution to read steadily since 2018 because he had realized that the busy daily life did not allow him to read over an extended period of time with hard covers. As a result, he started reading e-books in Korean. Ever since he began to read e-books, he read an average of thirteen books in a year.

Yun did not just read books in Korean persistently, but he also made an effort

to think through the book and learn lessons from the book. To make the text stay longer, he often highlighted lines that contained significant messages, the lines that he can sympathize with, and the lines that made him contemplate a new idea.

Yun was a beginner in extensive English reading. He once read an English book of 300 pages to fulfill a course requirement when he was in university, which turned out to be a highly intensive English reading experience. Yun added that this initial experience with the English book reading was not pleasant because he was not interested in the book's content, and the book's level was too high. In the pre-interview, he mentioned that reading in English feels like "doing assignments," mainly due to intensive reading practices he underwent in secondary school and university. Later in the study, however, Yun's previously-built way of reading a book in Korean was transferred to English reading practice, which was a positive shift in that he handled English reading in a similar way with reading in Korean. The following subsections will discuss Yun's detailed practices with English reading throughout the study period.

4.2.1 Overall Reading Experiences

Table 4.2.1
List of Oxford Bookworms Books Read by Yun

Period	Title of Book	Word Count
Week 1	Sherlock Holmes Short Stories/ Huckleberry Finn (Level 2)	Word Count 6,280
Week 2	Huckleberry Finn (Level 2)	Word Count 6,180
Week 3	John F. Kennedy (Level 2)	Word Count 6,857
Week 4	The Picture of Dorian Gray (Level 3)	Word Count 10,245
Week 5	The Midsummer Night's Dream (Level 3)	Word Count 11,167
Week 6	Space (Level 3)	Word Count 9,311
Week 7	The Scarlet Letters (Level 4)	Word Count 15,965
Week 8	A Tale of Two Cities (Level 4)	Word Count 14,850
Number of Books Read: 8		Net Word Count: 80,855

Yun took the Oxford Bookworms level test and found that his English ability fits reading Level 2 materials (test 1: 25 points, test 2: 27 points). In Week 1, Yun read the whole book of *Sherlock Holmes Short Stories* and moved on to read *Huckleberry Finn*. As for his first two books, he chose to read them because he was familiar with the books. Yun had watched the British drama *Sherlock*, and he had read *Huckleberry Finn* before when he was still a child. His familiarity with these two books did not prevent him from enjoying reading them. Yun mentioned that he was interested in finding out the original story of Sherlock Holmes. For *Huckleberry*

Finn, Yun was familiar with the characters' names but could not recall what happened in the story.

Regarding the level of his first book, *Sherlock Holmes Short Stories*, Yun said that the level was moderate and did not require him to look up for a word even though he encountered a few unknown words. He could easily infer the meaning of the words from the context.

Excerpt 4.21 Interview with Yun (Mar. 7, 2021)

I felt comfortable reading my first book. The level of the description was not that high, and neither was the vocabulary and grammar. I think the book's contents are compressed according to the level, and thanks to this, I did not feel much trouble in reading. I could infer the meanings of unknown words from the context so that I could pass by them. Also, the book was provided with a glossary at the end of the book, so I confirmed the meaning from it.

When asked if the book was too easy for him, Yun answered that he was comfortable with the book's readability level. Yun also mentioned that he did not feel that Level 2 material was like children's literature, allowing him to genuinely enjoy reading. He said that reading the book was not easy because it had been long since he had read a book of this length in English.

After reading three books (*Sherlock Holmes Short Stories*, *Huckleberry Finn*, and *John F. Kennedy*) in Level 2, Yun chose to move up a level and started to read from Level 3. He decided to read *The Portrait of Dorian Gray* in Level 3. Yun said that he did not feel that it is noticeably more complicated than the first two books in Level 2, but he believed it became more challenging because his reading speed became a little bit slower.

Excerpt 4.22 Interview with Yun (Mar. 14, 2021)

Reading The Portrait of Dorian Gray was not hard, but I think it actually must be harder because the rate I read became slower. I spend the same amount of time every day reading on the way to work, and for example, if I read 20 percent of the book a day for Level 1 material, now I am reading 15 percent a day.

Yun thought that it might be because the volume of the book increased with the increased level, but the volume difference was only ten pages. Thus, the slowed-down speed is speculated to be caused by both the increase in page numbers and level elevation. Also, he mentioned the length of sentences also became longer in Level 3. The elongated sentences required a longer processing time for him to comprehend. Yun also noted that although Level 3 is relatively more challenging than Level 2, it was not as difficult as the CSAT English exams. He said that texts in the CSAT were more complex than Level 6 of Oxford Bookworms. Since Yun excelled in CSAT English, getting 98 out of 100 in 2007, Level 3 materials were not demanding for Yun to explore for pleasure. Even after moving to Level 3, Yun did not need to look up many unknown words in the books. This was presumably due to his effort to memorize words for the CSAT English exam and TOEIC exam, knowing from the exceptionally high marks in the exams.

When Yun was asked if he was anxious about not learning anything because he does not have many unknown words, he replied that he did not experience such anxiety for two reasons. Firstly, Yun went over the process of using an inferencing strategy to confirm the meaning of a unknown word every time he comes across it. Also, he thought that he could take this chance to review already-knowing words. Secondly, Yun did not feel anxiety because he did not regard reading in English as studying. Yun's remarks on his perception of extensive English reading as an activity

for fun is present in Excerpt 4.23.

Excerpt 4.23 Interview with Yun (Mar. 21, 2021)

I did not have anxiety about not learning anything because I do not regard extensive reading as studying or an assignment. I do this purely for fun, and as much as I am happy with the material, I am satisfied with my reading activity. And of course, by reading much, I get to guess the meanings of words I am not clear with, and I get to review the usage of English words. It is meaningful because I now have very little exposure to English.

The above remark of Yun marked a significant change in his reading attitude. At the beginning of the study, Yun said that his perceived reading in English was like an ‘assignment.’ After three weeks, Yun commented that he did extensive English reading purely for pleasure. Yun also mentioned that English reading was a challenge in the first week because of the lack of English reading experience. However, after few weeks, he set a goal to move higher and higher in Oxford Bookworms level to at least Levels 4 or 5 by the end of the present study.

What is significant to point out here is that working adults like Yun, who had studied English in his secondary education and tertiary education and reached a high scholarship, may be at the point of life in which he/she requires a method of recalling the knowledge that was acquired in earlier educational experiences. Extensive English reading could allow those adult learners to recollect what they have learned. Also, besides taking this opportunity to revitalize his existing English knowledge, Yun made full use of authentic material to understand real-life usage of them. For Yun, English knowledge had been an explicit knowledge in that he knew vast amounts of English words and reached a certain level in grammar but did not know how to use them practically. Yun was using extensive English reading as a tool to

convert his explicit knowledge to implicit knowledge.

Yun's reading habit was also unique. In Yun's words, his view on reading books was more like a marathon than a sprint. He used many strategies to make himself keep up with reading. Among his many strategies, in Excerpt 4.24, he mentioned about how he quickly dropped off the less interesting books and moved to another book.

Excerpt 4.24 Interview with Yun (Apr. 4, 2021)

To keep up with reading, I had to make the activity enjoyable. I try different books, but I drop them off when a book is not what I expected.

Yun said that his ability to concentrate does not allow him to focus on a book for a long time in a single day. To make himself read, Yun controlled the dynamics to read through books, which was done by concentrating on the more significant parts and skimming swiftly through long and insignificant descriptions. Also, Yun's lack of attention made him build a habit of reading little by little for an extended period of time.

Excerpt 4.25 Interview with Yun (Apr. 4, 2021)

I do not pay much attention to every detail of the story, but I only dwell on the moving parts. It is the same when I read Korean books. We cannot pay attention to every single word. That is too exhausting. I think controlling dynamics is vital to reading persistently because a book is quite lengthy. I usually read a book within about two weeks. Because of this aspect, I skim many parts of a book and focus on some essential parts by noting, highlighting, and marking.

In the fourth week of reading, Yun had a special occasion in which he stopped reading for three consecutive days. He said that he had trouble with his girlfriend which blew his mind up and made him unable to concentrate as shown in

Excerpt 4.26. To replenish the caused deficit in reading progress, Yun chose to read English books on his way home for the week, which he normally did not do.

Excerpt 4.26 Interview with Yun (Mar. 28, 2021)

Couples always go through conflicts, but it always blows up my mind. After fighting with my girlfriend, I could not concentrate on anything, so I just chose to stop reading for a while. I can not concentrate on reading, when there is so much in my mind.

However, other than this occasion which had a psychological impact, Yun persisted with reading, even when he was on a trip to Busan in the fifth week. He also read books on the train on his way to busan. Yun's reading practice was the most constant among the four participants. He managed to routinely read English books on the way to work and Korean books on the way home for 20 minutes each day. He read English books alternately with Korean books because he planned a schedule for reading Korean books. Yun explained that he is a type of person who adheres to the plans that are made. Yun additionally read in English for ten minutes using his lunch time occasionally and he sometimes read it in the bed before he slept. Throughout the study, He read more than one English book in a week, and never stopped reading for more than three consecutive days.

After moving from Level 2 to Level 3, Yun said that the speed of reading became slower and more unknown words emerged, but reading every day was not a big deal. He highlighted unfamiliar words to review after finishing the book. Yun also highlighted essential lines of the text. When asked about his perceived difference in reading behavior in the first language reading and the second language reading, Yun mentioned that he needed more concentration to read books in English as presented in Excerpt 4.27.

Excerpt 4.27 Interview with Yun (Apr. 4, 2021)

The difference in my reading practice between the two languages is that I listen to songs when I read in Korean but do not listen to songs when I read in English. Listening to songs while reading in English prevents me from focusing on reading enough.

Although extensive reading in English required Yun to pay more attention to reading, it did not necessarily mean that extensive reading was an uncomfortable activity for him. He mentioned that the barrier toward extensive English reading was not so high and that he enjoyed reading English books for 20 minutes a day.

Excerpt 4.28 Interview with Yun (Apr. 4, 2021)

Reading in English is comfortable and enjoyable, and I chose to read what I wanted to read. I am enjoying reading because nobody was forcing me to read. The barrier to reading was not that high but still needed some concentration, so I am now reading only 20 minutes daily in the subway. Twenty minutes is not that long, so I can handle reading for that long.

When Yun was asked if he experienced changes in his perception on reading in English, he responded that he had a completely different attitude toward English reading. Yun stated that he was skeptical about his ability to read in English at the beginning of the study, but extensive reading cleared up the barriers as in Excerpt 4.29.

Excerpt 4.29 Interview with Yun (Apr. 18, 2021)

Previously when I thought about reading in English, I thought reading in English was hard, and I doubted myself asking, 'Am I able to read this?'. Extensive reading in English cleared these kinds of barriers. And I am planning to read a longer and original text in English after this program is over.

Yun's attitude toward English reading has been improved so much that he reached Level 4 that he aimed to get at the beginning of the study. At the end of the

study, he was looking forward to trying to read the original text in English after the study ended. Yun's journey to extensive English reading successfully opened his mind to reading in English and gave him a will to continue the activity independently.

4.2.2 I Am an Exertive Book Reader

This subsection will draw a parallel between Yun's Korean reading practice and English reading practice. Yun was already a book reader accustomed to keeping his habit of reading books in Korean for the past few years, so his previous reading practice contributed to successfully carrying out extensive English reading with persistence throughout the eight weeks. Because Yun was an exertive book reader who put significant effort into reading daily, investigating the practical rationale for establishing the existing habit of reading in Korean could reveal the key to his success in the constant reading habit both in English and Korean. Yun's success in consistent extensive English reading was grounded in two factors: his concrete motivation for reading and his adept use of metacognitive strategies. These two factors shall be discussed in this subsection in sequence.

Yun's strong motivation to read in Korean sprung from his desire to learn. Although Yun already was an active reader in Korean who constantly read an average of twelve books during the past three consecutive years, Yun mentioned he was still in the stage of making an effort to read daily. Yun stated that his initiative for reading was to constantly make contact with various ideas out there to make sure that he did not settle down for the present and grow anymore as in Excerpt 4.30.

Excerpt 4.30 Interview with Yun (Mar. 1, 2021)

I am still in the stage of putting effort into reading rather than enjoying reading, even in Korean. I felt the absolute need for reading to enhance my knowledge and be in contact with new ideas. I was afraid of being congested without constant growth after becoming a stable working man.

Yun's goal for reading in English was not much different from reading in Korean. He believed that both readings in English and Korean led him to experience the world vicariously. His thoughts about reading books in English are explained in Excerpt 4.31.

Excerpt 4.31 Interview with Yun (Apr. 11, 2021)

I love reading in Korean because I believe reading makes me an intellectual. I think reading English books also educates me with world knowledge the same way as reading in Korean.

Yun's habit of reading in Korean was different from the other participants in that he made use of metacognitive strategy to set reading plans in advance and always adhered to the plans. Moreover, his reading scheme was highly specific regarding the number of books and genres that he would read. Specifically, Yun attempted to read from more diverse genres as possible since he believed ill-balanced genre reading could cause him to be narrow-based. The descriptive way how Yun planned the book genre allotment when he read in Korean is presented in Excerpt 4.32.

Excerpt 4.32 Interview with Yun (Mar. 1, 2021)

I usually try hard not to be choosy about the genre of books. I have told you that my goal is to read about 15 books in a year. I set a specific genre to read in a year. I planned to read at least one philosophy book, one feminism book, and a book of poetry.

To make his plans easier to implement, Yun had his own strategy. That was to break down the whole year's plan of reading 15 books into the goals of each month to make sure he does not get behind for too long. This way, Yun could successfully convert a long-term goal into a short-term goal which was much more practicable. Yun also mentioned that he could adhere to the reading plans because he regards those plans as a commitment to himself. Such a sense of responsibility to one's own learning is notable since it is original to grown-up learners with high motivation and self-discipline.

Excerpt 4.33 Interview with Yun (Mar. 28, 2021)

Fifteen books is not a huge deal to be read in a year, but it is huge when I get behind it for so long. Nobody would be criticizing me for not accomplishing my reading goals, but that is the commitment to myself. What I do to make myself consistent is to break down the scheme into a monthly plan.

Yun also set the reading scheme for extensive reading in English in the eight weeks of the program. He explained that he had two specific goals to achieve. The first goal was to read more than eight books, and the second one was to reach Level 4 of the Oxford Bookworms series. His personal goals in participating in the current program is explained in Excerpt 4.34.

Excerpt 4.34 Interview with Yun (Apr. 11, 2021)

My first goal through this program is to read eight books. Another goal is to reach a higher level, at least going up to Level 4, and Level 5 if possible.

Yun did not stop with reading one book a week and split his reading goals

even further. He divided a book into a number of pages that he planned to read in a week and pulled out a weekly reading scheme.

Excerpt 4.35 Interview with Yun (Apr. 18, 2021)

Level 4 books are about a hundred pages long. That leaves me 15 pages each day to read the book in a week. It is funny how I plan so seriously for such a short book, but the plan gets me to read the book.

Besides his two main goals and weekly reading schedule, he also applied his book genre allotment scheme into the Oxford Bookworms reading for the present study. Yun alternated fiction with nonfiction in an effort to try out different genres. He believed the language used in various genres should be diverse, so he decided to relish them without leaving any genre behind. Yun chose to read *John F. Kennedy* in the third week of reading and *Space* in the sixth week of reading. Yun's answers to why he decided to read *John F. Kennedy* are present in Excerpt 4.45.

Excerpt 4.36 Interview with Yun (Mar. 14, 2021)

I chose to read John F. Kennedy because I have read two fiction in the first two weeks. Sherlock Holmes Short Stories was a collection of short stories, and Huckleberry Finn was a longer story, so now I chose a completely different genre: nonfiction. I thought there could be different language uses in nonfiction.

Yun elaborated more on the distinction in language between fiction and nonfiction. He believed that his reading experience might vary depending on the genre of reading. That is to say, fictions consist of constant narratives that help him understand the whole picture even if he leaves out some parts. On the other hand,

Yun believed that nonfiction might encourage a different approach to reading.

Yun's habit of extensive English reading included planning long-term schemes and breaking them into smaller units of schedule and genre allotment scheme for diverse language experiences. Also, his motivation for reading was concrete and it gave him an energy for him to persist in reading. From the practical efforts that Yun has made to read in English, two conclusions can be drawn. One is that learners must find their own rationale for reading prior to starting extensive English reading, and attempt to make the rationale sound concrete and reasonable enough to make themselves adhere to reading for a longer period of time. Another conclusion drawn is that learners should be able to use metacognitive strategy to plan their own learning and to supervise it independently.

4.2.3 Exploring Signs of the Times Make Me Flutter

Finding the pleasure inside of books was another critical factor that decided success and failure in extensive English reading. The true advantage of extensive reading is that learners get to choose which books to read upon their interest. Selecting the topic that draws one's own attention and searching for elaboration of the topic in the text was necessary in enjoying extensive reading. Yun's intellectual curiosity led him to enjoy looking for reflections of the historical background when reading books. His interest in prevalent ideas and people's customs in a historical period has also been applied to English reading practice. After reading *Sherlock Holmes Short Stories*, he responded as in Excerpt 4.37.

Excerpt 4.37 Interview with Yun (Apr. 11, 2021)

In Sherlock Holmes, there is a part talking about the KKK (an American white supremacist terrorist hate group). In the book, a person who consented to abolish slavery gets killed by the KKK in the American Civil War. The KKK is so well-known to us as a historical fact, so I was amazed by how many people around Sherlock are ignorant about the group. I have much fun understanding the background of such a famous novel.

The background knowledge that Yun had about reading material made him an active reader. He was fascinated with finding historical facts in his book, and whenever he encountered unknown historical and political facts, he looked upon Wikipedia and other online sources. After finishing *Sherlock Holmes Short Stories*, he chose to read *Huckleberry Finn* with a similar historical aspect.

Excerpt 4.38 Interview with Yun (Apr. 11, 2021)

Huckleberry Finn describes the time when black people weren't seen equally with white people. One protagonist (Huckleberry Finn) is a person who struggles with domestic abuse, and another is a black man who struggles with racism. They two ironically become friends, and Huckleberry Finn says that 'he is not any different from us.' I am looking forward to reading more lines that show similar limitations that reflect what was thought normal at the time.

Yun was excited to read about the history of racism due to the recent hatred and terror toward Asians due to Covid 19. He expressed satisfaction in being able to choose an English book with a timely topic.

Yun also criticized the historical background of *A Midsummer Night's Dream*. *A Midsummer Night's Dream* depicts the complex love affair between four main characters with the dramatic device called 'chemical' to make people fall in love at first sight. The two male protagonists duel to win the love of one female protagonist toward the end of the story. Yun criticized the duel between two male characters, pointing out that the duel reflects a historical background in which women had no chance to choose their partner and men had the choice. His opinion toward the duel is presented in Excerpt 4.39.

Excerpt 4.39 Interview with Yun (Apr. 4, 2021)

A Midsummer Night's Dream does not depict the background much since it is partially based on fantasy. However, a reflection of the old-time was portrayed in how the two male characters woo for love, and the two female characters are described as they had no right of choice but they were only able to accept the love.

In his analysis of *A Midsummer Night's Dream*, he also applied a feminist reading approach. Yun mentioned that the book is undoubtedly old-fashioned, knowing that the book was written in the late 16th century, but he found the old way

not romantic. Yun stated that it was funny how they duel for the love of a woman, and the winner gets the prize of marrying the woman. Yun enjoyed revisiting historical background through classical books, and feeling enjoyment from such an aspect of the story was a strong motivation for Yun to read.

4.2.4 Doing Active Reading Keeps Me Being Interested

Another habit that contributed to Yun's success in reading persistently came from active reading practice. Yun did not stop just enjoying revisiting the historical backgrounds reflected in the books, but he maintained deep and highly complex engagement toward reading materials. He did this by analyzing and contemplating the ideas that were suggested in the text instead of plainly accepting all the received ideas and knowledge from reading as genuine. Yun constantly doubted what was present in the reading material as mentioned in Excerpt 4.40.

Excerpt 4.40 Interview with Yun (Apr. 4, 2021)

I have a bad habit of doubting what is written on the text. I cannot simply accept the author's idea if something seems to be biased. If I notice the one-sidedness of the idea, I search the internet to see the truth.

In the above Excerpt, Yun described his habit of critical reading as a 'bad' habit. However, in many occasions of the interview during the present study, it was definite that he took a great benefit of being an active reader thanks to the habit of critical reading. During the interview in his second reading, Yun analyzed the theme of the power imbalance present in *Huckleberry Finn*. The book's main characters, Finn and Jim become friends despite their different race. Yun expressed his analysis

of the limitation of the story by criticizing the white narrative, in which Finn, the white guy, played the role of a hero. He was able to read the key concept of the story, reach further to question what is suggested to be ‘a reality’ in the book, and even to answer the question by noticing the problem of a white narrative.

Excerpt 4.41 Interview with Yun (Mar. 7, 2021)

Despite transcending race and being friends was an innovative idea in the period of time when this story was written, I still saw the limitations of the time. This is because Finn the white guy always plays a hero, when Jim the black guy is in trouble with his slave status.

In the course of reading, *John F. Kennedy*, which is a biographical text on J.F. Kennedy, the thirty-fifth president of the U.S. Yun picked the book out of curiosity about John F. Kennedy and to find out what were the achievements that make him so iconic. Yun felt doubtful that this biography because the book depicted only the good aspects of the figure.

Excerpt 4.42 Interview with Yun (Mar. 14, 2021)

The book does not reflect both the good side and bad side of F. Kennedy, but the tone of argument is maintained to prove him as a great man. Because of this, I thought that I should not be accepting every detail and acknowledging his achievements before reading outside sources sufficiently.

In the next week’s interview, Yun mentioned after finishing *John F. Kennedy* looked up on the internet to read various opinions about Kennedy’s achievement and finally concluded that he was a figure worthy of fame. His active engagement in analyzing what he has read through extensive English reading interconnected his interest with the reading.

Yun’s success in reading persistently would not be realistic without his active

reading habits. He found a way for himself to engage more deeply with the books by constantly doubting and communicating with the reading.

4.2.5 I Would Like to Read Only Ebooks

Yun mentioned that reading ebooks led him to read a lot more than he could with printed books. Yun's reasons for favoring ebooks were, first, the accessibility of ebooks which allowed him to have access to reading material without having to carry a paper book, and second, it was more economical in that ebooks are usually cheaper than paper books. Yun said that he found ebooks did not help in concentrating, but at the same time, reading paper books did not guarantee high concentration either. Because of these reasons, he chose to take advantage of reading ebooks to raise accessibility and this led to reading more books in a longer period of time.

However, the lack of the number of books available in ebooks was a problem that Yun confronted. This resulted in being restricted only to those materials provided with ebooks. He said that as he got accustomed to reading ebooks, he only chose books that were available with an ebook. Because of his partiality toward ebooks, he often had to give up reading paper books that drew his attention, just because the books were not provided with ebooks. The specific details of his situation are present in Excerpt 4.43.

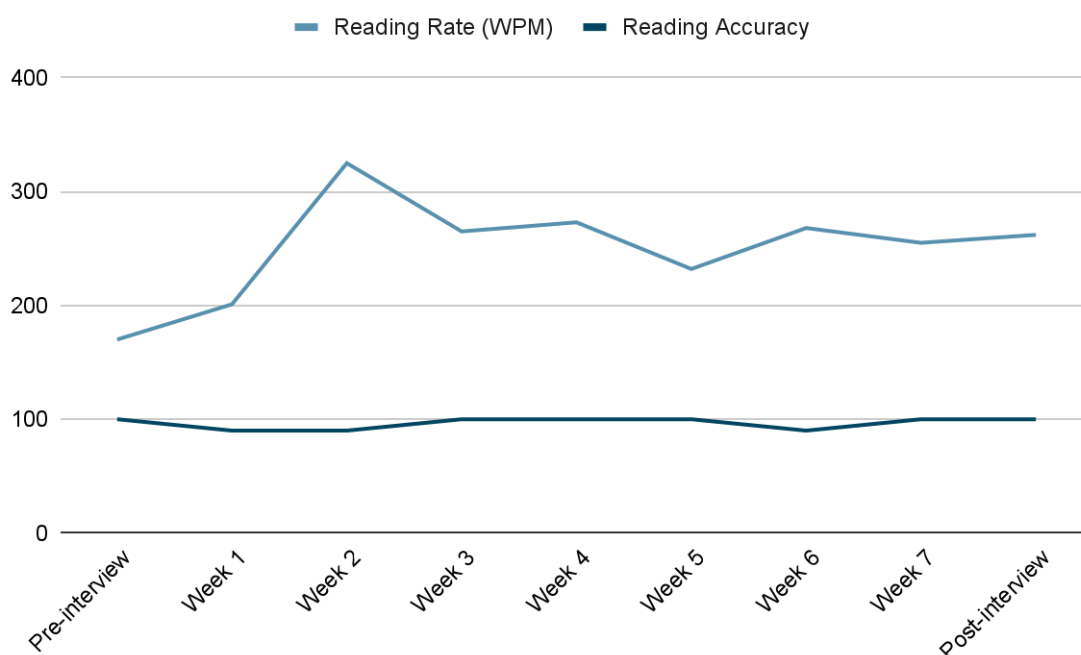
Excerpt 4.43 Interview with Yun (Apr. 11, 2021)

Actually, I sometimes confront the situation where the book that I want to read is unavailable in the ebook store. I gave up buying a paper book because once I experienced the convenience of ebooks I knew that I would not carry around the paper book and read it. Because of this aspect, I get restricted to the contents that are provided by the ebook application.

Due to the inconvenience of reading what he desired to read, Yun wished that more books would be added to ebook stores. Oxford bookworms graded readers are available in ebooks, but not the entire series of the books are accessible through the internet. This makes it harder for EFL learners to access English ebooks that match their level of L2 reading. For more effective extensive English reading, the number of ebooks should be supplemented, since 56 percent of Korean adults between the ages of 25 to 44 answered that they preferred online-based learning over using textbooks and blackboards (KESS, 2019).

4.2.6 Yun's Reading Fluency Tests

Figure 4.2.6
Yun's Reading Fluency



Yun's reading fluency maintained consistently throughout the eight-week period. As shown in Figure 4.2.6, Yun's reading rate showed growth mainly in the early two weeks of the study and remained consistent in the following weeks. Despite the frequent alternation of the level of reading material (from Level 3 to Level 5 toward the end), Yun's reading fluency remained relatively constant though he experienced little fluctuation.

Yun's consistency with reading fluency is attributed to Yun's original English proficiency. As discussed in the previous subsection, Yun did not contact English for an extended time, making him nervous even taking the Oxford Bookworms level test.

However, being a high-level English learner, Yun quickly recovered the speed of reading by reading consistently. The consistent exposure to English reading material seems to have awakened his already-existing English ability, which could have faded away with little exposure to English since he entered and settled at a workplace.

Yun's overall reading speed was inordinately high for an EFL learner of his level. Especially, the reading rate in Week 2 (325 WPM) was hardly seen as a result of reading without skipping. Yun admitted that he intentionally read faster than his moderate speed in Week 2 because of the obsession to make progress. Yun explained that the fast reading rate was achieved by his strategy of speed reading. Yun made speculation about the following information with contextual cues. Yun predicted what the next sentence would narrate from context and then scanned through the predicted sentence to confirm his speculation. By repeating prediction and confirmation, he could get high points for both reading speed and accuracy. Such a reading strategy was drawn largely from the way how Korean students read passages in the CSAT English exam, which is inapplicable to extensive reading circumstances.

The major purposes of reading are understanding, appreciation, and thinking about the ideas, rather than reading speed or accurate word reading (Samuels, 2006). Moreover, fast reading fluency should be achieved by efficient word recognition processes for saving cognitive capacities for understanding the meaning (LaBerge & Samuels, 1974). Thus, the researcher informed the participant once again to read at a speed that he normally reads Oxford Bookworms books. For this reason, Yun's performance in the third and fourth weeks shows some moderate decrease in reading rate.

4.2.7 Summary of Yun's Experience

Yun's overall experience of extensive reading could be summarized by the words; "pleasant" and "goal-oriented." Yun was the one and only participant who enjoyed extensive reading entirely while managing to read systematically. The two aspects that attributed Yun's pleasant exploration of extensive English reading were his developed English reading skills and his passion for reading books. Although Yun was a little frightened to start reading a relatively large volume of English-written books initially, Yun quickly got accustomed to doing so. Such swift improvement in his reading attitude was possible because of his already-existing English proficiency, which helped enormously in comprehending sentence-level meaning and allowed him to explore reflections of history and go further to do the critical reading. Such high engagement to books raised his level of interest and concentration to the book, making him ceaselessly passionate about reading English books.

Not only was Yun enthusiastic about reading English books, but he also showed corresponding persistence. Yun's persistence in extensive English reading was supported by his systematic use of metacognitive strategy to plan and monitor his learning, mainly drawn from his established habit of reading in Korean. Yun split the yearly reading plan into smaller units of the scheme as monthly and weekly plans. Yun's will to read from diverse genres in Korean reading was also transferred to English reading that Yun allotted a number of books for each genre.

Yun was different from other participants in that he was free from being

anxious about his slow process for some reasons. One reason came from the participant's personal property that Yun was already a high-achieving English learner and did not require a rapid improvement in English ability. Yun's instrumental motivation was relatively low compared to his integrated motivation, and this seemed to make him more daring with slow and intangible English development coming from lack of assessment and intentional learning. Another reason for Yun's initiative came from his perception of extensive reading as a tool to revitalize his existing English knowledge that was being gradually forgotten. By having such thoughts on extensive reading, Yun could push on to reading eight books in an eight-week program without getting stuck with the idea that extensive reading is not a suitable learning method for him.

4.3 Jo: A Researcher Who Wants to Go Abroad for Doctor's Degree

For Jo, English speaking was the principal purpose of studying English. This was mainly because of his plan to go abroad for his doctoral study. To develop English speaking skills, Jo took part in the intensive reading class with the researcher in early 2018, and later when the researcher no longer offered the course, he still spent two hours a week taking a one-to-one English conversation class. Jo once experienced carrying out a study with a researcher abroad and confronted problems with communicating in English.

Excerpt 4.44 Interview with Jo (Apr. 11, 2021)

At that time, I sometimes had to communicate with the researcher's academic adviser, an American professor who had little experience working with non-native speakers. This made the professor impatient with my less fluent English, and I felt heavily burdened to have meetings with her. The professor did not seem to understand why I stuttered.

Along with the problem with speaking, another primary motivation that made Jo long for true English abilities was his problem in writing in English. He often got terrible comments from reviewers, mainly focusing on English expressions. Sometimes, the reviewers literally commented on his writing as “bad English.” Also, he often obtains low scores (18 out of 30) in TOEFL writing and an overall score of 89 out of 120, which is insufficient to fulfill the minimum requirement of foreign universities. Some friends of his advised him to memorize writing templates to get a higher score in his TOEFL writing, but he wants to develop his genuine skills since he wishes to go abroad for studying. Jo mentioned English reading was vital to him in

getting a doctoral degree and working as a researcher.

Excerpt 4.45 Interview with Jo (Apr. 11, 2021)

In my field, it becomes a big problem if I am not able to read English articles or not good at English. It is because, I guess it is the same in other fields of study too, most of the knowledge is written in English. And most of the time, the books and articles are left untranslated. In my field, this kind of prerequisite is called 'de facto standard', which has a similar meaning to 'default' in English. English is a de facto standard.

To fulfill the de facto standard, Jo agreed to take part in the current study. Jo had little interest in reading books either in Korean or English. Still, he expected the opportunity to read books in English might help him develop English abilities, rather than skills to get a good score in standardized English proficiency tests like TOEIC or TOEFL.

4.3.1 Overall Reading Experiences

Table 4.3.1

List of Oxford Bookworms Books Read by Jo

Period	Title of Book	Word Count
Week 1	The Secret Garden (Level 3)	
Week 2	The Secret Garden (Level 3)	
Week 3	The Secret Garden (Level 3)	Word Count 10,715
Week 4	A Midsummer Night's Dream (Level 3)	Word Count 11,167
Week 5	Dr Jekyll and Mr Hyde (Level 4)	
Week 6	Dr Jekyll and Mr Hyde (Level 4)	Word Count 12,520
Week 7	The Great Gatsby (Level 5)	
Week 8	The Great Gatsby (Level 5)	Word Count 23,445
Number of Books Read: 4		Net Word Count: 57,937

When he was tested before starting the program, Jo's Oxford Bookworms reading level was Level 3 (test 1: 26 points, test 2: 24 points). Jo chose to read *A Midsummer Night's Dream*, written by Shakespeare. His selection of the book attributed to his motivation to find out what the widely used phrase "a midsummer night's dream" originally meant.

After Jo was rejected from a scholarship for a doctoral degree program in the second week of reading, he was significantly discouraged from participating in this study. After finding out that he failed to get a scholarship, Jo thought that reading in English was less significant in his life. Instead, he wanted to use more time in finding

a new job since he had been working as a researcher in a university to build his career for the scholarship application. Jo's disappointment with scholarship rejection is explained in Excerpt 4.46.

Excerpt 4.46 Interview with Jo (Mar. 14, 2021)

I failed to get the scholarship that I longed for. If I got the scholarship, I could go to either the U.S. or the U.K. to study more. I tried to get the scholarship for two consecutive years, and now I think I have no hope. I think I will apply for the scholarship again, but now the urgent business is to get a new job.

Later, Jo found out the reason why he did not get the scholarship. Jo's professor told him that his English proficiency was not sufficient to receive the scholarship. Jo seemed to have hard time with the result for weeks, but finally, he put himself together again and decided to try again until he is eligible for the study-abroad scholarship. The comment of his professor gave him a new motivation to develop his English further.

Excerpt 4.47 Interview with Jo (Mar. 21, 2021)

I lost my mind thinking about the two years that I dedicated to getting the scholarship. However, I now believe that I should get myself prepared more until the opportunity comes to me. I realized that I have been putting less effort into studying English even though I had difficulties writing and reading academic papers in English.

The thirst for genuine English abilities rather than test records gives Jo stronger motivation to read. He sought the weak point in his reading ability, and concluded that his problem was that he could not read fluently. In an attempt to improve his reading practice, he read more books toward the end of the study. Not only did the volume of reading increase, but Jo reached upper levels.

In the fifth week, Jo started to read *Dr. Jekyll and Mr. Hyde* from Level 4, and in the seventh week, Jo began reading *The Great Gatsby* from Level 5. Jo found that he could read Level 5 with about one unknown word per a page. Jo said that Level 5 books have longer sentences, but the sentence structure did not prevent him from comprehending the story.

Jo's advance to a higher level was a positive sign. However, until the end of the present research, Jo could not cultivate a habit of reading in English daily. Jo read irregularly, often reading only for a day or two in a week. Although he was informed that the interviews do not serve to assess his reading level and just observe his reading practice, he said that he postponed reading until the weekends on the interview took place. The interviews served as supervision in Jo's case, allowing the researcher to suspect that Jo must not have a solid motivation to read when he is not encouraged by an external supervision to do so. Jo mentions his perception of reading in English in Excerpt 4.48.

Excerpt 4.48 Interview with Jo (Mar. 28, 2021)

To be honest, I procrastinated reading until the weekends came when the interviews took place. Reading is more like an assignment than a habit for me, even though I have no hard time with reading the present material and it is quite fun when I sit down to read.

The following subsections will discuss Jo's distinctive strengths and weaknesses in extensive reading and draw some conclusion out of the pleasures and hardships that Jo encountered in the process of reading in English.

4.3.2 Inferencing From the Context was Easy for Me

Jo's case was different from the rest of the participants because Jo rarely confronted any unknown word when the rest of the participants had to deal with a moderate amount of unfamiliar words in their reading. Jo mentioned that he had studied the Graduate Record Examination (GRE), which required him to learn many less-frequent words. Jo encountered only three unknown words through reading his first book, *The Secret Garden*.

The way Jo reacted when confronted with unknown words was also different from the other participants. Jo was most capable of inferring the meaning of unfamiliar words. Jo has employed lexical inferencing technique using the context information and his background information on the book's historical backdrop. The detailed steps he took to understand the meaning of unknown terms is present in Excerpt 4.49.

Excerpt 4.49 Interview with Jo (Mar. 21, 2021)

I did not know the meaning of the term "convent." I could know from the context that it means a nunnery, because the term is mentioned in the line saying 'if you want to be sentenced to death, you have to go to a convent.' I had a feeling right away that the term meant nunnery, because the book is set in the Middle Age. I could take a hint out of that.

Jo explained that he could infer meaning from the context and by seeking for textual cues because he does not have to be accurate in reading extensively. It is just as he carries out reading in Korean. He rarely looks up for a Korean word in the

dictionary even though he is unsure of the meaning. His explanation about his reading habit is present in Excerpt 4.50.

Excerpt 4.50 Interview with Jo (Apr. 4, 2021)

I can do that because I am not taking an exam about the book's detailed contents. When I read books written in Korean, I gloss over hard Korean expressions and rarely stop to think over the meaning nor look it up in the dictionary. I think most people do that when they read in their first language.

Even when he was unable to assume the meaning of an unknown word he was daring to move to the next page to continue reading. Jo explicated this behavior by saying that the terms that are significant in understanding the passage often recurrences in the reading.

Excerpt 4.51 Interview with Jo (Apr. 4, 2021)

Even if I am not quite sure of the meaning of the term due to lack of cues to make suppositions, I just smoothly pass by the term because I believe that if the term is really important, the term will appear again later in the book.

A possible reason that supported his strong inferencing strategy was his strength at vocabulary. This allowed him to have relatively less unknown words in the reading compared to other participants, making it easier to speculate the meaning of the whole text. However, Jo's higher proficiency in vocabulary cannot be the sole reason for his inferencing strategy, because the levels of books were maintained reasonable for each of the participants. Jo said that the reason why he was especially successful in inferring meanings was partially because of his personal disposition. He said he just knew how to improvise and be daring of ambiguity. Jo thanked his ability

to infer the meaning of words to his own personality in Excerpt 4.52.

Excerpt 4.52 Interview with Jo (Apr. 11, 2021)

I think my ability to infer meaning comes from my personality. I am quite daring to face difficulties and challenges. I know how to improvise.

Not only Jo had little trouble with unknown words, he also did not have trouble with grammar and sentence structure. After moving up to Level 5 materials, Jo mentioned that the sentence became noticeably longer, but he had big trouble with it. He mentioned that it is probably because reading comprehension does not depend largely on grammar knowledge, but vocabulary knowledge is more of a main key to comprehension.

Excerpt 4.53 Interview with Jo (Apr. 25, 2021)

I think grammar was not that hard in those books that I read. In addition to this, even if the sentence runs a bit long and complex, I do not have to contemplate on the sentence structure but I could just understand it by going through word by word and making a combination of word meanings.

By investigating Jo's experience of extensive English reading, some meaningful conclusions about his reading practice can be drawn. Because of the absence of strict assessment in reading comprehension, Jo felt free to infer meanings of unknown words and phrases without an obsession to understand every word that appeared in the reading. Thanks to this unique characteristic of extensive reading, Jo could acquire a great chance to develop what we can call an intuition in L2 reading, by consistently repeating the process of making hypotheses about the unknown words he confronted and confirming the meaning through context. Such a process of making

hypotheses cannot be managed through intensive reading practice, hindering readers to actively engage in meaning-making activity, and instead, turn out to be a decoding assignment. Also, personal disposition appeared to be one of the possible causes of effective inferencing strategies according to Jo's remarks. Moreover, Jo could rely less on his grammatical knowledge with an adept skill of processing word meanings.

4.3.3 I Don't Know How to Enjoy Literature

Jo was not accustomed to reading either in Korean or English. He loved to watch Youtube and talk to friends. He rarely read novels either in Korean or English. He did not remember when was the last time he read any novel even in Korean, and furthermore, he confessed that he did not even bother to read longer news articles if it is not provided with a three-lines summary. For this reason, Jo had to sacrifice his habits and push himself hard to read English books as it is described in Excerpt 4.54.

Excerpt 4.54 Interview with Jo (Mar. 28, 2021)

I had to try hard to make time for reading. I wanted to play games with my cellphone during the commuting time, so I did not think about launching the Kindle application for reading.

Although Jo had some spare time in between work, he could not use the time for reading. He instead wanted to watch videos on Youtube or do nothing. Jo's behavior towards reading can be interpreted to reflect his perception toward reading that reading is an activity that requires a lot of attentional energy. Because of this perception, he wanted to rest and not be reading in his spare time. Jo's description about his behavior of avoiding reading and favoring watching video and taking a rest

is presented in Excerpt 4.55.

Excerpt 4.55 Interview with Jo (Apr. 11, 2021)

When I run experiments with my computer, I have some free time because I have to wait for the computer to process the codes that I made. I thought of doing extensive English reading using that time, but ended up watching Youtube.

Jo's thoughts on reading mainly remained unchanged throughout the study. In the 7th during-interview, Jo mentioned that he read books after finishing work in a cafe to cool his head down, but he was also in a rush to read before the interview. Jo explained that he knows that he is not forced to read, but he required external supervision to study English.

Excerpt 4.56 Interview with Jo (Apr. 18, 2021)

I tend to depend on the interview to carry out reading because I need some supervision to push me to read. I know that you won't blame me for not reading nor forcing me to read, but I just needed the feeling that I am under supervision.

Jo is regarding English reading as studying English rather than just reading for fun. The researcher found some probable reasons for Jo's avoidance of reading. Jo's evasion of reading in English was naturally correlated with his attitude towards reading in Korean. What had fundamentally prevented him from enjoying reading in Korean and English was his inability to interact with the text. Jo lacked the skill to carry out active reading due to his fossilized approach to reading only the surface meaning. He said that he did not try to comprehend the embedded meaning in the text, but he concentrated on the narrative arc, as in Excerpt 4.57.

Excerpt 4.57 Interview with Jo (Mar. 21, 2021)

I did not try to analyze the meaning of the text. I just read plainly to savor the narrative arc.

Jo's problem of being an inactive reader came from his indifference to literary devices. Jo mentioned that he hated speculating the symbolic meanings of words because he believed that the symbolic meanings that the readers found often do not match with the author's real intention. To explain the reason for believing that metaphors were redundant, Jo took an example of a famous Korean short story called *Sonagi (Rain Shower)* written by Korean writer Sun-won Hwang.

Excerpt 4.58 Interview with Jo (Mar. 28, 2021)

*I usually doubt when people analyze books and say a word symbolizes another thing. I do not believe that the author would bother to put an underlying meaning to a word. For example, in *Sonagi*, the protagonist girl likes the color purple, and the school textbook explained purple symbolizes death. However, the author later mentioned that he did not have any intention in making the girl's favorite color purple. It is a famous anecdote.*

Jo was a pursuer of the author's true intent when it comes for him to read a book. Jo added that there could be many interpretations to literature, but all the interpretations may be 'wrong.' By saying 'wrong' interpretations, Jo wanted to indicate the interpretations that do not correspond to the author's intention. Acknowledging that there are various approaches and theories to literary criticism, concentrating on the narrative arc without personal analysis could be his way of reading. However, Jo's reading approach could not get him to be an active reader in that Jo failed in finding any message from any of the first three reading materials he had read.

As a result of his lower interest in reading for underlying messages, Jo never used the highlighting function of the Kindle application. Underlining and highlighting essential parts of the story could be used as a powerful strategy to heighten the reader's level of concentration toward the reading material and become an active reader eventually. Some active readers either do not highlight or underline phrases that they think are significant for diverse reasons. Jo said that he did not highlight any sentences because he was unaware of which part to highlight. He also mentioned that he frequently dotted underlines as he read, which is a feature of Kindle that marks repeatedly highlighted phrases. Still, he could not understand why those phrases were significant to many readers of the book.

Excerpt 4.59 Interview with Jo (Mar. 21, 2021)

I did not have any occasion to use the highlighting function. In which chances do people highlight? I frequently see on the Kindle those phrases marked to be highlighted by other readers, but I really could not understand why people thought those parts were important.

The application feature was an effective tool that allows readers to steal a glance at other readers' reading habits. Especially for beginner readers like Jo, who had not established his way of literary analysis, this feature made them notice the parts of the book that were perceived to be significant by other readers. Those readers who are learning to read actively can use the cue to decide which parts of the reading material have substantial meaning to the plot or construct the central theme.

Because Jo's reading performance was maintained in the same way throughout the first half of this program, the researcher suggested highlighting the parts that connect to his life or those phrases that act as clues toward revealing the

central theme for supporting Jo to enjoy reading. Also, the participant was asked to ponder over the underlying message of the reading material by investigating more on the lines spoken by the main characters. By giving such instruction, the researcher sought to see the difference in Jo's motivation toward reading and possible changes in reading practice.

In the following interview, the fifth interview, Jo revealed his hardship toward building up a new reading habit: highlighting. Jo tried to use the highlighting function to 2 to 3 lines of the book but mentioned that he had difficulty noticing the phrases that were significant to the whole theme. Jo explained that his hardship in seeking out the underlying meaning comes from his mathematician's tendency, which is only tightly bound with his professional field. Jo was a natural science student when he was a high school student, and he majored in computer science in university. Now, he is working as a lab researcher studying artificial intelligence. Jo mentioned his tendencies and following difficulties in the Excerpt 4.60.

Excerpt 4.60 Interview with Jo (Apr. 4, 2021)

I tend to read like a machine. I am a person who is far from literature. I am a person who prefers numbers naturally. I am now studying machine learning and natural language processing, which is to teach computers with language effectively. My specialty makes me contemplate how to express English words in numbers and formulas rather than considering the literary meaning of the terms.

Although he had difficulty finding embedded messages from books, Jo successfully found one in his last book. After finishing *The Great Gatsby*, Jo found the message of shallowness in the love of Gatsby and Daisy. Jo was excited to talk about the theme that he found from the book because he found a literary theme for the first time in eight weeks. Jo mentioned he enjoyed the journey of looking for clues

and messages, even though he found it demanding at the same time. Although Jo did not get used to carrying out meaningful reading searching for embedded messages, Jo has finally found one possible theme of the book with contextual clues. He showed his satisfaction with the active reading approach that the researcher suggested, saying this approach got him concentrated and gave him more sense of accomplishment finishing the book.

Excerpt 4.61 Interview with Jo (Apr. 25, 2021)

*I am still not so accustomed to finding messages in books. Anyhow, I tried it, and I think it is good that I can keep track of what the author intended to express using diverse expressions and specific words. I spent much more time reading *The Great Gatsby* than other books. Sometimes, I felt it was so tiresome to concentrate on the book, but it got me focusing more on reading. Also, there was an immense sense of accomplishment after finishing the book. It gave me a taste of what it is to enjoy literature.*

Furthermore, he highlighted the parts that defined the characters coherently to the context. About his attempt on highlighting the significant lines, he mentioned that it helped him maintain awareness of the book's theme. Highlighting was a specially helpful tool for rectifying Jo's reading habit of reading plainly without analysis because it helped improve concentration on the text. Jo's appreciation for the highlighting feature of Kindle is presented in Excerpt 4.62.

Excerpt 4.62 Interview with Jo (Apr. 25, 2021)

I think highlighting helped me to keep track of how the theme gets developed. It was especially helpful because I tend to read without any thoughts in my mind.

To summarize, the main factor that caused him to lose interest in reading was his inability to comprehend the underlying message in books. The lack of comprehension seemed to bring about degradation in concentration and interest in reading. Because of these factors, Jo initially considered extensive English reading as a task and depended on supervision to carry it out. However, Jo's reading attitude improved as he slowly began to explore themes and messages in books.

4.3.4 Being a Fluent Reader is Challenging

A noticeable reading practice of Jo was that he reads every single word of the passage without skimming. He mentioned that he could not skim through the reading material because he is afraid of missing out on important points of reading by leaving some parts read inattentively. Jo said he spent the same amount of time making sense of each word. The attentive reading habit led Jo to read at a speed that is slower to his fellow researchers and Jo was worried that it might hinder reading fluency growth. Jo's concern about his reading habit of distributing the same amount of time to every word he encounters is explained in Excerpt 4.63.

Excerpt 4.63 Interview with Jo (Mar. 28, 2021)

I read the passage plainly interpreting every single word. I look at every word with the same amount of time and attention. By reading this way, I can read without a possible cause of misunderstanding or omitting information, but it was bad in that I could not do better in exams with limited time.

Jo added and mentioned that his reading practice for scholarly articles influenced his inability to scan through a text. He said that he entered the master's

program without sufficient preparation of English ability, which made him suffer at the beginning of the course. To solve his problem in English reading skills, he decided to read articles with high delicacy.

Excerpt 4.64 Interview with Jo (Mar. 21, 2021)

I cannot skim through reading. I read A to Z without missing out on a word. I do this every time, but the tendency gets more substantial when I read English scholarly articles. I never scan through the article because I am afraid of skipping important points without noticing. That made me study dully.

In the first half of the interviews, Jo said that he did not experience any appreciable improvement in reading fluency. He said that his reading practice did not change at all. He read two books in English by the fourth week of the study, which was undoubtedly insufficient reading to get rid of his old habit. The researcher decided that the eight-week period was not adequate for changing an existing reading habit, so some directions should be given to observe alterations in Jo's reading practice.

To tackle his fossilized behavior of reading plainly word by word, the researcher gave the participant advice to read with strategies. The reading strategies included reading with the knowledge of conjunction to notice the flow between the sentences and putting little attention to function words than content words to save time and mental energy. Also, the researcher suggested comprehending by phrase units rather than word units may help increase the reading rate.

In the fifth week's interview, Jo mentioned found it very hard to get over his

fossilized reading habit. He said that he found himself reading in the same way as before in a coding test written in English. Jo took a coding test to get a job position as an artificial intelligence researcher in a company. The test directions were written in English, and Jo found himself reading at a much slower speed than his companion, reading the test directions word by word again. Jo felt the need to improve his reading fluency once again, as mentioned in Excerpt 4.65.

Excerpt 4.65 Interview with Jo (Apr. 4, 2021)

Although I had to get to work as quickly as possible to pass the timed exam, I found myself again reading test directions word by word regardless if the word is a content word or function word. I felt the fundamental need to practice reading fluently because I was so slow in reading the directions.

Although Jo had a hard time breaking his ordinary habit, he was willing to try for more time because he was motivated to read more fluently. After the test took place, Jo attempted further to read with advised reading strategies and described the changes in reading rate in the following weeks. Jo stated that he realized using those reading strategies required higher concentration but was helpful in reading faster. Jo also inspected his reading practice, saying that the way he read was grounded on his avoidance of reading. He felt that reading faster focusing on the content words required higher concentration.

Excerpt 4.66 Interview with Jo (Apr. 18, 2021)

I had to focus on reading if I tried to read faster. I think my problem of reading word by word was rooted in disliking reading. I chose a way to reduce the concentration level by reading every word without thinking so much about what I was reading.

Jo realized that he has been reading with little attention paid. After some time to practice his new reading habit, Jo said that he now gets the sense of how others read faster than he always did. Jo also mentioned that extensive reading was a valid material to practice reading fluently, because it provides a large volume of input and he can be free from being obsessive about understanding every detail of the text. This was a circumstance that he could never experience with reading scholarly articles.

4.3.5 Extensive Reading is Like Taking Roundabout Route

Because extensive reading does not promote English ability in a short period of time, some of the participants including Jo expressed their anxiety about not studying intensely enough. Those participants mentioned three reasons why they feel apprehension in reading extensively. First, extensive reading was not accompanied by any assessment to prove their growing English proficiency. Second, the participants were accustomed with lecture-based learning and unfamiliar with language acquisition. Third, the participants could hardly draw a relation between their purpose of learning English with extensive reading. They tend to lose the tie between their purpose and extensive reading practice because they tend to think extensive English reading only helps develop reading skills. To encounter these three aspects of concern, raising awareness to the effect of extensive reading in English learning is necessary.

Jo expressed his concern that comes from self-directed learning and language acquisition, because he was familiar with formal instruction. Adult learners who are participants of the present study showed the tendency of preferring a more concrete

method of learning over incidental language learning. The reason to regard extensive reading as a roundabout route is explained in Excerpt 4.67.

Excerpt 4.67 Interview with Jo (Apr. 18, 201)

I feel anxious reading in English because it feels like taking a roundabout route. Actually, I think this feeling comes from unfamiliarity with language acquisition. Being a student in Korea, I have always been required to listen to a one-way lecture and study hard.

Jo compared his extensive English reading experience to watching Netflix series in English to describe his anxiety in reading English books. Jo mentioned that he got some stimulation in his brain when he read, as when he watched media on Netflix in English, but he did not think that the contents got inscribed into his brain. For this reason, he thought that extensive English reading cannot be a short-cut to achieve high English proficiency.

Excerpt 4.68 Interview with Jo (Apr. 11, 2021)

I like reading in English but it was like watching a English Netflix series. It felt like making excuses to play when I read books in English. I know that reading in English will eventually be helpful to me, like watching Netflix would be helpful. However, I am anxious with the feeling that I am not studying hard enough.

To deal with his compulsion to study intensively, Jo attempted to regard the major goal of extensive reading as pleasure and the secondary goal as language acquisition. He mentioned that he took advantage of extensive reading because it allowed him to be in contact with English while he is unwilling to take one-way lessons or intensively study grammar and vocabulary.

Excerpt 4.69 Interview with Jo (Apr. 25, 2021)

I am reading for pleasure and I like the contents of my reading to be enjoyable. My initial goal for reading in English is to have pleasure and a secondary goal is language acquisition. I feel anxious because the reading material reads so smoothly, but I would refuse to make the material harder to make myself feel like studying.

Another anxiety sprung from Jo's thought that reading English books was something that is not directly related to his present life and career. This anxiety seemed to be triggered by the thought that the main purpose of studying English was not to read English books. Jo wanted to read more English articles for his future, but at the same time, he had to acknowledge that the language used in his field is highly professional and very limited in the amount of vocabulary and expression that he can rarely learn language from it with pleasure.

Excerpt 4.70 Interview with Jo (Apr. 25, 2021)

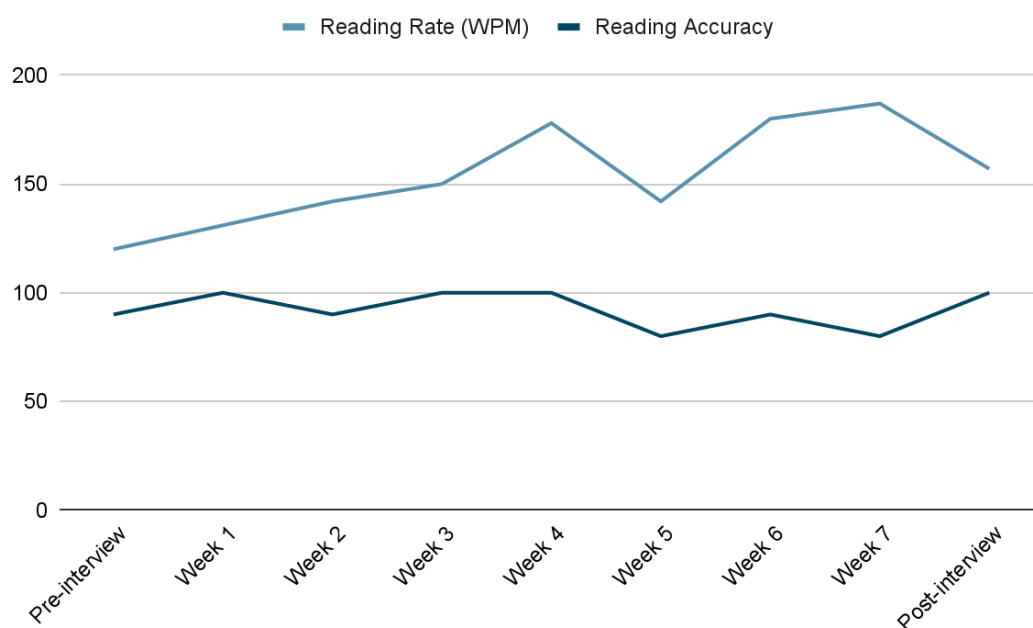
As I read English books, I was frequently struck with the thought that reading more English articles might be more beneficial to my future. However, I would not want to do that because I know that there is only a limited amount of English expression I can learn from the articles. Also, I don't regard reading articles as an enjoyable activity. I guess reading English books is still the best way.

Acknowledging both benefits and drawbacks of extensive reading, Jo seemed to feel ambivalent about it. Jo's mixed feeling about extensive reading came from his hastiness of an improved English proficiency, which extensive reading did not provide. However, knowing that any method of learning does not promote radical development in language ability, Jo concluded extensive reading was still a valid method of learning.

4.3.6. Jo's Reading Fluency Tests

Figure 4.3.6

Jo's Reading Fluency



As can be seen from Figure 4.3.5, Jo's reading rate contained minimal ups and downs, overall showing consistency. Also, Jo's reading rate never declined under his initial rate of 120 WPM in subsequent interviews. Jo occasionally achieved a rate above 180 WPM (Week 6 and Week 7) every time he got accustomed to reading in altered reading levels.

The ups and downs in both reading rate and reading accuracy were affected mainly by the altered level of the book. Jo was tested on his reading fluency in the pre-study interview with a short text from Oxford Bookworms Level 3. Jo's initial reading speed was 120 WPM. He also showed an adequate level of reading accuracy

scoring 90 points. Jo continued reading Level 3 books until Week 4, and as he got comfortable reading Level 3 books, Jo's reading rate reached 178 WPM in Week 4. His reading accuracy maintained constant, scoring 90 and 100 out of 100, alternatively. After shifting his reading level to Level 4 in Week 5, Jo's reading rate and reading accuracy showed a slight decline. However, he restored both in the subsequent week after reading Level 4 book for one more week. In Week 7, Jo again raised the level of reading to Level 5. This time, his reading rate remained unchanged (187 WPM), but he experienced a drop in reading accuracy (80 points). In the next test, Jo's reading rate was adjusted to 157 WPM, allowing him a perfect score for reading accuracy.

As discussed in the previous section, Jo's reading practice impeded reading more fluently. His practice of comprehending a text by word-by-word interpretation as self-conscious decoding of words reflected his lower abilities in automatic information processing (LaBerge & Samuels, 1974). His constant reading speed reflected his fossilized reading practice. Jo's exceptional level of vocabulary knowledge seemed to have helped maintain reading accuracy mostly steady, despite the alteration of reading materials.

4.3.7 Summary of Jo's Experience

In Jo's case, extensive English reading was carried out as a means to develop overall English abilities for fulfilling his instrumental motivation. Jo necessitated a better English performance in both authorized English proficiency exams and real life usage for a study-abroad opportunity. Although his need for developing English ability was not urgent, Jo was impatient about the seemingly slowed advancement of his English proficiency.

Jo's reading practice showed a high tolerance to ambiguities. He was able to take advantage of extensive reading by avoiding sticking with perfectly clear comprehension of the text. Instead, he read English books more naturally as if he read books in Korean; finding cues from text and keep moving on even if he faced some unknown words that did not incur global error in comprehension. Jo greatly accomplished meaning-making activity through this program, which is the main significance of extensive reading.

However, although Jo's reading attitude seemed to be improved when compared with his previous reading attitude with an intensive reading approach, Jo hardly changed his perception on English reading. Jo could not make use of his spare time to read and so it was required for him to make time solely to be consumed in English reading. Also, he demanded the researcher's supervision to carry out reading.

Jo was a participant who initially had a lower enthusiasm for reading. In addition to this, the hardship that stagnated the improvement of Jo's impression to English reading was rooted in Jo's inability to explore the embedded meaning of books. In this program, Jo was given instruction on how to use the highlighting feature to keep track of how the literary themes get developed and made an attempt to use the feature. A conclusion drawn was that reading actively by finding the book's messages could improve the learner's extensive reading attitude. This finding is especially influential to those learners with a lower passion for reading English books. Unfortunately, due to the limitation in the study period, further development or possible deterioration of positive reading attitude outside of the eight-week time was not able to be observed.

4.4 Jung: A Banker who Seeks for Better Opportunities

Jung wanted to participate in the current study to study English because he felt the fundamental need for English, even though he was swamped with his profession. Even inside his current workplace, He wished to perform global tasks in an international department and continuously build a career in his field. However, his current English ability was an impediment. His interest in doing the extensive reading in raising his English ability was relatively high, but he said he was, unfortunately, undergoing a busy period of a year, and it diminished his genuine interest in reading English-written materials. Thus, his initial motivation can be defined to be inclined to instrumental motivation.

After being offered an invitation to participate in the present study, Jung was worried that he would not be able to participate in this study thoroughly throughout the whole eight-week period as of his professional matters. He felt much relieved that this study only required him to read freely, without any time restriction, nor a minimum page requirement in reading. The researcher thought that Jung's busy life routine was deemed intriguing to see how extensive reading works for busy working people; hence this kind of busyness is not an exceptional case in Korean society.

4.4.1 Overall Reading Experiences

Table 4.4.1
List of Oxford Bookworms Books read by Jung

Period	Title of Book	Word Count
Week 1	Wuthering Heights (Level 4)	Word Count 23,180
Week 2	The Hound of the Baskervilles (Level 4)	
Week 3	The Hound of the Baskervilles (Level 4)	Word Count 19,330
Week 4	The Hound of the Baskervilles (Level 4)	
Week 5	The Hound of the Baskervilles (Level 4)	
Week 6	Dr Jekyll and Mr Hyde (Level 4)	Word Count 12,520
Week 7	Dr Jekyll and Mr Hyde (Level 4)	
Week 8	Dr Jekyll and Mr Hyde (Level 4)	
Number of Books Read: 3		Net Word Count: 55,030

Jung's Oxford Bookworms reading level was reading Level 4 (test 1: 24 points, test 2: 24 points). His choice of the first book was *Wuthering Heights*. Jung mentioned that Level 4 material suits him perfectly as he could read without a part he had a hard time understanding. Despite some unfamiliar words, he could still comprehend the text by inferring the context of the texts.

In the first during-study interview, Jung confessed that he had been hesitant to participate in this study because he was concerned about the intensity of the current study. His first reaction was, as he stated in Excerpt 4.71.

Excerpt 4.71 Interview with Jung (Mar. 7, 2021)

After the pre-interview, I was anxious about reading English books because a terrible working schedule is waiting to begin. I never mentioned it, but I have even thought about dropping off after trying reading for a few weeks. I chose to participate in this study because I felt the need to study English, but I cannot study intensively like a high-school student now.

However, after extensive reading for a week, his response has shifted from anxiety to relief. After having a taste of the reading level, Jung said that it would not be a problem to push through reading even in the busiest times because the books were not written in complex sentences. Moreover, Jung showed great confidence in reading the materials that suited his level and his interests, marking a prompt change of L2 reading attitude. He was also pleased to mention that he is progressing faster than he expected.

Excerpt 4.72 Interview with Jung (Mar. 7, 2021)

*After reading just a few pages of the book, I realized that there would be no case that I would show rejection to the reading material itself, even under the worst circumstance in which I have to work overtime many times a week. I was anxious about the language level, but after reading one-third of *The Hound of the Baskervilles*, I found myself genuinely enjoying and fully understanding what is going on in the story. Also, The book read faster than I expected.*

Jung thought that setting a reasonable reading goal helped him to relieve the pressure. To relieve himself from being psychologically burdened, he put his initial reading goal as 15 minutes per day. By accomplishing the plan daily, he could feel satisfaction to have a practice that encourages self-development.

Excerpt 4.73 Interview with Jung (Mar. 21, 2021)

It was good that I did not have huge reading goals. My daily reading goal is to read about 10 to 15 minutes, and after trying, I was satisfied that I was

fully able to accomplish my goal of having some contact with English daily.

Jung elaborated on his first week's experience by giving a more exact circumstance. He experienced that extensive reading was not overburdening him in the midst of working long hours and feeling exhausted as he initially set a reasonable reading time constraint. In Excerpt 4.74, Jung described what it felt like to start extensive reading and explained how he felt free of burden without any assigned amount and time for reading.

Excerpt 4.74 Interview with Jung (Mar. 7, 2021)

I had to work overnight until 11 p.m. on Monday, the first day of the program. When I came back home, it was already midnight, so I went to bed right away, but it took some time for me to be ready to sleep. I thought, 'why not try reading it now?' So I started reading without the sense of burden. I think the fact that I was not assigned pages to read helped me get to reading quickly.

Jung recollected his intensive reading experience and talked about how the experience differed from the current extensive reading experience. He has read the original version of *Dracula* with an intensive reading approach. He stated that reading *Dracula* was burdensome because he could not adjust the amount of reading. Also, the text level did not match with his English reading ability. Jung thought that the compensation of these two factors was the benefit of extensive reading.

Excerpt 4.75 Interview with Jung (Apr. 18, 2021)

When I read Dracula, I felt burdened by the amount of reading that I was assigned to read. Such a way of reading [intensive reading] certainly had a shortcoming in that I could not follow my own pace in reading. I could not genuinely enjoy the book's content either because I was busy attempting to finish reading the assigned pages. Also, the text was so demanding for me

that I always had a hard time pushing myself to read. Extensive reading was pleasant in that it was more manageable, and I can increase or reduce the reading time according to my condition and working circumstances.

Accordingly, the past intensive reading practice also contrasted with the current extensive reading habit. Before with an intensive reading approach, he visited a cafe in a rush to finish his assigned reading.

Excerpt 4.76 Interview with Jung (Apr. 18, 2021)

Before, for the English reading class in the afternoon, I had to push myself to go to a cafe and read for two hours, sitting at a table on Sunday morning to finish reading the assigned pages.

With an extensive reading approach, Jung showed contrasting reading habits. What is impressive about the shift in Jung's reading habit is that Jung scraped little bits of his spare time to read English books. He has integrated reading into his life which initially seemed too packed for making time for pursuing something other than work-related matters. Given the psychological comfort, he visited a cafe for job-related activities and read English books using break time to clear his head. The diminished sense of responsibility seemed to work as an initiative to allow Jung to read using short spare times in his daily routine. Jung mentioned that he liked extensive reading in that it does not impose stress in reading as in Excerpt 4.77.

Excerpt 4.77 Interview with Jung (Mar. 28, 2021)

However, I read in a cafe after taking online job training yesterday. I also used 10 minutes breaks between job training to read. I could pull out my phone to read easily without any sense of responsibility. I liked that I did not have to suffer from the obsession to read.

Jung could push forward with his reading even when he suffered from indigestion in the third week. Jung could not eat and digest food, which made him

take much more sleep and rest than usual. However, he mentioned that he read as much in the first week since his health problem was not that terrible and he was bored of taking rest.

Excerpt 4.78 Interview with Jung (Mar. 14, 21)

I was sick this week because I took a lot of rest after work. However, other than Wednesday, when I had a work dinner that was scheduled a long time before, I could still consistently be reading a little bit - about 10 to 15 minutes- in my spare time. I did my reading when I was bored.

Throughout the whole eight-weeks of extensive English reading, Jung maintained a positive reading attitude. He was persistent in reading and was satisfied with reading extensively because the books were interesting enough to make him read for a longer period of time. Jung believed learning does not take place in a short period of time, so that the best English learning material is something that allows him to persist.

A busy working schedule did not stop Jung from reading routinely unless they worked more than 12 hours a day. Jung persisted in reading for three weeks, working more than 10 hours a day and taking job training at the same time. In those three weeks, he made full use of his spare time to read. From the fourth week, Jung stopped reading for two weeks because of a more intensified work schedule. He had to work more than 12 hours a day and Jung lost his will to read even when he had some spare time, and he wanted to take a rest.

4.4.2 Suspense Genre Helps Me Continue Reading

Both Jung and Yun chose to read Sherlock Holmes Short Stories and The Hound of the Baskervilles respectively. Although Yun's initial level (Level 2) and

Jung's level (Level 4) differed, the two participants' interviews in their first week had some shared points. First, They both were familiar with the story that had come across the stories earlier in their lives. Since Sherlock Holmes stories are famous internationally, knowing the plot of the story was not a surprise, but they both chose to read a familiar story that they have had exposure to and were able to enjoy them. Moreover, reading novels of familiarity had an affective filter alleviating effect. Second, suspense novels stimulated the curiosity of both participants. This has helped them in the stage of reading habit formation by making them read to find out the convict. Jung's experience of reading suspense novels shall be discussed with fuller detail in this subsection.

As for his choice of books, Jung mostly preferred the suspense genre. He read *The Hound of the Baskervilles*, which is one of the Sherlock Holmes series. The other two books (*Wuthering Heights* and *Dr. Jekyll and Mr. Hyde*) were not necessarily suspense genres, but how the author unfolded the narrative was similar to the organization of suspense novels.

After reading *The Hound of the Baskervilles*, Jung said that reading the story he already knows in a level-adapted version did not stop him from having fun. Jung mentioned his experience of revisiting Sherlock Holmes as in Excerpt 4.79.

Excerpt 4.79 Interview with Jung (Apr. 11, 2021)

Actually, I have read the complete series of Sherlock Holmes about the time that I entered university. Also, I watched the British drama Sherlock when it became widely famous because I am quite interested in this genre personally. I am reading the same story after 10 years and I was excited a lot by the fact that I am reading the original text in the original language.

Jung compared re-reading the book he had read in the past in a level-adjusted

version as playing an easy Chopin arrangement as a novice piano player. In other words, Jung was playing the easier arrangement with extensive reading, which would eventually allow him to play the original version.

Excerpt 4.80 Interview with Jung (Apr. 11, 2021)

Although the version I am reading is a level-adapted version, I still anticipated experiencing the text in English. It was like I am doing the same thing as what I do with playing piano, learning to play Chopin by this easiest arrangement, and moving on to the original version as I develop. I can still have accomplishment and have a taste of the work, right?

Jung mentioned that although he did not recall specific details of the story, he still remembered the big plots of the stories. He argued that he had forgotten most of the plot helped him keep being curious about what will come next. Though he could remember who the criminal was, this has enabled Jung to track the suspects in a reversed sequence.

Excerpt 4.81 Interview with Jung (Apr. 11, 2021)

I have read it once before, but I only have fragmented memories that I cannot remember how the suspect was guilty. This makes me able to keep track of many different clues and alibis to seek the meaning of foreshadowing. I underline the lines when the suspect's statements are inconsistent. Because the language isn't too tricky, it was nice that I could understand the subtle shades of psychology.

Jung enjoyed reading suspense series after working hours because it came to him as a “temporary haven” from his reality, filled up with work-related stress. The absorptive power that this suspense novel has exhilarated and obliterated Jung and Yun.

Excerpt 4.82 Interview with Jung (Apr. 11, 2021)

You know, when a person is too stressed with life, he gets to be obsessed

with things that are far apart from real life. I am not talking only about literature but any habits. For instance, once you start exercising, all the things on your mind are eliminated. I thought this kind of time that is free from worries is needed for working men.

Among the many great merits of the suspense genre, the absorptive power grips readers and enables them to cope with the book. This made Jung to be fascinated by the book's content, leading him to reading more.

Excerpt 4.83 Interview with Jung (Apr. 11, 2021)

This kind of novel makes you curious about what will come next. I lie on my bed thinking that I am only going to read 2 pages of it, and I always end up reading 4 pages. This has made me read more pages this week than I expected. I could do that because as I read, I became curious about the cues and foreshadowing that will be revealed in the next chapter. I love the tension that suspense gives and always want to finish the story fast to find out the twist in the story.

4.4.3 Analytic Learning Style Hinders Inferencing

Jung was questioned how he dealt with unfamiliar words that appeared in the reading, Jung's responses showed his analytic learning style. Jung blamed the Korean method of education for making him less tolerant of ambiguity. He also suspected his attitude toward ambiguity because of his background in natural science. He took the natural science track ever since Jung was in high school, majoring in finance in university, and currently working in a math-oriented banking industry. He discussed how his surrounding environment also resulted in him being uncomfortable with dealing with abstractness.

Excerpt 4.84 Interview with Jung (Apr. 11, 2021)

I studied natural science and I suppose this has an influence in making me uncomfortable with ambiguity. In my work, there are many people from liberal arts, majoring in economics and business. They told me that my way of writing and speaking is constructed in natural sciences manners. I have been studying for so long in this field, you know, and that makes my thinking process a bit different.

Jung's lower tolerance toward ambiguity led him to distress from abstract ideas. Jung had the tendency to feel much anxiety towards embracing ambiguity that comes from inferring meaning of words from context. He experienced discomfort in having to keep in mind abstract word meanings when he used an inferencing strategy, since he was more comfortable with concrete ideas. Although Jung was aware that inferencing is an acknowledged stratagem widely recommended in reading, Jung expressed his discomfort in handling deduced meaning. His description about the hardship incurred from lexical inferencing is explained in Excerpt 4.85.

Excerpt 4.85 Interview with Jung (Apr. 11, 2021)

I did not know the meaning of 'moor' and in the book, the characters suggest the meaning of moor, by saying 'don't go nearby moor.' By the lines I can suppose that the moor is not a pleasant place. But the problem is that I could not tolerate the deduced meaning from the context. I want everything to be definite.

To tackle the ambiguity of deduced meanings from lexical inferencing, Jung made use of the English-English dictionary provided in the Kindle application. However, the definition in English also was not congenial to Jung's analytic disposition since it again gave him a long description of a word, instead of a short and clear translation. His detailed description about the process he underwent to understand a word with English-English dictionary is provided in Excerpt 4.86.

Excerpt 4.86 Interview with Jung (Mar. 21, 2021)

I used the English-English dictionary that is provided as a feature of Kindle, but the description given by the English-English dictionary sounded similarly abstract. For instance of the term moor, I tapped upon the work as I read and found that the moor means 'a tract of uncultivated land'. This makes me uncomfortable in two ways. First, I usually have unknown words in the definition suggested in the dictionary. In the case of the word 'moor,' I did not understand what 'tract' meant. This means I have to study the definition too. Second, such a long definition in English does not give me an image that allows me to picture a moor as I read the story. This is inconvenient because every time I encounter the term moor, I have to try to recall the meaning and what is left in my memory is only a few words from description, for example, 'uncultivated'. which is certainly not enough for imagining the scene.

As a last resort, Jung made use of the English-Korean dictionary and finally found it the most comfortable way of means. He described how the corresponding Korean term given as a definition of an English word successfully associated the pictorial image of the term in Excerpt 4.87.

Excerpt 4.87 Interview with Jung (Apr. 18, 2021)

I searched up the meaning in the English-Korean dictionary this week. By this, I can find out the corresponding term in Korean, which is a much more concrete definition than an inferred meaning from the context or English definition of the term to me. Also, I can finally picture the image of the term in this way.

The description of Jung's reaction encountering unknown English words corresponded with the concept of cooperative bilingualism, which is a term used to direct people who learned L2 in a different context with L1, whereas compound bilingual directs those who learned L1 and L2 in the same environment. The main characteristic of cooperative bilinguals is their inability to picture L2 words when they are able to picture the corresponding term in L1. Thus, Jung's hardship with

inferred meaning and English definition of English words could be a ubiquitous problem in the EFL context. By analysing Jung's experience, the researcher could see that lexical inferencing can be confusing to EFL learners, especially for those who have analytic dispositions. For those learners, searching unknown words in the dictionary to make a clear sense of the meaning can be a better method of learning English than struggling to keep in mind the ambiguous concepts.

Starting the second week of this study, Jung chose not to use the English-English dictionary that Kindle provides as the main means of translation. Instead, he decided to just make use of other English-Korean dictionary applications. Jung added that he only uses the English-English dictionary for finding the nuisance of the term and context of usage as it lacks intuitive comprehension.

Excerpt 4.88 Interview with Jung (Apr. 11, 2021)

I thought it would be best if I kept inferring the meanings of the words, but I could not bear to make the meaning clear. I am now using the English-English dictionary to explore deeply the manner and nuisance of the word. For instance, "check" and "confirm" are used in different contexts, but their Korean meaning is the same. I prefer using both dictionaries properly for myself to enhance understanding.

4.4.4 Extensive Reading is Not for Exponential Growth of English

Despite being diligent throughout the eight-week extensive reading, he acknowledged that extensive reading for eight weeks would not make him a fluent English reader. Jung argued that this cannot be a drawback of extensive reading because any approach to English learning cannot develop learners' English proficiency promptly in a short time period. Jung regarded the thought that there would be a perfect approach that enables expeditious raise in English ability as a false

belief. Instead, he thought that consistently putting effort in English learning with any method that a learner can persist is a key to success.

Excerpt 4.89 Interview with Jung (Apr. 11, 2021)

From the beginning of participating in this research, I did not think that reading for pleasure for several weeks would make my English skill develop strikingly. It is the same as any other way of studying English. Watching movies, memorizing scripts, even going to private institutions does not make me an excellent ESL learner in several weeks. I think there is no other better method than finding a way of English learning one can persist.

At the same time as acknowledging that extensive reading is not for exponential growth of English proficiency, Jung revealed his anxiety toward having to continue reading for an extended period of time. For him, relative easiness was the prime cause of the concern. At the current stage, reading consistently was a matter of concern, but there were times in which he realized what he eventually wanted to read was way harder than the books that he was reading.

Excerpt 4.90 Interview with Jung (Apr. 11, 2021)

What concerns me a little bit is that the text I am reading, the text from Level 4 in Oxford Bookworms, must be for middle school native kids. I am scared of how much more material I should consistently be reading to make it easier to read work-related, adult-level English materials.

Also, the lowered level of English in books made the reading activity less impressive for Jung. Jung mentioned that there was no significant sense of accomplishment coming from reading in English, because the books that he read through this program were not as demanding as the books he read back in school. Jung's overall impression about extensive English reading is presented in Excerpt 4.91.

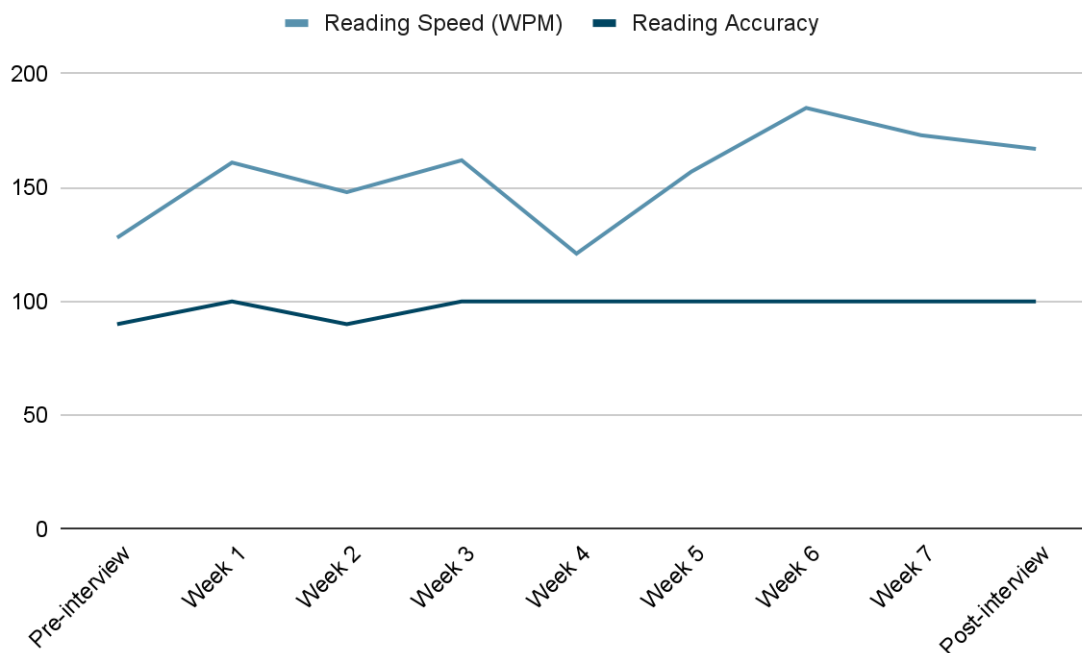
Excerpt 4.91 Interview with Jung (Apr. 25, 2021)

Actually, there wasn't a sense of accomplishment like 'I have made it!' kind of a feeling, because the language in the book is easier than what I used to read in school. I just thought that I could handle continuing to read.

Jung's remark about the lower sense of accomplishment was related to the anxiety of taking a roundabout route discussed in an earlier section talking about Jo's reading experience. To Jung, the diminished sense of accomplishment was less intense than Jo because Jung was not in an instant need of developing English proficiency as Jo did. However, the participants' remarks about the anxiety related to the sense of accomplishment teach us the importance of guiding learners to an appropriate reading level to make reading an educational activity. Also, it highlights the importance of informing the learners of the effectiveness of extensive reading to raise the fundamental awareness of the meaning of the activity.

4.4.5 Jung's Reading Fluency Tests

Figure 4.4.5
Jung's Reading Fluency



Jung's reading fluency contained ups and downs throughout the eight-week program. Jung's reading speed fluctuation was irrelevant to reading levels, because Jung persisted in reading Level 4. Instead, Jung's reading speed was affected mainly by the genre and length of the reading. While reading speed in most of the weeks was maintained at a moderate level, the results in Week 4 and Week 6 were standing out. Jung's reading fluency test passages were maintained to around 400 words most of the time. However, in Week 4, the researcher handed a longer passage (602 words) as an effort to preserve the contextual flow in the test passage. A long passage degraded Jung's reading speed with longer processing time and limitation of internal capacity.

In Week 6, Jung reached 185 WPM in speed and a perfect accuracy at the same time. Jung attributed his performance to the nonfiction genre that the test passage was drawn from. He said that he felt some genres were easier to comprehend for him since the narrative styles are different. Jung found the description in nonfiction more plain that he could find the gist more easily.

Jung's reading accuracy was maintained high throughout the study. Jung, being an analytic learner with a meticulous nature, took his time to read the test passage carefully. He concentrated on making sense of every detail of the text without an obsession to read with higher speed.

4.4.6 Summary of Jung's Experience

Jung's L2 reading attitude showed a rapid change once Jung started extensive English reading. Jung became confident about persisting in English reading because he expected the level of English from this program to be higher as he experienced in intensive reading practice. However, Jung was happy to find out that the language was in his comfort zone and could genuinely enjoy reading without being burdened. Jung also could make use of the spare time between his daily routine to read. Jung's regular reading habit was attributed to his routine life as an office worker working 9 to 6 and his original English abilities high enough to allow a free exploration of the books. Moreover, through the previous years of studying the language, Jung developed an awareness that any approach to English learning needs persistence. His raised awareness enabled him to be sturdy through the eight-week program.

However, despite the high-level English proficiency, Jung was most reluctant to face ambiguities. This aspect was attributed to his disposition of loving definite ideas. This made Jung distressed from abstract ideas making it hard for him to process ambiguous deduced meaning from the text nor English definitions of unknown English words. Jung's natural disposition was not the only possible cause of his low tolerance of ambiguity. Jung was also closer to being a cooperative bilingual, which could be another possible reason that made the processing of unknown English words more complex. The findings suggested that tolerating abstract ideas would not be a suitable learning method for those analytic learners like Jung. Also, lexical inferencing and the following abstractness may be a possible cause of hardship to those learners who are more inclined to cooperative bilinguals. Thus, using the first language dictionary to diminish possible causes of motivation deterioration can be more desirable.

CHAPTER 5.

CONCLUSION

5.1 Major Findings

The four participants' hardship and pleasure in the course of their L2 extensive reading were diverse. This qualitative research does not have the purpose of generalizing the results. The purpose of this study was to investigate Korean working adults' extensive reading practice attempting to notice their hardship and pleasure and make an in-depth observation on their progress, thoroughly analyzing possible factors that have led the participants to success or failure.

The pleasure that participants experienced in the course of the eight-week program were various. The joy in extensive reading sprung both inside of the reading contents (topic, background, etc.) and outside of the reading (a sense of achievement, confidence, etc.). Ryu's pleasure came from breaking the delusion of being illiterate in English. Yun found it enjoyable to explore signs of the time and carry out the critical reading practice. Jo found some pleasure in reading the narrative arc of the books even though his level of interest in reading was not so high. Jung could find delight from re-reading the books that he had read before in English, primarily from the suspense novels that gave him a time to rest after work. The act of selecting books had a significant impact on making the participants' extensive reading experience pleasant. With the comparatively lower motivation to study, working adults were less willing to bear with uninteresting reading material. The participants deemed to have a sense of ownership toward the reading material, being the center of learning with the

materials of their choice.

The study has found two main factors related to reading regularly: strictly planned life routine and enthusiasm for reading. The motivation to study English could be another significant key to regular reading practice. Still, this study would not intensely discuss the aspect because all of the working adult participants' motivation for learning English was not stratospheric, which is the rationale for searching for an learning approach that accompanies less formal instruction. An orderly life routine was a considerable aspect of persistent and regular reading practice. Those participants who worked routinely were steady throughout the eight weeks were the successful cases of this study (Yun and Jung). Their routine life contributed to their success, allowing them to set a scheduled time every day to spend on reading. As a result of the scheduled working time and break time, they were particularly able to use their spare time by planning extensive reading as a spare time activity in advance.

In the cases of the participants with freer working schedules (Ryu and Jo), finding time for reading English books seemed to be a task. They tend to procrastinate reading until the interview day and depend on supervision to read. Although extensive reading itself must have been independent learning in this study's circumstance, their dependence on the researcher's supervision resulted in less self-directed learning. Another factor that resulted in irregular reading habits was the interest in English books. Ryu and Jo were less enthusiastic about reading, while Yun and Jung could find their interest in reading.

The hardships that came from extensive reading were highly complex and diverse. There were three general sources of hardship in the four participants; 1. psychological/emotional fluctuations, 2. hardship that comes from handling ambiguities, and 3. intangible development of English skills. Many times, radical

emotional shifts had a more considerable impact on persisting in reading over an intensified workload. The arguments between lovers and close friends and the death of a loved one were the unpredictable factors that incurred uneasiness in mind, which resulted in the participants renouncing continuing reading for a while. Interestingly, the times of exhilaration also made the participant unwilling to continue reading.

The study has observed that there were individual differences in the ability to handle ambiguities. The presence/absence of this ability worked significantly in determining the learner's level of comfort in reading English books. Some participants found it hard to infer the meaning of English, while others were excelling in deducing meaning from the context. Those who were adept in inference tended to show more confidence in reading English books and experience less stress from reading.

The ability to use the inferencing strategy seemed to be determined mainly by two possible factors: adequate English proficiency and the participants' disposition in tolerating ambiguity. A decent English proficiency level was a prerequisite in inferencing meaning because a general understanding of the text must be accompanied. Interestingly, participants' ability to make hypotheses and proving was closely connected to their disposition. Those who had higher tolerance of ambiguity mentioned that they infer meaning quickly with their readiness of wit and could bear with the ambiguity because they were less meticulous learners.

Although inferring meaning from context contributes to a smoother general comprehension of the text, the study has found that the inferencing strategy was not helpful to analytic learners like Jung. Jung, who showed a strong intolerance toward ambiguity, felt exceptionally uncomfortable guessing the meaning from the context. His favor of preciseness and accuracy has made him unable to bear abstract ideas,

and pushing himself to infer meaning was distressing. For learners who love concrete definitions, misguided directions to tolerate ambiguity could weaken motivation.

A characteristic of extensive reading is that it lacked formal instruction and means of assessment. This has resulted in the participants' inability to observe the progression in their performance, thus making them anxious from time to time. Most of the participants experienced such anxiety, and some confessed that this resulted in making them reluctant to persist in extensive English reading. However, at the same time, those participants mentioned that they did not have the motivation to study English more intensively due to lessened demand and lowered instrumental motivation as stable working adults. The participants of this study mentioned that they enjoyed extensive English reading better than intensive reading for being more comfortable to read. The comfort in reading was brought by Oxford Bookworms level-adjusted materials and led to a significant improvement in the participants' reading attitude and perception of reading in English.

5.2 Pedagogical Implications

The current study showed the extensive reading experience of four individual working adults. The adult participants answered positively about the contents of the Oxford Bookworms series, proving that the series is also eligible to be read by adult learners. However, the books in the Starter Level were mentioned to be more like children's literature in terms of the contents and the way it narrates. Reading at the Starter Level can deteriorate the initial motivation level of beginner extensive readers, so it is highly recommended to start with at least Level 1. Choosing the book according to the topic of interest was also pivotal in motivation. Selecting a book also

gives the participants a feeling that they can deal with the reading, giving them a sense of responsibility for their learning. Re-reading the books in L2 that are already read in L1 was also a strategy to lower inhibition. Most of the participants chose to read the books that they were familiar with, either the books that they read a long time ago or the books that they have heard of.

Although all participants said that they found the reading material interesting enough to savor using their spare time, some found it very hard to practice it in real life. This is presumably due to the educational practice in Korean classrooms that restricts the cultivation of the students' ability to do study-related activity voluntarily. Some working adult participants longed for supervision since the freedom in choosing time and location to read resulted in procrastinating. Those working adults looking forward to starting extensive reading activity would carry out a group study like a book club if they need any supervision to make sure that they are on the track of reading consistently. In this case, the participant should be careful with how the group chooses the books for reading because the level of interest toward the books chosen could deteriorate when a group of people decide to read the same book. For this reason, keeping the group as small as two to three people would be a better idea. Also, it is highly recommended for the reading groups to choose books individually and share ideas and summaries of each of their books to maintain the level of interest.

5.3 Limitations of the Study and Suggestions for Further Research

Since the participants were all university graduates who were highly motivated to volunteer in this study, the results are not to be generalized. The current study participants rarely had problems reading the materials at their assigned level, but this study only scoped low-intermediate to high-level learners. Studying the possibility of applying extensive reading to low-level learners should be dealt with different material other than Oxford Bookworms series since the material was suitable for the current study participants. Also, the present study only investigated male participants, so the gender differences were not considered.

A longitudinal study should be undertaken to see the progress in overall English reading ability. This study was only carried out in eight-week time, and it was a limited amount of time to determine the success in reading ability. The participants showed a growing aspect in reading fluency, but this cannot directly be interpreted as reading ability growth because such growth could be a result of familiarity with test activity and restoration of their existing English ability after a long time of little exposure. Also, weekly interview/testing schedules may have presumed to be a matter of supervision even though the research consistently mentioned that those were not meant to look over their performances. Therefore, a longitudinal study with less frequent interviews and testing may improve the authenticity of participants' reading habits.

Moreover, the present study mainly collected data through a series of interviews. Since interviews only draw data from participant's words, the reliability

of the data cannot be guaranteed. Because of the COVID-19 epidemic, this study was carried out contactlessly, but enforcing direct observation would enhance the objectivity of results.

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Appendix 1.

Semi-structured Pre-interview Questions (Translation)

1. 직장에서 업무 강도는 어떤 편인가요? 본인이 느끼는 것과 다른 사람과 비교한 것 모두 이야기해주세요.

How intensive do you work? Describe both your perceived working intensity and in comparison with others.

2. 직장에서 일하는 시간은 평균 한 주당 몇 시간 정도인가요?

How long do you work a week in average?

3. 업무 외의 여가 활동은 어떤 것을 하나요?

What spare time activities do you do after work?

4. 최근 2년간 자기개발을 위해서 한 활동에는 무엇이 있나요?

In the last 2 years, what kinds of activities did you do to develop your personal and professional skills?

5. 자기개발을 위해 투자한 금액은 어느 정도인가요?

How much money did you spend on developing your personal and professional skills?

6. 직장인이 된 후 영어 공부를 한 적이 있나요? 했다면 주당 몇 시간을 했나요? 투자한 금액은 어느 정도인가요?

After being an employee, have you studied English? If so, how many hours do you study during a week and how much money do you spend for the study?

7. 영어 공부를 어떤 방식으로 했나요?

If so, how did you study English? For example, club activities with/without English teacher, learn by media and materials (e.g., TV drama, animation, books, newspaper,

Songs, etc.)

8. 영어 듣기/읽기/쓰기/ 말하기 중에서는 어떤 기능을 발달시키려고 했나요?

Among listening, reading, writing, and speaking, which skills did you try to develop?

9. 연구에 참여하여 영어 공부를 하려고 하는 목적은 무엇인가요? 개인 흥미를 위한 것인가요? 승진이나 이직이 달려 있나요?

What is your purpose of participating in this research? Did you decide to participate from a personal interest or for career-related purpose, such as promotion and job transferring?

10. 영어로 읽기를 잘하나요? 책 한권을 영어로 읽어본 적이 있나요?

Do you think you are good at reading in English? Have you ever read a book in English?

11. 영어로 읽기는 것에 대한 생각을 떠올리면 어떤 느낌이 드나요?

What kind of feelings do you have when you think about reading in English?

12. 본 연구를 통해 원하는 학습 강도는 어느 정도인가요?

During this research, what is the level of reading intensity that you want?

13. 일일 목표 학습 양은 어느 정도인가요?

How long do you expect to study on a daily basis? For example, 2 hours per a day, 1 hour per a day, 30 min per a day, 15 min per a day.

Appendix 2

Semi-structured During-interview Questions (Translation)

1. 이번 주 읽기 활동 중에 힘들었던 점이 있으면 말해 보세요.

Describe the hardships you confronted in the course of reading this week.

1. 1. 읽기 외부에서 어려움이 발생했나요?

(가정, 스트레스, 특히 직장에서의 어려움)

Are the difficulties from the external factors? (family problem, stress, especially the difficulties from working)

1. 2. 읽기 내부에서 어려움이 발생했나요?

(단어/ 구문/ 문법에서 오는 어려움/ 읽기 자료의 사회문화적 방면 이해 어려움 등)

Are the difficulties from the internal factors? (Unknown words/phrases, Syntactic ambiguity, lack of the context of the reading materials with respect to social and cultural understanding)

1. 3. 어떻게 극복할 수 있었나요? 아니면 극복할 수 없었나요?

How could you overcome the problem? Otherwise, why couldn't you?

2. 이번 주 읽기 활동 중에 재밌었던 일이 있었나요?

Are there any exciting moments during the reading this week?

- 2.1. 읽기 내용에서 오는 재미 (주제, 배경, 작가, 사상 등에서 오는 흥미)

The pleasure from the reading contents (e.g. topics, backgrounds, author, idea)

2.2. 읽기 외부에서 오는 재미 (자아효능감, 성취감, 자존감의 회복 등)

The pleasure from out of the reading (e.g. feeling self-efficacy, achievement, confidence)

3. 읽기 장소에 대해 말해 보세요.

Where did you usually read this week?

4. 읽기 습관에 대해 말해 보세요.

단어 찾아보기 (영영/ 영한/ 번역기 사용), 북마크하기, 하이라이트 하기 등

Tell me about your reading habits. For example, searching unknown words using Eng-Eng/Eng-Kor dictionary or translator, using bookmarks and highlighting some sentences.

5. 평소 취미와 병행/ 취미생활을 변경/ 취미 생활을 희생하였나요?

Did you have to make time for reading English books or were you able to use your spare time for reading?

6. 바쁜 일상과 병행 가능하다고 느꼈나요/ 숙제처럼 느꼈나요?

Did you think it is possible to carry out reading through your busy life? Or did reading feel like an assignment?

7. 지난 (n)주와 비교해서 읽기 활동을 하는 느낌이 달라진 점이 있다면 알려주세요.

Describe the changes in reading attitude in comparison with last week.

8. 이외에도 읽기 활동 관련한 특이사항이 있으면 알려주세요.

Tell me any things that is related to the reading activity.

9. 읽기 난이도에 대한 생각을 알려주세요.

Tell me how you felt about the book's English level.

Appendix 3

Semi-structured Post-interview Questions (Translation)

1. 8주간의 영어 책 읽기가 즐거웠나요 아니면 힘들었나요?

Did you enjoy the reading English books for last eight weeks? Or did you have hard time persisting to read?

2. 영어 읽기를 하는 것이 성취감이 있었나요?

Did have a sense of achievement in reading English books?

3. 전보다 영어 책을 더 잘 이해하게 되었나요?

Do you think that you can understand English books better than before?

4. 전보다 영어 책을 더 빨리 읽을 수 있게 되었나요?

Do you think that you can read English books faster than before?

5. 스스로 영어로 읽기를 잘하는 편이라고 생각하나요?

Do you think that you are good at reading in English?

6. 영어로 읽기는 것에 대한 인식에 변화가 있나요?

Do you feel differently about reading in English in comparison with the beginning of this study?

국 문 초 록

이 연구는 온라인 기반 영어 다독이 성인 영어 학습자의 영어 학습 동기와 영어 실력 발달에 어떤 영향을 끼칠 수 있는지 관찰하는 실험이다. 한국 성인 직장인 4인의 8주간에 걸친 온라인 다독 경험을 면밀히 살펴서 온라인 다독 활동에 따르는 어려움과 즐거움을 알아본 뒤, 읽기 속도를 측정하여 실제 영어 문해력 향상에 도움이 되는지를 점검하였다.

4인의 연구 대상자는 모두 서울에서 일하고 있는 성인 남성으로 영어권에서 학습한 경험이 없고, 읽기 활동을 할 수 있는 최소한의 영어 실력을 갖춘 것을 기준으로 선발 되었다. 대상자들의 다독 경험을 깊이 있게 관찰하고 분석하기 위해서 질적 연구 방법론을 이용하였으며 본 연구에서 사용된 자료 수집 방법은 반구조화 면접, 문자메시지, 읽기유창성 시험이었다. 연구 대상자는 시간, 장소의 제한 없이 자신의 레벨에 맞는 영어 다독 자료를 직접 골라서 자유롭게 읽고 진행상황을 실시간으로 문자메시지를 통해 전달하였다. 문자 메시지를 바탕으로 매주 면접이 진행되어 대상자의 다독 경험을 면접을 통해 면밀하게 살폈다. 매주 면접 후에는 읽기 유창성 시험을 진행하여 대상자의 전반적인 읽기 실력 발달을 살피고 각각 대상자의 읽기 습관의 특징을 알아내고자 했다.

본 질적 연구를 통해 도출된 연구결과는 다음과 같다. 다독을 하면서 성인 학습자가 느낀 즐거움은 매우 다양했으며, 크게는 두 가지 요소에서 비롯됐다. 첫째는 읽기 내부의 요소 (주제, 배경 등)이고 둘째는 읽기 외부의 요소 (성취감, 자신감 등)이었다. 읽기를 꾸준히 한 대상자의 특징은 높은 읽기 동기와 계획적인 생활이었다. 다독 활동의 장애물도 다양하게 나타났는데 심리적/정서적인 변화, 모호함에 대한 관용에서 오는 어려움과, 영어 발달이 눈에 띄지 않는 것에서 오는 불안함 등의 요소가 두드러졌다. 특히, 모호함에 대한 관용도는 각 대상자마다 정도가 상이하게 나타났고, 관용도가 높을수록 대상자가 추론전략을 적극적으로

사용하며, 다독 활동을 편안하게 여겼다. 추론전략 사용 능력은 높은 수준의 읽기 유창성을 갖추는 것과 대상자의 기질에 따라 차이가 났다.

대상자는 전반적인 내용에 대한 이해를 바탕으로 추론을 하였고, 모호함에 대한 관용도가 높고 재치가 있는 대상자의 경우 추론전략을 더욱 잘 활용하였다. 반면, 분석적인 기질을 가진 대상자의 경우에는 모호한 개념 처리에 어려움을 겪었다. 또, 시험 등의 실력향상에 대한 척도가 없는 다독의 특성상, 여러 대상자들이 다독 활동을 하면서 시험 공부하듯이 공부하고 있지 않다는 것에 대해 불안함을 느꼈다. 하지만 대상자들이 다독 활동을 즐겁다고 여겼고, 영어 읽기 태도 또한 개선되었다.

본 연구의 결과를 바탕으로 도출된 시사점은 다음과 같다. 첫째, 옥스퍼드 북웍 시리즈가 아동을 대상으로 만들어졌지만, 성인을 대상으로도 유용한 영어 학습 자료이다. 둘째, 책을 직접 고르는 것이 성인 읽기 동기 향상에 큰 도움이 되며, 읽었던 책을 다시 읽는 것이 억압을 완화하는 전략이 될 수 있다. 셋째, 대상자의 상당수가 교사의 개입을 바라는 경향을 보였다. 따라서, 성인 직장인 학습자가 자기주도적으로 다독을 하려할 때는 북클럽 등을 결성하여 서로 도움을 주고받는 것이 좋다.

주요어: 직장인 영어 읽기, 다독, 영어입력, 사례연구, 온라인 다독, 옥스퍼드 북웍

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