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The Attitudinal and Motivational Effects of Extensive Reading on Adult ELLs in a Non-Intensive ABE/ESL Program

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THE ATTITUDINAL AND MOTIVATIONAL EFFECTS OF EXTENSIVE READING

ON ADULT ELLS IN A NON-INTENSIVE ABE/ESL PROGRAM

by

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Thank you, Mom and Dad, for teaching me to always give it my best.

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CHAPTER ONE: INTRODUCTION

After immigrating to the United States from El Salvador as a 13-year-old, Doris did what so many of my students have done upon their arrival here – she went straight to work. Eventually, after getting married and having three daughters, she found herself wanting the education that she was not afforded as a teenager. Doris, like a great number of my adult students in a non-intensive Adult Basic Education (ABE)/English as a Second Language (ESL) program, drifted in and out of the doors of our center various times over the course of several years before making a conscious decision to stay enrolled until realizing her long-term goal of obtaining her GED.

Now a GED-graduate planning on obtaining a college education, Doris has repeatedly told me that becoming an avid reader not only contributed to her success in and commitment to her language acquisition and formal education, but also enhanced her self-perception as a lifelong learner. Nevertheless, it was just two short years ago during one of the initial meetings in our then-nascent book club that she expressed her reluctance to read Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian* simply because of her lack of interest in reading anything that even remotely resembled fiction. That novel proved to be Doris's "home run book," a term coined by author Jim Trelease, alluding to a singular reading experience that inspires a reluctant reader to become an engaged, lifelong reader (Krashen, 2004b). She barely managed to contain her zeal for Alexie's story and its characters and finished the book way ahead of schedule. She came

to class with questions, connections shrouded in empathy, and an earnest desire to know more about Alexie's life. That was only the beginning for her. Shortly thereafter, I saw an amused Doris beam with joy when digesting the irony of Arturo Vivante's final sentence in *Can-Can* and witnessed her seeking comfort in her classmates as she connected her life experiences to that of the main character in Shaun Tan's wordless graphic novel *The Arrival*.

Fortunately, Doris's participation in our book club that semester proved to be a transformative experience - one that drove her to be a more autonomous learner, eager to read self-selected texts outside of school. Opting to read extensively for pleasure converted Doris into a curious reader and thus provided her with a much greater exposure to English print than she had experienced up until that point. In lieu of solely learning language through tasks generated by her classroom teachers, Doris began to acquire language through her own design.

At the end of the school year, as I was extending my gratitude to Doris and her classmates and urging them to strongly consider focusing on obtaining their GEDs in the upcoming school year, Doris stated, "Teacher, it was in this class that I learned to love reading." Doris probably did not realize that her words not only left an indelible mark on my spirit, but also served as a catalyst in reshaping my perception of my role as a classroom teacher. This role has since come to be defined not solely by being a supportive source of language instruction for my learners, but a proponent of providing students with the autonomy, encouragement, and direction to pave their own avenues for the acquisition of English both inside and outside of the formal context of the classroom.

Several questions have burrowed in my mind since Doris's attitude-altering experience: How can I provide my students with an environment conducive to fostering an affinity for reading like the one Doris continues to nurture to this day? How many other students in my classes are unknowingly waiting to embrace their home-run book and its subsequent beneficial consequences? How can I encourage my students to seize control of the processes and parameters of their language acquisition?

Extensive Reading

This section first presents a brief definition of extensive reading before providing suggested reasons for the lack of popularity of the approach in second language (L2) classrooms. Finally, reference is made to my past experiences with reading for pleasure in my classroom.

Brief Overview of Extensive Reading

One would be hard pressed to find a singular definition of extensive reading. However, a review of the literature illustrates that the intention of extensive reading is to generate learner interest in reading for pleasure and consequently establish improved reading habits through increased motivation to read. Several ubiquitous principles that guide the approach can be summarized as follows: (1) learners individually read large amounts of simple input for pleasure; (2) learners choose what they want to read; and (3) learners have access to a wide variety of reading materials (Day & Bamford, 2002; ERF, 2011).

A wealth of research (Cho & Krashen, 1994; Jeon & Day, 2016; Lee, 2007; Mason & Krashen, 1997; Nation, 2007; Ro, 2013; Tse, 1996) extolling the linguistic and affective virtues of extensive reading has surfaced in the last 35 years. In Chapter Two, I

will further explore several principles of extensive reading as well as the aforementioned benefits.

The Absence of Extensive Reading in L2 Classes

Despite numerous studies lauding the affective, cognitive, and linguistic benefits of extensive reading (Cho & Krashen, 1994; Jeon & Day, 2016; Lee, 2007; Nation, 2007; Ro, 2013; Tse, 1996), extensive reading programs are seldom incorporated in the reading curricula of L2 settings (Grabe, 2009). Grabe (2009) posits five reasons to explain the absence of extensive reading in L2 classrooms around the world.

- Most reading curricula are not as concerned with fluent reading as they are with the development of topics such as vocabulary acquisition, grammar, or study skills (Grabe, 2009). Moreover, the light nature of the reading material may be controversial in the context of a classroom (Day & Bamford, 1998) even though it may provide "both the motivation for more reading and the linguistic competence that makes harder reading possible" (Krashen, 2004b, p. 116).

- Extensive reading requires a wealth of resources and class time. Creating and sustaining a large library with a broad array of topics and levels is challenging for schools or teachers with strapped budgets. Furthermore, the excessive amount of time and energy exhausted to meet the rigors of standardized testing often leaves little time for anything outside the scope of learning not driven by accountability (Grabe, 2009).

- Many L2 teachers subscribe to the idea that the principal objective of reading curricula is accurate comprehension and therefore assume that students with

strong comprehension skills will become fluent readers if they are inclined to do
so (Grabe, 2009).

- For many teachers, implementation of extensive reading would require a drastic
  reconceptualization of how reading should be taught and learned (Grabe, 2009).

- Teachers and administrators may feel that it conflicts with their belief of "teachers
  teaching something to students" (Grabe, 2009, p. 313). Contrasting the belief
  possibly held by some teachers and learners that "learning only occurs as a result
  of teaching" (Nation & Waring, n.d., p. 16), a teacher's role in extensive reading
  is to be an active member of a reading community (Day & Bamford, 1998).

Extensive Reading in My Classroom Prior to the Study

I have maintained an extensive reading library with multiple levels of graded
readers in my class for the past two years. Disappointingly, relatively few students check
out books on a consistent basis. Conversations with those who are hesitant to use the
library have shed light on the most common reasons for not using the library: a lack of
interest in L1 and/or L2 reading, a lack of time, and an inability to select level-
appropriate texts. On the other hand, those who have regularly checked out books and
rated them have revealed that: (1) the books have made them feel more confident in their
reading and writing abilities, (2) the books are largely interesting, (3) the books have
bolstered their vocabulary acquisition, and (4) the books have taught them about people
and places of which they had no prior knowledge.

Late in the previous school year, in an attempt to spark interest in the library with
a group of high-beginning and low-intermediate students, we read a class reader, Tana
Reiff's *Nobody Knows*. The students quickly identified with the marginalized main

character of the story, an African American female who has to endure endless hardships in the first half of the 20th Century. Somehow, many of the same students who had neglected to use the extensive reading library found time to read at home. Student ratings revealed that 90% of the class either 'really liked' or 'loved' the story. Furthermore, the story heightened student curiosity concerning the past and present plights of the civil rights movement. This experience coupled with input from those who have extensively used the reading library have led me to surmise that many of my students stand to benefit from a leisure reading experience.

<div align="center">**Rationale for My Action Research**</div>

This section outlines several critical challenges with which adult English language learners (ELLs) in non-intensive ABE/ESL programs frequently contend. In addition, explanations of how extensive reading potentially serves as an effective tool in mitigating such issues are provided.

A Desire to Offset Learners' Limited Opportunities to Practice English

My experience working with adults in a non-intensive ABE/ESL program has illustrated that myriad obstacles often contribute to alarmingly high rates of attrition. Some barriers are unavoidable by their very nature – changes in work schedules, transportation issues, and family responsibilities being among the most common (Parrish & Johnson, 2010). Understandably, such barriers inevitability compete for students' time, hence narrowing their opportunities to participate in formal education or engage in English practice outside of class (Parrish & Johnson, 2010).

Extensive reading with level-appropriate texts does not have to be done in the classroom; it can be done just about anywhere at any time. Furthermore, considerable

research has exhibited that participants who have access to a wide range of suitable reading materials deem extensive reading to be an engaging, fruitful learning activity (Al-Homoud & Schmitt, 2009; Cho & Krashen, 1994; Lee, 2007; Ro, 2013; Tse, 1996b). I thus suggest that combining a motivation to read extensively rooted in positive reading experiences with a sizable exposure to language input used in natural contexts may partially assist adult ELLs in offsetting their limited opportunities to practice English.

A Push to Increase Confidence and Engagement in English Reading

Other barriers that prevent adult ELLs from achieving success are rooted in what does and does not take place during the second language (L2) acquisition process, whether inside the classroom or not. Social anxiety, an absence of confidence stemming from negative social or classroom experiences, a lack of engagement in learning, and an absence of satisfaction with progress may affect the resolve of many learners and ultimately lead some of them to stop attending classes (Parrish, 2004).

In addition to the aforementioned affective factors, reading anxiety can also play a role in preventing some learners from becoming active readers. Saito, Garza, & Horwitz (1999) found that while general anxiety associated with learning a foreign language is independent of the target language, levels of reading anxiety actually vary based on the language being learned. Differences in the writing systems of the L1 and L2 and a lack of familiarity with cultural material often enhance a learner's perception of the difficulty of L2 reading (Saito, Garza, Horwitz, 1999).

A shortage of access to level-appropriate reading material is another factor responsible for stymying language learners from becoming engaged readers. Multiple studies have reported that children with greater access to books are more likely to be

more avid readers than those who do not have such access (Krashen, 2004b). I propose that, despite the various day-to-day demands faced by adult learners (Parrish & Johnson, 2010), equipping adult ELLs in a non-intensive ABE/ESL program with a wealth of level-appropriate reading materials and an understanding of how to access such texts could result in at least a modest increase in the amount of pleasure reading done.

In summary, learner anxiety and a scarcity of reading resources may inhibit adult ELLs from becoming avid readers. However, the focus that extensive reading places on reducing one's affective filter while providing a print-rich environment congruent with one's level of language proficiency enables the approach to contribute in building "confidence, motivation, enjoyment and a love of reading which makes students more effective language users" (ERF, 2011, p. 1).

A Need to Advance Literacy and Language Skills

An argument for increased rigor. Recent data gleaned from the National Reporting System (NRS) for Adult Education (AE) and the Program for the International Assessment of Adult Competencies (PIAAC) juxtaposed with the performance accountability measures of the Workforce Innovation and Opportunity Act (WIOA) and expectations of the College and Career Readiness (CCR) standards indicate a pronounced need for greater academic rigor in adult English language instruction (AIR, 2016; Parrish, 2015). WIOA, signed into law by President Barack Obama in 2014, stresses "the importance of preparing all adults, including ELLs, for continued education and training beyond high school," thus empowering adult students to obtain economically sustainable jobs or careers in high-demand industries (AIR, 2016, p. 3). At the same time, the CCR standards, which emerged in 2013, highlight the essential knowledge and skills that adult

students should possess in order to ensure that they are prepared for "postsecondary training, work, or citizenship (Pimentel, 2013, p. 1). Clearly, both the legislation and the instructional standards reflect that "careers and educational opportunities today require an understanding of more complex language, higher reading levels, stronger communication skills, and more critical thinking skills than ever before" (Parrish, 2015, p. 1). Bearing that in mind, recent adult ELL performance data from the NRS for AE and PIAAC gives cause for alarm.

The NRS for AE, the accountability system for the nation's federally-funded AE program, recently reported that more than 30% of AE learners "are at the lowest levels of literacy," with ELLs comprising 61% of this group (AIR, 2016). Similarly, data analyses from PIAAC illustrates the existence of a stark gap of literacy proficiency and other cognitive skills between immigrant adults and adults born in the United States (Batalova & Fix, 2015). According to PIAAC, adult immigrants constitute 15% of the nation's total adult population; however, they represent "33% of adults with low literacy skills and 24% of those with low numeracy skills" (Batalova & Fix, 2015). Because "significant research finds that literacy and other cognitive skills are strong predictors of income, employment, education, and health," programs that serve adult ELLs need to make a determined effort to provide rigorous instruction in an effort to narrow the existing performance gaps between adult ELLs and their native-speaking peers (Batalova & Fix, 2015).

The current literacy skills gap between adult ELLs and their peers born in the United States as well as the skills required for success in the current postsecondary educational/workplace landscape necessitate that adult education programs offer

instruction beyond the traditional adult ESL program practice of focusing principally on personal topics such as preferences or holidays and life skills, e.g., shopping, making appointments, or banking (Parrish, 2015). Parrish (2015) asserts that adult ELLs are more likely to experience enhanced academic and career success by being exposed to instruction that addresses academic language, language strategies for comprehension of complex written and oral texts, and the development of critical thinking skills. Furthermore, consideration should be given to the notion that many adult ELLs often require more time to acquire academic readiness skills due to the demands of their daily life, limited formal educational experience, and insufficient opportunities to participate in formal education (Parrish & Johnson, 2010). Consequently, it is vital that such instruction takes place at beginning levels of instruction (Parrish, 2015).

Extensive reading does not demand the same level of rigor as instructional practices geared toward accessing academic, higher-level reading texts. Nonetheless, the focus on reading fluency promoted by the approach can spark development in reading abilities transferrable to the comprehension of more complex reading texts as it hones the implicit learning processes, those that do not require conscious attention, that are partially responsible for reading comprehension (Grabe, 2009).

The significance of implicit learning in reading development. While one would be remiss to discount the significance of the role of explicit, or conscious, learning as the crux of higher-level reading processes, "the development of reading abilities clearly requires both implicit and explicit learning" (Grabe, 2009, p. 62). Grabe contends that massive amounts of input are required for implicit learning to take place while emphasizing the importance of employing extensive reading as a means to develop

automaticity with word recognition, increase word-reading and text-reading fluency, reinforce learned grammatical information, build clause-level from word meanings and grammatical information, "routinize common reading strategies…, tacitly recognize discourse structure…, and make bridging inferences to support text coherence" (p. 63). The role of extensive reading in the expansion of one's lower-level reading abilities compels me to advance the belief that the presence of the approach in the reading curriculum, even at the beginning levels of language instruction, is warranted, as it can prove to act as a suitable complement to instructional strategies aimed at improving academic, higher-level reading skills.

Overarching Research Question

Consideration of the aforementioned challenges composing the rationale of my action research, coupled with my belief that language learners benefit from reading for enjoyment and meaning, has led to a strategic decision to introduce an entire class of learners to extensive reading, a pedagogical approach that exposes readers to massive amounts of simple, engaging input in a low-anxiety environment (Day & Bamford, 1998). Over the course of nine weeks, the extensive reading program will be conducted and complemented with silent sustained reading (SSR), an exercise of reading for pleasure during a designated period of class time. By probing learner attitudes toward L2 reading for pleasure before and after the treatment, I aim to adequately address the burning question that has propelled this study: *"To what extent does extensive reading coupled with sustained silent reading impact the attitudes and motivation towards L2 reading of adult ELLs in a non-intensive ABE/ESL program?"*

Role of the Researcher

This action-research study will occur in a reading class designed for intermediate-level students. I will be both the researcher and classroom teacher. Because the participants are already familiar with my methods and beliefs, I do not anticipate that they will be surprised when I inform them of my desire to see them become more self-directed in their L2 acquisition as I often ask them to make decisions concerning content, activities, and assignments.

I recognize that I enter this research with preconceived assumptions and biases concerning the possible outcomes. I firmly believe that extensive reading is an effective pedagogical tool worthy of a greater presence in non-intensive programs in ABE/ESL contexts.

Guiding Questions

The impetus driving this action research study is an earnest desire on my part to discover an avenue for my students that will encourage them to engage in L2 reading for pleasure as they pursue their language acquisition goals. Thus, the study has been designed to answer the question, *"To what extent does extensive reading coupled with sustained silent reading impact the attitudes and motivation towards L2 reading of adult ELLs in a non-intensive ABE/ESL program?"*

The following specific questions will guide and inform my research in this capstone:

- Do learners find extensive reading coupled with sustained silent reading (SSR) to make L2 reading more enjoyable?
- To what extent does extensive reading coupled with SSR foster increased L2 reading for pleasure outside of class?

- Does extensive reading coupled with SSR alter a learner's perception of the role of reading in L2 acquisition?

- Does extensive reading coupled with SSR improve a learner's ability to select level-appropriate L2 reading texts?

- Does extensive reading coupled with sustained silent reading (SSR) improve learner self-efficacy in L2 reading?

Chapter Overviews

This chapter has outlined a brief overview of extensive reading; possible explanations for a scarcity of extensive reading programs in L2 classes; my previous experiences with extensive reading; the rationale for my action research; my role as a researcher; and the guiding questions for my action research. In Chapter Two, I discuss an overview of extensive reading as well as some of its guiding principles that are most often implemented in programs. I also review Day & Bamford's (1998) model of the acquisition and development of L2 reading attitudes and various studies demonstrating the linguistic and attitudinal effects of extensive reading before outlining the four sources of self-efficacy and several suggestions for cultivating self-efficacy in students. Lastly, I present the literature addressing L1 and L2 reading motivation. Chapter Three describes and explains the selected research paradigm; the context of the study; the tools and processes associated with data collection; the data analysis methods; and ethical considerations. Chapter Four includes the presentation and analysis of the data collected while Chapter Five offers an interpretation of the data, the limitations and implications of the study, and a concluding reflection.

CHAPTER TWO: LITERATURE REVIEW

The impetus driving this action research study is an earnest desire on my part to discover an avenue for my students that will encourage them to engage in L2 reading for pleasure as they pursue their language acquisition goals. Thus, the study has been designed to answer the question, *"To what extent does extensive reading coupled with sustained silent reading impact the attitudes and motivation towards L2 reading of adult ELLs in a non-intensive ABE/ESL program?"*

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- Does extensive reading coupled with SSR alter a learner's perception of the role of reading in L2 acquisition?

- Does extensive reading coupled with SSR improve a learner's ability to select level-appropriate L2 reading texts?

- Does extensive reading coupled with SSR improve learner self-efficacy in L2 reading?

This chapter first provides an overview of extensive reading through a discussion of several principles deemed most valuable by those who have implemented the approach. Second, it addresses sources of attitudes toward L2 reading before referencing previous studies designed to measure the attitudinal effects of extensive reading. Third, I outline the four sources of self-efficacy and Mill's (2014) suggestions to assist L2 students in becoming more efficacious learners. Fourth, I present an overview of motivation toward both L1 and L2 reading as well as Grabe's (2009) implications for teaching motivation. Finally, I present the gap in the research that I intend to fill and a summary of Chapter Two.

What Is Extensive Reading?

Extensive reading is but one label attached to the notion of reading for pleasure, meaning, and fluency. Other terms used are *free voluntary reading,* and *book floods*, the latter term used in a program developed in the 1970s in the South Pacific that furnished impoverished rural elementary schools in developing countries with an abundance of high-interest story books (Elley, 2000; Krashen, 2004b). The term *extensive reading* itself dates back to 1917 when Harold Palmer, in his book *The Scientific Study and Teaching of Languages*, penned it as a foreign language reading approach to focus on content rather than language by quickly reading copious amounts of books (as reported in Day & Bamford, 1998).

The 1950s witnessed the onset of modern extensive reading programs when classroom libraries encouraging students to read independently began emerging in first language (L1) settings (Grabe, 2009). Shortly thereafter, in the late 1960s and 1970s, research delving into the pedagogical implications of the approach accompanied the rise

of popularity of extensive reading, thanks in part to the emergence of SSR in L1 classrooms (Grabe, 2009). However, it was the 1990s that ushered in an era in which the approach received considerable attention from researchers and teachers alike (Grabe, 2009), especially in Asian EFL contexts (Nation & Waring, n.d.). The enthusiasm that accompanied the spike of support in the 1990s for extensive reading still endures today among a small, yet assured group of unflagging advocates who extol the advantageous effects of the approach on language acquisition and learner affect (Grabe, 2009).

Just as there is variation among the many monikers of extensive reading, there are significant differences among perceptions of the criteria that constitute the term extensive reading itself. However, regardless of the differences that may exist from one program to another, there seems to be a unanimous understanding that reading for pleasure, meaning, and fluency is the core tenet of the approach. In a quest to understand the various nuances of extensive reading programs, all roads of research, at some point, will likely lead to the seminal work of Day and Bamford (1998, 2002). Two of the staunchest advocates of the approach, they posited the following ten principles in 2002 with hopes that instructors would reflect and act on their merit. The principles are:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information, and general understanding.
6. Reading is its own reward.

7. Reading speed is usually faster than slower.

8. Reading is individual and silent.

9. Teachers orient and guide their students.

10. The teacher is a role model of a reader. (Day & Bamford, 2002, pp. 137-140)

After examining 44 studies dating back to 1988 that both included *extensive reading* in the title and described the criteria of a given program, Day was able to ascertain which principles proved to be the most widely used (2015). I have summarized the results in Table 1.

Table 1

Most Commonly Applied Extensive Reading Principles per Day's (2015) Survey of the Practice of Extensive Reading from 1998-2015

Principle	Frequency
1. Learners choose what they want to read.	87%
2. Learners read as much as possible.	82%
3. A variety of reading material on a wide range of topics is available.	80%
4. The reading material is easy.	77%
5. Reading is individual and silent.	70%

The widespread application of these principles warrants discussion of the role they play in extensive reading.

Learners Choose What They Want to Read

Students should be given the autonomy to make decisions about which texts they will read. If a reader deems a text boring or unbeneficial, freedom should be given to stop reading and select another text (Day & Bamford, 2002). Freedom of choice in reading generates a greater likelihood that learners will be able to tend to their interests, thus rendering the reading process sufficiently engaging and rewarding. Various studies have illustrated the effectiveness that handing over the reins for materials selection has had on improving attitudes toward L2 reading (Lee, 2007; Takase, 2007). Moreover, asking learners to shoulder the responsibility of selecting texts encourages them to take greater ownership in their own language acquisition. Learners accepting active classroom roles, making decisions about content, and acquiring strategies to foster independence are all hallmarks of a learner-centered environment (Parrish, 2004).

Research on the role of autonomy in language learning has suggested that autonomous learners encounter more success than those who fail to take control over the various facets of their language acquisition (Little, 1999). Characterized by a willingness to accept responsibility, make decisions, and reflect on learning, autonomous learners are able to effectively minimize the divide between their formal learning and their lives outside the classroom (Little, 1999).

Extensive reading provides learners with a non-intrusive, encouraging way to acquire confidence in making decisions in the classroom. Asking students to take charge when selecting books for individual reading may prove to be a rewarding experience that will subsequently lead to increased autonomy in other aspects of language acquisition.

Learners Read as Much as Possible

"There is no escaping the simple fact that one learns to read by reading (and by reading a lot)" *(Grabe, 2009, p. 328).*

Cho and Krashen (2001) contend that the most effective motivator for stimulating reading is reading itself. Language students should be given a host of opportunities or reasons to "read, read, and read some more" (Day & Bamford, 2002, p. 138). Reading level-appropriate texts in abundance provides readers with repeated exposure to good language that is likely to transfer to increased automaticity in reading, gains in vocabulary acquisition, improvement in reading fluency, and growth of knowledge (Day & Bamford, 1998). Furthermore, plentiful reading allows learners to unconsciously reinforce acquired skills and terminology as they repeatedly encounter language in its natural context (ERF Guide, 2011).

Nation (2007) stresses that while a focus on language through activities such as intensive reading tasks and deliberate vocabulary learning maintain a valuable presence in the L2 classroom, effort should also be expended to complement such strategies with the integration of meaning-focused activities driven by comprehensible language into the curriculum. Nation (2007) advocates that roughly 25% of course time should be allocated to each of the following strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Concerning the strand of meaning-focused input, Nation states that reading and listening tasks should enable the L2 student to gain knowledge or enjoyment while using the L2 as a medium for understanding. According to Nation (2007), five conditions must be present in order for an input-based task to truly be considered meaning-focused:

1. Learners must be familiar with the majority of the input they receive.

2. Learners should be interested in the input.

3. 95-98% of the vocabulary should already be known.

4. Learners are able to learn unknown items via context clues and background knowledge.

5. Input is received in large quantities.

Extensive reading can be implemented so that the approach adheres to these suggested conditions. Moreover, the tremendous amount of input offered through extensive reading also lends the approach to Nation's (2007) fluency development strand, which asserts that learners should be exposed to massive amounts of input and output with which they are already familiar. While the focus on sharpening lower-level reading processes through repeated exposure to simplified language does not align with the CCR standards' push for enhancing metacognitive higher-level reading processes required for the negotiation of more complex reading texts, the approach does partially satisfy a necessary component required for mastering reading comprehension skills that is frequently absent from reading curricula – "lots of reading time on task" (Grabe, 2009, p. 57).

Waring (2006) emphasizes that the amount of input met through extensive reading also aids in providing learners with the nuanced 'sense' of language that learners need to acquire independently during the process of acquisition. He insists that despite the benefits of intensive reading exercises, the slow pace they often necessitate inhibits learners from developing a natural feel for an L2. On the other hand, receiving copious amounts of exposure to print assists learners in picking up "a sense of how the language fits together and to consolidate what they know" (Waring, 2006, p.3).

A Variety of Reading Material on a Wide Range of Topics Is Available

"In the absence of interesting texts, very little is possible" (Ray Williams, as cited in Day & Bamford, 2002, p. 136)

Much of the success of an extensive reading program hinges on the degree to which learners find the texts interesting. Boring books will disengage learners and possibly encourage learners to dismiss the usefulness of a program. Several studies exploring learner attitudes toward extensive reading programs have illustrated that appealing reading materials themselves are often responsible for creating improved reading habits (Rodrigo, Greenberg, & Segal, 2014; Lee, 2007; Martinez, 2013). Another important consideration to ensure that unread books are not left collecting dust on a bookshelf is that a wide array of interesting reading materials should be available at multiple reading levels (Crawford Camiciottoli, 2001; Day & Bamford, 1998; Ro, 2013). Keeping in mind Nation's recommendation that readers should already be familiar with 95-98% of a text's vocabulary, teachers should be mindful to stock the extensive reading library with texts at various levels to accommodate students of all proficiency levels. Physical appearance matters as well. After conducting an extensive reading experiment in an Adult Basic Education (ABE) program, Rodrigo et al. (2007) asked the participants about the decisions that drove their choices of materials. She found that interest in the topic was the primary factor in text selection, but that the books' visuals, font, physical condition, and length also influenced participants' decisions.

Comparisons of learners' perceptions of reading materials used in studies with experimental and control groups have revealed that extensive reading texts often win out over intensive reading texts (Al-Homoud & Schmitt, 2009; Lee, 2007). Furthermore, Lee

(2007) found in consecutive extensive reading studies over the course of three years that increasing the amount of compelling reading materials, along with greater learner autonomy, was responsible for a pronounced, successive positive shift in learner attitudes toward L2 reading. Clearly, the significance of having a wide assortment of engaging texts at various levels cannot be overstated.

The Reading Material Is Easy

Most L2 instructors would readily agree that students benefit from exposure to reading texts with challenging content, language, and vocabulary. However, because such texts may not be properly aligned with a student's language ability, learners may find themselves becoming frustrated, exhausted, or inattentive while reading. Thus, conscious effort should be made to guarantee that learners are exposed to materials chock full of comprehensible input (Day & Bamford, 2002). In accordance with this notion, Waring (2006) claims that extensive reading "is the only way in which learners can get access to language at their own comfort level" (p.3).

Day and Bamford (2002) argue that extensive reading texts must be 'well within' a learner's reading abilities in the language being learned. In fact, it is recommended that beginning readers should be familiar with all but one or two words per page and that intermediate readers should encounter no more than five unknown words per page if they are truly expected to reap the benefits of unassisted reading for pleasure (Day & Bamford, 2002).

Graded readers. Finding engaging, leveled materials would be considerably more difficult if it were not for the presence of graded readers. Ubiquitous in extensive reading, graded readers are equipped to compensate for the limited vocabularies of low

and intermediate proficiency students by avoiding low-frequency words that surface in authentic L1 texts (Nation, 2015). Therefore, in lieu of cultivating the frustration and challenges incurred with repeatedly translating or guessing the meanings of words because of a mismatch in reading materials and language proficiency, graded readers make extensive reading feasible for all levels of learners (ERF Guide, 2011).

Dictionary use. The pendulum of opinion has swung back and forth on the role of dictionaries in extensive reading. While it has been suggested that looking up words in a dictionary is detrimental to reading for pleasure because doing so sacrifices the amount of input received (Tse, 1996), others have implied that encouraging the utilization of a dictionary develops a practical deliberate learning strategy that nicely complements extensive reading (Nation, 2015). A third position, more aligned with the inherent autonomy of extensive reading, is that teachers can simply allow learners the freedom to employ their own strategies (Cho & Krashen, 1994). The latter position also gives teachers an opportunity to observe whether those strategies are altered as reading competence increases (Cho & Krashen, 1994).

Reading Is Individual and Silent

While classroom reading tasks are often conducted as a whole group, students should be afforded the option to tailor their reading experience according to their varied interests and abilities, thus effectively negating the pacing issues that often prove to be problematic for learners above or below the reading levels of their classmates. In addition, silent, individual reading may reduce learner anxiety as it allows learners to read at their own pace as they gain an understanding that reading sparks personal interaction with a text (Day & Bamford, 2002).

Curriculum Considerations

Extensive reading is not a silver bullet; complementing its implementation with other methodologies is paramount. The degree to which extensive reading should be incorporated into the curriculum and the depth of its role are debatable. Much of the existing literature, while supporting the inclusion of extensive reading in the L2 classroom, suggests that the approach should be interwoven into the reading curriculum in balance with intensive reading and its focus on accuracy (Nation, 2007). With an understanding that "sometimes students prefer to be taught" (Yamashita, 2013, p. 259), teachers must be cognizant of their learners' needs and preferences when implementing the approach to ensure a balance in instructional methodologies. That said, Yamashita (2013) asserts that reading programs that practice extensive reading to some extent are more likely to generate an affinity for reading than those that do not.

Concerning the role of extensive reading in the classroom, Jeon and Day's (2016) meta-analysis revealed that extensive reading is a richer experience if supplemented with other activities "such as interactive vocabulary instruction, group discussion, or oral presentation" (p. 258). In incorporating such activities, Macalister (2015) recommends that teachers should be flexible and responsive to the needs of their learners and maintain an understanding that extensive reading can serve as a "springboard for some other activity or task, probably a spoken or written output activity" (p. 123). While stand-alone programs, those that do not incorporate follow-up activities, have proven to be effective in fostering favorable learner perceptions of reading (Macalister, 2008), others contend that such programs eventually resemble a study hall. Emphasizing the latter view, Green (2005) emphasizes that the effect of extensive reading can only be maximized by placing

it in the task-based curriculum. Otherwise, it has "the appearance of a particularly

monastic detention session with teachers sitting at the head of the class enforcing a rule

of silence" (p. 308). Ultimately, the context of a course should significantly determine the

amount of supplemental activities to be used in conjunction with extensive reading.

A final consideration with the integration of extensive reading into the curriculum

is the length of an extensive reading program. Jeon and Day (2016) contend that while

the incorporation of extensive reading into the curriculum has proven to effectively

promote reading proficiency versus stand alone or extracurricular programs, it may take a

while for proficiency gains to surface. Therefore, they strongly recommend that instead

of hastily removing extensive reading programs because of a lack of short-term success,

effort should be made to firmly embed programs into the reading curriculum. One such

method of ensuring that the approach is adequately housed in the L2 classroom is

sustained silent reading.

What Is Sustained Silent Reading (SSR)?

Sustained silent reading (SSR) occurs when students are given the freedom to

select texts and read them during class time (Day & Bamford, 1998). The allocation of

class time for SSR aids in confronting the challenges that extensive reading faces

stemming from students' reluctance to read (Lipp, 1990; Mori, 2011); need for assistance

in finding level-appropriate texts with comprehensible input (Day & Bamford, 2002); and

absence of motivation to L2 reading despite positive L2 reading attitudes (Crawford

Camiciottoli, 2001). Further supporting the incorporation of extensive reading through

SSR, Jeon and Day (2106) found that classroom extensive reading programs have a more

positive impact on learner affect than those programs leaving it to be done outside of

class time. Concerning the implementation of SSR, Krashen (2004) contends that with the goal of SSR being "to develop a taste for reading," (p. 3), it should be conducted in frequent, short doses with learners who are not advanced readers.

Implementing extensive reading via SSR also offsets the challenges faced by those who have little free time for outside reading. Crawford Camiciottoli (2001) found in her study of Italian university EFL students that 48.1% of the participants cited a lack of time as the greatest factor in preventing them from reading extensively outside of class. Similarly, a replicate study conducted with nonacademic adults, those not seeking postsecondary education, in the United States demonstrated that 41.5% of the respondents voiced that time constraints were their biggest reason for not reading extensively (Ro & Chen, 2014). Because most of my students have busy lives and/or may lack motivation to read outside of school, SSR appears to be an appropriate avenue for introducing students to extensive reading.

It can be argued that the inclusion of extensive reading through SSR as a component of the reading curriculum reduces the amount of class time that could be used to infuse higher-level reading skills. However, substantial research has borne out that in addition to promoting L2 reading fluency, the approach is often successful in tending to another important element of the reading process – learner affect. An increasing body of research has explored the relationship among extensive reading and L2 reading attitudes and motivation.

L2 Reading Attitudes

Day and Bamford's Model of the Acquisition and Development of L2 Attitudes

Based on previous research concerning L1 reading attitudes, Day and Bamford (1998) postulate that learner attitudes toward L2 reading generally stem from: (1) attitudes toward L1 reading, (2) previous L2 reading experiences, (3) attitudes toward the L2, culture, and people, and (4) the L2 classroom environment. While the first two sources of L2 reading attitudes are grounded in a learner's past experiences, extensive reading has the potential to positively impact the latter two (Day & Bamford, 1998).

Because learners are empowered to make decisions concerning text-selection, there are no assurances that they will opt to read about the various L2 cultures and peoples (Day & Bamford, 1998). However, with the emphasis that extensive reading places on encouraging learners to pursue their individual interests when choosing reading materials, it is "possible for them to enter the second language culture on their own terms, and even to enter it deeply" (Day & Bamford, p. 26).

Extensive reading programs exhibit characteristics that contribute to making the L2 classroom a favorable environment. In lieu of using correct answers to judge or compare learner performance, programs place value on learners' personal reaction to the texts. Also, "lending prestige, example, and support to the activity" is the shift in the teacher's role to that of a member in a community of readers (Day & Bamford, 1998, p. 26). In the event that learners find the approach alluring because they are asked to follow their interests in reading without the fear of evaluation, it is not unreasonable to assume that extensive reading is a potential agent in reshaping L2 reading attitudes.

Attitudinal Effects of Extensive Reading

Considerable research has indicated that extensive reading can be an effective tool in promoting improvement in language acquisition. Studies have shown that extensive reading has produced favorable results with respect to vocabulary acquisition (Askildson, 2008; Cho & Krashen, 1994; Lee, 2007; Suk, 2016), reading rates (Beglar, Hunt, & Kite, 2012, Fujita & Noro, 2009; Matsui & Noro, 2010), reading comprehension (Mason & Krashen, 1997; Yamashita, 2008) writing (Mermelstein, 2015), self-efficacy with respect to speaking and listening (Cho & Krashen, 1994), and spelling (Krashen, 1989; Pigada & Schmitt, 2006; Tse, 1996b). Other experimental studies measuring language performance have illustrated that while extensive reading participants may not necessarily outperform those receiving traditional instruction, the extensive reading approach appears to be just as effective (Al-Homoud & Schmitt, 2009; Krashen, 2004b).

However, not all assessments of the impact of extensive reading on language acquisition have rendered positive results. In 2000, the National Reading Panel (NRP) issued a report questioning the effectiveness of SSR on the development of reading fluency and reading comprehension (Gallagher, 2009). Quick to dismiss the NRP's findings, Krashen asserted in a letter to the editor of *Education Week*:

The NRP report missed a number of important studies. In *The Power of Reading*, I found a total of 41 studies of the value of sustained silent reading in school. In 38 out of the 41 comparisons, readers in sustained silent reading did as well or better on tests of reading than children who spent an equivalent amount of time in traditional instruction. I found nine studies that lasted longer than one year; sustained silent reading was a winner in eight of them, and in one there was no

difference. The NRP did not cite any of these studies even though some appeared in very important, widely read journals. (2000, para 8).

In summary, there appears to be a lack of consensus in research concerning the effectiveness of extensive reading concerning reading comprehension. That said, studies designed to measure its impact on learner affect leave less room for doubt.

Attitudinal studies in EFL contexts. A substantial number of studies have sought to measure the attitudinal effects of extensive reading in EFL contexts. Experimental studies with and without control groups alike have consistently shown that extensive reading has a positive impact on participants' attitudes toward L2 reading.

Experimental studies with control groups. EFL university students subjected to extensive reading in experimental studies have reported a more favorable disposition to reading materials than those in control groups that used intensive reading (Al-Homoud & Schmitt, 2009; Lee, 2007). Al-Homoud and Schmitt (2009) also found that learners expressed more confidence in their reading skills, comprehension skills, and fluency as a result of extensive reading. The Taiwanese participants in Lee's 2007 study reported that the graded readers used in her study triggered increased competence and confidence that led to the reading of more authentic materials such as young adult fiction.

Experimental studies without a control group. Studies without control groups have yielded similar outcomes. In addition to engaging students to read for pleasure who had previously self-reported themselves as reluctant readers (Cho & Krashen, 2001; Takase, 2007), extensive reading also elicited increases in intellectual value and comfort associated with L2 reading and a decrease in reading anxiety (Yamashita, 2013). In Krashen and Cho's (2001) study with 86 elementary Korean teachers who participated in

a singular two-hour SSR experience, 95% reported that they enjoyed the experience, 98%

felt motivated to read more, and 99% voiced a desire to implement SSR into their classes.

Interestingly, 92% of those respondents admitted before the SSR treatment that they did

not read for pleasure. Takase's 2007 study with high school Japanese students revealed

that the positive experience of finishing an entire L2 book served as a catalyst for some

participants who developed and sustained strong L2 reading habits throughout the

duration of the study.

Attitudinal Studies in ESL Contexts. Similar to studies in EFL contexts

evidencing attitudinal gains with respect to L2 reading, studies in ESL contexts have

produced encouraging results as well. Positive attitudinal shifts occurred in case studies,

experimental studies with control groups, and experimental studies without control

groups.

Case studies. Information gleaned from case studies with adult ELLs in the

United States also attest to the impact that extensive reading has on learners' self-efficacy

(Cho & Krashen, 1994; Ro, 2013). Four participants who extensively read from the

Sweet Valley Kids novel series in their free time for several months reported feeling

more confident and competent in and out of the classroom (Cho & Krashen, 1994). Ro's

(2013) case study of a 28-year-old Korean immigrant who had previously studied English

for 10 years revealed that extensive reading reduced her L2 reading anxiety while raising

her L2 reading motivation.

Another case study incorporating pleasure reading with a 36-year-old adult ELL

studying at an Intensive English Program (IEP) significantly altered the participant's

view of L2 reading (Tse, 1996b). Having studied English since the age of 12, the subject

admitted that she had viewed reading as a waste of time and considered learning English to be "stressful, difficult, and uninteresting" (p. 20). However, after participating in a 15-week reading course with a focus on reading for pleasure, she considered L2 reading to be "the most efficient way to learn English and improve her vocabulary, spelling, and writing" (p. 24). A follow-up with her six months later revealed that she was still an active reader.

Experimental studies with control groups. Rodrigo, Greenberg, and Stegal (2014) reported that an experimental study in an ABE program in which 54% of the participants were ELLs illustrated that participants in the extensive reading class using SSR were overall more motivated to read and more likely to develop a reading habit than those in the control group who received only direct instruction. A six-month follow-up revealed that the improved reading attitudes were still held by those who had adopted them as a result of the study.

Askildson (2008) conducted a seven-week study at an IEP at a major university in the United States. Changes in L2 reading attitude were measured for four groups: a control group, a reading while listening group, an extensive reading group, and an extensive reading-reading while listening group. Both of the extensive reading groups reported growth in L2 attitudes at a much more significant rate than the other two groups.

A study at an English program at a community college in the Southwestern United States was conducted with the experimental group using scaffolded silent reading (ScSR) (Martinez, 2013). While employing many of the facets of SSR, ScSR places a more involved role on the teacher, who is expected to assist in text selection and monitor student progress by holding mini-conferences with students. Given the first 20 minutes of

class every day to select and read graded readers for 14 weeks, the participants of the

experimental group signaled a favorable opinion of the graded readers and expressed a

desire to continue reading them following the conclusion of the study. Similar to the

results of the follow-up inquiry in Tse's (1996b) case study, five participants who were

asked at some point after the study about their reading habits outside of class all indicated

that they still maintained positive reading attitudes and that they their reading habits had

persisted through various forms of media, e.g., Internet articles, novels, closed captions.

   Experimental studies without a control group. Studies without control groups

have also produced results indicating that students viewed L2 reading favorably after

being exposed to extensive reading treatments (Ewert, 2012; McQuillan, 1994; Walker,

1994). Walker (1994) reported that 79% of English for Academic Purposes (EAP)

students and 91% of general L2 students at a UK university deemed an extensive reading

program using graded readers as being either useful or very useful. A noteworthy sidebar

to the study is that 43% of the EAP students and 24% of the general students did not hold

a favorable view of the books used in the program. This reiterates the necessity of

stocking the extensive reading library with a sizable assortment of engaging texts

spanning a variety of themes and genres. McQuillan (1994) found that university ESL

students at an IEP viewed reading popular literature geared toward their proficiency

levels as being more enjoyable and beneficial to L2 acquisition than grammar instruction.

<center>**Self-Efficacy**</center>

Sources of Self-Efficacy

   The construct of self-efficacy, an individual's perception of his or her ability to

successfully perform a given task (Bandura, 1997), should also be considered when

discussing the relationship between the affective domain and L2 reading attitudes and motivation. Research has underscored the beneficial effects that self-efficacy has on academic performance and motivation in both L1 (Pajares, 2003; Schunk, 1991; Schunk & Hanson, 1985; Zimmerman, Bandura, & Martinez-Pons, 1992) and L2 (Hseigh and Kang, 2010; Mills, Pajares, & Herron, 2006; Mills, Pajares, & Herron, 2007) contexts. For this reason, L2 instructors stand to gain from having an understanding of the factors that contribute to changes in the self-efficacy of their students.

Bandura (1997) contends that self-efficacy is rooted in four sources: (1) mastery experiences, (2) vicarious experiences, (3) verbal persuasions, and (4) physiological and affective states. The notion of mastery experiences, the primary source of self-efficacy, refers to the positive correlation between self-efficacy and previous successes or failures with a particular task. In other words, success elevates self-efficacy while failure reduces it. Vicarious, or observational, experiences transpire when individuals witness successful performances by their peers. Verbal persuasions, the third source, refer to meaningful, deserved praise from influential people in one's life, e.g., teachers, family members, employers, etc. Finally, physiological and affective states, e.g., physical and/or emotional stress, moods, etc., tend to exert influence over self-efficacy.

Pedagogical Implications for Enhancing Self-Efficacy

Because all four of the aforementioned sources have a presence in the L2 classroom, Mills (2014) recommends that teachers consider the following implications with respect to raising the self-efficacy of L2 learners:

1. L2 instructors should provide their students with a supportive classroom environment and a wealth of opportunities to encounter success.

2. L2 instructors need to include collaborative learning experiences such as presentations and in-class discussions in the curricula. Such experiences are likely to generate a "community of learners and create a shared sense of *collective efficacy*, or shared belief in the class community's ability to complete similar foreign language (FL) tasks" (p. 19).

3. L2 students should be given regular, tailored feedback via a wide range of assessment tools.

4. L2 instructors should ensure that learner-centered curricula are in place in an effort to engage students, reduce learner anxiety, and encourage students to take on a more active, autonomous role inside and outside the classroom.

Because extensive reading programs are often set up as learning communities that urge students to read simple texts at their own pace and make choices concerning reading materials, it could be hypothesized that the approach has the potential to help strengthen students' self-efficacy, a phenomenon that is considered to "influence task choice, effort, persistence, and achievement" (Schunk, 2003, p. 161).

Unfortunately, positive L2 reading attitudes and heightened levels of self-efficacy do not necessarily translate to L2 reading. They do, however, play a critical role in shaping L2 reading motivation – a much more significant predictor of L2 reading.

Motivation

"Students only become skilled readers when they read a lot, and motivation for reading is critical for addressing this challenge" (Grabe, 2009, p.192).

Reading motivation

Motivation, like other theoretical constructs, is subject to many definitions. Schiefele (1999) defines it as "the wish or intention to engage in a specific activity" (p. 259) while Day and Bamford (1998) assert that, "simply put, motivation is what makes people do (or *not* do) something" (p. 27). Two types of motivation, intrinsic and extrinsic, have proven to play distinct roles with respect to L2 reading. Wigfield (1997) defines intrinsic motivation as being "curious to do an activity for its own sake," (p. 61) while extrinsic motivation is what propels one to be involved "in an activity as a means to an end, such as receiving a reward or because someone tells you to do the activity" (p. 61).

Wigfield (1997) asserts that motivation is a domain-specific construct. Thus, it should not be assumed that L2 reading motivation and L2 acquisition motivation are of the same nature. Finding an ELL eager to learn English who refuses to read outside of class is by no means a noteworthy accomplishment. With that in mind, this capstone will discuss only the literature pertaining to reading motivation.

Day and Bamford's "Expectancy + Value" Model for Motivation of L2 Reading

Similar to their L2 reading attitudinal model, Day & Bamford (1998) constructed an "expectancy + value" model for motivation in L2 reading. Two variables based on expectations of success in L2 reading (i.e., materials and L2 reading ability) work in conjunction with two variables stemming from the value associated with L2 reading (i.e., attitudes toward L2 reading and one's sociocultural environment). Working together,

these four variables generate a greater sense of L2 reading motivation, which in turn leads to actual reading (Day & Bamford, 1998).

Materials and L2 reading attitudes are the principal agents of the model. A lack of either agent can seriously hinder L2 reading motivation. On the other hand, the presence of interesting, level-appropriate materials and/or a favorable disposition toward L2 reading may reduce a learner's L2 reading anxiety stemming from low L2 reading abilities or the presence of a learner's sociocultural environment that discourages or is indifferent to L2 reading (Day & Bamford, 1998)

L1 Reading Motivation

Because of a dearth of research concerning L2 reading motivation, Grabe (2009) contends that the literature on L1 reading motivation is our principal source for understanding motivation with respect to L2 reading. Wigfield and Guthrie (1997) proposed the following two generalizations in their seminal study exploring reading motivation using a multidimensional approach consisting of 11 different aspects of motivation: (1) "motivation predicted reading amount and breadth" and (2) "an intrinsic motivation composite predicted amount and breadth of reading more strongly than did an extrinsic motivation composite" (p. 420). Using a scaled-down version of Wigfield and Guthrie's 1997 motivation questionnaire, Wang and Guthrie (2004) tested the effects of motivation and reading amount on the reading comprehension of 187 fourth-graders in the United States and 197 fourth-graders in Taiwan. The parallel results indicated that intrinsic motivation is a strong predictor of reading comprehension and reading amount; extrinsic motivation is a negative predictor of comprehension; and that reading amount, if separated from motivation, is not a significant predictor of reading comprehension.

In addition to being a strong predictor of reading comprehension and reading amount, intrinsic motivation also results in "independent learners in control of their reading" (Grabe, 2009, p. 185). A meta-analysis of 22 studies on the influence of motivation on reading comprehension between experimental and control groups shed light on the value of four motivational variables: content-learning goals, student choice, interesting texts, and social collaboration (Guthrie & Humenick, 2004). All four variables were found to generate marked increases in reading motivation and comprehension, with interesting texts and student choice leading the way.

L2 Reading Motivation

Although a shortage of studies in L2 reading motivation exists, the few studies that have been done have been consistent with L1 studies in suggesting that intrinsic motivation significantly predicts the amount read. Mori's (2004) research of 110 Japanese university students found that intrinsic reading motivation correlates positively with L2 reading amount while extrinsic reading motivation, e.g., reading for grades or recognition, does not. Takase (2007), in her study of 219 Japanese high school EFL students, found that both L1 and L2 intrinsic motivation positively influence the amount of L2 reading. Interestingly, a positive relationship between L1 and L2 intrinsic motivation was not observed, a significant reason being that a number of those intrinsically motivated to read in their L1 were not inclined to read in their L2 because of their limited L2 reading abilities.

Pedagogical Implications for Teaching Motivation

Based on the L1 and L2 reading motivation research, Grabe (2009) suggests that teachers can be more effective in teaching motivation to L2 students by doing the following:

1. Using a strong knowledge of students' abilities, create task goals that are consistently achievable.

2. Encourage students to become more autonomous in their learning.

3. Provide students with an environment that fosters student collaboration and student/teacher relationships.

Grabe also recommends that teachers consider issues that likely impact L2 reading motivation: limited linguistic competence in the L2, social and literacy cultural norms, limited exposure to L2 print and reading fluency, and variations in student socialization rooted in previous formal educational experiences such as "differences across L1 and L2 in compliance expectations, affirmative feedback, and peer interactions" (Grabe, 2009, 192). The autonomy, comprehensible input, and focus on establishing a reading community associated with extensive reading present the approach as a seemingly nice fit with Grabe's recommendations.

The Gap in Research

Despite the lack of popularity of extensive reading in L2 classrooms around the world, its stalwart supporters seem to be fully convinced of the benefits as they promote its effectiveness through journals such as *Reading in a Foreign Language*, the annual World Congress in Extensive Reading Conference, and organizations such as the Extensive Reading Foundation. Fortunately, great effort has also been expended in

conducting research to illuminate the benefits of the approach on both learner affect and linguistic competence. The studies conducted in the existing literature have revealed that the presence of extensive reading in ESL contexts is much more minimal than in those of EFL. Of the studies I encountered conducted in ESL contexts, I found none that were conducted in a non-intensive program housed in an adult education center. The only ones that probed the perceptions of learners not seeking postsecondary education were either case studies (Cho & Krashen, 1994; Ro, 2013) or completely quantitative in nature (Ro & Chen, 2014), the lone exception being Martinez's (2013) ScSR experiment. While these studies have certainly yielded considerable insight concerning the perspectives of adult ELLs in a non-intensive setting, I believe that augmenting them with qualitative research may provide a deeper understanding of the impact that extensive reading has on a learner's affect. I am, therefore, inclined to suggest that there appears to be a gap in the research concerning the impact that extensive reading via SSR has on the attitudes and motivation towards L2 reading of adult ELLs in a non-intensive ESL program at an adult education center.

Summary

This chapter has discussed several of the core principles of extensive reading; a model for L2 reading attitudes; a synthesis of previous studies exemplifying the affective benefits of extensive reading; the sources of self-efficacy; recommendations for enhancing student' self-efficacy; a model for L2 reading motivation; a review of L1 and L2 reading motivation; suggestions for teaching L2 reading motivation; and the gap in the research that I intend to fill. In the next chapter I will discuss the methodology of my capstone.

CHAPTER THREE: METHODOLOGY

The impetus driving this action research study is an earnest desire on my part to discover an avenue for my students that will encourage them to engage in L2 reading for pleasure as they pursue their language acquisition goals. Thus, the study has been designed to answer the question, *"To what extent does extensive reading coupled with sustained silent reading impact the attitudes and motivation towards L2 reading of adult ELLs in a non-intensive ABE/ESL program?"*

The following specific questions will guide and inform my research in this capstone:

- Do learners find extensive reading coupled with sustained silent reading (SSR) to make L2 reading more enjoyable?

- To what extent does extensive reading coupled with SSR foster increased L2 reading for pleasure outside of class?

- Does extensive reading coupled with SSR alter a learner's perception of the role of reading in L2 acquisition?

- Does extensive reading coupled with SSR improve a learner's ability to select level-appropriate L2 reading texts?

- Does extensive reading coupled with SSR improve learner self-efficacy in L2 reading?

This chapter describes the methodology employed to seek answers to these questions. First, a description of the mixed methods sequential explanatory design and action research is provided along with my rationale for their implementation. Second, the context of the study is presented through a description of its participants and location. Third, the materials and data collection methods and processes are presented. Fourth, commentary on the data analysis methods and their subsequent verification is provided. Finally, ethical considerations relevant to the research are listed.

Mixed Methods Sequential Explanatory Design

To effectively ensure that a well-rounded, robust assessment can be made concerning the impact that extensive reading has on the participants' affective domain, I have opted to utilize a mixed methods sequential explanatory design in my action research consisting of three separate phases, therefore accumulating both quantitative and qualitative data. Using a mixed methods approach lends the research to producing a broader, deeper understanding of participants' perceptions than what would surface from merely using a single approach (Ivankova & Creswell, 2009). In addition, the selection of two or more complementary approaches further ensures that data obtained is complete, credible, and valid (Mackey and Gass, 2016). The presence of the sequential explanatory design in linguistics research, its straightforward approach (Ivankova & Creswell, 2009), and the needs of my current action research study weighed heavily in my decision to adopt it for this capstone.

Action Research

Similar to mixed methods, action research gathers and analyzes qualitative and quantitative data, necessitates reflective practice, synthesizes data from various sources,

and adheres to "the principles of systematic inquiry in designing and implementing research endeavors" (Ivankova, 2015, p. 52). However, action research situates teachers at the vanguard of research as they aspire "to improve their practices (i.e, taking *action*) and to do so in disciplined inquiry (i.e, *research*) (Creswell, 2002, p. 602). Although the approach has garnered criticism from some researchers who consider it to be an overly informal process led by individuals not well-versed in conventional academic research (Creswell, 2002), the focus of action research on local school issues, teacher professional development, and reflective practice helps validate the usefulness of the method (Creswell, 2002; Ivankova, 2015, Mills, 2000).

In outlining the core tenets of action research, Mills (2000) avers that committed teacher researchers should be afforded the responsibility of making research decisions as they pursue meaningful professional development and school improvement through partaking in small-scale research. To guide teacher researchers who seek to engage in the process of action research, Mills (2000) defines the responsibilities of the teacher researcher via the four phases that constitute his dialectic action research spiral model. According to Mills' model (2000), the teacher researcher should: (1) identify an area of focus through engaging in self-reflection, reviewing literature, and developing an action plan for the research; (2) collect data from a variety of sources; (3) analyze and interpret the data; and (4) generate an action plan proposing specific activities to address the issue and then summarize and share the findings of the study.

The purpose of this study is to learn about the extent to which extensive reading impacts the affect of those who participated in the study. Because this study collected

data from 17 students in a non-intensive ESL program at an adult education center, its results should not be deemed generalizable.

Data Collection Techniques

Technique One: Questionnaires

Ivankova and Creswell's (2009) assertion that the collection of quantitative data should occur first in the sequence and receive stronger emphasis spurred me to draft a questionnaire as my first tool in measuring participants' perceptions regarding the attitudinal and motivational effects of extensive reading. Further incentivizing me to position the questionnaire at the initial phase of data collection is the effectiveness of questionnaires in eliciting data concerning factual, behavioral, and attitudinal questions (Dèornyei, 2003). Another benefit associated with the use of questionnaires is that they are considerably more economical in terms of time and effort than most other data collection measures (Dèornyei, 2003). Dèornyei (2013) does mention, though, that great care needs to be taken in their creation as confusion on the part of respondents and superficial data are common missteps surrounding their use.

Administration of the questionnaires will occur immediately before and after the treatment in an effort to ascertain quantitative data illustrating any changes or a lack thereof in the participants' perceptions concerning attitudes toward L1 and L2 reading for pleasure as well as beliefs about the following themes with respect to L2 reading: sense of self-efficacy toward L2 reading; access to engaging, level-appropriate materials; the role of reading in L2 acquisition, and the value of L2 reading for sheer pleasure.

Technique Two: Weekly Reading Logs

My interest in providing learners with an outlet to voice their reactions to extensive reading without the limitations of pre-determined questions (Mackey & Gass, 2016) as well as a need to confirm input derived from the questionnaires and interviews have inclined me to utilize reading logs with loosely prescribed topics in the second phase of my research. Mackey and Gass (2016) note that even structured diaries permit researchers "to access the phenomena under investigation from a viewpoint other than their own" (p. 230.) They do, however, caution that the commitment required to maintain diaries may prove to be onerous for participants and that the open-ended nature of diaries often complicates data analysis (Mackey & Gass, 2016).

Technique Three: Semi-Structured Interviews

Notwithstanding their benefits, questionnaires and reading logs are prone to having limitations as previously outlined. Consequently, it is important that I follow up the data yielded from the questionnaires and reading logs with semi-structured interviews so that I can both corroborate and probe deeper into respondents' perceptions while ensuring that participants fully understand the content of the questions posed in the surveys.

Deemed to be "a core method" in qualitative research (Richards, 2009, p. 183), interviews often provide researchers a path to delve deeper into a participant's perceptions. In addition to effectively offsetting the lack of depth accessed in questionnaires, interviews cultivate a more suitable environment for participants who prefer providing input through speaking rather than writing (Mackey and Gass, 2016). That said, great diligence must be taken to mitigate the possible drawbacks of interviews,

mainly ineffective interviewing skills and *the halo effect*, a phenomenon in which

participants provide input that they perceive to match the expectations of the researcher

(Mackey and Gass, 2016).

Data Collection

Participants

29 adult ELLs in a non-intensive ESL program were initially surveyed for the

study. However, the data of 11 participants who were absent for more than 15% of the

SSR sessions was removed from the study as well as the data of an additional student

whose self-reported data in the reading logs was not consistent with her participation in

the SSR sessions. By the end of the treatment, the participant group comprised 17

individuals.

All 17 of the participants are members of a reading and writing course that meets

Monday through Thursday from 11:00-12:20, the last block of morning ESL classes

offered at our adult education center. Typical of programs with a lack of resources due to

limited funding, the participants' class is a multi-level one in which expectations and

assessment are tailored to each learner's specific abilities.

Furthermore, a wide range of career and academic goals exists in the class as

some learners have stated a preference for furthering their education in a postsecondary

environment while others have voiced a desire to obtain their GED or improve their

English language skills in an effort to enhance their ability to negotiate the daily

communicative demands of living in the United States. Demographic information

pertaining to gender, native language, highest level of formal education obtained in native

country, age, National Reporting System (NRS) educational functioning level as

measured by the BEST Literacy and the Test of Adult Basic Education (TABE), number

of hours worked outside the home per week, number of years living in the United States,

and number of years studying English collected via the pretest questionnaire is presented

in Table 2.

Table 2

Demographic Information

	Frequency (N)
Gender	
Female	15
Male	2
Native Language	
Bengali	1
Korean	1
Lao	3
Spanish	12
Formal education in native country	
No junior high	2
Some junior high and/or high school	7
High school graduate	3
Some college/university	3
College/university graduate	2
Age	
25-34	9
35-44	7
45-54	1
NRS level	
Advanced ESL	3

Table 2

Demographic Information

	Frequency (N)
Beginning Basic Education	8
Low Intermediate Basic Education	3
High Intermediate Basic Education	3
Hours worked per week	
0-5	14
6-20	1
21-39	1
40 or more	1
Residency in the U.S.	
< 1 year	1
1-3 years	4
6-10 years	4
11-15 years	5
> 15 years	3
Time studying English	
< 1 year	2
1-3 years	6
4-6 years	4
7-9 years	2
10-12 years	2
>12 years	1

Several notable characteristics concerning the 17 participants' demographic information from Table 2 are that: (1) 88% of the participants are female; (2) 70% of the participants speak Spanish as their L1; (3) over half of the participants do not hold a high-school diploma; (4) all but one of the participants are younger than 45 years-old; (5) 82%

of the participants are ABE students; (6) 82% of the participants work five or fewer hours

per week; and (7) 71% of the participants have been living in the United States for more

than three years.

Ideally, students attend the 80-minute class every scheduled meeting. However,

open-enrollment programs, despite their inherent flexibility, present potential problems

with any study aiming to measure progress in performance or shifts in attitudinal

dispositions. Conflicts with work schedules, family responsibilities, and other interests

prevent some students from attending on a full-time basis.

Students were given the option whether or not to participate in the study.

Nonetheless, all students in the class participated in the extensive reading program and its

associated tasks, as the program constituted a core component of the curriculum for the

course.

Location

This study was conducted at an urban adult education center in the southern

United States. The questionnaires were administered in the same classroom in which the

class meets and were conducted during class time. Similarly, the interviews were also

administered in the same classroom. However, they took place after the regularly

scheduled class time, thereby providing participants with a comfortable, private setting

free of distractions.

Data Collection Technique One: Questionnaires

To examine the effects that ER has on the participants' affective domain, I first

aimed to probe learner perceptions by collecting self-reported data from all participants

using a pretest/posttest design via a six-point Likert scale questionnaire consisting of

closed-item questions (see Appendix A). All but one of the Likert-scale items, item #11 being the sole exception, have been adapted from two previous studies that explored the impact that L2 extensive reading had on the affective domain of learners at the university level.

The first seven items are drawn from Crawford Camiciottoli's (2001) questionnaire designed to investigate the extensive reading habits and attitudes of 182 Italian EFL university students specializing in business studies. The results of her study indicated that L2 reading frequency and attitudes maintained: (1) a significant positive correlation with L1 reading and experience abroad (2) a non-significant correlation with past access to L2 texts and self-perception of L2 reading abilities, and (3) a negative correlation with the number of years of previous L2 study (Crawford Camiciottoli, 2001). Five of the six remaining items are modified from Saito, Garza, and Horwitz's (1999) Foreign Language Reading Anxiety Scale (FLRAS) that surveyed the perceptions of 383 university students enrolled in first-semester French, Japanese, and Russian courses. The input gleaned from the FLRAS along with data retrieved from the administration of the Foreign Language Classroom Anxiety Scale (FLCAS) spurred the researchers to suggest that "contrary to previous teacher intuitions, reading in a foreign language is indeed anxiety provoking to students" (Saito, Garza & Horwitz, 1999, p. 215). The researchers also found that whereas general foreign language anxiety appears to be independent of target language, foreign language reading anxiety levels differ by L2 due to an individual's perceived difficulties associated with the L2's writing system (Saito, Garza & Horwitz, 1999). Table 3 illustrates the existing correlation between the items of my

questionnaire with those of Crawford Camiciottoli and Saito, Garza, and Horwitz, and
Yamashita.

Table 3

Correlation of Questionnaire Items of Current Study with Those of Previous Studies

Current Study	Crawford Camiciottoli, B. (2001)	Saito, Y., Garza, T., & Horwitz, E. (1999)
1		12
2		13
3		16
4		19
5		20
6		20
7		17
8	13	
9	17	
10	18	
12	7	
13	6	

My rationale for using questionnaires stems from their ease of creation and their
efficiency in collecting and processing data (Dèornyei, 2003). Moreover, questionnaires
have been deemed effective in addressing attitudinal, behavioral, and factual questions,
the latter being demographics (Dèornyei, 2003).

I have opted to implement closed-item questions because of their reliability and
my intention to streamline the processes of quantification, comparison, and analysis

(Mackey and Gass, 2016). Additionally, closed items tend to produce objective results and are less difficult to code than open items (Dèornyei, 2003).

The items are addressed via a six-point Likert scale because such scales lend themselves to rapid analysis (Bartels, 2005). Although five-point Likert scales are quite common, Dèornyei (2003) advocates the implementation of six points because the neutral middle position of a five-point scale may provide respondents with a way to avoid providing feedback for some items.

Anonymity is another topic of concern. While I plan on coding the participants by using letters in lieu of their names, it is important that I connect the data gleaned from the questionnaires with the reading logs and interviews, the second and third phases of data collection.

Data Collection Technique Two: Weekly Reading Logs

Participants were also asked to maintain weekly reading logs documenting titles of books read, targeted reading amounts per week, the number of pages read, the time spent reading inside and outside of class, book ratings on a five-point scale, and two entries voicing their personal reactions to the texts or the practice of reading for pleasure (see Appendix B). With respect to data analysis, the purpose of the logs is threefold. The logs (1) were utilized to ascertain to what extent, if any, reading increased outside of the classroom during the period of treatment, (2) served as a record of participation that enabled me to determine if the responses of any participants should be discarded due to excessive absence, and (3) allowed participants to provide their perspective with considerably fewer restraints than those present in the questionnaire. A final reason for

their inclusion was to determine if the participants found the quantification of their

reading motivational.

Lyutaya (2011) asserts that the benefits of maintaining reading logs are that they

present an opportunity for learners to "express their attitudes towards a text, reflect on

their discoveries, and make connections between what they know and what they are

learning" (p. 29). Lyutaya (2011) also contends that while logs should not interfere with

reading for pleasure, learners benefit from incorporating them as part of the process.

Data Collection Technique 3: Semi-Structured Interviews

Richards (2009) describes three types of interviews: 1) structured – those that are

controlled; 2) open – those that are in-depth, and 3) semi-structured – those that represent

a balance of the other two. Semi-structured interviews (see Appendix C) were conducted

and audio-recorded in this study because of a need to clarify, confirm, and further explore

the data gathered from the questionnaires. A balanced medium compared to the other

interview techniques, semi-structured interviews are derived from an interview guide, a

list of significant topics that need to be discussed (Richards, 2009). Richards argues that

interviewees should be given leeway to digress from the guide's agenda provided that the

researcher makes a point to corral the discussion back to the topics needing attention.

Using somewhat open questions at the interview's onset is also recommended to

discourage participants from establishing a pattern of providing minimal answers

(Richards, 2009).

Special care was taken to neutralize the halo effect during this phase of the

research. Participants were informed that their responses were solely about the extensive

reading program and not the teacher, and that no judgment will be held on their perceptions of the effectiveness of the program.

Procedure

Pilot

I chose to pilot the questionnaire with a group similar to my participants but in another school district. Piloting the questionnaire produced several advantages. First, it allowed me to alter any instructions or word choice within the questionnaire items that proved to be ambiguous or difficult to comprehend (Dèorneyi, 2003). Administering the pilot surveys also afforded me the opportunity to see if any topics surfaced in discussion that I failed to mention on the questionnaire. A final benefit of piloting the questionnaire is that I was able to gain a solid idea of how much time would be required for the administration of the questionnaire in the actual study.

Materials

The extensive reading library comprised over 200 titles of graded readers. The graded readers span a wide array of themes and genres, e.g., adaptations of culturally relevant movies and classics, original works of fiction, biographies, and original works of nonfiction covering anthropology, geography, and true stories. In addition to the graded readers, students had access to works of young adult fiction that have proven to inspire reading for pleasure in previous studies such as the novel series Sweet Valley Kids (Cho & Krashen, 1994).

To provide participants with guidance in selecting level-appropriate books, the books were carefully separated into ten levels. Unfortunately, the publishers of graded readers do not share a uniform system of leveling readers. Therefore, to ensure that the

library levels are homogenous, books were classified based on publisher-provided headwords counts, a headword being a single word stem that may appear in a variety of forms, e.g., excite, excited, exciting, excitement ("Graded Readers," n.d.). In the event that headword counts for lower-level books were not issued by the publishers, I manually tallied up the headword counts myself. The levels are presented in Table 4.

Table 4

Graded Reader Levels Based on Number of Headwords

Level	Maximum Number of Headwords
A	200
B	300
C	400
D	600
E	800
F	1,000
G	1200
H	1,300
I	1,700
J	2,300
K	More than 2,300

Reading Placement Test

Hu and Nation (2000) suggest that readers should be familiar with 98% of the vocabulary presented in a text for unassisted comprehension to occur when reading for

pleasure. Therefore, it is recommended that beginning readers encounter no more than two unknown words per page and that intermediate learners encounter no more than five (Day & Bamford, 1998). Based on these recommendations and the lack of standardization among the various publishers, I prepared a placement test designed to ensure that participants were guided to read at a level most likely to foster comprehension as they read for pleasure. Beginning with two pages of text from Level A texts, participants were asked to circle any unknown words that they encounter. Participants continued reading samples of text until they encountered more than two or three unknown words. This stopping point was then one level above their *suggested* reading level (Waring, 2012). Because of my interest in heightening learner autonomy, I feel that assigning reading levels would be inconsistent with my rationale for the study.

Orientation to the Treatment

Day and Bamford (1998) insist that several factors necessitate that great care is taken in orienting students to the extensive reading process. Steps must be taken to counter possible cultural mismatches in attitudes toward reading, students' unease with the self-selection process, negative prior L2 reading experiences dominated by translation, and the belief that reading simple texts is a frivolous misuse of time, especially in the classroom (Day and Bamford, 1998). Therefore, it is important that a thorough explanation was given of how the overall focus of the approach on reading for fluency and pleasure is compatible with the premise that one learns to read by reading. In addition, participants were briefly exposed to previous findings in the existing literature illustrating the positive impact that extensive reading has had not only reading attitudes, but also in language acquisition (Day & Bamford, 2002). Lastly, my wife, who is an

ELL, and I provided the learners with anecdotal accounts detailing the roles that interest

in L2 reading for pleasure and learner autonomy have played in bolstering our L2

acquisition.

Treatment

After the orientation, participants were asked to read for pleasure in class 15 times

for a duration of 15-20 minutes over the course of nine weeks. While two sessions a week

was the norm, a couple of short school weeks necessitated the treatment being conducted

over nine weeks. The reading period was positioned neither at the beginning nor the end

of the class period so that participants unconvinced of the benefits of the approach did not

have the option of not participating by arriving late or leaving early. Aside from

providing assistance, my role during the treatment was no different than that of the

participants. Reading comprehensible L2 texts alongside my students evidenced my

commitment to teach by example, nurture a community of readers, and further

reemphasize the value of reading for pleasure (Day & Bamford, 2002).

Extension of Extensive Reading

Output tasks. Like all classroom activities, extensive reading in the classroom

"needs to integrate as seamlessly as possible with other components of the language

curriculum" (Green, 2005, p. 308). While suggesting that meaning-focused input

activities such as extensive reading should account for approximately 25% of class time,

Nation (2001) argues that meaning-focused output tasks should consume roughly another

25% of class time. Therefore, students' knowledge gained through extensive reading

served as an ideal springboard for activities such as book talks (mini-oral reports aimed to

entice classmates to read a specific book) in groups of three, written reactions, and written summaries.

Data Analysis

Three phases of investigation were implemented to detect the presence of any changes in attitude and motivation on part of the participants toward L2 pleasure reading: (1) a questionnaire, (2) a reading log, and (3) interviews. Before commencing with data analysis, however, the guiding questions of the study were entered into an Excel spreadsheet in which they were correlated with the items of the questionnaire and the reading log. The correlations are presented in Table 5.

Table 5

Correlation of Guiding Questions to Data Collection Items

Guiding question	Questionnaire	Weekly Log
Do learners find ER coupled with SSR to make L2 reading more enjoyable?	1, 3	written entries
To what extent does ER coupled with SSR foster increased L2 reading for pleasure outside of class?	2	Minutes read per week
Does ER coupled with SSR alter a learner's perception of the role of reading in L2 acquisition?	4-6	written entries
Does ER coupled with SSR improve a learner's ability to select level-appropriate L2 reading texts?	7	written entries
Does ER coupled with SSR improve learner self-efficacy in L2 reading?	8-13	written entries

The questionnaire was implemented via a pretest/posttest design. The self-reported outcomes for both tests of all participants were tabulated according to the correlation of the guiding questions of the study and data item numbers as outlined in the table above. The effectiveness of the treatment on the participants' affect was measured via any changes in the Likert-scale values that occurred between the pretest and the posttest.

Analysis of all participants' reading logs revealed to what extent, if any, increased reading for pleasure took place throughout the length of the study. The reading logs also served as a record of participation over the course of the study. Because of our center's quasi-open enrollment policy, consideration should be given to participation when outcomes are measured. The questionnaire responses of 11 participants whose logs evidenced excessive absences (greater than 15%) on the days in which SSR was implemented as well as the data of another participant whose weekly SSR reading times were inconsistent with my observations were discarded, thus reducing the number of participants from 29 to 17. The written entries that accompanied the logs provided qualitative information that (1) corroborated data from the questionnaire, (2) further explored the responses on the questionnaires, and (3) assisted in the generation of interview questions designed to clarify any inconsistencies among the questionnaire and reading log or address any exceptional items that surfaced in the questionnaire or log entries.

Corroboration and deeper exploration of the participants' questionnaire and reading log data occurred through semi-structured interviews. Interviews were conducted with all 17 participants. Participants were given the option of interviewing one-on-one or

in small groups. After listening to the interview recordings, I generated a list of potential themes referencing L2 reading attitudes and motivation, paying attention to descriptors with positive and negative connotations. The items on the generated list were then cross-analyzed to determine a core group of themes that were then grouped according to the five guiding questions of the study.

Ethics

Several steps were employed to ensure that the participants' privacy rights were safeguarded. First, I confirmed with my building director that the study was in compliance with district guidelines. Second, students were asked to complete consent forms outlining the rationale, goals and requirements of the study. At this point, students were given the option of whether or not to participate in the study. Third, I sought approval through Hamline University's Institutional Review Board. Fourth, participants were guaranteed anonymity concerning the presentation of the data collection and its subsequent analysis. Fifth, all data collected has been filed and kept in a secure location to which only I will have access. Lastly, all files and recordings will be destroyed after five years.

Summary

This chapter has presented the methodology employed to seek answers the guiding questions of this capstone. The chapter provides a description of the mixed methods sequential explanatory design, my rationale for its implementation, a description of its participants and location, the materials and data collection techniques and processes, the data analysis methods and their subsequent verification, and ethical considerations relevant to the research.

CHAPTER FOUR: RESULTS

The impetus driving this action research study is an earnest desire on my part to discover an avenue for my students that will encourage them to engage in L2 reading for pleasure as they pursue their language acquisition goals. Thus, the study has been designed to answer the question, *"To what extent does extensive reading coupled with sustained silent reading impact the attitudes and motivation towards L2 reading of adult ELLs in a non-intensive ABE/ESL program?"*

The following specific questions will guide and inform my research in this capstone:

- Do learners find extensive reading coupled with sustained silent reading (SSR) to make L2 reading more enjoyable?

- To what extent does extensive reading coupled with SSR foster increased L2 reading for pleasure outside of class?

- Does extensive reading coupled with SSR alter a learner's perception of the role of reading in L2 acquisition?

- Does extensive reading coupled with SSR improve a learner's ability to select level-appropriate L2 reading texts?

- Does extensive reading coupled with SSR improve learner self-efficacy in L2 reading?

This chapter first presents the results of the pretest questionnaire designed to ascertain participants' self-reported (1) amount of weekly time spent reading for pleasure in English outside of class just before the onset of the treatment, (2) perceptions on the value of reading in English, (3) learner attitudes toward reading in English, and (4) demographic information. Second, the results of the posttest questionnaire are discussed and juxtaposed with the pretest outcomes to determine the extent to which participants' attitudes and motivation shifted over the duration of the study. Third, the data in the weekly reading logs is analyzed to ascertain the degree to which reading for pleasure in English outside of class occurred as well as highlight any themes that emerged in the participants' writing entries. Lastly, in an effort to corroborate and expand upon the data collected through the questionnaires and reading logs, the insight gleaned from the semi-structured interviews is outlined and analyzed.

Pretest Questionnaire Results

Before being provided with a suggested starting reading level based on the number of unknown words marked during the placement exercise outlined in Chapter 3, the participants were asked to complete a 13-item questionnaire tied to a six-point Likert scale (see Appendices A and D). The content of all 13 items was discussed as necessary with the group during the time of completion to mitigate participant confusion and anxiety.

Self-Reported Weekly Time Spent Reading for Pleasure in English Before the

Treatment

Reading for pleasure in English outside of class was not a common practice for the majority of the participants at the onset of the study. Table 6 reveals that 14 of the 17 participants reported that they did not read for pleasure in English outside of class for more than 30 minutes a week. Even more, eight of the aforementioned 14 participants stated that they never read for pleasure in English outside of class. Conversely, only two participants reported that they read for pleasure in English for an hour or more per week.

Table 6

Self-reported Number of Weekly Minutes Devoted to Reading for Pleasure in English Before the Treatment

Number of minutes	Number of participants
0	8
15	1
20	1
25	1
30	3
50	1
120	2

According to the self-reported data, the participants as a group were spending roughly 26 minutes (M=25.88, SD=37.47) per week reading for pleasure in English outside of class. However, removal of the data of the two participants whose self-reported values fell outside two standard deviations of the mean value reduced the group average

to approximately 13 minutes while slashing the standard deviation by 58% (M=13.33, SD=15.88), therefore depicting a much more accurate snapshot of the weekly minutes spent reading for pleasure in English for the majority of the participant group.

The self-reported number of weekly minutes spent on reading for pleasure in English corroborates with the participants' responses to Item 2 on the pretest questionnaire, *I often read for pleasure in English when I am not in school*. Participant responses to Item 2 produced a mean value of 2.88 (SD=1.37) (slightly under *Disagree a little bit*), thus confirming the notion that, with the exception of three students, the participants were barely engaged or not engaged at all in the practice of reading for pleasure in English at the time of the pretest. Hence, it may be surmised that the participants appeared to have accurately communicated the amount of time reading for pleasure in English on the pretest questionnaire.

Omission of Questionnaire Items Following Analysis of Pretest Results

Analysis of the pretest questionnaire responses revealed that the usefulness of four of the 13 items was suspect due to the high scores that the items elicited. With a mean value over 5.00 (*I agree*), Items 3-6 were removed because of the ceiling effect, a phenomenon in which exceedingly high scores indicate an inability to accurately assess what a research instrument intends to measure (Taylor, 2010). Because the participants' responses to the four items left little room for the occurrence of any positive attitudinal shifts, the items were discarded in subsequent analysis. The four omitted items appear in Table 7.

Table 7

Questionnaire Items Removed Following Analysis of Pretest Results

Item #	Statement	Mean	Standard Deviation
3	I want to read for pleasure in English more often.	5.06	0.54
4	Reading for pleasure in English is important to me.	5.18	0.51
5	Reading makes me smarter and helps me learn about people, places, and things	5.35	0.48
6	Reading in English helps me learn vocabulary.	5.47	0.70

The participant responses to Items 4-6 clearly indicate that even before the implementation of the treatment, the participants maintained the beliefs that reading in general is an important activity that contributes to improving intelligence and that reading in English plays a significant role in augmenting their vocabulary knowledge. Furthermore, despite an overall lack of engagement in reading for pleasure in English outside of class, participant responses to Item 3 evidenced that the participants unquestionably possessed a desire to read for pleasure in English more frequently.

While the potential existed for positive attitudinal shifts to have surfaced from the posttest questionnaire responses for Items 3-6, any changes would have been minimal in value considering the scope of the scale used in the questionnaire. The content of Items 3-6 surfaced repeatedly during the semi-structured interviews. Consequently, the data surrounding these questions that was obtained from the interviews will be addressed later in this chapter.

Pretest Questionnaire Items Addressing Positive Affect

Four of the questionnaire items sought to gauge the participants' perception of their reading abilities and interests through affirmative statements referring to positive learner affect. The mean values of these four items, as evidenced in Table 8, illustrates that positive affect concerning reading in English had a relatively weak presence among the participants.

Table 8

Pretest Questionnaire Items Addressing Positive Affect

Item #	Statement	Mean	Standard Deviation
1	I enjoy reading in English	3.71	0.82
8	I feel confident when I read in English.	3.59	1.03
10	I am satisfied with my reading ability in English.	3.00	1.03
11	I am good at using context clues in English to understand a new word's definition.	3.41	1.14

None of the items elicited responses that produced a mean value able to cross the threshold of 4.00 (*I agree a little bit*). Instead, the item responses were situated at or between 3.00 (*I disagree a little bit*) and 4.00 (*I agree a little bit*). The participants' input suggests that several of the students did enjoy reading in English and that none felt extremely uncomfortable with the process (see Appendix D). However, substantial room for affective growth existed at the time of the pretest questionnaire, especially concerning satisfaction and confidence with reading abilities in English.

Pretest Questionnaire Items Addressing Negative Affect

Three of the questionnaire items aimed to measure the participants' perceptions towards reading in English via affirmative statements alluding to negative affect. Aside from the questionnaire items that were eliminated from the study because of the ceiling effect, these items provoked the strongest reactions on the pretest questionnaire (see Appendix D). The responses, as illustrated in Table 9, suggest that the participants had struggled considerably to find comprehensible, interesting books and that some of the participants felt fairly apprehensive about reading aloud in English in front of their peers and encountering new grammar when reading in English.

Table 9

Pretest Questionnaire Items Addressing Negative Affect

Item #	Statement	Mean	Standard Deviation
7	It is difficult for me to find interesting books in English that I can understand.	4.76	1.00
9	I get nervous when I am asked to read aloud in English in class.	3.94	1.00
13	I get frustrated or nervous when I see new grammar when I am reading in English.	3.88	1.13

Providing students with a reading library that canvases a wide range of topics and reading levels is a cornerstone of extensive reading (Day & Bamford, 2002). Multiple studies have shown that affording learners with such a library has repeatedly proven to be a catalyst for positive L2 reading attitudinal shifts (Rodrigo, Greenberg, & Segal, 2014;

Lee, 2007; Martinez, 2013). The mean value (4.76) of Item 7 stresses that the majority of the participants did not feel that they had adequate access to engaging, level-appropriate texts before the initiation of the treatment.

Although Items 9 and 13 failed to yield a mean value of 4.00 (Agree a little bit), the mean values of both items slightly surpassed those of the items referring to the participants' positive affect. That the words *nervous* and *frustrated* evoked stronger responses than *confident* and *satisfied* for the group as a whole implies that negative affect maintained a greater presence than positive affect before the study.

Negatively-Worded Pretest Questionnaire Item

Item 12, *When I read in English, not understanding every word is OK*, was the only item that utilized negative wording. Producing a mean value of 2.71 (SD=1.28), the participants' responses leave little doubt concerning the likelihood that because several of the students felt that understanding every word encountered in L2 reading was necessary, it is possible that many of their L2 reading experiences were laden with translation rather than fluency reading issues.

Demographic Information

Demographic information was also obtained from the pretest questionnaire to determine the existence of any relationships between the participants' demographics and their responses to the questionnaire items. No discernible associations could be established concerning the students' responses and gender, age, NRS level, number of years in the United States, and number of years studying English. However, concerning the number of weekly minutes spent reading for pleasure in English, there did appear to

be a case for correlation with level of formal education (see Table 10) and a case for

causation with the number of hours worked outside the home (see Table 11).

Table 10

Demographic Information: Formal Education in Native Country

Highest Level of Formal Education Obtained in Native Country	Frequency	Percent of Class (rounded to nearest whole number)	Number of Students Who Reported Not Reading Before Treatment	Percent (rounded to nearest whole number)
No junior high	2	12%	2	100%
Some junior high and/or high school	7	41%	4	57%
High school graduate	3	18%	1	33%
Some college/university	3	18%	1	33%
College/university graduate	2	12%	0	0%

Because both participants who did not attend junior high and four of the seven

who had some junior high and/or high school reported that they never read for pleasure in

English before the study, it can be suggested that a possible link between a lack of formal

education and an absence of engagement in reading for pleasure in English existed at the

time of the pretest. The participants' responses of those with limited formal education in

their native countries also correlated with a sense of unease with reading aloud in front of

peers. All of the participants of both groups, with the exception of one student who had

some junior high/and or high school, expressed that they 'Agree a little bit' or 'Agree

with the idea that they get nervous when asked to read aloud in front of their classmates.

No other correlations could be deduced between the participants' responses to the 13 pretest questionnaire items and the amount of formal education obtained in their native countries.

Table 11

Demographic Information: Weekly Hours Worked Outside the Home

Hours Worked Outside the Home	Frequency	Percent (rounded to nearest whole number)
I do not work outside the home.	14	82%
6 hours	1	6%
30 hours	1	6%
40 hours or more	1	6%

Because only two participants worked a substantial number of hours outside the home at the time of the pretest, skepticism of any causal connection between the number of hours worked outside the home and (1) the number of weekly minutes spent reading for pleasure in English and (2) their attitudes toward reading in English is warranted. However, it should be noted that both students who worked 30 or more hours per week reported on the pretest questionnaire that they did not read for pleasure in English outside of class and that they 'Disagree a little bit' with the statement *I enjoy reading in English*.

L1 Reading Attitudes

There is a paucity of existing literature on L2 reading motivation (Grabe, 2009). However, considerable research in L1 reading motivation has borne out the conviction

that intrinsic motivation is a reliable predictor of reading amount (Grabe, 2009; Wang

and Guthrie, 2004). Thus, I felt compelled to ask the participants about Items 1 and 12

with respect to their L1 as well as the number of weekly minutes spent reading for

pleasure in their L1 (see Tables 12-14) so that I could gain a stronger sense of the

participants' intrinsic motivation to participate in L1 pleasure reading.

Table 12

Weekly Minutes Spent Reading for Pleasure in L1

Minutes per Week	Frequency	Percent (rounded to nearest whole number)
< 30 minutes	1	6%
31-60 minutes	8	47%
61-90 minutes	2	12%
91-120 minutes	1	6%
> 2 hours	5	29%

The participants reported that they read for pleasure much more regularly in their

L1 than in English before the treatment began. While only two participants reported that

the read for pleasure in English for two hours per week, five participants divulged that

they read for pleasure in their L1 more than two hours per week. As a group, the

participants reported that they read for pleasure in their L1 with a mean value of 88

minutes per week (SD=58.31). Obviously, there were some motivated L1 readers in the

group. A comparison of weekly minutes spent reading for pleasure in L1 and in English

is presented in Table 13.

Table 13

Comparison of Weekly Minutes Spent Reading for Pleasure in L1 and in English

	L1 Mean	L1 Standard Deviation	English Mean	English Standard Deviation
Number of weekly minutes read for pleasure	88	58.31	26	37.47
Number of weekly minutes read for pleasure for values that fall within one standard deviation of the mean value	60		13	
Number of weekly minutes read for pleasure for values that fall within two standard deviations of the mean value	88		13	

Note. A comparison of weekly minutes spent reading for pleasure in L1 and in English by participant is located in Appendix F.

Table 13 shows that after the removal of any self-reported times falling outside two standard deviations from the mean, the participants as a group were reading for pleasure in their L1 75 minutes more a week than in their L2. The table also reveals that the average amount of weekly minutes spent reading for pleasure in English for 15 of the 17 participants is 13 minutes! If one truly learns to read by reading, this group's commitment to reading for pleasure in English is cause for concern.

Using Items 1 and 12, the participants were asked about (1) the degree to which they enjoy L1 reading and (2) their attention to unknown vocabulary encountered when reading in their L1 (see Appendix E). The questionnaire item responses are displayed in

Table 14 and then contrasted with their responses related to reading in English in Table 15.

Table 14

Questionnaire Items Measuring Attitude Toward L1 Reading

Item #	Statement	Mean	Standard Deviation
1	I enjoy reading in my first language.	4.71	1.07
12	When I read in my first language, not understanding every word is OK.	3.47	1.46

Table 15

Comparison of Questionnaire Items Measuring Attitudes Toward L1 and L2 Reading

Perception	L1 Mean	L1 Standard Deviation	English Mean	English Standard Deviation	Difference in Mean Values
Enjoy reading	4.71	1.07	3.71	0.82	1.00
Not understanding every word is OK.	3.47	1.46	2.71	1.28	0.76

Analysis of Table 14 suggests that the participants view L1 reading positively (only two participants responded negatively) and are somewhat less inclined to attempt to understand every new vocabulary item in their L1 reading than in their English reading. While L1 reading motivation lies outside the scope of this study, the number of weekly minutes spent reading for pleasure in their L1 and the participants' responses to the above

questionnaire items signal that roughly half of the participants are indeed motivated, experienced readers - albeit in their L1.

Summary of Pretest Questionnaire Results

An analysis of the pretest questionnaire has yielded several noteworthy findings:

- Although the majority of the participants read for pleasure in English very little or not at all prior to the treatment imposed by the study, they expressed a desire to read for pleasure in English more often.

- The participants stated that reading in English is important to them and that it can assist them with their general and vocabulary knowledge.

- In addition to not perceiving reading in English to be enjoyable, many of the participants reported that they lack confidence and satisfaction with their English reading abilities.

- A large number of the participants expressed that they struggle with accessing interesting, comprehensible texts.

- Most of the participants communicated that they tend to feel uneasy not knowing the meanings of unknown words encountered when reading in English.

- Six of the eight participants who revealed that they never read for pleasure in English had limited levels of formal education (no junior high or some junior high and/or high school) in their native countries.

- Both of the students who were working at least 30 hours per week at the time of the pretest questionnaire reported that they never read for pleasure in English.

- The participants' responses to the questions regarding reading for pleasure in their L1 indicate that they generally enjoy reading in their L1.

Posttest Questionnaire Results

After participating in 15 SSR sessions totaling 275 minutes and documenting time spent reading extensively outside of class over the course of nine weeks, the participants were again asked to respond to the questionnaire items from the pretest. Two questions aiming to examine the participants' perceptions of SSR and another intended to validate the minutes recorded in the weekly reading logs were added to the posttest version of the questionnaire (see Appendix D).

Because the questionnaire responses provided the foundation for the development of a great deal of the semi-structured interview questions, participants were not afforded anonymity. For this reason, substantial effort was taken to remind students of the need to avoid the halo effect by being honest and objective in their responses.

Posttest Questionnaire Items Addressing Positive Affect

In contrast to the self-reported data collected via the pretest questionnaire, the posttest questionnaire responses show that the participants as a group have adopted favorable attitudes toward reading in English. The mean values of all four items addressing positive affect increased by at least 1.00 point. Table 16 presents a comparison of the mean values derived from both the pretest and the posttest.

Table 16

Pretest-Posttest Questionnaire Items Addressing Positive Affect

Item #	Statement	Pretest Mean	Posttest Mean	Posttest-Pretest Mean	Standard Deviation (T2-T1)
1	I enjoy reading in English	3.71	5.12	1.41	1.03
8	I feel confident when I read in English.	3.59	4.59	1.00	0.94
10	I am satisfied with my reading ability in English.	3.00	4.59	1.59	1.24
11	I am good at using context clues in English to understand a new word's definition.	3.41	4.41	1.00	1.21

The data in Table 16 underscore the impact that the treatment had on the students' self-efficacy with respect to reading in English. Satisfaction with English reading abilities experienced the most marked shift with an increase in the mean value of 1.59 points. Similarly, enjoyment of reading in English rose 1.41 points, producing a final score of 5.12, the overall highest mean value of the items addressing positive affect. All of the participants scored Item 1 at 4.00 or higher, therefore indicating that they all enjoy reading in English to some degree. Gains of 1.00 point occurred with the items measuring confidence in English reading abilities and the ability to use context clues. These findings offer a compelling case for the benefits that extensive reading can have on learner affect. Consistent with the arguments for extensive reading posed within much of the existing literature, the questionnaire responses of this study demonstrate that extensive reading possesses great potential in stimulating interest in L2 reading for pleasure and cultivating self-assured L2 readers.

Posttest Questionnaire Items Addressing Negative Affect

The items geared to probe learners' negative affect showed that, once again, the participants reported feeling less apprehensive about reading in English at the conclusion of the treatment. A pretest-posttest comparison of Items 7, 9, and 13 is provided in Table 17.

Table 17

Pretest-Posttest Questionnaire Items Addressing Negative Affect

Item #	Statement	Pretest Mean	Posttest Mean	Pretest Mean – Posttest Mean	Standard Deviation (T2-T1)
7	It is difficult for me to find interesting books in English that I can understand.	4.76	3.47	-1.29	1.48
9	I get nervous when I am asked to read aloud in English in class.	3.94	3.41	-0.53	0.91
13	I get frustrated or nervous when I see new grammar when I am reading in English.	3.88	2.82	-1.06	1.21

Item 7 yielded the most pronounced change for the participants concerning the questions addressing negative affect. A reduction of the mean value by 1.29 points suggests that the learners felt much more capable of accessing relevant, comprehensible

texts by the end of the treatment. The classroom library of leveled texts, the source of reading materials for the study, arguably played a significant role in fostering this self-reported perception. Reductions in the levels of trepidation associated with seeing new grammar when reading in English (-1.06 points) and reading aloud in English in front of peers (-0.53 points) also occurred. It should be noted that while ten of the participants reported no change concerning their apprehension towards reading aloud in public settings, five of the 14 students who initially reported negative feelings to some degree scored themselves on the opposite end of the scale at the time of the posttest (see Appendix D). These affective shifts support the assertion that extensive reading is a promising approach capable of assuaging the affective concerns with which L2 readers often contend.

Negatively-Worded Posttest Questionnaire Item

Responses to Item 12, *When I read in English, not understanding every word is OK*, also underwent substantial change from the pretest to the posttest. The mean value increased drastically by 1.81 points (SD=1.66) from 2.71 to 4.52. Generating the greatest shift in self-reported perceptions, Item 12 connotes that the students reported feeling more inclined to rely on incidental vocabulary learning, i.e., guessing meaning from context, than before the treatment. A deeper analysis of this finding is addressed later in the interview analysis section of this chapter.

Posttest Questionnaire Items Addressing Sustained Silent Reading

Two items concerning learners' perceptions toward SSR were added to the posttest version of the questionnaire. These items were designed to produce responses

that could serve as a springboard for the interview questions. Table 18 highlights the participants' favorable reaction to SSR.

Table 18

Posttest Questionnaire Items Addressing Sustained Silent Reading

Item #	Statement	Mean	Standard Deviation
14	Reading for pleasure in class has helped me improve my reading skills.	5.35	0.68
15	Reading for pleasure in class has helped me improve my reading attitude.	5.18	0.62

The participants' responses evidence their undeniable approval of the notion that having class time devoted to reading for pleasure in English is of beneficial effect. Further discussion of these perceptions is presented in the interview analysis section of this chapter.

Summary of Posttest Questionnaire Results

Clearly, partaking in SSR and extensive reading propelled the participants to view themselves as more accomplished, engaged L2 readers than before the treatment. All of the questionnaire item responses evidenced attitudinal growth toward the practice of reading in English for the participants as a group. Analysis of the posttest questionnaire results produced the following findings:

- Confidence and satisfaction with English reading abilities increased substantially among the participants.

- The participants felt much more comfortable with the task of accessing interesting, comprehensible texts.

- The participants are more likely to be selective about tending to unknown vocabulary when reading for pleasure.

- The participants reported feeling somewhat less nervous about reading aloud in English in front of their classmates and encountering new grammar when reading in English.

The results of the questionnaire responses have thus far supported the efficacy of extensive reading concerning the L2 reading attitudes and motivation of the participants. However, the sole use of questionnaires, especially those completed in an L2, is apt to yield insufficient data. Because the effectiveness of questionnaires is often limited due to an inability to "provide a complete picture of the complexities of individual contexts" (Mackey & Gass, 2016, p. 105), their implementation should be complemented with the collection of qualitative data. Thus, weekly reading logs accompanied by two written entries and interviews were employed to gain a deeper understanding of the participants' perceptions toward reading for pleasure in English.

Weekly Reading Log Results

The weekly reading logs (Appendix B) enabled me to (1) measure the amount of time that students were reading outside of class throughout the treatment, (2) verify participation in the 15 SSR sessions, and (3) furnish students with an avenue to offer

insight on their perceptions of reading for pleasure in English or any particular texts that they read. The weekly logs were collected and distributed every Monday.

Record of Weekly Minutes Spent Reading for Pleasure Outside of Class

In addition to recording the time spent reading during the SSR sessions, the participants maintained a record of their time spent reading outside of school (see Appendix G). A comparison of the participants' self-reported time reading for pleasure in English before and after the study is displayed in Table 19 while Table 20 provides a breakdown of the increased number of weekly minutes spent on reading for pleasure in English by the number of participants using 30-minute intervals.

Table 19

Self-Reported Weekly Minutes Spent Reading for Pleasure in English Outside of

Class

Student	Pretest Time	Posttest Mean (Over Nine Weeks)	Difference (T2-T1)
Annie	30	182	152
Araceli	0	21	21
Dalin	120	119	-1
Evelyn	0	102	102
Judy	30	126	96
Lebasi	0	157	157
Maria	15	270	255
Mariana	0	82	82
Nok	120	361	241
Pat	30	86	56
Paulina	0	194	194
Ramiro	0	174	174
Rodrigo	0	7	7
Rosa	50	123	73
Silvia	20	67	47
Sofia	0	126	126
Wendy	25	164	139

Note. Pseudonyms have been used to protect participant confidentiality.

Table 20

Increase in Weekly Minutes Spent Reading for Pleasure in English (Grouped by 30-Minute Intervals)

Difference in Posttest Mean Value and Pretest Time (in minutes)	Number of students
< amount reported before treatment	1
0-30	2
31-60	2
61-90	2
91-120	2
121-150	2
151-180	3
181-210	1
211-240	0
241-255	2

Succinctly put, students read considerably more. As a group, the participants were reading for pleasure in English outside of class 139 weekly minutes on average. The group difference in mean value illustrates that the time spent reading for pleasure in English outside of class increased by 113 minutes per week (SD=73.88) by the time the treatment had run its course. Particularly noteworthy is the observation that six of the eight participants who reported not reading for pleasure in English before the treatment had become avid readers, as evidenced by the increase of their reading times by 82, 102 127, 156, 174, and 194 minutes per week.

An additional questionnaire item was added to the posttest to confirm the self-reported times recorded in the weekly reading logs. Item 16, *I read for pleasure more at home now than I did before I started for pleasure in class*, produced a mean value (M=5.18, SD=0.62) that proved to be consistent with the data noted in the logs.

The only participant who reported a decline in time spent reading (by 1 minute) had stated that she was already reading 120 minutes per week before the study. Thus, I would be remiss to suggest that SSR and extensive reading had a negative impact on her motivation to read for pleasure in English based on the amount of time that she had reported reading each week.

Reading Log Entries

To gain a sense of prevalent learner perceptions and check participants' reading comprehension during the treatment, the students were twice asked to respond in either English or Spanish, a language in which I am fluent, to one of several suggested writing topics (see Appendix B). Themes that emerged in the student writing were tallied and subsequently considered during the generation of questions for the semi-structured interviews. Table 21 identifies the various themes that materialized in student writing along with the respective number of instances for each theme.

Table 21

Emerging Themes in the Participants' Reading Log Writing Entries

Theme	Number of Instances
Increased overall reading confidence	7
Increased confidence with vocabulary	5
Increased reading enjoyment	4
Satisfaction in finishing a book in English	4
Heightened desire to read in English	3
Increased confidence with reading comprehension	3
Newfound knowledge about other people and places	3
Increased reading speed	1
Increased confidence with listening	1
Increased confidence with pronunciation	1
Increased confidence with speaking	1
Shared experience with children	1
Increased ability to use context clues	1

Table 21 substantiates the assertion that a significant number of themes materialized in the students' written entries. Rather than providing a cursory rating on a questionnaire to describe a given perception, the participants exercised a more active role in their provision of feedback by addressing a topic of their choice. The qualitative nature

of the written entries enabled me to possess a more thorough understanding of the factors that contributed to the improvement of the participants' L2 reading attitudes.

In lieu of merely stating *I feel confident when I read in English*, the participants described how extensive reading had boosted their confidence with respect to vocabulary knowledge, reading comprehension, reading speed, speaking and listening skills, and their ability to use context clues. Other revelatory information gleaned from the written entries was that several students: (1) felt satisfied to have finished their first book in English, (2) found reading to be more enjoyable, (3) felt more compelled to read for pleasure in English, and (4) commented on the knowledge about other people and places that they had acquired as a result of extensive reading.

In addition to offering a greater deal of specificity regarding L2 reading attitudes via the participant-led introduction of themes, the written submissions allowed me to confirm that students were actually reading and comprehending what they had claimed to have read in their weekly logs. 19 of the entries expressed an opinion of a specific text, seven of the entries were book summaries, and seven of the participants shared a text-to-self connection.

Summary of Analysis of Weekly Reading Logs

An analysis of the weekly reading logs revealed that the treatment had a hand in the inculcation of reading habits among the participants. The amount of time that students as a group were reading for pleasure in English outside of class rose by 113 minutes per week. Furthermore, 14 of the 17 participants reported that they were reading for pleasure in English more than 80 minutes a week on average and 11 of the participants (with the

inclusion of one participant whose posttest mean value was 119 minutes) participated in extensive reading outside of class for 2 or more hours per week.

The weekly reading logs also proved pivotal in generating topics to consider when crafting the interview questions. Several of the participants used the written entries as an outlet to voice the effect that extensive reading coupled with SSR was having on their L2 reading attitudes. Naturally, the interviews would provide me with an ideal opportunity to better explore such beliefs.

Semi-Structured Interview Results

Semi-structured interviews were conducted for the final phase of data collection of the study. After I considered the responses to the pre- and posttest questionnaires and the input gathered from the weekly reading logs, all of the participants were asked to take part in a semi-structured interview in English or Spanish that permitted me to corroborate the results of the previous research tools and further investigate the participants' perspectives concerning their L2 reading attitudes. The students were once again reminded that they should provide honest and objective responses and that no value judgments on my part would be harbored based on their responses.

Prior to conducting the interviews, the participants were given the option of scheduling a one-on-one or a small-group interview. Five of the participants elected to be interviewed separately while the remaining 12 participants felt that they would be more forthright in interviews alongside 1-3 other students.

The results of the interviews are grouped by the following subjects: (1) enjoyment or reading in English, (2) confidence in English skills, (3) positive reinforcement outside of class, (4) motivation to acquire worldly knowledge, (5) the ability to use context clues,

(6) access to comprehensible texts, (7) the exploration of an absence of outside reading, (8) the effect of the weekly reading logs, and (9) the effect of SSR.

Enjoyment of Reading in English

Ten of the 17 participants stated that they had developed a joy of reading in English. Whereas before they viewed reading in English as either boring or too difficult to comprehend because of experiences with texts steeped in unknown vocabulary, they all found that having comprehensible reading materials at their disposal made reading in English a significantly more enjoyable activity. To support their claims of finding reading for pleasure in English to be enjoyable, students discussed feeling excited about good books, staying up past their usual bedtimes to find out what happened next in a story, imagining themselves in the stories, and losing track of time while reading. Annie, who reported reading for pleasure 30 minutes per week before the treatment, recounted, "My husband asked me 'When are you going to bed? You've been reading for two hours already.'" Araceli, who had responded to *I enjoy reading in English* with 'Disagree a little bit' on the pretest questionnaire, commented, "When the story is interesting, I feel that it traps the reader. And you really want to know what happens next." Meanwhile, Rosa, who only enjoyed reading lyrics while listening to music before the study, shared: "I look at the last page number of a chapter and tell myself I have time to read one more chapter…I don't want to stop reading. Now it is a habit, a good habit for me."

The participants' enjoyment of reading in English carried over to student-to-student, out-of-class conversations centered on stories read during the project. Although the students were reading independently, several students revealed that they often read the same books so that they could discuss their opinions and confirm their reading

comprehension with one another. Some students also communicated that they frequently gave and sought book recommendations, thus making reading for pleasure a somewhat shared experience.

Confidence in English Skills Resulting from Reading for Pleasure in English

15 of the 17 participants alluded to increased confidence at some point in the interviews. Confidence with reading comprehension and vocabulary growth were mentioned time and time again. Several of the participants stated that because they had not read for pleasure in English before, they did not realize just how much reading large amounts of comprehensible input would spark automaticity in their reading, and therefore allow them to focus more on reading for meaning.

Anecdotes citing confidence in vocabulary acquisition and comprehension were regularly shared during the interviews. Lebasi, who had never read for pleasure in English before the study, commented: "I see signs at the gym, and I know what they say. Before I would see them, and I didn't know what they said. Now I see them, and think, 'Oh, that's what it says' without having to focus very much." She continued on to say, "I always liked to read in Spanish. I didn't know that I could read in English. I had never tried. I thought I wouldn't be able to understand. But now I'm understanding, and I like it. I want to keep trying." During an interview with three other students, Dalin, who had been reading for 120 minutes per week before the study but had found reading in English to be largely unrewarding, told the group, "Before the reading project, I don't (sic) understand the words. So, my husband say (sic), "You get better now because you read a lot." Upon finishing her reflection, two other students added that they had similar experiences with their husbands.

A pleasantly surprising revelation that stemmed from the interviews was that the majority of the participants believed that extensive reading coupled with SSR had a powerful impact on their aural and/or oral skills. Many participants recounted experiences that had occurred since the beginning of the treatment: Mariana and Annie began attending and comprehending church services in English; Rosa reported that a fellow worshipper at her church had commented on her improved oral communicative skills after a rather lengthy conversation; Maria was overjoyed that she had recently accompanied her children to a movie in English that she was able to fully comprehend; Ramiro mentioned that he was better able to understand movies in English; and Sofia said that she had become much more adept at following the news and TV shows in English with subtitles. When prompted to explain how extensive reading had assisted with their listening and speaking skills, the participants consistently made reference to the vocabulary obtained through extensive reading as well as a heightened sense of familiarity with English because of their exposure to a massive volume of input. In the words of Paulina, a student who had never read for pleasure before the project, "When I'm outside of school, I feel like I can speak more. I feel like reading has really helped me to advance a lot." When asked to reflect on how extensive reading affected her speaking skills, Paulina replied that just repeatedly seeing the word order and syntax of sentences with good English had made her feel more self-assured with her spoken output.

As mentioned in the section pertaining to the weekly log results in this chapter, extensive reading coupled with SSR helped reduce some of the participants' anxiety about reading aloud in the class setting. This finding was reinforced during the interviews as students spoke of experiences in which they had received compliments for their

improved pronunciation. Maria and Mariana, both of whom did not read or read very seldom for pleasure in English before the study, said that neighbors had told them that their pronunciation had improved substantially this fall. One student, Annie, who was apprehensive about reading aloud in class before the treatment, relayed that she felt significantly better about her pronunciation and no longer feels nervous about reading aloud in front of her classmates. Her sentiment was introduced into the interviews by three other students. Annie did go on to express that while she believed that extensive reading helped her to enhance her listening and pronunciation skills, she was somewhat disappointed that her speaking skills did not undergo such improvement.

Another theme that surfaced to a lesser extent in the interviews was a heightened level of confidence with respect to reading speed and grammar. A handful of participants stated that they are faster readers now than they were during the first week of the project, and two students stated that the repeated exposure to correct grammar had made them more mindful of their own grammar. In reference to the latter perception, Annie expressed that she appreciated being able to connect recently learned grammar concepts from other classes to the reading materials.

A particularly rewarding aspect for three of the participants was that they had begun the ritual of reading to their children in English every night. All three participants said that their children told them their pronunciation had greatly improved since the beginning of the treatment. Annie, who stated that reading in English had morphed from an obligation to a pleasure, beamed with pride when telling me that her daughter, with whom she reads every night, told her, "Mommy, I think school is helping you."

Positive Reinforcement Outside of Class

Among the more salient themes that emerged from the interviews was the impact

that extensive reading coupled with SSR had on the participants' sense of self-worth.

Through short anecdotes, a majority of the students communicated that they felt better

about themselves as learners of English. Ramiro, a nonreader of English for pleasure

before the project who became one of the group's most avid readers, commented that his

daughter had told him that she was proud of him because she had never seen him reading

in English before. Annie said that the project was really good for her and that it helped

her establish a new reading bond with her daughter, while Wendy, another nonreader

before the treatment, told me that her son loves it when she reads to him. A rather

amusing anecdote was supplied by Paulina: "My husband, one day he said, 'Hey, why do

you read? Are you obligated to read?' I told him – 'I'm going to tell you something, and I

don't like to repeat myself. It's not homework. I'm not obligated. At first, I didn't

understand, and I thought it was boring. Now, I want an hour for me. And if I want,

more.'"

Motivation to Gain Worldly Knowledge

Motivation to gain worldly knowledge was another topic that arose from the

interviews. Several students reported that one of their favorite aspects of the project is

that they learned about other people and places: Sofia's favorite book, *The Coldest Place

on Earth*, taught her about Antarctica; Lebasi did a google search on Malala after reading

a short biography; and Ramiro voiced a stronger preference for biographies, especially

those about Fannie Lou Hamer and Cesar Chavez. After being introduced to the stories

through SSR, several of the students sought to learn about other people, places, and

cultures by pushing themselves to read more informational texts, a rigorous practice

endorsed via the third key shift of the CCR standards for English Language Arts –

"Building content knowledge through content-rich nonfiction" (Pimentel, 2013).

Enhanced Ability to Use Context Clues

Both deliberate attention (looking a word up in a dictionary) and incidental

attention (relying on context) to vocabulary have proven to be effective in producing

vocabulary gains in extensive reading (Nation, 2015). However, the comprehensible texts

employed by extensive reading make the approach an ideal opportunity to cultivate the

practice of using context clues to guess the meaning of an unknown word.

A recurring theme that emerged from the interviews was that all of the

participants had heavily relied on translators to understand word meaning before the

study. As a result, many of the students developed a dislike for reading in English. The

students clearly were accustomed to becoming bogged down with the process of using

their translators anytime that they encountered new words. Needless to say, this usually

made reading in English outside of class a boring, fruitless process. For example, Rosa

described how she used to be scared to read in English and felt pressured to translate

every word. Another student, Annie, admitted that she had abandoned books that she had

previously attempted to read because she found the translation process to be a tiring one.

However, all but two of the participants conveyed that extensive reading enabled

them to feel much more confident in their ability to rely on context clues to ascertain the

meaning of new vocabulary. In the words of Annie: "This project helped push me to read

more. But sometimes, in English, I would get bored because I would get hung up on

certain words. After looking them up, I lost the meaning of what I was reading. It's not

necessary to look up all the words." Student after student shared a similar experience. While the students still reference their translators (and rightfully should) on occasion when reading for pleasure in English, it appears that partaking in extensive reading has enabled them to develop strategies to discern word meaning that do not impede the momentum that makes reading an enjoyable and enlightening activity. Strategies such as making a list of words and looking them after reading to confirm one's suspicions of their meanings were commonly used among the students.

Access to Interesting, Comprehensible Texts

Assisting learners in finding interesting, level-appropriate texts was a subject of great importance to this study. Therefore, the classroom was furnished with a leveled extensive reading library to tend to the different levels of vocabulary knowledge among the students. Many of the participants commented that adhering to their suggested reading levels enabled them to quickly read books that they understood, a first for a great deal of them. Any attempts to jump three or four levels usually resulted in unfinished books being returned to the bookshelf.

When prompted to discuss their perceptions concerning their ability to find comprehensible books outside of the class, a few of the students replied that they had been able to do so at the library, bookstores, or in their children's bedrooms. Nevertheless, most of the students expressed that they felt that the access to engaging, comprehensible texts they had received through the project was confined to the classroom library. This finding suggests a need for further action to introduce the students to suitable, comprehensible reading materials in other venues such as the public library or the internet.

Further Exploration of a Lack of Increased Reading Times

Rodrigo and Araceli, who both worked outside the home considerably more than their classmates, were the only two participants whose average weekly minutes spent reading for pleasure in English outside of class did not increase by 30 or more minutes. Similar to the findings of previous studies (Camiciottoli, 2001; Ro & Chen 2014), an absence of free time was the primary factor for a lack of reading for pleasure for both individuals. Araceli, whose reading time increased by 21 minutes a week, expressed that although she really enjoyed reading in English, working thirty hours a week coupled with her educational and parental responsibilities did not afford her much free time to read for pleasure. Rodrigo, whose reading time rose by seven minutes a week, also divulged that working 40 or more hours a week and family responsibilities left him with very little spare time. He also reported that although he enjoyed reading, his perceptions of reading English did not change over the nine weeks. The explanations offered by both participants suggest that a lack of downtime may very well hinder one's ability to read for pleasure in English outside the class, thus strengthening the argument for the implementation of SSR in L2 reading classrooms.

The Effect of the Weekly Reading Logs

A major impetus behind the incorporation of the weekly reading logs was to determine if recording time spent reading outside of class would further motivate students to read. For this reason, I felt obliged to ask students about their perception of the practice of quantifying their daily minutes spent reading for pleasure in English. The positive responses far outweighed the negative and neutral ones by a margin of 14 to three. One student who did not read very often reported feeling embarrassed when submitting her

reading logs and two others offered neutral responses indicating that the exercise of

documenting their time spent reading did not affect the amount that they read one way or

the other. On the other hand, the rest of the participants reported that the logs were

instrumental in propelling them to read because the logs (1) reminded them to read if they

had not, (2) made them feel more accomplished if they had written large amounts on the

log, (3) pushed them to read more, and (4) helped them to set reading goals. Two

participants reported that the logs initially made them feel somewhat sad because they did

not read much during the first two weeks, but had come to appreciate the logs by the end

of the study. Meanwhile two other students mentioned that despite the fact they deemed

the logs beneficial, they found themselves paying less attention to the logs as their

reading habits intensified. Referencing this point, Annie said, "Over time, I realized I

should read because I want to read, not to record my time. Now I don't even pay attention

to the time or look at the sheet while reading."

The Effect of SSR

The self-reported data of this study provides viable support for the notion that

extensive reading has the potential to have a beneficial impact on L2 reading attitudes

and motivation. That said, I was curious to know how the students felt about the SSR

sessions. According to the posttest questionnaire, the participants viewed SSR favorably

as a tool in improving both their reading abilities and reading attitude. When asked about

how SSR was of beneficial effect, the students commonly referred to the idea that the

classroom was a peaceful, quiet place free of domestic duties and other barriers to

reading where they could relax, concentrate, and ask me or their classmates for support if

they had any uncertainties about what they were reading: Mariana expressed that the SSR

sessions provided her with some respite from the rigor of her classes; Maria voiced her preference for reading in class because she was able to avoid the distractions posed by cooking, laundry, and her telephone; and Ramiro stated that it was comforting to have his classmates at his side in the event he was stumped by a word or an idea. Many students also reported that having extra time in class devoted to independent reading strengthened their reading skills simply because it afforded them greater exposure to a larger volume of comprehensible input. It was also mentioned that because the SSR periods were often a time in which they could become acquainted with a new book, their curiosity to see how the story would unfold encouraged them to pick the book up at home.

Summary

In this chapter I presented the quantitative and qualitative results obtained through the implementation of questionnaires, weekly reading logs, and semi-structured interviews. In Chapter Five I will interpret the results, contemplate the implications and limitations of this study, offer suggestions for further research, and provide a concluding reflection.

CHAPTER FIVE: CONCLUSION

This research project was spurred by an attempt to answer the question: *"To what extent does extensive reading coupled with sustained silent reading impact the attitudes and motivation towards L2 reading of adult ELLs in a non-intensive ABE/ESL program?"* To assist me in providing what I feel would be a reasonable answer to the question, I gathered data that would enable me to first address the following questions that guided and informed my research throughout the study:

- Do learners find extensive reading coupled with sustained silent reading (SSR) to make L2 reading more enjoyable?

- To what extent does extensive reading coupled with SSR foster increased L2 reading for pleasure outside of class?

- Does extensive reading coupled with SSR alter a learner's perception of the role of reading in L2 acquisition?

- Does extensive reading coupled with SSR improve a learner's ability to select level-appropriate L2 reading texts?

- Does extensive reading coupled with SSR improve learner self-efficacy in L2 reading?

In this chapter I will first interpret the findings of the study to answer the aforementioned overarching and guiding question(s). Next, I will reflect on the

limitations of the study before considering the implications that the results of the study potentially have on students and instructors in adult language-learning settings. Finally, I will pose suggestions for further research on the topic of coupling extensive reading with SSR in non-intensive adult ABE/ESL programs and provide a summary conclusion.

Correlation with the Guiding and Overarching Question(s)

In this section I will first correlate the results of the questionnaires, weekly reading logs, and the interviews with the guiding questions of the study. I will then interpret said results to offer an answer to the overarching question that initiated the study.

Question 1: Do Learners Find Extensive Reading Coupled with Sustained Silent Reading (SSR) to Make L2 Reading More Enjoyable?

The answer to this question is a resounding yes. In addition to producing an uptick in the pretest-posttest mean value of 1.41 points on the questionnaires, the posttest responses showed that 14 of the 17 participants (see Appendix D) reported an increase in enjoyment in reading in English by end of the project. Moreover, all 17 of the participants indicated that they enjoy reading in English to some degree on the posttest questionnaire. These results were confirmed during the interviews as the students consistently informed me that they perceived reading for pleasure in English to be a much more engaging, rewarding activity than before the study.

As mentioned in the preceding paragraph, three of the respondents did not report any change concerning the enjoyment derived from reading in English. One student revealed in her interview that she had never read for pleasure in English before the project. Another was already an engaged reader who had reported reading for pleasure for

120 minutes a week before the study. The third respondent, who seldom read for pleasure outside of class before or during the study, confirmed during the interview that the treatment did not have any significant impact on his perception of the effect that reading for pleasure in English had on his reading attitudes.

These findings largely correspond with the Extensive Reading Foundation's (2011) assertion that extensive reading possesses the capacity to foster an "enjoyment and a love of reading which makes students more effective language users" (p. 1). Consideration of the participant's self-reported level of enjoyment associated with extensive reading patently supports the notion that the approach is quite capable of generating an affection for L2 reading.

Question 2: To What Extent Does Extensive Reading Coupled with SSR Foster Increased L2 Reading for Pleasure Outside of Class?

The treatment notably impacted the participants' amount of reading for pleasure in English outside of class. 16 of the 17 participants reported in their weekly reading logs that they read more often by the end of the treatment. The one exception, whose reading time was reduced by one minute, was already reading for pleasure 120 minutes outside of class before commencing with the study. As a group, the participants reported to be reading 113 more minutes a week at the end of the study versus the beginning. In fact, six of the students who had reported before the treatment that they never engaged in L2 reading for pleasure declared that they were reading an average of anywhere from one to two hours more per week.

As outlined in Chapter Three, Day and Bamford's (1998) "expectancy + value" model for motivation in L2 reading posits that equipping L2 learners who possess

favorable L2 reading attitudes with an ample supply of level-appropriate reading texts and an encouraging socio-cultural environment may lead to elevated levels of L2 reading. I am inclined to conclude that the principal driving factors behind the participants' increased reading times outside of class were access to a leveled library full of comprehensible texts and time in class designated to reading for pleasure in English. The extensive reading library and class time set aside for SSR provided the students with a channel for nurturing and/or influencing the L2 reading attitudes held at the outset of the study. After having an initial positive experience with a book in the first week, several of the students developed healthier L2 reading attitudes that were able to flourish when surrounded by interesting, suitable books and a supportive setting.

Question 3: Does Extensive Reading Coupled with SSR Alter a Learner's Perception of the Role of Reading in L2 Acquisition?

Again, the results of the study lend strong evidence to the effectiveness of reading for pleasure. Pretest Items 4-6 revealed that the participants already held strong beliefs concerning the importance of L2 reading going into the study. As a result, the items were removed from the posttest questionnaire. However, data gleaned from the weekly reading logs and the semi-structured interviews clarified aspects of the learners' perception that were not able to be adequately assessed via the questionnaire results. Students discussed at great length the benefits that they perceived L2 reading for pleasure to have on their English skills with respect to reading comprehension, vocabulary knowledge, speaking, listening, pronunciation, reading speed, and grammar.

While this study was not intended to determine whether or not extensive reading could boost one's L2 acquisition, the results indicate that many of the participants felt

that their L2 skills had been aided by the introduction of extensive reading into their language-learning repertoire. Similar to the results of previous studies (Cho & Krashen, 1994; Tse, 1996b), exposure to extensive reading spurred an increased perception of L2 competence rooted in L2 reading among the participants.

Question 4: Does Extensive Reading Coupled with SSR Improve a Learner's Ability to Select Level-Appropriate L2 Reading Texts?

The questionnaire results and the interviews suggest that, for the most part, the participants believe that they are more capable of accessing appropriate L2 reading texts than at the beginning of the study. The interviews did reveal, though, that much of that belief stems from their interaction with the classroom library rather than other venues. Although some students informed me that they felt better about finding suitable books at bookstores, the library, and their homes, greater effort should be extended to help the students with the task of finding comprehensible texts outside the classroom.

Question 5: Does Extensive Reading Coupled with SSR Improve Learner Self-Efficacy in L2 Reading?

All three of the data-collection tools showed that, for the group as a whole, the treatment led to a marked increase in the students' self-efficacy in L2 reading. The questionnaire mean values for learner confidence and satisfaction with L2 reading improved by 1.00 and 1.59 points respectively. In addition, 7 of the 17 participants chose to allude to feeling more confident in the written entries of their weekly reading logs. However, the participants' amplified confidence was most palpable in the interviews. In addition to reporting being more confident with their reading comprehension and reading

fluency skills, many of the students readily shared anecdotes to exemplify their bolstered self-efficacy in L2 reading.

The results of this study closely corroborate with the numerous findings in previous studies promoting the positive impact that extensive reading has on the confidence of L2 learners (Al-Homoud & Schmitt, 2009; Cho & Krashen, 1994; Lee, 2007; Ro, 2013). While it is difficult to determine the degree to which learner confidence fosters proficiency in L2 reading, the influence it maintained over the L2 reading attitudes, self-efficacy, and motivation of the participants in this study is discernible.

Overarching Question: To What Extent Does Extensive Reading Coupled with Sustained Silent Reading Impact the Attitudes and Motivation Towards L2 Reading of Adult ELLs in a Non-Intensive ABE/ESL Program?

The self-reported results of this project show that a nine-week treatment of extensive reading coupled with SSR significantly altered the participants' motivation to read. The dramatic increase in reading for pleasure outside of class during the study makes a convincing argument for the effect that the approach can have on L2 reading motivation.

L2 reading attitudes also underwent several noteworthy changes for the participant group. Confidence, satisfaction, and enjoyment associated with reading in English all rose while emotions stemming from anxiety, e.g., trepidation and frustration, decreased. In addition, the SSR sessions proved valuable in compensating for a lack of free time in the participants' lives outside of class.

Limitations

After much deliberation of the parameters, implementation, and the data-collection processes of the project, several limitations that might have wielded some degree of influence over the results of the study have come to mind. Addressing these limitations in future research would likely engender more accurate, insightful results.

A primary concern I had when reviewing the self-reported results was the presence of the halo effect. Although I was able to detect and subsequently discard the self-reported results of one participant whose recorded reading times were inconsistent with my observations during the SSR sessions, the possibility exists that a participant(s) might have provided self-reported data that was perceived to be congruent with my expectations, therefore rendering the results less reliable. Although I made a conscious effort to ensure that participants did not inflate the truth by stressing truthfulness and objectivity prior to the introduction of each of the three data-collection tools, our relationships could have affected their input.

A second possible limitation that arose when evaluating the results of the study was the possible likelihood that the completion of the questionnaires and conduction of the interviews in an L2 might have hindered the accuracy of the self-reported data. Fortunately, the interviews proved to be effective in identifying and correcting any questionnaire responses that were misunderstood. Nevertheless, I speculate that the provision of questionnaires in the students' L1 might have largely mitigated some of confusion that emerged during the first stage of data collection.

Along the lines of the need of providing the participants with a questionnaire in their L1, I also believe that the interviews conducted in Spanish wound up being more

comprehensive than those that transpired in English. Although code switching was the norm in the interviews with the native speakers of Spanish, the advantageous ability of being able to fall back on the students' L1 was certainly responsible for yielding more in-depth information.

A third potentially limiting factor is that the participants may have unwittingly amplified their perceptions of the effect that extensive reading had on their language skills. It is possible that their perceived language development was also shaped by other sources of English-language input. In addition to receiving large quantities of input through extensive reading, the students attended other English-language classes and lived in an ESL context that regularly subjected them to English. Even though several of the participants said that they had experienced newfound success these nine weeks that they had not received before despite living in the United States and attending English classes for a number of years, their exposure to English outside of extensive reading could have played a role in reshaping their perspectives.

A fourth plausible shortcoming of the study is its limited duration of nine weeks. Studies have shown that extensive reading programs that last longer than a year are more likely to produce positive results (Krashen, 2004b; Lee, 2007). A few of the students discussed the development of an L2 reading habit during the interviews. I believe that keeping the extensive reading program in place for the remainder of the school year will prove to be helpful in sustaining those reading habits as well as further developing the participants' language skills.

Lastly, it is important to reiterate that only two of the 17 participants of this study reported working outside the home more than 20 hours per week at the time of the

pretest. On the other hand, 14 participants reported not working outside the home. Without downplaying the importance of the participants' personal responsibilities, it could be surmised that the increased dedication to reading for pleasure in English that emerged during the study might have been significantly lower had more of the participants been working outside of the home at the time of the study.

Despite these limitations, I conclude that this study does contribute to an awareness of the affective and motivational benefits that extensive reading coupled with SSR can have on adult ESL learners in a non-intensive adult education program. Consideration of these limitations should enhance any further research exploring the effect of the approach.

Implications

The results of this study have led me to believe that providing adult ESL learners in non-intensive settings with an extensive reading program that is coupled with SSR can have a tremendous effect on learner attitudes and motivation toward L2 reading. However, before commencing with an extensive reading program, deliberation of the incorporation of several tenets of extensive reading that were a part of this study is recommended.

First, learners must have access to a leveled library consisting of texts showcasing a wide range of headword counts, themes, and genres. As noted in Chapter Three, the publishers of graded readers do not have a uniform leveling system, so it is crucial that great care is taken to ensure that texts are leveled according to their headword counts. Otherwise, a program facilitator runs the risk of erroneously grouping different level books together, thus possibly discouraging readers who become frustrated because of an

inability to comprehend a book at their suggested reading level. Furthermore, stocking the library with a large variety of genres is apt to increase the likelihood that all readers will be able to find texts that they deem relevant and interesting.

Second, students should be given freedom of choice when selecting texts. While I feel that the placement exam gave the students an ideal starting point, I felt even better about allowing the students to position themselves "in the driver's seat" when choosing reading materials. Those who were inclined to make jumps quickly came to terms on their own with the need to check out texts that were easily comprehensible. In the case of some of the participants, the experience of choosing level-appropriate books from the classroom library transferred to a confident ability to do so outside the classroom.

Third, I recommend that teachers join the class during the SSR sessions. Like the students, I lead a busy life. Being afforded over 200 minutes of class time to read Spanish texts was not only a relaxing experience that contributed to my L2 learning, but also an opportunity for the students to recognize my personal investment in the practice of L2 reading for pleasure.

Fourth, consistency with the SSR sessions is paramount. One of the most revealing aspects of the interviews was that a strong majority (15 of 17 participants) thoroughly appreciated having the time in class set aside for reading for pleasure in English. If I had only known this beforehand as I apprehensively asked the students to put their class materials aside, take or check out a book, and read for 20 minutes!

Fifth, I suggest supplying students with a reading log and asking that they document the amount of reading time in and out of class. Doing so in this study helped keep students on track during the first few weeks of the study. It also helped students

recall the forgotten names of books that they wanted to discuss with their classmates or me.

Finally, I propose that extensive reading be integrated into the reading curriculum. Even though SSR consumed less than an eighth of our weekly class time (40 of 340 minutes), it proved to be an adequate amount of time. Incorporating communicative activities rooted in what is read during extensive reading such as book talks and book reviews proved to be an effective strategy to spark interest in particular texts.

Dissemination of Findings

My reflections on this project eventually lead me back to the words and reactions of the participants that surfaced during the interviews. In addition to providing me with plenty of smiles and affirming head nods (along with a few tears), the participants shared some awesome stories: Rosa developed a reading habit; Annie and her daughter forged a special reading bond; Ramiro's daughter told him that she was proud of him for reading; Paulina advocated for herself by telling her family that she was setting aside time for her reading habit; Maria's kids commented on her improved pronunciation - the list goes on and on. The participants were introduced to and embraced an activity that not only could they could do on their own terms outside of the classroom, but also an activity that ultimately gave them more confidence and motivation to interact with English. As a result, I aim to share the results of this study with my building colleagues, other language and ABE instructors and, of course, my students.

During the interviews, several of the participants referenced my wife's words that accompanied the orientation to the project. These participants informed me that hearing from another person with a similar background and who had experienced struggles akin

to their own made a formidable impression. Therefore, when introducing extensive reading to my students going forward, I aim to complement my presentation of the results of the study with first-hand accounts of success stories delivered by several of those who partook in this study. In fact, three of the participants of this project have already shared their experiences and suggestions with the students of a life-skills course that I teach. As a result, extensive reading has since maintained a greater presence among the members of that class.

I would also like to present the results of this study to my building colleagues and other language and ABE instructors at local and national conferences. Although I have just begun to delve into the research and practice of extensive reading, the encouraging results of this project have convinced me that informing other instructors of what transpired throughout this study may possess great potential in generating similar results for other language learners.

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Further Research

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Although the results of this study were promising, the short duration of the study cannot be ignored. Therefore, I intend to conduct a delayed follow-up survey in the upcoming school year with any of the participants who are still attending classes at our center. The follow-up survey should allow to me determine the extent to which the participants have sustained the reading practices that emerged during the course of this study.

Given the opportunity to further explore extensive reading coupled with SSR in the future, I would be inclined to track learner attitudes and motivation to L2 reading over

the course of an entire school year. In doing so, I would also introduce more specificity into the questionnaire so that the survey addresses the perceived effect that extensive reading has on the different language skills, e.g., reading comprehension, vocabulary, pronunciation, listening skills, speaking skills, etc.

Another action that I would undertake in future research would be to add a cursory means of assessment. Despite the commonly-held belief that extensive reading should promote the notion that reading is its own reward, several studies have shown that such quizzes do not negatively affect attitudes toward L2 reading (Stoeckel, Nevitt, & Hann, 2012; Waring, 2015). I feel that the incorporation of short, five-question quizzes to assess reading comprehension would assist in confirming that the participants actually read the texts that were listed in their reading logs. Furthermore, I believe that some form of assessment, as minor as the quizzes may be, will potentially assuage any existing concerns held by participants who seek accountability for their learning.

A final point that I would entertain in further investigation is the effect that enhanced L2 reading attitudes and motivation acquired through extensive reading have on lexical knowledge and reading comprehension. The participants frequently referred to their perceived growth in vocabulary and reading comprehension during the interviews. Are these perceptions grounded in reality? Would pretest and posttest assessment of the participants' vocabulary knowledge and reading comprehension produce gains commensurate with their perceptions? Although previous studies have posited that extensive reading has triggered encouraging results with vocabulary acquisition (Askildson, 2008; Cho & Krashen, 1994; Lee, 2007; Pigada & Schmitt, 2006; Suk, 2016) and reading comprehension (Mason & Krashen, 1997; Yamashita, 2008), there does not

yet appear to be a conclusive consensus regarding the payoff that extensive reading has on these two facets of language learning.

Conclusion

Before commencing with this project, I maintained that the presence of L2 pleasure reading habits among the participants would possibly help (1) counter their limited opportunities to practice English, (2) foster increased confidence and motivation in English reading, and (3) tend to an existing need to advance literacy and language skills.

Adults in non-intensive ABE/ESL programs lead largely busy lives that may thwart their ability to commit to studying English in formal education settings or engaging in language practice (Parrish & Johnson, 2010). Side-stepping the need to always be present in the classroom, extensive reading offers such students a viable option for exposing themselves to large quantities of contextually-rich linguistic input at any time and in any place. The participants who were present for the duration of the study not only attended class regularly, but, as evidenced by their weekly reading logs, made time for language practice outside of school

Apart from the pressing challenges that often impede an adult ELL's ability to progress with formal education and engage in language practice, elevated levels of social anxiety and an absence of confidence and/or satisfaction with progress have the potential to cause an adult ELL to withdraw from school or language practice (Parrish, 2004). However, introducing the participants of this study to an extensive reading program coupled with SSR sessions helped unlock a heretofore untapped fondness for reading in English among a great number of the participants. The students in this study not only read

for pleasure in English significantly more outside of class, but also expressed that the reading program enhanced their self-perception as language learners. Most of the participants asserted that in addition to enjoying reading in English more than before the study, they also felt more confident and satisfied with their L2 abilities.

Besides the barriers and affective factors with which adult ELLs in non-intensive ABE/ESL programs frequently contend, the literacy skills of adult ELLs are lagging behind those of their native-speaking peers (Batalova & Fix, 2015). Thus, there is a critical need to expose adult ELLs to instruction that focuses on the development of critical thinking skills and strategies for comprehension of complex texts (Parrish, 2015). While I do not suggest that extensive reading alone will enable an adult ELL to access the explicit learning required to comprehend complex texts, I unequivocally believe that the exposure to sizable amounts of linguistic input as promoted by the approach does aid in sharpening the implicit knowledge used in lower-level reading skills - automaticity with word recognition, word-reading and text-reading fluency, grammar reinforcement, bridging inferences, etc., that makes higher-level reading possible. As outlined in Chapter Four, quite a few of the participants of this study were quick to mention in the interviews that after their L2 reading attitudes and motivation had undergone a substantial makeover, automaticity and fluency in their pleasure reading became commonplace. Echoing Grabe's (2009, p. 328) assertion that "one learns to read by reading (and by reading a lot)," the participants who were motivated to read more stated that they reached a point at which they could read (and comprehend!) without having to pay attention to each and every word that they encountered.

Similar to the results of previous studies enacted by advocates of extensive reading, the approach proved to be an effective force in reshaping the L2 reading attitudes and motivation of the participants of this study. Providing these students with guidance and a wealth of appealing, accessible texts led to enhanced reading attitudes, which in turn cultivated a healthy motivation to read for pleasure – arguably a starting point for the birth of an L2 pleasure reading habit.

Appendix A

Pretest Questionnaire

Reading for Pleasure in English

September 2017

This questionnaire is part of my research through Hamline University. Your participation will help me learn more about the practice of reading for pleasure in English class. Please be honest when responding to the items in Parts 1-3.

Part1: Personal Information

Instructions: please circle the appropriate response for1-3 and write a number in the space for 4-8.

1. Gender:

   a) Male
   b) Female

2. How much school do you have in your native country?

   a) no junior high
   b) some junior high and/or high school
   c) graduated high school
   d) some college/university
   e) graduated college/university (associate's/bachelor's/master's degree)

3. How much school do you have in the U.S.?

   a) some ESL/GED classes
   b) graduated high school (GED)

3. What is your age: ___ 18-24; ___25-34; ___35-44; ___ 45-54; ___ 55-64;   ___ 65-74; ___ 75 or older

4. Number of hours that you work per week: _____

5. Number of minutes that you read for pleasure (books, newspapers, magazines, etc.) in *English* per week (outside of school): _____

6. Number of years that you have lived in the U.S.: _____

7. Number of years that you have been studying English: _____

Part 2: Reading for Pleasure in Your First Language

Instructions: please place a check (✔) in the appropriate column for 1-2.

	Strongly disagree	Disagree	Disagree a little bit	Agree a little bit	Agree	Strongly agree
1. I enjoy reading in my first language.						
2. When I read in my first language, not understanding every word is OK.						

Please write a number in the space for 3.

3. **Number of minutes that you read for pleasure in *your first language* per week: _____**

Part 3: Reading for Pleasure in English

Instructions: please place a check (✔) in the appropriate column for 1-13.

	Strongly disagree	Disagree	Disagree a little bit	Agree a little bit	Agree	Strongly agree
1. I enjoy reading in English.						
2. I often read for pleasure in English when I am not at school.						
3. I want to read for pleasure in English more often.						
4. Reading for pleasure in English is important to me.						
5. Reading makes me smarter and helps me learn about people, places, and things.						
6. Reading in English helps me learn vocabulary.						
7. It is difficult for me to find interesting books in English that I can understand.						

	Strongly disagree	Disagree	Disagree a little bit	Agree a little bit	Agree	Strongly agree
8. I feel confident when I read in English.						
9. I get nervous when I am asked to read aloud in English in class.						
10. I am satisfied with my reading ability in English.						
11. I am good at using context clues in English to understand a new word's definition.						
12. When I read in English, not understanding every word is OK.						
13. I get frustrated or nervous when I see new grammar when I am reading in English.						

Instructions: please place a check (✓) in the appropriate column for 1-13.

THANK YOU FOR YOUR PARTICIPATION! ☺

Appendix B

Weekly Reading Log with Writing Prompts

Weekly Reading Log

(Adapted in part from Day & Bamford, 1998, pp. 88-89)

Name:				
Goal: I want to read _____ minutes every day.				
Date	Material	Minutes read	Pages read	Rating for finished materials
Monday		in class: at home: total:		
Tuesday		in class: at home: total:		
Wednesday		in class: at home: total:		
Thursday		in class: at home: total:		
Friday				
Saturday				
Sunday				

Weekly Reading Log

(Adapted in part from Day & Bamford, 1998, pp. 88-89)

Please choose one or more of the following suggested writing topics.

- Give your opinion about the story.*

- Guess what you think a new book will be about. *

- Did you learn something by reading the book?

- What did you not like about the book?

- How does this story connect to your life?

- Tell me about your level of confidence with reading since you started the reading

    project. Give an example to support your statement.

- How did you feel when you finished a book?

* Adapted in part from Lyutaya (2011)

Appendix C

Semi-Structured Interview Questions

Interview Questions:

All participants were asked the following questions.

1. What did you learn from this experiment?

2. How do you feel about reading for pleasure in English?

3. How would you describe yourself as a reader?

4. Your questionnaire response indicates that reading in class has improved your reading attitude. Please explain why you believe that.

5. Would you like to continue to have time in class dedicated to reading for pleasure?

6. How did the weekly reading log make you feel? Did it affect the amount of time that you spent reading for pleasure?

The following questions were formulated from the responses to the questionnaire items. As a result, their usage varied from participant to participant.

1. You read for pleasure much more now than before the project. Why?

2. Your questionnaire response indicate that it is easier for you to find interesting books at your level. Can you give me some examples of some books that you found? What do you think is the next step in finding appropriate books for you?

3. Your questionnaire response indicate that you are more satisfied with your reading abilities before the project. Tell me about that.

4. How do you feel when you see new words that you don't understand? Did you feel the same way before the experiment?

5. Your questionnaire response indicate that you feel more confident about reading in English. Tell me why you believe that.

6. How would you rate your ability to use context clues to understand the meaning of a

new vocabulary word? Did you feel the same way before the experiment?

7. How do you feel when you see new grammar when you are reading for pleasure? Did you feel the same way before the experiment?

8. Your questionnaire response indicates that reading in class has helped your reading abilities. Please explain why you believe that.

Appendix D

Pretest/Posttest Questionnaire Responses

Item 1: I enjoy reading in English.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	4	6	2
Araceli	3	5	2
Dalin	4	5	1
Evelyn	2	5	3
Judy	4	5	4
Lebasi	5	5	-
Maria	4	5	1
Mariana	4	5	1
Nok	5	5	-
Pat	3	6	3
Paulina	4	5	1
Ramiro	4	5	1
Rodrigo	4	4	-
Rosa	3	6	3
Silvia	4	5	1
Sofia	2	5	3
Wendy	4	5	1

Item 2: I often read for pleasure in English when I am not at school.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	4	5	1
Araceli	3	4	1
Dalin	3	5	2
Evelyn	2	4	2
Judy	4	5	1
Lebasi	1	4	3
Maria	4	4	-
Mariana	2	5	3
Nok	5	5	-
Pat	4	4	-
Paulina	1	5	4
Ramiro	1	5	4
Rodrigo	3	3	-
Rosa	5	5	-
Silvia	2	4	2
Sofia	1	5	4
Wendy	4	5	1

Item 3: I want to read for pleasure in English more often.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	6	-	-
Araceli	5	-	-
Dalin	5	-	-
Evelyn	5	-	-
Judy	5	-	-
Lebasi	5	-	-
Mariana	5	-	-
Maria	6	-	-
Nok	6	-	-
Pat	4	-	-
Paulina	5	-	-
Ramiro	5	-	-
Rodrigo	4	-	-
Rosa	5	-	-
Silvia	5	-	-
Sofia	5	-	-
Wendy	5	-	-

Item 4: Reading for pleasure in English is important to me.			
Name	Pretest	Posttest	Difference
Annie	5	-	-
Araceli	5	-	-
Dalin	5	-	-
Evelyn	5	-	-
Judy	5	-	-
Lebasi	5	-	-
Maria	6	-	-
Mariana	5	-	-
Nok	6	-	-
Pat	5	-	-
Paulina	5	-	-
Ramiro	6	-	-
Rodrigo	4	-	-
Rosa	5	-	-
Silvia	5	-	-
Sofia	5	-	-
Wendy	6	-	-

Item 5: Reading makes me smarter and helps me learn more about people, places, and things.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	6	-	-
Araceli	5	-	-
Dalin	5	-	-
Evelyn	5	-	-
Judy	5	-	-
Lebasi	5	-	-
Maria	6	-	-
Mariana	5	-	-
Nok	6	-	-
Pat	5	-	-
Paulina	5	-	-
Ramiro	6	-	-
Rodrigo	5	-	-
Rosa	5	-	-
Silvia	6	-	-
Sofia	6	-	-
Wendy	5	-	-

Item 6: Reading in English helps me learn vocabulary.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	6	-	-
Araceli	6	-	-
Dalin	5	-	-
Evelyn	5	-	-
Judy	6	-	-
Lebasi	5	-	-
Maria	6	-	-
Mariana	4	-	-
Nok	6	-	-
Pat	5	-	-
Paulina	5	-	-
Ramiro	6	-	-
Rodrigo	4	-	-
Rosa	6	-	-
Silvia	6	-	-
Sofia	6	-	-
Wendy	6	-	-

Item 7: It is difficult for me to find interesting books in English that I can understand.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	3	2	1
Araceli	6	2	4
Dalin	5	5	-
Evelyn	5	5	-
Judy	5	2	3
Lebasi	5	3	2
Maria	4	4	-
Mariana	2	2	-
Nok	5	5	-
Pat	6	6	-
Paulina	5	2	3
Ramiro	6	2	4
Rodrigo	5	5	-
Rosa	5	4	1
Silvia	4	3	1
Sofia	5	3	2
Wendy	5	4	1

Item 8: I feel confident when I read in English.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	3	6	3
Araceli	5	5	-
Dalin	5	5	-
Evelyn	4	4	-
Judy	4	5	1
Lebasi	2	5	3
Maria	4	4	-
Mariana	2	3	1
Nok	3	4	1
Pat	3	5	2
Paulina	5	5	1
Ramiro	4	5	1
Rodrigo	3	3	-
Rosa	4	5	1
Silvia	5	6	1
Sofia	3	4	1
Wendy	2	4	2

Item 9: I get nervous when I am asked to read aloud in English.			
Name	Pretest	Posttest	Difference
Annie	4	2	2
Araceli	2	2	-
Dalin	2	2	-
Evelyn	5	5	-
Judy	4	2	2
Lebasi	5	5	-
Maria	4	4	-
Mariana	5	3	2
Nok	4	4	-
Pat	4	5	(1)
Paulina	4	3	1
Ramiro	5	5	-
Rodrigo	4	4	-
Rosa	4	2	2
Silvia	4	4	-
Sofia	2	2	-
Wendy	5	4	1

Item 10: I am satisfied with my reading ability in English.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	3	4	1
Araceli	1	6	5
Dalin	4	5	1
Evelyn	4	6	2
Judy	4	5	1
Lebasi	4	6	2
Maria	1	4	3
Mariana	4	4	-
Nok	4	4	-
Pat	3	5	2
Paulina	4	5	1
Ramiro	2	4	2
Rodrigo	3	3	-
Rosa	3	5	2
Silvia	3	4	1
Sofia	2	5	3
Wendy	2	3	1

Item 11: I am good at using context clues in English to understand a new word's definition.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	4	6	2
Araceli	6	5	(1)
Dalin	2	4	2
Evelyn	3	5	2
Judy	5	5	-
Lebasi	2	5	3
Maria	3	4	1
Mariana	2	4	2
Nok	4	4	-
Pat	4	4	-
Paulina	3	6	3
Ramiro	2	1	(1)
Rodrigo	4	4	-
Rosa	4	5	1
Silvia	4	5	1
Sofia	4	4	-
Wendy	2	4	2

Item 12: When I read in English, not understanding every word is OK.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	2	5	3
Araceli	2	5	3
Dalin	2	5	3
Evelyn	2	6	4
Judy	3	5	2
Lebasi	5	6	1
Maria	3	6	3
Mariana	5	5	-
Nok	2	5	3
Pat	2	6	4
Paulina	5	6	1
Ramiro	2	2	-
Rodrigo	4	4	1
Rosa	1	1	-
Silvia	3	4	1
Sofia	1	2	1
Wendy	2	4	2

Item 13: I get frustrated or nervous when I see new grammar when I am reading in English.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	5	3	2
Araceli	4	2	2
Dalin	5	4	1
Evelyn	4	1	3
Judy	5	2	3
Lebasi	2	1	1
Maria	3	3	-
Mariana	2	3	(1)
Nok	5	5	-
Pat	2	2	-
Paulina	4	1	3
Ramiro	5	5	-
Rodrigo	3	3	-
Rosa	4	2	2
Silvia	3	2	1
Sofia	5	4	1
Wendy	5	5	-

Item 14: Reading for pleasure in class has helped me improve my reading skills.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	-	6	-
Araceli	-	6	-
Dalin	-	5	-
Evelyn	-	6	-
Judy	-	5	-
Lebasi	-	6	-
Maria	-	6	-
Mariana	-	5	-
Nok	-	5	-
Pat	-	6	-
Paulina	-	6	-
Ramiro	-	5	-
Rodrigo	-	4	-
Rosa	-	6	-
Silvia	-	5	-
Sofia	-	5	-
Wendy	-	4	-

Item 15: Reading for pleasure in class has helped me improve my reading attitude.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	-	6	-
Araceli	-	5	-
Dalin	-	5	-
Evelyn	-	6	-
Judy	-	5	-
Lebasi	-	5	-
Maria	-	6	-
Mariana	-	5	-
Nok	-	5	-
Pat	-	5	-
Paulina	-	6	-
Ramiro	-	5	-
Rodrigo	-	4	-
Rosa	-	6	-
Silvia	-	5	-
Sofia	-	5	-
Wendy	-	4	-

Item 16: I read for pleasure more at home now than I did before I started reading for pleasure in class.			
Name	**Pretest**	**Posttest**	**Difference**
Annie	-	6	-
Araceli	-	4	-
Dalin	-	5	-
Evelyn	-	5	-
Judy	-	5	-
Lebasi	-	5	-
Maria	-	6	-
Mariana	-	5	-
Nok	-	5	-
Pat	-	5	-
Paulina	-	6	-
Ramiro	-	5	-
Rodrigo	-	4	-
Rosa	-	6	-
Silvia	-	6	-
Sofia	-	5	-
Wendy	-	5	-

Appendix E

Pretest Questionnaire Responses to Questions Concerning L1 Reading Attitudes

Item 1: I enjoy reading in my first language			
Name	I enjoy reading in my L1.	When I read in my L1, not understanding every word is OK.	Number of weekly minutes spent reading for pleasure in L1.
Annie	6	1	150
Araceli	6	5	35
Dalin	5	5	60
Evelyn	5	3	0
Judy	5	5	120
Lebasi	6	5	180
Maria	5	5	40
Mariana	4	5	35
Nok	5	1	180
Pat	3	5	30
Paulina	5	3	180
Ramiro	4	2	90
Rodrigo	4	3	60
Rosa	5	2	150
Silvia	4	3	60
Sofia	2	2	90
Wendy	6	4	40

Appendix F

Weekly Minutes Spent Reading for Pleasure in L1 and English Outside of Class at Time

of Pretest

Name	Number of weekly minutes spent reading for pleasure in L1 at time of pretest	Number of weekly minutes spent reading for pleasure in English at time of pretest
Annie	150	30
Araceli	35	0
Dalin	60	120
Evelyn	0	0
Judy	120	30
Lebasi	180	0
Maria	40	15
Mariana	35	0
Nok	180	120
Pat	30	30
Paulina	180	0
Ramiro	90	0
Rodrigo	60	0
Rosa	150	50
Silvia	60	20
Sofia	90	0
Wendy	40	25

Appendix G

Weekly Minutes Spent Reading for Pleasure in English Outside of Class

Weekly Minutes Spent Reading for Pleasure in English Outside of Class											
Name	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	9-Week Average	Before	Difference
Annie	198	165	130	70	85	110	65	300	330	182	30	152
Araceli	50	0	10	0	20	30	20	40	*	21	0	21
Dalin	65	95	141	120	160	160	115	135	80	119	120	-1
Evelyn	48	82	107	80	157	175	108	117	46	102	0	102
Judy	160	170	110	160	160	100	45	115	115	126	30	96
Lebasi	*	115	105	126	91	115	270	203	230	157	0	157
Maria	207	387	191	230	366	90	426	259	270	270	15	255
Mariana	*	43	65	*	119	45	64	107	131	82	0	82
Nok	505	455	245	410	475	250	335	335	240	361	120	241
Pat	240	105	60	50	45	30	120	20	100	86	30	56
Paulina	105	110	30	160	200	190	285	390	280	194	0	194
Ramiro	177	132	103	145	232	180	285	166	148	174	0	174
Rodrigo	45	0	20	0	0	0	0	0	0	7	0	7

Weekly Minutes Spent Reading for Pleasure in English Outside of Class											
Rosa	25	46	93	30	165	310	210	125	105	123	50	73
Silvia	80	170	10	95	60	75	10	0	105	67	20	47
Sofia	125	131	170	187	100	65	53	155	145	126	0	126
Wendy	95	90	207	359	122	95	321	145	39	164	25	139
* Absent for the week											

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