

Development of Out-of-Class Extensive Reading to Enhance
Perceived English Reading Self-efficacy of
Underserved Students

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การพัฒนาการอ่านแบบกว้างขวางนอกชั้นเรียนเพื่อส่งเสริมการรับรู้สมรรถนะแห่งตนด้านการอ่าน
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การรับรู้สมรรถนะแห่งตนด้านการอ่านเป็นปัจจัยสำคัญปัจจัยหนึ่งที่เอื้อต่อการพัฒนาความสามารถทาง
 ภาษาอังกฤษเนื่องจากเป็นปัจจัยเสริมสร้างแรงจูงใจของผู้เรียนในด้านการอ่านและการเรียนรู้ งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษา
 ผลของการใช้การอ่านแบบกว้างขวางนอกชั้นเรียนเพื่อส่งเสริมการรับรู้สมรรถนะแห่งตนด้านการอ่านของนักเรียนด้อยโอกาส
 และเจตคติของนักเรียนด้อยโอกาสต่อการอ่านแบบกว้างขวางนอกชั้นเรียน งานวิจัยเรื่องนี้เป็นงานวิจัยแบบผสมผสานที่เน้นการ
 วิจัยเชิงคุณภาพแบบใช้เรื่องเล่า และผู้เข้าร่วมวิจัยคือนักเรียนด้อยโอกาสระดับชั้นมัธยมศึกษาตอนต้นจำนวน 5 คนที่กำลังศึกษา
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 ถูกคัดเลือกมาโดยการใช้วิธีคัดเลือกกลุ่มตัวอย่างแบบเจาะจง เครื่องมือที่ใช้ในการเก็บข้อมูลคือแบบสอบถามการรับรู้สมรรถนะ
 แห่งตนทางการอ่านทั้งก่อนและหลังการวิจัย แบบบันทึกการอ่าน แบบบันทึกของผู้สอน แบบสัมภาษณ์และแบบสอบถามเจตคติ
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 ส่งเสริมการรับรู้สมรรถนะแห่งตนทางการอ่านของผู้เรียนและผู้เรียนมีเจตคติทางบวกต่อการอ่านแบบกว้างขวางนอกชั้นเรียน
 เนื่องจากมีความเหมาะสมกับคุณลักษณะและสภาพในการเรียนเฉพาะตัวของนักเรียนด้อยโอกาสและยังช่วยเสริมสร้างแรงจูงใจ
 ในการเรียนของนักเรียนด้อยโอกาสอีกด้วย จากผลวิจัยดังกล่าวจึงสามารถสรุปได้ว่าการอ่านแบบกว้างขวางนอกชั้นเรียนสามารถ
 นำมาใช้ส่งเสริมการรับรู้สมรรถนะแห่งตนด้านการอ่านซึ่งช่วยพัฒนาความสามารถด้านการอ่านของนักเรียนด้อยโอกาสต่อไป
 ด้วย

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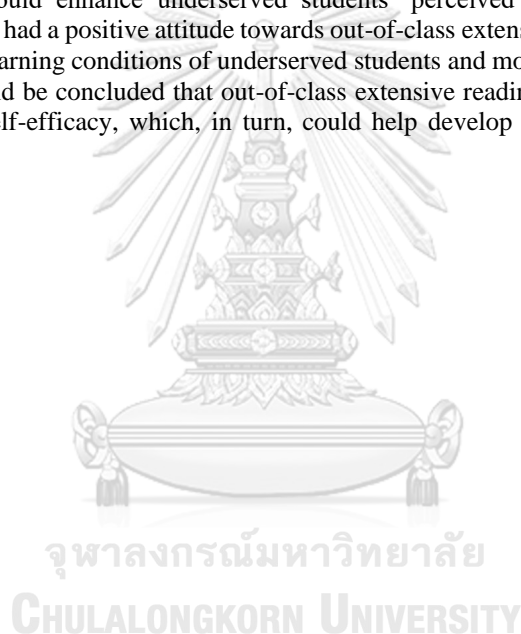
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Perceived English reading self-efficacy is one of the essential factors that facilitate development of English language ability as it motivates learners to read and learn. The present study aimed to investigate the outcomes of out-of-class extensive reading to enhance perceived reading self-efficacy of underserved student and to explore underserved students' attitudes towards out-of-class extensive reading. In this study, a mixed-method research design, with a particular focus on the use of narrative inquiry, was employed, and the study participants consisted of five lower secondary students in a slum community in Bangkok, Thailand. The purposively selected participants were between 14 and 15 years old, and all of them were considered underserved students. Data were collected by means of the pre- and post-perceived reading self-efficacy questionnaires, students' log, teacher's diary, interview protocols and attitude questionnaire. The findings revealed that out-of-class extensive reading could enhance underserved students' perceived reading self-efficacy and the underserved students had a positive attitude towards out-of-class extensive reading as it suited specific characteristics and learning conditions of underserved students and motivated them to read. Based on such findings, it could be concluded that out-of-class extensive reading could be utilized to enhance perceived reading self-efficacy, which, in turn, could help develop reading ability of underserved students.



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Student's Signature
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CHAPTER I

INTRODUCTION

1.1 Background and significance of the study

It is undeniable that English has become a global language, and it is now widely recognized as an International Language (EIL) that is used in many countries around the world. English plays important roles in individual countries and mainly in international contexts where people from diverse linguistic and cultural backgrounds interact with each other (Matsuda and Friedrich (2011). In other words, English has become an international language, which means it is a language that is mostly used for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a 'second' or 'foreign' language (Harmer, 2007). With the expansion of business, economics, and education, English is greatly used for different purposes ranging from business to traveling and from gaining new knowledge to finding a job. Consequently, for an individual to engage fully on the global stage, it is unavoidable that they need to develop English language skills to the extent that they allow them to use the language to function competently and successfully.

The use of the English language in Thailand is dramatically increasing. In the past, English was mainly used for educational purposes as a tool to gain more advanced knowledge from more developed western countries. However, at present, as the economics in Thailand is rapidly growing, the use of English has widely expanded to other aspects of life (Prasongporn, 2017). The Thai people use English to communicate with foreigners, to engage in an investment with foreign investors, and to have personal

entertainment. Put another way, every Thai needs to develop English language proficiency to live a better or more comfortable life. Moreover, the significance of world technology is exponentially rising, including the reliance on the Internet in almost all aspects of life. This becomes another factor why English is more important in our country.

As regards the use of English as an international language in Thailand, English is used as an important communicative tool in a wide variety of aspects in life: education, business, technology, communication, politics, diplomacy, personal entertainment, etc. Due to its significance, English is considered a compulsory foreign language subject that all Thai students are required to study, as specified in the Basic National Curriculum B.E. 2544 (2001), from Grade 1 of elementary education to Grade 12 or the last year of high school. However, even though English language learning in Thailand has been in existence for many decades, problems with traditional Thai classrooms which still mainly use grammar translation and audio-lingual approaches have been observed and documented (Teng, 2015). The problems with traditional Thai classrooms include an over-emphasis on grammar in isolation which hinders development of communicative competence on the part of the learners (Saengboon, 2002), limited class time and large to very large class sizes which make it difficult for teachers to assist individual students' learning (Darasawang, 2007), and mixed levels of proficiency of students in one class to name a few (Dhanasobhon, 2007). Wiriyachitra (2002) has pointed out that with such a classroom arrangement, the students lack necessary opportunities to practice the use of the English language to the fullest. In addition to class setting and lack of opportunity to practice English in class, the students rarely have a chance to be exposed to English in their daily lives outside

class as English is used as a foreign language in the country, nor do they have the opportunity to actually practice and use English in an authentic context. Also, Thai learners tend to be too shy to speak English, and a large number of them do not have a high level of motivation to learn (Kitjaroonchai, 2012).

Among the four English language skills of reading, writing, listening, and speaking, reading is considered one of the most important language skills because it is believed that reading ensures the success of learners at all educational levels (Yaemtui, 2015). Reading can be used as a tool to comprehend and learn. Many researchers and educators have emphasized the significance of developing learners' reading comprehension to enable them to become effective readers. Suitable reading instruction and appropriate learning activities are designed to help learners when they encounter difficulties so that they can improve their reading proficiency (Anderson, 1991). So far various research studies have been conducted with Thai learners using several teaching methods and techniques, and most of these studies have revealed that Thai learners had some difficulties in reading English (Prasongporn, 2017).

Extensive reading is an instructional approach that mainly provides reading opportunity for learners to read in a large quantity. It is widely promoted in the field of English language learning (Day, 2002; Day & Bamford, 1998; Grabe & Stoller, 2019) as an alternative approach that can be employed in addition to intensive reading undertaken in class. Generally, extensive reading means “reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (Richards & Schmidt, 2013, pp. 193-194). Previous research has investigated the effectiveness of extensive reading and pointed out that extensive

reading can be used for various purposes. To begin with, Nakanishi (2015) has reported that extensive reading could help learners improve reading rate and reading proficiency, while Teng (2015) confirms that extensive reading helped enhance vocabulary growth and reading ability of EFL learners. Finally, Miller and Stewart (2013) have supported the use of extensive reading, pointing out that extensive reading promotes not only autonomous learners in the reading process but also creates lifelong L2 readers.

A large amount of English reading research has been undertaken in various aspects such as pedagogical techniques, instructional processes, affective factors, reading strategies, etc. in an attempt to help language learners master reading proficiency. One popular topic to consider is the relationship between reading and affective factors. Among the affective factors, perceived self-efficacy seems to have a strong relationship with reading (Oh, 2016). This simply means that when language learners possess perceived reading self-efficacy, they could better improve their reading skill. Based on the concept of perceived self-efficacy proposed by (Bandura, 1977, 1997), it could be assumed that the concept of self-efficacy plays a significant role in the development of learners' reading ability in terms of self-beliefs in their capabilities to achieve the goals or to complete the tasks. Various research studies on reading self-efficacy have been undertaken in both ESL and EFL contexts (Barkley, 2006; Shell et al., 1989; Song, 2000). Cantrell et al. (2013), for example, have investigated self-efficacy beliefs of first-year college students and their characteristics in a developmental reading course and found that students with a higher level of self-efficacy were able to perform better and had higher reading ability compared to those with a lower level of self-efficacy. A similar finding has been reported by Maguire et

al. (2013) who conducted a study to explore the relationships between the students' beliefs and their associations with learning strategies. They found that when the students improved their self-efficacy, their confidence increased, and they were better able to utilize their reading skill to perform the tasks. In another study, it has been found that students with higher perceived self-efficacy were likely to perform better when encountering difficulties and overcoming the obstacles compared to the students with lower perceived self-efficacy (Pajares & Schunk, 2001). Moreover, it is documented that perceived reading self-efficacy has an influence on language learners' overall reading orientation including reading comprehension and achievements (Wilson & Kim, 2016; You et al., 2016).

Many instructional issues should be taken into consideration when aiming to develop learners' perceived reading self-efficacy. Since Thai learners are familiar with traditional Thai classrooms, where the teachers mainly give them instructions and directions, they hardly come out of the comfort zone of the traditional classroom and take more charge of their own learning (Kettanun, 2015). Besides this, there are certain restrictions that come with in-class learning such as limited class time and teachers' lack of opportunity to fully assist individual students due to a large class size, out-of-class language learning is seen as a promising alternative that provides learners with more opportunities to learn and acquire the target language. In addition to a chance to practice language use in an authentic context, out-of-class language learning also encourages interaction and collaboration among learners. Hyland (2004) has pointed out that out-of-class learning is essential for learners' learning in many ways. Most importantly, out-of-class learning responds to the particular needs of diverse student population, particularly marginalized groups such as minority, ethnic, working-class,

and underserved students who may not be so familiar with the traditional classroom setting or a formal learning environment like mainstream students do (McKinney et al., 1998). Put another way, when it is believed that classroom instruction alone may not be sufficient for the development of English language competence, there is the need for learners to perform activities outside the classroom to supplement what has been taught in class to ensure greater learning success (Nunan, 1989).

In addition to mainstream students in school in Thailand, there are a group of students who may lack a chance to enjoy the privilege mainstream students normally have. They are underserved students who have to live with certain limitations in life and encounter many challenges in school, including language learning. They may have to live with problems that obstruct their learning including personal problems, family problems, financial problems, poor living conditions, and lack of time to study. For example, instead of going to class on a regular basis, underserved students may have to help their parents work to earn money to strive for survival and better living conditions. As such, education can be an important factor that can help underserved students come out of poverty as it is one of the primary tools to higher education, which means better job opportunities, better earnings, and better living condition. In particular, the English language can lend itself as a means that offers underserved students more opportunities in life. Simply put, English is beneficial for underserved students to overcome the challenges in life they encounter.

A previous research study investigating the needs and problems in English language learning of underserved students in the Klong Toey slum, which is the largest slum in Bangkok, Thailand, has revealed that underserved students in Klong Toey slum needed to improve all four skills in English: listening, speaking, reading, and writing.

The teachers who taught these students shared a similar attitude. In brief, underserved students in a slum area had a low level of overall proficiency in English. They explained that they had to encounter various obstacles in English language learning as they lacked a chance to practice the skills and to continue studying English in class (Tangkijmongkol & Wasanasomsithi, 2013).

Such limitations arise from a variety of reasons including personal problems, family problems, financial constraints, poor living conditions, etc. Some of the underserved students may have to earn a living while simultaneously going to school, while others may have to keep relocating with their parents who move around to search for job opportunities, making it difficult for them to sustain their education, let alone accomplishing desired learning goals. It is accepted that a higher level of English language proficiency can be a means to help increase these students' chances in life, which, in turn, means possibility to eventually escape poverty and underserved life (Polrak, 2019). For this reason, these underserved students should be equipped with English language skills they need. Therefore, it is deemed crucial to seek ways to help these underserved students by enabling them to develop English language proficiency, especially reading comprehension ability, and this can begin with development of their perceived reading self-efficacy.

The existing problems of English language reading of underserved students are partly due to a lack of suitable learning environment and limited opportunity to practice English. Moreover, underserved students may lack motivation to learn the English language, which is one of the obstacles in their language development. In order to achieve their learning goals, underserved students should have confidence and believe in their own abilities first. This can be done by promoting their perceived reading self-

efficacy, which is seen as a promising means to enhance these students' motivation and confidence, making them ready and willing to struggle to meet their learning expectations and accomplish their learning goals.

1.2 Research questions

- 1) What are the outcomes of out-of-class extensive reading on enhancement of underserved students' perceived English reading self-efficacy?
- 2) What are underserved students' attitudes towards out-of-class extensive reading?

1.3 Objectives of the study

- 1) To investigate the outcomes of out-of-class extensive reading on enhancement of underserved students' perceived English reading self-efficacy
- 2) To explore underserved students' attitudes towards out-of-class extensive reading

1.4 Scope of the study

This mixed-method research, with a particular focus on narrative inquiry, aimed to investigate the outcomes of out-of-class extensive reading on enhancement of perceived English reading self-efficacy of underserved students in a slum area as well as their attitudes towards out-of-class extensive reading. Five underserved students, age 14-15 years, were purposively selected as the participants of the study. All of them were lower secondary students in a slum area in Bangkok, Thailand. The pre- and post-perceived reading self-efficacy questionnaires, reading logs, teacher's diary, interview

protocols and attitude questionnaire were to collection both quantitative and qualitative data, and data were analyzed using descriptive statistics and content analysis.

1.5 Definition of terms

1.5.1 Out-of-class language learning

Out-of-class language learning is defined as “any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning, or self-directed naturalistic learning” (Benson, 2013, p. 62). In this study, out-of-class language learning was an instructional approach that was specifically designed to enhance underserved students’ perceived English reading self-efficacy.

1.5.2 Extensive reading

Grabe and Stoller (2019) have defined extensive reading as an “approach to the teaching and learning of reading in which learners read large quantities of material that is within their linguistic competence” (p. 259). In this study, extensive reading was an approach to teach reading in which students would be exposed to various kinds of reading materials to provide them with opportunity to read what and as much as they preferred. Graded readers were used as reading materials provided by the researcher based on the assumption that they should attract the underserved students’ attention and they matched the students’ proficiency levels. It was anticipated that after underserved students were introduced to extensive reading, they would develop the interest in reading and their perceived reading self-efficacy could be enhanced.

1.5.3 Perceived reading self-efficacy

Self-efficacy is defined by Bandura (1977) as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (p. 391). Perceived reading self-efficacy has been defined as learner’s beliefs of their ability to perform the reading tasks such as summarizing the main idea, guessing the meaning of the text, inferring the author’s attitudes from the text, etc. (Li & Wang, 2010). In the present study, perceived reading self-efficacy referred to underserved students’ beliefs and confidence in their own ability to complete the reading tasks and achieve the goal of reading. There were four sources of perceived reading self-efficacy, which were mastery experiences, vicarious experiences, verbal persuasion, and emotional states of self-efficacy, each of which helps improve individual students’ self-efficacy (Bandura, 1977).

1.5.4 Underserved students

Academic Pathways to Access and Student Success by LaManque (2011) defines the term underserved students as “students who do not receive equitable resources as other students in the academic pipeline. Typically, these groups of students include low-income, underrepresented racial or ethnic minorities, and first-generation students as well as many others.” In this study, underserved students referred to the students who lacked the rights and advantages that the majority of students in the country had. They lived in substandard circumstances in a slum area. Even though they received compulsory education and were in the formal school system at a public school in that area as required by the

government, they generally lacked many educational opportunities that mainstream students enjoyed due to such reasons as necessity to help their parents work to earn a living, frequent relocation, etc.

1.6 Significance of the study

The significances of this research study were divided into theoretical significance and pedagogical benefits. Firstly, in terms of theoretical significance, the findings of the present study would shed more light on how out-of-class extensive reading could be implemented to promote perceived reading self-efficacy of underserved students who may lack opportunity to learn the ways mainstream students learn. In addition, as regards practical benefits, the findings of the present study could be applied by teachers who wish to enhance perceived reading self-efficacy of students, both mainstream and underserved students, by using extensive reading done outside class.

CHAPTER II

LITERATURE REVIEW

This study investigated the outcomes of out-of-class extensive reading on underserved students' perceived English reading self-efficacy and their attitudes toward out-of-class extensive reading. In this chapter, related theories and research on reading, out-of-class language learning, perceived reading self-efficacy, and related research are reviewed.

2.1 Reading

2.1.1 Definition of reading

Reading is a cognitive process in which learners decode written symbols to extract meaning from those symbols. Like listening, reading is a receptive skill. According to Grabe (2008), reading “is a complex combination of processes, which are rapid, efficient, interactive, strategic, flexible, evaluative, purposeful, comprehending, learning, and linguistic” (p. 14). It also can be stated as the process of involving the reader, the text and the interaction between them (Grabe, 2008; Grabe & Stoller, 2019).

Reading is the most important academic skills as many researchers have claimed for many years (Grabe & Stoller, 2019). It is the principle means for learning new information and gaining more access to the explanations and interpretations. Moreover, reading provides the basic foundation for synthesis and critical evaluation skills. In addition, reading is the primary step required to perform academic tasks, enabling learners to learn more information and improve language abilities.

Reading generally refers to the actual ability to comprehend the text by using the individual reading processes and strategies. Fluent readers should possess the ability to do the following (Grabe, 2014):

1. Read rapidly for comprehension
2. Recognize words rapidly and automatically (without paying any attention to them)
3. Draw on a very large vocabulary store
4. Integrate text information with their own knowledge
5. Recognize the purpose(s) for reading
6. Comprehend the text as necessary
7. Shift purpose to reading strategically
8. Use strategies to monitor comprehension
9. Recognize and repair miscomprehension
10. Read critically and evaluate information

As such, reading can be defined as the complex ability to identify the meaning from the text. Various abilities and skills are the key components leading to reading comprehension. Reading comprehension involves the ability to understand words rapidly and efficiently, remember a large amount of vocabulary, interpret sentence structures and build comprehension, acknowledge the purposes of reading and imply strategic processes, interpret meaning with the background knowledge, evaluate the texts with reader goals, and generate the text comprehension with fluent processes to the level required.

2.1.2 Reading processes

In order to be able to comprehend reading texts, readers need to rely on two levels of reading processes: lower-level and higher-level processes, as defined by Grabe (2014). Both processes occur with memorization, which can be seen as a pattern of cognitive neural activation at any given moment. Lower-level processes focus on automatic recognition of the linguistics information such as word parts, morphemes, syntax, and semantic which are relevant to the meaning units (Grabe, 2008). On the other hand, higher-level processes focus on strategies and resources for comprehension of texts including the ability to: 1) figure out main idea and meaning, 2) understand related and thematic information, 3) make a text model of comprehension, and 4) infer background knowledge, strategic processes and context constraint to create the model of reading (Hannon, 2012; Perfetti & Adlof, 2012). According to Grabe (2008), both processes happen automatically in fluent readers.

Lower-level processing: Previous research has revealed that there is a strong link between orthographic forms and the sound of language in order to read. Also, there are strong relationships between linguistics knowledge and reading comprehension like grammatical knowledge and discourse that are required in reading comprehension (Grabe, 2014; Shiotsu, 2010). Moreover, vocabulary knowledge is correlated with L2 reading abilities (Qian, 2002). Grabe and Stoller (2019) conclude that fluent readers automatically process the meaning units from building comprehension of the main idea of the text and extracting the syntactic parsing of the clause.

Higher-level processing: It refers to the process of reading which is not better or harder, but it is closer to conscious introspection on the part of the reader. In this process, readers used their background knowledge, inference, and attitudes to comprehend the text. Therefore, linguistics knowledge and information are required for text comprehension (Kintsch, 2012).

These processes are important for readers when they are trying to achieve reading comprehension. In addition to reading processes, other factors such as reading strategies also play a role. In general, reading strategies can be taught by different means of reading instruction.

2.1.3 Reading instruction

To be able to read, an effective reading approach is needed to develop reading comprehension. Among different approaches to develop reading comprehension, intensive reading and extensive reading approaches are the most prominent.

2.1.3.1 *Intensive reading & extensive reading*

Intensive reading is a teacher-centered approach used in the class where the teacher is as an instructor who controls the class in terms of texts, contents, vocabulary, grammar, and reading organization and comprehension (Miller & Stewart, 2013). Most of the tasks in the class depend on the teachers and instruction. As Brown (1989) explains, intensive reading focuses on grammatical patterns, discourse markers, and sentence structures in order for readers to understand the meaning of the sentences. Moreover, the common characteristics of intensive reading is

classroom-based instruction in which the teacher provides texts for the students to read. The instruction mainly focuses on linguistic features of a reading.

Brown (2007) also explains that intensive reading instruction can be seen as bottom-up, top-down, and interactive approaches. Which can be used to support readers to achieve reading comprehension. As for the bottom-up model, it begins with sound and word recognition at the lower level of reading processes before progressing to the meaning, which is considered intensive reading. As regards the top-down model, it tends to utilize readers' background knowledge by making connection between what they have read and what they will read to make more specific comprehension. However, Welch (1997) clarifies that intensive and extensive reading are different in four distinctive features: purpose, level, amount, and speed. Extensive reading mainly focuses on general understanding and enjoyment, while intensive reading is for language study, which is higher in level of difficulty.

However, it is worth noting that intensive reading may pay too much attention to sentence levels and turn the reading class into a grammar class. On the other hand, extensive reading is another approach described as in opposition to intensive reading (Susser & Robb, 1990). Extensive reading is defined as the act of reading a variety of books rapidly from the reader's attention for comprehension, not for studying the language (Day & Bamford, 1998). Even though textbooks may be used for language learning, the main focus of extensive reading is learners' comprehension and

enjoyment.

Grabe and Stoller (2019) define extensive reading as an approach “in which learners read large quantities of materials that are within their linguistic competence” (p. 286), whereas Day and Bamford (2010) define extensive reading as “an approach to language teaching in which learners read a lot of materials in the new language” (p. 1) that the students choose by themselves. The purpose of extensive reading is to read for general meaning, information, and enjoyment. Suk (2016) clarifies that these definitions share a similarity in that extensive reading is to read a large number of the texts and the texts are within the students’ level of reading proficiency. Three key points are considered when looking at the definition of extensive reading proposed by Suk (2016): 1) the reading material is at appropriate level with the students’ proficiency, 2) extensive reading provides a large amount of meaningful materials, and 3) the reader self-selects the reading materials. It can be summarized that extensive reading requires the readers to read a large amount of the texts selected based on personal preferences at an appropriate level of difficulty.

Various explanations for extensive reading are documented. First, fluent reading is the goal for the development of language skills, vocabulary, grammar, translation, or study skills. The second explanation is that extensive reading requires many resources such as libraries and reading materials. The third explanation focuses on the development of comprehension which can create fluent readers in the end, which is the main goal of reading curricula. The fourth explanation is that the teacher needs

to be well prepared on how reading should be taught and learned. The final explanation is reading cannot be done as homework. Thus, it can be seen that both intensive reading and extensive reading are similar in that both can be employed to promote readers' reading comprehension and reading ability, even though they are different and have their own distinctive features, as presented by Day (2015) in Table 1 below:

Table 1: The distinctive features of intensive reading and extensive reading

Extensive	Reading	Intensive
General comprehension & pleasure	Purpose	Language Study & requirement
Easy	Level	Difficult
Fast	Speed	Slow
Long	Length	Short
Outside class	Place	In class
Facilitator	Role of teacher	Instructor
Student-centered	Approach	Teacher-centered

Extensive reading seems to work effectively for various reasons. It offers various kinds of reading materials and topics that readers can choose to match their own level of language proficiency. In addition, when readers can choose the books they want to read by themselves, they are more likely to enjoy reading. When they enjoy reading, they tend to read more often and eventually become faster readers. It is believed that, in so doing, extensive reading is more effective than intensive reading to develop proficient readers.

It can be concluded that extensive reading emphasizes the quantity of reading while providing readers with opportunities to choose reading materials they prefer. Readers are also more likely to be motivated to read,

which positively influences their development of reading ability. According to Day and Bamford (1998), extensive reading is beneficial because it develops the sight vocabulary of readers. When reading extensively, readers automatically add the words in their sight vocabulary, which enable them to comprehend the words in different contexts. In addition, extensive reading develops general vocabulary knowledge since extensive reading provides the opportunity for readers to get to know new words from various reading materials. Lastly, readers can acquire linguistic, world, and topical knowledge from the reading materials (Day & Bamford, 2010). Apart from this, extensive reading particularly enhances reading fluency or reading comprehension, rather than reading accuracy, or linguistic and grammatical features of the language. Finally, extensive reading helps create autonomous learners who know how to monitor their own progress and possess the lifelong reading habits (Miller & Stewart, 2013).

Given the aforementioned distinctive features of extensive reading, classroom implementation of extensive reading can be delineated as follows (Day, 2002):

1. Students read as much as possible which can be in and especially out of the classroom.
2. Different types of materials with various topics are provided for students in order to encourage their reading.
3. Students are free to choose the materials they like.
4. The reading purposes are determined by the nature of the materials and students' interests.

5. Few or no follow-up exercises are provided after reading.
6. The reading materials are adequate to promote linguistic competence of students like vocabulary and grammar.
7. Reading is done individually and in silence as students choose when and where to read.
8. Reading speed is faster than normal as students find selected books and materials more easily understandable.
9. The teacher encourages students to achieve the goals of reading and keep explaining the methodology and guiding the students.
10. The teacher is a good model of reader for students.

These ten principles are beneficial for teaching extensive reading, which provides the teacher a clear explanation and supports successful reading habits. According to Grabe and Stoller (2019), when developing an extensive reading curriculum, the following steps should be taken into consideration:

1) Conducting a needs analysis

A needs analysis is necessary at the beginning of curriculum development of meaningful and effective instruction. Students' goals, language abilities, and reading experiences are the main factors to consider before setting the reading curriculum. Furthermore, students' motivations and attitudes are also important. Such information can be collected by different means such as surveying and interviewing teachers, school administrators, and even students themselves.

2) Planning a reading curriculum

After conducting a needs analysis, there is more detailed information to be elicited. A reading curriculum should be based on institutional and learning goals, instructional time and duration, available resources and materials, and students' abilities, needs, and interests. This is to ensure that extensive reading will be meaningful for students, enabling them to develop their reading strategies, recognize more vocabulary, read more fluently, etc. Meaningful and interesting texts and reading materials are selected after the goals have been identified.

3) Choosing appropriate materials and resources

When designing a reading curriculum, reading materials and resources are significant as materials have impacts on students' motivation to achieve their learning goals. The level of difficulty of the materials should be appropriate to students' background knowledge and linguistic knowledge. Other components that can be taken into account include cultural elements, relevant topics, grammatical complexity, length of texts, and number of words in texts. Apart from this, text materials should provide opportunities for students to develop reading expertise and make them feel more challenged in what they have been doing.

4) Expanding students' learning experiences

Reading instruction cannot be effectively done in the classroom alone for extensive reading, as students need to read a large amount of reading materials at the time and place they prefer.

5) Working with texts by means of pre-, during- and post-reading frameworks

The set of the tasks are significant in reading instruction that students are engaged in in order to achieve their learning goals. The teacher should act as a facilitator who guides students during the steps of reading from pre-, during-, and post-reading. At every step of reading, appropriate reading activities should be provided in the instructional framework.

6) Addressing the complex nature of reading through meaningful instruction

Reading is a complex skill that can be determined by the definition of reading, the abilities of the reader, or the purposes of reading. Effective reading skills require meaningful instruction in different aspects: vocabulary development, careful reading, awareness of text structures and discourse organization, etc. In addition, strategic reading, fluency development, students' motivation, and integrated-skill tasks are important to support reading comprehension when students read extensively.

Research studies on extensive reading in an L2 setting have highlighted positive outcomes of extensive reading on gain in reading abilities. As Day and Bamford (1998) have reported, extensive reading develops sight vocabulary and leads to reading fluency. Reading a large quantity of reading materials for a period of time increases reading fluency and reading comprehension (Grabe, 2008). Extensive reading is one of the language learning instructions providing students the opportunity to develop fluent reading skills while readers read for pleasure and enjoyment

rather than mastering English language knowledge (Anderson, 2008). Nevertheless, linguistic skills and knowledge are unintentionally and simultaneously enhanced when students read extensively (Nunan, 2014).

According to Nakanishi (2015), extensive reading affects mainly reading rate and partly reading comprehension. A meta-analysis was conducted, and the finding revealed that there was a significant difference between students who received extensive reading instruction and those who did not. As a result, the study suggests that extensive reading improves students' reading proficiency and should be a part of language learning curricula.

Similarly, McLean and Rouault (2017) examined the impact of extensive reading and grammar-translation on reading rate development using an experimental research design. This study was conducted with 50 first-year Japanese university students. The results revealed that the reading rate of the participants in the extensive reading group increased significantly relative to that of the grammar-translation group participants. As such, the findings provided more evidence to support the effectiveness and efficiency of extensive reading to promote reading rates.

The benefits of extensive reading can be described in the following five aspects:

1) Motivation in language learning

Extensive reading is another approach providing students opportunities to improve their reading skill, especially reading outside the classroom. Another beneficial outcome of extensive reading instruction is

promotion of students' motivation to read. Extensive reading can be implemented with language learning instruction. For example, in the study of Liu and Young (2017), extensive reading was done with online learning community involving interaction between classmates. At the end of the study, it was found that students improved their intrinsic, extrinsic, and interpersonal motivation in learning a language, which is crucial for successful language learning.

In Thailand, Uraiman (2011) carried out a study with ninth graders who were required to read extensively. The findings from the pre- and post-reading motivation questionnaires revealed that students' motivation increased in all four categories of intrinsic value of reading, extrinsic utility value of reading, importance of reading, and reading efficacy.

2) Positive attitudes towards reading

Previous studies have indicated students' positive attitude towards extensive reading. Krishnan et al. (2009) reported a strong relationship between extensive reading and students' positive attitude toward their reading. Besides this, positive attitude was found to be associated with students' English language proficiency. In other words, the students who read more were the ones who had both positive attitude toward reading and higher scores reflecting a higher level of language proficiency. In another study, Tamrackitkun (2010) found that the students appreciated and valued extensive reading, and those with positive attitude toward extensive reading also had more confidence to learn English.

3) The development of language and literacy skills

Extensive reading is an instructional approach that can be developed not only to promote reading skill but also to enhance other skills as reported in the study undertaken by Sun et al. (2016) in which Objective-Focused Fast Extensive Reading (OFFER) was provided to promote reading skill and writing skill at the same time. Since OFFER resulted in positive effects by combining self-selection for reading pleasure with teacher-guided reading and writing, the relationship between online extensive reading and writing in the classroom became clearer. The results also support the value of OFFER as an effective language learning strategy and the use of extensive reading in general to support writing development.

Extensive reading can be adapted in various language instructions. Extensive reading not only encourages learners' reading development but also provides many positive outcomes when it comes to extensive reading instruction. Vocabulary growth is another benefit from using extensive reading. The study of Teng (2015) which explored the effectiveness of extensive reading on Chinese undergraduate students' showed that the students improve both receptive and productive vocabulary knowledge after reading extensively.

Moreover, extensive reading also helps promote vocabulary retention as reported in a study done by Ghanbari and Marzban (2014) that when extensive reading activities were incorporated into second language communicative contexts, lexical knowledge improvement of intermediate EFL learners could be achieved including vocabulary retention.

2.1.4 Related research

Extensive reading is widely explored in various countries around the world including Thailand. Existing research has reported on effectiveness of extensive reading on English language learning in various aspects. To begin with, extensive reading can be utilized to improve all English language skills. For example, Channuan (2012) explored the effect of extensive reading instruction integrated with learner's autonomy training, and after ten-week instruction, the results indicated positive improvement both in reading ability and learner autonomy.

In another study conducted in Malaysia, extensive reading was experimented with 40 undergraduate students of UiTM Dungun. At the end of the experiment, it was found that extensive reading could improve the students' reading skill and reading preferences (Krishnan et al., 2009). Also, the students have more positive attitudes towards English reading. It was assumed that after the students had been exposed to different kinds of reading materials, they develop the interest in reading. Similar findings have been reported by Day and Robb (2015) who carried out a case study of a learner learning Japanese as a foreign language. After nine weeks of extensively reading a total of 43 books, the learner's language ability improved.

In addition to reading ability and reading comprehension, extensive reading instruction could be beneficial for development of learners' writing ability. Kirin (2010), for instance, used extensive reading instruction with undergraduate students who participated in class and did the extensive reading outside class. The students followed the reading instruction set by the researcher

and did writing activities assigned. Time-series collection of writing data were collected. It was found that the students in low reading group were able to improve their writing ability.

In term of students' motivation, extensive reading results in positive outcomes, which can be seen after learners received extensive reading instruction and did extensive reading activities. As shown in a study undertaken by Liu and Young (2017), an online community-based English extensive reading program could enhance the participants' intrinsic, extrinsic, and interpersonal motivation in addition to learning. Extensive reading abilities developed over a long period of time when online learning communities provided an after-school learning environment that allowed learners to immerse themselves in a cyberspace environment for learning.

Uraiman (2011) investigated the effects of an extensive reading program designed for ninth grade students and found that extensive reading resulted in an increase in reading comprehension and vocabulary acquisition. In addition to gain scores in reading comprehension and vocabulary, the students' reading motivation was also enhanced as the students indicated their positive attitudes towards extensive reading program which motivated them to read.

As extensive reading is done based on learners' personal preferences and interests, it can also promote learning engagements. This is simply because learners are satisfied with the chance to choose the reading materials by themselves (Uraiman, 2011). Simply put, when teachers support learners' engagement in extensive reading activities by allowing them to read what they prefer, learners have more likelihood to gain access to comprehensible input

(Watanasin, 2014) that suit their preferences. Eventually, their reading comprehension will be promoted.

2.2 Out-of-class language learning

2.2.1 Definition of out-of-class language learning

Out-of-class language learning has been broadly defined with different terms including “out-of-class language learning activity” (Chusanachoti, 2009; Wu, 2012), “out-of-class language use” (Anderson, 2004), and “out-of-class learning experiences” (McKinney et al., 1998). However, these slightly different terms refer to the same concept of language learning that occurs beyond the classroom. Out-of-class language learning refers to “any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning, or self-directed naturalistic learning” (Benson, 2013, p. 62). It is primarily done to improve learners’ language proficiency, in addition to in-class instruction and learning.

The language classroom in Thailand is mostly traditional. Instructional activities are done with the teacher at the center of the teaching, with textbooks or pre-selected materials provided. However, it is generally believed that in-class instruction alone is not sufficient to help learners acquire mastery of the target language. Students need to develop the ability to learn and acquire information that is available both inside and outside the classroom context (Field, 2007). In school, learning tends to be symbol-based, while out-of-school learning is more directly connected to events and objects in the physical world, with the result that learning well in schools is insufficient preparation for functioning well outside of school (Resnick, 1987). Hyland (2004) also

agrees that language learning can be happened anywhere anytime, including at home and the community. Likewise, Nunan (1989) conducted a study and reported that a majority of students found classroom instruction itself to be insufficient for the development of English competence; on the other hand, engagement in outside the classroom learning enhanced their language development, demonstrating the need to perform activities outside the classroom for greater learning success.

Nunan (2014) has also stated that the rate of language acquisition can be increased by studying and using English outside the classroom. However, in an EFL context where English is not the language of the community, the opportunity to use the language outside class is limited. Interestingly, the wide spread of technology involved language learning provides more opportunity individually to interact the communication around the world. The language learning is not limited only in the classroom. Moreover, learners can have exposure to the real world using the authentic language from out-of-class language learning activity and have a chance to practice the language naturally. Out-of-class language learning significantly has a positive effect towards the students' communicative competence as well (Pérez & Tenorio, 2013).

Simply put, out-of-class language learning is language learning instruction which mainly provides learners opportunities to communicate and interact with the target language (Hyland, 2004). Benson (2013) divides out-of-class language learning into three categories: self-instruction, naturalistic language learning, and self-directed naturalistic language learning. First, self-

instruction is learners' self-planning to improve the target language and find out the resources to help them achieve the learning, such as using a self-study grammar book to improve their grammar. Second, naturalistic language learning takes place when learners unintentionally communicate and interact with the target language groups such as discussing a topic with English speaking classmates and colleagues. Third, self-directed naturalistic language learning is when learners create their language learning situation but may not expectedly focus on language learning situation. For instance, learners may watch English movies for entertainment but simultaneously acquire English vocabulary and pronunciation.

Out-of-class learning experiences are essential for learners' learning in many ways (McKinney et al., 1998). First of all, they provide learners opportunities to learn by practicing the target language in an authentic context. This kind of learning encourages interaction and collaboration among learners. Second, regarding the increasing higher education demand and diversity of learners, out-of-class language learning responds to the needs of diverse student population particularly marginalized groups such as minority, ethnic, working-class, and underserved students. These groups of students may not be familiar with a formal classroom setting, and out-of-class language learning can be positive intervention that compensates for what they miss from formal class. Third, offering out-of-class experiences can be important tools in mentoring the best students, improving student learning, and preparing students for careers and further studies.

Research has indicated that mentoring out-of-class contacts with faculty members results in positive outcomes for students. For example, correlations are found between out-of-class experiences and educational gains among university students; these gains include complexity of cognition such as critical thinking and intellectual flexibility, growth in knowledge acquisition and application, humanitarianism, interpersonal and intrapersonal competence, and practical competence (Kuh, 1994). Out-of-class language learning activities can also foster language acquisition among EFL learners. Hyland (2004), for instance, notes the significance of out-of-class language learning of English based on a study with 208 student teachers and 20 primary teachers in Hong Kong. Successful language learners were found to engage in various English activities outside the classroom. The immense benefits of out-of-class language learning activities should lead teachers to use available resources to create opportunities inside and outside class and school to accelerate students' learning.

2.2.2 Out-of-class language learning activities

A variety of out-of-class language learning activities have been the focus of many research studies, most of which yield evidence of positive outcomes of out-of-class language learning activities. To begin with, Wu (2012) conducted a study with ESL learner in Hong Kong, and the study has revealed that most of the students had positive beliefs in language learning because of out-of-class language learning activities. Watching English films and television programs; reading English books; listening to English songs, music, and radio channels, were among examples of out-of-class language learning activities of the students.

Moreover, more popular out-of-class language learning activities tended to be related to receptive skills such as reading newspapers and watching TV rather than productive skills such as face-to-face contacts and writing. Wu (2012) divides out-of-class language learning activities into ten general types of activities as follows:

1. Using audio-visual means
2. Reading
3. Listening
4. Speaking
5. Surfing websites/playing computer games
6. Writing
7. Memorizing/practicing
8. Playing games/engaging in activities
9. Formal learning
10. Others

The study has also reported that watching film and television, reading, and listening were the three most popular activities, accounting for about 60 percent of the total number of activities. Such findings confirm the findings of previous studies that have documented that activities that were passive in nature such as watching TV and reading were more popular (Benson, 2013; Hyland, 2004; Ihsan, 2012; Pickard, 1996). As categorized by Benson (2013) doing writing and listening to phonetics are self-instruction activities; making contacts with foreigners is a naturalistic language- learning activity; finally watching films, television channels in English, listening to English songs, and playing

computer games in English are self-directed naturalistic language-learning activities. The self-directed naturalistic language learning activities seem to be the most popular due to the largest proportion of the activities implemented. Reading books, newspapers, or magazines; surfing the Internet; chatting online; and listening to music with English lyrics are recommended as beneficial popular out-of-class language learning activities (Sundqvist, 2011).

2.2.3 Benefits of out-of-class language learning

The benefits of out-of-class language learning are addressed in various studies. The first significant benefit is to expand learners' learning environment, which offers meaningful opportunities to learn (Guo, 2012). Out-of-class language learning activities are correlated with real life situation, and this can be seen as a key factor to foster more authentic language use and autonomous learning (Pearson, 2004). Moreover, out-of-class language learning activities contribute to learners' improvement in fluency, vocabulary, pronunciation, and problem-solving skills, and the activities are also useful for learners' self-confidence, critical thinking, and general knowledge (Coşkun, 2016).

Many studies have lent support to the idea of language learning outside class. Sundqvist (2011) points out that language learning does not happen only in the classroom but impromptu occurs anywhere anytime, which is similar to the idea of Lightbown and Spada (2013) that foreign language learning is learned naturally in the setting other than a formal classroom. Likewise, Stoller (2002) contends that out-of-class language learning increases cooperation, motivation, confidence, and self-esteem. Similarly, Hyland (2004) states that foreign languages could be learned and practiced in any place at any time outside the

classroom context. Apart from these, it is documented that English proficiency and out-of-class language learning are correlated with each other (Olsson, 2012).

Out-of-class language learning activities are beneficial for improvement of learners' English language skills (Chusanachoti, 2016). A study done with second-year undergraduate students majoring in English at the Faculty of Education, Chulalongkorn university, has revealed that the top three out-of-class language learning activities were asynchronous Internet communication, listening to or singing songs, and watching movies and TV programs. The main purposes for doing out-of-class English activities were for the students' pleasure and enjoyment, enhancing reading skills, and improving general knowledge.

A number of research studies showed the effectiveness of out-of-class language learning on how language learners seek opportunities outside the language classroom to enrich and expand their language learning experience (Benson & Reinders, 2011). Good language learner actively exploited the social and material resources around them to create learning environment and opportunity.

2.2.4 Challenges of out-of-class language learning

Despite its tremendous benefits, out-of-class language learning may be challenging for some learners, particularly those with a low level of motivation since doing out-of-class language learning activities rely on motivation and initiation on part of the learners. Thus, the teacher may facilitate out-of-class learning by providing guidance and assistance learners need. This is because the teaching style, roles, and responsibilities of the teacher and learners are different from those in the traditional instruction-based learning in class (Mathews-

Aydinli, 2007). The teacher should act like a coach or facilitator in order to encourage learners who continue providing the learners supports and assistances to help them achieve the goals of learning outside class (Guo, 2012).

Some concerns have been raised regarding out-of-class language learning activities. Little (2009) has reported three major problems with out-of-class language learning. First, learners may lack adequate English environment that is needed to effectively improve their language ability. Second, learners may face the problem of how to carry out the task when they do not understand the process and the procedure to perform the tasks outside class. Lastly, the requirements of the curriculum and class schedules may obstruct learners' attempt to engage in language learning activities outside class.

2.2.5 Related research

In Thai context, out-of-class language learning activities play an important role in language learning and teaching since there is a limited time provided in learning curriculum. Out-of-class language learning would be beneficial support towards these limitations. This can be seen from the study of Wilang and Singhasiri (2017), it has shown that many factors affect the students' intelligibility and comprehensibility, which are mainly mentioned the anxiety as provoking situation. Intelligibility and comprehensibility could be increased when the appropriate factors support out-of-class language learning.

Out-of-class language learning helps improve more than the language skills but it also increases the students' autonomy as revealed in the study of Guo (2012) that students were in non-English speaking countries and they lack opportunity to explore the authentic English environment. After doing out-of-

class language learning activities, the activities enhanced students' awareness of English language outside the classroom and improve their autonomy. Moreover, out-of-class language learning activities are functional to provide more natural and authentic linguistic environment so that the students can practice English outside classroom (Xiao & Luo, 2009).

Moreover, intrinsic motivation and metacognitive knowledge enhanced by doing out-of-class language learning activities. Most of them were likely to do receptive skill activities more than productive one such as listening to English songs, watching English movies, reading an e-mail, etc. (Sumonwiriya, 2007).

2.3 Perceived self-efficacy

2.3.1 Definition of perceived self-efficacy

The concept of perceived self-efficacy was first proposed by Albert Bandura to refer to “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1997, p. 391). When applied in teaching and learning, perceived self-efficacy can be a predictor of learners’ academic successes as perceived self-efficacy can influence a number of behavioral and psychological processes (Bandura, 1986, 1997) including those involved in learning. To explain further, when learners have perceived self-efficacy, they believe that they are able to accomplish the task, and with such a belief, they tend to work hard and do not give up when facing difficulty. On the other hand, learners who do not have perceived self-efficacy do not believe in their own ability to successfully carry out a task. They are more likely to give up when having to deal with stress and anxiety.

According to Bandura (1977), there are four sources of perceived self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and emotional states. Each dimension is necessary to improve learners' perceived self-efficacy.

Firstly, mastery experiences are developed when individual learners are engaged in tasks and activities and interpret the results of their actions, believing that they have the capability to successfully accomplish the task. Outcomes interpreted as successful raise self-efficacy, while those interpreted as failures lower self-efficacy.

Secondly, vicarious experiences are belief in own ability that results from the observation of other individuals or the surroundings. This source of perceived self-efficacy occurs when learners who are either uncertain about their own abilities or have limited background experiences are taught appropriate ways of doing things or seeing examples or modeling from others. Vicarious experiences are strong when the model's attributes are similar to learners' own capabilities.

Thirdly, verbal persuasion refers to judgments or feedback from other individuals such as teachers or peers. Positive verbal persuasion or feedback is meaningful as it empowers learners and enables them to develop perceived self-efficacy. In contrast, negative verbal persuasion or feedback defeats and weakens self-efficacy beliefs of learners.

Finally, emotional states are related to emotions and feelings of learners. Strong emotional during the task provides the predictable success or failure of the outcomes. When learners experience negative thought or fear, their

perceived self-efficacy may be lowered. In order to raise self-efficacy beliefs, emotional states of learners need to be improved.

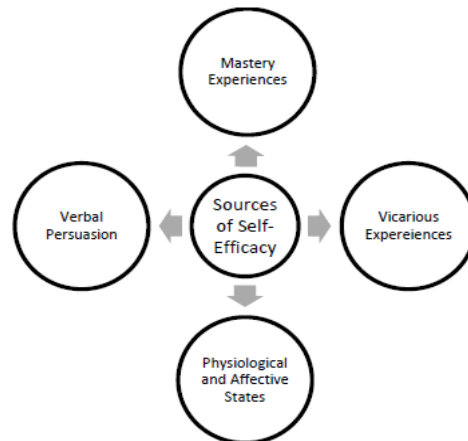


Figure 1: Sources of Self-Efficacy (Bandura, 1977)

According to self-efficacy theory, self-efficacy is an “individual’s confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task” (Eccles & Wigfield, 2002, p. 110). Self-efficacy theory is widely used in various fields such as psychology, medical science, nursing, etc. In education, the concept of perceived self-efficacy was introduced and emerged as a highly effective measurement of learners’ motivation and learning. Perceived self-efficacy is a key component that stimulates learners’ success by influencing the way that they choose the course of action to take (Pajares, 2002).

The effects of perceived self-efficacy on human functioning vary in many ways. Bandura (1994) introduces four processes of human functioning: cognitive, motivational, affective, and selection processes. These four processes start from the cognitive process that influences learners in the form of goal setting, positive thinking, or performance prediction. They make learners

develop motivation to complete the tasks. When they have the motivation, they are able to make a plan by themselves in order to achieve the goal developed during the motivational process. By enhancing self-efficacy, learners should feel relaxed and less stressed through the affective processes. Finally, learners would choose the most appropriate situation that their proficiency enables them to handle in the selection processes.

Brown et al. (2005) studied the effectiveness of perceived self-efficacy intervention to help adolescents cope with sport-competition loss. The results revealed a significant decline in positive affect level between pre- and post-competition. In addition, the experimental group with self-efficacy intervention experienced less decline in positive affect compared to the control group participants. The summary of this study supported Bandura's theory (1997) that people with high self-efficacy tend to lead to have high positive affect. Based on the results of the study, it was concluded that having high-perceived self-efficacy for teaching might increase the performance of teachers.

2.3.2 Perceived reading self-efficacy

The concept of perceived self-efficacy signifies learners' belief in their capability to achieve a goal or complete a task (Bandura, 1977). By the same token, perceived reading self-efficacy can be defined as learners' belief in their own ability to achieve a goal or complete a task related to reading. The relationships between self-efficacy beliefs and language performance in reading have been mentioned. When learners believe in their own reading ability to perform reading tasks, their reading performance, reading motivation, reading process, reading comprehension, and reading achievements will be enhanced (Li

& Wang, 2010; Schunk, 2003).

Perceived reading self-efficacy is defined as learners' beliefs in their reading abilities to perform the reading tasks such as summarizing the main idea, guessing the meaning of the text, inferring the author's attitudes from the text, etc. (Li & Wang, 2010). Perceived reading self-efficacy influences readers' overall reading orientation including reading comprehension and achievements (Wilson & Kim, 2016; You et al., 2016). Perceived reading self-efficacy has significant positive outcomes correlating reading achievement in L1 (Barkley, 2006; Shell et al., 1989; Song, 2000). In addition, a study undertaken by Zare and Mobarakeh (2011) has revealed the positive relationship between perceived reading self-efficacy and the use of reading strategies among Iranian senior high school students. Two questionnaires were used in this study, one for measuring students reading self-efficacy and the other for reading strategies. The results showed that the students had capabilities to perform general reading tasks with their confidence if they had perceived reading self-efficacy. The students with perceived reading self-efficacy had more confidence to overcome problems in the reading tasks and accomplish the goal.

In an EFL context, Li and Wang (2010) studied the relationship between perceived reading self-efficacy and the use of reading strategies in China. The study focused on perceived reading self-efficacy from a motivational perspective with reading strategies from a cognitive perspective. The results showed that the students with a high level of perceived reading self-efficacy significantly employed more reading strategies than those with a low level of perceived reading self-efficacy.

According to the concept of perceived self-efficacy proposed by (Bandura, 1977), there are four main sources of perceived self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and emotional states. Developing each source of perceived self-efficacy is necessary in order to improve learners' perceived self-efficacy. This can be done by implementing the guideline on promotion of perceived self-efficacy in instructional activities developed by Cantrell et al. (2013) as follows:

As mastery experiences come from individual engagement, the way to help improve mastery experiences is to provide more opportunities for learners to practice doing the tasks. Providing opportunities for learners to gain mastery experiences is essential because it helps promote self-confidence that comes with achievement. As for vicarious experiences, learners need to have a chance to observe people around them. Providing examples also supports learners to gain vicarious experiences as they can learn from watching and observing other people. Apart from this, learners can receive verbal persuasion from others such as the teacher and their peers when they have accomplished the goal of a task. Encouragement from the teachers' suggestions and feedback is an important form of verbal persuasion. Finally, emotions and feelings of learners also play a role. The teacher should try to reduce learners' stress and anxiety and create a relaxing and motivating learning atmosphere for learners' perceived self-efficacy to develop. In the end, when learners have more perceived self-efficacy, they should be able to improve their performances.

2.3.3 Developing perceived self-efficacy

When promoting perceived reading self-efficacy, teachers play an

important role in instilling positive self-perceptions of efficacy in their learners by training them to make use of a variety of learning strategies such as goal setting, strategy training, modeling, and feedback (Schunk, 1995). The teachers' role in developing perceived reading self-efficacy can be described as follows:

1) Goal setting: Teachers should encourage learners to be aware of the goals they have set. Teachers encourage learners to fully participate in the instructional activities and give them feedback that motivates learners to try reaching their proximal goals, enhances their commitment, and helps them overcome shortcomings without feeling discouraged.

2) Strategy training: Teachers should develop instructional programs that train learners on how to use certain strategies to improve their performance. Verbalization or think aloud procedures was are suggested by Schunk (1995) as successful strategies, for example. The strategies used help learners become aware of basic elements of the task, activate their encoding and retention abilities, and make them be more systematic in their work and more in control of their learning.

3) Modeling: Teachers provide remedy to the learning and motivational deficiencies that their learners might have by modeling cognitive strategies and self-regulatory techniques (Zimmerman, 2000). Providing learners with a model that uses a given cognitive strategy to do an exercise and overcome obstacles or difficulties, for instance, is likely to have a positive effect on learners' motivation and learning.

4) Feedback: Feedback is provided regularly and immediately to learners by teachers as it provides them an opportunity to assess their progress in learning, which, in turn, enhance their academic achievement.

Learners with high perceived self-efficacy are likely to be successful in their learning (Bandura, 1993) because perceived self-efficacy leads to specific behaviors and motivation that can encourage or discourage effective performance. The characteristics of learners with high perceived self-efficacy mentioned by Bandura (1993) are as follows:

- Learners see the problems as the challenges to get over them and set the goals to meet the challenges.
- Learners are committed with the goals they set.
- Learners have a task-diagnostic orientation that provides them positive feedback to improve their performance instead of the reinforcement from a self-diagnostic orientation to learners' low expectation about what they can accomplish.
- Learners view failures as a result of incomplete effort or knowledge and increase their efforts from the failure to achieve the goals they have set.

Perceived reading self-efficacy has been promoted in the field of language learning as it is believed that it enhances learners' motivation. In addition to in-class instruction, perceived self-efficacy can be stimulated while learners are engaged in out-of-class language learning activities, which boost not only reading proficiency of learners but also their perceived reading self-efficacy

at the same time (Oh, 2016).

Bandura (2006) has introduced some guidelines on the assessment of perceived self-efficacy. A perceived self-efficacy scale can be used by asking learners to respond to each of the statements by indicating a number that describes how confident they are, to perform a specific skill on a scale ranging from 0 (I cannot do it at all) to 100 (completely certain I can do it). The scale of 0 to 100 response format has shown effective results when used to measure perceived self-efficacy in different aspects. For example, Viriya (2016) investigated the effects of the genre awareness instruction on EFL students' writing ability, perceived writing self-efficacy, and attitudes. The students were asked to rate their confidence, motivation, and willingness to learn that reflected their perceived writing self-efficacy by filling in any number from 0 to 100 on the scale.

Barber et al. (2015) examined the role of an intervention designed to increase reading comprehension, reading self-efficacy beliefs, and engagement in social studies. After the implementation, the reading self-efficacy beliefs were measured using a scale of 0-100 response format to answer the questions. This study helps confirm that a general self-efficacy scale is able to assess learners' perceived reading self-efficacy. Besides this, perceived self-efficacy can be measured against the level of the task activity. Self-efficacy assessment reflects the level of difficulty that learners find when trying to overcome obstacles. Generally, highly efficacious learners are the ones who complete the task without any hindrances. Qualitative methods such as interviews and observations can be employed to collect data gleaned from the lived experiences of learners that help them develop perceived self-efficacy (Patton, 1990). In-depth interviews with

learners who have directly experienced the phenomenon of interest can also be used (Patton, 2002, p. 104).

Last but not least, various research methods have been utilized to collect data in qualitative studies. In order to obtain the data in many perspectives, different data collection methods can be adopted as follows:

Observation: Observation can be used to collect data regarding learners' behavior in a natural setting. This method requires the researcher's understanding and careful monitoring of the participants. Observation can take place anywhere that the language use is being taught. Field notes are used to jot down detailed information during the observation. The data from the observation are often used to triangulate with the data from other data collection methods and provide additional evidence for a research study (Cowie, 2009).

Interview: Interview explores learners' experiences or attitudes towards something (Richards, 2009). In qualitative research, interview is used to seek understanding or insights into learners' experiences, beliefs, and perceptions. Different types of interviews can be used to suit objectives of a research study. Interviews could be a fully prepared list of questions or be more opened to obtain richer information. Interaction with the participants is among challenges when conducting interviews.

Open-response items on a questionnaire: The list of questions is provided for the respondents to answer on a survey. Open-ended response items could be in the form of gap-filling or short-response items. This method

is used when the study requires quick responses with efficient information on large number of participants. Data analysis can be done by coding, analyzing, and interpreting (Brown, 2009).

Journal or diary: It is another way to collecting data (Connelly & Clandinin, 1990; McKinney et al., 1998). This form of data collection provides broader and richer perspectives of the participants. Data from the journal or diary can be used to triangulate with other research methods.

As for qualitative research, data can be collected in the form of field notes, journal records, interview protocols, observations, storytelling, writing documents (Connelly & Clandinin, 1990), video recordings, case studies, and biographies & grounded theory stories (Moen, 2006). The research instruments have to be appropriately selected to highlight perceived reading self-efficacy of learners.

2.3.4 Related research

Previous research has been conducted to investigate the relationship between perceived reading self-efficacy and other ability improvement. In a study carried out by Oh (2016), the relationships among perceived reading self-efficacy, vocabulary and grammar knowledge, and L2 reading proficiency of the college students in Seoul, Korea, have been reported. Four components of perceived reading self-efficacy were investigated including text-based perceived self-efficacy, general perceived reading self-efficacy, perceived reading self-efficacy in linguistic knowledge, and perceived reading self-efficacy in authentic reading. The study has confirmed that perceived reading self-efficacy in L2

reading was significantly related to L2 reading proficiency. Moreover, perceived reading self-efficacy positively affected the specific linguistic knowledge as vocabulary knowledge was found to be a primary source for building positive perceived reading self-efficacy. The study also suggested that in order to enhance L2 reading proficiency, classroom activities alone were not enough. Out-of-class language learning activities should be provided to support L2 reading proficiency, which are likely to boost learners' perceived reading self-efficacy at the same time.

Maguire et al. (2013) investigated positive correlations between the measures of writing beliefs and in particular between perceived reading and writing self-efficacies. The findings highlighted a very strong relationship between reading and writing self-efficacies. It is quite clear that learners' perceived reading and writing self-efficacy positively influenced deep learning, extended learning, and strategic learning.

In one study, qualitative research was conducted to explore sources of perceived self-efficacy and academic motivation of 10th grade students (Bryant, 2017). The study has employed a qualitative methodology focusing on students' voices to gain a better understanding of the development of self-efficacy sources and the effects on their academic motivation. The pre-screen test and the semi-structured interview protocols were employed in the study to answer the research questions. The study findings showed that mastery source of experiences was the most successful self-efficacy source development which help increase the students' motivation. Therefore, it could be concluded that students' language ability and motivation to learn were advanced based on personal perceived self-

efficacy relating four sources development.

2.4 A summary of the conceptual framework of the study

This study aimed to investigate the outcomes of out-of-class extensive reading on underserved students' perceived reading self-efficacy and their attitude toward out-of-class extensive reading. The conceptual framework was developed based on the integration of three main concepts: out-of-class language learning, extensive reading, and perceived reading self-efficacy.

In order to develop out-of-class extensive reading effectively, out-of-class language learning was organized with suitable instructional types (Benson, 2013) according to key elements of extensive reading (Day & Bamford, 2010). Out-of-class language learning activities were used to encourage underserved students' engagement in extensive reading. Moreover, informal assessment was essential to enhance perceived reading self-efficacy.

In this study, both out-of-class extensive reading and informal assessment were integrated to the framework. As extensive reading required various factors to support its implementation including supportive language learning activities to promote underserved students' perceived reading self-efficacy. The conceptual framework of the study is illustrated in Table 2.

Table 2: The summary of key concepts

Concepts	Key elements	Literature Review
Out-of-class Language Learning Activities	- Self-instruction	- Benson (2013)
	- Naturalistic language learning	- Chusanachoti (2009)
	- Self-directed naturalistic language learning	
Extensive Reading	- Reading for pleasure and enjoyment	- Day & Bamford (2010)
	- Reading as much as possible	- Grabe (2014)
		- Grabe & Stoller (2019)
		- Stoller (2015)
Perceived Reading Self-efficacy	- Enhancing students' self-beliefs in four dimensions	- Bandura (1977, 1997)
		- Schunk (1995, 2003)

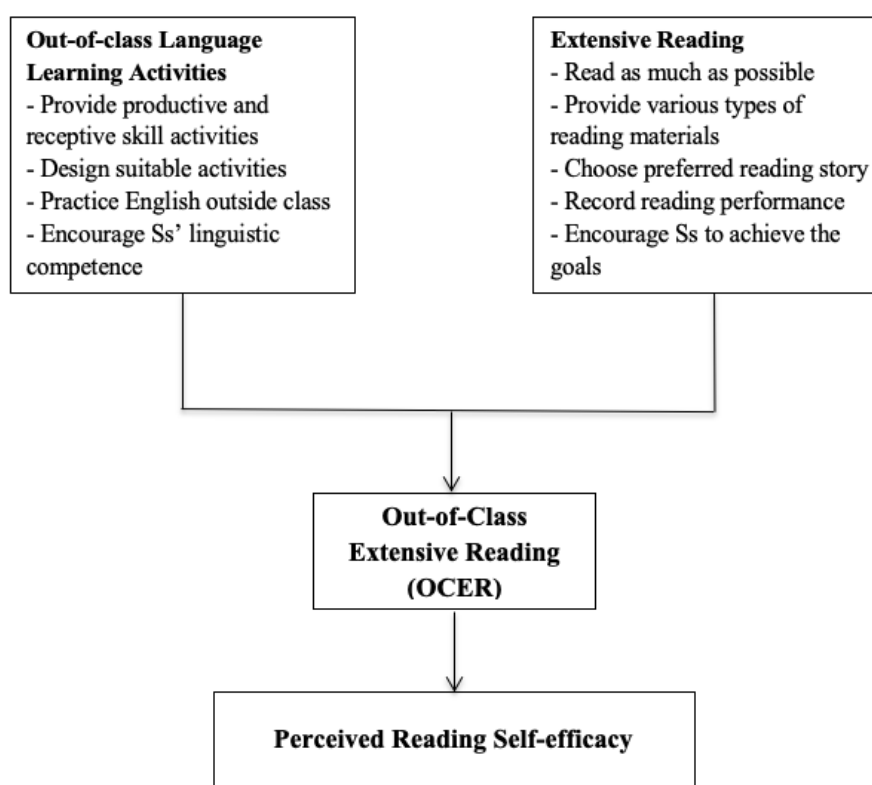


Figure 2: Theoretical Framework of Out-of-class Extensive Reading (OCER)

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the research methodology is presented.

3.1 Research design

The present study employed a mixed-method research design to collect both quantitative and qualitative data, with a focus on the use of narrative inquiry to shed light on the participants' development of perceived reading self-efficacy. Generally, narrative inquiry is a story or a collection of stories (Murray, 2009). As stated by Sikes and Gale (2006), human beings are story-telling creatures, and narratives are used to explain and interpret things that happen to people during their lifetime. In the language learning context, as pointed out by Connelly and Clandinin (1990), narrative inquiry was first used to describe teachers' stories that explained the ways to understand and present real-life experiences of the students.

Narrative inquiry not only provides in-depth knowledge of the many episodes of life histories of individual participants but also encapsulates such histories in ways that help the readers better understand lived experiences more fully (Wang & Geale, 2015). As such, narrative inquiry truly zooms in on individual experiences, which resonate with many other stories that have come before and that will occur in the future.

3.2 Population and participants

Five underserved students, four girls and a boy, age 14-15 years, were purposively selected as the participants of the study. They were considered having a low level of English proficiency based on the scores of the Ordinary National

Educational Test (O-NET), a national test of the English language administered in Thailand (NIETS, 2018), lower than the average score at 36.4 out of the total score of 100 points. All of the participants were considered underserved students living in Klong Toey community, the largest slum community in Thailand. They received compulsory education going to a public school nearby and were able to voluntarily attend an afterschool program organized in their slum community where out-of-class extensive reading was implemented after formal class hours on weekdays or on the weekends. Before the study commenced, the participants received information about the study in an attempt to protect the rights of human participants, and they were asked to sign the informed consent form to indicate their willingness to take part in the study.

Purposive sampling was employed to select the participants to ensure that they were most suitable individuals for the study—they were informative or possessed the required characteristics. In this study, their level of English proficiency, living conditions, and availability to attend out-of-class extensive reading activities were employed as selection criteria. Five underserved students, who were considered having a low level of English proficiency and who were living in Klong Toey community were selected as the participants. Five participants comprised mostly girls, four girls and a boy, which did not represent the actual gender ratio of the entire population.

The demographic characteristics of each participant could be described as follows:

Student A: She was the most confident student in this class. She had some background knowledge in English, and she also had positive attitudes towards English language learning. She wanted to join out-of-class extensive reading activities since the beginning of the course. She got good grades in the English

subjects in school, and she would like to improve her communicative English skills in particular. She always paid attention to and performed well in every activity. She also kept notes of new vocabulary she learned from the activities in her notebook. In addition, she usually asked questions during or after class when she had something in mind or wanted to offer suggestions.

Student B: This student had some English background knowledge, but she was not confident in her English skills at the beginning. She would like to improve her English skills, especially her speaking. She loved listening to English songs and watching English movies with Thai subtitles. She also had good attitudes toward the English language, and she never missed any activities. Her performance was satisfactory and continuously improved since the first activity until the end of the course.

Student C: Student C was the only boy in this study. He was an energetic student and confident in English speaking even though he made some mistakes. He tried to practice English because he wanted to improve the English language skills up to the level that enabled him to apply for a scholarship to be an exchange student in the future. He enjoyed doing every activity and was the most attentive student. He always answered the questions raised by the researcher and encouraged his friends to be fully engaged in the activities. He also loved to volunteer in class. It was evident that he realized the importance of the English language in his study and future career.

Student D: She did not plan to attend the afterschool course at the beginning. She just followed her friends and accidentally joined the class. This student

might not have realized the significance of the English language at first, but then she became interested in reading and joining the activities her friends did. Not always attentive, she sometimes talked and played with friends in class. However, it was obvious that she could perform well mostly when she liked the activities. She loved drawing and painting pictures more than the English language.

Student E: This student was apparently nervous attending the first activity. She seemed not so confident in her English language ability and was afraid to speak English in front of the class. She rarely spoke English in class but always responded to the class in Thai. However, she paid attention to the activities and the lessons organized by the researcher. The reason why she would like to learn and improve her English skills was to communicate with foreign tourists who liked to hang out on Khaosan street, a popular tourist area. She was a fun and cheerful student, and she tried to keep practicing English in class and outside class.

All of the participants were the students at Chumchonmoobanpattana School which was a public school operated by the Ministry of Education, Bangkok. This school provided Thai nationals basic education from grade one to grade nine. There were 18 instructors organizing lessons in eight learning areas: Thai language; mathematics; science; social studies, religions, and cultures; health and physical education; arts; occupation and technology; and foreign languages. There were two semesters in each academic year, each lasting approximately four months. The students had to attend eight classes every day, 50 minutes per class, during the week.

3.3 Research setting

The out-of-class extensive reading was implemented at two facilities, depending on availability of the venues. The first was the English Club room of a public school in the slum community. The school principal gave permission to the researcher to use this room during the evening mainly for safety reasons as it would not be safe to stay in the slum community when it was getting late. The second was donated shipping containers converted into and used as the library. The researcher, with permission from the slum community leader, had access to the library on the weekends, the only time during the week that the library was opened due to limited staff available. Both facilities had enough space for the study participants to do activities assigned by the researcher. At both facilities, the researcher set up a small corner where 50 books bought by the researcher were made available to the participants during the study period. All of the books were donated to the facilities after the study was completed.

3.4 Research procedures

The research procedures in this study were divided into two phases. The first phase was the development of out-of-class extensive reading; the second phase was the implementation of out-of-class extensive reading to investigate its outcomes regarding perceived English reading self-efficacy of underserved students.

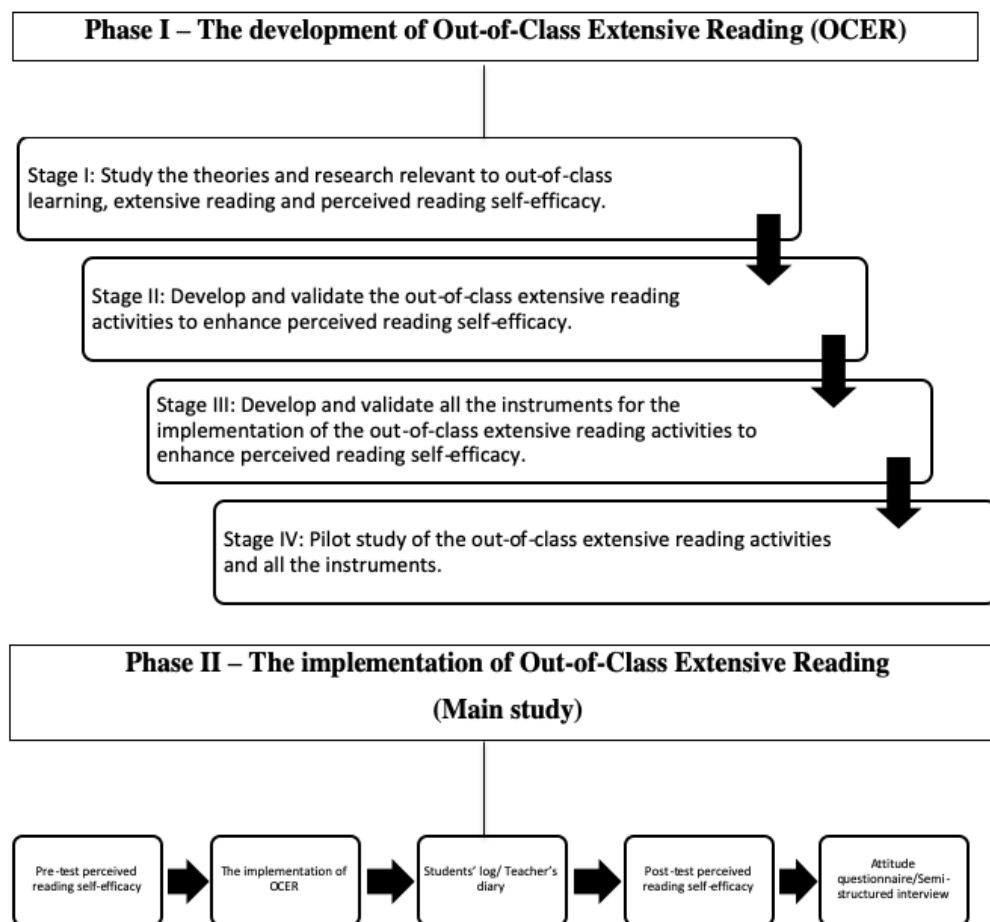


Figure 3: Phases and stages of the research

3.5 The development of out-of-class extensive reading

Out-of-class extensive reading was developed with an aim to enhance underserved students' perceived reading self-efficacy based on the principle of curriculum planning even though in the present study out-of-class extensive reading was not considered a formal course. Instead, it was a set of instructional activities implemented after school and on the weekends.

According to Graves (2016), curriculum planning is done to achieve an effective teaching plan to help learners achieve their language learning goals. There are six key principles in Graves' curriculum planning:

- Stating guiding principles
- Analyzing contextual factors
- Assessing learner needs
- Determining aims, goals, and objectives
- Deciding the scope and sequence
- Planning assessments and evaluation

The process of curriculum planning proposed by Graves is illustrated in Figure 5.

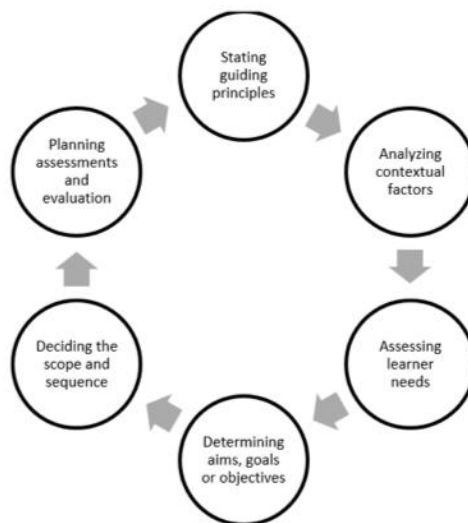


Figure 4: Curriculum planning processes (Grave, 2016)

3.5.1 Stating guiding principles

At the beginning stage, the principles to be followed in curriculum planning are derived from theories of language learning. This stage can be used as a guideline to scope the learning goals and objectives, as well as learning

processes, together with the assessment and evaluation. It would be helpful for the teacher to design the learning contents, activities, and materials based on the principles.

In the present study, in order to obtain data that could be used as a basis for curriculum planning, a needs analysis was conducted by the researcher (Tangkijmongkol & Wasanasomsithi, 2013) using both interviews and questionnaires as data collection instruments. The findings of the needs analysis showed that underserved students had a low level of English proficiency, and they needed to have some background knowledge that they could utilize to further improve their English language skills. The findings of the needs analysis also highlighted the problems faced by underserved students such as poverty that resulted in many restrictions in life including limited access to formal education in school and unavailability of language learning resources. Underserved students also mentioned a lack of the chance to be exposed to English in their daily life.

Based on the findings of the needs analysis, out-of-class extensive reading was designed with underserved students' restrictions and specific living and learning conditions taken into consideration. Out-of-class language learning was seen as an appropriate means to increase their chance to practice English. Also, it was decided that extensive reading would be an alternative that could equip these underserved students with the tool they needed to achieve their learning goals. Considering limitations in life and a lack of English language background, it was believed that perceived reading self-efficacy should be

promoted before or simultaneously with development of reading comprehension and reading ability.

3.5.2 Analyzing contextual factors

Context analysis consists of the analysis of various factors in both situational and environmental factors. It is believed that in order to effectively plan a curriculum, both available resources and existing constraints need to be taken into careful consideration.

In this study, contextual factors were the specific conditions of underserved students. They generally lived with poverty and lacked a chance to fully reap the benefits of formal schooling like mainstream students could. Some of them had to leave school often to help their parents earn a living or take care of household chores. For these reasons, out-of-class extensive reading was designed to assist underserved students primarily outside of the classroom.

3.5.3 Assessing learner needs

The learner needs assessment includes assessing two kinds of information. One is collected at the start of the program or the course, and the other is done at the end of the implementation. The teacher may not know what learners need at the beginning of the course and have to mostly rely on previous experiences.

Before designing the out-of-class extensive reading activities, underserved students, teachers, and the community members in the slum were involved in the needs analysis undertaken by the researcher, as previously mentioned. Both questionnaires and interview protocols were utilized to assess

their actual needs, and the data gained from the needs analysis were used to develop out-of-class extensive reading instruction.

3.5.4 Determining aims, goals, and objectives

Aims, goals, and objectives constitute an important basis for planning the instruction. Objectives need to be identified so that teachers will be able to design the instruction to lead learners to achieve the learning goals at the end of the course.

The goals of out-of-class extensive reading in the present study were as follows:

1. To enhance underserved students' perceived reading self-efficacy with out-of-class extensive reading
2. To build positive attitudes of underserved students towards out-of-class extensive reading

The objectives of the out-of-class extensive reading activities used in this study were the following:

1. Underserved students would develop perceived reading self-efficacy.
2. Underserved students would have positive attitude towards out-of-class extensive reading.
3. Underserved students would be able to read and summarize the story they read.
4. Underserved students would be able to identify the main idea of the story.

5. Underserved students would be able to develop reading speed and reading accuracy.
6. Underserved students would be able to criticize the reading story.
7. Underserved students would be able to discuss the author's opinions.
8. Underserved students would be able to share their reading and express personal thoughts.

3.5.5 Deciding the scope and sequence

At this stage, the methodology and materials that will be used in the out-of-class extensive reading will be considered. Appropriate activities and materials have to match the course content and suit the objectives of the course. The scope and sequences highlight how the contents will be taught when the course is finally implemented.

In the present study, out-of-class language learning activities were used. Underserved students would be required to read extensively outside class. The principles of extensive reading would be applied, which meant underserved students would be provided with reading materials that they could choose on their own. To explain, they could choose what to read, when to read it, and where to read it. The activities covered in this instruction would take 12 weeks to complete including introduction and course wrap-up. The weekly activities are summarized in Table 3.

Table 3: Scope of out-of-class extensive reading

Week	Contents
1	Introduction <ul style="list-style-type: none"> • Setting the goal • Doing self-evaluation • Choosing the book for next class' activities
2	Storytelling <ul style="list-style-type: none"> • Practicing how to tell a story
3	Watching a movie <ul style="list-style-type: none"> • Comparing and contrasting the book and the movie
4	Drawing a picture <ul style="list-style-type: none"> • Drawing a favorite scene in the story • Retelling the story
5	Favorite characters <ul style="list-style-type: none"> • Choosing a favorite character from the story • Answering questions about the character chosen
6	Decision-making <ul style="list-style-type: none"> • Listening to the given information • Making the decision about the given information
7	Vocabulary contest <ul style="list-style-type: none"> • Writing down difficult words from the story • Tell the meaning of the words • Participating in vocabulary contest • Learning more words from games
8	Puppet Show <ul style="list-style-type: none"> • Making a puppet • Rehearsing the show with friends • Analyzing comments and feedback from friends and the teacher
9	Making a poster <ul style="list-style-type: none"> • Writing a summary of the story • Listing important information • Creating a poster • Presenting the poster to the class
10	Role-playing <ul style="list-style-type: none"> • Discussing the story with friends • Practicing role-playing • Analyzing comments and feedback from friends and the teacher
11	Book review <ul style="list-style-type: none"> • Evaluating and commenting the story in the evaluation form • Doing class presentation
12	Course review <ul style="list-style-type: none"> • Sharing opinions on the activities • Doing self-evaluation

3.5.5.1 The out-of-class extensive reading components

The components of out-of-class extensive reading can be described as follows:

In this study, out-of-class extensive reading was composed of 12-week lessons with ten out-of-class extensive reading activities organized. All of the out-of-class language learning activities were designed based on the data obtained from the needs analysis and an extensive review of related theories and research. Based on the findings of the needs analysis, it was found that underserved students needed some interesting and enjoyable activities to practice English outside class, so out-of-class activities were designed. In addition, to respond to underserved students' need to develop reading ability, extensive reading was seen as an interesting approach that would provide various types of reading materials with flexible reading schedules, thus suiting specific learning conditions of underserved students.

The ten out-of-class extensive reading activities were composed of enjoyable activities that helped develop both productive and receptive skills of English. Each lesson offered underserved students the opportunity to use English to complete real-world tasks with authentic materials. It was expected that underserved students would then develop both linguistic competence and motivation to achieve their learning goals.

The contents of out-of-class extensive reading consisted of ten activities, which were described in the scope and sequences of out-of-

class extensive reading (see appendix H). The lessons were designed following the learning goals and objectives previously determined. The reading materials were graded readers as they were categorized into different levels of difficulty in terms of grammar and vocabulary. The graded readers were selected from a commercial publisher to ensure a variety of levels of complexity and difficulty demanded when reading.

The 12-week meetings in class were done based on the concepts of out-of-class learning (Benson, 2013), extensive reading (Day, 2002; Grabe & Stoller, 2019), and perceived self-efficacy (Bandura, 1997), covering ten learning activities that were directly related to the objectives of the out-of-class extensive reading; that is, to enhance underserved students' perceived self-efficacy and to build positive attitudes towards extensive reading, which was hoped to eventually lead to participants' development of reading habits and lifelong learning.

The out-of-class extensive reading (OCER) implemented in this study involved activities that were conducted both in class and out of class. However, they were considered out-of-class activities because the activities, though sometimes performed with the presence of the researcher, were not part of any formal education. The in-class meetings were scheduled merely for the teacher and underserved students to perform weekly activities without any formal instruction or assessment. Ten activities were designed primarily to stimulate underserved students' interest in reading extensively after the meeting and during the week. Both productive and receptive skill activities were chosen, each

of which offered underserved students' opportunity to use English in the real-world tasks with authentic materials. The activities were implemented with a clear explanation that underserved students would read extensively outside class with flexible time schedules. In other words, underserved students could perform extensive reading in their own time and at their own pace without the presence of the teacher. To enhance these underserved students' perceived reading self-efficacy, goal setting was conducted before the implementation started, enabling underserved students to decide on their learning goals. During each week, the meeting lasted approximately 120 minutes. The weekly activities began with the introduction to the tasks and activities, which varied depending on the selected theme, to stimulate and sustain underserved students' interest. Examples of activities were story-telling, discussing favorite characters, role-playing, watching movies, question-and-answers, etc. While underserved students were doing the activities, the teacher acted as the facilitator who encouraged them to perform the tasks. At this stage, strategy training and modeling were provided for them to ensure effectiveness of activities. In addition, feedback from the teacher and peers was continuously given to encourage underserved students to keep on performing the tasks. Finally, at the end of each activity, underserved students were asked to evaluate their own performance, and out-of-class extensive reading activities were assigned.

As regards extensive reading activities, before the end of each meeting, underserved students received the instruction for out-of-class reading activities from the teacher. They were told to select their favorite graded readers available at the meeting sites by themselves. Also, the activities for the following week were introduced to attract their attention and interests. Besides, the students' log was distributed for them to record the number of pages they covered each time they read. In addition to this, they were asked to write a brief summary of what they had read, and if they had doubt or questions regarding what they had read, they could also record them onto the logs.

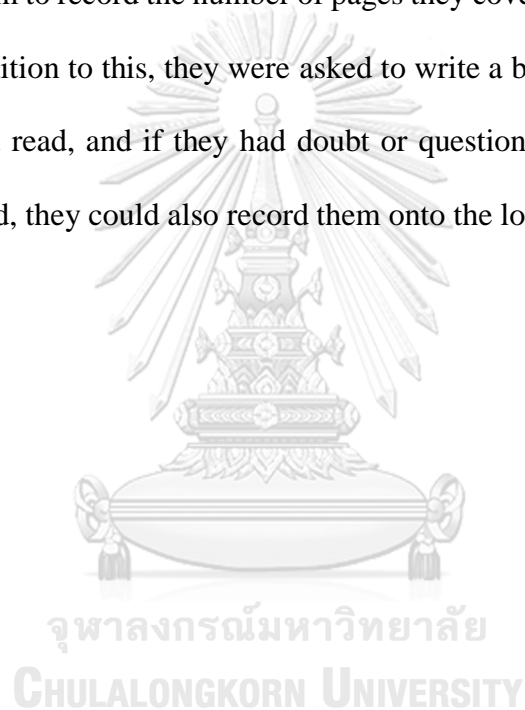


Table 4: The out-of-class extensive reading instructional procedures

Stages	Instructional procedures
Stage 1: Preview	<ol style="list-style-type: none"> 1. The teacher introduced overall tasks and activities for each week's lesson. 2. The activity instructions were clearly described to the participants. 3. The introductory task or activity was provided, leading the participants to the Perform stage. <p>Goal-setting was conducted during the first session to help the participants set the learning goals to accomplish them.</p>
Stage 2: Perform	<ol style="list-style-type: none"> 1. The participants performed the tasks individually following the instructions. 2. The teacher acted as the facilitator who encouraged the students to perform the tasks. <p>Strategy training and modeling were provided for the participants to practice and perform the activities effectively.</p>
Stage 3: Present	<ol style="list-style-type: none"> 1. The participants presented their activities. 2. The feedback from the teacher and peer was given regularly to ensure the learning progress.
Stage 4: Wrap up	<ol style="list-style-type: none"> 1. The participants summarized the topic and the learning activity with the teacher. 2. The reading assignment was introduced, and the teacher let the participants choose the reading materials individually. 3. The participants were asked to complete the students' log to reflect on their performance, their reading ability, and the activity they had done in the week's lesson.

In summary, out-of-class extensive reading was designed from the frameworks of out-of-class language learning, extensive reading, and perceived reading self-efficacy. The out-of-class extensive reading principles and the instructional components are illustrated in Figure 5.

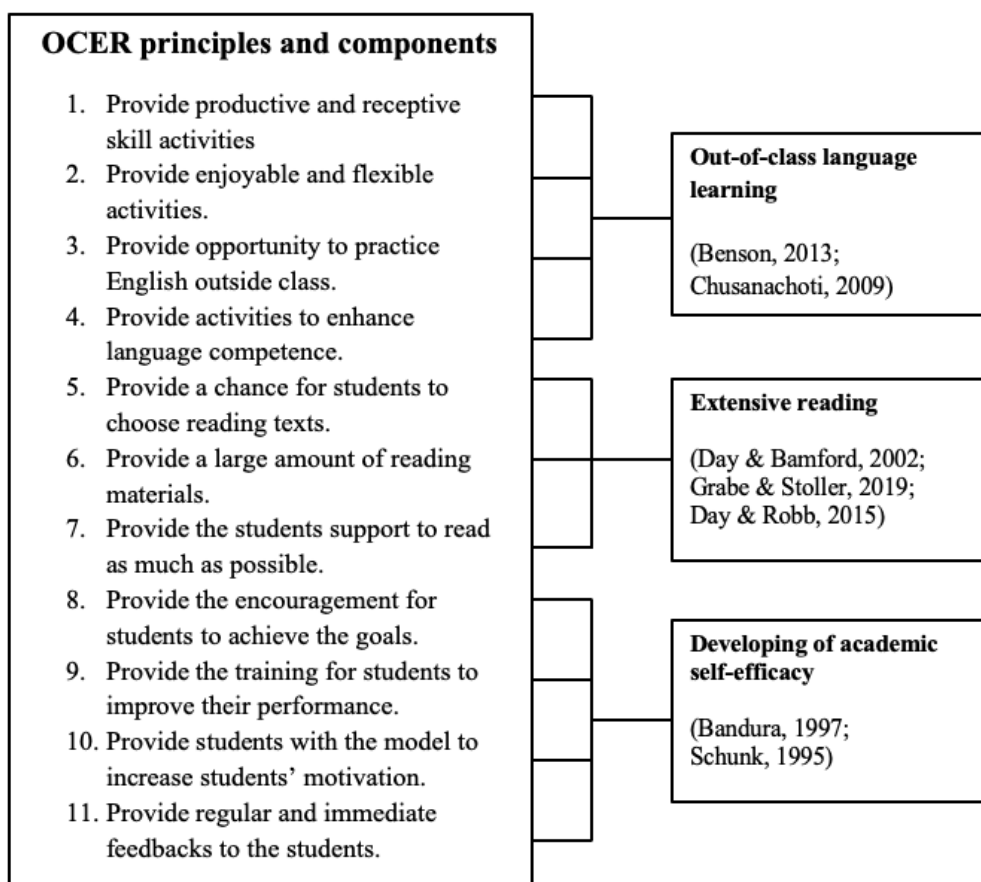


Figure 5: The principles and instructional components of out-of-class extensive reading

3.5.5.2 Reading materials

Graded readers were considered suitable reading materials for extensive reading because they were categorized into different levels based on difficulty, complexity of the grammar, and the number of vocabulary items (Miller & Stewart, 2013). Graded readers were one of the resources matching the requirements and the study participants' proficiency levels. Successful learning with extensive reading should follow various conditions like focusing on the meaning of the text, understanding the type of learning, having interest and engaging books,

reading a lot at a suitable level, and doing other kinds of learning to support reading (Nation, 2005). Clearly, graded readers were interesting learning materials which were suitable for underserved students' learning conditions and able to encourage them to read.

In this study, graded readers were selected from a commercial publisher, and the selection was done based on the level of difficulty and the amount of vocabulary, totaling three levels, ranging from stages one to three, as they were considered appropriate for the participants' levels of English proficiency, not too difficult to make them feel discouraged and not too easy to make them lose interest.

3.5.6 Planning assessments and evaluation

Both formative and summative assessments can be used in the pre-, during, and post-tasks. Assessment is important to check the effectiveness of the instruction and to determine if learning has taken place. Various assessment instruments could be used appropriately to measure the effectiveness of out-of-class extensive reading.

In this study, the instruments which were mainly used were the pre- and post-test on perceived reading self-efficacy questionnaire, the students' log, and the teacher's diary to evaluate if underserved students' perceived reading self-efficacy was developed after doing out-of-class extensive reading activities. Also, the attitude questionnaire and the interview protocols were employed to explore underserved students' attitudes toward the use of out-of-class extensive reading to promote perceived reading self-efficacy.

3.6 Data collection instruments

To collect data regarding the outcomes of out-of-class extensive reading to enhance underserved students' perceived reading self-efficacy, the following five data collection instruments were used:

- 1) Perceived reading self-efficacy questionnaire
- 2) Students' log
- 3) Teacher's diary
- 4) Semi-structured interview protocols
- 5) Attitude questionnaire

3.6.1 The perceived reading self-efficacy questionnaire

The perceived reading self-efficacy questionnaire was developed to elicit data regarding underserved students' beliefs and confidence in their own reading abilities. There were 15 questions in the pre- and post-reading self-efficacy questionnaires that was adapted from the questionnaire of Wang et al. (2012) who studied Chinese students' self-regulated learning strategies and self-efficacy beliefs in learning English as a Foreign Language. Wang's questionnaire initially consisted of 32 items, with only eight items mainly measured perceived reading self-efficacy. Six items from the original eight were adapted from Wang's questionnaire. In addition, nine more items were adapted from the instrument used by Li and Wang (2010), whose study focused more on reading self-efficacy and the use of reading strategies in China. The questionnaire items were ranked into percentage scores from 0 to 100. The participants were required to respond to the questionnaire items by indicating the percentage that best reflected their beliefs in their own reading ability. The perceived reading self-efficacy

questionnaire was written in both Thai and English to avoid the language barrier. As for interpretation of scores, the interpretation in this study was done based on the assessment of efficacy beliefs proposed by Bandura (2006). The 100-point scale, ranging in 10-unit intervals from 0 (“Cannot do”); through intermediate degrees of assurance, 50 (“Moderately certain can do”); to complete assurance, 100 (“Highly certain can do”) was used.

Validation

The questionnaire was submitted to a panel of three experts in the field of language teaching and language assessment to ensure content validity and language appropriateness. The experts were also asked to evaluate whether the instrument was suitable and practical for data collection and whether each item was congruent with the research objectives. The Item-Objective Congruence (IOC) Index was calculated, and the items that had the score lower than 0.5 were revised following the experts’ comments and suggestions.

After validation and revision, the pre- and post-perceived reading self-efficacy questionnaires were tried out with ten underserved students whose demographic characteristics were similar to those of the participants of the main study. Cronbach’s alpha correlation coefficient revealed that the reliability of the pre- and post-perceived reading self-efficacy questionnaires was equal to or higher than 0.5. The overall IOC value of the pre- and post-perceived reading self-efficacy questionnaires was 0.82, with some advice given by the experts. Therefore, the questionnaires were revised as suggested by rephrasing some statements according to the experts’ comments and suggestions (see Appendix A).

3.6.2 Students' log

According to Lyutaya (2011), a reading log is a record of personal reactions to the reading texts including learners' attitudes toward and reflection on what they have learned. When a reading log is used, learners have a chance to learn to take risks, speculate, ask questions, express opinions, and build knowledge, challenging themselves as strategic readers and independent learners. In this study, the students' log was designed to record underserved students' personal reading performance and describe how they learned to accomplish the tasks. Moreover, the log provided them an opportunity to reflect on their learning activities in the class as well as their engagement in extensive reading outside class.

The students' log was composed of two parts: reading log and student's reflection. In the first part, the participants were asked to record their extensive reading performance, including the number of pages they read, the number of minutes spent on reading, a brief summary of the stories they read, and comments and questions. This would help them keep track of their own reading performance. In the second part, five guided questions were given to ask underserved students to reflect on their extensive reading experiences, including their confidence to read English books. Finally, the last item asked the participants to rate their performance by giving a score of 1 to 10 and then explain how they felt about the activities on that day.

The participants were allowed to respond in either Thai or English in order to avoid language barriers and to make sure that in-depth information could be elicited.

As regards interpretation of scores, the scores were interpreted from competency levels and the corresponding grade points by Aithal et al. (2019) as follows:

1	=	Extremely weak	6	=	Above average
2	=	Very weak	7	=	Good
3	=	Weak	8	=	Very good
4	=	Below average	9	=	Excellent
5	=	Average	10	=	Outstanding

Validation

The students' log was submitted to a panel of three experts in the field of language teaching and language assessment to ensure content validity and language appropriateness. The experts were also asked to evaluate whether the instrument was suitable and practical for data collection and whether each item was congruent with the research objectives. The Item-Objective Congruence (IOC) Index was calculated, and the items that had the score lower than 0.5 were revised following the experts' comments and suggestions.

After validation and revision, the students' log was tried out with ten underserved students whose demographic characteristics were similar to those of the participants of the main study. Cronbach's alpha correlation coefficient revealed that the reliability of the students' log was equal to or higher than 0.5. The overall IOC value of the students' log was 0.83, indicating that it was acceptable. The experts suggested that some explanation should be provided to clarify the questions. Consequently, the students' log was revised according to the experts' comments and suggestions by adding some explanation (see

Appendix B).

3.6.3 Teacher's diary

The teacher's diary was used to particularly record the teacher's observation of underserved students' learning behaviors while doing the activities in class based on the premise that collecting information from the class is important for the teacher to adjust the classroom learning and teaching (Nunan, 2003). Teachers' written documents can be used as a reliable source of data, which has an impact on teaching outcomes (Baurain, 2010). In this study, the guided questions were adapted from the observation form of Alicea et al. (2016) and Donough et al. (2013). There were a total of six open-ended items, and the teacher answered them by jotting down anecdotal records of what went on when the teacher was doing the activities with the participants. At the end of the activities in each week, the data were analyzed to determine if there was anything worth further investigating as well as what each week's progress was like.

Validation

The teacher's diary was submitted to a panel of three experts in the field of language teaching and language assessment to ensure content validity and language appropriateness. The experts were also asked to evaluate whether the instrument was suitable and practical for data collection and whether each item was congruent with the research objectives. The Item-Objective Congruence (IOC) Index was calculated, and the items that had the score lower than 0.5 were revised following the experts' comments and suggestions (see Appendix C).

3.6.4 Semi-structured interview protocol

The semi-structured interview protocol was utilized to elicit in-depth information from the participants regarding the learning process to determine if their perceived reading self-efficacy was enhanced in addition to development of reading ability. Generally, a semi-structured interview is used to provide the researcher with opportunity to gain insightful information as it allows the researcher to probe until desired data can be obtained. In this study, there were seven questions in the interview protocol that asked the participants to express their ideas and feelings about their language learning in terms of confidence, motivation, and willingness to learn before and after implementing of out-of-class extensive reading. There were also questions that asked the participants to share their ideas on out-of-class extensive reading including its usefulness, practicality, enjoyment, and impact on their language learning. All of the underserved students were interviewed individually in Thai to avoid language barriers.

Validation

The semi-structured interview protocol was submitted to a panel of three experts in the field of language teaching and language assessment to ensure content validity and language appropriateness. The experts were also asked to evaluate whether the instrument was suitable and practical for data collection and whether each item was congruent with research objectives. The Item-Objective Congruence (IOC) Index was calculated, and the items that had the score lower than 0.5 were revised following the experts' comments and suggestions.

After validation and revision, the semi-structured interview protocol was tried out with ten underserved students whose demographic characteristics were

similar to those of the participants of the main study. Cronbach's alpha correlation coefficient revealed that the reliability of the semi-structured interview protocol was equal to or higher than 0.5. The overall IOC value of the semi-structured interview protocol was 0.78. After that, the semi-structured interview protocol was revised by adding some questions according to the experts' comments and suggestions to ensure comprehensiveness of the data (see Appendix D).

3.6.5 Attitude questionnaire

The attitude questionnaire was designed to elicit data regarding underserved students' attitudes towards out-of-class extensive reading in terms of activities, materials, etc. A Likert scale was one of the most fundamental scaling methods used in "indicating degree of agreement and disagreement with a variety of statements about some attitude, object, person or event" (Taherdoost, 2019, p. 3). In this study, there were 15 items in the attitude questionnaire, which were arranged in a five-point Likert scale, with 1 meaning strongly disagree and 5 meaning strongly agree. The attitude questionnaire was written in both English and Thai to ensure ease of comprehension on part of the participants. With regard to interpretation of mean scores, the following criteria of (Best, 1977) was adopted in this study:

1.00 – 1.80	=	Strongly disagree
1.81 – 2.60	=	Disagree
2.61 – 3.40	=	Neutral
3.41 – 4.20	=	Agree
4.21 – 5.00	=	Strongly agree

Validation

The attitude questionnaire was submitted to a panel of three experts in the field of language teaching and language assessment to ensure content validity and language appropriateness. The experts were also asked to evaluate whether the instrument was suitable and practical for data collection and whether each item was congruent with research objectives. The Item-Objective Congruence (IOC) Index was calculated, and the items that had the score lower than 0.5 were revised following the experts' comments and suggestions.

After validation and revision, the attitude questionnaire tried out with ten underserved students whose demographic characteristics were similar to those of the participants of the main study. Cronbach's alpha correlation coefficient revealed that the reliability of the attitude questionnaire was equal to or higher than 0.5. The overall IOC value of the attitude questionnaire was 0.89, indicating that it was acceptable. The experts advised that some statement in Thai version should be checked for a clarity. Therefore, the attitude questionnaire was revised according to the experts' suggestions to increase ease of understanding (see Appendix E).

3.7 Pilot Study

Before the implementation of out-of-class extensive reading to enhance the students' perceived reading self-efficacy, one group of underserved students was employed as the pilot study group for a month prior to the main study in the following semester. The research instruments used in the pilot study had been developed, validated, and revised based on the conceptualized theoretical frameworks and the experts' comments.

The pilot study had been conducted one month during the school break of the first semester of the academic year 2019 at the donated containers converted to the public library in the slum area. The meetings were organized to cover four activities, lasting two hours each. The participants were given the perceived reading self-efficacy questionnaire at the beginning of out-of-class extensive reading. Ten participants were purposively selected for the pilot study. The participants attended the meetings and performed the out-of-class extensive reading activities.

The findings of the pilot study revealed that most of the pilot participants had positive attitudes towards out-of-class extensive reading. They seemed to enjoy doing the activities because they had a chance to perform the tasks that were fun and of their interest. However, some instructions and activities needed to be revised and improved as they were unclear and caused confusion. To explain, some of the participants found the instruction for both extensive reading and accompanying activities too complicated. This may have been because they were not familiar with out-of-class extensive reading. The researcher needed to slowly explain the instruction for the activities one step at a time. During the pilot study, explanation of graded readers used as reading materials was clearly given to the participants in order to avoid confusion. Other problems that arose included disruption from the participants who were less attentive as well as those who did not like to work alone or did not like to work in groups. However, the researcher was able to manage the class and carried out the pilot study as planned.

After the pilot study ended, the data collected during the implementation were analyzed to shed light on how to revise and improve the instruction, activities, and materials for the experiment in the main study.

3.8 Data collection procedures

Data were collected during the 12-week implementation of out-of-class extensive reading. The pre-perceived reading self-efficacy questionnaire was administered before the out-of-class extensive reading activities were conducted. During the implementation, the participants were asked to respond to the students' log, while the teacher recorded the observational data onto the teacher's diary. At the end of the implementation of out-of-class extensive reading, the post-perceived reading self-efficacy questionnaire was administered. Also, the teacher asked the participants to respond to the attitude questionnaire and interviewed them using the semi-structured interview protocol.

3.9 Data analysis

Descriptive statistics of mean and standard deviation were employed to analyze data obtained from the pre- and post-perceived reading self-efficacy questionnaires to determine the outcomes of out-of-class extensive reading on underserved students' perceived reading self-efficacy. In addition to quantitative data, qualitative data obtained from the students' log and teacher's diary were analyzed by means of content analysis to support the quantitative findings. In addition, to shed light on underserved students' attitudes toward out-of-class extensive reading, qualitative data elicited by means of the semi-structured interview protocol were analyzed using content analysis, while descriptive statistics of mean and standard deviation were used to analyze the quantitative data elicited with the attitude questionnaire.

A summary of the data collection instruments and data analysis in accordance with the research questions is presented in Table 5.

Table 5: Data collection instruments and data analysis in accordance with research questions

Research questions	Research objectives	Research instruments	Data analysis
1. What are the outcomes of out-of-class extensive reading on enhancement of underserved students' perceived English reading self-efficacy?	1. To investigate the outcomes of out-of-class extensive reading on enhancement of underserved students' perceived English reading self-efficacy.	Perceived English reading self-efficacy questionnaire Students' log Teacher's diary	Descriptive statistics (mean and standard deviation) Content analysis
2. What are underserved students' attitudes towards out-of-class extensive reading?	2. To explore underserved students' attitudes towards out-of-class extensive reading.	Semi-structured interview protocol Attitude questionnaire	Content analysis Descriptive statistics (mean and standard deviation)

CHAPTER IV

FINDINGS

In this chapter, the study findings are reported to answer the following research questions:

- 1) What are the outcomes of out-of-class extensive reading on enhancement of underserved students' perceived English reading self-efficacy?
- 2) What are underserved students' attitudes towards out-of-class extensive reading?

4.1 The outcomes of out-of-class extensive reading on underserved students' perceived reading self-efficacy

To answer research question one, quantitative data obtained from the pre- and post-perceived reading self-efficacy questionnaires were analyzed to determine the development of the participants' perceived reading self-efficacy before and after the implementation of out-of-class extensive reading. Moreover, qualitative data regarding perceived reading self-efficacy were collected using four data collection instruments: the pre- and post-perceived reading self-efficacy questionnaire, students' logs, teacher's diary, and the interview protocols.

A comparison of the scores of the pre- and post-perceived reading self-efficacy questionnaires showed that after attending out-of-class extensive reading activities, the mean scores of perceived reading self-efficacy of the participants increased to a certain extent. To explain further, before out-of-class extensive reading was implemented, the participants' overall mean score of the pre-perceived reading self-efficacy

questionnaire was 40.60 (S.D. = 7.22), and the implementation of out-of-class extensive reading, the post-perceived reading self-efficacy overall mean score increased to 63.33 (S.D. = 12.71). This means that out-of-class extensive reading had a positive effect on the participants' perceived reading self-efficacy, as shown in Table 6 below.

Table 6: Perceived Reading Self-efficacy

Participants	Mean		S.D.	
	Pre	Post	Pre	Post
Participant 1	52.00	72.00	8.62	21.11
Participant 2	36.00	52.00	7.37	12.65
Participant 3	54.00	83.33	19.57	14.47
Participant 4	40.00	50.00	10.00	14.64
Participant 5	36.00	59.33	7.37	20.52
Total	43.60	63.33	7.22	12.71

The qualitative findings elicited with students' log, teacher's diary, and interview protocols shed more light on the outcomes of out-of-class extensive reading on the four dimensions of perceived reading self-efficacy as follows:

4.1.1 Mastery experiences

Due to the conditions of underserved students, they lacked opportunity to actually use English in their daily life. In fact, they hardly even had a chance to practice English outside the classroom. After implementation of out-of-class extensive reading, the students reported that they got a chance to practice and perform different activities in English including doing extensive reading. The findings showed that the students enjoyed developing their English language skills with out-of-class extensive reading. Their realization that the out-of-class extensive reading enabled them to further develop their English language skills could be noticed in the excerpts below:

The most interesting thing I like is that I have a chance to learn and practice English skills. I have a chance to listen, speak, read, and write in English while doing many activities. It is fun and interesting. I have never got a chance to do this in class at school. (Participant A)

I think practice makes me better when performing tasks in English. If I did not have a chance to do these activities, I might not know what I can do well. (Participant C)

It could be seen that the participants were satisfied that they had a chance to experience reading extensively by themselves outside class. This meant they had more opportunity to practice English language skills, which made them realize that they were able to improve themselves if they did practice. When they felt that they were able to perform the activity, their confidence followed. This is one of the reasons why the participants were motivated to keep practicing and improving their language ability.

4.1.2 Vicarious experiences

After performing some activities, the students clearly understood the steps and the stages of the out-of-class extensive reading activities. The activities which were provided in the second part were more challenging compared to the activities in the first part. The activities in the second half emphasized the participants' performance and practice of language skills. Strategy training and teacher modeling were conducted by the teacher to show the participants with examples how to perform the activities and practice their language skills. In so doing, the participants would be able to practice not only

English language skills but also critical thinking skill in making decisions. Their creativity in designing project works was also boosted. Their vicarious experiences were described in the following sentiments:

The activity was fun and interesting. I had to design and create my own project. It was difficult for me in some parts, so I asked the teacher to show me an example. Sometimes I looked for some samples from my friends instead. I think the examples helped explain what to do in the activity and understand more clearly. I was so confident in performing the activity more after I have seen from others. (Participant A)

I liked the activity, but it was still too difficult for me as I was not confident to speak English. Also, I had problems with English pronunciation. I always asked the teacher to show me some samples. I think the out-of-class extensive reading is helpful for me. I have learned a lot from looking at the teacher and friends. (Participant E)

In summary, it could be seen from the findings that when the participants had a chance to receive appropriate training and modeling, they were able to practice the language by themselves. Once they were able to do that, their confidence and perceived reading self-efficacy could be developed. The findings gleaned from the teacher's diary showed the participants improved after they had received vicarious experiences, as can be seen in the excerpt below:

The students paid attention to the activity, and they were interested in learning new things. They tried to practice and perform what the teacher

introduced to them. Some of the students struggled with English pronunciation and spelling, but most of them performed well. Some students seemed not so confident in English speaking, and some helped their peers when they had problems in class. The students asked for more vocabulary items related to the lesson. They had spent time practicing in class and continued doing the tasks after class. Noticeably, the students seemed to realize the importance of English reading in order to perform the activity better. The students' intention to learn was considered from their behaviors during the activity. (Teacher)

However, it is noteworthy that some participants might not have been confident in their own ability to perform the task. They needed assistance from the teacher and their peers to make them keep trying. In this study, teacher modeling was provided for the students to explore. The teacher assumed that learning by watching or observing others do the task would be helpful for this group of participants so that they would see the overall picture and should understand the out-of-class extensive reading activities more clearly. It became evident that the participants were able to complete the task after having a chance to observe others, as mentioned in the sentiments below:

I liked it when the teacher showed me some examples of the tasks I had to do. It was easier for me to understand. Doing the activity made me want to read more next week and do next week's activity. (Participant D)

I liked to do the activity but sometimes I did not have enough information to share with the class. I think I have to go back and read more after this. (Participant C)

As a result, the participants who paid attention to out-of-class extensive reading could do in-class activities more successfully compared to those who did not read as extensively as they did. It was noticeable that the participants who had better performance in class tried to read more after class. After the implementation of out-of-class extensive reading activities, the participants were enabled to perform the tasks and their motivation to read increased.

4.1.3 Verbal persuasion

According to the study findings, another factor that helped promote perceived reading self-efficacy of the participants was positive feedback from the teacher. Teacher feedback was immediately provided to the participants after weekly activities. Appropriate feedback seemed significant to engage the participants in learning and improve their performance, as it could be observed in the following sentiments:

When I did my work, I always asked the teacher to comment and check my spelling as I was not so confident about it. After I got some comments and feedback from the class, I could be better improved my works. I have learned from their comments. (Participant E)

Feedback from the teacher and friends are important for me to improve my work. I always ask the teacher to check my work after I have done it. (Participant B)

I love the feedback from the teacher, but I do not like it when the teacher gives me feedback in front of the class. Sometimes, I am too shy to ask my friends in class, so I ask the teacher individually after class. Feedback from the teacher helped improve my performance. I think I could perform better after received teacher feedback. (Participant D)

I am happy when the teacher gave me immediate feedback, so I can immediately correct my mistakes in class. I love to hear the feedback on my mistakes which I could improve my performance. (Participant A)

Findings from the teacher's diary also suggested that feedback from the teacher played a significant role to enable the participants to accomplish the tasks, as the teacher described:

The students pay more attention to the activity in every class, and the complexity of the task is challenging for the students. Appropriate feedback from the teacher seemed to be important for the students to practice and perform the activities effectively. Once the students get feedback from the teacher, they correct their work and improve their performance in the next activity. The students always ask for correction and confirmation of the task. It also appeared that feedback is essential to enhance students' confidence, as evidenced by the students' reports and their in-class performance. (Teacher)

Simply put, it was found that verbal persuasion influenced the participants' performance as it encouraged them to develop confidence and improve their ability to perform the activities. When the participants got

appropriate comments and feedback, they were confident in their abilities so their perceived reading self-efficacy followed.

4.1.4 Emotional states of self-efficacy

Emotional states of self-efficacy come directly from emotions, feelings, and experiences of the learners which could be used to predict the learners' success or failure performing the task. In this study, emotional states included the feeling of satisfaction with out-of-class extensive reading in various aspects such as materials, activities, etc., as the participants shared their thoughts:

I was so much happy with this course. I liked doing all the activities. They were fun and interesting, but the one I like most was role-playing because I liked to speak English. I think extensive reading helped me improve English skills. I have a chance to practice different English skills especially reading. I enjoy attending this course, and I want to learn more after this. (Participant C)

As shown in the excerpt, the participants enjoyed doing the activities and had positive feelings towards out-of-class extensive reading in various aspects. Once they were satisfied with the activities, they were more likely to continue reading and try to perform better when doing activities. Moreover, the participants' satisfaction helped increase their learning interests and motivation to learn.

In addition to this, graded readers were utilized as the reading materials which were new things to the students of this study since they had never had their own graded readers before. This was because their parents' financial status

may have meant graded readers were something unaffordable in the family, and the schools did not have English graded readers for them. The students explained that graded readers were interesting to them because they were different from the textbooks they were normally required to read in class. Moreover, the stories in graded readers were more fun to read compared to reading materials they were more familiar with such as textbooks or newspapers. The fact that the students were able to choose any graded readers they were interested in made extensive reading even more appealing to them, as shown in the following sentiments:

I like graded readers because there are pictures that describe the story in the graded readers. This makes the story more interesting and easier to understand. I sometimes do not understand some parts, but I could guess the meaning from the pictures in the graded readers, so I can continue reading. (Participant C)

There are many kinds of stories for the students to choose. We do not need to read the same books as we have to do in class. I can choose the book which I want to read on my own and what I choose does not have to be the same as what my friend chooses. (Participant B)

I like extensive reading because the story I read is more interesting. I enjoy reading the one that I have chosen myself. If I feel it is fun and interesting, I would like to continue reading more until I finish it. (Participant A)

The story that I like most is Beauty and the Beast because I love watching Disney movies and I want to know whether the story in the book is similar to that in the movie or not. I think it is fun and I am happy to read the story I like. (Participant E)

The reason I like most about graded reader is about the story. Some graded readers I had known before since I was young, but I could not remember them all. I can choose the story that I want to read myself. I do not have to read what the teacher assigned. (Participant D)

After the implementation of out-of-class extensive reading, most of the participants indicated that they had positive feelings towards out-of-class extensive reading. They enjoyed doing in-class activities as well as reading extensively outside class. Furthermore, most participants were satisfied with out-of-class extensive reading and began to develop positive emotions and feelings after experiencing such positive feelings. The participants' perceived reading self-efficacy could then result from these positive emotions they had.

Moreover, it was believed that personal interest is important when trying to promote learner's perceived reading self-efficacy. Based on such a belief, the activities included in the out-of-class extensive reading aimed to attract the participants' interest, in hope that it would then lead to development of their perceived reading self-efficacy. The qualitative findings revealed that the participants were satisfied with the out-of-class extensive reading activities in this respect, as described below:

I enjoyed doing all activities. They were fun and interesting. However, I did not have much confidence at the beginning, but the activities interested me. It made me want to read more so that I could better perform the activities. (Participant B)

4.2 Out-of-class extensive reading

The out-of-class extensive reading accommodated the specific contexts of underserved students that are different from the contexts of mainstream students. To begin with, instead of a regular classroom with a formal atmosphere, the out-of-class extensive reading was implemented at the English Club room of a public school or donated shipping containers converted into a library in the slum, so both offered a more relaxing learning atmosphere for underserved students who may have had their participation in the sessions as a refuge from their everyday life. For this reason, the students were motivated to attend the sessions and felt comfortable and relaxed when doing activities, as some of them described:

I like the out-of-class extensive reading because it is relaxing. We do not have to sit properly as we have to do in class. We have more space to do the activities. The duration is flexible and not too long for each session of learning. I do not feel that I come to study. It seems like I come to play, but I have learned many things from coming. (Participant A)

I like to learn English in this room more than in class. It is quiet and convenient to do the activity. I can hear the teacher clearly and concentrate more on the lesson. (Participant D)

I think it is a good place to study. It is convenient to do activities because I have a lot of space to work with friends. It is not as stressful as the normal classroom.
(Participant E)

Learning environment is important for me to study. Most of the students in class are lazy to learn, so the teacher has to keep asking them for attention. There was very loud noise in class, and the teacher had to shout out loud to teach in my class. This course is completely different from my classroom. I love to study here with my teacher and friends. (Participant C)

In addition, the participants in the study usually spent time in the evening after school playing at the playground waiting to be picked up by their parents who had to work. Even though they wanted to do something related to studying, they were unable to do that because there was no facility available. When out-of-class extensive reading was implemented, it readily provided these underserved students an extra hard-to-find chance to develop their language skills, as they shared their sentiment:

I enjoy doing extensive reading activities as I can do it anywhere anytime. I normally have to wait for my parents to pick me up late in the evening. I do not have to go to the library or English club room but I still have my own book to read. I have something to do while my friends are playing. I can spend my free time with extensive reading. (Participant B)

Moreover, it appeared in the study that, in addition to reading, the out-of-class extensive reading enabled the participants to practice other language skills as well. This was confirmed by the participants' report that out-of-class extensive reading helped

improve their English skills in various aspects including reading, writing, vocabulary, and grammar. For example, the participants explained how out-of-class extensive reading promoted their reading skill:

I can improve my reading skill as I can read books faster. At the beginning, I had to spend almost three weeks to complete one book. Later on, it took me only one week to finish reading a whole book. I think I can read better. (Participant B)

Reading is the most important skill at school. We have to take the test in class and also the Ordinary National Educational Test (O-NET) this year. There are many items and reading stories in the test that might take so much time to read. I think I can read better so I could perform better in the test. (Participant C)

In terms of writing, the participants reported similar sentiments:

I feel like I love reading. I have found that reading English also improves my writing as well. I have to read a lot, so I know how to write sentences correctly. I have learned sentence structures from reading them. I remember more vocabulary items, so I can write English sentences longer and better in class when the teacher assigns me homework. (Participant A)

Apart from reading, I think I can write better as I can write a few sentences in my reading log and reflection in English. I have learned from extensive reading. (Participant D)

I have learned sentence structures from reading them. I remember the structure, and I can write English sentences longer and better in class when the teacher

assigns me homework. Reading English also improves my writing. (Participant C)

Apart from reading and writing, the participants also reported that extensive reading enhanced their vocabulary acquisition, as described below:

The most important for me is that I have learned many vocabulary items from extensive reading. Graded readers include difficult vocabulary indexes on each page with translation in Thai. I also found some words that I had never known before. Sometimes, I might not understand the story, so I look at the vocabulary index. It helped me understand the story clearly, and it is easier for me to remember those words. (Participant C)

I learn new words from extensive reading. I like to note them down in my notebook which is convenient for me to find those words later. It is good that we do not need to look for the meaning of some words by ourselves because there was a glossary in the books. (Participant A)

I had learned new words from the reading and the glossary. I memorized some of the words whose meaning I knew. I like extensive reading with the translation, so I did not have to look up the words in the dictionary or ask my friend for the meaning. (Participant E)

The finding on language skill development also revealed that out-of-class extensive reading could help equip the participants with knowledge of the world, which was sometimes beyond the grasp of underserved students, as the participants shared their experiences:

I think I got a lot more information about Christmas after I had read Christmas Stories. I gained English vocabulary, and I learned about foreign cultures at the same time. Many things are different from what I had known before. I have learned a lot of new things from reading. (Participant B)

I like extensive reading because I have learned new things from reading the story. For example, I have got experiences about traveling after reading Around the World in Eighty Days. Traveling information was explained in the book. I have got some tips for traveling. I like reading the adventurous story, and I would like to travel around the world as described in the story. (Participant D)

Additionally, extensive reading was beneficial for the participants in various aspects including their motivation. As the participants improved their English skills and gained more knowledge from reading, they mentioned that positive attitudes towards extensive reading was developed. The participants' motivation was implied from their comments during the interview as reported below:

As I can read faster, I think I could perform better than other friends in my class who have not read extensively. I feel that I love reading more and would like to complete the book faster and faster. (Participant B)

I can improve not only reading skill but other skills as well. If I continue reading more, I will be good at what I do one day. Due to the limited time, I think I can improve so little but I think I love reading more. (Participant A)

Extensive reading is not boring as I had thought before. I changed my attitudes after I read the first book. Although it took me so much time to complete one book, I can read faster at the end of the course. (Participant D)

I believed that reading taught me many things that I can use to improve other skills from reading. If I can remember the vocabulary and the sentence structures, I will be able to apply this when I become an exchange student one day. (Participant C)

In addition, out-of-class extensive reading activities undertaken in this study were divided into ten activities spanning 12 weeks. The activities were designed from the survey inventory and the literature review, with data being collected from underserved students, teachers, and stakeholders living in the slum community. Ten out-of-class extensive reading activities were designed in order to give underserved students the opportunity to practice both productive and receptive skills. Each activity provided them with the opportunity to use English in an authentic situation with authentic materials.

The scope and sequence of out-of-class extensive reading were deemed important for the participants to perform while doing the activities. At the beginning, the participants were asked to set their goal before starting the activities and share their attitudes towards language learning with the class. The feedback from the participants during the first two activities were positive, as mentioned in the participants' logs after the activities. The participants were interested in performing the activities. The most interesting component for the participants was an opportunity to practice English in class. Thus, out-of-class extensive reading activities were able to enhance the

participants' perceived English reading self-efficacy as reported in the following sentiments:

I understand more about the course after the lesson in first week. There are many activities in this course that I want to do. Goal setting helps me plan my learning goal and the way to achieve that goal. (Participant A)

During the first few week's lessons, the audio and visual aids were utilized to make the activities more interesting. The students would have opportunities to tell their story and compare the story with their peers' story. Both activities were organized with basic instruction which was easy to follow. The objectives of the activities were specified when the activities were introduced. (Teacher)

Another factor that may have resulted in successful implementation of out-of-class extensive reading was class size. In this study, class size was very small compared to that of the mainstream schools which was generally composed of 30 up to 50 students in one class. When the class size was small and there were only a few students, the students were familiar with one another, so they experienced no anxiety or embarrassment when they had to take part in the activities, as some of them explained:

I am quite shy to speak English in my classroom. Many students in class always laugh at people who speak English in class, so I do not participate in any classroom activities. It is different here. I love small group of students because I have a chance to do the activities and talk to the teacher. The number of the students in class is small enough so I can practice my English skills without worry. (Participant C)

I love small groups of students because I am shy when I have to speak English in class. Many students in class always laugh at people who speak English in class, so I do not participate in any classroom activities. (Participant E)

4.3 Problems and obstacles from doing out-of-class extensive reading

Although the findings of the present study had identified a number of factors that enhanced the participants' perceived reading self-efficacy and promoted their ability to perform out-of-class extensive reading, there were some problems that were mentioned as obstacles that hindered the participants' engagement in out-of-class extensive reading which are described as follows:

4.3.1 Scheduling

Out-of-class extensive reading was implemented for 12 weeks in this study, including pre- and post-test activities and two-hour weekly meetings. Scheduling was one of the constraints mentioned by the participants in this study. This was because some of the participants had personal obligations or responsibilities to fulfill, so they were unable to come to the class to do the activities, as explained:

I sometimes missed the class activities because I had to do some group work for other school subjects. I was not available to study on the weekends since I had to take care of my sisters at home. (Participant C)

4.3.2 Level of difficulty

The teacher provided the participants with various kinds of graded readers to read. They were able to select the books they wanted to read on their

own. However, it was discovered that without the teacher's guidance, some of the participants chose the books that did not match their level of English proficiency. If the book was too difficult, they would find the activity too challenging and want to give up, as the participants mentioned in the following sentiments:

I would like to read the story about Sherlock Holmes. I first selected this book, but I found that the book was too long for me and it was more difficult than other books. In the end, I stopped reading this book and had to choose another book instead. (Participant D)

I had never read any graded readers before. It was my first time reading graded readers which are quite difficult for me. There are a plenty of unknown words with no meaning provided in the vocabulary index. I had to spend a lot of time looking up the meaning or asking my friends about the meaning of the words. It was the reason why I was able to complete only three graded readers. (Participant E)

4.3.3 Family issues

As out-of-class extensive reading was done after school, the participants needed to ask for permission from their parents to join. Sometimes the participants were unable to come and do the activities because they had to help their parents take care of their younger siblings, and others had to help their parents work by selling food in the evening to earn extra income. As a result, they had to miss some of the activities, as evident in the following statements:

I have to take care of my brother in the evening while my parents are working outside. If I want to join this, I have to ask my mom to pick up my brother or sometimes he has to wait for this class to end because I want to come. (Participant B)

I sometimes help my mom selling sausages near the factory after school because she is too busy with a lot of customers in the evening, so I cannot come to the class on some days even though I try not to miss this class. (Participant E)

4.4 Underserved students' attitudes towards out-of-class extensive reading

It is worth noting that even though the number of participants in this study was very small, the findings from the attitude questionnaire could still be utilized to reflect on the underserved students' attitudes towards out-of-class extensive reading in four issues, namely usefulness, scope and sequences, materials and activities, and practicality.

4.4.1 Underserved students' attitudes towards usefulness of out-of-class extensive reading

The findings regarding underserved students' attitudes towards the usefulness of out-of-class extensive reading to improve their language ability showed that the students were satisfied with out-of-class extensive reading as they liked out-of-class extensive reading (mean = 4.8; S.D. = 0.45) and they thought that they had learned a lot about reading English after having a chance to do out-of-class extensive reading (mean = 4.6; S.D. = 0.55). In addition, the students were satisfied that out-of-class extensive reading could help them read

English better (mean = 4.4; S.D. = 0.55). Underserved students' attitudes towards usefulness of out-of-class extensive reading are presented in the table below.

Table 7: Underserved students' attitudes towards usefulness of out-of-class extensive reading

Questionnaire items	Mean	S.D.
I think this out-of-class extensive reading can help me read English better.	4.40	0.55
I like this out-of-class extensive reading.	4.80	0.45
I think I learn a lot about reading English from this out-of-class extensive reading.	4.60	0.55
Total	4.60	0.51

To sum up, most of the students agreed that they were satisfied with out-of-class extensive reading and they learned a lot from the out-of-class extensive reading. Moreover, the out-of-class extensive reading helped them read better their engagement in out-of-class extensive reading.

4.4.2 Underserved students' attitudes towards the scope and sequences of out-of-class extensive reading

When it came to the scope and sequences of out-of-class extensive reading, the findings revealed that underserved students had positive attitudes towards the scope and sequences of out-of-class extensive reading. They indicated in the questionnaire that the scope and sequences of out-of-class extensive reading helped them understand how to read better (mean = 4.6; S.D. = 0.55). Furthermore, they believed that the scope and sequences of out-of-class extensive reading made it easy to understand and follow (mean = 4.6; S.D. =

0.55). In particular, the underserved students reported that each out-of-class extensive reading step helped them read better (mean = 4.4; S.D. = 0.55). Lastly, the underserved students reported that they understood every step of out-of-class extensive reading (mean = 4.2; S.D. = 0.45). The underserved students' attitudes towards out-of-class extensive reading scope and sequences are presented in the table below.

Table 8: Underserved students' attitudes towards out-of-class extensive reading scope and sequences

Question items	Mean	S.D.
I understand every step of out-of-class extensive reading.	4.20	0.45
I think each out-of-class extensive reading step really helps me do the activities better.	4.40	0.55
I think the scope and sequences help my understanding of how to do the activities better.	4.60	0.55
I think the scope and sequences help make out-of-class extensive reading easy to understand and follow.	4.60	0.55
Total	4.45	0.51

To conclude, the underserved students agreed that the scope and sequences of out-of-class extensive reading helped them perform the activities better and the scope and sequences were easy to understand and follow. In addition to this, each step of out-of-class extensive reading enabled them to understand and do the activities.

4.4.3 Underserved students' attitudes towards out-of-class extensive reading materials and activities

The findings regarding underserved students' attitudes toward out-of-class extensive reading materials and activities indicated that the underserved students had positive attitudes toward all of out-of-class extensive reading

materials and the activities. They reported that the out-of-class extensive reading activities in every class really helped them review what they had read (mean = 4.8; S.D. = 0.45) and the out-of-class extensive reading activities helped them understand how to read better (mean = 4.8; S.D. = 0.45). In terms of the reading materials, graded readers were reported as suitable reading materials for out-of-class extensive reading (mean = 4.6; S.D. = 0.55). In addition, the findings also showed that the underserved students' log used to record what they had read outside classes really helped them reflect on what they had read, which led to better understanding of the activities as well as their ability to read.

Table 9: Underserved students' attitudes towards out-of-class extensive reading materials and activities

Question items	Mean	S.D.
The students' log really helps me reflect on what I have read.	4.40	0.55
Graded readers are suitable reading materials for out-of-class extensive reading.	4.60	0.55
The out-of-class extensive reading activities in every class really help me review what I have read.	4.80	0.45
The out-of-class extensive reading activities help me understand how to read better.	4.80	0.45
Total	4.65	0.49

As indicated in the table, most of the students were satisfied with the out-of-class extensive reading activities which could help them review their reading and understand how to read better. They also felt that the students' logs were appropriate learning tools that supported them when they tried to develop themselves as readers outside class.

4.4.4 Underserved students' attitudes towards the practicality of out-of-class extensive reading

The findings from the questionnaire showed that underserved students were satisfied with the out-of-class extensive reading in terms of its practicality as they felt that out-of-class extensive reading really helped them practice what they had learned with authentic tasks (mean = 4.8; S.D. = 0.45). Furthermore, out-of-class extensive reading helped them read better, gain more perceived reading self-efficacy, and apply what they had learned with other reading texts (mean = 4.8; S.D. = 0.45). Interestingly, out-of-class extensive reading helped them developed the love of reading (mean = 4.6; S.D. = 0.55) and made them want to continue reading in the future after the end of the activities (mean = 4.4; S.D. = 0.55).

Table 10: Underserved students' attitudes towards the practicality of out-of-class extensive reading

Question items	Mean	S.D.
I think out-of-class extensive reading helps me develop the love of reading.	4.60	0.55
I think out-of-class extensive reading helps me want to continue reading.	4.40	0.55
Out-of-class extensive reading really helps me practice what I have learned with authentic tasks.	4.80	0.45
Out-of-class extensive reading helps me to read better, gain more perceived reading self-efficacy, and apply what I have learned with other reading texts.	4.80	0.45
Total	4.65	0.49

In terms of the practicality of out-of-class extensive reading, it was found that most of the students had positive attitudes towards out-of-class extensive reading since it could help them practice what they had learned with authentic tasks. Moreover, the students could read better, gain more perceived

reading self-efficacy, and apply what they had learned with other reading texts after the implementation. The overall mean scores of the underserved students' attitudes towards out-of-class extensive reading are presented in the table below:

Table 11: Overall mean scores of underserved students' attitudes towards out-of-class extensive reading

Question item	Mean	S.D.
Overall mean scores of the attitude questionnaire	4.56	0.49

As illustrated in the attitude questionnaire, the underserved students were satisfied with out-of-class extensive reading, as evidenced by the overall mean score of 4.59 and the standard deviation of 0.49. Most of the students were satisfied with the out-of-class extensive materials and activities including its practicality. In short, the findings from the attitude questionnaire indicated underserved students' overall satisfaction towards out-of-class extensive reading.

Apart from the attitude questionnaire, the semi-structure interview protocol was employed in this study. The qualitative findings regarding underserved students' attitudes towards out-of-class extensive reading after its implementation in the 12th week are divided into four categories as follows:

1) Underserved students' satisfaction with out-of-class extensive reading

The findings revealed that all of the participants were satisfied with out-of-class extensive reading. The main reason for their satisfaction was out-of-class extensive reading activities were different from routine activities they did in school, which could be uninspiring for them. In contrast, the out-of-class extensive reading activities varied and were fun and interesting. Sometimes the

activities were challenging because they required the use of different skills at the same time. Consequently, the participants were satisfied with out-of-class extensive reading activities, as they mentioned below:

The reason that I like out-of-class extensive reading is because I do not have to do only reading in class. I can do other activities while reading books. There are many types of activities that I can do in this course. The activity that I like most is role-playing because I can be my favorite character. I love watching my friends' performance, too. (Participant A)

Some activities are too difficult for me and I have no ideas about what to do. I sometimes asked the teacher for some suggestions and my friends for help. Although they are challenging, I like to challenge myself doing the activities. (Participant D)

I have never done any activities in my English class at school. I always sleep in the class because it is boring. There is nothing interesting, and I do not want to participate in class. (Participant E)

2) Understandable scope and sequences

The out-of-class extensive reading activities in this study was a combination of out-of-class language learning activities and extensive reading to enhance the participants' perceived reading self-efficacy. The scope and sequences of out-of-class extensive reading were designed in order to help the participants understand the instruction and make it easy to follow. When out-of-class extensive reading was easy to understand and follow, the participants

would be more willing to pay attention and do to the activities, as reported in the following sentiments:

I like this way of teaching that the teacher provided some examples before modeling the task and let me practicing after that. Moreover, the teacher gives clear instruction for each activity. It is easy to follow and complete the activity by myself. (Participant B)

I like the steps of doing the activity that I have to practice, perform, and present at the end of each class. The activity is related to what I have read. (Participant A)

3) Opportunity to practice English

The implementation of the out-of-class extensive reading was designed not only to enhance the participants' perceived reading self-efficacy but also to offer them the opportunity to explore other English language skills. The participants' practiced all English language skills when they did the activities. The participants indicated that out-of-class extensive reading enhanced their perceived reading self-efficacy in terms of motivation and confidence. They stated that they had more confidence when performing the activities. Moreover, they felt that reading English was beneficial for them as it helped them improve other English skills as well, even though this was not the main goal of doing extensive reading, as they described:

I like to talk to my friends about what I have read from the book. I love listening to my friends when they read stories to me because I do not

have to read them myself. But after doing the activities, I would like to read more so that I can share my story with my friends. (Participant C)

4) Tools for future plans in life

The data collected from the interview showed that the participants realized that out-of-class extensive reading helped equip them with the tools they needed for their future plan in life, including their future career. Their responses are shown below:

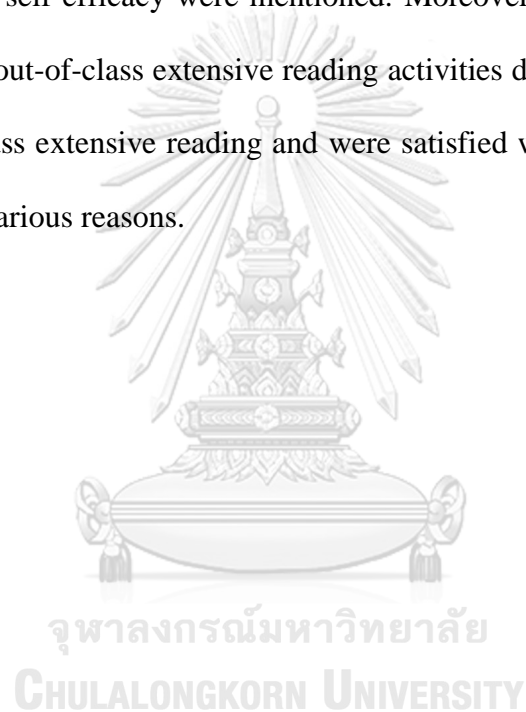
I think out-of-class extensive reading is helpful for me because I get to practice my English skills. I have planned to go study abroad as an exchange student. I think I can improve my English skills from reading and doing activities. (Participant C)

English is important for me to get a job in the future. I think I will be better at English communication if I have a chance to study this course for a longer period of time. (Participant D)

I enjoy the course very much. I think my English skills are not good enough, but I love studying English more than in the past. I can read English more than I thought. I wish I could read more and faster than this. I am now the slowest reader in the class. (Participant E)

4.8 Summary

The findings of the study revealed that out-of-class extensive reading resulted in improvement of perceived reading self-efficacy and development of positive attitudes towards out-of-class extensive reading among underserved students for different. Various positive factors that enhanced underserved students' perceived reading self-efficacy were identified, and some obstacles and limitations in acquiring perceived reading self-efficacy were mentioned. Moreover, the underserved students who attended the out-of-class extensive reading activities developed positive attitudes towards out-of-class extensive reading and were satisfied with the implementation of the activities for various reasons.



CHAPTER V

DISCUSSION AND CONCLUSION

The final chapter presents a summary of the study findings as well as the discussion of the research findings along with the conclusion. Pedagogical implications derived from the findings are proposed, and recommendations for further studies based on the study limitations are included.

5.1 Summary of the study findings

This study investigated the outcomes of out-of-class extensive reading on perceived English reading self-efficacy of underserved students. The attitudes towards out-of-class extensive reading were also explored.

This study was mixed-method research with a one-group pre-test-post-test design, with both quantitative and qualitative data collection. In the present study, out-of-class extensive reading was implemented to enhance perceived reading self-efficacy of underserved students. Moreover, the participants' attitudes towards out-of-class extensive reading were also explored.

The study findings revealed that the participants' perceived reading self-efficacy mean score increased after the implementation but the scores were still at a low level. To explain further, the participants' perceived reading self-efficacy was enhanced in all dimensions including mastery experiences, vicarious experiences, verbal persuasion, and emotional states of self-efficacy. Apart from the test scores, development of the participants' perceived reading self-efficacy became apparent when analyzing qualitative data elicited using the interviews, the students' logs, and the teacher's diary.

5.2 Discussion

The discussion of the study findings is divided into three parts, which are effectiveness of out-of-class extensive reading to enhance underserved students' perceived reading self-efficacy, suitability of out-of-class extensive reading for specific contexts of underserved students, and factors hindering underserved students from developing perceived reading self-efficacy with out-of-class extensive reading.

5.2.1 Effectiveness of out-of-class extensive reading to enhance underserved students' perceived reading self-efficacy

The findings from the pre-perceived English reading self-efficacy questionnaire indicated that the participants' perceived reading self-efficacy increased after the implementation of out-of-class extensive reading. Apart from the gain scores, perceived reading self-efficacy could be observed from the data collected during the interviews, from the students' logs, and from the teacher's diary. Such findings could be discussed based on the four dimensions of perceived self-efficacy as follows:

5.2.1.1 *Mastery experiences*

The four dimensions of perceived self-efficacy proposed by Bandura (1977) were explored in this study, namely mastery experiences, vicarious experiences, verbal persuasion, and emotional states of self-efficacy. According to the study findings, the most meaningful dimension that enabled underserved students to develop their perceived reading self-efficacy was mastery experiences.

This could be explained that once the participants in this study were able to successfully complete the activities assigned by the teacher, their success made them feel satisfied with their own performance, which, in turn, led to the development of the sense of confidence in their own ability to complete the assigned tasks. When this feeling took place, they were more likely to continue reading. As Bandura (1977) has pointed out, mastery experiences, or the experiences derived when one successfully completes a given task, are key factors that promote perceived self-efficacy. This is because mastery experiences are generally developed from individual engagement in tasks after they have realized their capability to successfully complete the tasks. In the present study, different tasks were assigned to the participants such as storytelling, describing favorite characters, summarizing the story, etc. The participants may have found the tasks difficult at first because some may have been the tasks they had never encountered before. They had to struggle a lot at first, but once the teacher encouraged them to keep on trying with guidance given, they were gradually able to do them. Generally, when individuals are able to complete the task that they find difficult or they have never done before, their self-pride and self-confidence will be boosted, and this results in development of their perceived self-efficacy.

A previous study has investigated self-efficacy beliefs of the students who were enrolled in developmental reading courses and the students in regular courses. The findings confirmed that students with higher levels of self-efficacy were able to perform better and had higher

reading ability compared with those with a lower level of self-efficacy (Cantrell et al., 2013). Another plausible explanation for underserved students' increase in perceived reading self-efficacy is resultative motivation. Ellis (1997) explains that when language learners experience success in their learning, they are motivated to keep on learning. In this study, once underserved students gained mastery experiences from the realization that they were able to complete the assigned tasks, their motivation was also developed. In brief, out-of-class extensive reading used in this study enabled underserved to develop mastery experiences, which, in turn, led to increased motivation, so their perceived reading self-efficacy was enhanced.

It appeared in the present study that, in addition to reading, out-of-class extensive reading enabled underserved students to practice other language skills as well even though that was not the main objective of the study. This was confirmed by the participants' reports that out-of-class extensive reading activities helped improve other language skills including writing, vocabulary, and grammar. This is not a surprise that when the participants read extensively, other English language skills could simultaneously be developed. Likewise, Kirin (2010) has found that extensive reading not only enhanced reading ability and reading comprehension but improved the students' writing abilities as well.

5.2.1.2 *Vicarious experiences*

Underserved students generally spend most of their lives living in a slum area where there are a large number of restrictions and limitations in life. It is not a surprise for them to encounter various difficulties, let alone finding opportunity to learn or use the English language in their lives. For this reason, most of the study participants lacked confidence at the beginning of the study. Even though the opportunities to practice English were generously offered in this study, some of the participants still lacked confidence to try to perform the tasks. The teacher helped them by preparing task samples so that the participants would gain vicarious experiences, meaning the experiences attained by watching and observing others or the surroundings (Bandura, 1977). In this study, vicarious experiences provided additional opportunity for the formation of self-efficacy of underserved students. Examples of how to do activities were given, and the participants were guided and encouraged to observe what other students were doing before they would be given a chance to try doing the same activity. As such, vicarious experiences promoted their confidence to perform the tasks, and when they realized they were able to perform the tasks, their perceived self-efficacy rose. In other words, learning by watching and observing others enabled underserved students in this study to have better performance. More importantly, when the participants felt more confident and motivated to do the activities, they developed positive attitudes towards out-of-class extensive reading. Most of the participants

enjoyed reading and wanted to continue reading more which could be noticed from the participants' logs.

To explain further, the study findings revealed that the participants spent more and more time on reading outside classes. More pages were read as time passed, thus indicating the participants' reading progress. This led to a conclusion that vicarious experiences increased underserved students' motivation to learn and encouraged them to continue reading. Such findings were in line with the findings of Uraiman (2011) that after being exposed to and gaining experiences with extensive reading, ninth graders' motivation to read extensively increased in all four categories of intrinsic value of reading, extrinsic utility value of reading, importance of reading, and reading efficacy.

5.2.1.3 Verbal persuasion

The study findings revealed that verbal persuasion was one of the predominant sources of efficacy development. Feedback from the teacher was reported as an essential support to enhance the underserved students' confidence. At the beginning, the participants did not seem to be interested in feedback and comments from the teacher. However, after a while, they more often asked for feedback or comments after finishing each activity. According to Schunk (1995), regular and immediate feedback helps enhance students' performance. In the present study, in addition to direct feedback on the tasks performed by the participants, feedback was also given in the form of verbal persuasion. At the beginning, the participants

were not confident to read extensively or do activities that came with it. The teacher regularly gave them verbal persuasion in the form of regular feedback. When the participants asked the teacher to comment and grade their work, verbal persuasion to encourage them to continue reading would be offered. Besides this, praises were also provided to make the participants become more confident to perform the tasks. Once they felt more motivated from the teacher's verbal persuasion and had more chance to perform the tasks, their perceived reading self-efficacy increased, as pointed out by Bandura (1977) that positive verbal persuasion and feedback are meaningful to empower learners' development of perceived self-efficacy.

Not only did the teacher's comments and feedback promote learning and eventually perceived reading self-efficacy, peer responses also supported language learning among the participants of the study. It could be seen that when the participants felt embarrassed to ask for clarification from the teacher, they turned to their peer. It is accepted that regular and immediate feedback from the teacher enhances language learners' academic achievement (Schunk, 1995), and peer feedback, similarly, helps reduce the errors made by learners in the classroom and promote their learning. Put another way, peer feedback benefits learners who can learn from listening to their more capable peers. Previous studies by Sholihah (2015) and Bijami et al. (2013), for instance, have indicated that teacher feedback and peer feedback, when it is appropriately provided to learners, can persuade learners to advance and improve their capability. Conversely, negative feedback has been found to be associated with lower improvement

of self-efficacy as it may be threatening and lower one's belief about their own capability (Dimotakis et al., 2017).

Underserved students who participated in this study indicated that they would like to explore something new to begin with. They did not expect that their participation would significantly enhance English language skills. In fact, they simply wanted to experience English language use and practice English doing both in-class and out-of-class activities, which turned out to have positive outcomes on the development of reading and other English skills. Besides language skills, participation in the out-of-class extensive reading activities enabled the participants to develop other skills necessary for their academic success including problem-solving and critical and analytical thinking skills. When they felt that they had become better at different skills after doing the out-of-class extensive reading activities, their confidence would also increase, particularly those who had a lower level of prior knowledge who may not have had confidence in their language ability when they first took part. During their participation, the teacher would closely and constantly monitor the participants' performance. They were continuously given encouragement to make them keep on trying. Once they felt they were able to do the activities and complete the task, their confidence would develop. Such a finding yielded support to the finding of Fischer and Sliwka (2018) that the students with low prior knowledge were more likely to have higher efforts in learning because they would like to move themselves closer to the passing threshold and would try until it was possible to achieve that, which

can be achieved with verbal persuasion and support from both the teacher and their peers.

5.2.1.4 Emotional states

Emotional states refer to learners' emotions, feelings, and experiences. It is believed that strong emotion during the task can predict success or failure of the task. This is because learners tend to have a lower level of perceived self-efficacy when they experience a negative thought, fear, or anxiety. On the other hand, if they have positive experience with their language learning task, their perceived self-efficacy could be enhanced (Bandura, 1977).

In the present study, out-of-class extensive reading incorporated different kinds of language learning activities which increased the participants' interests. This was along the line with the finding of Guo (2012) that out-of-class activities offer meaningful opportunities to learn and also increase learning motivation. The findings helped confirm that out-of-class activities help promote the participants' motivation to learn. When learners have higher motivation, they are likely to keep trying to perform and complete the assigned tasks, which leads to development of abilities, hence more perceived self-efficacy as well (Liu & Young, 2017).

Emotional states also encompass the feeling of satisfaction. In this study, when the participants were satisfied with various aspects of out-of-class extensive reading including its materials, activities, as well as how the activities were organized, their perceived reading self-efficacy would follow such a positive emotion. This was consistent with the theory of

perceived self-efficacy proposed by Bandura (1977) that positive emotional states enable learners to persevere when performing a task, which, in turn, increases their likelihood to succeed. Once they have succeeded, their perceived self-efficacy would then be developed. Other researchers agree that physiological and affective or emotional states are a supplementary source of perceived self-efficacy of individual learners (Barber et al., 2015; Maguire et al., 2013; Morris & Usher, 2011; Oh, 2016).

5.2.2 Suitability of out-of-class extensive reading for specific contexts of underserved students

The findings showed that out-of-class extensive reading was effective to enhance underserved students' perceived reading self-efficacy. Part of the reasons why out-of-class extensive reading could enhance self-efficacy was because it suited the specific contexts of underserved students that were different from learning contexts of mainstream students in school in various aspects as follows:

5.2.2.1 *Learning atmosphere*

The learning contexts of underserved students are apparently different from those of mainstream students who study in a classroom context, regardless of the teaching approaches employed by the teachers. As for underserved students in this study, they participated in after-class activities where there was no formal instruction. The activities were organized at the English club room of a public school during weekdays and in a donated shipping container on the weekends, where the atmosphere

was different from a normal classroom where formal instruction generally took place. The researcher was not their classroom teacher, and they participated in the activities based on a volunteer basis. They knew that the activities were provided as extracurricular activities and they were able to decide whether they would take part in them or not. Also, they understood that there would be no penalties or any negative effects if they decided not to join. For this reason, the atmosphere when the activities were conducted was more relaxing, and the participants were free from worry about their attendance or performance. Furthermore, the environment surrounding the school in the slum community these underserved students attended was not so supportive of their learning. There were lots of distracting noises coming from the slum community, for example, and the students found it difficult for them to concentrate on the lessons. According to Masaazi (2015), learning atmosphere plays an important role to promote learners' language learning attempts. As evident in the present study, the participants indicated that when they came to attend the activities offered in this study, they found themselves in a supportive learning atmosphere with enough space for activities and it was easier for them to pay attention to the teacher because of a lack of distractions. Therefore, they were better able to perform the tasks, which eventually led to an increase in their perceived reading self-efficacy. This finding was in congruence with the study of Kiatkheeree (2018) which identified effective learning environments in Thai EFL context. The study found that that physical environment was reported as one of the most crucial factors that promoted students' achievement. Such

a finding yielded support to a claim made by Fraser and Goh (2003) that a positive learning environment is more likely to promote better student achievement and more favorable students' attitude towards learning compared to a learning environment that is boring, dry, or not supportive.

5.2.2.2 Class size

In addition to the learning environment, class size can be another factor resulting in successful implementation of out-of-class extensive reading. In this study, the class size was much smaller compared to the size of regular classrooms for mainstream students in school. When the class size is at an appropriate scale, students can fully participate in the activities designed by the teacher. Moreover, when the class size is small, the students are more likely to have a close relationship with their classmates. They can learn without much anxiety or embarrassment that they will lose face if they make mistakes. This was also the case in the present study as the class size was very small, constituting a total of five students, so the students were comfortable to do the activities assigned by the teacher.

Such a finding was consistent with previous research studies which have pointed out that large class size may have negative impacts on student performance because not every student pays attention to the class due to various distractions that come with a larger number of students in class. In addition, when the class size is large, it is difficult for the teacher to control the class and focus on individual students' performance and progress (Biggs, 1999; Carbone & Greenberg, 1998; Ward & Jenkins, 1992).

Aoumeur (2017) investigated the impact of class size on teaching and learning English as a foreign language and discovered that teachers teaching large classes lacked opportunity to get to know students, which meant the teacher may not notice each student's specific problems or provide needed assistance. Furthermore, large class may mean reduced motivation because students may distract other students who want to concentrate. It can also affect active involvement of students and quality of interaction since students may not be pleased with or may feel threatened by some of the students' behavior in the class. However, in the present study, it could be observed that while out-of-class extensive reading activities were implemented, the small class size enabled the teacher to individually observe the students and notice their personal learning problems. Therefore, the participants felt that they were tended to and closely supervised, which could mean that they were important and their success mattered, which, in turn, could lead to motivation to perform and complete the assigned activities. Success in reading task completion could therefore increase the participants' perceived reading self-efficacy.

5.2.2.3 Flexibility and adaptability

The issue of flexibility of out-of-class extensive reading was raised in this study. According to the goal of the activities conducted in the present study, out-of-class extensive reading was used to increase underserved students' perceived reading self-efficacy. It could be stated that the activities were implemented with a large degree of flexibility. The teacher

acted as a facilitator who introduced the activities to the participants and made sure that every one of them clearly understood the purpose of the activities and the requirements they had to fulfill. Weekly meetings were scheduled to introduce and explain the out-of-class extensive reading activities, with the meeting times scheduled to suit the availability of the participants who picked the most convenient time of the day for themselves due to their specific living and working schedules.

To support the specific context of underserved students who may find it difficult for them to improve their English reading ability, the roles of the teacher more or less differed from those of the teachers in a mainstream classroom. The teacher facilitated the participants' learning process by setting up tasks with specific directions. As this specific group of language learners required more support and assistance from the teacher, the teacher made them know that she was always available if the participants had problems while trying to do out-of-class reading. She could be reached at any time if the participants wished to seek assistance from her. Evidently, teachers' continued provision of support and assistances makes it easier for students to achieve learning goals (Guo, 2012).

In this study, out-of-class extensive reading activities were designed especially for the participants who had limited learning conditions and specific living circumstances. All of the underserved students in this study were considered having a low level of English proficiency which at least partially meant that poverty-related factors intervened with their language learning. Most, if not all, of them lacked the opportunity to acquire the

English language or found it difficult to improve their language skills. Unlike mainstream students, who have more learning resources available and more chances to be exposed to the English language outside class, underserved students obviously lack the opportunity to use English in an authentic context. Therefore, the out-of-class extensive reading activities were designed to encourage these underserved students to gain more exposure to the target language and to read more English outside class during their free time.

In addition, the weekly meetings organized by the teacher aimed to motivate underserved students to find English fun so that they would be motivated to read more. In addition, the flexibility and adaptability of extensive reading, which could be done anywhere and anytime as the participants wished, particularly facilitated the students' attempt to read. As underserved students may have had specific restrictions and obstacles in learning such as having to work to help their parents earn a living, extensive reading that could be self-initiated during free time was more suitable for their living and learning conditions. When underserved students were engaged in more reading activities, their reading ability would be developed, and this could also bring about enhancement of their perceived reading self-efficacy.

Out-of-class extensive reading activities were developed in order to promote underserved students' perceived reading self-efficacy. As extensive reading was meant to be done outside class, the module was adaptable and flexible to ensure its suitability for the participants' specific

learning needs. Being underserved, the participants found it difficult to get access to fully equipped classrooms with advanced technology available, for example. Attending the after-hour lessons with interesting and attractive books to read afterwards simply meant there was more likelihood that the participants would enjoy reading activities and eventually developed not only perceived reading self-efficacy but also the habits of reading, making the participants want to continue reading and developing themselves further even after the implementation ended.

5.2.3 Factors hindering underserved students from developing perceived reading self-efficacy with out-of-class extensive reading

According to the study findings, there were several factors that prevented the underserved students who participated in the present study from developing perceived reading self-efficacy. These factors could be discussed as follows:

5.2.3.1 *Time allocation*

The out-of-class extensive reading activities were implemented for a total of 12 weeks. Two hours per week were scheduled for in-class activities with the teacher. Even though the participants had plenty of time to read on their own out of class, it was found that some of them were not able to read as extensively as they could or should have because of their limited English proficiency. In other words, some participants needed more time to practice English and do in-class activities with the teacher before they would be able to read as extensively as they wanted to on their own. In fact, class time and duration have an influence on learning outcomes

because the duration of reading should be sufficient for the learners to complete their reading processes (Anderson, 2008). They also need enough time to tackle the tasks and practice. Many studies undertaken in language classrooms have shown that learning duration is closely related to student learning engagement, both onsite and online classes (Daig, 2005; Zha et al., 2019). In addition, the findings reported by Ross and Begeny (2015) regarding the effects of an evidence-based reading intervention has shown that the longer the time the students had to read, the more favorable the reading outcomes.

5.2.3.2 Underserved students' personal factors

In this study, one significant factor that prevented underserved students from doing reading activities was their personal factors. Apparently, most of the underserved students who participated in this study lacked the desires to learn as they may not have realized how important the English language was.

Therefore, promoting underserved students' perceived reading self-efficacy is deemed necessary as it helps these students develop the desire to read and learn. According to the social cognitive theory proposed by Bandura (1986), personal factors influence learners' self-beliefs and individual learning expectation. Learners without any desires to learn would have a low level of self-efficacy. Out-of-class extensive reading could encourage students to develop a positive attitude towards English

language learning and once they have a positive attitude toward language learning, their desire to learn should follow (Lai et al., 2015).

Furthermore, family issues were reported as important factors that affected how underserved students learned. Generally, underserved students have to encounter many difficulties in their life that mainstream students do not have. For instance, they may have to ignore their learning and work to help their parents earn a living. In other words, making ends meet can be perceived as more important than studying a foreign language. As evidenced in this study, the underserved students who wanted to do the activities and learn were able to perform the assigned tasks better. In brief, if the underserved students realized how importance out-of-class extensive reading and accompanying activities were, they would be more willing to drive themselves to accomplish their goals even they had to encounter some problems along the way. This yielded support to the theory of language learning belief that when language learners believe that learning is important for them, they will be more likely to sustain their learning efforts and achieve better learning outcomes (Kalaja & Barcelos, 2019). The findings of the present study also confirmed the importance of beliefs in learning that influence the possibility learners will learn and what they will achieve.

5.2.3.3 Level of difficulty

During the implementation, the participants were allowed to select the graded readers by themselves. However, it was found that self-selection

may not have always resulted in the books that suited the readers' reading proficiency. Some of the participants chose a book that was too easy, while others selected the book that was too difficult for them. In order for extensive reading to be effective, it is important that learners read reading materials at the appropriate level that matches their level of proficiency (Suk, 2016). If they read a book that is too difficult, they may become disheartened and eventually give up. On the other hand, if they read a book that is too easy, they may find it too boring and lose interest so that they discontinue their reading effort. Therefore, the goal of reading will not be accomplished.

The appropriate level of difficulty is important for extensive reading. Day and Bamford (1998) have recommended that reading texts must be appropriate for learners' reading competence. For example, more than one or two unknown words per page might be too difficult for the beginner level and more than five difficult words per page for the intermediate learners. Moreover, learners' self-selection of the graded readers should be under supervision and guidance of the teacher. For example, as Fry (1991) has pointed out, beginner readers perform better with easier reading materials. In this study, even though the teacher let the participants select the books they were interested in reading by themselves, the teacher made sure that the books they chose were suitable for their level of proficiency so as to avoid problems caused by mismatch between the demanded level of proficiency of the selected book and the participants' actual level of proficiency.

5.3 Implications of the findings

The findings of the present study revealed that out-of-class extensive reading had a significant and profound influence on the participants' development of perceived reading self-efficacy. Not only did the participants' ability to read improve, but their confidence and motivation to read also increased. The participants gained more ability to perform activities related to extensive reading of self-selected stories. However, since in this study out-of-class extensive reading was implemented with underserved students who had specific contexts and restrictions in life that may be different from those of mainstream students, the implementation of out-of-class extensive reading needs to be done with the following implications taken into account:

When implementing out-of-class extensive reading with underserved students or students with specific conditions and restrictions, as well as those with a lower level of language proficiency, the teacher should make sure that the duration of the activities is long enough for the students to develop their reading skill. Based on the participants' interviews, some of them needed more time to learn and practice English. However, it is worth noting that regardless of the time required by individual participants, they continued to improve at their own pace. Furthermore, when out-of-class extensive reading is assigned, the reading tasks should be individually assigned to the students. To explain, the amount of reading assigned should vary depending on the students' levels of proficiency so that students with a lower level of proficiency would not feel overwhelmed or discouraged, which could make them feel like giving up. In addition, some students may have certain conditions at home such as necessity to help their parents work to earn a living, so they may not have much time to read. The teacher needs to be patient and understand individual students' specific conditions and allow

them to read at their own pace. As Torgesen (2004) has pointed out, poor readers may find it difficult to read at the beginning but they are likely to acquire average-level reading skills in the end. Teachers, therefore, should be patient, focusing more on preventing the emergence of early reading weaknesses, providing interventions, and offering the instruction that facilitates the students who are at risk of reading failure. In order to motivate slow learners, techniques and strategies could be utilized to produce good work and develop a positive attitude towards classroom behavior and learning (Mathew, 2015).

Second, as underserved students, the students' personal or family issues need to be taken into careful consideration as they can be obstacles in their attempt to develop language skills. For example, some students may have to miss some of the activities because they need to help their parents take care of household chores or earn a living. The teacher, therefore, needs to be well aware of the necessity to be flexible. Put another way, the teacher needs to be well-prepared for the impromptu situation as well as to be ready to utilize classroom management skills to deal with unexpected circumstances when students are missing from class. Teachers should be flexible with this specific group of students, and this can be done by scheduling meetings based on the students' availability to ensure that the students are able to attend all meetings. During the meeting, the students may require extra assistance and support from teachers in order to perform better. Teachers should immediately respond to the students' request for assistance so that they could improve their capacity to learn. This is consistent with the view that teachers should use their authority and agency to experiment with the concepts of student-oriented learning as a way of adapting by investing in routines, resources, and rules to shape the learning experience of the students (Deed & Lesko,

2015). Moreover, teachers should keep modifying routines and rules for the day-to-day work of teaching and learning to ensure that students can overcome personal limitations in learning (Gholami & Husu, 2010).

Third, feedback is essential to encourage students to become effective learners. For underserved students, feedback is necessary for them like mainstream students. Specifically, underserved students may not be familiar with out-of-class extensive reading activities, so intensive feedback with detailed information and explanation could help them understand whether they are on the right track and what they should do to improve themselves further. Also, it is imperative that the feedback provided be positive in nature as it is meaningful and effective to encourage students to keep on trying and learning and empower them to develop confidence and perceived self-efficacy. At the same time, teachers should keep in mind that negative feedback should be avoided as it easily defeats and weakens self-efficacy beliefs and encouragement (Loewen, 2018). Once students have more confidence, they should be able to perform better and their perceived self-efficacy should be enhanced. Besides feedback from teachers, students should be provided with more chances to evaluate their own works or comment other students' works, which should motivate them to keep improving themselves to perform better. Once they realize that they can perform better, their self-confidence is likely to increase. Such is evident in a case study undertaken by Erez and Judge (2001) that self-evaluation has an influence on motivation and performance of learners as those who have positive self-evaluation will be more motivated to manifest better performance (Erez & Judge, 2001).

Fourth, for teachers, building a language learning community for students is desirable and beneficial. Due to the limitations faced by underserved students, teachers

should offer the kind of support students may not have at home. For instance, they may not have the kind of learning resources mainstream students do, so teachers need to make sure that there are enough learning resources available. Moreover, the parents of underserved students may not be able to help teach or give advice on learning to their children. As a result, teachers should take a role of a consultant who constantly monitors students' learning progress so that guidance and support can be immediately and appropriately given if needed. A learning environment that is supportive and filled with cooperation from peers is also desirable. In the present study, weekly meetings were examples of how the learning community could be built. Participating in the out-of-class extensive reading activities was the time when the participants could share their knowledge and experiences with their peers, they discussed learning obstacles and how to overcome them, and they sought inspiration and developed companionship. Chang (2013) has explained that students should be involved in the process of working together with others. In addition, social interaction is needed as it also helps create students' motivation to learn. In one study, students perceived that social interaction improved their learning due to the fact that it enhanced their knowledge of literacy and promoted their critical thinking and problem-solving skills (Hurst et al., 2013). Moreover, social interaction, both student-student and student-teacher, facilitates learning and helps increase students' learning motivation (Essam & Al-Ammary, 2013). Teachers should therefore ensure that language learning community is established so that students will have more chances to practice language skills while simultaneously collaborating with peers to help each other learn and further develop. This should benefit students as it has been proven that students working together to

achieve a shared goal are more likely to succeed compared to those who are struggling on their own.

Last but not least, due to the current global Covid-19 pandemic, teachers suddenly find themselves in an unexpected situation with unprecedented challenges which, unfortunately, affect the growth of language and literacy among many students (World Literacy Foundation, 2020). Language teaching and learning is rapidly propelled to a “new normal” during the pandemic that immensely reduces possibly effective ways in which language can be taught. Online learning, home-schooling, and out-of-class learning become the main methods of language instruction instead of face-to-face teaching and learning in a classroom. Regardless of the ongoing situation, students should still have opportunity to learn the language and improve their language skills even though they are out of school. In this case, the new COVID-19 protocols in language learning should provide students with both virtual in-class instruction and out-of-class support, which are challenging for teachers who have to seek ways to sustain language and literacy learning (Li et al., 2021). To ensure that students’ learning is not disrupted, engaging learning tasks and assignments should be assigned to students (Egbert, 2020). As such, out-of-class extensive reading lends itself as an alternative teaching method during this pandemic, particularly for underserved students who may have more limitations and restrictions in life compared to mainstream students. Graded readers can be used, as well as reading applications such as Raz-Kids, Epic Books, Squiggle Park, and Dreamscape recommended for teachers to keep students motivated (Li et al., 2021). In brief, teachers need to adjust out-of-class extensive reading to suit the specific restrictions caused by the pandemic while trying to meet students’ learning expectations and conditions in life.

5.4 Limitations of the study

1) This study was mix-method research which employed only one group of participants. Without a comparison group, it could be possible that the observed changes in the students' perceived reading self-efficacy may have actually resulted from the reading instruction and practice while they were in after-hour classes with the teacher, regardless of whether the instruction is related to out-of-class extensive reading activities or not.

2) As the duration of the present study was only one semester, the amount of time that the students had been exposed to out-of-class extensive reading was very limited. The 12-week implementation consisted of ten activities carried out as additional extracurricular activities while the participants still had to study English in their mainstream school. Therefore, the development of the participants' perceived reading self-efficacy may not have been entirely resulted from out-of-class extensive reading implemented in this study.

3) The instruments used to collect data in this study were mostly self-evaluation. Generally, it might be difficult to determine the study participants' accurate responses as they may have wanted to save face of or please the researcher. Furthermore, the students may have had limited background and experiences on the interpretation of self-evaluation. Therefore, data gathered should be cautiously interpreted.

5.5 Recommendations for further research

1) Research should be carried out with other groups of underserved students with different levels of proficiency and different interests so as to better determine how

and how well perceived reading self-efficacy of language learners with different levels of proficiency and interest can be developed by means of out-of-class extensive reading.

2) Experimental research should also be undertaken to gather empirical evidence that would shed more light on the effectiveness of out-of-class extensive reading on enhancement of perceived reading self-efficacy of language learners, particularly underserved and possibly mainstream students.

3) A longitudinal study should be conducted to explore long-term effects of out-of-class extensive reading on both perceived reading self-efficacy and reading proficiency of underserved students. With a longer duration of data collection, underserved students' perceived reading self-efficacy and its retention may better be understood.

5.6 Conclusion

The present study reports on the outcomes of the implementation of out-of-class extensive reading on enhancement of perceived reading self-efficacy of underserved students living in a slum area in Bangkok. The findings revealed that out-of-class extensive reading could be utilized for this particular purpose due to its suitability for specific characteristics of underserved students and their learning contexts as well as its flexibility and adaptability. The study findings also zoomed in on problems and obstacles that may arise during the implementation of out-of-class extensive reading activities which, nevertheless, could be overcome to ensure desirable outcomes when out-of-class extensive reading is implemented, thus leading to a higher level of perceived reading self-efficacy of underserved students.

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จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY



APPENDICES

จุฬาลงกรณ์มหาวิทยาลัย
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Appendix A

Perceived Reading Self-efficacy Questionnaire

แบบสอบถามการรับรู้สมรรถนะแห่งตนทางการอ่านภาษาอังกฤษ

Please use the percentage scale below to respond the statements accordingly.

Please write the percentage accurately representing your capabilities.

ใช้เกณฑ์ตารางที่กำหนดให้ด้านล่างเพื่อตอบแบบสอบถามกรรณาเขียนตัวเลขร้อยละที่ถูกต้องตามความสามารถของคุณ

0	10	20	30	40	50	60	70	80	90	100
Cannot do at all ไม่สามารถทำได้ เลข					Moderately can do ทำได้ปานกลาง					Completely certain can do สามารถทำได้ ทั้งหมด

Statements ข้อคำถาม	Percentage ค่าร้อยละ
1. Can you finish your homework of English reading all by yourself? คุณสามารถทำการบ้านการอ่านภาษาอังกฤษได้ทั้งหมดด้วยตัวเอง	
2. Can you read and understand English news reports? คุณสามารถอ่านและเข้าใจการรายงานข่าวภาษาอังกฤษได้	
3. Can you read and understand the English information on the Internet? คุณสามารถอ่านและเข้าใจข้อมูลภาษาอังกฤษบนอินเทอร์เน็ตได้	
4. Can you read and understand English song? คุณสามารถอ่านและเข้าใจเพลงภาษาอังกฤษได้	
5. Can you read and understand English poems? คุณสามารถอ่านและเข้าใจกลอนภาษาอังกฤษได้	
6. Can you read and understand English short novels? คุณสามารถอ่านและเข้าใจวรรณกรรมเรื่องสั้นภาษาอังกฤษได้	
7. Can you read and understand English newspapers? คุณสามารถอ่านและเข้าใจหนังสือพิมพ์ภาษาอังกฤษได้	
8. Can you read and understand English magazines? คุณสามารถอ่านและเข้าใจหนังสือนิตยสารภาษาอังกฤษได้	
9. Can you read and understand English public notice? คุณสามารถอ่านและเข้าใจประกาศภาษาอังกฤษได้	

Statements ข้อความ	Percentage ค่าร้อยละ
10. Can you understand English articles about Thai culture? คุณ สามารถอ่านและเข้าใจบทความภาษาอังกฤษเกี่ยวกับวัฒนธรรมไทยได้	
11. Can you read and understand an English tourist brochure or poster introducing Thailand? คุณสามารถอ่านและเข้าใจโปสเตอร์หรือป้ายประกาศ ภาษาอังกฤษแนะนำประเทศไทยสำหรับนักท่องเที่ยวได้	
12. Can you read and understand passages of reading comprehension test? คุณสามารถอ่านและเข้าใจข้อความในข้อสอบวัดความรู้ความ เข้าใจภาษาอังกฤษได้	
13. When you read English articles, can you guess the meaning of unknown words? เมื่อคุณอ่านบทความ คุณสามารถเดาความหมายของคำศัพท์ที่คุณไม่รู้ได้	
14. Can you find the meaning of new words by using English- Thai dictionaries? คุณสามารถใช้พจนานุกรมภาษาอังกฤษ-ไทยค้นหาความหมายของคำศัพท์ ได้	
15. Can you understand new lessons in your English book? คุณ สามารถเข้าใจบทเรียนใหม่ในหนังสือเรียนภาษาอังกฤษของคุณได้	

Appendix B

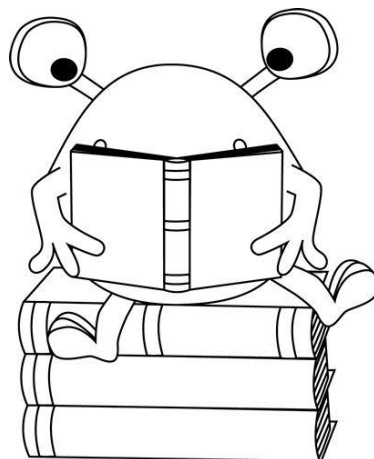
Students' log

แบบบันทึกการอ่านของนักเรียน

Name: _____ Week: _____

Book title: _____ Author: _____

Date	Number of reading pages	Number of minutes read	Brief summary	Comment/Question



Reflection

What activities today do you like the most? กิจกรรมใดในวันนี้ที่คุณชื่นชอบมากที่สุด

What do you want to change or improve? อะไรที่คุณต้องการเปลี่ยนแปลงหรือพัฒนาให้ดีขึ้น

What have you learnt from the teaching model today? สิ่งที่คุณได้เรียนรู้จากการทำกิจกรรมนี้

Do you think the teaching model enhances your reading comprehension? คุณคิดว่ากิจกรรมใดช่วยเพิ่มพูนความรู้ความเข้าใจในการอ่านของคุณหรือไม่

Do you think that you have more confidence in your ability to read from this teaching model? คุณคิดว่าคุณมีความมั่นใจในการอ่านมากขึ้นจากการเข้าร่วมกิจกรรมนี้

Self-evaluation

Rate yourself on your performance today ให้คะแนนการทำกิจกรรมในวันนี้ของคุณ

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How do you feel about the class today? คุณรู้สึกอย่างไรต่อกิจกรรมในวันนี้

Appendix C

Teacher's Diary

Class Descriptive Information

Week Date of the class: _____

Section Time: _____

Student Information

Number of students (today/total): _____

Number of students (today/who arrive after class begins): _____

Number of students (today/who are absent): _____

Questions

1. What problems/difficulties do you have in your class?

2. How well do they work together as a whole group/small groups/pairs or individual?

3. How well do they appear to relate to and interact with the teacher?

4. Is the students' apparent interest on learning sustained or enhanced?

5. How do you give feedback to students at various stages of the activities?

6. How would you characterize the atmosphere of this class?

Appendix D
Semi-structured Interview Protocol

แบบสัมภาษณ์ภาษาอังกฤษ

1. How do you learn reading in this class? คุณเรียนภาษาอังกฤษอย่างไรในคอร์สนี้
2. What are the differences between learning reading in your classroom and this course? ความแตกต่างระหว่างการเรียนภาษาอังกฤษในห้องเรียนปกติกับการเรียนในคอร์สนี้
3. How do you feel after taking out-of-class extensive reading course? คุณรู้สึกอย่างไรหลังจากการเข้าร่วมกิจกรรมการอ่านที่หลากหลายนอกห้องเรียน
4. After the course, do you like this kind of learning? คุณชอบกิจกรรมการเรียนในรูปแบบนี้หรือไม่
5. What activities do you like the most? Why? กิจกรรมที่คุณชื่นชอบมากที่สุด เพราะอะไร
6. What activities do you like the least? Why? กิจกรรมที่คุณชื่นชอบน้อยที่สุด เพราะอะไร
7. Do you enjoy taking this course? คุณพอใจในการเข้าร่วมคอร์สนี้หรือไม่

Appendix E

Attitude Questionnaire

Please use the following scales to answer these questions accordingly. Please choose the number accurately representing your attitudes.

กรุณาใช้เกณฑ์ที่กำหนดให้เพื่อตอบคำถาม กรุณาเลือกตัวเลขที่ถูกต้องตามความคิดเห็นของคุณ

1	2	3	4	5
Strongly Disagree ไม่เห็นด้วยอย่างยิ่ง	Disagree เห็นด้วย	Neutral เฉย ๆ	Agree เห็นด้วย	Strongly agree เห็นด้วยอย่างยิ่ง

1. I think that this out-of-class extensive reading teaching model can help me read English better. ฉันคิดว่ากรอ่านที่หลากหลายนอกห้องเรียนสามารถช่วยให้การอ่านภาษาอังกฤษของฉันดีขึ้น	1	2	3	4	5
2. I like this teaching model. ฉันชอบกิจกรรมกรอ่านที่หลากหลายนอกห้องเรียน	1	2	3	4	5
3. I think I learn a lot about reading English from this teaching model. ฉันคิดว่าฉันได้เรียนรู้อย่างมากเกี่ยวกับการอ่านภาษาอังกฤษจากกิจกรรมนี้	1	2	3	4	5
4. I understand every step of the extensive reading. ฉันเข้าใจทุกขั้นตอนในการอ่านนอกห้องเรียน	1	2	3	4	5
5. I think that the teaching steps really help me to read better. ฉันคิดว่าขั้นตอนในการทำกิจกรรมช่วยให้ฉันอ่านภาษาอังกฤษได้ดียิ่งขึ้น	1	2	3	4	5
6. I think the out-of-class extensive reading teaching model helps my understanding of how to read better. ฉันคิดว่ากรอ่านที่หลากหลายนอกห้องเรียนช่วยเพิ่มความเข้าใจในการอ่านของฉัน	1	2	3	4	5
7. I think the teaching model helps my understanding of how to read better. ฉันคิดว่าขั้นตอนในการทำกิจกรรมช่วยเพิ่มความเข้าใจในการอ่านของฉัน	1	2	3	4	5
8. I think the teaching model helps me want to read more. ฉันคิดว่ากรอ่านที่หลากหลายนอกห้องเรียนช่วยให้ฉันอยากอ่านมากยิ่งขึ้น	1	2	3	4	5
9. I think the teaching model helps me love reading. ฉันคิดว่ากรอ่านที่หลากหลายนอกห้องเรียนช่วยให้ฉันรักการอ่าน	1	2	3	4	5

10. I think the teaching model helps me want to continue reading. ฉันคิดว่ากาอ่านที่หลากหลายนอกห้องเรียนช่วยให้ฉันอยากอ่านอย่างต่อเนื่อง	1	2	3	4	5
11. The students' log helps me to understand how to read better. ฉันคิดว่าแบบบันทึกการอ่านของนักเรียนช่วยแสดงข้อมูลการอ่านเพื่อการอ่านที่ดีขึ้น	1	2	3	4	5
12. The students' log really helps me to reflect what I have read. ฉันคิดว่ากิจกรรมการอ่านที่หลากหลายนอกห้องเรียนช่วยทบทวนสิ่งที่ฉันได้อ่าน	1	2	3	4	5
13. The teaching model activities in every class really help me to review what I have read. ฉันคิดว่าแบบบันทึกการอ่านของนักเรียนช่วยเพิ่มความเข้าใจในการอ่านของฉันมากยิ่งขึ้น	1	2	3	4	5
14. The activities really help me to practice what I have learned to authentic task. ฉันคิดว่ากิจกรรมการอ่านที่หลากหลายนอกห้องเรียนช่วยฝึกฝนสิ่งที่ฉันได้เรียนกับสถานการณ์จริง	1	2	3	4	5
15. The teaching model activities to be done in class help me to read better, gain more perceived reading self- efficacy, and apply what I have learned to other reading texts. ฉันคิดว่ากิจกรรมการอ่านที่หลากหลายนอกห้องเรียนที่ได้ทำช่วยให้การอ่านดีขึ้นเพิ่มพูนการการรับรู้สมรรถนะแห่งตนทางการอ่านภาษาอังกฤษและประยุกต์สิ่งที่เรียนกับการอ่านข้อความอื่น ๆ	1	2	3	4	5

Appendix F

Course Syllabus

Course Title: Out-of-class extensive reading

Course Level: Upper secondary level

Number of hours per week: 2

Course Description:

This course is mainly aimed to develop reading skill and perceived reading self-efficacy through out-of-class extensive reading activities for underprivileged students living in a slum area. A various kinds of learning activities are presented to provide students' opportunities in exploring English reading skills: role playing, watching movie, designing a poster, decision making, and etc.

Course objectives:

1. The students will be able to read and summarize the story in the book.
2. The students will be able to identify the main idea of the story.
3. The students will be able to develop reading speed and reading accuracy.
4. The students will be able to criticize the reading story.
5. The students will be able to express the author's opinions.
6. The students will be able to predict the story after reading.
7. The students will be able to share their reading and express personal thoughts

Course Contents:

Week	Contents
1	Introduction <ul style="list-style-type: none"> • Goal setting • Self evaluation • Choose the book for next class activity
2	Story Telling <ul style="list-style-type: none"> • Practice how to tell the story
3	Watching Movie <ul style="list-style-type: none"> • Compare the story between the book and the movie
4	Drawing a picture <ul style="list-style-type: none"> • Draw a picture of the scene you like most in the story • Explain the story
5	Favorite character <ul style="list-style-type: none"> • Choose one of the favorite characters • Answer the questions about the character
6	Decision making <ul style="list-style-type: none"> • Listen the given information • Make the decision on the given information
7	Vocabulary contest <ul style="list-style-type: none"> • Write down the difficult words from the reading story • Tell the meaning of the words • Play vocabulary contest • Add more unknown words from the games
8	Puppet Show <ul style="list-style-type: none"> • Make their own puppet • Practice the show with friends • Comment from friends and teacher
9	Making a poster <ol style="list-style-type: none"> 1. Write the summary of the story

Week	Contents
	2. List the important information 3. Create a poster and present to the class
10	Role playing <ul style="list-style-type: none"> • Discuss the story among the group • Practice the show
11	Book review <ul style="list-style-type: none"> • Evaluate and comment the story in the evaluation form • Present to the class
12	Course review <ul style="list-style-type: none"> • Share opinion towards the activities • Self evaluation

Instruction methods:

- Brainstorming 30%
- Oral presentation 30%
- Group discussion 20%
- Report Writing 10%

Instructional materials:

- Books
- Reading texts
- Worksheets
- Supplementary documents

Evaluation:

- Pre- & Post-test
- Work-in-progress
- Reading log
- Self-evaluation
- Peer & teacher's feedback

Appendix G

Lesson plan of out-of-class extensive reading

Week	Out-of-class Activity	Extensive Reading	Self-efficacy	Lesson Plan	Assignment
1	Introduction		Goal setting	Goal setting Self evaluation Choose the book for next class activity	Read the story
2	Story Telling	Fiction/Non-fiction	Master Exp. (Goal setting)	Provide the guiding questions for story telling Practice how to tell the story	Write a journal Read the story
3	Watching Movie	Fiction/Non-fiction	Vicarious Exp. (Model)	Open the movie related to the story in the book Compare the story between the book and the movie	Write a journal Read the story
4	Drawing a picture	Fiction/Non-fiction	Verbal Persuasion (Feedback)	Draw a picture of the scene you like most in the story Explain the story	Write a journal Read the story
5	Favorite character	Fiction/Non-fiction	Vicarious Exp. (Model)	Choose one of the favorite characters Answer the questions about the character	Write a journal Read the story
6	Decision making	Fiction/Non-fiction	Master Exp. (Feedback)	Listen the given information Make the decision on the given information	Write a journal Read the story Find out the meaning of the vocabulary
7	Vocabulary contest	Fiction/Non-fiction	Master Exp. Vicarious Exp. (Model)	Write down the difficult words from the reading story	Write a journal Read the story

Week	Out-of-class Activity	Extensive Reading	Self-efficacy	Lesson Plan	Assignment
			(Feedback)	Tell the meaning of the words Play vocabulary contest Add more words from the games	
8	Puppet Show	Fiction/Non-fiction	Master Exp. (Feedback)	Make their own puppet Practice the show with friends Comment from friends and teacher	Write a journal Read the story
9	Making a poster	Fiction/Non-fiction	Master Exp. Vicarious Exp. Verbal Persuasion (Feedback)	Write the summary of the story List the important information Create a poster Show to the class	Write a journal Read the story
10	Role playing	Fiction/Non-fiction	Master Exp. (Feedback)	Discuss the story among the group Practice the show Comment from friends and teacher	Write a journal Read the story
11	Book review	Fiction/Non-fiction	Master Exp. (Feedback)	Evaluate and comment the story in the evaluation form Present to the class	Write a journal Read the story
12	Course review			Share opinion towards the activities Self evaluation	

Appendix H
Scope and sequences of OCER

Week	Lesson	Objectives	Content		Activities
			Content	Language function	
1	Introduction				<ul style="list-style-type: none"> - Goal setting - Self evaluation - Choose the book for next class activity
2	Story Telling	The students will be able to read and summarize the story in the book.	Things happened in the story	Reading and speaking	<ul style="list-style-type: none"> - Provide the guiding questions for story telling - Practice how to tell the story
3	Watching Movie	The students will be able to criticize the reading story.	The differences between the story in the book and movie	Reading, listening and speaking	<ul style="list-style-type: none"> - Open the movie related to the story in the book - Compare the story between the book and the movie
4	Drawing a picture	The students will be able to share their reading and express personal thoughts.	The most favorite scene in the story	Reading and speaking	<ul style="list-style-type: none"> - Draw a picture of the scene you like most in the story - Explain the story
5	Favorite character	The students will be able to share their reading and express personal thoughts.	The most favorite character	Reading and writing	<ul style="list-style-type: none"> - Choose one of the favorite characters - Answer the questions about the character
6	Decision making	The students will be able to identify the main idea of the story.	How to do in each situation	Reading and writing	<ul style="list-style-type: none"> - Listen the given information - Make the decision on the given information

Week	Lesson	Objectives	Content		Activities
			Content	Language function	
7	Vocabulary contest	The students will be able to develop vocabulary list.	Unknown vocabulary from the text	Reading and vocabulary	<ul style="list-style-type: none"> - Write down the difficult words from the reading story - Tell the meaning of the words - Play vocabulary contest - Add more words from the games
8	Puppet Show	The students will be able to predict the story after reading.		Reading and speaking	<ul style="list-style-type: none"> - Make their own puppet - Practice the show with friends - Comment from friends and teacher
9	Making a poster	The students will be able to criticize the reading story.	Summary writing	Reading and writing	<ul style="list-style-type: none"> - Write the summary of the story - List the important information - Create a poster - Show to the class
10	Role playing	The students will be able to read and summarize the story in the book.	How to present the story and creativity	Reading and speaking	<ul style="list-style-type: none"> - Discuss the story among the group - Practice the show - Comment from friends and teacher
11	Book review	The students will be able to express the author's opinions.	Author's main ideas/ points	Reading, writing and speaking	<ul style="list-style-type: none"> - Evaluate and comment the story in the evaluation form - Present to the class
12	Course review	The students will be able to share their reading and express personal thoughts.		Writing and speaking	<ul style="list-style-type: none"> - Share opinion towards the activities - Self evaluation

Appendix I
Sample Unit: Week5 Favorite Character
Standards-Based Unit Template by Clementi & Terrill (2013)

Language and Level / Grade	Approximate Length of Unit		1 unit/ week
Theme/Topic	My Favorite Character	Approximate Number of Minutes Weekly	120 minutes
Essential Question	What is your favorite character?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	<ul style="list-style-type: none"> • The students will be able to identify the favorite character from the story. • The students will be able to answer the questions about the character in the story. • The students will be able to explain the reasons why they like each character. • The students will be able to present their favorite character to the class. 		
Summative Performance Assessment	Interpretive Mode		
<ul style="list-style-type: none"> • <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> 	<ul style="list-style-type: none"> • The students comprehend the reading story. • The students read the questions about the favorite characters. 		
<ul style="list-style-type: none"> • <i>They are integrated throughout the unit.</i> • <i>The template encourages multiple interpretive tasks.</i> 	Presentational Mode	Interpersonal Mode	
	<ul style="list-style-type: none"> • The students write the answers about the characters in the story. • The students tell the reasons why they like each character. 	<ul style="list-style-type: none"> • The students use a range of common expressions to present their favorite character. • The students ask and answer the question to seek information to do activity. 	

<ul style="list-style-type: none"> • <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> • <i>The tasks should incorporate 21st Century Skills.</i> 	<ul style="list-style-type: none"> • The students present their favorite character to the class. 	<ul style="list-style-type: none"> • The students express their feelings and opinions in the presentation.
<p>Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p>Product: Compare things that the character did in the story and Thai context</p> <p>Practice: Talk about the similarities and differences among the group</p> <p>Perspective: Western cultures and Thai cultures</p>	
<p>Connections (Sample Evidence)</p>	<p>Making Connections</p> <p>Thai people's way of life</p>	<p>Acquiring Information and Diverse Perspectives</p> <p>People in other countries' way of life</p>
<p>Comparisons (Sample Evidence)</p>	<p>Language Comparisons</p> <p>The vocabularies used to describe the different characteristics of people in different countries.</p>	<p>Cultural Comparisons</p> <p>How to describe people in different cultures (physical appearance and way of life)</p>
<p>Communities (Sample Evidence)</p>	<p>School and Global Communities</p> <p>Things to do's and don't do in our Thai society</p>	<p>Lifelong Learning</p> <p>Explore more the different expressions in order to describe people and way of life</p>

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary Expansion
Discuss and explain the favorite character from the story	Explaining favorite character: My favorite character is The reasons why I like him/her are	Height: tall, big, small, short, medium height Age: old, middle age, young
	Compare/contrast: The similarity from the story and Thai culture is The difference between the story and Thai culture is The things that we do/don't do in Thai culture are	Physical appearance: skinny, chubby, thin, overweight, fat Characteristic: funny, pretty, handsome, attractive, cute, ugly, beautiful, elegant, gorgeous
Key Learning Activities/Formative Assessments		
Key Learning Activity/Formative Assessment (<i>representative samples from beginning to end of unit</i>)	How does this activity support the unit goals or performance tasks?	Interculturality Self Community World
Read and comprehend the story.	Practice reading comprehension	Interpretive S
Answer the question about the characters in the story.	Answer the questions to check their understanding	Presentational S
Students discuss in small group about each character and compare to Thai people.	Practice discussing and compare/contrast between character to Thai context	Interpersonal S, C, W
Students choose the most favorite character and think about the reasons why they like him/her.	Identify the favorite character from the story	Interpersonal S
Students tell the class about their favorite character.	Present their opinion and expression	Presentational S

Resources	Technology Integration
<p><u>Reading List</u></p> <ul style="list-style-type: none">• Robin Hood• Mr. Bean• Anne of Green Gables• Little Women <p>(Penguin Readers Level 2)</p>	



Appendix J
Evaluation Frameworks (Grave, 2000)
“Out-of-class Extensive Reading Course”
Week 12: Course review

Focus	Audience	Participants	Instruments	Evaluations	Measurements	Implementations	Time Frame
The effectiveness of the course in terms of instruction, activities and materials used during the course	<ul style="list-style-type: none"> - Teachers - The school director - Community members 	Underprivileged students attending out-of-class extensive reading course	<ul style="list-style-type: none"> - Questionnaire - Interview protocols - Students' log - Teacher's diary 	Results from the questionnaires and interview protocols	Adequacy of course activity	<ul style="list-style-type: none"> - How effective was the course? - What did the students learn? - Did the materials work well? - Is the pacing of the material adequate? - How do they perform in class activities? 	Two hours (In week 12)

VITA

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