

**EFFECTS OF EXTENSIVE READING ON ENGLISH  
READING COMPREHENSION OF THAI VOCATIONAL  
STUDENTS**



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จุฬาลงกรณ์มหาวิทยาลัย  
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ผลการอ่านแบบกว้างต่อความสามารถการอ่านภาษาอังกฤษ ของนักเรียนอาชีวศึกษา



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต  
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การศึกษานี้มีวัตถุประสงค์ 1) เพื่อศึกษาผลของการอ่านแบบกว้างต่อความสามารถการอ่านภาษาอังกฤษของ  
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 อาชีวศึกษา สาขาวิชาคอมพิวเตอร์ เทคโนโลยีสารสนเทศและการจัดการทั่วไป จากวิทยาลัยรัฐบาลแห่งหนึ่ง ในประเทศไทย  
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 ความรู้ทางภาษาอังกฤษในระดับการสื่อสารด้านการอ่าน (TOEIC) และแบบสอบถามแรงจูงใจในการอ่านแบบกว้าง โดย  
 แบบทดสอบวัดระดับความรู้ทางภาษาอังกฤษในระดับการสื่อสารด้านการอ่าน (TOEIC) ใช้เพื่อศึกษาผลของการอ่านแบบ  
 กว้างต่อความสามารถการอ่านภาษาอังกฤษ และแบบสอบถามแรงจูงใจในการอ่านแบบกว้างใช้เพื่อสำวจความคิดเห็นของ  
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ผลการวิเคราะห์ พบว่า 1) ความสามารถในการอ่านภาษาอังกฤษของนักเรียนอาชีวศึกษาไทยเพิ่มขึ้นอย่างมีนัยสำคัญ  
 2) นักเรียนคิดเห็นว่ามีแรงจูงใจด้านบวกต่อกิจกรรมและสื่อการอ่านแบบกว้าง โดยมีแรงจูงใจภายนอกทางด้านการปฏิบัติตาม  
 วิชาการ (extrinsic academic compliance) มากที่สุด และแรงจูงใจภายนอกทางด้านความเป็นเลิศในการอ่าน  
 (extrinsic excel to read) น้อยที่สุด ผลการวิจัยนี้ชี้ให้เห็นว่าการอ่านแบบกว้างเป็นกระบวนการอ่านที่มีประสิทธิภาพ  
 ในการพัฒนาความสามารถการอ่านภาษาอังกฤษและควรบูรณาการการสอนการอ่านเพื่อให้นักเรียนอาชีวศึกษาไทย

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This study aimed to 1) investigate the effects of extensive reading on English reading comprehension of Thai vocational students, 2) explore the opinions of Thai vocational students toward extensive reading. Fifty-one students majoring in Computer, Information Technology, and General Management from a public college in Thailand participated in this study for 12 weeks. The instruments used to collect data were the Test of English for International Communication (TOEIC) reading test, and extensive reading motivation questionnaire. The TOEIC reading test was used to investigate students' reading while the extensive reading motivation questionnaire was used to explore their motivation toward Extensive Reading. Quantitative data were collected through the TOEIC reading test and extensive reading motivation questionnaire. Qualitative data were derived from the open-ended questions as part of the extensive reading motivation questionnaire.

The results revealed that 1) students' English reading comprehension had increased significantly, 2) the students reported positive motivation for the implementation of Extensive Reading activities and materials. Students reported their extrinsic academic compliance at the highest and extrinsic excel to read at the lowest. The study recommended that extensive reading tended to be an effective reading approach to improve English reading comprehension, and that it should be integrated into teaching reading for Thai vocational students.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Students learn to read by reading (Day et al., 2016; Day, 2018; Nation & Waring, 2019; Renandya et al., 2020; Stoller, 2015). This well-established principle is true for learning to read foreign languages, just the same as for first languages. In foreign language reading, extensive reading is an approach to allowing students to read, read, and read, unhindered by translating, studying grammar, or acquiring reading strategies. Extensive reading is regarded as an effective and promising way of developing foreign language abilities (Birketveit et al., 2018; Yamashita, 2015). It provides opportunities for foreign language students to read large quantities of easy English reading materials in and out of the classroom. Extensive readers have the freedom to select what they want to read based on their interests, and are exposed to English, especially in the environment of English as a foreign language (EFL). Extensive reading can help students become good readers and it allows students to engage in plentiful reading with comprehension.

A number of studies have suggested that extensive reading leads to improvement of reading comprehension, with students selecting books according to their own reading interests and reading at a comfortable and independent pace outside of the classroom. (Aka, 2019; Bahmani & Farvadin, 2017; Shih et al., 2018; Suk, 2016). With respect to foreign language readers, Aka (2019) suggested that adolescent students can significantly enhance their reading abilities through an extensive reading program; that is, they can start reading materials in a foreign language by themselves without a teacher's support if the materials are relatively easy and interesting.

In this regard, according to Harmer (2019), a key ingredient of successful teaching for teenagers is to integrate what is relevant to the students' lives. If what is being taught does not have a close relationship with students' real lives, they simply abandon it (Gomes, 2011). As discussed, extensive reading exposes Thai vocational students to a variety of engaging reading materials, and they can choose the materials based on the students' interests and their field of study. Additionally, they can

experience conversations and dialogues from real contexts promoting English for communication in real life. Hence, the pleasure of reading could effectively motivate them to gain automaticity in reading and acquire gradually developed language. The purpose of extensive reading (ER) is closely connected to the goals of English for Specific Purposes (ESP) instruction, which engages students to meet their needs of acquiring knowledge of their own fields of study and helps specialist students function well in workplaces or vocational higher education settings where English serves as a medium of communication (Widodo, 2016). Extensive reading provides rich input, but to enhance acquisition students need appropriate material with challenging, interesting and enjoyable activities (Nilsa, 2015). The reading abilities of students will best be improved in connection with listening, speaking, and writing activities (Brown & Lee, 2015).

Therefore, extensive reading may assist Thai vocational students to improve English reading comprehension, increase motivation to read, and become extensive readers. However, reading extensively, on its own, may not be adequate to promote reading comprehension and motivation for vocational students. A variety of meaningful extensive reading activities should also be redesigned to make them more suitable for the learning of foreign language and reading for comprehension. Thus, this study aims to implement extensive reading activities and materials and to explore the opinions toward extensive reading of Thai vocational students.

## **1.2 Statement of Problems**

English is one of the compulsory subjects in basic core curriculum B.E.2551 (A.D.2008) of the Thailand education system; students are required to study English as a foreign language. English is considered to be a necessary foreign language for educational purposes, careers, and communication with people from other countries. The EF English Proficiency Index in 2019 reported that Thailand was ranked at very low proficiency in English. As a whole, Thailand was ranked 17th of 25 countries in Asia, and ranked 74th from 100 countries in the broader region.

Several scholars have claimed that one of the most globally recognized problems in second language learning is student reluctance to read independently in the target language (Lin, 2014). This is likely exacerbated in the Thai context because

Thai students are weak in English reading comprehension (Chomchaiya, 2014; Kasemsap & Lee, 2015; Sawangsamutchai & Rattanavich, 2016). High number of Thai students including vocational students meet reading failures and has poor reading abilities (Rodklai, 2014). Furthermore, Chang and Renandya (2017) asserted that the major difficulties experienced by the second language teachers arise from students who are not interested in reading -- those who are unmotivated, and unable to read independently, and have no time to do extra reading. According to previous research, reading strategies adopted by vocational students are an under-explored research area, particularly in Thailand (Kasemsap & Lee, 2015). Therefore, this study considered the importance of extensive reading, and its potential to help Thai vocational students develop their reading comprehension, allowing them to independently read written material based on their interests and at their own pace, in class and outside of the class, as well as to increase their motivation to read extensively.

### **1.3 Objectives of the Study**

The aims of this study are as follows:

1. To investigate the effects of extensive reading on English reading comprehension of Thai vocational students.
2. To explore the opinions of Thai vocational students toward extensive reading.

### **1.4 Research Questions**

1. What are the effects of extensive reading on English reading comprehension of Thai vocational students?
2. What are the opinions of Thai vocational students toward extensive reading?

### **1.5 Statement of Hypotheses**

Extensive reading has positive impacts on English reading comprehension of Thai vocational students. Extensively reading materials in English which are interesting and appropriate for students' language proficiency can enhance their

English reading comprehension. A meta-analysis of extensive reading research by Nakanishi (2015) reported that extensive reading has a medium effect on reading comprehension (Cohen's  $d = 0.63$ ). A previous study of Suk's (2015), reported that the impact of extensive reading on reading comprehension was relatively small (Cohen's  $d = 0.30$ ). Moreover, Aka (2017) found that the one-year extensive reading program helped the students improve their reading proficiency with a medium effect (Cohen's  $d = 0.60$ ). Thus, the effects of extensive reading on reading comprehension required to be examine with caution.

In order to determine the effects of extensive reading with respect to Thai vocational students, the hypotheses of this study is that the post-test mean score of students' English reading comprehension after exposure to extensive reading will be significantly higher than the pre-test mean score at 0.5 level of significance.

### **1.6 Scope of the Study**

The present study was conducted at a public college in the central region of Thailand. In the education system, students are required to study English as a foreign language as one of the compulsory subjects in the basic core curriculum B.E.2551 (A.D.2008) . English is considered to be a necessary foreign language for educational purposes, careers, and global communication. In terms of vocational education, vocational students are encouraged to learn English, which helps them function well in workplaces or higher vocational education settings where the English language serves as a medium of international communication.

The study examined the implementation of an Extensive Reading program on English reading comprehension of Thai vocational students. The extensive reading program was created and developed as a new program that focuses exclusively on extensive reading based on 8 principles of extensive reading for English on the Job course as part of the curriculum of higher vocational education. A one-group pretest-posttest design was utilized in this study; the TOEIC reading test was conducted before and after the implementation. After 10 weeks of the extensive reading program, students were asked to take the same TOEIC reading test as a posttest and report their opinions toward extensive reading through the Extensive Reading Motivation questionnaire.

### 1.6.1 Participants

The participants comprised fifty-one vocational students from the Computer, Information Technology, and General Management Departments who took the compulsory English course, English on the Job. Their ages ranged from 19 to 21 years old, and there were 37 males and 14 females. Based on the selected materials, their levels of English proficiency ranged from elementary to mid-intermediate levels. They had never previously taken part in an extensive reading program so they were novice extensive readers.

### 1.6.2 Variables

The independent variable of the study is extensive reading, while the dependent variable of the study is English reading comprehension.

## 1.7 Definition of Terms

**1.7.1 Extensive Reading (ER)** is an approach to language teaching in which students read a large amount of reading materials that they find interesting and pleasurable to read within their language proficiency. With appropriate materials, students are able to read fast individually without using a dictionary. Moreover, the teacher acts as a reading role model who motivates, guides, and monitors students' reading.

**1.7.2 Reading Comprehension** is the ability to read English language texts, understand information, connect information, and make inferences as well as understand vocabulary and grammar of the written texts easily, rather than having to acquire meaning from individual words or sentences. It involves a student's language competence and background knowledge in order to build the meaning of the reading materials.

**1.7.3 Thai Vocational Students** were higher vocational students at a public college in Thailand enrolled in the English on the Job course (course code 3000-1203), which is a compulsory course for higher vocational certificate students majoring in Computer, Information Technology, and General Management.

**1.7.4 Opinions** refer to the opinions of Thai vocational students toward extensive reading which explored by the Extensive Reading Motivation questionnaire. In this study, the opinions of Thai vocational students involve the reading motivation

consisted of intrinsic motivation, extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, reading work avoidance, and extensive reading motivation in English.

### **1.8 Significance of the Study**

Because Thai students are weak in English reading comprehension, the main purpose of this study is to investigate the effects of an Extensive Reading program on Thai vocational students' English reading comprehension. Students are reluctant to read independently in the target language. In hopes of addressing this problem, this study is concerned with the importance of extensive reading, which helps Thai vocational students improve English reading comprehension from preferred reading materials. Those material are chosen by the students based on their interests and levels of their language competence. It is expected that the ability to choose reading material that matches their interests will lead to students reading with greater enjoyment and satisfaction. With exposure to large quantities of reading texts, students are able to use existing English language knowledge efficiently and eventually acquire more extensive language.

More importantly, an Extensive Reading program provides reading materials which contain real language used in real life, according to certain realistic textual forms such as reading business letters, memos, emails, and websites, unlike written language such as classroom dialogue practices found in many textbooks. Materials that are related to students' lives can encourage extensive reading and contribute to reading comprehension. Extensive Reading activities were implemented to encourage student participation and motivate students' reading. Thus, this present study may demonstrate a promising change for Thai vocational students, whose previous language results have been terrible. That change should be improved reading comprehension that results from extensive reading.



## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This research aims to examine reading comprehension from extensive reading and explore vocational students' opinions toward extensive reading. These topics are discussed in this chapter.

- 2.1 Extensive reading (ER)
- 2.2 Reading comprehension
- 2.3 Reading motivation
- 2.4 Vocational education
- 2.5 Vocational students
- 2.6 English for specific purposes (ESP)

#### **2.1 Extensive Reading (ER)**

##### **2.1.1 Definition of Extensive Reading**

Extensive reading focuses on reading fluency for meaning rather than focusing on the language. According to the Extensive Reading Foundation (2011), extensive reading is an approach in which people read at adequate rate with enjoyment and comprehension without using a dictionary. Similarly, Grab and Stoller (2011) defined extensive reading as an approach in which students read large amounts of material based on their linguistic abilities. Materials for extensive reading should be at the right level, which is at or below a given reader's level of language competence (Renandya & Jacobs, 2016). Students can choose reading materials based on their proficiency levels and choose texts that are interesting to them. In extensive reading, a teacher not only acts as a role model in reading but also encourages students to have a positive attitude, confidence and motivation toward reading. After the reading is completed, the teacher should provide some follow-up activities for students since those activities can promote second language students' reading, check their reading progress, and encourage them to engage in further reading (Robb, 2015).

Research to date has provided empirical evidence that extensive reading is a promising instructional method for improving students' language proficiency,

including reading proficiency, vocabulary acquisition, and grammar awareness (Liu & Zhang, 2018). It not only enhances reading ability, linguistic competence, vocabulary, spelling, and writing for students (Grabe & Stoller, 2014) but also helps students develop a positive attitude about reading (Zaim, 2016). In addition, students who engage in extensive reading can develop higher confidence and increase motivation to read (Renandya & Jacobs, 2016). Extensive reading positively impacts foreign reading's motivation and attitude (Day, 2018). Students who take part in extensive reading become motivate to read in the foreign language, enhance the process of language acquisition, and read for a variety of purposes and at a variety of reading levels.

There are three elements that most extensive reading experts consider crucial: the amount of reading, being meaning-focused with adequate comprehension, and developing a faster reading rate (Renandya & Jacobs, 2016). Therefore, extensive reading can refer to an approach to teaching reading in which students choose foreign language materials based on their pleasure and satisfaction within their level of linguistic competence, and read as much of those reading materials as they can. Students who read extensively tend to learn foreign language incidentally and eventually attain reading improvement.

### 2.1.2 Principles of Extensive Reading

Day and Bamford (2002) wrote “these are what we believe are the basic ingredients of extensive reading. We encourage teachers to use them as a way to examine their beliefs about reading in general and extensive reading in particular, and the ways they teach foreign language reading. We posit these ten principles in the hopes that others will consider them and react to them”. The ten principles of extensive reading are models for learners to demonstrate their commitment to reading in the foreign language (Day, 2018). However, it should be noted that there are extensive reading program that do not implement all of the ten principles. Principles of Day and Bamford were too idealistic and might not work well in places where schools and teachers involved contextual and curriculum constraints (Macalister, 2015; Waring & McLean, 2015). Day (2018) also claimed that reading targets need to be established when created a new program for extensive reading. Extensive reading targets can be the amount of reading that the students are required to have done at the

end of the program adjusted to fit the reading abilities and schedules of the students. Thus, there were 2 extensive reading principles which seem to not adhere in a new extensive reading program: Principle 2 (a variety of reading material on a wide range of topics is available), and Principle 6 (reading is its own reward). The extensive reading program was developed as a new program that focuses on extensive reading and reading targets. The extensive reading materials were directed as supporting program objectives rather than allowing students to self-select for pleasure. Hence, students were not able to select books about what they were generally interested in. Moreover, they needed to take follow-up reading activities since those activities can promote students' reading, check their reading progress and motivate them to read more after the reading is completed. In other words, principle 2 and 6 of extensive reading may not be very realistic definitions of extensive reading, at least in most EFL environments. This supports the claim of Macalister (2015) that "the principles are best viewed as guidelines, not as commandments". The eight principles that have to be considered and addressed for effective extensive reading are:

1. The reading material is easy. Reading texts must be within linguistic competence of the language learners. The extensive reading activities allow learners to look through books and determine the right reading level to begin reading such as scanning books to find unknown words in a random page, reading the book blurbs of the books, and determining the reading level of a book.

2. Learners choose what they want to read. Learners have the freedom to select texts that they have an interest in, and are also free encouraged to stop reading anything they find to be too difficult or not of interest. The extensive reading activities help them find books they were interested in such as writing learners' opinions about the books in a chart, reading the first page of a book, and selecting books that are relevant to their interests and at their language levels.

3. Learners read as much as possible. Learners can read whenever they want, both in class and out of class. The extensive reading activities motivate learners to read extensively in English such as writing a certain number of words they had read in a marathon course form, receiving a certificate of reading, and reading over 100,000 words.

4. The purpose of reading is usually related to pleasure, information and general understanding. Learners are able to select books about what they are interested in, and the focus shifts away from gaining specific knowledge and towards the reader's personal experience. The extensive reading activities are designed to encourage learners to clarify and reconsider their beliefs about reading such as talking about their previous reading, reading the sentences related to reading behaviors, and stating their opinions about reading from reading quotes.

5. Reading speed is usually faster rather than slower. When learners read texts within their linguistic competence and their interests, they can read faster and more fluently. The extensive reading activities encourage learners to have appropriate reading rates such as reading the passage in 3 minutes, reading a passage quickly, and reading while listening to the audio at the same time.

6. Reading is individual and silent. Extensive reading means learners are reading at their own pace. This can be done either inside or outside of the class time. The extensive reading activities help the teacher to monitor learners' individual reading such as summarizing the main ideas of the book they have read in one sentence, talking individually with the teacher about books they have read, and answering questions based on their reading.

7. Teachers orient and guide their students. Teachers need to introduce the methodology of extensive reading to students, explain that extensive reading contributes to overall language learning, allow students choose texts to read based on their interest and linguistic competence, and keep track of what students read and their reactions to what they read. The extensive reading activities help to promote extensive reading of learners such as selecting five words they have recently encountered that they need to look up in the dictionary, rating the books they have read, and talking about their favorite lines or dialogues with their classmates.

8. The teacher is a role model of a reader. The teachers play as the part of a powerful role model for students, showing them by example the teacher's interest and ability in reading. The extensive reading activities promote teacher's reading such as reading career-life timelines of the famous people reviewed by teacher, reading example of covering letters reviewed by teacher, and reading interesting lines or dialogues from books read by teacher.

### 2.1.3 Extensive Reading Program

Extensive reading programs have several names including pleasure reading, self-selected reading, free voluntary reading, and wide reading (Ng et al., 2019). They all have the same common purpose that learners read large quantities of books and other materials in an environment that promotes a lifelong reading habit. Moreover, the common belief of extensive reading program is the ability to read fluently.

There are at least four ways to integrate extensive reading into the foreign language program (Day, 2018).

First, it can be added to an existing course. It is not restricted only to foreign language reading courses; it can be added to other reading skill courses.

Second, it can be created and developed as a new course that focuses exclusively on extensive reading.

Third, extensive reading can be incorporated into an after-school club, allowing students to participate in reading and discussion two or three times a month.

Forth, extensive reading could be incorporated into the school's homeroom period, allowing students to have self-selected books that they read in their homeroom time.

### 2.1.4 Extensive Reading and Intensive Reading

In traditional reading, learners are expected to fully understand a given text which is often above learners' current proficiency level. Learners have to spend a lot of time on translating a given text (Tabata-Sandom, 2017). Nation (2013) wrote "intensive reading involves the close deliberate study of texts, usually short texts sometimes less than 100 words long, but often around 300–500 words long. Although the aim of intensive reading is to understand the text, the procedures involved direct a lot of attention to the vocabulary, grammar and discourse of the text. This deliberate attention to language features means that intensive reading fits within the strand of language-focused learning". Teachers focus on reading skills, such as identifying main ideas and guessing the meaning of unknown words from context (Macalister, 2011). Learners need to read for 100% understanding with a focus on grammar use and rules including word-for-word-reading using a dictionary (Day, 2018).

Thus, intensive reading was very different from extensive reading in terms of reading strategies, which intensive reading provides careful and close reading of a text

to study and learn the foreign language grammar and to translate a text into the first language of students (Day, 2018). Intensive reading learners usually read relatively more difficult texts in terms of content and language than those texts in extensive reading. Intensive reading learners read short texts in detail for vocabulary and grammar point while extensive reading learners read extended texts for enjoyment and general reading skills.

### 2.1.5 Extensive Reading and Reading Comprehension

Nakanishi and Ueda (2011) carried out a study related to the effects of extensive reading and shadowing on performance and reading comprehension of 89 Japanese university students majoring in human science over a one-year treatment (two semesters). According to the posttest scores, extensive reading improved students' reading comprehension.

Suk (2016) carried out a study to examine the effects of extensive reading on the reading comprehension of Korean university students studying English as a foreign language over a 15-week semester. The results of this study showed that the extensive reading had positive impacts on reading comprehension.

Bahmani and Farvardin (2017) performed research with 50 elementary EFL learners who were selected from two intact classes ( $n = 25$  each). The results suggested that the reading comprehension of both groups was significantly enhanced by the end of this study; that is, the reading comprehension of the 'i - 1' and the 'i + 1' groups significantly improved after the intervention of extensive reading.

Shih et al., (2018) administered a study related to integrating extensive reading with reading strategies into a Taiwanese junior college classroom. After completing the experiment, it was found that the vocational college students' reading proficiency had improved and their reading strategies had been enhanced.

Aka (2019) conducted a study to investigate the effects of extensive reading on developing the language knowledge and reading abilities of high school learners of English as a foreign language (EFL) over the course of one school year. Results revealed that the participants in the extensive reading course improved their language knowledge and reading abilities.

## 2.2 Reading Comprehension

### 2.2.1. Definition of Reading Comprehension

Reading comprehension is defined as a goal of the reading process (Duke et al., 2011) and a main concern of most foreign language readers, who attempt to understand the meaning of the text. Furthermore, it is a skill of communication between the reader and the writer for the transfer of knowledge and information. The actual purpose of reading comprehension is to achieve an understanding of the entire text rather than to acquire meaning from individual words or sentences. Reading for general comprehension is, therefore, the ability to read English texts and understand and interpret information from a written text appropriately. There are three levels of comprehension: literal, interpretive and critical (Basaraba et al., 2013). The first level focuses on interpreting words and facts in a given sentence at the literal comprehension level. The second level or inferential or interpretative comprehension puts an emphasis on comprehending what is implied but not explicitly stated. Finally, critical comprehension involves assessing and judging the value of what is read.

### 2.2.2 Extensive Reading and Reading Comprehension

Recently, there has been wide agreement among second language researchers and practitioners that language input is a key factor in language learning (Renandya & Jacobs, 2016). Reading comprehension skills can be improved if students are exposed to reading materials that are at the appropriate reading level. Extensive reading is an excellent way to provide a lot of reading materials in the new language that are based on students' linguistic abilities. For this reason, extensive reading has an impact on English reading comprehension, and having appropriate extensive reading materials is an important factor in promoting reading comprehension. Renandya and Jacobs (2016) stated that the focus on easier reading materials will facilitate students' enjoyment of large amounts of comprehensible language.

Many successful reading programs integrate the selection of reading materials that are accessible and pleasurable to readers (Birketveit et al., 2018). Reading a variety of materials will directly determine how much additional vocabulary students gain, how well their reading fluency develop, and how much other language skills improve (Nation & Waring, 2019). Reading is an interactive

process, it involves linguistic knowledge in the texts with the information from reader's background knowledge in order to build the meaning of the reading materials (Grabe & Stoller, 2019). It is thus essential to mainly emphasize extensive reading materials, as they provide opportunities for extensive readers to be exposed to language inputs and improve comprehension.

## **2.3 Reading Motivation**

### **2.3.1 Definition of Reading Motivation**

Motivation has been described as the mental and emotional processes that influence people's decision to act and continue the action (Kirchhoff, 2013). In a more specific context, Cambria and Guthrie (2010) defined motivation as values, beliefs, and behaviors related individual reading. They identified three powerful motivation that drive students' reading: interest, dedication, and confidence. In reading engagement, interested students read because they are enjoying books, are excited about new information, or are learning good things from books. Dedicated students read because they believe it is important since it might provide money, a grade, or a future job. While confident students read because they can; students' confidence is increased by their successful experiences in reading.

### **2.3.2 Extensive Reading and Reading Motivation**

Reading motivation is identified the starting point of one's reading literacy and its most crucial component. Reading motivation, then, is a key element asserting the effectiveness of extensive reading on overall language proficiency (Day, 2010). Students who engage in extensive reading will become better in the target language if reading motivation for learning the second language is enhanced. Due to the increased amount of reading motivation, extensive reading begins and ends where students find the act of reading to be its own reward. Studies have found that students were likely to feel increased motivation toward English learning because they could feel a sense of self-efficacy (Kurishita, 2018), and feel pleasure and a sense of accomplishment when reading authentic materials with ease in extensive reading (de Burgh-Hirabe, Feryok, 2013; Ro, 2013). These ideas support Mori's argument (2015) that motivation is essential to extensive reading because reading in a foreign language is a cognitively and linguistically challenging activity. Students will soon get bored and stop reading



if they do not read interesting and enjoyable materials based on their motivational needs. In short, motivation is a key factor for consistent long-term reading. Less motivated students are unable to sustain their reading activities (Renandya & Jacobs, 2016). It has been shown that students' motivation is strongly affected by the material offered (Birketveit et al., 2018) or motivational talks by well-known personalities who benefitted from involving extensive reading and extensive listening (Renandya & Jacobs, 2016).

In addition, motivation is the highest when students read materials that are neither too easy nor too difficult, receive support from their learning environment, and control their choices of what to read and how to learn (Birketveit et al., 2018). Students can read with greatly enjoyment and comprehension when they are exposed to reading materials that are within or slightly below their current level of language proficiency (Renandya & Jacobs, 2016). Thus, students will become more confident and motivated readers.

Apart from extensive reading materials, extensive reading activities have been proposed as helpful in terms of motivating students to engage in reading more materials as well as monitoring students' reading and reading comprehension (Day, 2018). Jacobs and Farrell (2012) and Suk (2016) argued that specific extensive reading activities can sustain and increase students' motivation to read. Furthermore, interesting and enjoyable post-reading activities have been proposed as essential boosters to enhance students' motivation (Renandya & Jacobs, 2016). The teacher is the main factor influencing development of students' reading motivation (Cambria & Guthrie, 2010). Teachers need to provide reading activities that introduce extensive reading and make interesting reading materials available to students, and then monitor individual students' reading progress in an effort to consistently encourage and sustain their reading inside and outside of the classroom.

### 2.3.3 Types of Motivation

Suk (2015) developed the extensive reading motivation questionnaire based on previous studies on motivation for L1 reading and L2 reading in order to investigate which dimensions of students' motivation predict amount of reading and motivation for reading in English. The six dimensions of motivation consisted of (a) Intrinsic Motivation, (b) Extrinsic Drive to Excel, (c) Extrinsic Academic

Compliance, (d) Extrinsic Test Compliance, (e) Reading Work Avoidance, and (f) Extensive Reading Motivation in English.

Intrinsic Motivation refers to motivation to read a lot of interesting and easy materials in English with enjoyment. Extrinsic drive to excel refers to motivation to read extensively in English for good reading assignments. Extrinsic academic compliance refers to motivation to read extensively in English for good grades. Extrinsic test compliance refers to motivation to read extensively in English for good tests. Reading work avoidance refers to unwillingness to read in English due to difficult words and complicated plot of stories. While extensive reading motivation in English refers to willingness to read extensively in English if the reading materials are easy and interesting.

#### **2.4 Vocational Education**

Vocational education provides knowledge acquisition and skills needed in specific occupations. It is organized under the operation of Office of the Vocational Education Commission (OVEC), which supervises 429 institutions all over the country for the purpose of producing and developing professional manpower possessing a vocational certificate, diploma in technical education or Bachelor's degree in various fields of technology and operation. The vocational colleges are aimed at preparing students for further studies or employment among various programs including agriculture, fishery, ship building, arts and crafts, gems and jewelry, trade and industry, textile industry, commerce and business administration, tourism and hospitality, home economics, and information technology (Office of the vocational education commission).

Because of the relationship between vocational education and English language learning, Ngamsa-ard (2011) proposed that Thailand's vocational education curriculum be highly concerned with integrating the study of English. In the core curriculum of basic education, English language is regarded as an important tool for communication, education, acquisition of knowledge, earning a livelihood and creating understanding of cultures and visions of the world community. Thus, language students are able to understand differences between the languages and cultures, customs and traditions, thinking, society, economy, politics and

administration of different countries as well as being able to use the language for communication.

The focus in teaching English language for vocational education is on teaching English for specific purposes, where the students' needs primarily focus on communicating in their field of study in order to support their future careers. All vocational students are required to take compulsory English courses such as Real Life English, English Listening and Speaking, Reading Authentic Materials, or English for Commerce. Moreover, colleges and institutes also provide elective courses, such as English for Tourism, English for Salespersons, English for Secretarial Work, or English for Public Relations. Those English courses are designed to be relevant to students' fields of study, making the language study more enjoyable and leading to an enhanced understanding of the language. As discussed, extensive reading exposes vocational students to a variety of engaging reading materials, and they can choose the materials based on the students' interests and their field of study. Additionally, they can experience conversations and dialogues from real contexts promoting English for communication in real life.

## **2.5 Vocational Students**

Vocational students are defined as students who increase their knowledge and use of practical skills that are relevant to a particular job or role within a workplace environment (Durham, 2012). They are comprised of adolescent students between the ages of 13 and 19. A lot of crucial changes occur during adolescence. Adolescents entering adulthood need self-esteem; that is, they need to value and feel good about themselves, and they desire peer approval as well.

Of course, people of different ages have individual identities. There are many appropriate ways of studying language for teenage students -- especially for vocational students. With the right goals, students are likely to feel engaged and to achieve value from their language study. Scrivener (2017) suggested a few extra hints for teenage classes, as follows:

- Avoid anything that might be seen as childish to students. Many materials that adults would happily work with may be rejected by teens if they are seen as unsuitable or patronizing in any way.

- If whole-class work does not seem to be working, consider the possibility of work groups instead, ie small sections of the class that work independently on tasks that are agreed between you.
- Experiment with a mixture of quiet, working-alone activities and activities that require active participation. Find out which individuals seem to respond better to these different kinds of work.
- Avoid too many activities that may embarrass students by putting them in the spotlight.
- Select reading and listening materials from up-to-date sources that are relevant for learners, eg current magazines, websites, recently released films, hit songs.
- Better still, ask learners to bring in materials they want to work with.
- Consider project work on topics entirely selected by the learners and involving research methods that they will find both interesting and challenging, eg preparing a report on a live topic that interests the students.
- If your school, syllabus and exam requirements allow it - and your class is keen - consider the possibility of throwing out the whole coursebook and syllabus and working on one very large project with a definite outcome, eg staging a play or show in English or preparing a local magazine in English.
- Be fruitful. Try not to be just a spokesperson for school or society. Say what you really think about things. Explain to learners why certain activities may (or may not) be valuable. Let the students decide if they want to do the activities or not.
- Do not get bothered when challenged. Listen, and do not feel undermined. Be prepared to back down if a strong argument is presented.
- Dare to ask important questions such as, ‘What could we do in English lessons that would really be interesting to you?’
- Rather than setting out with the assumption that discipline and difficulty will be the order of the day, start out with the intention of working with the learners and listening to them.

- If discipline becomes a problem, as far as possible, ask the learners themselves to give advice as to what should be done. Where possible negotiate and agree codes of behavior and penalties in advance of problems boiling up.

A class that involves adolescent students can pursue learning goal with enthusiasm. The job of the instructor is to provoke student engagement with relevant and involving material, and, at the same time, to boost students' self-esteem and be conscious, always, of their need for identity (Harmer, 2015). Harmer also suggested that "students must be encouraged to respond to texts and situations with their own thoughts and experience, rather than just by answering questions and doing abstract learning activities". They are likely to give more attention to topics they are interested in and specific things they believe to be relevant to themselves (Scrivener, 2017). In addition, the tasks used for instruction must be easy to do, which creates engagement, motivating them to learn more.

## **2.6 English for Specific Purposes (ESP)**

### **2.6.1 Definition of English for Specific Purposes (ESP)**

English for Specific Purposes (ESP) courses are the result of advanced and adult learners' needs to acquire knowledge in their own fields of study, such as architecture, computer science, accounting, and so on. ESP can be seen as a specific branch of English focused on encouraging language learning of students in specific areas. Guerrero and Rodriguez (2011) recommended that teaching specialists base the syllabus on an ESP approach, consider students' needs or their reasons for learning and their own special knowledge, and use English for real communication. Furthermore, Scrivener (2017) stated that ESP often means that a teacher should 'go on teaching all the normal English you already teach in all the ways you know how to do already, but use lexis, examples, topics and contexts that are, as far as possible, relevant to the students and practice relevant specific skills'.

Organizing ESP courses and selecting materials help to achieve satisfying goals in an ESP process of learning (Bracaj, 2014). An ESP teacher should consider a learning-centered approach based on students' needs, expectations and ways of learning language. Furthermore, an ESP teacher is required to organize the class, be aware of the class objectives, have a good understanding of the course content, be

flexible and willing to cooperate with students, and have at least some interest in the teaching disciplines.

### 2.6.2 Reading in ESP

The goal of reading is for readers to get information that they need for specific or personal purposes (Guerrero & Rodriguez, 2011). There are many reasons to read, such as gaining information, verifying existing knowledge, critiquing a writer's ideas or writing style, enhancing knowledge of the language being read, or simply reading for enjoyment. Guerrero and Rodriguez (2011) also proposed that a reader's purpose determines the appropriate approach towards reading comprehension, evolving understanding, and decoding a text or constructing through a process.

The purpose of English for Specific Purposes (ESP) is generally compatible with the purpose of extensive reading (ER). Students can choose reading materials related to their interest in various specific fields of study. In particular, vocational students who study in different fields can choose texts aligned with their fields of study, or those that they find interesting and pleasurable to read. If the students lack access to appropriate texts in ESP class, a needs analysis is a good starting point (Scrivener, 2017). This might include an analysis of what the students need, but also what they want but do not have. Addressing a specific student need or desire can help students find their real problems and provide effective direction for an extensive reading course.

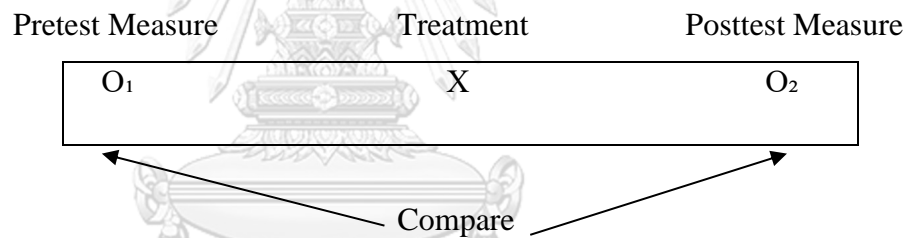
## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the research design, population and participants, research instruments, research procedure, and data collection, along with data analysis.

#### 3.1 Research Design

The study examined the impacts of implementing extensive reading on English reading comprehension of Thai vocational students. One-group pretest-posttest design was administered in this study. The group was measured before and after the exposure to the treatment (extensive reading program). Figure 3.1 presents the research design; O and X refer to the dependent and independent variables, respectively.



**Figure 3.1 One-Group Pretest-Posttest Design**

In figure 3.1, O<sub>1</sub> is the TOEIC reading test used as the pretest in this study before involving the treatment, and O<sub>2</sub> is the TOEIC reading test (the same reading test as the pre-TOEIC reading test) used as the posttest after receiving the treatment. X is the extensive reading program used as the treatment in this study.

#### 3.2 Population and Participants

The population was approximately 155 higher vocational students from the Computer, Information Technology, and General Management Departments. Students from those majors are required to study the compulsory English courses, English on the Job. The participants were selected from the total population of students who were

enrolled in the English on the Job course (course code 3000-1203) in the second semester of the 2019 academic year at a public college in Bangkok. The purpose of the English on the Job course is to prepare students for academic and career courses by providing a range of reading topics, giving them the English skills they need in order to get a job and communicate better in their future workplaces.

The fifty-one participants in this study were selected using purposive sampling to choose higher vocational students enrolled in the English on the Job course, which is a compulsory course for higher vocational certificate students majoring in Computer, Information Technology, and General Management. The participants' ages ranged from 19 to 21 years old, and the group comprised 37 males and 14 females. Those participants were grouped by age, hence, the class was likely to be very mixed. They had all studied English as a required subject in primary and secondary schools. Based on the selected materials, their levels of English proficiency ranged from the elementary to mid-intermediate levels. They had never taken part in an extensive reading program, so they were at the level of novice extensive readers.

### **3.3 Research Instruments**

There were two instruments utilized in this study for measuring English reading comprehension and opinions toward extensive reading of Thai vocational students. Those two instruments consisted of the TOEIC reading test and an extensive reading motivation questionnaire.

#### **3.3.1 TOEIC Reading Test**

The Test of English for International Communication (TOEIC) was used to assess students' reading comprehension. It was administered at two different times – at the beginning and at the end of the implementation. This study utilized a TOEIC reading sample test taken from the Educational Testing Service (ETS, 2017, p. 10-19). The thirty-question TOEIC test lasted for thirty minutes. The TOEIC reading test was used to measure a.) understanding information in tables and passages on the reading comprehension questions (item 147-153, 161-164), b.) connecting information across multiple sentences and making inferences on the reading comprehension questions (item 176-180, 196-200), and c.) understanding vocabulary and grammar on the



sentence completion and text completion questions (item 101-105, 131-134) (See Appendix A).

The TOEIC reading test was used to assess vocational students' English comprehension due to certain realistic textual forms, such as reading business letter, memos, emails, and websites. Moreover, the TOEIC reading test has high reliability and is sensible to students with elementary and intermediate levels of English proficiency (Nishizawa & Yoshioka, 2016).

### 3.3.2 Extensive Reading Motivation Questionnaire

The Extensive Reading Motivation questionnaire was employed to explore Thai vocational students' opinions toward extensive reading. The Extensive Reading Motivation questionnaire as developed by Suk (2015) was adapted and translated into Thai. After that, the back-translation method was applied in order to validate the translation of the extensive reading motivation questionnaire and ensure equivalency between English and Thai. Then, the questionnaire was piloted with 25 higher vocational certificate students who were not in the main study. The extensive reading motivation questionnaire was conducted, as a post-test only, with all participants who read consistently throughout the study.

There were three parts to explore background information about participants in Part 1 (8 items), motivation for reading in English in Part 2 (30 items), and opinions about extensive reading in Part 3 (2 items). The reliability of the extensive reading motivation questionnaire was 0.95 ( $n = 51$ ), which indicates a high level of internal consistency for this questionnaire.

Part 1 of the extensive reading motivation questionnaire included items that ask for participants' background information such as age, gender, major, and purposes for studying English reading. Part 2 of the questionnaire derived from the study of Suk (2015), which developed the statements based on previous studies on motivation for L1 and L2 reading. The statements in Part 2 covered six possible dimensions of motivation applied for predicting students' reading, with five statements per dimension. Those six dimensions mentioned earlier consisted of (a) Intrinsic Motivation, (b) Extrinsic Drive to Excel, (c) Extrinsic Academic Compliance, (d) Extrinsic Test Compliance, (e) Reading Work Avoidance, and (f) Extensive Reading Motivation in English (See Appendix B). The statements in the first four dimensions

(Intrinsic Motivation, Extrinsic Drive to Excel, Extrinsic Academic Compliance, and Extrinsic Test Compliance) were taken and adapted from Komiyama's study. The statements in Reading Work Avoidance were taken and adapted from the study of Wigfield & Guthrie. The statements in Extensive Reading Motivation in English were created by Suk (2016) based on literature on extensive reading.

In every item, a 4-point adjusted Likert scale was used, ranging from 1 (disagree), 2 (neutral), 3 (agree), 4 (strongly agree). The evaluation criteria of the questionnaire were as follows:

- 1.00 - 1.99 means disagree.
- 2.00 - 2.99 means neutral.
- 3.00 - 3.99 means agree.
- 4.00 - 4.99 means strongly agree.

Moreover, the questions in part 3 included two items that asked the participants to list their opinions related to reading extensively in English. The data from the open-ended questions on the extensive reading motivation questionnaire (Part 3) were used to collect students' insights about their own experiences in reading during the extensive reading program (See Appendix C).

### **3.4 Research Procedure**

The research procedure involved extensive reading principles and extensive reading activities. The students attended a twelve-week extensive reading program that provided extensive reading materials and activities to the students. One week prior to the implementation of extensive reading, the students were required to take the TOEIC reading test as a pretest in order to assess their English reading comprehension. After 10 weeks of participation, the students took the same TOEIC reading test as a posttest and provided their opinions toward extensive reading through the extensive reading motivation questionnaire (used only for the posttest). Prior to implementing extensive reading, the lesson plan and activities of extensive reading were validated by three experts using Item-Objective Congruence (IOC). After the evaluation of the extensive reading program, the lesson plan and the extensive reading activities were further investigated through use in a pilot study.

### 3.4.1 Extensive Reading Program

Extensive reading program was designed based on 8 principles suggested by Day and Bamford (2002) and Day (2018) for the English on the Job course for vocational students, focusing on getting a job and communicating in the workplace. The extensive reading program consisted of several extensive reading activities adapted from Bamford and Day (2004) to promote reading extensively for each unit. There was a large quantity of reading materials, which were at different levels of language proficiency. Students were able to choose reading materials based on their interests and levels of language proficiency. These selected materials engaged students to read extensively in English, and read individually with comprehension, both in class and out of class. After their exposure to reading materials, students were required to do extensive reading activities in order to encourage their participation and motivate their reading. The activities were diverse, including such things as reading questionnaires, reading logs, one-minute reading, shared reading, and reading rewards.

After implementing extensive reading, the students were able:

1. To understand specific (factual) information in tables and passage including negative factual information
2. To connect information across multiple sentences
3. To make inferences based on information that is explicitly stated in texts
4. To understand vocabulary
5. To understand grammar

Figure 3.2 illustrates the scope and sequence of extensive reading program.

Table 3.1 Scope and Sequence of Extensive Reading Program

Week	Unit / Topic	Principles of ER	Activities	Materials	Time (minutes)
1			Pretest of TOEIC reading test	TOEIC reading test	60
2	<b>Unit 1: Occupations Lesson1: Finding the ideal job</b>	The purpose of reading is usually related to pleasure, information and general understanding. The reading material is easy.	<ul style="list-style-type: none"> <li>- Talking about their previous reading.</li> <li>- Filling in a reading questionnaire about their general reading habits and purposes of reading English.</li> <li>- Discussing the answers with their partners.</li> </ul>	<ul style="list-style-type: none"> <li>- Your reading worksheet</li> </ul>	20
		Learners choose what they want to read.	<ul style="list-style-type: none"> <li>- Scanning books to find unknown words in a random page.</li> <li>- Writing down the list of books and a number of unknown words that appeared in the books.</li> <li>- Discussing which suitable books they should read.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading materials (Appendix G, 1-17)</li> <li>- Library card</li> </ul>	40
		Reading speed is usually faster rather than slower.	<ul style="list-style-type: none"> <li>- Writing their opinions about the books in a chart.</li> <li>- Choosing books that are interesting and at the best level for them.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading materials (Appendix G, 1-17)</li> <li>- Just right book chart</li> </ul>	40
3	<b>Unit 1: Occupations Lesson2: Your ideal company</b>		<ul style="list-style-type: none"> <li>- Reading the passage in 3 minute.</li> <li>- Underlining Yes if the statement is correct and underline No if the statement is incorrect.</li> <li>- Reading their books fast for 1 minute</li> <li>- Recording their reading words in the form</li> <li>- Summarizing the main points of reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading materials (Appendix G, 1-17)</li> <li>- Passages from the books</li> <li>- Yes/No questions about their reading</li> <li>- 1 minute reading record form</li> </ul>	30

Week	Unit / Topic	Principles of ER	Activities	Materials	Time (minutes)
		Reading is individual and silent.	<ul style="list-style-type: none"> <li>- Summarizing the main ideas of the book they have read in one sentence.</li> <li>- Comparing the main ideas with the classmates who have read the same books.</li> <li>- Guessing names of the companies from pictures.</li> <li>- Finding their ideal company and writing about their ideal company.</li> <li>- Discussing their ideal company with their partners.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading materials (Appendix G, 1-17)</li> <li>- One sentence summarizing worksheet</li> <li>- Ideal company worksheet</li> </ul>	70
4	<b>Unit 1:</b> <b>Occupations</b> <b>Lesson3:</b> <b>Talking about your job</b>	The teacher is a role model of a reader.	<ul style="list-style-type: none"> <li>- Reading career-life timelines of the famous people reviewed by teacher.</li> <li>- Guessing the names of those famous people.</li> <li>- Writing down the names of people on a piece of card.</li> <li>- Creating their career-life timeline.</li> <li>- Discussing their career-life timeline in small groups and as a whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Career-life timelines of the famous people</li> <li>- Finding a famous person card</li> <li>- Timeline sheet</li> </ul>	30
5		Teachers orient and guide their students.	<ul style="list-style-type: none"> <li>- Choosing the same book to read with their partners in 5 minutes.</li> <li>- Selecting five words they have recently encountered that they need to look up in the dictionary.</li> <li>- Writing down pronunciation, definition, and a sample sentence for each word that appeared in their reading.</li> <li>- Presenting their words to the whole class.</li> <li>- Creating a job dialogue asking about their ideal job and company with their partner.</li> <li>- Performing a role-play in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading materials (Appendix G, 1-17)</li> <li>- Job dialogue worksheet</li> </ul>	50

Week	Unit / Topic	Principles of ER	Activities	Materials	Time (minutes)
		Learners read as much as possible.	<ul style="list-style-type: none"> <li>- Reading passages from their books.</li> <li>- Writing answers to two questions (what happened before this part of the book? and what happened after this part of the book?)</li> <li>- Writing a certain number of words they had read in a marathon course form.</li> <li>- Reading over 30,000 words.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading materials (Appendix G, 1-17)</li> <li>- Passages from the books</li> <li>- Answering to two questions worksheet</li> <li>- Marathon course form</li> <li>- A reading certificate</li> </ul>	20
6	<b>Unit 2: Employment documents</b> <b>Lesson1: CV</b>	The reading material is easy.	<ul style="list-style-type: none"> <li>- Reading the book blurbs of the books.</li> <li>- Determining the levels of their books.</li> <li>- Discussing the levels of their books.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading materials (Appendix G, 18-33)</li> <li>- Book blurbs</li> </ul>	20
		Learners choose what they want to read.	<ul style="list-style-type: none"> <li>- Reading the first page of a book.</li> <li>- Choosing a good fit based on IPick strategy.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading materials (Appendix G, 18-33)</li> <li>- First page of book</li> <li>- IPick strategy poster</li> </ul>	30
		Reading speed is usually faster rather than slower.	<ul style="list-style-type: none"> <li>- Reading a passage quickly.</li> <li>- Numbering the events in order.</li> <li>- Reading their books fast for 1 minute</li> <li>- Recording reading words in a form</li> <li>- Summarizing the main points of the reading.</li> <li>- Matching CV headings with given phrases.</li> <li>- Writing down information on the CV form.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading materials (Appendix G, 18-33)</li> <li>- passages from the books</li> <li>- Number these events worksheet</li> <li>- 1 minute reading record form</li> <li>- CV headings worksheet</li> </ul>	50
7	<b>Unit 2: Employment documents</b>	The purpose of reading is usually related to	<ul style="list-style-type: none"> <li>- Reading the sentences related to reading behaviors.</li> <li>- Marking each sentence as agree or disagree.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentences related to reading behaviors</li> </ul>	20

Week	Unit / Topic	Principles of ER	Activities	Materials	Time (minutes)
	<b>Lesson2: Covering letter</b>	pleasure, information and general understanding. The teacher is a role model of a reader.	<ul style="list-style-type: none"> <li>- Discussing the answers and their reading behaviors with a whole class.</li> <li>- Discussing how reading is used in everyday situations.</li> <li>- Reading example of covering letters reviewed by teacher.</li> <li>- Writing down the ending of sentences in each part of cover letter</li> <li>- Reading classified job advertisements.</li> <li>- Writing cover letters.</li> </ul>	<ul style="list-style-type: none"> <li>- Agree or disagree worksheet</li> <li>- Examples of covering letters</li> <li>- Fill in the blanks worksheet</li> <li>- Classified job ads</li> <li>- Cover letter form</li> </ul>	80
8	<b>Unit 2: Employment documents Lesson3: Employment application form</b>	Teachers orient and guide their students.	<ul style="list-style-type: none"> <li>- Rating the books they have read.</li> <li>- Talking about the best and the worst books they have read.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading materials (Appendix G, 18-33)</li> <li>- Quick book questionnaire worksheet</li> <li>- The best and the worst book worksheet</li> <li>- Example of employment application form</li> </ul>	30
		Reading is individual and silent.	<ul style="list-style-type: none"> <li>- Reading employment application form.</li> <li>- Filling in their information on the employment application form.</li> </ul>	<ul style="list-style-type: none"> <li>- Employment application form</li> </ul>	40
		Learners read as much as possible.	<ul style="list-style-type: none"> <li>- Writing a short summary of each book they read.</li> <li>- Writing a certain number of words they have encountered in a marathon course form.</li> <li>- Reading over 60,000 words.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading materials (Appendix G, 18-33)</li> <li>- Quick book report form</li> <li>- Marathon course form</li> <li>- A reading certificate</li> </ul>	30

Week	Unit / Topic	Principles of ER	Activities	Materials	Time (minutes)
9	<b>Unit 3: Job interview</b> <b>Lesson1: Preparing for a job interview</b>	The purpose of reading is usually related to pleasure, information and general understanding. The reading material is easy.	- Stating their opinions about reading from reading quotes. - Talking about their reading.	- 10 reading quotes	20
			- Reading the passage. - Filling in the blanks with the words given. - Determining the reading level of a book.	- Reading materials (Appendix G, 34-50) - Filling in the blanks worksheet	30
		Learners choose what they want to read.	- Looking through the books related to a job interviews. - Selecting books that are relevant to their interests and at their language levels. - Talking about their books with their partners.	- Reading materials (Appendix G, 34-50) - Choosing a book worksheet	50
10	<b>Unit 3: Job interview</b> <b>Lesson2: Making a first impression in a job interview</b>	Reading speed is usually faster rather than slower.	- Reading while listening to the audio at the same time. - Reading their books fast for 1 minute - Recording reading words on a form - Summarizing the main points of the reading. - Sharing their reading words with their classmates in 1 minute.	- Reading materials (Appendix G, 34-50) - Audio book - 1 minute reading record form	20
		Reading is individual and silent.	- Talking individually with the teacher about books they have read. - Answering questions based on their reading. - Writing how to make a good first impression in a job interview	- Reading materials (Appendix G, 34-50) - Questions about books they have read	80



Week	Unit / Topic	Principles of ER	Activities	Materials	Time (minutes)
11	<b>Unit 3: Job interview</b> <b>Lesson3: Job interview</b>	The teacher is a role model of a reader.  Teachers orient and guide their students.	<ul style="list-style-type: none"> <li>- Discussing a good first impression in a job interview in small groups.</li> <li>- Reading interesting lines or dialogues from books read by the teacher.</li> <li>- Listening to the reasons for selecting those particular lines or dialogues.</li> <li>- Taking note what students have learnt.</li> <li>- Choosing interesting lines or dialogues from the books they have read.</li> <li>- Talking about their favorite lines or dialogues with their classmates.</li> <li>- Brainstorming common questions for a job interview in small groups.</li> <li>- Watching a video about a job interview and writing down the correct words in the blanks.</li> <li>- With their partners, Creating a dialogue for a job interview using role-play cards.</li> <li>- Doing role-play of job candidate and interviewer.</li> </ul>	<ul style="list-style-type: none"> <li>- Making a first impression worksheet</li> <li>- Reading materials (Appendix G, 34-50)</li> <li>- Interesting lines or dialogues from the books</li> <li>- Reading materials (Appendix G, 34-50)</li> <li>- Favorite quotation of their books</li> <li>- The most common interview questions worksheet</li> <li>- Video about job interview</li> <li>- Fill in the blanks worksheet</li> <li>- Job interview role-play cards</li> <li>- Job interview rubric score</li> </ul>	20
		Learners read as much as possible.	<ul style="list-style-type: none"> <li>- Answering the questions about the books they have read.</li> <li>- Summarizing the main ideas of their reading.</li> <li>- Writing a certain number of words they have read in a marathon course form.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading materials (Appendix G, 34-50)</li> <li>- Reflection questions</li> <li>- Reading log form</li> </ul>	30

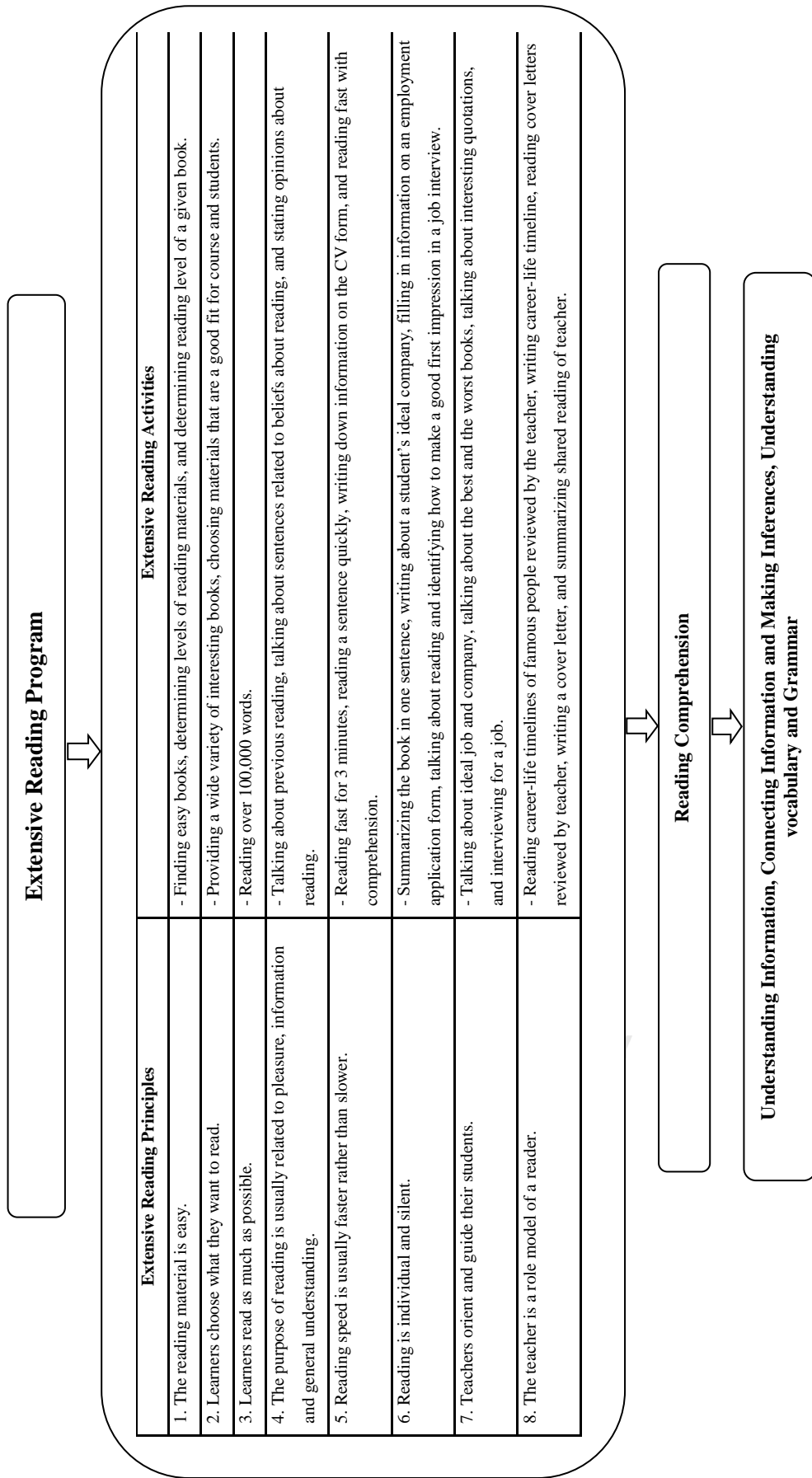
Week	Unit / Topic	Principles of ER	Activities	Materials	Time (minutes)
			- Reading over 100,000 words.	- Marathon course form - Reading certificate for best reader	
12			Posttest of TOEIC reading test Extensive reading questionnaire	-TOEIC reading test - extensive reading questionnaire	60 30



The extensive reading activities were helpful in prompting students to keep reading as much and as often as possible. With respect to the procedure of extensive reading that promoted reading extensively, reading outside of the class was required because of time constraint in classroom. Keeping a Reading Log was one of the extensive reading activities in this study because it could provide information about the reading ability of students, whether and how many pages they had read, the titles of books they had read, and what main ideas they had gotten from each book. Moreover, reading marathon and the best reader award activities encouraged students to read as much as they were able and to become keen readers, as well as helping to create a community of readers in the classroom. English reading comprehension of Thai vocational students was expected to develop under the influence of extensive reading.

#### 3.4.2 Extensive Reading Program Framework

This study followed 8 principles of the extensive reading as proposed by Day and Bamford (2002) and Day (2018). The principles and activities of extensive reading program that underlie the research framework of this study are illustrated in Figure 3.3.



**Figure 3.2 Framework of Extensive Reading Program**

### 3.4.3 Extensive Reading Activities

Before implementing the extensive reading program, the activities were validated by using Item-Objective Congruence (IOC) (See Appendix D). Three experts validated the lesson plans of the extensive reading program, examining objectives, materials, activities, and teaching steps using the 8 principles of extensive reading. Then, the activities were piloted with 25 vocational students who were not the main participants in this study, and revisions were made based on the pilot students' comments (See Appendix E). The results of the pilot study were useful for revising and improving the lesson plans, materials, and activities.

Once the lesson plans and activities of the extensive reading program were fully developed, the instructor's manual included lesson plans which identified the main concept of each unit, objectives of learning, framework, content, activities, materials and assessment. Moreover, it contained deliberate learning procedures to help students to acquire knowledge systematically. The extensive reading activities were designed to motivate students to read more through a positive reading environment. Examples of Extensive Reading activities are presented below.

#### **Principle 1: The Reading Material Is Easy.**

Students read three passages and completed the passages with given words. The passages used in this activity were chosen from the reading materials of this study. These activities allowed students to read each passage and make a rough estimate of a comfortable level at which to begin reading. Figure 3.3 presents the activity of determining the right reading level for this Extensive Reading program.

## II: Determine reading level of a book

A: Complete the passage with the words given in the table.

**Job interview** Level \_\_\_\_\_


head

prepare

interviewer

interview

company



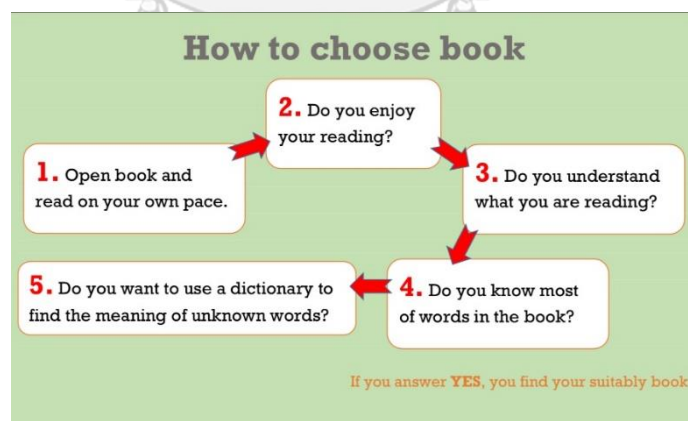
The day before the interview, you \_\_\_\_\_. You check the Internet. You read about ABC Convenience Stores. You learn as much as you can about the \_\_\_\_\_. You also read about product marketing. You try to guess the questions the \_\_\_\_\_ will ask you during the \_\_\_\_\_. You think of good answers that you can give.

You check the internet again to find out where the \_\_\_\_\_ office of ABC Convenience Stores is located. It is a ten-minute walk from the nearest station. You print out a map to take with you.

**Figure 3.3 Determining Reading Level of Books to Be Read**

### Principle 2: Learners Choose What They Want to Read.

Students selected suitably easy books based on their interests and talked about the books with their partner. Before choosing books, students learned how to choose an appropriate book. Then, they were allowed to look through books provided by teacher and find books they were interested in reading. Figures 3.4 and 3.5 illustrate this process.



**Figure 3.4 How to Choose Book**

A: Scanning the books and choose one book you want to read. Then, answer the questions.

Book level is .....

The author of this book is .....

*I choose to read*

The genre of book is .....

This book is about .....

I want to learn .....

..... from this book

**Figure 3.5 Selecting Books that Fit Reading Levels, Interests and Needs**

### **Principle 3: Learners Read As Much As Possible**

Students answered the questions about a book they had read, summarized the main ideas of their reading, wrote in a marathon course form a certain number of words they have read, and attempted to read over 100,000 words. The students who successfully read over 100,000 words received a certificate of merit for being the best readers of the program. These activities motivated students to read extensively, held students accountable for their reading, and brought a sense of excitement and accomplishment to the reading program. Figures 3.6 to 3.9 demonstrate the process.

**Reading Log**  
 "Today a reader,  
 tomorrow a leader."  
 -Margaret Fuller-

Start Date: .....	Title of Book: .....	Reading time: .....
.....	Author: .....	.....
End Date: .....	Pages Read: .....	Words read: .....
.....	Topic of nonfiction text: .....	.....
.....	Summary: .....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

Figure 3.6 Reading Log



Figure 3.7 Reading Certificate



A: Answer the questions about a book you have read.

**The job interview**

Answer the questions

1. What was your first company you applied for?  
Answer.....
2. How did you prepare for the second interview?  
Answer.....
3. What did you do after arriving at the ABC Convenience Stores?  
Answer.....
4. Who is the founder of ABC Convenience Stores?  
Answer.....
5. What was your big mistake when you worked part-time job?  
Answer.....

Figure 3.8 The Job Interview Questions

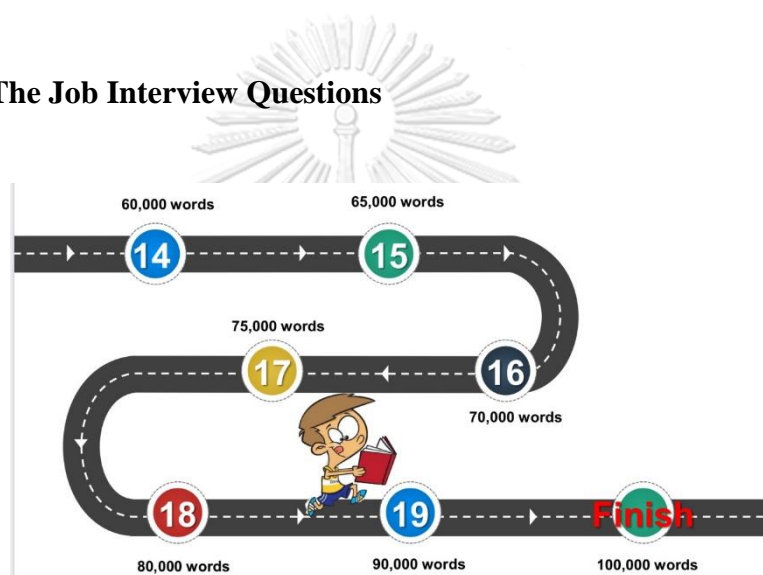


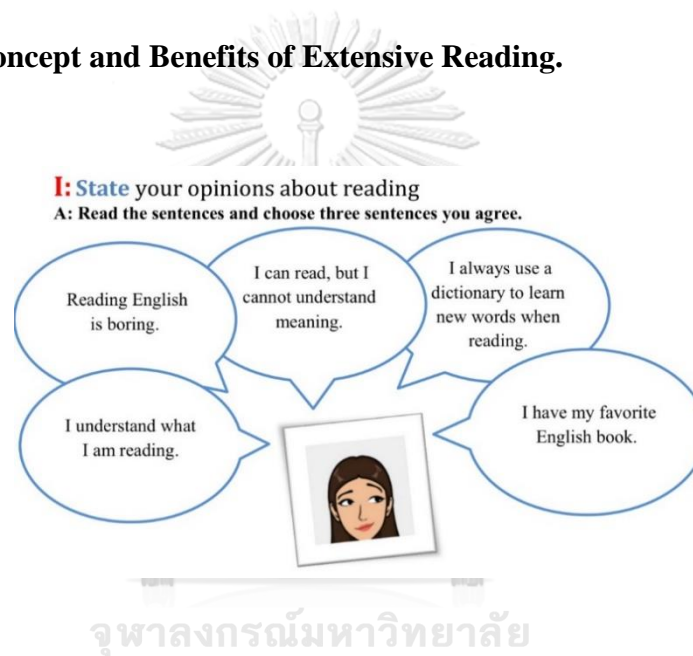
Figure 3.9 A Marathon Course Form

**Principle 4: The Purpose of Reading Is Usually Related to Pleasure, Information, and General Understanding.**

Before starting the Extensive Reading Program, students were introduced the concept of extensive reading, the benefits of extensive reading, and it was pointed out that the Extensive Reading program involved no tests or quizzes. The focus was on the reason why students should engage in extensive reading and how important of this kind of reading can be. Students then stated their opinions about reading after reading quotes and discussing their reading habits with their classmates. These activities were intended to encourage students to clarify and reconsider their beliefs about reading. Figures 3.10 and 3.11 illustrates the structure of these Extensive Reading activities.




**Figure 3.10 Concept and Benefits of Extensive Reading.**



**Figure 3.11 Stating Opinions about Reading**

### **Principle 5: Reading Speed Is Usually Faster Rather Than Slower**

Students read while listening to the audio, read their books for 1 minute, recorded their reading words in the form, summarized the main points, and shared their reading words with their classmates. These activities encouraged students to identify their appropriate reading rates and be aware of the number of words they read in 1 minute in order to make reading progress when they did the second reading. Figures 3.12 and 3.13 present this process.

A:  Read and listen to the audiobook at the same time.

**10 ways to work in a team**

8. Don't be a leader

Many people want to become the leader because of their pride. Or, maybe they think being the leader is an easy job. It may be difficult for some people to let someone else be the leader. However, too many leaders make working in a team very difficult. Team members may not know who to listen to. Different leaders may make different decisions at the same time. And, this can cause big problems.

So, if your team already has a leader, you should follow what they ask you to do. Don't try to change the plan. If you disagree with the leader, don't argue with them. You should wait and talk to the leader face-to-face. Always tell your leader important information. But, support the leader's decisions, too. You need to do this even if you have a different idea. If the leader gives you a job to do, you should do your best to help the team and your leader by doing that job well.

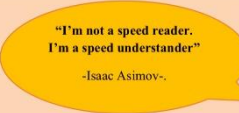
If you are not the leader, you still need to think for yourself. If you have a problem, you should first try to solve it yourself. Or, ask for another team member's help. If the problem is too big or important, you should tell your leader. That way, the team can brainstorm solutions to the problem together.


**Figure 3.12 Reading Fast with Comprehension**

**1 Minute Reading Record**

Date	Title of book	Author	WPM (words per minute)

Summary:


 "I'm not a speed reader.  
I'm a speed understander"  
-Isaac Asimov-



**Figure 3.13 Reading Fast in 1 Minute**

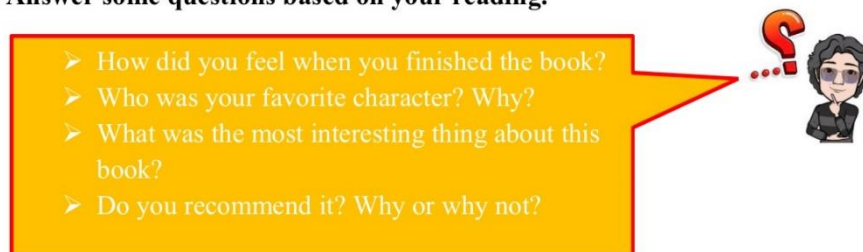
### **Principle 6: The Reading Is Individual and Silent**

Students talked individually with teacher about books they had read and answered questions based on their reading. This activity helped the teacher to monitor their reading and give some advice about reading behavior. Then, students wrote how

to make a good first impression in a job interview and discussed first impressions in job interviews in small groups. The students thought about how to make a first impression in a job interview and shared some advice they gained from their reading. Figures 3.14 and 3.15 illustrate the activities of talking about reading and identifying how to make a good first impression in a job interview.

**A: Talk about books you have read individually with teacher.**

**B: Answer some questions based on your reading.**



- How did you feel when you finished the book?
- Who was your favorite character? Why?
- What was the most interesting thing about this book?
- Do you recommend it? Why or why not?

**Figure 3.14 Talking about Reading**



**C: Write how to make a good first impression in a job interview.**



**How to make a good first impression in a job interview.**

**C**

**Figure 3.15 Identifying How to Make a Good First Impression in a Job Interview**

### **Principle 7: Teachers Orient and Guide Their Students**

Students chose interesting lines or dialogues from the books they had read and talked about their favorite lines or dialogues in small groups. Teacher promoted

extensive reading and engaged students in discussing the books rather than just reading passively. Then, students brainstormed common questions for job interviews in small groups, watched a video about a job interview and completed passages with missing words, created dialogues with their partners of job interviews using role-play cards, and did role-plays of job candidates and interviewers. These activities involved students speaking during role-plays. They used vocabulary, grammar patterns, and conversational patterns with a story context to develop dialogues related to job interviews. Figures 3.16 to 3.19 present this process.

A: Choose your interesting lines or dialogues from the books you have read.

**Book title:** .....

**Figure 3.16 Talking about Interesting Quotations**

B: Talk about your favorite lines or dialogues in small groups.

C: Discuss these questions in small groups.

> Have you ever had a job interview?  
 > How was it?  
 > What are the most common interview questions?

The most common interview questions

**Figure 3.17 The Most Common Interview Questions**

**D:** Watch video about questions and answers for a job interview. Complete the following blanks with the correct words.

**Interview questions and answers**

I .....

I am one of the top graduates of my batch in college. I am known in school as an organizer, having held several ..... and organizations since my first year. I am a dedicated person who never stops working on something until it is perfect. It would be pleasure for me to discuss how I can be such an ..... to your company.

**Figure 3.18 Interview Questions and Answers**

**E: Making a dialogue according to job interview using role-play cards.**

**Role-play card 1:**

Information of interviewee

- > Your name is Chidphone Namboonchu.
- > You are studying in Business Computer Department at Banana Commercial College.
- > You want to apply for a part-time job as a waiter.
- > You have good command of spoken English.
- > You are fast learner and active personality.

Information of interviewer

- > You are the KFC manager.
- > You want him to introduce himself briefly.
- > You want to know whether he has done this kind of job before.
- > You want to know his strengths and weaknesses.

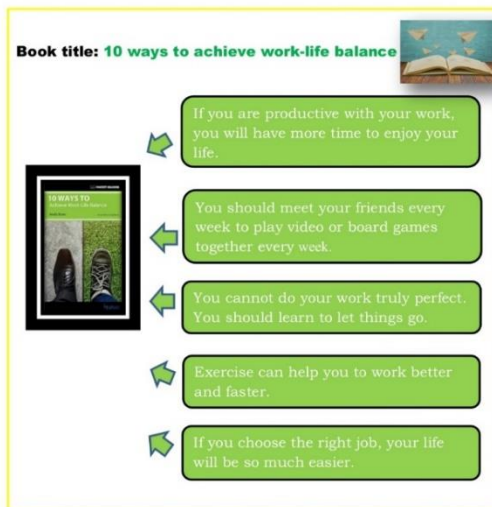
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**Figure 3.19 Interviewing for a Job**

**Principle 8: The Teacher Is a Role Model of a Reader**

Students read interesting lines or dialogues from the books read by teacher, listened to the reasons for selecting those lines or dialogues, and took note what they have learned. Students learned from the teacher’s shared reading and descriptions and were motivated to read in the new language on their own. Figure 3.20 demonstrates reading the career-life timelines of the famous people reviewed by teacher.

A: Read interesting lines or dialogues from the books read by teacher.



**Figure 3.20 Reading Career-Life Timeline of the Famous People Reviewed by Teacher**

#### 3.4.4 Extensive Reading Materials

Based on the participants' purpose for reading, nonfiction texts related to English on the job were available as reading materials for the extensive reading program. The topics designed for the extensive reading program were relevant to the course objectives of the English on the Job course (code: 3000-1203) as part of the curriculum of higher vocational education. The Extensive Reading materials contained three revised topics, which followed the course text book: Unit 1 - Occupations, Unit 2 - Employment Documents, and Unit 3 - Job Interview (See Appendix F). The first unit consisted of three lessons: finding the ideal job, your ideal company, and talking about your job. The second unit consisted of three lessons: CV, covering letter, and employment application form. The last unit consisted of three lessons: preparing for a job interview, making a first impression in a job interview, and job interview. Those topics included essential content in which students needed to engage to acquire the necessary skills and knowledge. Selection of the materials comprised four steps as follows:

1. Analyze the title, terminal objective, enabling objective, and evaluation of the English on the Job course.

2. Choose and revise the necessary reading topics from the text book used for the English on the Job course.

3. Research appropriate reading books for students at different level of language proficiency.

4. Explore 50 reading books according to the topics of Occupations, Employment Documents, and Job Interview.

The reading texts used in this study ranged from 300 to 2200 headwords covering the students' language proficiency (See Appendix G). Students were able to choose content at an appropriate language level to read inside and outside of the classroom. Moreover, students were free to judge what levels of books were appropriate and to suggest that a book's categorization be moved up or down a level depending on its content. The materials led students to learn vocabulary words and conversations from real preferred contexts, which might have helped to arouse students' interests in reading more and developing their reading comprehension.

### **3.5 Data Collection**

The study aimed to investigate the effects of extensive reading on English reading comprehension of Thai vocational students. The participants involved in the experiment were 51 higher vocational students who were enrolled in an English on the Job course and studying in the field of Computer, Information Technology, or General Management. The participants participated in an extensive reading program, and the data were collected as follows:

#### **3.5.1 Before the Treatment**

The TOEIC reading test was taken by the participants of this study before the treatment. This instrument was used to measure prior reading proficiency of the subjects and to allow comparison of changes in learning after treatment.

#### **3.5.2 During the Treatment**

The participants read extensively inside and outside of the class. They were assigned to complete extensive reading activities designed to guide them to read systematically, monitor their reading behavior, and examine the progress of their reading throughout the program.



### 3.5.3 After the Treatment

After completing the ten weeks of treatment, the same TOEIC reading test was taken as a posttest. The scores achieved on the posttest were compared to the scores from pretest and used to answer Research Question One. Furthermore, the Extensive Reading Motivation questionnaire was used to explore the opinions of students toward extensive reading.

### 3.6 Data Analysis

Data analysis of each research question is discussed in the following section.

*Research Question 1: What are the effects of extensive reading on English reading comprehension of Thai vocational students?*

This question explored the impacts of extensive reading on students' reading comprehension after a 12-week extensive reading program. The answers to this question were obtained from students' scores from TOEIC reading tests. This study compared pretest and posttest scores of the TOEIC reading test using paired-sample t-tests to examine effects of the treatment on students' reading comprehension. Moreover, the effect size of the mean scores was also considered.

*Research Question 2: What are the opinions of the Thai vocational students toward extensive reading?*

This research question was used to explore students' opinions toward extensive reading using extensive reading motivation questionnaire (post-test only). The extensive reading motivation questionnaire provided information on quantitative and qualitative data analysis. The quantitative data collected for the study came from the extensive reading motivation questionnaire (Part 2). In order to explore the opinions of students toward extensive reading, this study used descriptive statistics to find the mean scores and standard deviation (SD) of each item in each dimension of the extensive reading motivation questionnaire. The qualitative data were acquired from the answers from the two open-ended questions (Part 3) in the extensive reading motivation questionnaire. The data were analyzed using content analysis to discover the students' insights about their extensive reading throughout the program.

## CHAPTER IV

### RESULTS

This chapter reveals the findings of the data obtained from the implementation of an extensive reading program following the 8 principles of extensive reading. The quantitative data was obtained from students' scores from TOEIC reading test and the extensive reading motivation questionnaire (Part 2), while the qualitative data was received from the open-ended questions in the extensive reading motivation questionnaire (Part 3), which were analyzed by using SPSS. Both sets of data were analyzed and presented in the framework of the two main research questions, as described below.

#### 4.1 Results of Research Question 1

**Research Question 1:** *What are the effects of extensive reading on English reading comprehension of Thai vocational students?*

This study investigated the effects of extensive reading on Thai vocational students' English reading comprehension. Students' pretest mean scores on TOEIC Reading test were compared to their posttest mean scores after the treatment. According to the results of paired sample t-test, students achieved significantly higher mean scores after the extensive reading program ( $t = 17.81$ ) with a medium effect size (Cohen  $d = 0.62$ ).

According to the Cohen's  $d$  scale of magnitudes of a correlation (Cohen, 1988), the value of  $d$  is as follows:

$d = 0.2$  (a small effect)

$d = 0.5$  (a medium effect)

$d = 0.8$  (a large effect)

Table 4.1 shows that students' pretest mean score was 7.08 (SD = 2.42), while their post-test mean score was 12.55 (SD = 2.78). These results indicate that the mean scores of students' English reading comprehension increased significantly after taking part in the Extensive Reading program.

**Table 4.1 Total Scores of Reading Comprehension Test (n=51)**

Test	Min	Max	$\bar{x}$	S.D.	<i>t</i>	Sig.	Effect Size
Pre-TOEIC test	2.00	15.00	7.08	2.42	17.81*	0.000	0.62
Post-TOEIC test	7.00	22.00	12.55	2.78			

\*p &lt; 0.05

In addition to calculating pre-test and post-test overall mean scores, the test was discussed in 3 aspects of reading comprehension (understanding information, connecting information and making inferences, understanding vocabulary and grammar). Those three reading aspects of the TOEIC reading test were also considered through examination of the pre-test and post-test mean scores of each reading part. The results of the students' pre-test and post-test mean scores on those three reading aspects were analyzed as shown in Tables 4.2 - 4.4.

**Table 4.2 Results of Understanding Information Test Scores (n=51)**

Test	Min	Max	$\bar{x}$	S.D.	<i>t</i>	Sig.	Effect Size
Pre-Understanding Information Test	0.00	7.00	2.65	1.45	9.86*	0.002	0.55
Post-Understanding Information Test	2.00	9.00	4.63	1.20			

\*p &lt; 0.05

Table 4.2 shows the effects of Extensive Reading program on Thai vocational students' understanding information. According to the results of the paired sample t-test, students achieved significantly higher mean scores after the implementation ( $t = 9.86$ ) with a medium effect size (Cohen  $d = 0.55$ ). Table 4.2 shows that students' pretest mean score was 2.65 (SD = 1.45), while their post-test mean score was 4.63 (SD = 1.20). These results indicate that students had enhanced understanding of

specific (factual) information in tables and passages, including negative factual information (understanding key/text information).

**Table 4.3 Results of Connecting Information and Making Inferences Test Scores (n=51)**

Test	Min	Max	$\bar{x}$	S.D.	<i>t</i>	Sig.	Effect Size
<b>Pre-Connecting Information Test</b>	0.00	5.00	2.27	1.34	8.27*	0.000	0.55
<b>Post- Connecting Information Test</b>	2.00	7.00	3.76	1.35			

\* $p < 0.05$

Table 4.3 shows the effects of Extensive Reading program on Thai vocational students' connecting information and making inferences. According to the results of the paired sample t-test, students achieved significantly higher mean scores after the implementation ( $t = 8.27$ ) with a medium effect size (Cohen  $d = 0.55$ ). Table 4.3 shows that students' pretest mean score was 2.27 ( $SD = 1.34$ ), while their post-test mean score was 3.76 ( $SD = 1.35$ ). These results indicate that students had increased ability to connect information across multiple sentences and make inferences based on information explicitly stated in texts (within text local inferences and across text gist).

**Table 4.4 Results of Vocabulary and Grammar Test Scores (n=51)**

Test	Min	Max	$\bar{x}$	S.D.	<i>t</i>	Sig.	Effect Size
<b>Pre- Vocabulary and Grammar Test</b>	0.00	5.00	2.16	1.33	9.63*	0.03	0.55
<b>Post- Vocabulary and Grammar Test</b>	1.00	7.00	4.16	1.17			

\* $p < 0.05$

Table 4.4 shows the effects of Extensive Reading program on Thai vocational students' vocabulary and grammar. According to the results of the paired sample t-test, students achieved significantly higher mean scores after the implementation ( $t = 9.63$ ) with a medium effect size (Cohen  $d = 0.55$ ). Table 4.4 shows that students' pretest mean score was 2.16 (SD = 1.33), while their post-test mean score was 4.16 (SD = 1.17). These results indicate that students had enhanced understanding of vocabulary and grammar after the implementation of Extensive Reading program.

Overall, these results indicate that the English reading comprehension of Thai vocational students in all aspects of reading comprehension increased greatly. The extensive reading program showed a significant improvement in English reading comprehension at the post-test (after 12 weeks of extensive reading program).

## 4.2 Results of Research Question 2

**Research Question 2:** *What are the opinions of Thai vocational students toward extensive reading?*

The Extensive Reading Motivation questionnaire aimed to explore Thai vocational students' motivation toward extensive reading. The questionnaire was distributed to gather quantitative and qualitative data. The quantitative data were collected and analyzed using descriptive statistics from the extensive reading motivation questionnaire, while the qualitative data were collected using content analysis from the open-ended questions. The opinions of students toward extensive reading received from the Extensive Reading Motivation questionnaire were analyzed and summarized in two dimensions; quantitative and qualitative data as follow.

### 4.2.1 Quantitative data

The opinions of students toward extensive reading received from the Extensive Reading Motivation questionnaire were analyzed and summarized in six dimensions of motivation to read, namely intrinsic motivation, extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, reading work avoidance, and extensive reading motivation in English. From the findings, Cronbach's alpha was 0.95, which indicates a high level of internal consistency for

this questionnaire. Table 4.5 reveals that the overall mean score of students' opinions of extensive reading was 2.67 (SD = 0.83) which represented neutral.

**Table 4.5 Overall of Students' Opinions toward Extensive Reading**

Motivation	Dimensions of motivation	Mean	S.D.	Meaning
Intrinsic motivation	1. Intrinsic motivation	2.65	0.82	Neutral
	2. Reading work avoidance	2.55	0.90	Neutral
	3. Extensive reading motivation in English	2.78	0.79	Neutral
<b>Overall</b>		<b>2.66</b>	<b>0.84</b>	<b>Neutral</b>
Extrinsic motivation	4. Extrinsic drive to excel	2.53	0.86	Neutral
	5. Extrinsic academic compliance	2.81	0.82	Neutral
	6. Extrinsic test compliance	2.68	0.82	Neutral
<b>Overall</b>		<b>2.67</b>	<b>0.83</b>	<b>Neutral</b>

(1.00-1.99 = disagree; 2.00-2.99 = neutral; 3.00-3.99 = agree; 4.00-4.99 = strongly agree)

After calculating the mean scores of the research questionnaire, each item in the extensive reading motivation questionnaire was checked to discover students' motivation to read extensively in English, according to six dimensions of motivation to read, which are shown in Tables 4.6 - 4.11.

**Table 4.6 Students' Opinions toward Extensive Reading According to Intrinsic Motivation**

Statements	Mean	S.D.	Meaning
1. It's fun for me to read about something I like in English.	2.67	0.82	Neutral
3. I like reading a lot of interesting things in English.	2.49	0.78	Neutral
7. I like reading in English to learn something new about people and things that interest me.	2.90	0.81	Neutral
15. When the topic is interesting, I am willing to read difficult English materials.	2.67	0.84	Neutral
21. It is hard for me to stop reading in English when the topic is interesting.	2.51	0.86	Neutral
<b>Overall</b>	<b>2.65</b>	<b>0.82</b>	<b>Neutral</b>

(1.00-1.99 = disagree; 2.00-2.99 = neutral; 3.00-3.99 = agree; 4.00-4.99 = strongly agree)

Dimension 1 of the extensive reading motivation questionnaire, which consisted of items 1, 3, 7, 15, and 21 from intrinsic motivation, was initially taken into consideration. As indicated in Table 4.6, the overall result of intrinsic motivation to read extensively in English was 2.65 (SD = 0.82), which represented neutral.

**Table 4.7 Students' Opinions toward Extensive Reading According to Extrinsic Drive to Excel**

Statements	Mean	S.D.	Meaning
9. I am willing to work hard to read better than my friends or classmates in English.	2.55	0.86	Neutral
12. I like being the only student who knows an answer about something we read in English.	2.29	0.92	Neutral
17. I want to be the best at reading in English.	2.78	0.88	Neutral
23. When I complete English reading assignments for class, I try to get more answers correct than my classmates.	2.43	0.78	Neutral
26. I like my teacher or my friends to say that I read well in English.	2.59	0.85	Neutral
<b>Overall</b>	<b>2.53</b>	<b>0.86</b>	<b>Neutral</b>

(1.00-1.99 = disagree; 2.00-2.99 = neutral; 3.00-3.99 = agree; 4.00-4.99 = strongly agree)

Dimension 2 consisted of items 9, 12, 17, 23, and 26 from extrinsic drive to excel. Table 4.7 reveals that the overall mean score of extrinsic drive to excel was 2.53 (SD = 0.86), which represented neutral.

**Table 4.8 Students' Opinions toward Extensive Reading According to Extrinsic Academic Compliance**

<b>Statements</b>	<b>Mean</b>	<b>S.D.</b>	<b>Meaning</b>
2. I do my English reading assignments exactly as the teacher tells me to do them.	2.67	0.74	Neutral
8. I want to read in English as much as possible to improve my grades.	3.10	0.81	Agree
16. Finishing English reading assignments on time is very important for me.	2.76	0.82	Neutral
24. It is important for me to receive a good grade in my English reading course.	2.84	0.93	Neutral
28. I usually try to finish my English reading assignments on time.	2.67	0.79	Neutral
<b>Overall</b>	<b>2.81</b>	<b>0.82</b>	<b>Neutral</b>

(1.00-1.99 = disagree; 2.00-2.99 = neutral; 3.00-3.99 = agree; 4.00-4.99 = strongly agree)

Dimension 3, which comprised items 2, 8, 16, 24, and 28 from extrinsic academic compliance, was analyzed in this present study. It reveals that the overall mean score of this extrinsic academic compliance was 2.81 (SD = 0.82), which represented neutral, as indicated in Table 4.8.



**Table 4.9 Students' Opinions toward Extensive Reading According to Extrinsic Test Compliance**

Statements	Mean	S.D.	Meaning
5. I try to read in English because I need a good score on tests like TOEIC, TEPS, TOEFL, IELTS, etc.	2.53	0.83	Neutral
13. I try to read in English because I like seeing my reading score improve on tests like TOEIC, TEPS, TOEFL, IELTS, etc.	2.78	0.92	Neutral
19. It is important for me to receive a good English reading score on tests like TOEIC, TEPS, TOEFL, IELTS, etc. for my future job.	2.75	0.85	Neutral
25. I practice reading in English because I need to do well in my future classes.	2.84	0.67	Neutral
27. I practice reading in English because I want a higher reading score than my friends on tests like TOEIC, TEPS, TOEFL, IELTS, etc.	2.51	0.81	Neutral
<b>Overall</b>	<b>2.68</b>	<b>0.82</b>	<b>Neutral</b>

(1.00-1.99 = disagree; 2.00-2.99 = neutral; 3.00-3.99 = agree; 4.00-4.99 = strongly agree)

Dimension 4 of the questionnaire was extrinsic test compliance. It consisted of items 5, 13, 19, 25, and 27. As shown in Table 4.9, the overall mean score of extrinsic test compliance was 2.68 (SD = 0.82), which represented neutral.

**Table 4.10 Students' Opinions toward Extensive Reading According to Reading Work Avoidance**

Statements	Mean	S.D.	Meaning
6. I don't like vocabulary questions after I finish reading.	2.41	0.90	Neutral
11. I don't like comprehension questions after I finish reading.	2.51	0.81	Neutral
18. I don't like it when there are too many people in the story I am reading.	2.51	0.97	Neutral
22. Complicated stories in English are not fun to read.	2.57	0.90	Neutral
29. I don't like reading in English when the words are too difficult.	2.76	0.93	Neutral
<b>Overall</b>	<b>2.55</b>	<b>0.90</b>	<b>Neutral</b>

(1.00-1.99 = disagree; 2.00-2.99 = neutral; 3.00-3.99 = agree; 4.00-4.99 = strongly agree)

Dimension 5, which comprised items 6, 11, 18, 22, and 29 from reading work avoidance, was calculated in this study. Table 4.10 shows that the overall mean score of reading work avoidance was 2.55 (SD = 0.90), which represented neutral.

**Table 4.11 Students' Opinions toward Extensive Reading According to Extensive Reading Motivation in English**

Statements	Mean	S.D.	Meaning
4. I enjoy reading interesting and easy stories in English.	2.88	0.77	Neutral
10. I like to read easy English reading materials.	2.84	0.83	Neutral
14. I enjoy reading interesting graded readers in English.	2.76	0.82	Neutral
20. I enjoy reading graded readers in English.	2.61	0.70	Neutral
30. I like to read easy English reading materials because I can read fast.	2.80	0.85	Neutral
<b>Overall</b>	<b>2.78</b>	<b>0.79</b>	<b>Neutral</b>

(1.00-1.99 = disagree; 2.00-2.99 = neutral; 3.00-3.99 = agree; 4.00-4.99 = strongly agree)

Dimension 6 of the questionnaire, which consisted of items 4, 10, 14, 20, and 30 from extensive reading motivation in English, was evaluated in this study. Table 4.11 reveals the overall mean score of extensive reading motivation in English was 2.78 (SD = 0.79), which represented neutral.

Overall, the results of the extensive reading motivation questionnaire related to students' opinions toward extensive reading revealed that students had motivation to read extensively in English for good grades (Extrinsic Academic Compliance; Mean = 2.81, SD = 0.82), for good tests (Extrinsic Test Compliance; Mean = 2.68, SD = 0.82), and for good reading assignments (Extrinsic Drive to Excel; Mean = 2.53, SD = 0.86). Furthermore, they also had motivation to read a lot of interesting and easy materials in English with enjoyment (Intrinsic Motivation; Mean = 2.65, SD = 0.82). However, despite the fact that they expressed unwillingness to read in English due to difficult words, and complicated plot of stories (Reading Work Avoidance, Mean = 2.55, SD = 0.90), they stated that they were willing to read extensively in English if the reading materials were easy and interesting (Extensive Reading Motivation in English; Mean = 2.78, SD = 0.79).

#### 4.2.2 Qualitative data

In addition to the aforementioned opinions toward extensive reading, it is worth understanding students' reading motivation. This study investigated relationships between reading motivation and students' extensive reading experiences and reflects on the interesting findings discovered after the end of the program. There were numerous factors that affected students' reading. The qualitative findings derived from open-ended questions as part of the Extensive Reading Motivation questionnaire were analyzed. Day and Bamford (2002) and Day (2018) indicated a way to teach foreign language reading by using principles of extensive reading since they hoped that others would consider those principles and react to them. Hence, this study provided empirical evidence for the reaction of the participants after implementing the extensive reading program. The data show the benefits of reading extensively in English and the difficulties in reading extensively in English faced by students throughout the program in terms of extensive reading principles as follows:

##### 4.2.2.1 Reading choices

In this study, students had freedom self-select materials at their own level of language proficiency. Thirty participants reported that extensive reading helped them to expand their knowledge about the world and learn good things from the reading. Interesting and appropriate books facilitated them to learn something new about people and things that interested them. They felt they would be able to apply that knowledge in their real lives and their future jobs, work skills, and studies.

“ฉันเรียนรู้มากมายจากการอ่านแบบกว้าง โดยเฉพาะอย่างยิ่งวัฒนธรรมและทักษะการทำงาน”

(Translation)

*“I learned more from extensive reading, especially the culture and work skill.” (Vocational student 1)*

“ฉันสามารถนำสิ่งต่าง ๆ จากการอ่านแบบกว้างมาใช้ทำงานในอนาคตของฉัน”

(Translation)

*“I could apply things to my future career.” (Vocational students 22 and 24)*

Twenty-nine commented that the exposure to extensive reading contributed to gaining a larger amount of vocabulary. They reported that extensive reading not only helped them gain unknown words, including technical terms, but also provided

familiarity with a large amount of words without having to memorize a lot of words. They also got used to conversational English and spoken English expressions.

“ฉันรู้จักคำศัพท์แปลก ๆ เป็นจำนวนมากจากการอ่านแบบกว้าง ”

(Translation)

*“I have known a larger amount of unfamiliar vocabulary from extensive reading.” (Vocational students 9 and 28)*

“การอ่านแบบกว้างช่วยให้ฉันออกเสียงคำศัพท์ได้ดีขึ้น ”

(Translation)

*“Extensive reading helped me to pronounce words better.” (Vocational student 45)*

Additionally, twenty-two participants mentioned that extensive reading helped them improve their English speaking due to reading easy conversational English related to their lives. They were more confident in using English in public and communicating in English with others, especially foreigners. Exposure to large amount of spoken English expressions seemed to help them gain sufficient vocabulary to convey information in English.

“การอ่านแบบกว้างช่วยพัฒนาการพูดภาษาอังกฤษของฉัน ทำให้ฉันสามารถสื่อสารกับชาวต่างชาติได้ ”

(Translation)

*“Extensive reading could help to enhance my speaking, so I were able to communicate with foreigners.” (Vocational student 4)*

“การอ่านแบบกว้างช่วยเพิ่มความสามารถในการสื่อสารภาษาอังกฤษของฉัน ”

(Translation)

*“Extensive reading increased my English communicative competence.” (Vocational students 48 and 49)*

Twelve participants remarked that they would be able to get good grades and good jobs. Extensive reading might help them to receive a good grade in English reading courses and other English courses. As a result of reading extensively in English, they could get a good job in the future if they read in English as much as possible.

“การอ่านแบบกว้างช่วยเพิ่มคะแนนและเพิ่มเกรดของฉัน ”

(Translation)

*“Extensive reading could help to increase my scores and improve my grades.”*  
(Vocational students 26 and 29)

*“ฉันสามารถใช้ประโยคภาษาอังกฤษที่ได้จากการอ่านในการหางานทำที่ดีขึ้น”*  
(Translation)

*“I could use the English sentences, which I had gained in the reading, to get a better job.”* (Vocational student 31)

Only one participant perceived improvement in writing. He stated that extensive reading was helpful for his writing because he had been exposed to a large amount of written material which related to his everyday life.

*“ฉันสามารถเรียนคำศัพท์ที่ไม่คุ้นเคยจำนวนมากและเรียนวิธีการสร้างประโยคภาษาอังกฤษที่ถูกต้อง”*  
(Translation)

*“I was able to learn multiple unfamiliar words and learn how to construct a sentence with correct sentence structures.”* (Vocational student 8)

Unfortunately, a wide range of topics was not available in this study. Students needed to select from the provided nonfiction books related to English on the Job. Thus, most of participants in this study perceived the vocabulary difficulties as the first difficulties that they encountered during the reading. They stated that the reading materials, which contained lots of difficult words, were not easily accessible; hence, they required a great deal of effort to read with comprehension. They also mentioned that they had known only a limited number of words because they had never read extensively in English and lacked familiarity with vocabulary used in the workplace.

*“ฉันเจอคำศัพท์ที่ฉันไม่รู้จกจำนวนมากในเนื้อเรื่องที่ฉันอ่าน”*  
(Translation)

*“I encountered a large quantity of unknown words in the reading texts.”*  
(Vocational students 7 and 8)

*“ฉันพบว่า การอ่านแบบกว้างเป็นเรื่องยากเพราะหนังสือมีคำศัพท์และวลีที่ใช้ในสถานที่ทำงาน ซึ่งฉันไม่คุ้นเคยกับคำศัพท์เหล่านั้น”*  
(Translation)

*“I found extensive reading was difficult because the books provided some English words and phrases using at workplace which I had not familiar with.”*  
(Vocational students 19 and 23)

Furthermore, two participants mentioned that reading materials in this study did not match their interests or their fields of study. When the materials were boring, they were not able to concentrate on their reading. Thus, they felt less interested in the provided books, which hindered their comprehension and decreased their motivation to read extensively in English.

“สื่อไม่น่าสนใจ และไม่เหมาะกับฉัน ”

(Translation)

*“The materials were not interesting and compatible to me.” (Vocational student 18)*

“หนังสือไม่สามารถดึงดูดความสนใจของฉันในการอ่านได้”

(Translation)

*“The books could not captivate my attention to read.” (Vocation student 20)*

#### 4.2.2.2 Flow of reading

Students in the extensive reading program were allowed to read whenever they wanted, both in class and out of class. However, four participants identified lack of time to read as one of the difficulties that they faced while reading. They had a lot of assignments in the other courses for their majors, which they regarded as more important. Furthermore, these were full time students who were also working part time; hence, they could not devote their valuable time to enjoy reading as much as possible.

“ฉันต้องทำงานอื่น ๆ ให้เสร็จ ดังนั้นฉันไม่มีเวลาอ่านหนังสือแบบกว้าง”

(Translation)

*“I had to complete my other work assignments, so I did not have time to focus on extensive reading.” (Vocational students 14 and 15)*

“ฉันไม่มีเวลาอ่านเพราะฉันมีงานจำนวนมากที่ต้องทำให้เสร็จก่อน”

(Translation)

*“I lacked of time to read because there were a lot of assessments and tasks I had to do and finish them first.” (Vocational student 42)*

#### 4.2.2.3 Fluent reading

Forty-eight students out of 51 perceived an improvement in their reading abilities through extensive reading. Students mentioned that extensive reading was beneficial for them because it helped them to improve their English reading abilities. They were able to read faster and understand sentence structures through a lot of reading practice.

“ฉันสามารถอ่านได้คล่องและเร็วขึ้น”

(Translation)

*“I enabled to read fluently and fast.” (Vocational student 17)*

“การอ่านแบบกว้างช่วยให้ฉันเข้าใจสิ่งที่ฉันอ่านมากกว่าเมื่อก่อน”

(Translation)

*“Extensive reading made me understand the gist of the story better than before.” (Vocational student 50)*

Although, most participants stated that extensive reading was beneficial to improvement of their reading speed and comprehension, some of them had difficulty focusing on the story because of their low English language reading proficiency. They stated that they were not able to fully understand the story because they were quite weak in English sentence structures. They mentioned that they encountered complicated sentence structure which were too long, and that those sentences confused them.

“ฉันพบว่า การอ่านเป็นเรื่องที่ยากเพราะฉันมีความสามารถในการอ่านภาษาอังกฤษค่อนข้างน้อย”

(Translation)

*“I found my reading was difficult because I had low reading proficiency.” (Vocational student 6)*

“การอ่านแบบกว้างเป็นเรื่องยากเพราะมีประโยคที่ซับซ้อนจำนวนมากในสื่อการอ่าน”

(Translation)

*“Reading was difficult because the reading materials covered a lot of complicated sentences.” (Vocational student 11)*

#### 4.2.2.4 Individual silent reading

Five students stated that extensive reading allowed them to read individually and independently because they could read comfortably at any place for a long time.



They also asserted that extensive reading provided them with the time to enjoy reading because the environment for reading was comfortable for them when reading in class or out of class.

“การอ่านแบบกว้างทำให้ฉันได้ใช้เวลาอ่านหนังสือด้วยตัวเอง”

(Translation)

*“Extensive reading gave me a value time to read independently.” (Vocational student 28)*

“ฉันสนุกที่ได้อ่านหนังสือและทบทวนสิ่งต่าง ๆ เป็นพิเศษ”

(Translation)

*“I enjoyed reading and concentrate on in particular.” (Vocational student 30)*

#### 4.2.2.5 Guided reading

Six students claimed that extensive reading was associated with happiness when reading and sharing interesting stories with their classmates and teacher. They stated that their classmates and teacher supported their reading by guiding their effective reading and motivating them to read better, with full comprehension.

“การอ่านแบบกว้างทำให้ฉันมีความสุขที่ได้อ่านและแบ่งปันเรื่องราวที่น่าสนใจกับเพื่อน ๆ และครู”

(Translation)

*“Extensive reading made me happy when reading and sharing the interesting stories with my friends and teacher.” (Vocational students 3 and 37)*

“ฉันสนุกที่ได้อ่านกับคนอื่น เพื่อน ๆ ของฉันคอยช่วยเหลือฉันเสมอและครูช่วยอธิบายเพิ่มเติมในสิ่งที่ฉันไม่เข้าใจ”

(Translation)

*“I enjoy reading with others. My friends were always supportive and my teacher helped to explain more about things that I did not understand.”*

*(Vocational students 14 and 41)*

To sum up, most of the participants stated that helping them to improve their reading abilities was the first benefit of extensive reading. They asserted that they could read faster and more fluently. Extensive reading also helped them be able to learn and apply what they learned from their reading in their real lives, studies, and their future jobs. Furthermore, the participants reported other benefits of extensive reading, such as gaining a large number of previously unknown words, receiving

better grades and better jobs in the future, enjoying reading with others and individually, and improved writing.

However, the findings indicated that extensive reading was difficult for students because the reading materials provided large quantities of difficult words and higher-level materials that were not relevant to their interests. They found the materials hard to read, and said that they required a long time to read with comprehension. Additionally, some students asserted that they lacked prior knowledge in reading because they had insufficient background in reading activities, so they found it was difficult to read complex sentences and understand long sentences.

### **4.3 Chapter Summary**

This section summarized the results of both research questions.

The first question aimed to investigate the effects of extensive reading on Thai vocational students' English reading comprehension. The results derived from the TOEIC reading test demonstrated that students had significant English reading improvement after implementing the extensive reading program.

The second question aimed to explore the opinions of Thai vocational students toward extensive reading after the end of the program. The results obtained from the extensive reading motivation questionnaire revealed that students had positive motivation for the implementation of Extensive Reading activities and materials. Students reported their extrinsic academic compliance at the highest and extrinsic excel to read at the lowest.

## **CHAPTER V**

### **DISCUSSION AND CONCLUSION**

This final chapter concludes the current study in five parts, consisting of a summary of research findings, discussion, pedagogical implications, conclusion, and recommendations for further studies drawn from the study.

#### **5.1 Summary of the Research Findings**

The main purpose of extensive reading program in this study was to examine the effectiveness of extensive reading on English reading comprehension of Thai vocational students. All of the participants (n = 51) participated in Extensive Reading program, for which the extensive reading materials and extensive reading activities were provided. The findings of the study can be summed up into two major aspects: the effects of extensive reading on reading comprehension and reading motivation.

##### **5.1.1 Reading Comprehension**

The mean score of post-TOEIC reading test was higher than the mean score of pre-test at the level of .00 ( $p < .05$ ). Therefore, it can be concluded that the extensive reading had significantly improved the students' English reading comprehension after the twelve-week program. After implementing the extensive reading program, students had enhanced understanding of specific (factual) information in tables and passages, including negative factual information (understanding key/text information), as well as increased ability to connect information across multiple sentences and make inferences based on information explicitly stated in texts (within text local inferences and across text gist). Furthermore, they had enhanced understanding of vocabulary and grammar after participation in the Extensive Reading program.

##### **5.1.2 Reading Motivation**

This study discusses the perceived influences on students' reading motivation with reference to intrinsic and extrinsic motivation.

### 5.1.2.1 Intrinsic Motivation

The results of the Extensive Reading Motivation questionnaire relate to students' opinions toward extensive reading and revealed that they were motivated to read a lot of interesting and easy materials in English with enjoyment. Students experienced satisfaction from engaging in extensive reading. Students reported that extensive reading was beneficial for them because it helped them to improve their English reading abilities. They were able to read faster and understand sentence structures through a lot of reading practice. Some of them commented that the exposure to extensive reading contributed to vocabulary expansion, and that they also grew more accustomed to conversational English and spoken English expressions. With the freedom to self-select materials at their own language proficiency, thirty participants remarked that extensive reading helped them to expand their knowledge about the world and learn good things from the reading. They also remarked that they could apply that knowledge in their real lives and their future jobs, work skills, and studies. Five students stated that extensive reading allowed them to read individually and independently because they were able to read comfortably wherever they wanted and for a long time. Besides having individual silent reading, extensive reading relies on teacher support as an incentive to engage in extensive reading. Participants stated that their classmates and teacher supported their reading by guiding their effective reading and motivating them to read better and with fuller comprehension as well as influenced improvements in their speaking and writing. Twenty-two participants mentioned that extensive reading helped them to improve their English speaking; they were more confident to use English in public and communicate in English with others, especially foreigners. One participant, however, focused on a different skill. He stated that extensive reading was helpful for his writing because he had been exposed to large amount of written texts that related to his everyday live.

Although, most participants stated that extensive reading was beneficial to improving their reading speed and comprehension, some of them had difficulty focusing on the story because of their low reading proficiency in English. Furthermore, students had unwillingness to read in English due to difficult words, and complicated story plots. The results may have been influenced by the fact that a wide range of topics was not available in this study. Students needed to select the provided

nonfiction books related to English on the Job. Some participants reported that the reading materials, which contained lots of difficult words in the texts, were not easily accessible, hence, they required a great deal of effort to read with comprehension. Two participants also mentioned that reading materials did not match their interests or their fields of study. When the materials were boring, they were not able to concentrate on their reading. Thus, they felt less interested in the provided books, which hindered their comprehension and decreased their motivation to read extensively in English.

#### 5.1.2.2 Extrinsic Motivation

Even though it was shown that Extensive Reading materials were not relevant to their needs and their language proficiency, it was observed that students had motivation to read extensively in English for good grades. Twelve participants remarked that they expected to be able to get better grades and a good job, and that extensive reading might help them to receive a good grade in English reading courses and other English courses. In this Extensive Reading program, reading goals and a reading award were set up to motivate students to read more and give them a feeling of accomplishment. This encouraged them to expend more effort on extensive reading to achieve their goal. However, four participants identified the lack of time to read as one of the difficulties that they faced while reading. They were full time students who were also working part-time; hence, they were unable to devote much of their valuable time to reading for enjoyment. This hindered their motivation to read as much as possible.

## 5.2 Discussion

The results of the findings which were concerned with the English reading comprehension of Thai vocational students after implementing extensive reading program were discussed in 3 aspects: 1) the effects of extensive reading on English reading comprehension, 2) The design of extensive reading, and 3) Thai vocational students' toward extensive reading.

### 5.2.1 The Effects of Extensive Reading on English Reading Comprehension

Students' reading comprehension could be improved because they were exposed to a lot of reading materials in the new language that were related to content

of the English on the Job course for vocational students. The selection of reading materials in the extensive reading program relevant to the course objectives of the English on the Job course contributed to gaining a larger amount of vocabulary including technical terms in conversational English, improving their reading abilities, and understanding sentence structures through a lot of reading practice.

The extensive reading materials led students to learn vocabulary words and conversations from real contexts such as meeting, writing emails, dealing with conflicts, or launching new products, which might helped them to develop their English reading comprehension. Those materials included essential content in which students needed to engage to acquire the necessary skills and knowledge used to assess their English reading comprehension in the TOEIC reading test due to certain realistic forms, such as reading business letter, memos, emails, and websites. For this reason, Thai vocational students had enhanced understanding information in tables and passages including negative factual information, connecting information across multiple sentences, making inferences based on information explicitly stated in texts, and understanding vocabulary and grammar.

## 5.2.2 The Design of Extensive Reading

### 5.2.2.1 Extensive Reading Activities

The Extensive Reading activities contributed to participants' motivation to read more, and to a constructive reading environment. Furthermore, they had a positive impact on English reading comprehension of vocational students as in the studies of Nakanishi and Ueda (2011) and Bahmani and Farvardin (2017), who asserted that extensive reading can improve students' reading comprehension. Students were encouraged to gain exposure to a range of reading materials in and out of classroom and complete some follow-up activities after reading.

Weatherford and Campbell (2016) postulated that reading assessment is essential to evaluate reading, however, its tools and methods should be selected to suit students' extensive reading requirements. Moreover, there is increasing evidence that students want assessments connected to their reading (Robb, 2015), with simple execution and rapid feedback (Stoeckel et al., 2012). Thus, all Extensive Reading activities in the study were designed to motivate students to read more and increase their reading comprehension. Those activities motivated students to read an abundant

amount of Extensive Reading materials, encouraged students to be held accountable for their reading, and brought a sense of excitement to the reading, so that students were able to better comprehend a variety of textual forms, such as business letter, memos, emails, and websites.

#### 5.2.2.2 Extensive Reading Materials

The Extensive Reading program provided a large amount of reading materials at different levels of language proficiency and relevant to the knowledge needed for getting a job and communicating in the workplace. Students were able to read those provided reading materials independently in class and out of class.

Unfortunately, those reading materials did not vary across a wide range of topics. Some students revealed that they perceived difficulties in extensive reading because they were not able to find large quantities of books and other reading materials that matched their interests and English proficiency level. Hence, some vocational students in this study encountered lots of difficult words and complicated sentences in the reading materials that they were not interested in reading, which decreased the motivation to read and increased reading anxiety. The result supports the statement of Calman (2018) that reading is more pleasurable if the reader has an interest in the topic or story. Unsurprisingly, students are more deeply engaged in extensive reading when they are able to read their favorite books.

### 5.2.3 Thai Vocational Students' Opinions toward Extensive Reading

#### 5.2.3.1 Intrinsic Motivation

The results of the Extensive Reading Motivation questionnaire indicate that students' motivation to read extensively did not largely depend on intrinsic motivation, which was to have motivation to read a lot of interesting and easy materials in English with enjoyment, read in English due to difficult words and complicated plot of stories, and read extensively in English if the reading materials were easy and interesting. However, the interesting and appropriate extensive reading activities seemed to have contributed to facilitating intrinsic motivation among the students. In this study, participants perceived that reading helped them to expand their knowledge about the world and learn good things from the reading. They could write their career-life timeline, write a cover letter, and identify how to make a first impression in a job interview. They engaged in extensive reading for its own sake, or

improve their reading ability when performing Reading Fast in 3 Minutes, Reading a Passage Quickly, and Reading Fast with Comprehension activities. They felt satisfied when they learned previously unknown words related to conversational English or spoken English expressions encountered in reading materials when engaging in Finding Your Easy Book, Choosing a Good Fit Book, and Determining Reading Level of a Book activities. Extensive reading provided them with the time to enjoy reading because they could read comfortably at any place for a long time. After having individual silent reading, they were participated in Summarizing the Book in One Sentence, Talking about the Best and the Worst Books, and Talking about their Reading in order to hold accountable for their reading. The students also continued reading because they believed that extensive reading would help them to improve their speaking and writing skills. That is, they were able to talk about their ideal job and company, talk about their interesting quotations, write their ideal company, and write down their information on the CV form. Moreover, when they performed Reading Career-Life Timelines of the Famous People Reviewed by Teacher, Talking about Their Reading Behaviors, and Summarizing Shared Reading of Teacher activities, they were motivated by guided reading from teacher. Specific extensive reading activities act to sustain and increase students' motivation to read (Jacobs & Farrell, 2012; Suk, 2016). Students stated that they felt a sense of enjoyment when they shared interesting stories and received reading guidance from the teacher. They were also satisfied when they were able to understand a book in English. These results are consistent with the claim of Nation and Macalister (2020) that graded readers are essential reading materials in order for students with elementary and intermediate levels to read English extensively. Graded readers are the most suitable for participants to read extensively (Liu & Zhang, 2018) as they help improve reading skills and vocabulary as well as understanding other cultures (Kim, 2019). This is especially true since the contents are simplified for foreign language students. This satisfaction made them want to continue reading and enjoy reading individually and silently.

However, the limited range of materials had a negative influence on their motivation to read extensively. The reading materials that followed the course objectives seemed to decrease the reading motivation of lower language proficiency



students who had less interested in this range of materials. The result of this study was in line with the study by Birketveit et al., (2018); that is, that the motivation of reader is strongly affected by the provided materials. Accessible and pleasurable material is an important factor of successful reading programs. Generally, this study showed the effectiveness of Extensive Reading materials in promoting reading comprehension of vocational students, while reinforcing the need for a broad range with regard to both subject matter and proficiency levels. As the study of Bahmani and Farvardin (2017) claimed, whether the students select easier or harder extensive reading materials, they obtain more or less similar results in reading comprehension.

#### 5.2.3.2 Extrinsic Motivation

The result suggests that the students' motivation to read extensively did not largely rely on extrinsic motivation, which was to have motivation to read extensively in English for good reading assignments, for good grades, and good tests. However, the extensive reading program which provides a grade for the reading assignment seemed to have contributed to facilitating extrinsic motivation among the students. In this study, the books were a part of the course evaluation; teachers had the opportunity to create an environment that provided extrinsic motivation to facilitate students' reading by giving some kind of evaluation with respect to a course grade, as suggested by Day (2018), Mori (2015), and Renandya et al., (2020). Students were encouraged to read over 100,000 words within a twelve-week extensive reading program. This extrinsic motivation provided a sense of accomplishment and helped participants sustain their motivation to read extensively. This result aligns with the assertion of Nation and Macalister (2020) that rewards, such as reading certificates or full marks for the quantity of reading completed, are another way of motivating students. The reading reward system in this Extensive Reading program was set up in order to motivate students to read extensively. They participated in reading because they were going to get high scores for extensive reading as well as expectations of a better job in the future.

However, a lot of assignments in the other courses for their majors, which they regarded as more important had a negative influence on their motivation to read extensively. The lower level of motivation might be related to how the students' intrinsic motivation came to be controlled by external forces. For example, while

some participants stated that a lack of time negatively influenced the amount of effort they made to read extensively, having the opportunity to access materials more aligned with their abilities and interests might have provided the motivation to overcome this reported time limitation.

### **5.3 Pedagogical Implications**

The findings from the present study provide pedagogical implications in two topics: 1) the use of extensive reading for Thai vocational students, 2) an integration of extensive reading to English for vocational courses.

#### **5.3.1 The Use of Extensive Reading for Thai Vocational Students**

Vocational students are teenagers with individual identities of their own. Scrivener (2017) suggested that teenage students, in particular, should select reading and listening materials from up-to-date sources that are relevant for students, and that educators should provide materials that these young people want to read. Students will put effort into reading about topics they are interested in and things that are specifically relevant to themselves. Attractive reading materials relevant to the interests of the students should be provided in the classroom so that students may enjoy reading graded readers in English. The study shows that extensive reading is an appropriate way for vocational students to study language. Vocational students should be free to select extensive reading materials based on their interests and linguistic competence, and read individually at their own pace. At the same time, having a teacher who orients and guides them to keep track of what they read, and who encourages them to read more and achieve valuable things from it is an critical element of a successful extensive reading, which leads to students feeling valued and enhances their self-esteem.

#### **5.3.2 An Integration of Extensive Reading to English for Vocational Courses**

English language teachers should support and straighten vocational students' reading comprehension. Teachers should create and develop a new course that focuses exclusively on extensive reading based on students' enjoyment, appropriate reading materials, and meaningful reading activities which give the students opportunities to provide students' satisfaction as well as enhance their reading comprehension. For a wider integration extensive reading into schools, extensive reading has to be

perceived by stakeholders as a legitimate learning activity that can lead to significant language learning gains (Renandya & Jacobs, 2016). Extensive reading program should be implemented in every school as a part of their curriculum and firmly supervised by the school's administration. The administration should create an awareness of the importance of extensive reading and cooperate with the teachers to enhance students' learning.

#### **5.4 Conclusion**

The study's findings reinforce that Extensive Reading program promotes English reading comprehension and reading motivation among Thai vocational students. The results of the present study support the studies of previous researchers (Aka, 2019; Bahmani & Farvadin, 2017; Shih et al., 2018; Suk, 2016) which have found that extensive reading is an effective reading approach to improving English reading comprehension. Extensive Reading materials engaged students and exposed them to conversations and dialogues from real contexts, promoting English for their career and communication in real life. Students learned vocabulary words and conversations from real preferred contexts, which might help to arouse students' interest in reading more and assist in developing their reading comprehension. Moreover, students received peer and teacher support when performing Extensive Reading activities. Students were able to share their views, opinions, and feelings about the texts they read by writing short answers and engaging in discussion with their peers and teacher. With respect to the extensive reading motivation, students were intrinsically motivated because they gained a large amount of vocabulary, improved their reading ability, expanded their knowledge about the world and learned good things from the reading. Moreover, they were extrinsically motivated because of the belief that extensive reading could help them receive better grades and acquire better jobs. The number of words students read was included in their grades. This extrinsic motivation provided a sense of accomplishment and encouraged them to continue their extensive reading. This result was aligned with the statements of Jacobs and Farrell (2012) and Suk (2016) that specific extensive reading activities can sustain and increase students' motivation to read. Students must be encouraged to respond to

reading texts and situations with their own opinions and experiences (Harmer, 2015). Interesting and enjoyable post-reading activities can motivate students to read more.

However, the result also revealed that the Extensive Reading materials were not related to the students' interests, and were difficult to comprehend. The Extensive Reading program did not provide a wide variety of high-interest books and a wide variety of different genres of books. A wide variety of topics with appropriate language level was not available to some participants in this study. Therefore, it is clear that reading materials based on students' interests within their levels of language competence are essential. As the previous study of Day (2018) and Nation and Macalister (2020) argued, a successful extensive reading program must provide books that students are interested in reading or those books that will improve their interest in reading. Students seem to be motivated to take tasks more seriously and enjoy being a reader more fully when they are able to access reading materials based on their individual interests (Stoller, 2015). Providing a wide range of varied and appropriate reading materials will help students become more intrinsically interested in extensive reading and help them to enhance their English reading comprehension. Second language students at any language level should read an interesting easy book, which increases motivation to read in the second language.

### **5.5 Recommendations for Future Research**

There were two recommendations for further studies, namely extensive reading materials and extensive reading design.

1. Further research should be conducted using a wide variety of reading materials on a wide range of topics, allowing students to select reading materials based on their personal interests. This is because access to appropriate and interesting extensive reading materials has a strong influence on a student's motivation to read extensively

2. The findings of this study indicated that students had extrinsic academic compliance at the highest. They read in English as much as possible to improve their grades. It is recommended that further research related to extensive reading should be based on students' enjoyment and learning that takes place from a broad exposure to easy-to-read materials. In order to implement extensive reading as a part of the course

curriculum, administrators and educators have to accept that its benefits may not be course specific; rather, extensive reading is a different approach designed to increase student motivation to read based on enjoyment rather than expectation of good grades or improved course specific knowledge.



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**APPENDICES**

จุฬาลงกรณ์มหาวิทยาลัย  
**CHULALONGKORN UNIVERSITY**

## APPENDIX A

## Parts of TOEIC Reading Test (ETS, 2017, p. 10-19)

Reading claims	Types of questions	Test items
		147, 148, 149,
Claim 1: Understanding specific (factual) information in tables and passages, including negative factual information (understanding key/text information)	Reading comprehension	150, 151, 152, 153, 161, 162, 163, 164
Claim 2: Connecting information across multiple sentences	Reading comprehension	176, 177, 178, 179, 180, 196,
Claim 3: Making inferences based on information that is explicitly stated in texts (within text local inferences and across text gist)	comprehension	197, 198, 199, 200
Claim 4: Understanding vocabulary	Sentence completion and text completion	101, 102, 103,
Claim 5: Understanding grammar	completion and text completion	104, 105, 131, 132, 133, 134

## APPENDIX B

**Six Dimensions of Extensive Reading Motivation Questionnaire**

(Suk, 2015, p. 249-254)

<b>Dimensions</b>	<b>Statements</b>
1. Intrinsic Motivation	1, 3, 7, 15, 21
2. Extrinsic Drive to Excel	9, 12, 17, 23, 26
3. Extrinsic Academic Compliance	2, 8, 16, 24, 28
4. Extrinsic Test Compliance	5, 13, 19, 25, 27
5. Reading Work Avoidance	6, 11, 18, 22, 29
6. Extensive Reading Motivation in English	4, 10, 14, 20, 30

## APPENDIX C

**Extensive Reading Motivation Questionnaire**

แบบสอบถามเกี่ยวกับการอ่านแบบกว้างเป็นภาษาอังกฤษ

This questionnaire aims to explore the opinions about extensive reading in English of higher vocational certificate students who were enrolled in English on the job course (course code 3000-1203) in the second semester of academic year 2019 at a public college in Bangkok. Your responses to the questionnaire was employed to measure opinions of vocational students toward extensive reading. (แบบสอบถามใช้สำรวจความคิดเห็นเกี่ยวกับการอ่านแบบกว้างเป็นภาษาอังกฤษ สำหรับนักศึกษาปวส.ชั้นปีที่ 1 และชั้นปีที่ 2 วิทยาลัยของรัฐบาล จังหวัดกรุงเทพมหานคร ที่เรียนในรายวิชา ภาษาอังกฤษสำหรับการปฏิบัติงาน (3000-1203) ในภาคเรียนที่ 2 ปีการศึกษา 2562 ความคิดเห็นนี้จะประโยชน์สำหรับการศึกษาความคิดเห็นของนักเรียนที่มีต่อการอ่านแบบกว้าง)

**Part 1: Complete the following items. (ส่วนที่ 1: ตอบคำถามต่อไปนี้ให้ครบถ้วน)**

1. Name (ชื่อ):  
.....
2. Gender (เพศ):  Male (ชาย)  Female (หญิง)
3. Age (อายุ): .....years old (ปี)
4. Your major (วิชาเอก): .....
5. What year (Please check) (ระดับชั้น):  1<sup>st</sup> (ปวส.ชั้นปีที่ 1)  
 2<sup>nd</sup> (ปวส.ชั้นปีที่ 2)
6. Have you studied in other English speaking countries? Please check. (คุณเคยศึกษาต่อที่ประเทศที่ใช้ภาษาอังกฤษเป็นภาษาหลักหรือไม่)  
 Yes (เคย)  No (ไม่เคย)  
If yes, how long? (ถ้าเคย ระยะเวลานานแค่ไหน).....year (s) (ปี).....month (s) (เดือน)
7. Why do you study reading in English? Check all that apply. (ทำไมคุณเรียนการอ่านภาษาอังกฤษ (เลือกได้ทุกข้อตามจริง))  
 To get a good grade (เพื่อให้ได้เกรดที่ดี)  
 To get good test scores (e.g., on TOEIC, TEPS, TOEFL, IELTS) (เพื่อให้ได้คะแนนสอบที่ดี (เช่น คะแนนสอบ TOEIC, TEPS, TOEFL, IELTS))  
 To get a good job (เพื่อให้ได้งานที่ดี)  
 To prepare for future classes in English (เพื่อเตรียมตัวเรียนภาษาอังกฤษในอนาคต)  
 To be able to read English materials on my own (เพื่อให้สามารถอ่านสื่อภาษาอังกฤษได้ด้วยตัวเอง)  
 Other – Please explain. (อื่น ๆ โปรดอธิบาย)  
.....
8. Are you taking other English classes this semester except this class? (คุณเรียนวิชาภาษาอังกฤษอื่น ๆ นอกจากวิชาภาษาอังกฤษสำหรับการปฏิบัติงาน ในปีการศึกษานี้หรือไม่)  
 Yes (ใช่)  No (ไม่ใช่)  
If yes, what are they? How many hours a week? (e.g., speaking-4hours; grammar-2 hours) (ถ้าใช่ คุณเรียนวิชาอะไร จำนวนกี่ชั่วโมงต่อสัปดาห์) (เช่น การพูด 4 ชั่วโมง หลักไวยากรณ์ 2 ชั่วโมง)

.....  
**Part 2: Think about your reading in English. For each item, check one answer that fits you the best.** (ส่วนที่ 2: สอบถามเกี่ยวกับการอ่านภาษาอังกฤษของคุณ ทำเครื่องหมาย ✓ ในช่องที่

เหมาะสมกับตนเอง)

Statement (คำกล่าว)		1	2	3	4
		Disagree (ไม่เห็นด้วย)	Neutral (ปานกลาง)	Agree (เห็นด้วย)	Strongly agree (เห็นด้วยอย่างยิ่ง)
1	It's fun for me to read about something I like in English. (ฉันสนุกที่ได้อ่านสิ่งที่น่าสนใจเป็นภาษาอังกฤษ)				
2	I do my English reading assignments exactly as the teacher tells me to do them. (ฉันทำงานการอ่านภาษาอังกฤษได้ถูกต้องตามที่คุณครูสั่งให้ทำ)				
3	I like reading a lot of interesting things in English. (ฉันชอบอ่านสิ่งที่น่าสนใจเป็นภาษาอังกฤษมาก ๆ)				
4	I enjoy reading interesting and easy stories in English. (ฉันสนุกกับการอ่านเรื่องราวที่น่าสนใจและง่ายเป็นภาษาอังกฤษ)				
5	I try to read in English because I need a good score on tests like TOEIC, TEPS, TOEFL, IELTS, etc. (ฉันพยายามอ่านภาษาอังกฤษเพราะฉันต้องการได้คะแนนสอบที่ดี เช่น คะแนนสอบ TOEIC, TEPS, TOEFL, IELTS, etc.)				
6	I don't like vocabulary questions after I finish reading. (ฉันไม่ชอบคำถามเกี่ยวกับคำศัพท์หลังการอ่าน)				
7	I like reading in English to learn something new about people and things that interest me. (ฉันชอบอ่านภาษาอังกฤษเพื่อเรียนรู้สิ่งใหม่ ๆ เกี่ยวกับผู้คนและสิ่งต่าง ๆ ที่ฉันสนใจ)				
8	I want to read in English as much as possible to improve my grades. (ฉันต้องการอ่านภาษาอังกฤษให้มากที่สุดเท่าที่จะทำได้เพื่อพัฒนาผลการเรียนของฉัน)				
9	I am willing to work hard to read better than my friends or classmates in English. (ฉันเต็มใจที่จะอ่านอย่างหนักเพื่อให้อ่านภาษาอังกฤษได้ดีกว่าเพื่อนหรือเพื่อนร่วมห้องของฉัน)				
10	I like to read easy English reading materials. (ฉันชอบอ่านสื่อการอ่านภาษาอังกฤษง่าย ๆ)				
11	I don't like comprehension questions after I finish reading. (ฉันไม่ชอบคำถามวัดความรู้ความเข้าใจหลังการอ่าน)				
12	I like being the only student who knows an answer about something we read in English. (ฉันชอบเป็นคนเดียวที่รู้คำตอบเกี่ยวกับสิ่งที่พวกเราอ่านเป็นภาษาอังกฤษ)				



Statement (คำกล่าว)		1	2	3	4
		Disagree (ไม่เห็นด้วย)	Neutral (ปานกลาง)	Agree (เห็นด้วย)	Strongly agree (เห็นด้วยอย่างยิ่ง)
13	I try to read in English because I like seeing my reading score improve on tests like TOEIC, TEPS, TOEFL, IELTS, etc. (ฉันพยายามที่จะอ่านภาษาอังกฤษเพราะฉันชอบดูการพัฒนาของคะแนนสอบ TOEIC, TEPS, TOEFL, IELTS, etc. ของฉัน)				
14	I enjoy reading interesting graded readers in English. (ฉันสนุกกับการอ่านหนังสืออ่านนอกเวลาที่น่าสนใจเป็นภาษาอังกฤษ)				
15	When the topic is interesting, I am willing to read difficult English materials. (เมื่อมีหัวข้อที่น่าสนใจ ฉันเต็มใจที่จะอ่านสื่อการอ่านที่ยาก)				
16	Finishing English reading assignments on time is very important for me. (การทำงานการอ่านภาษาอังกฤษได้สำเร็จตรงต่อเวลาเป็นสิ่งสำคัญมากสำหรับฉัน)				
17	I want to be the best at reading in English. (ฉันต้องการเป็นคนที่ย่านหนังสือภาษาอังกฤษได้ดีที่สุด)				
18	I don't like it when there are too many people in the story I am reading. (ฉันไม่ชอบการที่มีผู้คนมากมายอยู่ในเรื่องราวที่ฉันกำลังอ่าน)				
19	It is important for me to receive a good English reading score on tests like TOEIC, TEPS, TOEFL, IELTS, etc. for my future job. (คะแนนสอบด้านการอ่าน TOEIC, TEPS, TOEFL, IELTS, etc. ที่ดี มีความสำคัญต่องานในอนาคตของฉัน)				
20	I enjoy reading graded readers in English. (ฉันสนุกกับการอ่านหนังสืออ่านนอกเวลาเป็นภาษาอังกฤษ)				
21	It is hard for me to stop reading in English when the topic is interesting. (การหยุดอ่านหนังสือภาษาอังกฤษที่มีหัวข้อที่น่าสนใจเป็นเรื่องยากสำหรับฉัน)				
22	Complicated stories in English are not fun to read. (เรื่องราวภาษาอังกฤษที่ซับซ้อน เป็นเรื่องที่ยากและไม่สนุก)				
23	When I complete English reading assignments for class, I try to get more answers correct than my classmates. (เมื่อฉันทำงานการอ่านภาษาอังกฤษสำเร็จ ฉันพยายามที่จะตอบถูกให้ได้มากกว่าเพื่อนในห้อง)				
24	It is important for me to receive a good grade in my English reading course. (การได้เกรดดี ๆ ในวิชาการอ่านภาษาอังกฤษเป็นสิ่งสำคัญสำหรับฉัน)				

Statement (คำกล่าว)		1	2	3	4
		Disagree (ไม่เห็นด้วย)	Neutral (ปานกลาง)	Agree (เห็นด้วย)	Strongly agree (เห็นด้วยอย่างยิ่ง)
25	I practice reading in English because I need to do well in my future classes. (ฉันฝึกฝนการอ่านเป็นภาษาอังกฤษ เพราะฉันจำเป็นต้องทำให้ดีในวิชาต่อ ๆ ไป)				
26	I like my teacher or my friends to say that I read well in English. (ฉันต้องการให้ครูและเพื่อน ๆ ของฉันพูดชมว่าฉันอ่านภาษาอังกฤษได้ดี)				
27	I practice reading in English because I want a higher reading score than my friends on tests like TOEIC, TEPS, TOEFL, IELTS, etc. (ฉันฝึกฝนการอ่านภาษาอังกฤษเพราะฉันต้องการผลการสอบการอ่าน TOEIC, TEPS, TOEFL, IELTS, etc. ที่สูงกว่าเพื่อน ๆ)				
28	I usually try to finish my English reading assignments on time. (ฉันพยายามทำงานการอ่านภาษาอังกฤษให้เสร็จตรงเวลาเสมอ)				
29	I don't like reading in English when the words are too difficult. (ฉันไม่ชอบอ่านภาษาอังกฤษที่มีคำศัพท์ที่ยากเกินไป)				
30	I like to read easy English reading materials because I can read fast. (ฉันชอบอ่านสื่อการอ่านภาษาอังกฤษง่าย ๆ เพราะฉันสามารถอ่านได้อย่างรวดเร็ว)				

**Part 3: Please answer the questions. (ส่วนที่ 3: เขียนแสดงความคิดเห็น)**

- What do you think are the benefits of reading extensively in English for you? List three or more benefits of reading extensively in English. (คุณคิดว่าอะไรคือประโยชน์ของการอ่านแบบกว้างเป็นภาษาอังกฤษสำหรับคุณ ตอบอย่างน้อย 3 ข้อ)
  - 1.) .....
  - 2.) .....
  - 3.) .....
- What were your difficulties in reading extensively in English throughout the semester? List three or more difficulties in reading extensively in English. (คุณคิดว่าอะไรคือความยากในการอ่านแบบกว้างเป็นภาษาอังกฤษสำหรับคุณ ในตลอดปีการศึกษา ตอบอย่างน้อย 3 ข้อ)
  - 1.) .....
  - 2.) .....
  - 3.) .....

## APPENDIX D

**Validating the Extensive Reading Program**

The activities of extensive reading program were validated by using the Item-Objective Congruence (IOC). Three experts validated the lesson plan of extensive reading program examining objectives, materials/worksheets, and teaching steps implementing 8 principles of extensive reading. The lesson plan evaluation IOC form comprised 16 items. It contained a three-rating scale for each component of the activities. The three-rating scale of the experts' opinion was described as follows:

+1 = The item is congruent.

0 = Questionable

-1 = The item is incongruent.

The validation and reliability of the activities was evaluated by using this following formula:

$$IOC = \frac{R}{N}$$

N

IOC means the index of congruent

R means total score from the opinions of the experts

N means the number of the expert

After rating individual item by three experts, items scoring higher than 0.5 were considered appropriate and item scoring lower than 0.5 were considered inappropriate and had to be revised. Table 6.1 illustrates the results from the evaluation of lesson plan.

Items	Experts			IOC	Meaning
	A	B	C		
1. The objectives are clear and concise.	1	1	0	0.67	Accept
2. The objectives are appropriate to students' level.	1	1	0	0.67	Accept
3. The objectives involve concerning about English on the job.	1	1	1	1.0	Accept
4. The objectives are relevant and consistent with the concept of extensive reading.	1	1	1	1.0	Accept
5. Materials and worksheets are appropriate for the lessons.	1	1	1	1.0	Accept

Items	Experts			IOC	Meaning
	A	B	C		
6. Materials and worksheets are appropriate to students' level.	1	1	0	0.67	Accept
7. Materials and worksheets are understandable.	1	1	1	1.0	Accept
8. Materials and worksheets are interesting and attractive for students in general.	1	1	1	1.0	Accept
9. The steps of teaching encourage students to clarify and reconsider their beliefs about reading.	1	1	1	1.0	Accept
10. The steps of teaching help students determine what reading level they feel comfortable starting at.	1	1	0	0.67	Accept
11. The steps of teaching provide an opportunity for students to find books based on their interest and at their language level.	1	1	1	1.0	Accept
12. The steps of teaching encourage students to have a speed reading.	0	0	1	0.33	Revise
13. The steps of teaching provide students to read at their own pace and talk about their reading.	1	1	1	1.0	Accept
14. The steps of teaching demonstrate active member of the classroom reading community and the rewards of being a reader.	1	1	0	0.67	Accept
15. The steps of teaching promote extensive reading and engage students in the books rather than read passively.	1	1	1	1.0	Accept
16. The steps of teaching motivate students to read books extensively both inside and outside of classroom.	1	1	1	1.0	Accept

The lesson plan evaluation IOC form was distributed to the three experts.

Every item was accepted except item 12 which had to be revised. It was adjusted as follows:

**Item 12:** The steps of teaching encourage students to have a speed reading.


This item was adjusted by adding repeated readings in this unit. It encouraged students to practice reading fluency and speed. It was changed as follows:

**B: Read your book in 1 minute. Record your reading words and summarize the main point in the form.**

**1 Minute Reading Record**

Date	Title of book	Author	WPM (words per minute)		
			1 <sup>st</sup> reading	2 <sup>nd</sup> reading	3 <sup>rd</sup> reading
Summary:					

“I’m not a speed reader.  
I’m a speed understander”  
-Isaac Asimov-



**Figure 6.1: Revised Reading Fast in 1 Minute**

Moreover, the experts provided some additional comments for revising the lesson plan, which were as follows.

**Expert A** suggested that item 14 (The steps of teaching demonstrate active member of the classroom reading community and the rewards of being a reader.) should identify the evaluation of this activity. Therefore, the lesson plan was adjusted by adding questions about students’ reaction to the shared reading of teacher.

จุฬาลงกรณ์มหาวิทยาลัย

**B: After listening to teacher, answer these questions.**

- 1. Is this shared book interesting?**  
 .....
- 2. What did you think of this shared book?**  
 .....
- 3. What did you think about when you listen to the teacher?**  
 .....
- 4. What did you learn from this shared book?**  
 .....
- 5. Do you want to read this shared book?**  
 .....

**Figure 6.2: Supplementary Content for Shared Reading of Teacher**

**Expert B** suggested that the lesson plan should be included the evaluation and the score for each activity. Hence, the evaluation criteria was added to the lesson plan.

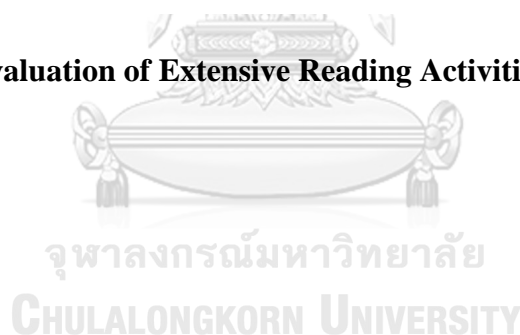
**An Evaluation of Extensive Reading**

**Principle: The purpose of reading is usually related to pleasure, information and general understanding**

Category	4	3	2	1
Express opinions in reading	Students can share their experience and attitude of reading English texts. Students can state their reading purpose whether it is related to pleasure, information, or general understanding and give the reasons.	Students share most experience and attitude of reading English texts. Students can state reading purpose whether it is related to pleasure, information, or general understanding and give some reason.	Students share some experience and attitude of reading English texts. Students can state their reading purpose whether it is related to pleasure, information, or general understanding but cannot give the reasons.	Students cannot share their experience and attitude of reading English texts. Students cannot state their reading purpose whether it is related to pleasure, information, or general understanding and give the reasons.
Increase in motivation to read	Students always want to read English books.	Students frequently want to read English books.	Students sometimes want to read English books.	Students never want to read English books.
Increase more positive towards reading	Students see the important of extensive reading and state the values of extensive reading.	Students see the important of extensive reading and state some value of extensive reading.	Students see the important of extensive reading but cannot state the value of extensive reading.	Students do not see the important of extensive reading.

**Comment**

**Figure 6.3: An Evaluation of Extensive Reading Activities**



## APPENDIX E

### **Pilot Study**

After revising the lesson plan of extensive reading program based on the comments from three experts, a pilot study was carried out before applied to the study. The lesson plan was piloted for one week with 25 vocational students who were studying Business English for careers course in the second semester of academic year 2019 at a public college. The students in this pilot study were not from the participants of the main study but the pilot group had an equal amount of background knowledge with the participations of this study, so they could demonstrate the same characteristics in terms of their knowledge. Hence, the results from the pilot study were used to revise the lesson plan of extensive reading.

The lesson plan of unit 3 “Job Interview” was piloted. The main purpose of the pilot study was to assess the construction of an extensive reading lesson plan, reading materials, and activities followed the principles of extensive reading proposed by Day and Bamford (2002) and Day (2018) whether those would be practical and effective when conducted in actual classroom environment. The results of the pilot study would be used to revise and improve the lesson plan, materials, and activities. The lesson plan was based on 8 principles of extensive reading as follows:

#### **Principle 1: The Reading Material Is Easy.**

The time allowance of this activity was 30 minutes. It was inadequate to get all activity done. Students could not read the passages and fill in the blanks with the words given in time. Hence, this activity needed to be adjusted.

#### **Redesigning of Principle 1: The Reading Material Is Easy.**

According to activity II (Determine reading level of a book), it was adjusted to be short from reading 5 passages to 3 passages which cover different reading level in order to help students complete the activity in time.

**Job interview** Level A2


head

prepare

interviewer

interview

company



The day before the interview, you prepare. You check the Internet. You read about ABC Convenience Stores. You learn as much as you can about the company. You also read about product marketing. You try to guess the questions the interviewee will ask you during the interview. You think of good answers that you can give.

You check the internet again to find out where the head office of ABC Convenience Stores is located. It is a ten-minute walk from the nearest station. You print out a map to take with you.

**Figure 6.4: Reading Passage about Job Interview**

**Entertaining overseas visitors** Level A1


stayed

broke

began

forgot

full



“There was nothing really we could do. We couldn’t move anywhere. There were no other tables and other restaurants in Shinagawa were full. So, we stayed and ate.” Mr.Ogawa replies. “I felt bad about all my mistakes. So, I was very quiet in the restaurant. I didn’t say much and I began to drink. I drank beer and whiskey. I drank too much. My face was red and I got very sleepy. I even knocked my glass on the floor and it broke. James and Tracey were surprised. It was very embarrassing. I drank so much, I forgot to pay at the end of the night.”

**Figure 6.5: Reading Passage about Entertaining Oversea Visitors**

**Enjoy your business trip** Level A2/B1


people

lives

English

German

offices



I love going away on business. So far, I have been to London, Paris, and Frankfurt. The first time I visit the offices, I feel nervous, but I soon become friends with the people there. I keep in touch with some of them on Facebook. It is interesting to see their lives and their culture. When I visit the offices, we use English. The meetings are in English, and the presentations are in English, but I have started to learn French and German. I want to be able to give a presentation in French in the Paris office, and in German in the Frankfurt office. I want to surprise my friends there, so now, I am studying hard!

**Figure 6.6: Reading Passage about Enjoy Your Business Trip**

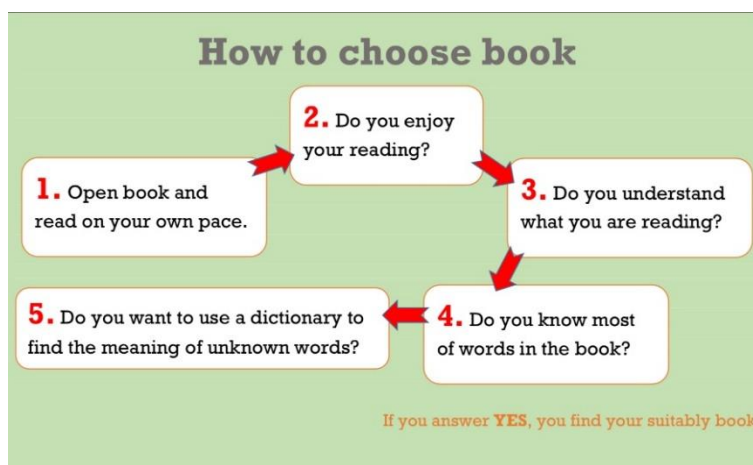
**Principle 2: Learners Choose What They Want to Read.**

After doing pilot study, most of students did not understand how to select the books, hence, their chosen books are not based on their satisfaction and appropriate to their level of language proficiency.



### Redesigning the Principle 2: Learners Choose What They Want to Read.

To encourage students to select the suitable books, explanation of how to choose book should be added in activity III (Select your suitable book), it could help them select the appropriate book based on their interest and at their own language level. Thus, the ways to choose the book was added in this activity as follows:



**Figure 6.7: Supplementary Content Related to How to Choose Book**

### Principle 3: Learners Read As Much As Possible.

The reading award motivated them to read more and helped them improve their English reading comprehension. Students spent their spare time to read as much as they can in order to achieve their goal of reading. They could summarize the main points of their books using a variety of words, phrases, and expressions they met while reading. Moreover, they were confident to speak English with others when they have adequate quantity of words, and realized the importance and necessity of extensive reading.

### Principle 4: The Purpose of Reading Is Usually Related to Pleasure, Information, and General Understanding.

It was found that students could state their opinions about their reading in English, but most of them could not identify the purpose of their reading since they usually read in class for general understanding. Moreover, students did not understand the objective of this reading activity, hence they did not know what extensive reading is and what the benefits of extensive reading are.

### **Redesigning of Principle 4: The Purpose of Reading Is Usually Related to Pleasure, Information, and General Understanding.**

Before starting the reading, teacher should introduce the definition and the purpose of extensive reading to students since students could understand the reason why they had to read and how important of this kind of reading. The definition and benefits of extensive reading were added in this activity as illustrated in figure 6.8.



**Figure 6.8: Supplementary Content for Stating Opinions about Reading**

### **Principle 5: Reading Speed Is Usually Faster Rather Than Slower.**

Students practiced reading with the audio which help they realize how speed they should have. Then, they saw their progress of reading speed which further than the first time and understood more when having repeated reading. Thus, they seemed to be confident to read faster.

### **Principle 6: Reading Is Individual and Silent.**

Students shared their reading to teacher one by one and answered their feeling about their reading. Most of them could explain the main idea of what they have read. They looked happy when knowing the meaning of unknown words appeared in the book. Some student, who read too slowly and understood some points of the reading, was advised to stop reading and find new suitably easy book. Moreover, students were able to apply what they learned from the book to identify how to make a good first impression in a job interview. They brainstormed the answers with their friends. This activity promoted active learning among students.

**Principle 7: Teachers Orient and Guide Their Students.**

Students were engaged in extensive reading by introducing their interesting lines from their books. This activity helped them focus their reading and meet the language in the real context according to the benefits of extensive reading. Students were able to read their book in class and enjoy looking for their interesting sentence which attracted their attention.

Furthermore, students applied the words and sentences appeared in the books to make a dialogue about a job interview which the content was familiar to what they have read. They felt more confident about writing English since they could provide the correct vocabulary and grammar.

**Principle 8: The Teacher Is a Role Model of a Reader.**

After listening to shared reading of teacher, students found the book was interesting and knowledgeable. They realized teacher was one of member of the classroom reading community who inspired and encouraged them to read more and more. They were curious to learn more important content from the book. Furthermore, they realized reading was amazing and was a powerful tool to enlarge their world. Everyone could read and become keen readers who creating a community of readers in their classrooms.

# Occupations

1



## Unit Goals

- Talk** about your previous reading
- Find** your easy book
- Select** your interesting book
- Read** fast in 3 minutes
- Summarize** the book in one sentence
- Write** your ideal company
- Read** career-life timelines of the famous people reviewed by teacher
- Write** your career-life timeline
- Talk** about your ideal job and company
- Read** over 30,000 words

**I:** Talk about your previous reading

**A:** Discuss these questions in a whole class.

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- Do you like reading in Thai?
- Do you like reading in English?
- Do you think reading is important in your life?



**B: Answer the questions about your general reading habits and purposes of reading English.**

**Your reading**

1. What kinds of books do you enjoy?  
.....
2. What is your favorite book?  
.....
3. Who is your favorite writer?  
.....
4. Where do you usually read?  
.....
5. How much time do you spend reading in an average week?  
.....
6. Do you prefer reading alone or reading with others?  
.....
7. What is the purpose of reading?  
.....
8. Which types of reading have been most important to you?  
.....
9. What difficulties do you have with reading in English?  
.....
10. Do you think reading in English helps your English ability?

**C: Talk with your partner. Ask and answer the questions in previous exercise.**

What kinds of books  
do you enjoy?

I enjoy reading  
\_\_\_\_\_

## II: Find your easy book

**A: Look at the books. Write the list of books and a number of unknown words appeared in the books.**

	Title	Level	Unknown words
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

**B: Talk to your classmates about the suitable books you should read.**

Which book is  
appropriate for your  
reading level?

I think this book is  
appropriate for my  
level because

\_\_\_\_\_

### III: Select your interesting book

**A: Look at the books. Write your opinions about the books in a chart.**

	Title	Too easy	Just right	Too hard
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

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**B: Talk with your partner. Ask and answer the questions.**

What book do you want  
to read?

I want to read  
\_\_\_\_\_  
because \_\_\_\_\_

## IV: Read fast in 3 minutes



A: Read the passage according to your reading level in 3

Level: A1

### All or nothing

Ben's Café was as busy as usual. Bobby was sitting at a table near the back and it took Ash about a minute to get over to him; there were so many people standing around.

"Look at this place," Ash said. "We could do this so much better."

"Good news, then?" Bobby said, as Ash sat down.

"Is Chris here?" Ash asked.

"Not yet. Well, was it? Good news?"

"The woman from the bank called me just before five. She said that there were many things she liked about our business, but that it wasn't a good time for such an investment."

"Oh, no. Did she tell you why?"

"I asked her. She said that they looked at all the different parts of the proposal, including the people. It was going really well until I told her I dropped out of college."

"That's not right," Bobby said. "College has nothing to do with running a business. Look at Bill Gates."

"That's how it is. And we need the rest of the money by 4 p.m. tomorrow."

"What are you going to tell Chris?" Bobby said.

"The truth. We can't get the money now. I'll ask them to wait, give us another week or two. They'll understand."



## The first week on the job

It is the third day of your first week in the new job. On the first and second day, you received training from your supervisor and colleagues. Today, there is no training. You get to the office early. You sit down. You switch on your computer. You start to look at the paperwork on your desk. Then, you realize, you cannot remember what to do. You decide to ask Mr. Ogawa.

"Excuse me," you say. "I'm a little lost here. Can you help me?"

"Sure," Mr. Ogawa replies. "What can I help with you?"

"Well, I'm not sure what I should be doing today?" you say.

"Okay. Let me see," Mr. Ogawa checks some of your emails and your paperwork. "Okay. Your first job is to prepare a report for Ms. Tanaka. She needs to know the sales figures of coffee products in all our convenience stores for last month."

"I see. How can I get the figures?" you ask.

"Remember Monday?" Mr. Ogawa says. "You have a log in and password. If you log in here..." Mr. Ogawa points on the computer screen. "...you can get all the sales figures of our stores. And, if you search here, you can get the sales figures by product."

Level: B1

## Making a deal

**Ahmed Garib**, a Moroccan tour guide, explains why Moroccans are so good at bargaining. According to him, it's almost a way of life for them. "You know, here in Moroccan culture, for everything... you should bargain," he says. "We don't have a really fixed priced."

In the souk in Fes, shopping is an exercise in bargaining. Here, it's the natural thing to do, and almost everyone does it. However, visitors who want to practice making a deal here had better be careful! They ought to know a few things before they begin.

Beginners at bargaining pay more. How much more? According to Ahmed, "sometimes 20 to 30 percent more than the price that the Moroccan people say." He then continues with some advice, "So you should always bargain. For example, if the vendor charges 1000 dirham, you give him 600 dirham, then you go up, he goes down, and then you can arrange it between you."

The vendors of the souk are not trying to cheat customers. It's more like a test to find out who is the best or the strongest bargainer. According to one jewelry seller, "Some customers pay more than others. We find customers to be easier if they don't bargain too much."

**B: Read the sentences. Underline *Yes* if the statement is correct and underline *No* if the statement is incorrect.**

**Title: All or nothing**

**Level: A1**

- |   |                                      |     |    |
|---|--------------------------------------|-----|----|
| 1 | Cafe of Ben was crowded.             | Yes | No |
| 2 | There was good news of Bobby.        | Yes | No |
| 3 | The banker liked their proposal.     | Yes | No |
| 4 | Bill Gates didn't finish his degree. | Yes | No |
| 5 | Ash couldn't return money to Chris.  | Yes | No |

**Title: The first week on the job**

**Level: A2**


- |   |  |     |    |
|---|--|-----|----|
| 1 | Your advisor taught you how to work.   | Yes | No |
| 2 | You go to work after others.   | Yes | No |
| 3 | You forgot what to do.   | Yes | No |
| 4 | Ms. Tanaka wanted to know sales figures of coffee products for previous month. | Yes | No |
| 5 | You work for coffee shops.   | Yes | No |

**Title: Making a deal**

**Level: B1**

- |   |  |     |    |
|---|--|-----|----|
| 1 | Bargaining is a culture of Moroccan.                           | Yes | No |
| 2 | The souk in Fes is who likes to practice bargaining.           | Yes | No |
| 3 | Visitors pay less than Moroccan.                               | Yes | No |
| 4 | In Moroccan, visitors pay 120, Moroccan pay 130 dirham.        | Yes | No |
| 5 | The vendors of the souk usually get money in an unfair manner. | Yes | No |

**C: Read your book in 1 minute. Record your reading words and summarize the main point in the form.**

<b>1 Minute Reading Record</b>					
Date	Title of book	Author	WPM (words per minute)		
			1 <sup>st</sup> reading	2 <sup>nd</sup> reading	3 <sup>rd</sup> reading
<p><b>Summary:</b></p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 2px solid orange; border-radius: 50%; padding: 10px; margin-right: 20px;"> <p style="text-align: center;">“I’m not a speed reader. I’m a speed understander” -Isaac Asimov-.</p> </div>  </div>					

**V: Summarize** the book in one sentence

**A: Summarize** the main point of your book in one sentence.

Title

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Summary

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**B: Compare** your sentence to your classmates who have read the same book.

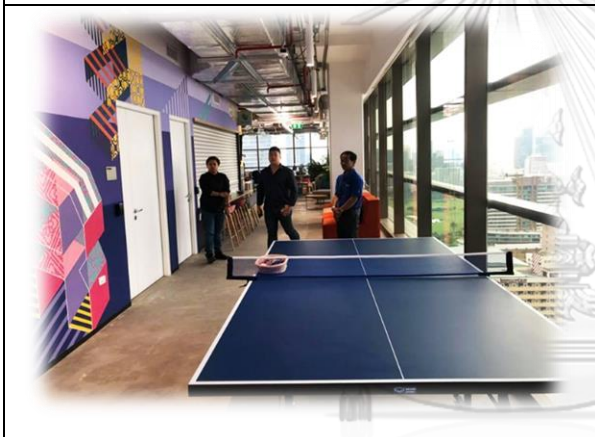
## VI: Write your ideal company

A: Work in a group. Look at the pictures. What are these companies?



This company is .....

Source: pantip.com



This company is .....

Source: positioningmag.com



This company is .....

Source: careersatagoda.com

**B: Write about your ideal company. Complete the sentences.**

**Where do you want to work?**

I want to work at \_\_\_\_\_

This company was founded in \_\_\_\_\_

The founders are \_\_\_\_\_

It is located at \_\_\_\_\_

I want to work there

because \_\_\_\_\_

**C: Talk with your partner about your ideal company.**

Where do you want to  
work?

I want to work at  
\_\_\_\_\_

## VII: Read career-life timelines of the famous people reviewed by teacher

A: Read career-life timeline of this famous person. Who is he/she?

# Career-life timeline

of \_\_\_\_\_

<b>1955</b> He/She was born on February 24.	<b>1974</b> He/She worked for Atari and traveled to India.	<b>1976</b> He/She started Apple Computers.	<b>1991</b> He/She married Laurene Powell.	<b>2011</b> He/She died on October 5.
He/She was born in San Francisco, California.	He/She traveled through India seeking enlightenment and studying Zen Buddhism.	He/She sold Wozniak's Apple I personal computer.	He/She married in a Buddhist ceremony at the Ahwahnee Hotel.	He/She died of respiratory arrest related to the tumor at age 56.

B: Talk to your classmates about what has been read.

**1. Do you like this shared reading of teacher? Why or why not?**  
.....  
.....

**2. Did you enjoy reading it? Explain.**  
.....  
.....

**3. Would you recommend this book to a friend? Why or why not?**  
.....

## VIII: Write your career-life timeline

**A: Write your career goals.**

### My career goals

				
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**B: Talk in a group. Describe your career goals to your classmates.**





**IX: Talk** about your ideal job and company

**A: Read with your partner. Choose the same book to read in 5 minutes.**

**B: Write 5 difficult words appeared in your book. Write the words' pronunciation, definition, and a sample sentence on the paper.**

Word 1: \_\_\_\_\_ (\_\_\_\_\_)

Definition: \_\_\_\_\_

Example of sentence:

\_\_\_\_\_

Word 2: \_\_\_\_\_ (\_\_\_\_\_)

Definition: \_\_\_\_\_

Example of sentence:

\_\_\_\_\_

Word 3: \_\_\_\_\_ (\_\_\_\_\_)

Definition: \_\_\_\_\_

Example of sentence:

\_\_\_\_\_

Word 4: \_\_\_\_\_ (\_\_\_\_\_)

Definition: \_\_\_\_\_

Example of sentence:

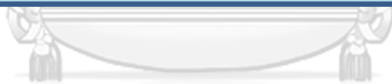
\_\_\_\_\_

Word 5: \_\_\_\_\_ (\_\_\_\_\_)

Definition: \_\_\_\_\_

Example of sentence:

\_\_\_\_\_



**C: Present your vocabulary to your classmates.**

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### Job Conversation



Pang: Hi, Pond. What is your dream job?

Pond: I want to be a/an \_\_\_\_\_ after I finish my degree.

Pang: Oh! That's great.

Pond: \_\_\_\_\_

Pang: \_\_\_\_\_

Pond: \_\_\_\_\_

Pang: \_\_\_\_\_

Pond: \_\_\_\_\_

Pang: \_\_\_\_\_

Pond: \_\_\_\_\_



**D: Make your dialogue asking about your ideal job and company.**

**E: Talk with your partner about your ideal job and company.**

**X: Read over 30,000 words**

**A: Read the passages from their books.**

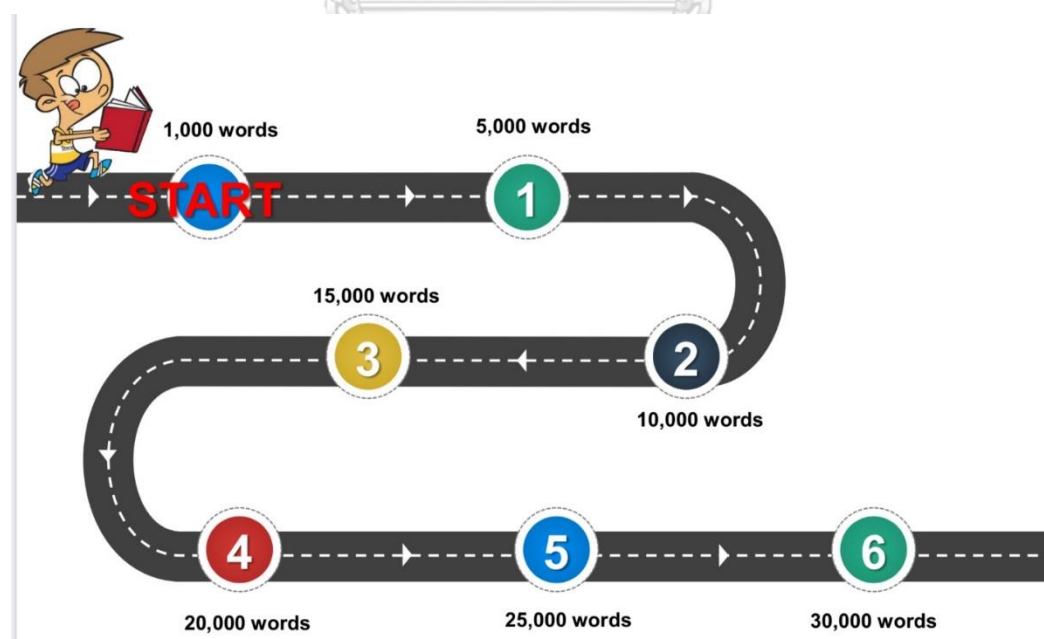
**B: Write answers to these questions.**

**Book title:** \_\_\_\_\_

**Answer the questions**

1. **What happened before this part of the book?**  
Answer .....
2. **What happened after this part of the book?**  
Answer .....

**C: Write a certain number of words you have read in a marathon course form.**



**D: Students who run over 30,000 words get 30 points.**



### Sample of Lesson Plan

**Unit 1** : Occupations

**Time:** 100 minutes

**Lesson:** Finding the ideal job

**Level:** Diploma students

#### 1. Learning Outcome:

1. Students will be able to state their previous reading.
2. Students will be able to discover their easy book.
3. Students will be able to select their interesting book.

#### 2. Enabling Objectives:

1. Students will be able to tell their general reading habits and purposes of reading English.
2. Students will be able to find unknown words appeared in the books and tell their easy books they should read.
3. Students will be able to select their interesting books at the best level for them.

#### 3. Principles of Extensive reading:

1. The purpose of reading is usually related to pleasure, information, and general understanding.
2. The reading material is easy.
3. Learners choose what they want to read.

#### 4. Materials:

1. Definition and benefits of ER sheet
2. Extensive reading materials (Appendix G, 1-17)
3. Your reading worksheet
4. Library card
5. Just right book chart

#### 5. Evaluation:

1. Students will be assessed by using the evaluation criteria of extensive reading.

#### 6. Teaching procedures:

**ER principle 1:** The purpose of reading is usually related to pleasure, information, and general understanding.

1. Teacher starts the lesson by explaining the definition and benefits of Extensive Reading (ER).



2. Teacher asks students about their previous reading.
3. Teacher asks students to fill in a reading questionnaire about their general reading habits and purposes of reading English.

### Your reading

1. What kinds of books do you enjoy?  
Answer I enjoy reading novel.
2. What is your favorite book?  
Answer My favorite book is the ugly duckling.
3. Who is your favorite writer?  
Answer My favorite writer is Hans Christain Andersen.
4. Where do you usually read?  
Answer I usually read at my home.
5. How much time do you spend reading in an average week?  
Answer I read about 1 hour per day.
6. Do you prefer reading alone or reading with others?  
Answer I prefer reading alone.
7. What is the purpose of reading?  
Answer I want to improve my English skill.
8. Which types of reading have been most important to you?  
Answer I think extensive reading is the most important to me.
9. What difficulties do you have with reading in English?  
Answer I don't know the meaning of difficult words.
10. Do you think reading in English helps your English ability?  
Answer Yes, I do

- Teacher lets students discuss the answers with their partner.

**The evaluation criteria:**

**An Evaluation of Extensive Reading**

**Principle: The purpose of reading is usually related to pleasure, information and general understanding**

Category	4	3	2	1
Express opinions in reading	Students can share their experience and attitude of reading English texts. Students can state their reading purpose whether it is related to pleasure, information, or general understanding and give the reasons.	Students share most experience and attitude of reading English texts. Students can state reading purpose whether it is related to pleasure, information, or general understanding and give some reason.	Students share some experience and attitude of reading English texts. Students can state their reading purpose whether it is related to pleasure, information, or general understanding but cannot give the reasons.	Students cannot share their experience and attitude of reading English texts. Students cannot state their reading purpose whether it is related to pleasure, information, or general understanding and give the reasons.
Increase in motivation to read	Students always want to read English books.	Students frequently want to read English books.	Students sometimes want to read English books.	Students never want to read English books.
Increase more positive towards reading	Students see the important of extensive reading and state the values of extensive reading.	Students see the important of extensive reading and state some value of extensive reading.	Students see the important of extensive reading but cannot state the value of extensive reading.	Students do not see the important of extensive reading.

**Comment**

**ER principle 2: The reading is easy.**

- Teacher lets students scan books by finding unknown words in a random page.
- Teacher asks students to write down the list of books and a number of unknown words appeared in the books.

	Title	Level	Unknown words
1	All or nothing	A1	graduate, problem
2	The first week on the job	A2	department, transfer, convenience, campaigns,
3			
4			
5			
6			
7			
8			
9			
10			

- Teacher lets students discuss the suitable books they should read.

**The evaluation criteria:**

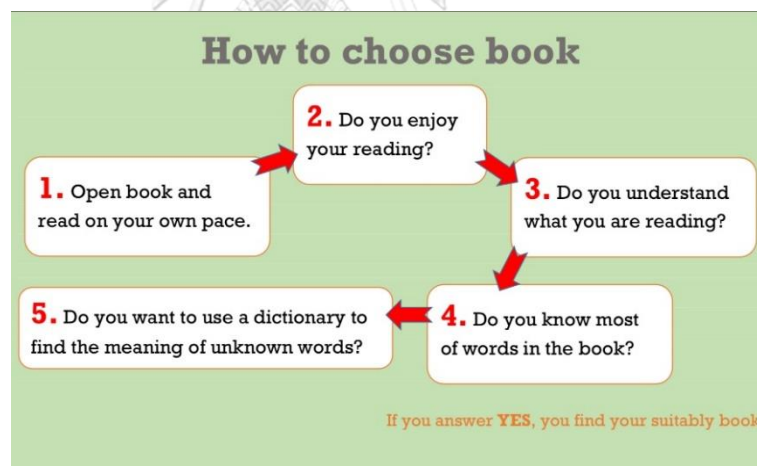
**An Evaluation of Extensive Reading**  
**Principle: The reading material is easy.**

Category	4	3	2	1
Know the meaning of words	Students know at least 98% of the words in a text.	Students know at least 80% of the words in a text.	Students know at least 60% of the words in a text.	Students know at least 40% of the words in a text.
Share feeling about the texts	Students always enjoy reading and cannot stop reading the text.	Students frequently enjoy reading and cannot stop reading the text.	Students occasionally enjoy reading and can stop reading the text.	Students never enjoy reading and do not like reading the text.
Identify easy book	Students state the books that they can understand nearly all word in the text.	Students state the books that they can understand many words in the text.	Students state the books that they can understand a few word in the text.	Students state the books that they do not understand words in the text.

Comment

**ER principle 3:** Learners choose what they want to read.

- Teacher explains how to select the appropriate book based on their interest and at their own language level.



- Teacher asks students to write their opinions about the books in a chart.
- Teacher asks students to select books their books that are interesting and at the best level for them.



	Title	Too easy	Just right	Too hard
1	All or nothing		I know most of the words in the book. I understand what I am reading.	
2	The first week on the job			There are lots of unknown words in the book. I try most to read and understand what I am reading.
3				
4				
5				

### The evaluation criteria:



**An Evaluation of Extensive Reading**  
**Principle: Learners choose what they want to read.**

Category	4	3	2	1
Choose interesting book	Students choose both enjoyable and interesting books.	Students choose either enjoyable or interesting books.	Students choose neither enjoyable nor interesting books.	Students do not have their interesting books.
Choose appropriate book	Students choose the books that they can understand nearly all word in the text.	Students choose the books that they can understand many words in the text.	Students choose the books that they can understand a few word in the text.	Students choose the books that they do not understand words in the text.
Share opinions about the chosen books	Students can identify the chosen books and explain the reason why they choose the books.	Students can identify the chosen books and try to explain the reason why they choose the books.	Students can identify the chosen books but cannot explain the reason why they choose the books.	Students cannot identify the chosen books and explain the reason why they choose the books.

**Comment**

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## Lesson Plan

**Unit 1** : Occupations

**Time:** 100 minutes

**Lesson:** Your ideal company

**Level:** Diploma students

### 1. Learning Outcome:

1. Students will be able to read fast in 3 minutes.
2. Students will be able to summarize the book in one sentence.
3. Student will be able to describe their ideal company.

### 2. Enabling Objectives:

1. Students will be able to read the passage in 3 minutes and answer the questions about their reading.
2. Students will be able to write the main ideas of the book they have read in one sentence.
3. Students will be able to write their ideal company and discuss their ideal company with their partner.

### 3. Principles of Extensive reading:

1. Reading speed is usually faster rather than slower.
2. Reading is individual and silent.

### 4. Materials:

1. Extensive reading materials (Appendix G, 1-17)
2. Passages from the books
3. Yes/No questions about their reading
4. 1 minute reading record form
5. One sentence summarize worksheet
6. Ideal company worksheet

### 5. Evaluation:

1. Students will be assessed by using the answers of the questions.
2. Students will be assessed by using the evaluation criteria of extensive reading.

### 6. Teaching procedures:

**ER principle 4:** Reading speed is usually faster rather than slower.

1. Teacher lets students read the passage of their level in 3 minutes.
2. Teacher asks students to choose Yes if the statement is correct and choose No if the statement is incorrect.

**Title: All or nothing**

**Level: A1**

- |   |   |            |           |
|---|---|------------|-----------|
| 1 | Cafe of Ben was crowded.                      | <u>Yes</u> | No        |
| 2 | There were Bobby, Ash, and Chris in the café. | Yes        | <u>No</u> |
| 3 | The banker liked their proposal.              | <u>Yes</u> | No        |
| 4 | Bill Gates didn't finish his degree.          | <u>Yes</u> | No        |
| 5 | Ash could return money to Chris.              | Yes        | <u>No</u> |

**Title: The first week on the job**

**Level: A2**

- |   |  |            |           |
|---|--|------------|-----------|
| 1 | Your advisor taught you how to work.   | <u>Yes</u> | No        |
| 2 | You go to work after others.   | Yes        | <u>No</u> |
| 3 | You forgot what to do.   | <u>Yes</u> | No        |
| 4 | Ms. Tanaka wanted to know sales figures of coffee products for previous month. | <u>Yes</u> | No        |
| 5 | You work for coffee shops.   | Yes        | <u>No</u> |

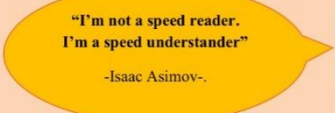

**Title: Making a deal**

**Level: B1**

- |   |   |            |           |
|---|---|------------|-----------|
| 1 | Bargaining is a culture of Moroccan.                        | <u>Yes</u> | No        |
| 2 | The souk in Fes is who likes to practice bargaining.        | Yes        | <u>No</u> |
| 3 | Visitors pay less than Moroccan.                            | Yes        | <u>No</u> |
| 4 | In Moroccan, visitors pay 120, Moroccan pay 130 dirham.     | Yes        | <u>No</u> |
| 5 | The vendors of the souk usually get money in a fair manner. | <u>Yes</u> | No        |
3. Teacher asks students to read in 1 minute three times, record their reading words in the form, and write the main points of their reading.

**1 Minute Reading Record**

Date	Title of book	Author	WPM (words per minute)		
			1 <sup>st</sup> reading	2 <sup>nd</sup> reading	3 <sup>rd</sup> reading
13 JAN. 2020	10 ways to achieve work-life balance	Andy Boon	98 WPM	113 WPM	127 WPM
<b>Summary:</b> Don't forget to schedule time for what you want to do.					

### The evaluation criteria:

**An Evaluation of Extensive Reading**  
**Principle: Reading speed is usually faster rather than slower.**

Category	4	3	2	1
Increase in reading rate	Students read the same text three times and read further each time.	Students read the same text three times and read further some time.	Students read the same text three times but read the same number of words.	Students cannot read the same text three times.
Understand better	Students read the text three times and comprehend all of what they read.	Students read the text three times and comprehend most of what they read.	Students read the text three times and comprehend some of what they read.	Students read the text three times but do not comprehend what they read.
Increase in reading proficiency	Students read speed and fluency with full comprehension. Students can identify the details of what has been read.	Students read speed and fluency with full comprehension. Students can identify a few details of what has been read.	Students read speed and fluency. Students cannot identify the details of what has been read.	Students cannot read speed and fluency.

Comment

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### ER principle 5: Reading is individual and silent.

1. Teacher asks students to write the main ideas of the books they have read in one sentence.



2. Teacher asks students to compare the main ideas with the classmates who have read the same books.
3. Teacher lets students guess names of the companies from pictures.

	
<p>This company is <b>Google</b>.</p> <p style="text-align: right;">Source: pantip.com</p>	
	
<p>This company is <b>Facebook</b>.</p> <p style="text-align: right;">Source: positioningmag.com</p>	
	
<p>This company is <b>Agoda</b>.</p> <p style="text-align: right;">Source: careersatagoda.com</p>	

4. Teacher asks students to find their ideal company and write their ideal company.

**Where do you want to work?**

**I want to work at Google Thailand.**

**This company was founded in California, U.S.A.**

**The founders are Larry Page and Sergey Brin.**

**It is located at Pathumwan in Bangkok.**

**I want to work there because**

It is a famous company. I want to learn from skilled people there.

5. Teacher allows students to discuss their ideal company with their partner.

**The evaluation criteria:**

**An Evaluation of Extensive Reading**  
**Principle: Reading is individual and silent.**

Category	4	3	2	1
Find reading comfort and preferences	Students feel comfortable to read and cannot stop reading their books.	Students feel comfortable to read and can stop reading their books sometimes.	Students feel comfortable to read and can read in a short period of time.	Students do not feel comfortable to read and can read in a short period of time.
Summarize the main idea of reading	Students understand what they have read and give all details from the books.	Students understand what they have read and give most details from the books.	Students understand some details of what they have read and give some details from the books.	Students do not understand what they have read and cannot give any detail from the books.
Increase knowledge of English on the job	Students can apply all knowledge (vocabulary, business phrases, and conversational patterns from their reading) to actual situations.	Students can apply most of knowledge (vocabulary, business phrases, and conversational patterns from their reading) to actual situations.	Students can apply some knowledge (vocabulary, business phrases, and conversational patterns from their reading) to actual situations.	Students cannot apply knowledge (vocabulary, business phrases, and conversational patterns from their reading) to actual situations.

**Comment**

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## Lesson Plan

**Unit 1** : Occupations

**Time:** 100 minutes

**Lesson:** Talking about your job

**Level:** Diploma students

### 1. Learning Outcome:

1. Students will be able to discuss career-life timelines of the famous people in shared reading of teacher.
2. Students will be able to create their career-life timeline.
3. Student will be able to describe their ideal job and company.
4. Students will be able to read their books over 30,000 words.

### 2. Enabling Objectives:

1. Students will be able to read career-life timelines of the famous people reviewed by teacher and discuss what has been read with their partner.
2. Students will be able to write their career-life timelines.
3. Students will be able to present five difficult words appeared in the books and talk to their partner about their ideal job and company.
4. Students will be able to write answers based on their reading and read over 30,000 words.

### 3. Principles of Extensive reading:

1. The teacher is a role model of a reader.
2. Teachers orient and guide their students.
3. Learners read as much as possible.

### 4. Materials:

1. Extensive reading materials (Appendix G, 1-17)
2. Career-life timelines of the famous people
3. Finding a famous person card
4. Timeline sheet
5. Job dialogue worksheet
6. Passages from the books
7. Answering to two questions worksheet

8. Marathon course form

9. A reading certificate

**5. Evaluation:**

1. Students will be assessed by using the answers of the questions.
2. Students will be assessed by using the evaluation criteria of extensive reading.

**6. Teaching procedures:**

**ER principle 6:** The teacher is a role model of a reader.

1. Teacher lets students read career-life timelines of the famous people.
2. Teacher allows students to guess the names of those famous people.

**1. Do you like this shared reading of teacher? Why or why not?**

Yes, I do. I can learn a story about Steve Jobs's life.

**2. Did you enjoy reading it? Explain.**

Yes, I did. I enjoy reading what he had been through.

**3. Would you recommend this book to a friend? Why or why not?**

Of course. You can learn how he made a difference in the world.

3. Teacher asks students to talk about what has been read.



4. Teachers asks students to write their career-life timeline.



5. Teachers allows students to discuss their career-life timeline to their classmates.

### The evaluation criteria:

An Evaluation of Extensive Reading  
Principle: The teacher is a role model of a reader.

Category	4	3	2	1
Increase more positive towards reading	Students see the important of extensive reading and state the values of extensive reading.	Students see the important of extensive reading and state some value of extensive reading.	Students see the important of extensive reading but cannot state the value of extensive reading.	Students do not see the important of extensive reading.
Increase in motivation to read	Students always want to read English books.	Students frequently want to read English books.	Students sometimes want to read English books.	Students never want to read English books.
Engage with the reading	Students interest in shared reading of teacher and have curiosity for learning what teacher has read.	Students interest in shared reading of teacher and have some curiosity for learning what teacher has read.	Students interest in shared reading of teacher but do not have curiosity for learning what teacher has read.	Students do not interest in shared reading of teacher and do not have curiosity to learn what you have read.

Comment

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### ER principle 7: Teachers orient and guide their students.

1. Teacher asks students to choose the same book to read with their partner in 5 minutes.
2. Teacher asks students to select five difficult words they have recently encountered that they need to look up in the dictionary.

- Teacher asks students to write the words' pronunciation, definition, and a sample sentence appeared in their reading.

<b>Word 1:</b> complaining (ค็อมพเลน-อิง)
<b>Definition:</b> ความข้องใจ
<p><b>Example of sentence:</b></p> <p style="text-align: center;">Instead, you continue complaining about Mr. Ogawa.</p>

- Teacher lets students present their words in a whole class.
- Teacher asks students to make a job dialogue asking their ideal job and company with their partner.

**Job Conversation**

Pang: Hi, Pond. What is your dream job?

Pond: I want to be a computer programmer after I finish my degree.

Pang: Oh! That's great.

Pond: Why do you want to be a computer programmer?

Pang: I studied in the department of business computer. I love creating programs, like apps and websites.


Pond: Wow! It sounds interesting. What is your ideal company?

Pang: Google Thailand is the company I want to work.

Pond: Why do you want to work there?

Pang: Because it is one of the most famous company which encourages learning and open culture.

Pond: I see.



- Teacher asks students to do role-play asking ideal job and company.

### The evaluation criteria:

**An Evaluation of Extensive Reading**  
**Principle: Teachers orient and guide their students.**

Category	4	3	2	1
Enjoy reading	Students are always happy to read books. Students read books based on their interests and at their language level.	Students are frequently happy to read books. Students read books based on their interests and at their language level.	Students are occasionally happy to read books. Students read books which are not appropriate to them.	Students are never happy to read books. Students read books which are not appropriate to them.
Increase in motivation to read	Students see how important of extensive reading and always want to read books.	Students see how important of extensive reading and frequently want to read books.	Students see how important of extensive reading and sometimes want to read books.	Students do not see how important of extensive reading and never want to read books.
Engage with the reading	Students are curious to learn new things around themselves and can apply their reading to their real life.	Students are a little curious about learning new things around themselves and can apply their reading to their real life.	Students are a little curious about learning new things around themselves but cannot apply their reading to their real life.	Students are not curious about learning new things around themselves and cannot apply their reading to their real life.

Comment

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### ER principle 8: Learners read as much as possible.

1. Teacher lets students read passages from their books.
2. Teacher asks students to write answers to two questions (what happened before this part of the book? And what happened after this part of the book?)

#### Book title: The first week on the job

##### Answer the questions

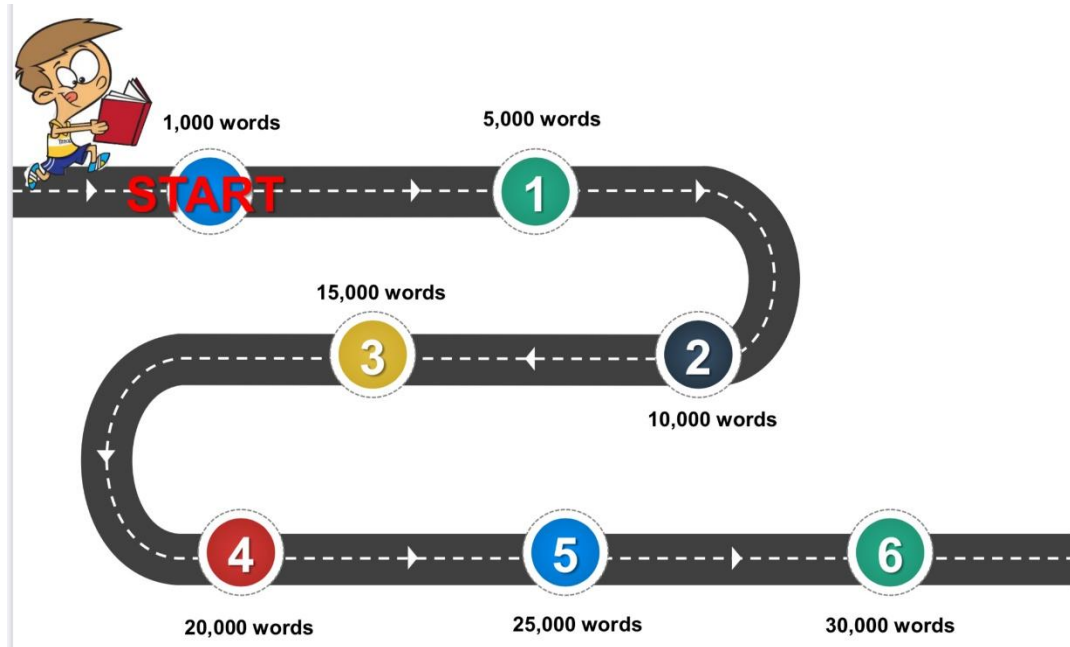
**1. What happened before this part of the book?**

Answer You eat pasta before the meeting.

**2. What happened after this part of the book?**

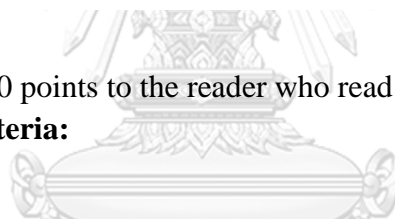
Answer Ms. Tanaka get angry at you. Then, you wake up and realize it is just your nightmare.

3. Teacher asks students to write their number of words they have read in a marathon course form.



4. Teacher gives 30 points to the reader who read over 30,000 words.

**The evaluation criteria:**



**An Evaluation of Extensive Reading**  
**Principle: Learners read as much as possible.**

Category	4	3	2	1
Increase in motivation to read	Students always do extensive reading inside and outside of classroom. Students usually record their reading words on the reading marathon form.	Students frequently do extensive reading inside and outside of classroom. Students sometimes record their reading words on the reading marathon form.	Students sometimes do extensive reading inside and outside of classroom. Students rarely record their reading words on the reading marathon form.	Students never do extensive reading inside and outside of classroom. Students never record their reading words on the reading marathon form.
Demonstrate progress of reading	Students summarize the details from the books. Students read books over 100,000 words.	Students summarize the details from the books. Students read books over 60,000 words.	Students summarize the details from the books. Students read books over 30,000 words.	Students cannot summarize any detail from the books. Students do not read books.
Grow positive attitude in reading	Students can explain the benefits of extensive reading. Students are confident and eager to read the books.	Students can explain the benefits of extensive reading. Students are confident to read but not eager to read the books.	Students can explain the benefits of extensive reading. Students are not confident and eager to read the books.	Students cannot explain the benefits of extensive reading. Students are not confident and eager to read the books.

**Comment**

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## APPENDIX G

**Extensive Reading Materials (N = 50) Included in the Study**

<b>Publisher</b>	<b>Title</b>	<b>Headwords</b>	<b>Words</b>
HCP	1. First business trip overseas	613	5,280
HCP	2. Entertaining overseas-visitors	626	5,530
HCP	3. 10 ways to choose your career	376	2,696
ITYTP	4. A business trip to New York	700	5,679
ITYTP	5. Enjoy your business trip	1600	6,086
ITYTP	6. Salary man secrets!	-	4,632
ITYTP	7. Haruna's story (Part 1)	700	3,156
ITYTP	8. Haruna's story (Part 2)	700	5,635
ITYTP	9. Marcy's bakery	1100	3,981
CPT	10. All or nothing	550	4,425
PW	11. Who was Steve Jobs?	-	7,292
PW	12. Who is Bill Gates?	-	7,882
CSJ	13. From an idea to Nike	-	-
CSJ	14. From an idea to Google	-	-
NG	15. Butler school	1300	-
NG	16. Making a deal	1300	1,317
NG	17. A Chinese artist in Harlem	2200	2,105
HCP	18. The email	507	5,265
HCP	19. 10 ways to influence people	327	2,309
HCP	20. 10 ways to be smart online	425	2,593
HCP	21. 10 ways to work in a team	365	2,628
HCP	22. 10 ways to be productive	376	2,559
HCP	23. 10 ways to control your emotions	376	2,485
HCP	24. 10 ways to achieve work-life balance	388	2,250
HCP	25. 10 ways to solve problem	388	2,664
HCP	26. 10 ways to manage money	374	2,189
HCP	27. 10 ways to be assertive	389	2,565
HCP	28. 10 ways to be environmentally friendly	457	2,490

<b>Publisher</b>	<b>Title</b>	<b>Headwords</b>	<b>Words</b>
HCP	29. 10 ways to organize a trip	472	2,696
HCP	30. 10 ways to solve problems	412	2,663
HCP	31. 10 ways to be creative	423	2,598
HCP	32. 10 ways to speak in public	400	2,783
HCP	33. 10 ways to think critically	400	2,694
HCP	34. The first week on the job	536	4,745
HCP	35. The mentor	725	5,600
HCP	36. The job interview	660	4,850
HCP	37. The presentation	553	4,495
HCP	38. The product launch	575	5,125
HCP	39. The office conflicts	596	5,460
HCP	40. The meeting	493	4,495
HCP	41. 10 ways to control your emotions	376	2,485
HCP	42. 10 ways to collaborate	400	2,783
HCP	43. 10 ways to communicate	400	2,650
HCP	44. 10 ways to learn English	400	2,649
HCP	45. 10 ways to make friends	400	2,689
HCP	46. 10 ways to manage money	450	2,370
HCP	47. 10 ways to manage stress	400	2,783
HCP	48. 10 ways to negotiate	400	2,813
HCP	49. 10 ways to succeed in an interview	400	2,799
ITYTP	50. Dressed for success	-	6,381

HCP - HALICO creative publishing, ITYTP - I Talk You Talk Press, CPT – Cengage

Page Turners, PW - Penguin Workshop, CSJ – C.S.Jennings, NG – National

Geographic

## VITA

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