

THE EFFECT OF EXTENSIVE READING ON ENGLISH
READING COMPREHENSION OF CHINESE EFL
STUDENTS WITH LOW AND HIGH READING
SELF-EFFICACY



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ผลการอ่านแบบกว้างที่มีต่อการอ่านภาษาอังกฤษเพื่อความเข้าใจ
ของนักเรียนที่มีการรับรู้ความสามารถของตนเองต่างกัน



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

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 CHINESE EFL STUDENTS WITH LOW AND HIGH READING
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การสอนภาษาอังกฤษในโรงเรียนมัธยมในชนบทของจีนไม่เพียงแต่สวนทางกับ
 หลักการ แต่ยังคงยึดมั่นในเนื้อหาและแนวทางแบบเดียวกันอีกด้วยซึ่งทำให้เบี่ยงเบนความสนใจ
 ของนักเรียน ลดการความสามารถทางภาษา อีกทั้งยังขัดขวางการพัฒนาการอ่านของพวกเขา
 ด้วยการจูงใจนักเรียนให้อ่านอย่างกว้างอาจช่วยลดอุปสรรคและความท้าทายนี้เพื่อพัฒนา
 การสอนการอ่านที่เป็นจริงในภาษาต่างประเทศ งานวิจัยนี้ศึกษาว่าการอ่านแบบกว้างช่วยพัฒนา
 ความเข้าใจในการอ่านและการรับรู้ความสามารถตนเองในการอ่านของนักเรียนชาวจีนที่
 เรียนภาษาอังกฤษเป็นภาษาต่างประเทศสำหรับบริบทชนบทของประเทศจีน นักเรียนมัธยมปลาย
 ชาวจีนจำนวนห้าสิบสี่คนเข้าร่วมในการวิจัยแบบผสมเป็นระยะเวลาสิบสองสัปดาห์ ข้อมูล
 เชิงปริมาณถูกรวบรวมผ่านแบบสอบถามความเข้าใจภาษาอังกฤษ ในขณะที่ข้อมูลเชิงคุณภาพ
 ได้มาจากแบบสอบถามการรับรู้ความสามารถตนเองในการอ่าน การสัมภาษณ์กึ่งโครงสร้าง และ
 บันทึกการอ่าน ผลจากการศึกษานี้สนับสนุนว่าการอ่านแบบกว้างเป็นแนวทางการสอนการอ่าน
 ที่มีประสิทธิภาพเพื่อพัฒนาความเข้าใจในการอ่านและการรับรู้ความสามารถตนเองในการอ่าน
 นอกจากนี้ผลการศึกษายังแนะนำวิธีที่นักเรียนที่มีระดับการรับรู้ความสามารถตนเองในการอ่าน
 ต่างกันมีประสิทธิสัมพันธต่อการอ่านแบบกว้างอย่างมีประสิทธิภาพ

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English language teaching in rural Chinese high schools has not only been methodologically backward, but also impractical in content and approach, it led to distract student motivation, decrease language abilities, and even diminish reading improvement. With the emphasis on motivating students to read extensively, it might reduce these obstacles and challenges to promote an authentic reading intervention in a foreign language. This study investigated how English extensive reading improved reading comprehension and reading self-efficacy among Chinese EFL students for rural contexts in China. Fifty-four Chinese high school students participated in a twelve-week mixed-methods study. Quantitative data were collected through English reading comprehension test, while qualitative data were obtained through a reading self-efficacy questionnaire, semi-structured interviews, and a reading log. Results supported that extensive reading continued to be an effective intervention to enhance students' reading comprehension and reading self-efficacy. Recommendations also offered how students with different reading self-efficacy levels efficaciously interacted with the extensive reading intervention.

Field of Study:	Teaching English as a Foreign Language	Student's Signature
	
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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

There is an established principle in foreign language reading learning that students learn to read through practice (Day et al., 2016; Day, 2018; Nation & Waring, 2019; Renandya et al., 2020). The fact that many teachers in China devote a substantial amount of instructional time to reading seems promising; however, the teaching of English reading in Chinese schools has often been criticized by scholars for its unidirectional pedagogical model (Deng, 2019; Yan, 2021; Zhang, 2016), which restricts the opportunities for students to engage in independent reading (Yan, 2016). This kind of teaching lacks clarity in instruction for reading methods and reading skills (Wu, 2017).

Rural China's English teaching is different from that in towns and cities such as Shanghai, Guangzhou, and Beijing. Not only is the methodology of English teaching in rural high schools backward but also the teaching content and methods are unidirectional. Such unidirectional teaching content and methods are difficult to mobilize students' motivation, which limits the expansion of students' abilities and even hinders the improvement of students' comprehensive quality.

Various studies have shown that inspiring students as readers has always been a focal point of research in the field of EFL learning. A number of EFL studies have emphasized that reading self-efficacy is a key motivational competency for the development of self-motivated good readers (Burrows, 2013). Reading self-efficacy

should be encouraged and promoted in the EFL classroom as it is also positively correlated with reading comprehension and EFL students' use of reading strategies (Burrows, 2013; Ghonsooly & Elahi, 2010; Naseri & Zaferanieh, 2012). Boosting Chinese students' reading self-efficacy is of paramount importance as it avoids these students from judging their reading ability or reading experience solely on the basis of their grades, and enables them to believe that they can read successfully and enjoy reading.

An influential and prospective method for building foreign language proficiency is extensive reading (hereafter referred to as ER) (Birketveit et al., 2018; Yamashita, 2015). As mentioned by Renandya and Chang (2017), Asian teachers have experienced many difficulties in implementing ER despite having strong positive beliefs about its effectiveness in improving students' overall language proficiency. Acceptance of ER is low in mainland China as it is a new teaching method, especially for Chinese students and teachers in rural areas (He & Green, 2012). As a result, an extensive reading program is needed to improve high school students' reading comprehension and self-efficacy.

1.2 Statement of Problems

It is no secret that English is currently the world's internationally spoken language in a globalized world. English is also one of the compulsory subjects at all levels of the Chinese education system. Students at all levels are required to learn English as a foreign language. According to the EF English Proficiency Index, Mainland China was ranked 49th with moderate proficiency. However, a vast gap exists between students from big cities and rural areas. Li (2013) states that teaching English reading classes in rural high schools is still dominated by teachers' lectures and students'

note-taking. Chinese students need to improve in English and have more interest in reading English. Hu et al. (2013) researched students from the Northern rural area of Guizhou Province, China. One thousand one hundred ten students filled out the questionnaire. The study revealed that 38.5 percent of students think English reading is essential, 44.8 percent think it is crucial, and it can be said that most students think English reading is essential; however, only 25.3 percent take English reading as a hobby. Furthermore, Chang and Renandya (2017) asserted that the significant difficulties experienced by second language teachers arise from students being uninterested in reading. After reviewing some research conducted in China (Sun (2022, 2021, 2020; Teng, 2015), it was found that few teachers integrated extensive reading with their current instruction.

Self-efficacy was defined by Bandura (1986) as "people's judgments of their ability to organize and execute the course of action required to achieve a specified type of performance" (p. 391). Moreover, self-efficacy has been shown to profoundly impact students' motivation, self-regulation, and academic performance (Pajares, 1996; Schunk & Pajares, 2009). A number of previous studies have found a positive correlation between students' self-efficacy beliefs and reading achievement at different developmental levels.

Therefore, this study considers the importance of extensive reading and self-efficacy in reading, its potential to help rural Chinese high school students develop their reading comprehension and reading self-efficacy by allowing them to read written material independently in class and outside of the class, according to their own interests and at their own pace, as well as increase their motivation and confidence to read extensively.

1.3 Objectives of the Study

The aims of this study were as follows:

1. To investigate the effects of extensive reading on the English reading of Chinese EFL students with low reading self-efficacy.
2. To investigate the effects of extensive reading on the English reading of Chinese EFL students with high reading self-efficacy.
3. To explore Chinese EFL students' reading self-efficacy after participating in an English extensive reading program.

1.4 Research Questions

This study aimed to implement an extensive reading program in a rural Chinese high school and to address three research questions.

1. How does English extensive reading affect the reading comprehension of Chinese EFL students with low reading self-efficacy?
2. How does English extensive reading affect the reading comprehension of Chinese EFL students with high reading self-efficacy?
3. What are Chinese EFL students with low and high reading self-efficacy after participating in an English extensive reading program?

1.5 Statement of Hypothesis

The following hypotheses were tested.

1. The posttest mean scores on the English reading comprehension test of Chinese EFL students with low reading self-efficacy are higher than the pretest mean scores at the significance level of 0.05.

2. The posttest mean scores on the English reading comprehension test of Chinese EFL students with high reading self-efficacy are higher than the pretest mean scores at the significance level of 0.05.

1.6 Scope of the Study

This study was conducted in a rural private high school in eastern Guizhou Province, China. The participants in this study were 56 high school sophomores. While English is one of their compulsory courses.

The study investigated the effects of the implementation of an extensive reading program on Chinese EFL students' English reading comprehension and reading self-efficacy. The study adopted a pre-test-post-test single-group design. Both reading self-efficacy questionnaires and reading comprehension tests were administered before and after the implementation of the program. While implementing the program, students were asked to record a reading log in weeks 3, 6, and 9 to write down their thoughts, feelings, or questions after reading. After 12 weeks of the extensive reading program, six students were randomly selected to participate in semi-structured interviews to explore their reading self-efficacy.

The Independent variables were extensive reading instruction, while the dependent variables were English reading comprehension and reading self-efficacy.

1.7 Definition of Terms

1.7.1 **Extensive Reading (ER)** refers to an approach to second language reading instruction which encourages students to read a wide range of books appropriate to their individual interests and linguistic competence (Day & Bamford, 1998). In this study, the instruction consisted of the use of reading strategy and reading skill training through weekly out-of-class reading and in-class sustained silent reading under the guidance of the teacher. Students were required to keep the reading logs to write down their thoughts, feelings, or problems after reading on week 3, week 6, and week 9. There were totally 205 graded books and novels available for students to read extensively throughout the ER program.

1.7.2 **Reading comprehension** refers to the processes of inferencing, predicting, finding main ideas and details, identifying purposes, identifying types of writing as well as word recognition of written texts. The English reading comprehension ability of the participants in this study was measured based on the mean score of the English Reading Comprehension Test. The test consisted of 3 parts: Part I Reading Comprehension (4 passages, 16 questions), Part II Choosing Four out of Six (1 passage, 4 incomplete sentences), and Part III Cloze test (1 passage, 10 missing words). All 30 questions of the test were distributed according to inferencing (6 questions), predicting (4 questions), finding main ideas and details (5 questions), identifying purposes (3 questions), identifying types of writing (2 questions) as well as word recognition (10 questions). The same test was administered twice before and after the implementation of the treatment to investigate changes in the reading comprehension skills of Chinese EFL students with low and high reading self-efficacy.

1.7.3 **Reading self-efficacy** refers to readers' perceptions of competence in their ability to successfully complete reading tasks (Chapman & Turners 1995; Guthrie & Coddington, 2009). It is a personal belief that one can succeed in reading and the satisfaction of mastering or absorbing complex ideas in the text. Reading self-efficacy was measured by the mean score of the Reading Self-Efficacy Questionnaire before and after receiving treatment. The reading self-efficacy questionnaire was composed of reading confidence and reading challenge. There were 30 statements adapted from Burrows' (2012) questionnaire, Rosenzweig and Wigfield's (2017) questionnaire, and Mullins' (2018) questionnaire. All 30 statements were distributed by reading confidence (statements 1, 2, 3, 4, 5, 6, 7, 8, 19, 20, 21, 22, 23, 24) and reading challenge (statements 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 25, 26, 27, 28, 29, 30). Students who obtained a total score higher than 83 (excluding 83) were grouped as high reading self-efficacy and otherwise as low reading self-efficacy.

1.7.4 **Students with low reading self-efficacy** refer to Chinese EFL students who did not perceive themselves as successful readers and automatically avoided challenging reading materials and tasks because they believe that difficult materials and tasks are beyond their abilities. Students with low reading self-efficacy tended to read short, graded books and gradually lose confidence and even motivation for language learning when confronted with large amounts of complex and long reading materials.

1.7.5 **Students with high reading self-efficacy** refer to Chinese EFL students who perceived themselves as successful readers and were more likely to view challenging reading materials and tasks to be mastered and develop a deeper interest in the activities in which they participate. Students with high reading self-efficacy tended to read long and complex graded books and novels, and gradually gain more confidence

and motivation for language learning. They would form a stronger sense of commitment to their interests and activities.

1.8 Significance of the Study

The primary purpose of this study was to investigate the effects of extensive English reading on the reading comprehension of Chinese EFL students with low and high reading self-efficacy. Students are reluctant to read English books, most likely because they don't believe they can read. For such students, they may perceive encountering unknown words, complex sentences and outdated topics as a very scary and passive thing to do. To address these questions, this study focused on the importance of extensive reading, which helped students to improve English reading comprehension and reading self-efficacy from preferred reading materials. More importantly, with exposure to large quantities of interesting reading materials, students were able to become more confident in reading in the target language, use their existing English knowledge efficiently and eventually acquire more motivation and confidence.

CHAPTER 2

LITERATURE REVIEW

This chapter describes the literature reviews on extensive reading and reading self-efficacy.

2.1 Extensive Reading

Extensive reading (ER) has received a lot of attention from different scholars over the past few decades and is an enduring and popular topic. Palmer (1965, 1921) was the first to coin the term extensive reading, which he took to mean reading a large number of texts in a fast and rambunctious manner.

2.1.1 Definition of Extensive Reading

Definition of extensive reading varies among different scholars and researchers. Carrell and Carson (1997) summarize that extensive reading comprises of scanning a large amount of material or more extended reading for general comprehension, which focuses on the meaning rather than the language itself. The present definition provides an outline of extensive reading. Extensive reading, as defined by the Extensive Reading Foundation (ERF), is a method of language learning that motivates learners to read a large number of books or other relatively accessible reading materials. Through repeatedly being exposed to the vocabulary and syntax of the target language, learners can eventually internalize the actual usage of the target language's vocabulary. Such materials should be easier to read than the learner's current reading level and be readily accessible without the need for a dictionary. Learners are strongly advised to choose their own materials.

2.1.2 Principles of Extensive Reading

Day and Bamford (2002) developed ten principles of ER, which could be regarded as the vital components of a successful program, and encouraged teachers to use them. Their ten principles were:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics is available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. Reading is for pleasure, and to gain information and general understanding.
6. Reading is the reward itself.
7. Learners generally read quickly and not slowly.
8. Reading is silent and individual.
9. Teachers orientate and provide guidance to students.
10. The teacher models being a reader.

(Day & Bamford, 2002, pp. 137-141)

Some scholars (e.g., Macalister, 2015; Waring & Mclean, 2015) have argued that Day and Bamford's 10 principles were so idealistic that they may not function well in contexts where schools and teachers are constrained by context and curriculum. Macalister (2015) further explains that these principles are best viewed as guidelines, not commandments. For this reason, Macalister combines extensive reading with a more realistic environment and suggests that Day and Bamford's 10 principles can be reduced to seven. Day (2018) further claims that these ten principles of extensive

reading are models for learners to demonstrate their commitment to reading in a foreign language. However, it should be noted that in practicing the ER in an EFL context, not all of these ten principles are equally used (Day, 2015). Principles that were widely used were: Principle 1, 2, 3, 4 and 8. At the same time, the rest were less frequently used. Thus, Day (2015) describes ER instruction that applies all of Day and Bamford's 10 principles as "Pure ER", while those programs that apply most of the principles were regarded as "Modified ER".

Jeon and Day (2016) performed a meta-analysis to investigate the impact of extensive reading on reading proficiency. There were 49 primary studies selected for analysis, which means that most of the ER programs were "Modified ER".

2.1.3 The Benefits of Extensive Reading

Learners' reading fluency improves when they read extensively for an extended period of time (Huffman, 2014; Mclean & Rouault, 2017; Nakanishi, 2015), as well as their ability to comprehend the reading material.

As Renandya & Jacobs (2002) stated, there were numerous studies have shown that ER enables students to achieve plenty of benefits, such as vocabulary development, better grammar, faster reading rate, knowledgeable about various topics, higher confidence and motivation, and healthy reading habits. For instance, the readers who attend an ER program could become aware of the collocation, the meaning of the words, and different types of sentence construction (Celik, 2017; Senoo & Yonemoto, 2014), change their learning attitude (Archer, 2012), obtain higher reading motivation (Nation & Waring, 2019), improve reading fluency (Huffman, 2014; Mclean & Rouault, 2017;

Nakanishi, 2015), gain vocabulary acquisition (Suk, 2016; Webb & Chang, 2015), and develop better writing skills (Mermelstein, 2016; Park, 2016).

ER has been shown in several studies to have a positive effect on reading comprehension (Gu, 2021), reading rate (Peura, 2019), grammar (Yoshizawa et al., 2018, Aka, 2019), and general L2 proficiency (Shih et al., 2018, Jeon, 2018), vocabulary (Hsu, 2020, Aka, 2019, Celik, 2017) and motivation (Sun, 2021).

2.1.4 Extensive Reading and Intensive Reading

In L2 classrooms, two main approaches are used to teach reading in a foreign language (Renandya, 2016), intensive reading and extensive reading. An approach in traditional language teaching classrooms where learners are expected to fully comprehend assigned texts and complete specific learning objectives and tasks that are sometimes beyond the learners' current level. Palmer refers to this approach as intensive reading. The primary purpose of intensive reading is to read detailed information. Literally, it helps learners to study and learn the grammar of a foreign language and translate it into their mother tongue (Day, 2018).

Concerning reading strategies, intensive reading differs significantly from extensive reading. Strategies for reading such as skimming, scanning, predicting, activating prior knowledge, and guessing new words based on textual and contextual clues are particularly favored by L2 teachers. L2 students, as Field (2002) rightly points out, are often asked to engage in many reading-related activities that may not directly contribute to the development of their reading skills. On the contrary, extensive reading enables learners to read a large number of texts at a faster reading speed and gain overall comprehension. When L2 learners engage in extensive reading, they select easy and

enjoyable materials to improve their reading fluency. According to the Guide to Extensive Reading published by the Extensive Reading Foundation (2011), a major goal of extensive reading is for students to R-E-A-D: R for rapid reading, E for enjoyable reading, A for adequate comprehension, and D for no dictionary.

2.1.5 Research in Extensive Reading

There have been many recent studies claiming that extensive reading significantly improves L2 learners' reading comprehension.

A study conducted by Suk (2016) explored how extensive reading affects the Korean university students' reading comprehension during a 15-week semester. The findings indicated that extensive reading had a positive effect on reading comprehension.

Chen (2018) studied an 18-week L2 reading lesson in Taiwan that combined ER with task-based learning for the language development of L2 learners with 48 undergraduate students. Outcomes indicated that 35 of the 48 students reported positive experiences and gain language progress through the reading lesson.

Aka investigated the effectiveness between extensive reading and the language knowledge and reading skills of high school English learners in a study conducted in 2019. Research showed that students in the extensive reading program improved their language knowledge and reading skills.

A number of studies have explored that extensive reading contributed to positive effects on writing and speaking as well.

A study was conducted by Hamad and Abbssian (2018) to determine the effect of implementing reading and writing on EFL learners with extensive reading. The five-

month study showed that incorporating a substantial reading program in writing instruction was highly effective in improving student achievement and creating a positive learning experience for the students.

In a study conducted in Iran, Azizi et al. (2020) investigated the effect of extensive reading on the writing skills of 65 students. Results showed that including group work in ER was almost effective in improving overall accuracy, sentence running, and word choice but did not improve word form errors. The authors also recommend using ER in writing classes; integrating reading and writing in writing classes can enhance the interrelationship between reading and writing.

Norbaevna & Yuldasheva (2019) implemented a study to investigate extensive reading on developing speaking skills. It revealed that extensive reading helps participants develop expression and vocabulary.

However, limited research has been conducted to explore the implementation of extensive reading to improve listening skills. Even though Bamford states that students who read more will not only become better and more confident readers but will also improve their four language skills: reading, writing, listening, and speaking.

As He and Christopher (2012) stated that “Extensive Reading has a low profile in mainland China because it is a new approach,” and “there are often challenges in implementing Extensive Reading in this specific context.” Nevertheless, there have been numerous studies placing their focus on the implementation of ER in the Chinese context in recent years.

Sun (2022, 2021, 2020) has conducted different ER programs in mainland China.

In 2022, two ER programs were conducted in two Chinese secondary schools with different socioeconomic and educational backgrounds to demonstrate teachers' and students' perceptions of ER and its implementation (2022). The results showed that teacher scaffolding played an essential role in ER implementation.

In 2021, two ER projects were conducted online in a Beijing middle school during the COVID-19 pandemic to investigate how differentiated instruction was represented in the ER program. The results indicated that differentiated instruction and ER were mutually influential.

In 2020, Sun conducted a two-year ER project to explore perceptions of ER and the implementation of ER in Chinese middle schools from the perspectives of teachers and students. The findings indicated that teachers' guidance, supervision, and encouragement facilitated the implementation of ER in secondary schools.

Teng (2015) conducted an ER project in which 46 Business English students were divided into two groups. ER's impact on EFL vocabulary learning was measured through two instructional approaches. The study's results showed that both instructional approaches significantly improved learners' receptive and productive vocabulary knowledge.

2.2 Reading Self-efficacy

2.2.1 The Definition of Reading Self-efficacy

Bandura (1986) defines self-efficacy as an individual's judgment of his or her ability to organize and execute the course of action required to produce a particular performance. To put it differently, self-efficacy can be considered as a personal belief

about what one can learn or do to organize and execute actions to achieve successful outcomes (Norman et al., 2018). With self-efficacy, it reflects confidence in controlling one's motivation, behavior, and social environment. Studies have shown that self-efficacy has a significant impact and predictive role on performance. For example, as Bandura (1997) pointed out, low self-efficacy of individuals is not because of their lack of skills and knowledge but because of their lack of efficacy beliefs to use these skills and knowledge well. Compared to individuals with low self-efficacy, individuals with high self-efficacy tend to be more likely to perceive the presence of difficulties, to view problematic situations as challenges, and to suffer less from setbacks or failures.

Research supports that addressing self-efficacy is beneficial to learning and that self-efficacy beliefs change significantly with the educational experiences in which students are involved (Wernersbach et al., 2014). Furthermore, Piniel and Csizer (2013) have summarized that in the field of foreign language learning, improving self-efficacy results in an increase in the effort invested in language learning. Hence, it is important that when teachers and educational researchers seek to improve their students' language proficiency, they should also address their students' self-efficacy.

There is growing recognition that reading self-efficacy is critical to sparking students' interest in reading and helping them become "proficient, sustained, and passionate readers" (Gambrell, 2011). It has been shown that self-efficacy is a potential predictor of individual differences in reading. As students perceive themselves to be good readers, they tend to read more frequently. Those students who perceive themselves to be good readers tend to read more frequently. Not only are there differences in cognitive ability between students who are poor readers and those who

are proficient readers, but there are also differences in the level of motivation to read. Proficient readers tend to have higher self-competence beliefs.

Shell et al. (1989) found in a previous study that self-perception of reading ability was strongly correlated with reading performance and achievement. It also includes two subscales: reading tasks and reading skills. Reading tasks were aimed at examining undergraduate students' confidence in their ability to complete 18 reading tasks (e.g., reading a letter from a friend). As for the reading skills subscale, its purpose was to examine subjects' self-confidence in their ability to fulfil nine reading skills (e.g., recognising letters). Results of the study indicated that self-efficacy was more predictive of outcome expectancy beliefs in the interpretation of differences in reading performance.

The impact of students' confidence in their reading ability was examined by Guthrie et al. (2007) and Zimmerman (2000). Their findings indicated that students with low reading self-efficacy avoided challenging reading activities and tended to withdraw from tasks they perceived as too difficult. Currently, self-efficacy is recognized as a strong indicator of achievement and an important mediating construct for other motivational variables. Contrary to other similar constructs, the self-efficacy is a task- and domain-specific construct that represents one's perceived competence in accomplishing a particular task. The nature of self-efficacy has a significant impact on motivation and academic performance. Learners with high self-efficacy exert more effort, persist longer, and remain resilient in the face of adversity throughout the learning process.

2.2.2 Sources of Self-efficacy Beliefs

According to Bandura (1968,1997), self-efficacy beliefs are built through the following sources of information: (i) mastery experience, (ii) vicarious experience, (iii) verbal persuasion, and (iv) physiological state.

Sources that are most influential are the interpreted results of a person's previous performance or mastery experience. according to Bandura (1997), mastery experience serves as the most powerful source of self-efficacy as it provides the most accurate evidence as to whether or not a person has been successful. Being successful establishes a strong belief in one's sense of self-efficacy. Completing a task successfully, especially after a great deal of effort, provides people with the belief that they can succeed, which may lead them to do better than they are doing now, or even to succeed in a new activity. Mastery experiences associated with reading may include teaching students research-based reading strategies to improve their comprehension for success.

People are inclined to evaluate themselves against others in similar situations and to gauge their own abilities in light of others' accomplishments or failures (Bandura, 1997). Vicarious experiences may be moderated by the completion of modeling tasks. Different people in a group experience an increase in self-efficacy when someone in the group acts as a role model and successfully completes a task, while others in the group experience a decrease in self-efficacy when the role model is seen to have failed to complete the task. As for role modeling in the classroom, peer role modeling leads to higher self-efficacy gains than teacher role modeling when students accomplish specific tasks (Schunk & Hanson, 1985; Schunk, 1987). Rather than observing a teacher who is beyond his or her ability, students who observe peers with similar skill levels successfully completing a task are more confident that they can accomplish the same

task themselves. As well as the skill of the modeler, similar attributes such as age, gender, and ethnicity of the modeler can affect the effectiveness of the modeling, thus a more relevant model would have a greater impact on the effectiveness. Furthermore, Schunk and Hanson (1985) concluded that having a model, even a teacher model, increases students' self-efficacy than not having a model. Vicarious experiences involve modeling reading strategies and demonstrating reading methods that increase efficiency and effectiveness.

Verbal persuasion is the encouragement and motivation a person receives from parents, teachers, coaches and peers. The belief that a person can accomplish a task through verbal persuasion enables the person to work harder to accomplish the task. Verbal persuasion can be conveyed through assessment feedback and should be effective and efficient. There are limits to the power of verbal persuasion and it depends on how much people trust the model. People may need to improve their performance when verbal persuasion is incompatible with their current skills, thus weakening their sense of self-efficacy. Both verbal and social persuasion involve providing supportive feedback to students demonstrating practical application of reading strategies.

As a final source of self-efficacy, there are physiological and emotional states such as anxiety, stress, or mood (Bandura, 1997). Individuals tend to interpret their physiological state as an indicator of competence (Bandura, 1997; Usher & Pajares, 2008). Anxiety and stress at high levels can impede performance, and people tend to see this as a sign that they are not capable of performing the task. Fatigue, soreness, and pain may be seen as signs of incompetence in situations that require physical strength. Bandura (1997) believed that people perform well when their physiological stimuli are neither too high nor too low. One example of emotional and physiological

states is that when a dyslexic student is asked to read aloud in class, his high level of anxiety would be interpreted as a lack of confidence in successfully completing the task.

Theories that self-efficacy and intrinsic motivation positively affect academic performance have been studied by psychologists (Liao, 2015). According to Tobing (2013), self-efficacy is an important factor in motivation to accomplish academic tasks. A student with high self-efficacy tends to choose activities motivated by self-efficacy beliefs (i.e., belief in one's own ability). Oppositely, a student with low self-efficacy will only accept activities that they are capable of completing.

2.2.3 Research in Reading Self-efficacy

Many researchers in recent years have begun to focus on reading self-efficacy in an EFL context. For decades, it has been assumed that college ESL/ EFL students were required to practice reading in the ESL/ EFL classroom. Very limited research has been conducted on self-efficacy and reading. Cantrell et al. (2013) found that first year university students who were enrolled in a developmental reading course had lower self-efficacy compared to first year students who were enrolled in a credit-bearing composition course in the first year of university. A study by Li and Wang (2010) on reading self-efficacy and reading strategy use among university students in China reported that students with higher self-efficacy appeared to use reading strategies more frequently. And in 2018, McLean found that word goals were positively correlated with learner self-efficacy for reading as compared to reading one graded book per week.

Some researchers have begun shifting their attention from the college to the secondary and elementary levels. Aro et al. (2018) conducted a 12-week particular

education program that targeted reading fluency and sources of self-efficacy for students in grades three to five. The results of the study found that through the provision of specific feedback, the reading fluency intervention supported self-efficacy in a way that helped children perceive that their improvements could yield positive changes in self-efficacy. In a similar study of 1,327 Finnish elementary school students, Peura (2019) showed that self-efficacy positively correlated with reading fluency and development.

A project involving 273 twelfth-grade students was conducted by Dona (2019) to examine the correlation between reading self-efficacy and reading comprehension. Findings indicated a significant correlation between reading self-efficacy and reading comprehension.

Much research in China has focused on students' self-efficacy because stronger self-efficacy beliefs are crucial to their English learning process (Wang et al., 2014). Nevertheless, most of these studies have been conducted at the university level.

Xu et al. (2022) studied at a Chinese university to investigate a summer intensive English language training programme on self-efficacy beliefs and listening and speaking skills.

Jiang (2021) conducted a study to determine the relationship between current reading self-efficacy and the use of metacognitive reading strategies among 100 adolescent EFL learners in China. The results showed that self-efficacy may influence the use of metacognitive reading strategies by learners.

Rui and Qiong (2023) used the Reading Self-Efficacy Scale to analyze the current level of English reading self-efficacy among Chinese university students. They

found that college students' English reading self-efficacy was generally at an intermediate level, while English majors' reading self-efficacy was higher than that of non-English majors.

In summary, as two powerful factors that affect learners' language learning outcomes and performance, the benefits of using ER to foster language learning are clear, and self-efficacy also plays an essential part in the language learning process. However, considerably less is known about how ER might improve EFL students' self-efficacy.



CHAPTER 3

RESEARCH METHODOLOGY

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

3.1. Research Design

The current study was conducted in a high school using a one-group pretest-posttest experimental design to explore the effects of ER on the English reading comprehension of Chinese EFL students with low and high reading self-efficacy. Furthermore, an English reading comprehension test, a reading self-efficacy questionnaire, semi-structured interviews, and reading logs were administered to explore Chinese EFL students' reading self-efficacy after participating in an extensive English reading program.

In the ER program, students were free to choose books within their reading level and read as many graded readers and authentic materials as possible. During the ER treatment, teachers set positive role models for the students who were reading.

3.2 Participants

The participants of this study were students from a private senior high school in Guizhou province, China. Students from this school were all required to study English as a compulsory course. The purpose of the English given in this senior high school was to prepare students for their National College Entrance Examination, also known as Gaokao in Chinese, by providing a wide range of daily life topics.

Fifty-four Chinese EFL students participated in the study. They were selected by purposive sampling from a rural private school in Guizhou province, China. All of them had studied English as a required subject for at least three years in middle school, and one year in senior high school. However, their English proficiency levels ranged from A2 to B1. None of the students who participated in the study had taken part in an extensive reading program, so they had minimal knowledge about ER and reading self-efficacy.

3.3 Research Instruments

Four main instruments were used for the study: (1) English Reading Comprehension Test; (2) Reading Self-efficacy Questionnaire; (3) Reading Logs, and (4) Semi-structured Interview.

3.3.1 English Reading Comprehension Test

The English Reading Comprehension Test was adjusted from the National College Entrance Examination reading comprehension test, also known as “Gaokao” in Chinese and the Academic Proficiency Test for Common Senior High Students, as known as “Huikao” in Chinese. The former is the test students must take at the end of high school in order to receive higher education, and the latter is the test students must take in the first semester of the eleventh grade. The test in the current study consisted of 3 parts: Part I Reading Comprehension (4 passages with 16 questions), Part II Choosing Four out of Six (1 passage with 4 incomplete sentences), and Part III Cloze test (1 passage with 10 missing words), targeting six different aspects of reading comprehension: inferencing, predicting, finding main ideas and details, identifying purposes, identifying types of writing as well as word recognition.

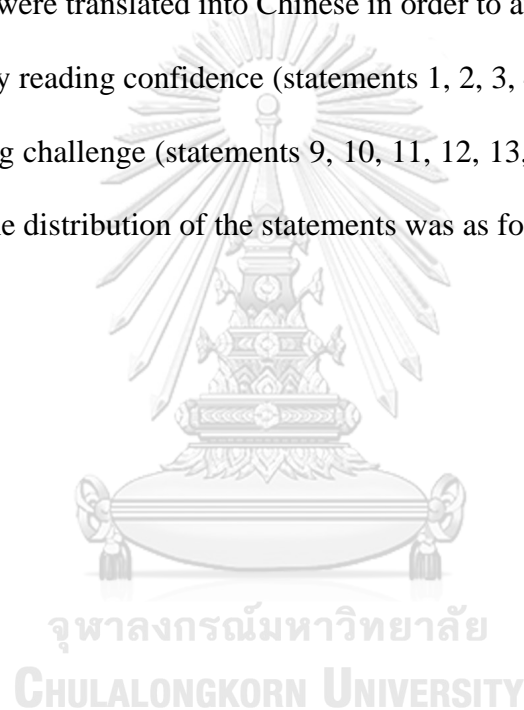
The test was used to measure 1) using literal and known facts or evidence to reach a conclusion or opinion (question 4, 6, 9, 10, 13, 14), 2) using both understandings of the text and background knowledge to determine what might happen next or after a story ends (question 17 - 20), 3) using both understandings of the text and background knowledge to find main ideas and details about the topic (question 1, 2, 5, 11, 12), 4) using both understanding of the text and background knowledge to find out the purposes of writing (question 3, 7, 15), 5) using both understanding of the text and background knowledge to determine the types of writing (question 8, 16), and 6) understanding facts, vocabulary, dates, times, and location in the text (question 21 - 30). The test was administered twice, at the beginning and at the end of the implementation. The reading comprehension test was used to assess Chinese EFL students' English comprehension.

The reading comprehension test was sent to three experts for the verification of content validity. Each item was rated on a zero-point scale, +1= the item is congruent, 0= the item is questionable, and -1=the item is incongruent. Mean scores from three experts were calculated, and scores below 0.5 were revised according to the experts.

According to the results of three experts (see Appendix D), the mean scores of thirty questions from the three experts were above 0.5, and no questions needed to be revised. Then, the English Reading Comprehension Test was also pilot tested with 10 students who were not in the main study to examine the reliability of the test. The reliability of the reading self-efficacy questionnaire is 0.76, indicating that a high level of internal consistency for this questionnaire.

3.3.2 Reading Self-efficacy Questionnaire

The reading self-efficacy questionnaire was conducted as a pretest and posttest to assess the reading self-efficacy of Chinese EFL students before and after receiving the ER treatment. The questionnaire was composed of reading confidence and reading challenge. There were 30 statements adapted from Burrows' (2012) questionnaire, Rosenzweig and Wigfield's (2017) questionnaire, and Mullins' (2018) questionnaire. All 30 statements were translated into Chinese in order to avoid misunderstanding and were distributed by reading confidence (statements 1, 2, 3, 4, 5, 6, 7, 8, 19, 20, 21, 22, 23, 24) and reading challenge (statements 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 25, 26, 27, 28, 29, 30). The distribution of the statements was as follows:



Components	Statements
Reading Confidence	1. I know that I will do well in reading next year.
	2. I don't know why I sometimes get low grades in reading.
	3. I am a good reader.
	4. Sometimes I don't feel as smart as others in reading.
	5. To do well in reading I have to get the teacher to like me.
	6. I know how well I am doing before I get my paper back.
	7. I learn more from reading than most students in the class.
	8. I know how to get good grades in reading if I want to.
	19. I can read and understand a recipe written in English.
	20. I can read and understand the multiple-choice questions on my English tests.
	21. I can read poems written in English.
	22. I can read and understand an English newspaper.
	23. I can read and understand the items on a menu written in English at a fast-food restaurant.
	24. I can read a simplified version of an English novel that has been simplified for English-speaking children to read.
Reading Challenge	9. While reading in English, I can tell if a word is a noun, verb, adjective etc.
	10. When reading in English, I can pronounce the individual words.
	11. When I am reading in English, I can sound out words that are new to me.
	12. When reading in English, I can understand the meaning of endings that make words plurals, change verb tense (present, past, future) or are prefixes and suffixes.
	13. While reading in English, I can use what I already know to help me to help me understand new material.
	14. While reading in English, I can recognize the "main points" or theme in a passage or story.
	15. I can tell when an English sentence is written correctly.
	16. I can read and understand complex, English sentences.
	17. I can read a short story assigned in English class.
	18. If a friend sends me text messages or writes me letters written in English, I can read and understand them.
	25. I can read and understand the main ideas of a 20-page book written for English speaking teenagers.
	26. I can read and understand the lyrics of a song written in English.
	27. I can read and understand the English subtitles in an American movie.
	28. I can read and understand the specific details of a one-page magazine article written in English and related to one of your hobbies (i.e., fashion, sports, music, movies).
	29. I can read and understand the specific details of a party invitation written in English.
	30. I can read and understand the specific details of a business letter in English.

Figure 1 *Distribution of the Statements of the Reading Self-efficacy Questionnaires*

The participants were required to rate each statement on a 5-point Likert scale. Students who obtained a total score higher than 83 (excluding 83) were grouped as

students with high reading self-efficacy and otherwise as students with low reading self-efficacy.

The questionnaire was sent to three experts for the verification of content validity. Each item was rated on a zero-point scale, +1= the item is congruent, 0= the item is questionable, and -1=the item is incongruent. Mean scores from three experts were calculated, and scores below 0.5 were revised according to the experts.

According to the results of three experts (see appendix F), the mean scores of twenty-six items from the three experts were above 0.5, and the mean scores of statements 5, 13, 15 and 16 were under 0.5, which mean these four statements needed to be revised.

Statement 5: To do well in reading I have to get the teacher to like me.

Experts' Comment: Do not understand the meaning of this statement.

Revised: I want to do well in reading to get teacher to like me.

Statement 13: While reading in English, I can use what I already know to help me to help me understand new material.

Experts' Comment: There is obvious grammatical error in the statement.

Revised: While reading in English, I can use what I already knew to help me understand new material.

Statement 15: I can tell when an English sentence is written correctly.

Experts' Comment: There is obvious grammatical error in the statement.

Revised: I can tell if an English sentence is written correctly.

Statement 16: I can read and understand complex, English sentences.

Experts' Comment: There is obvious grammatical error in the statement.

Revised: I can read and understand complex English sentences.

After being revised, the questionnaire was piloted with 10 students who were not in the main study. The reliability of the reading self-efficacy questionnaire is 0.76, indicating a high level of internal consistency for this questionnaire.

3.3.3 Reading Logs

Reading logs were collected during the ER instruction and were used to record students' thoughts and feelings when participating in the ER program. The records for weeks three, six, and nine were used to analyze students' reading self-efficacy after participating in an ER program.

3.3.4 Semi-structured Interview

Semi-structured interviews were conducted at the end of the treatment. The selection of interviewees was based on the results of the reading self-efficacy questionnaire and was conducted in both English and Chinese to avoid misunderstanding. A total of six students, three from the high reading self-efficacy group and three from the low reading self-efficacy group were selected for the interview randomly. The questions were constructed under the framework of the study and the

two component of the reading self-efficacy of the study. There were totally 9 components of the interview: 1) Easy Reading Materials, 2) Reading Choices, 3) More Reading, 4) Reading Speed, 5) Reading Purposes, 6) Individual Silent Reading, 7) Teachers Guidance, 8) Reading Confidence and 9) Challenge. The distribution of the interview questions was shown as follows:



Components	Questions
Part 1	
Reading Purposes	1) <i>The purpose of reading is usually related to pleasure, information, and general understanding.</i> -What's your purpose of reading? -In what way do you think this program is different from your daily English classes?
Easy Reading Materials	2) <i>A variety of reading material on a wide range of topics is available.</i> -How many books or other reading materials are available during the extensive reading program?
Reading Choices	3) <i>Learners choose what they want to read.</i> -Tell me about your experiences in selecting books or reading materials.
Individual Silent Reading	4) <i>Reading is individual and silent.</i> -What do you think about the silent reading task in class? -Do you think it has helped with your reading? In what specific ways?
Reading Speed	5) <i>Reading speed is usually faster rather than slower.</i> -Has reading extensively helped with your reading speed? -In what ways has it helped you?
Teachers Guidance	6) <i>The teacher orients and guides the students.</i> -What do you think of the role of teacher in this program? -Have there been times when you were advised how to read? If so, try to describe one.
More Reading	7) <i>Learners read as much as possible.</i> -How many books or reading materials have you read in this program? -Think about the books you have read in this program. Try to describe one of your favorite books.
Part 2	
Challenge	1. How does reading in English make you feel? 2. Do you think reading in English is a challenging task for you?
Confidence	3. Has this feeling changed after taking extensive reading program in class this semester?

Figure 2 *Distribution of the Interview Questions*

The interview questions then were sent to three experts for the verification of content validity. Each item was rated on a zero-point scale, +1= the item is congruent, 0= the item is questionable, and -1=the item is incongruent. Mean scores from three experts were calculated, scores below 0.5 were revised according to the experts.

According to the results of three experts (see Appendix H), the mean scores of nine questions from the three experts were above 0.5, and no questions needed to be revised, which implied that the semi-structured interview was acceptable for the study. After being revised, the semi-structured interview was piloted with 5 students who were not in the main study. The reliability of the reading self-efficacy questionnaire is 0.86, indicating a high level of internal consistency for this questionnaire.

3.4 Research Procedure

The research procedure involved the Extensive Reading Program, Extensive Reading Program Framework and Extensive Reading Materials, and Extensive Reading Tasks. The students attended a twelve-week extensive reading program that provided extensive reading materials and activities. In the first week, students were required to take the English reading comprehension test and the reading self-efficacy questionnaire. According to the results of the self-efficacy questionnaire, 54 students were divided into two groups: students with low reading self-efficacy and students with high reading self-efficacy. During the ten-week of participation, students were required to write a weekly reading log, and the logs of Week 3, 6, and 9 would be analyzed. After 10 weeks of instruction, the students took the same reading test and questionnaire as the post-test and provided their opinions towards extensive reading self-efficacy through the semi-structured interview.

3.4.1 Extensive Reading Program

Extensive reading aimed to provide a positive reading environment for students, and its main focus was to allow students to read and be exposed to comprehensible input through reading as much as possible.

This extensive reading programme was developed for Chinese students in the eleventh grade and was focused on exploring the ability of extensive reading to promote reading comprehension and reading self-efficacy, as well as discussing a variety of everyday topics. This programme was designed to answer the research questions by using a variety of tasks based on the extensive reading activities developed by Bamford and Day (2004). A wide range of reading materials on a variety of topics are prepared. Without specifying the number of pages to be read, students are free to choose their own reading materials according to their interests and language abilities. The materials selected encourage students to read and comprehend widely in English and individually, both inside and outside the classroom. After completing the reading material, students were required to undertake in-depth reading activities to encourage participation and stimulate their interest in reading. Various activities included reading questionnaires, one-sentence summaries, one-minute readings and shared readings. Teachers provided assistance to students when needed.

Although the teacher meets students daily, only two courses per week, a total of 90 minutes, were used as extensive reading courses. The classroom routine was that the first 20 minutes was for extensive, 40 minutes was for silent reading and discussing and sharing their thought about what they read, and the last 20 minutes was for writing a short reflection on their views.

Table 1 illustrates the scope and sequence of the extensive reading program.



Table 1 Scope and Sequence of Extensive Reading Program

Week	Unit / Topic	Activities	Materials	Time (Minutes)
1	Pretest of Reading test Pretest of reading self-efficacy questionnaire			60 30
2	Getting Started (exploring personal reading preference)	<ul style="list-style-type: none"> - Talk about teacher's own experience of learning to read in L1 and L2 - Fill out a questionnaire about their reading preferences and attitudes toward reading in L2. - Discuss the answers with their partners - Give the handout and introduce the idea of the genre by giving examples of books familiar to students - Students works in pairs to find at least 5 books quickly, and then look through each book to check under what genre it falls. - Each pair introduces the book they think looks most attractive to the class. 	Reading and You Questionnaire The Genres and Titles Handout	20 25

Table 1 (continued)

Week	Unit / Topic	Activities	Materials / Reading Materials	Time (Minutes)
		<ul style="list-style-type: none"> - Explains the definition of each level and how to select the appropriate book based on their interest and at their own language level. - Distributes the Sheets, tell students to do the Preparation exercise first, then read each text and do the exercises to check their understanding individually. - Groups students into 6, lets them discuss which article they find is easy, just right, and difficult. - Point out a level to start at a level with no more than a couple of difficulties per page, and certainly at a level they feel confident they can understand clearly as a whole and will be able to read comfortably, with enjoyment. - Guides students to select the appropriate book based on their own language level. 	Find Your Level Handout	45

Table 1 (continued)

Week	Unit / Topic	Activities	Materials / Reading Materials	Time (Minutes)
2	UNIT 1 Food for Thought	<ul style="list-style-type: none"> - Bring their books to the classroom and reading it fast for 1 minute - Record their reading words in the form - Summarize the main points of reading <ul style="list-style-type: none"> - Read a food blog about Gong Bao Chicken for 3 minutes silently - Find out the two main part of a recipe - Writing down - Writing a recipe of their favorite food 	<p>One-minute reading record form</p> <p>Recipe Analysis Sheet</p>	<p>15</p> <p>30</p>
		<ul style="list-style-type: none"> - Survey eating habits - Read the passage about food and match the pictures of the fridges to their owners - Find out who might say the sentences 	<p>Passage: A child of Two Cuisions</p> <p>Passage: Cold Truths</p>	<p>45</p>

Table 1 (continued)

Week	Unit / Topic	Activities	Materials / Reading Materials	Time (Minutes)
3	UNIT 2 Let's Celebrate!	<ul style="list-style-type: none"> - Bring the book they are reading to class - At the beginning of the lesson, read their books silently (15 minutes) - Invite students to share and if possible to recommend their book to the class (15 minutes) - Students share their books and read silently (5 minutes) - If they are interested in the book, they could add it to their reading list 	To read list	45
		<ul style="list-style-type: none"> - Read the passage and find out what Letters from Father Christmas is about and why Tolkien wrote these letters - Complete the notes with expressions from the passage 	Passage: The Real Father Christmas	20
		<ul style="list-style-type: none"> - Read description about Chinese Lantern Festival and complete the Lantern Festival Mind Map - Work in groups and think of a special day to create by using Special Day Table to organize ideas - Present your special day to the class 	Lantern Festival Speech Lantern Festival Mind Map Special Day Table	25

Table 1 (continued)

Week	Unit / Topic	Activities	Materials	Time (Minutes)
4	UNIT 3 Amazing Art	<ul style="list-style-type: none"> - Choose the same book to read with their partners in 5 Minutes. - Select five words they have recently encountered that they need to look up in the dictionary. - Write down pronunciation, definition, and a sample sentence for each word that appeared in their reading. - Present their words to the whole class. 	Vocabulary record form	25
		<ul style="list-style-type: none"> - Before reading, complete a quiz about the Louvre - Read the passage within 3 minutes and find out what the author is doing in the Louvre - Complete the traveling route 	Louvre Fun Quiz Passage: Live from the Louvre Traveling Route	20
		<ul style="list-style-type: none"> - Think about a local artist or favorite artist by using a form about his/her basic information - Work in groups, talk about the recommended artist and vote for the most interesting. - Present the group chosen artist to the class 	Local Artist Form	45

Table 1 (continued)

Week	Unit / Topic	Activities	Materials	Time (Minutes)
5	UNIT 4 Stage and Screen	<ul style="list-style-type: none"> - Giving students books they have read recently - Asking them to write one sentence to summarize their books - Sharing their summaries to the class 	One sentence check form	45
		<ul style="list-style-type: none"> - Recommending a performance 		45
6	UNIT 5 On the Road	<ul style="list-style-type: none"> - Bring their books to the classroom and reading it fast for 1 minute - Record their reading words in the form - Summarize the main points of reading 	One-minute reading record form	30
		<ul style="list-style-type: none"> - Complete the Travel Quiz to activate students' background knowledge - Read the passage silently - Find out the best description of the interview with the author - Read the passage again within 2 minutes and complete the blogger profile 	Passage: Blogging Australia Blogger Profile	15
		<ul style="list-style-type: none"> - Scan the email and write the place on the map - Work in groups. Making a travel brochure about a country - Give a presentation to the class 	Email: Coast to Coast	45

Table 1 (continued)

Week	Unit / Topic	Activities	Materials	Time (Minutes)
7	UNIT 6 On the Move	<ul style="list-style-type: none"> - Bring the book they are reading to class - At the beginning of the lesson, read their books silently (15 minutes) - Invite students to share what they read, and if possible to recommend their book to the class (15 minutes) - Students exchange their books with each other and read silently (5 minutes) - If they are interested in the book, they could add it to their reading list 	To read list	30
		<ul style="list-style-type: none"> - Read the passage and find out where modern football started - Look at pictures about different kinds of sports and match the descriptions to the exercise - Make a brochure of a sport - Present the brochure to the class 	Passage: A Game for the World Pictures	45
		<ul style="list-style-type: none"> - Bring their books to the classroom and read it fast for 1 minute - Record their reading words in the form - Summarize the main points of reading 	One-minute reading record form	15
8	UNIT 7 Earth First	<ul style="list-style-type: none"> - Look at the questions about “Green living” and choose the answers - Read the passage silently and check the answers 	Passage: What’s really Green?	45

Table 1 (continued)

Week	Unit / Topic	Activities	Materials	Time (Minutes)
		<ul style="list-style-type: none"> - Work in groups, and discuss an environmental issue that affects our daily lives. - Try to write down its description of the issue, cause, and solutions - Share it with the class 	Environmental issue notes	45
9	UNIT 8 Making a Difference	<ul style="list-style-type: none"> - Choose the same book to read with their partners in 5 Minutes. - Select five words they have recently encountered that they need to look up in the dictionary. - Write down pronunciation, definition, and a sample sentence for each word that appeared in their reading. - Present their words to the whole class. 	Vocabulary record form	20
		<ul style="list-style-type: none"> - Read a map about water problems in Africa and try to find out the most effective way to supply Africa with fresh water - Read the passage and choose the best explanation of the title - Read the passage again and complete the main character's story 	The Map Passage: The Well That Changed the World Ryan's Story Chart	25

Table 1 (continued)

Week	Unit / Topic	Activities	Materials	Time (Minutes)
		<ul style="list-style-type: none"> - Read the passage and complete the timeline of Nicholas Winton - Write down the personal qualities of Nicholas Winton according to his actions - Discuss his personal qualities in small group 	Passage: The Power of Good “The British Schindler”: the life of Nicholas Winton Timeline Sheet	20
		<ul style="list-style-type: none"> - Think of someone to recommend as “Person of the year” - Create a “Person of the year” card - Discuss the “Person of the year” and choose the best one in the group and present to the class 	“Person of the year” card	25
10	UNIT 9 What an adventure!	<ul style="list-style-type: none"> - Choose interesting lines or dialogues from the books they have read. - Talk about their favorite lines or dialogues with their classmates. 	Favorite quotation from their books	30
		<ul style="list-style-type: none"> - Read the adventures of three explorers reviewed by the teacher - Draw the routes of the explorer on a map 		15
		<ul style="list-style-type: none"> - Read the adapted passage from the novels - Complete the author’s Adventure under the sea table 	Passage: Twenty Thousand Leagues Under the Sea	45

Table 1 (continued)

Week	Unit / Topic	Activities	Materials	Time (Minutes)
11	UNIT 10 Disaster and Hope	<ul style="list-style-type: none"> - Read a passage quickly - Choosing the author's purpose in writing the passage - Complete the traveling routes of the author 		45
		<ul style="list-style-type: none"> - Answer the questions about the books they have read. - Summarize the main ideas of their reading. - Write a certain number of words they have read in marathon course form. - Read over 100,000 words. 	Reading log form Marathon Course form	45
12		<ul style="list-style-type: none"> - Posttest of reading comprehension test - Posttest of Reading Self-efficacy questionnaire - Semi-structured interview 	Test & Questionnaire & Interview	60 30 60

3.4.2 Extensive Reading Program Framework

In this study, all 54 Chinese EFL students were divided into two groups based on the results of a reading self-efficacy questionnaire. Afterwards, they received an extensive reading training for twelve weeks. After reviewing the 10 principles proposed by Day and Bamford (2002) and the principles of extensive reading applied by Mori (2015), Jeon and Day (2016), and Macalister (2015) in their studies, as well as combining the characteristics of the participants in this project, the following seven principles were used as the framework for this project.

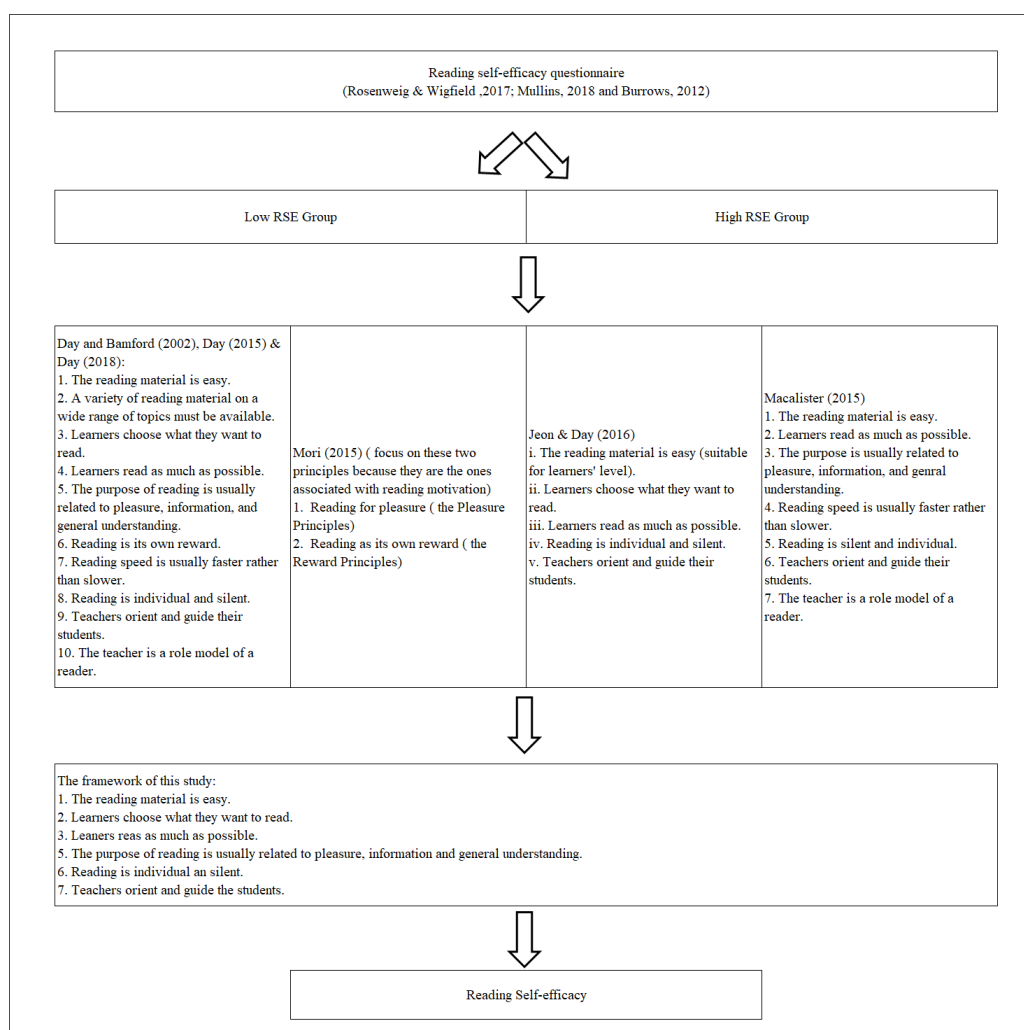


Figure 3 Framework of Extensive Reading Program

3.4.3 Extensive Reading Materials

The reading texts used in this study ranged from 300-500 headworks covering the students' proficiency. Students can choose content at an appropriate language level to read inside and outside of the classroom. Moreover, students were free to judge their suitable levels of books.

Day (2013) explained that any L2 text learners could read with overall comprehension is suitable for extensive reading. What's more, many previous studies revealed that students engaged in ER needed access to a wide range of reading material, and as Waring and Takaki (2015) claimed that graded readers are useful reading materials for students with a lower-intermediate lower, therefore, 205 English graded books and novels written for L1 readers were provided. Various genres and topics were available to cater to different language levels and interests. The books were arranged on the shelves according to levels.

3.4.4 Extensive Reading Tasks

Based on the participants' purpose for reading, nonfiction texts were chosen from students' compulsory and elective textbooks. As senior students, they should read as many different topics as possible. Thus, the topics designed for the extensive program were relevant to the course objective of their English course as the main subject in high school and part of the curriculum of senior high education. The extensive reading materials contained three topics, humans and humans, humans and society, and humans and nature. These topics included essential content for students to acquire the necessary skills and knowledge.

The extensive reading program consisted of several extensive reading activities adapted from Bamford and Day (2004) to promote reading extensively for each unit. Before implementing the extensive reading program, three experts validated the lesson plans of the extensive reading program by using Item-Objective Congruence (IOC). They examined the objective, materials, activities, and teaching steps using the 7 principles of extensive reading. Then, the activities were pilot tested with 10 students who were not in the main study. Examples of extensive reading activities were presented below.

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

The teacher introduced the activity by writing discussion questions on the board and modeling the activity by answering the questions with the teacher's own experiences. Then, students were asked to discuss their own reading experiences in small groups. Finally, the teacher invited volunteers to share their reading experiences.

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

The teacher introduced the concept of genre and examines the various genres on the table by giving examples of books with which students are familiar. Students were then divided into two groups and asked to go to the class library and quickly select five books. Students in the group went through each book together as requested, examining the synopsis, illustrations, and chapter headings, and noting on the "Genres and Titles" handout which genre the book belongs to. The teacher asked each pair of students to present to the class the book they think looks most interesting. Figure 4 shows the handout for the "Genres and Titles" task.

Genres and Titles

Here are some fiction and nonfiction genres:

adventure	western	travel
disaster	romance	history
thriller	science fiction	biography
suspense	fantasy	self-help
spy	horror	science and technology
mystery	ghost story	Current events/ issues
detective	human interest	current/ international relations
crime	humor	children's literature

Activity:

1. Work with a partner.
2. Choose five different books.
3. Read the blurbs and the chapter headings, and illustration.
4. Decide what genre each book is, write down the title, level and genre in the table below.

	Title	Level	Genre
1			
2			
3			
4			
5			

Figure 4 *Handout of Genres and Titles*

Principle 3: *Learners choose what they want to read.*

The teacher began by explaining to the students the definition of each level and how to choose the right book for their interests and their own language level. The teacher distributed the "Find Your Level" Chart and instructed the students to do the

preparation exercises and then read each text and do the exercises to check their comprehension. Students broke into groups of six to discuss which text they found easy, just right, and difficult. Once students had finished, the teacher guided them to choose the appropriate book for their language level. Figures 5 and 6 show the Find Your Level Chart to help students find their appropriate level.

LEVEL:A2

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | |
|-------------------------|---|
| 1..... a thought | a. the part of a person that lives after they die |
| 2..... a spirit | b. used again |
| 3..... a feeling | c. something you think |
| 4..... recycled | d. happening without a plan |
| 5..... random | e. something that means something more than you think when you first see it |
| 6..... the subconscious | f. not sleeping |
| 7..... symbolic | g. something you feel, e.g. happiness, sadness |
| 8..... awake | h. the part of your mind that you don't know you're using |

Figure 5 *Find Your Level Sheet – Preparation Tests*

Check your understanding

1. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- | | | |
|--|-------------|--------------|
| 1. We don't know for sure if dreams mean something or not. | <i>True</i> | <i>False</i> |
| 2. We forget more dreams than we remember. | <i>True</i> | <i>False</i> |
| 3. Dreams speak to us in words and pictures. | <i>True</i> | <i>False</i> |
| 4. You can't learn much from dreams because the things they show are random. | <i>True</i> | <i>False</i> |
| 5. It's a good idea to use a computer to write your dream diary. | <i>True</i> | <i>False</i> |
| 6. Every detail of a dream might explain something about how you're feeling about your life. | <i>True</i> | <i>False</i> |

2. Check your understanding: matching

Match the two parts of the sentence and write a–f next to the numbers 1–6.

- | | |
|-----------------------------------|--|
| 1..... People in the past thought | a. dreams might match real life sometimes. |
| 2..... People's | b. dreams were messages about the future. |
| 3..... The first modern idea said | c. dream memories only last a few seconds. |
| 4..... The opposite idea said | d. dreams are messages from your subconscious. |
| 5..... The most likely idea says | e. dreams aren't messages at all. |
| 6..... When you wake up | f. dreams show us our daily thoughts as symbols. |

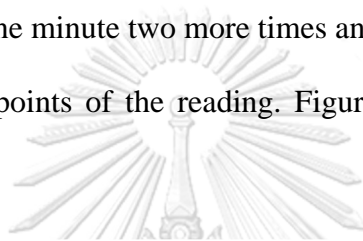
Figure 6 *Find Your Level Sheet – Post Tests*

Principle 4: Reading is individual and silent.

The teacher asked students to bring their selected books to the classroom and asked them to read their books silently for 15 to 20 minutes.

Principle 5: *Reading speed is usually faster rather than slower.*

The teacher found an easy and interesting reading passage of about 600 words. Students read the passage in one minute at a speed they feel comfortable with. Students repeated the reading in one minute two more times and record their reading words in a table, writing the main points of the reading. Figure 7 is the One-Minute Reading Record Chart.



One-minute Reading Record

Date	Title of book	Author	Words per minute		
			1st reading	2nd reading	3rd reading
Summary:					

Figure 7 One-Minute Reading Record Chart

Principle 6: *The teacher orients and guides the students.*

The teacher asked students to read a text for the first time and circle all the difficult words they encounter. Working with their group members, students chose five

difficult words, looked them up in the dictionary, and wrote down the pronunciation, definition, and an example sentence in their notebooks. A student representative from each group presented their words to the class. After completing the presentation, students read the passage again and identify the aspect of the Peking Opera that impressed the author the most. The teacher invited volunteers to answer questions and share their thoughts. Figure 8 is the sample passage.



When
HAMELET meets
PEKING
OPERA

1 I thought I knew a lot about Hamlet. As a high school student with English literature as one of my main subjects, I have to! Shakespeare's Hamlet is probably the most important play by the most important writer in English. Almost everybody knows "To be, or not to be," right? Having seen quite a few production of Hamlet and read the play many times, I was full of confidence - until the Peking Opera came to town

2 Dating back to the 18th century, Peking Opera has over two hundred years of history. Does this mean it's easier than a Shakespeare play to understand? To find out the answer, I just had to go and see *The Revenge of Prince Zidan* - the Peking Opera version of Hamlet.

3 Starting with an orchestra playing traditional Chinese instruments, the opera brought a completely new sound to my western ears. At first, I thought what I heard was a violin, but later I learnt that it was an instrument with two strings called jinghu. Then, seeing the main characters come on stage, I was surprised! The costumes and masks were amazing. The performers of course sang in Chinese, but the music, exaggerated movements and mine helped get the meanings across to the audience. The voices themselves sounded really unique - some of the female voices were so high that I was sure they could break glass! And the stage was really simple: a decorated whip represented a horse, and a screen with Chinese characters, a study. Using such techniques, the Opera had transformed a small stage into the whole universe.

4 Easily my favourite part of the show was how the characters moved on stage. I had never seen Prince Hamlet do a backflip before! That was simply incredible. It was so dazzling and energetic that I wasn't sure if the characters were performers or athletes! Everyone was clapping.

5 Before experiencing *The Revenge of Prince Zidan*, I wasn't sure if I would enjoy it. But, in act, I was on the edge of my seat! Feeling the strong emotions of love, anger, fear and grief in the performance, I could easily recognize the theme of Hamlet. So, if you want to see a show that combines music, singing, drama, poetry and costume design with explosive effect *The Revenge of Prince Zidan* ticks all the right boxes!



Figure 8 *Sample Passage*

Principle 7: *Leaners read as much as possible.*

Teachers gave each student a reading log sheet at the beginning of the semester and asked students to keep an up-to-date and accurate record of the books they read to show the progress made. Figure 9 is the Reading Record Form.

Reading Record Form

Title of book	Author	Reading Level	Start Date	Finish Date	Reading Time	Level: Too easy; Good level; Too difficult	Rating: Good; Fair; Poor	Pages	Words

Figure 9 *Reading Record Form*

3.5 Data Collection

The data collection consisted of three phases: before, during, and after the treatments.

3.5.1 Before the Treatment

Participants in this study took the English Test and the Reading Self-Efficacy Questionnaire prior to treatment. In the beginning, the students took the Reading Self-Efficacy Questionnaire before instruction. They were divided into two groups based on their average score on the Reading Self-Efficacy Questionnaire: the Low Reading Self-Efficacy Group and the High Reading Self-Efficacy Group. Students then completed the English test. These two instruments were used to measure participants' prior reading

comprehension and reading self-efficacy and compare learning changes after the treatment.

3.5.2 During the Treatment

Ten weeks of ER instruction were implemented. Participants attended two 45-minute classes per week. In addition, they read extensively in and out of the classroom. They were required to complete a large number of reading activities in class to guide their systematic reading, monitor their reading behavior, and check their reading progress throughout the program. While all students were asked to record their thoughts and feelings about ER in weeks three, six, and nine, there were no requirements for how many pages they should read in the program.

3.5.3 After the Treatment

After completing ten weeks of treatment, the students again took the English Reading Comprehension Test and the Reading Self-Efficacy Questionnaire. The scores obtained in the post-test were compared with those of the pre-test. Finally, six students selected from both groups participated in semi-structured interviews to express their feelings and perceptions about reading comprehension, and reading self-efficacy.

3.6 Data analysis

The quantitative data were analyzed by using a paired sample t-test to compare group mean scores on both the pre-test and post-test of English reading comprehension. Additionally, the scores of the pre-test and post-test of reading self-efficacy were also calculated by using descriptive statistics, including means, standard deviation, and their meaning.

Research Question 1 explored the effect of extensive reading on the reading comprehension of Chinese EFL students with low reading self-efficacy. The answer to this question was derived from the students' scores on an English reading comprehension test. This study compared pretest and posttest scores on the English comprehension test using paired samples t-tests to examine the effect of treatment on reading comprehension in students with low reading self-efficacy. Six aspects of reading comprehension, namely inference, prediction, finding main ideas and details, identifying purpose, identifying types of writing, and word identification, were also compared to examine where the low reading self-efficacy group improved.

Research Question 2 explored the effect of extensive reading on the reading comprehension of Chinese EFL students with high reading self-efficacy. The answer to this question was derived from the students' scores on the English reading test. This study compared pretest and posttest scores on the English test using a paired samples t-test to examine the effect of treatment on the reading comprehension of students with high reading self-efficacy. Six aspects of reading comprehension, namely inference, prediction, finding main ideas and details, identifying purpose, identifying types of writing, and word identification, were also compared to examine where the high reading self-efficacy group improved.

Research Question 3 was used to explore what the students' reading self-efficacy was after participating in the extensive reading program. The reading self-efficacy questionnaire, semi-structured interviews, and reading logs from weeks 3, 6, and 9 were used to explore this research question. Qualitative data were analyzed by

descriptive statistics. For the qualitative data, the reading logs and semi-structured interviews were analyzed using content analysis according to the framework of this study to discover the reading self-efficacy of Chinese EFL students.



CHAPTER 4

RESULTS

This chapter examines the data collected from the English reading comprehension test, reading self-efficacy questionnaire, semi-structured interview, and reading log. Descriptive and inferential statistical procedures were employed to analyze the data and the findings were examined in light of three questions:

1. How does English extensive reading affect the reading comprehension of Chinese EFL students with low reading self-efficacy?
2. How does English extensive reading affect the reading comprehension of Chinese EFL students with high reading self-efficacy?
3. What are Chinese EFL students with low and high reading self-efficacy after participating in an English extensive reading program?

Research Question 1 focused on the improvement in English reading comprehension test scores of students with low reading self-efficacy after the intervention and was measured using the average scores of the English reading comprehension pre-test and post-test of the group. Research Question 2 examined the improvement in English reading comprehension test scores of students with high reading self-efficacy following the intervention, as measured by using the group's average scores on the English reading comprehension pre-test and post-test. Research Question 3 examined participants' reading self-efficacy. Data were obtained from the reading self-efficacy questionnaire, semi-structured interviews, and reading logs.

4.1 Results of research question 1

Research Question 1: How does English extensive reading affect the reading comprehension of Chinese EFL students with low reading self-efficacy?

This research question found out the effects of extensive reading on English reading comprehension of Chinese EFL students with low reading self-efficacy. Students' pretest mean scores on English reading comprehension test were compared to their posttest mean scores after the treatment.

Table 2 *Results of English Comprehension Pre- and Posttest of Students with Low Reading Self-efficacy*

	<i>N</i>	<i>mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>d</i>
Pretest	28	18.143	1.995	-4.478	27	.000*	.847
Posttest	28	20.607	2.345				

Notes: * the significant value of $p < 0.05$

The mean score of the students on the pre-test was 18.143 (SD=1.995), while the mean score on the post-test was 20.607 (SD=2.345), as shown in Table 2. The result showed that students with low reading self-efficacy had significantly higher mean scores after the extensive reading course ($t=3.134$). According to Cohen's *d* scale of correlation sizes (Cohen, 1988), the effect size for the low reading self-efficacy group's pre and post-test mean scores was 0.847, indicating a significant difference. In addition, students' post-test mean English reading comprehension scores were significantly higher than their pre-test mean scores. It can be inferred that students gain higher scores on their English reading comprehension posttest after participating the ER program.

The English comprehension test consisted of 6 aspects: inferencing (6 points total), predicting (4 points total), finding main ideas and details (5 points total), identifying purpose (3 points total), identifying types of writing (2 points total), and word recognition (10 points total). Those aspects of the English reading comprehension 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 aspects were analysed as shown in Table 3.

Table 3 *Results of English Comprehension Pre- and Posttest of Students with Low Reading Self-efficacy – Six Aspects*

		<i>N</i>	<i>mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>d</i>
Inferencing	Pretest	28	3.857	0.848	-1.788	27	.085	.381
	Posttest	28	4.321	0.983				
Predicting	Pretest	28	2.786	0.630	-3.334	27	.002*	.630
	Posttest	28	3.286	0.659				
Finding Main Ideas and Details	Pretest	28	3.607	1.031	-0.146	27	.885	.028
	Posttest	28	3.643	1.062				

Table 3 (continued)

		<i>N</i>	<i>mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>d</i>
Identifying Purposes	Pretest	28	1.929	0.663	-0.750	27	.046*	.141
	Posttest		2.071	0.858				
Identifying Types of Writing	Pretest	28	1.214	0.630	-1.971	27	.059	.315
	Posttest	28	1.536	0.576				
Word Recognition	Pretest	28	4.750	0.967	-4.861	27	.000*	.921
	posttest	28	5.750	1.076				

Notes: * the significant value of $p < 0.05$

Table 3 shows the effects of Extensive reading program on Chinese EFL students with low reading self-efficacy' reading comprehension of six aspects.

For the predicting skill, Table 3 shows that the mean score of the pretest was 2.786 (SD = 0.630) , while the mean score of the posttest was 3.286 (SD = 0.659). The results indicated that students achieved statistically higher scores ($t = 3.334$) after 12-week treatment with a medium effect size ($d = 0.630$). Thus, it can be inferred that students with low reading self-efficacy gain significantly higher reading comprehension scores after participation.

For identifying purpose, this was shown in Table 3, where the mean score for the pre-test was 1.929 (SD=0.663), while the mean score for the post-test was 2.071 (SD=2.071). The results suggested that after 12 weeks of treatment, students achieved statistically higher scores in identifying purpose ($t=0.750$) with a smaller effect size ($d=0.141$). Hence, it can be surmised that students with low reading self-efficacy achieved higher reading comprehension scores after participation.

For word recognition, as shown in Table 3 based on the results of the paired samples t-test, the mean score for the posttest (mean score = 4.750, SD = 0.967) was statistically higher than the pretest (mean score = 5.750, SD = 1.076). It could be inferred that the students achieved significantly higher scores ($t=4.861$) and higher effect sizes ($d=0.921$) in the post-implementation.

According to the results of the paired sample t-test, students achieved slightly higher scores after the implementation ($t=1.788$) with a small effect size ($d = 0.381$) in inferencing. Based on the Table 2, the mean score of the pretest is 3.857 (SD = 0.848), whereas the mean score of the posttest is 4.321 (SD = 0.983). These results indicate that students had gained a better inferencing ability after participating the ER program.

For finding main ideas and details, based on the results of the paired sample t-test, Table 3 demonstrated the mean scores of the posttest (mean score = 3.643, SD = 1.062) was higher than the pretest (mean score = 3.607, SD = 0.031). As can be concluded, students achieved slightly higher scores after the implementation ($t=0.146$) with a small effect size ($d = 0.028$).

With respect to identifying writing types, as Table 3 shows, the mean score on the pretest was 1.214 (SD = 0.630), while the mean score on the posttest was 1.536 (SD = 0.576). After 12 weeks of treatment, the results revealed that students achieved slightly higher scores in identifying writing types ($t = 1.971$) with a smaller effect size ($d = 0.315$). Therefore, it can be inferred that students with low reading self-efficacy achieved higher reading comprehension scores after the engagement.

In conclusion, there were significantly higher posttest scores than pretest scores obtained from the English reading comprehension test. However, these outcomes suggested that students with low reading self-efficacy showed significant improvements in three aspects of reading comprehension: predicting, identifying purposes, and word recognition. The extensive reading program has revealed significant improvements in English reading comprehension on the post-test.

4.2 Results of research question 2

Research Question 2: How does English extensive reading affect the reading comprehension of Chinese EFL students with high reading self-efficacy?

This research question explored the effects of extensive reading instruction and extensive reading framework on English reading comprehension of Chinese EFL students with high reading self-efficacy. Students' pretest mean scores on English reading comprehension test were compared to their posttest mean scores after the treatment.

Table 4 *Results of English Comprehension Pre- and Posttest of Students with High Reading Self-efficacy*

	<i>N</i>	<i>mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>d</i>
Pretest	26	19.154	3.414	-4.278	25	.000*	.849
Posttest	26	21.962	2.615				

Notes: * the significant value of $p < 0.05$

According to Table 4, the mean score of the pretest was 19.154 ($SD = 3.414$), and the mean score of the posttest was 21.962 ($SD = 2.615$). T-value was 4.278, and the degree of freedom was 25 ($n = 26$). The results in Table 4 show that students with high reading self-efficacy had higher mean scores on the English reading comprehension test posttest than on the pretest. There is a significant difference between the mean scores on the pretest and the mean scores on the English reading comprehension test posttest for students with high reading self-efficacy with a high effect size ($d = 0.849$).

According to the Cohen's d scale of magnitudes of a correlation (Cohen, 1988), the effect size of the high reading self-efficacy groups' pre- and post-test mean scores was 0.849, which suggested that the difference was high. In addition, students' English reading comprehension post-test mean score was significantly higher than the pre-test mean score. It can be inferred that students with high reading self-efficacy gain higher scores on their English reading comprehension posttest after participating the ER program.

The English comprehension test consisted of 6 aspects: inferencing (6 points total), predicting (4 points total), finding main ideas and details (5 points total), identifying purpose (3 points total), identifying types of writing (2 points total), and word recognition (10 points total). The results of the students' pre-test and post-test mean scores on those aspects were analysed as shown in Tables 5.

Table 5 *Results of English Comprehension Pre- and Posttest of Students with High Reading Self-efficacy – Six Aspects*

		<i>N</i>	<i>mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>d</i>																																		
Inferencing	Pretest	26	3.846	1.287	-0.969	25	.342	.190																																		
	Posttest	26	4.154	1.120					Predicting	Pretest	26	2.923	0.744	-3.192	25	.004*	.626	Posttest	26	3.538	0.812	Finding Main Ideas and Details	Pretest	26	3.308	1.050	-0.817	25	.422	.160	Posttest	26	3.500	0.860	Identifying Purposes	Pretest	26	1.923	0.796	-1.154	25	.259
Predicting	Pretest	26	2.923	0.744	-3.192	25	.004*	.626																																		
	Posttest	26	3.538	0.812					Finding Main Ideas and Details	Pretest	26	3.308	1.050	-0.817	25	.422	.160	Posttest	26	3.500	0.860	Identifying Purposes	Pretest	26	1.923	0.796	-1.154	25	.259	.226	Posttest	26	2.115	0.711								
Finding Main Ideas and Details	Pretest	26	3.308	1.050	-0.817	25	.422	.160																																		
	Posttest	26	3.500	0.860					Identifying Purposes	Pretest	26	1.923	0.796	-1.154	25	.259	.226	Posttest	26	2.115	0.711																					
Identifying Purposes	Pretest	26	1.923	0.796	-1.154	25	.259	.226																																		
	Posttest	26	2.115	0.711																																						

Table 5 (continued)

		<i>N</i>	<i>mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>d</i>
Identifying Types of Writing	Pretest	26	1.308	0.679	-1.364	25	.185	.267
	Posttest	26	1.538	0.582				
Word Recognition	Pretest	26	5.846	1.642	-4.818	25	.000*	.951
	posttest	26	7.115	1.451				

Notes: * the significant value of $p < 0.05$

Table 5 showed the effects of Extensive reading program on Chinese EFL students with high reading self-efficacy' reading comprehension of six aspects.

For predictive skills, Table 5 shows that the mean score for the pretest was 2.923 (SD = 0.744), while the mean score for the posttest was 3.538 (SD = 0.812). The results indicate that students achieved statistically higher scores after 12 weeks of treatment ($t = 3.192$), with a medium effect size ($d = 0.626$). Thus, it can be inferred that students with high reading self-efficacy achieved significantly higher reading comprehension scores after participation.

For word recognition, based on the results of the paired samples t-test, it is shown in Table 5 that the mean score of the posttest (mean score = 5.846, SD = 1.642) was statistically higher than that of the pretest (mean score = 7.115,

SD = 1.451). As can be inferred, students achieved higher mean scores ($t=4.818$) and effect size ($d=0.951$) in the post-implementation.

For inferencing skills, according to the results of the paired samples t-test, students achieved slightly higher scores on the after implementation ($t = 0.969$), with a small effect size ($d = 0.190$). As per Table 5, the mean score on the pretest was 3.846 (SD = 1.287), while the mean score on the posttest was 4.154 (SD = 1.120). Together, these results indicate that students acquired better reading comprehension after participating in the ER program.

For the section on finding main ideas and details, based on the results of the paired samples t-test, Table 5 shows that the mean score of the post-test (mean score = 3.308, SD = 1.050) was higher than that of the pre-test (mean score = 3.500, SD = 0.860). As can be inferred, students achieved slightly higher scores in the post-implementation ($t=0.817$) with a small effect size ($d=0.160$).

Regarding identifying purpose, the mean score for the pretest was 1.923 (SD=0.796), while the mean score for the posttest was 2.115 (SD=0.711), as shown in Table 5. It was shown that students achieved slightly higher scores in identifying purpose ($t=1.154$) with a small effect size ($d=0.226$) after 12 weeks of treatment. Thus, it can be inferred that students with high reading self-efficacy achieved higher reading comprehension scores after the engagement.

For identifying writing types, Table 5 indicates that the mean score on the pretest was 1.308 (SD=0.679), while the mean score on the posttest was 1.538 (SD=0.582). The results suggest that after 12 weeks of treatment, students achieved slightly higher scores in identifying writing types ($t=1.364$) with a small effect size

($d=0.267$). It can therefore be inferred that students with high reading self-efficacy achieved higher reading comprehension scores after participation.

Overall, there were significantly higher posttest scores than pretest scores obtained from the English reading comprehension test. These results suggested that students with high reading self-efficacy showed significant improvements in English reading comprehension in two aspects of reading comprehension, predicting and word recognition. The extensive reading program showed significant improvements in English reading comprehension on the posttest.

4.3 Results of research question 3

Research Question 3: What are Chinese EFL students with low and high reading self-efficacy after participating in an English extensive reading program?

Semi-structured interviews, and reading logs were used to explore the reading self-efficacy of Chinese EFL students after participating in the English general reading program. The distribution of interviews and reading logs was to collect qualitative data. qualitative data were collected using content analysis from the interviews and reading logs. Data were analyzed and summarized as follows.

4.3.1 Extensive Reading and Reading Self-efficacy

In addition to understanding changes in student self-efficacy after participating in an extensive reading program, it is necessary and valuable to further explore specific

performances of Chinese EFL students' reading self-efficacy. We used content analysis to analyze data from reading logs and semi-structured interviews.

Participants were all asked to write a reading log in weeks 3, 6, and 9. The data from week 3 were disqualified because some students copied ideas shared on the Internet and therefore could not be used to analyze. The coded reading log entries were randomly selected from the groups with high and low reading self-efficacy and sent to two independent raters to obtain the reliability of the coding. The reliability coefficient was .853, indicating a high degree of consistency in coding between the two data sets. Day and Bamford (2002) and Day (2018) noted that one of the ways to cope with reading in a foreign language is to use the principles, and thus, the analysis of the reading logs and semi-structured interviews was guided by the research framework. Therefore, the present study provides empirical evidence of participants' responses during and after the implementation of an extensive reading program.

4.3.1.1 Reading Confidence

In this study, students were able to select materials at their own language proficiency level. A total of 205 books were offered in the program, almost all of which were graded books, such as the Bookworm series and the Sunshine Classics series. 16 students (6 from the Low RSE Group, 10 from the High RSE Group) who participated in the program said that the graded books were quite appropriate for them because they were neither too difficult to understand nor too easy.

I know the reading process is long, and the effect cannot appear right now. But I will not give up, because I have made progress in recent days. Especially when I read easily, I feel so glad. moreover, these stories are

interesting and teach me a lot of meaningful things. (High RSE student #5)

When I completely read those interesting books, I feel very happy because I learned many new words and useful things from them. (High RSE student #7)

Before I read the book named What is Rock? I just know a few kinds of rock. But now I know all kinds of rock, such as blue chert, conglomerate, granite, and so on. What an interesting book it is! (Low RSE student #3)

It is the first time that I have read an original English book. At first, I wanted to give up because I thought it is too difficult to read. But I forced myself to read it. To my surprise, the stories were quite easy and interesting with some pictures on them. (Low RSE student #15)

There were 205 books in the program, and students could choose which ones they wanted to read. 12 students (5 from Low RSE Group, 7 from High RSE Group) mentioned that the freedom of choosing books made them happier when engaging in the program. Students with low self-efficacy were willing to refer to opinions from peers and teachers, while students with high self-efficacy tended to read more independently.

After joining the program, I fell in love with reading some short passages which I can choose freely. I can't help reading them one by one. (High RSE student #16)

I have chosen quite a few short stories books to read these weeks, and sometimes, I would ask my classmates' opinions about a book, and then decide whether to read it or not. (Low RSE student #1)

Both groups of students had read extensively in this program. On average, each student read at least 10 short stories and 2 full-length novels, according to the reading records. 33 students (13 from Low RSE Group, 20 from High RSE Group) recorded that they had improved their reading ability through reading extensively. Given the extensive reading in English, 2 students believe that if they read as much as possible in English, they can get a good grade and a good job in the future.

It is the seventh book I have read recently. It seemed that my reading ability has been enhanced a lot. By reading, my reading speed can also be improved. (High RSE student #26)

These few weeks, I always spend 15 mins to 20 mins in reading each day, and I have read 14 books, short or long! Amazing! (Low RSE student #14)

Looking back last few weeks, I have read many books. When I read, I found that I still have a long way to go. But I can feel my reading ability has improved. (High RSE student #4)

28 students (10 from Low RSE Group, 18 from High RSE Group) mentioned that exposure to a wide range of reading helped them gain a faster reading speed.

After these weeks' reading, my pace of reading increased a lot. What's more, I can find out the main idea or theme of the passage more easily.

(High RSE student #6)

I found that it is helpful for me to read more books. I can not only know more words but also my grammar and reading speed have improved a lot.

(High RSE student #9)

I found that I can read faster than before and understand more complex content. (Low RSE student #11)

In addition, my time allocation was reduced significantly, which means I read faster than before. In the past, I always couldn't finish the reading when I took exams, but now I can make better use of time for reading. (Low RSE student #7)

All students were encouraged to record the main ideas or their understanding of what they read in their reading logs, and all students were able to write sentences that summarized the story. For instance, student #25 with high reading self-efficacy described his progress in finding main ideas and details, and progress in reasoning.

Recently, I found that I could understand the main idea of a book more clearly and precisely without the help of Chinese translation. (High RSE student #25)

I realized my reading ability is becoming better. I found myself can read a few difficult sentences and understand them. (Low RSE student #7)

Huh...I want to improve my reading ability and read faster so that I could get a higher score in my English exams. (Interview Low RSE Student #1)

There were 25 students from the high RSE group and 20 students from the low RSE group who reported that extensive reading not only helped them gain more vocabulary but also familiarized them with a large number of words without having to memorize a large number of words.

At the same time, I also learned from those books many new words. I think it will not only be beneficial to us to expand our vocabulary but also to gain more knowledge. (Low RSE student #3)

Compared with last week, obviously, I read more clearly than before. It's very happy and exciting for me. What's more, during the process of reading, I found that the words I didn't know were less and less, which makes me proud. Because it meant that I have expanded my vocabulary through reading. (Low RSE student #7)

The purpose is to improve the ability of writing. (Interview Low Reading Student #2)

Eighteen high reading self-efficacy students and fifteen low reading self-efficacy students mentioned that the extensive reading program helped them expand their knowledge of the world and learn something useful from their reading records. Books that were interesting and appropriate facilitated their new understanding of

people and things that interested them. And they mentioned that they will be able to apply this knowledge in real life and in the future.

Through reading these books, I realized what love is. This book is good at using environmental accounts and writing characters. From these books I learn how to write excellently and the meaning of love. (High RSE student #26)

I learned that you will get repaid if you help people in need with a real and warm heart. (Low RSE student #4)

I found that I could understand the main idea of a book more clearly and precisely without the help of Chinese translation. Although the book I read was the lowest-level graded books, I do feel my reading ability and understanding are better than before. ((Interview Low RSE Student #3)

Aiming to learn phrases, I am sure it will improve my skill of reading and writing. (Interview Low RSE Student #3)

During each extensive reading lesson, students were given at least 20 minutes to read silently. There were five students who mentioned that they enjoyed putting themselves into their own reading worlds where they could deeply feel the characters and get a closer understanding of them.

I like silent reading. It can make us read quickly and help us understand the meaning of sentences and topics easier. When I do silent reading, it seemed like I had thrown myself into the books and could have a closer communication with the characters. (High RSE student #5)

I think it can help us to know the essay's main idea with less time, and through it. I can think faster. (Low RSE student #27)

When it comes to the role of teachers in this program, 10 students (2 from the High RSE group, 8 from the Low RSE group) mentioned that teachers played an important role in guiding them on how to read effectively. 5 low RSE group students mentioned that with the teacher's help, they gained a better understanding of extensive reading. At the initial stage, both groups of students needed teachers' help in selecting books and sharing their thoughts. As the program proceeded, high RSE group students could choose the books and decide how much to read per day more independently, while some low RSE students still needed teacher's guidance.

The teacher in this program is a person who guides us and gives us practical suggestions at the first. She advised me to pay attention to the main idea and the information in the passage. (High RSE student #11)

The teacher plays an important role in guiding us. She always told us don't spend too much time on an unfamiliar word, we should read the whole article for general understanding. (Low RSE student #3)

4.3.1.2 Reading Challenges

Students from both groups read extensively in the ER program. While limited to their reading proficiency, students with low reading self-efficacy tended to read understandable short stories, and students with high self-efficacy were willing to read worldwide classic literature.

When engaging in reading, 3 students in the low reading self-efficacy group also mentioned that they found some books at their level had too many unfamiliar words and it was difficult to continue reading without the help of a dictionary.

It is quite strange, I found the book I read this week from my suitable level was a little difficult for me and when I first read it, I almost couldn't understand what it was about. Because there are many words I didn't know. This made me lose my patience. (Low RSE student #20)

I think the story is very difficult for me. I don't know the words and their meaning, but the pictures help me know and guess some plots. The biggest trouble for me to read books is that I couldn't know the meaning of words. It made me very nervous if I didn't look at the dictionary to find the meaning of the unfamiliar words and can't understand the story. But if I go to find each unknown word, it will take a lot of time. (Low RSE student #13)

The book I read this week is quite interesting, but the words are too many for me to read completely. I can't understand a lot of words, so I must check the dictionary constantly. (Low RSE student #12)

However, though they encountered some barriers, 5 students from the low reading self-efficacy group reported that their reading speed improved along with their predictive skills also improved obviously, as they could guess the meaning of the words by understanding the plot of the story.

By reading, my reading speed can also be improved. Although I am still confused by some words, I can guess the meaning of them via understanding the plot of the story. (Low RSE student #24)

A student with low reading self-efficacy explained in the interview while she didn't gain great progress in language proficiency, she found that she was able to read faster and gain the main idea quicker.

Yes. My reading speed increases a lot, especially since I can get the main idea of the story faster. (Students #1)

Seventeen high reading self-efficacy students remarked that reading made them happy, and they enjoyed the process of reading, while five students with low reading self-efficacy revealed that due to their limited proficiency, they try their best to read as much as they could, reading sometimes made them happy, sometime struggling.

The language levels of low RSE students made it difficult for them to fully engage in L2 reading. All three students with low self-efficacy mentioned in the interview that while they could read shorter, easier books, they had difficulty understanding longer books. However, they made use of the pictures in the books as an aid when the language itself was too difficult. They would try their best to guess the meaning of the unfamiliar words.

In the beginning, it made me frustrated and want to give up. Because it is my first time to read the whole book in English. But when I finished reading some rather short and interesting books, I felt a bit relaxed. Sometimes, it was a little bit difficult, but I didn't give up and regarded it as a challenge.

(Student #1)

However, while Student 2 did not feel a great sense of improvement in specific reading ability, he said that his negative attitude and anxiety toward English

had lessened. He felt proud and more confident about reading in English when he tried his best to read.

Yes, it changed! When I read in English, I felt strange and proud. I don't know why. Maybe because normally we just read everything in Chinese. But in this program, I tried my best to read the whole book in English. And when I finished, I felt a sense of pride and confidence. (Student #2)

When it comes to the role of teachers in this program, 10 students (2 from the High RSE group, 8 from the Low RSE group) mentioned that teachers played an important role in guiding them on how to read effectively. 5 low RSE group students mentioned that with the teacher's help, they gained a better understanding of extensive reading. At the initial stage, both groups of students needed teachers' help in selecting books and sharing their thoughts. As the program proceeded, high RSE group students could choose the books and decide how much to read per day more independently, while some low RSE students still needed the teacher's guidance.

The teacher in this program is a person who guides us and gives us practical suggestions at the first. She advised me to pay attention to the main idea and the information in the passage. (Low RSE student #11)

The teacher plays an important role in guiding us. She always told us don't spend too much time on an unfamiliar word, we should read the whole article for general understanding. (Low RSE student #3)

As seen in Tables 5 and 6, students in both groups achieved high scores on the post-test of the reading self-efficacy questionnaire. While many students in both groups mentioned that they increased their confidence and willingness to read English books

after participating in the program, some of students with low reading self-efficacy reported that they did not gain much improvement in their reading skills and language proficiency.

To conclude, the overall experiences of Chinese EFL students with low and high reading self-efficacy were similar. While students with low self-efficacy felt that their low language proficiency made it difficult for them to fully engage in reading, and they were willing to read extensively under the teacher's guidance. these reading experiences led to a less positive attitude toward English.

Students with high reading self-efficacy thought they read for pleasure and enjoyed reading. These students also showed a steady interest in their book choices, reading more difficult and longer books throughout their extensive reading program independently. It was agreed by all participants that they had gained better reading skills, more vocabulary, and confidence in reading books in English.

The major findings were concluded in Table 6.

Table 6 Major Findings

Instrument	Participants	Relation to research questions	Main Findings
Reading Comprehension Test	54 students	Research questions 1 and 2	<ol style="list-style-type: none"> 1. Students with low reading self-efficacy gained higher mean scores on the reading comprehension test after implementation at the significant level of 0.05. 2. Students with high reading self-efficacy gained higher mean scores on the reading comprehension test after implementation at the significant level of 0.05.
Reading Self-efficacy Questionnaire	54 students	Research question 3	<ol style="list-style-type: none"> 1. Students with both low and high reading self-efficacy had higher motivation to read extensively after participating in the ER program. 2. Students with low reading self-efficacy increased their confidence and willingness to read in English with the help of the teacher but gain less improvement in their reading skills and language proficiency. 3. Students with high reading self-efficacy enjoyed reading as they read for pleasure and showed steady interest in reading independently.
Reading Logs	54 students	Research question 3	
Semi-structured Interview	3 students from the high RSE group & 3 from the low RSE group	Research question 3	

CHAPTER 5

DISCUSSION AND CONCLUSION

The final chapter consists of five parts. The first part begins with a brief summary of the study and its results by reviewing the study objectives, the study design, and the study methodology. The second part reviews the discussion of the study. The third part demonstrates the conclusions of the study. The fourth part presents the pedagogical implications derived from the study. In the final section, recommendations for further research are presented.

5.1 Summary of the study

The objectives of this study were 1) to investigate the effects of extensive reading on the English reading comprehension of Chinese EFL students with low reading self-efficacy. 2) to investigate the effects of extensive reading on the English reading comprehension of Chinese EFL students with high reading self-efficacy. 3) to explore the reading self-efficacy of Chinese EFL students after participating in an English extensive reading program. All participants (n = 54) were divided into two groups based on the results of the Reading Self-Efficacy Questionnaire and participated in an extensive reading program in which extensive reading materials and extensive reading activities were provided. The study compared the English comprehension and reading self-efficacy of students with different reading self-efficacy before and after participating in the extensive reading program. The findings can be summarized into two main areas: the effect of extensive reading on reading comprehension, and the effect of extensive reading on reading self-efficacy.

5.1.1 Extensive Reading and Reading Comprehension

Students with low reading self-efficacy – The mean score on the posttest of the reading comprehension test was higher than the mean score on the pretest at the level of .000 ($p < .05$, $d = 0.847$). Therefore, it can be concluded that extensive reading significantly improved the English reading comprehension of students with low reading self-efficacy after the 12-week program. After implementing the extensive reading program, students with low reading self-efficacy significantly improved their ability to use their understanding of the text and background knowledge to determine what might happen next or after the end of the story at $p < 0.05$ ($d = .630$), to use both understanding of the text and background knowledge to find out the purposes or writing $p < 0.05$ ($d = .141$), and to understand facts, vocabulary, dates, times, and places in the text at $p < 0.05$ ($d = .921$).

Students with low reading self-efficacy reported in the reading log that reading a lot was beneficial to them because it helped improve their reading skills. Through extensive reading practice, they were able to read faster and understand slightly more complex sentence structures. Some of them commented that exposure to extensive reading helped expand their vocabulary, and they also gained a lot of useful information and knowledge from the reading material. As almost all the books offered were graded readers, many students with low reading self-efficacy reported that the graded readers were quite suitable for them because they were neither too difficult to understand nor too easy.

However, a few students mentioned that they found that some books at their level had too many unfamiliar words and it was difficult to continue reading without the help of a dictionary. With the freedom to choose materials according to their

language level, students reported that extensive reading helped them expand their knowledge. In addition to individual silent reading, students with low reading self-efficacy were willing to rely on the teacher's support to motivate them to read extensively. Their peers and teachers supported their reading by guiding them to read effectively and motivating them to read better.

Most of the participants from the low reading self-efficacy group reported that extensive reading was beneficial in improving their reading speed and comprehension, and some of them had difficulty focusing on the story due to low reading comprehension, which led them to be less interested in the books provided, which hindered their comprehension and reduced their self-efficacy to read extensively in English. Some participants reported that the reading materials sometimes contained many difficult words that were not easily accessible, and as a result, they had to spend more time looking up dictionaries and analyzing complex sentences.

Students with high reading self-efficacy – A significant difference was found in the mean scores of students with high reading self-efficacy before and after the English reading comprehension test. The mean score after the reading comprehension test was higher than the mean score before the test at the level of .000 ($p < .05$, $d = .849$). Therefore, it can be concluded that extensive reading significantly improved the English reading comprehension of students with high reading self-efficacy after the 12-week program. After the extensive reading program, students with high reading self-efficacy significantly improved their ability to use their understanding of the text and background knowledge to determine what might happen next or at the end of the story at $p < 0.05$ ($d = .626$), and in understanding facts, vocabulary, dates, times, and places in the text at $p < 0.05$ ($d = .951$).

Students with high reading self-efficacy in the reading logs reported that reading a lot was beneficial to them because it helped improve their reading skills. Through extensive reading practice, they were able to read faster and understand complex sentence structures. Some of them commented that the high exposure to extensive reading helped expand their vocabulary, and they also gained a lot of useful information and knowledge from the reading material.

Only two students mentioned that they were quite familiar with reading short stories, but when they tried to read longer novels, they found it difficult to concentrate and wanted to check the Chinese translation. With the freedom to choose materials according to their language level, 20 students with high reading self-efficacy reported that extensive reading helped expand their knowledge. With the freedom of choosing what they want to read, students with low reading self-efficacy have a tendency to reading independently.

5.1.2 Extensive Reading and Reading Self-efficacy

Low RSE group – the post-test results of the Reading Self-Efficacy Questionnaire showed higher mean scores than the pre-test but with the guidance of the teacher. Therefore, it can be concluded that extensive reading significantly improved the reading self-efficacy of Chinese EFL students with low reading self-efficacy at the end of the 12-week program. After the implementation of the extensive reading program, although some students with low reading self-efficacy reported no significant improvement in their reading ability, they improved their confidence and willingness to read books in English.

High RSE group – the post-test results of the Reading Self-Efficacy Questionnaire showed higher mean scores than the pre-test. Therefore, we can conclude that extensive reading significantly increased the reading self-efficacy of Chinese EFL students with high reading self-efficacy after the 12-week program. After implementing the extensive reading program, students with high reading self-efficacy enjoyed reading and reading for pleasure., and showed steady interest in reading extensively and independently.

5.2 Discussion

The results of the findings which were concerned with the English reading comprehension of Chinese EFL students with low and high reading self-efficacy after implementing extensive reading program were discussed as follows.

5.2.1 Extensive Reading and Reading Comprehension

Regarding research questions one and two, a comparison of mean scores on pre- and post-tests of English reading comprehension indicated that students with both low and high reading self-efficacy had significant improvements in English reading comprehension through extensive reading. This is consistent with other studies in which extensive reading helps to improve reading comprehension (Tanaka & Stapleton, 2007; Sheu, 2003; Bell, 2001; Hayashi, 1999; Lituanas, Jacobs & Renandya 1999; Walker, 1997; Sims, 1996 ; Schackne, 1994).

Students who are exposed to rich comprehensible input through extensive reading gain reading fluency and comprehension. In addition, Anderson (1996) explained that the amount of books read is strongly associated with improved reading

comprehension. In particular, students in EFL settings can benefit to a greater extent from this exposure to reading books in extensive instruction.

The selection of reading materials on a wide range of topics offered in the extensive reading program helps to acquire more vocabulary, improve their reading skills, and understand sentence structure through extensive reading practice. The extensive reading materials guide students in learning vocabulary and expressions from a variety of book genres such as adventure, romance, mystery, humor, technology, and children's literature. These materials include the essential content that students need to engage with in order to gain the knowledge and skills necessary to use in assessing their English reading comprehension. More importantly, extensive reading can be a viable solution to help improve the lives of students who only read English texts in school. To this end, the reading comprehension of Chinese EFL students with low reading self-efficacy in a variety of types of books is enhanced across predicting, identifying purpose, and word recognition, while the reading comprehension of Chinese EFL students with high reading self-efficacy is developed across only predicting and word recognition. The main reason behind this difference may be related to the guidance of the teacher. At the initial stage, both groups of students needed the teacher's help in selecting books, identifying students' proficiency levels, and sharing their thoughts. However, as the program proceed, students with high reading self-efficacy could choose the books and decide how much to read per day more independently, while some students with low reading self-efficacy still needed the teacher's guidance. Thus, it is obvious that teachers played an important role in guiding students to read extensively. This is consistent with Sun's study (2022) in which the effectiveness of the extensive reading program was influenced to a great extent by teachers' scaffolding in ER.

5.2.2 Extensive Reading and Reading Self-Efficacy

The results of the third question showed that Chinese EFL students' reading self-efficacy had significant improvement in ER program. Based on the findings from the descriptive analysis, the mean scores on the posttest of the reading self-efficacy questionnaire of Chinese EFL students with low and high reading self-efficacy were higher than their pretest mean scores. This indicated that participants' reading self-efficacy improved after participating in the ER program. The results of the reading self-efficacy questionnaire showed that students with both low and high reading self-efficacy were motivated to read English extensively. These findings support previous research that extensive reading influences reading self-efficacy (Burrows, 2013; Shin, 2016).

In this study, students received two 45-minute ER sessions per week for 10 weeks in which they were asked to read extensively both inside and outside the classroom. The program consisted of 205 books, and students were free to choose which books they wanted to read. The free choice of books engaged the students. Students' reading speed, vocabulary, and writing skills improved more significantly during this extensive reading program. As students' abilities improved, so did their confidence in reading in English. As a result, in this study, students read an average of at least 10 short stories as well as 2 full-length novels. These findings suggest that there is a positive correlation between self-efficacy and English reading comprehension, which means increased self-efficacy increases students' reading ability, and having higher reading ability increases students' reading self-efficacy. These results are consistent with Bandura's (1986, 1997) view that self-efficacy is an influential predictor of achievement. Particularly in the EFL setting, these findings are also supported by

previous studies by Tercanlioglu (2002) and Sani & Zain (2001), whose findings showed a significant relationship between self-efficacy and reading ability.

The overall experiences of Chinese EFL students with low and high reading self-efficacy were similar as they all reported higher reading comprehension, faster reading speed, more vocabulary, and better writing skills after participating in this extensive reading program. However, there were also differences in the reading self-efficacy of Chinese EFL students. For students with low reading self-efficacy, although they tried their best to read and guess the meanings of vocabulary, it was difficult for them to be fully engaged in reading because of their low language proficiency. They preferred to do extensive reading under the guidance of the teacher. These reading experiences more or less led to their less positive attitude toward English at the beginning of the program. But as the program progressed, their attitudes changed. Although they felt that they had not improved particularly much in their real reading skills, they were generally able to persevere through each novel and were able to get the main idea of the text correctly. Therefore, students with low reading self-efficacy thought extensive reading was a good experience and a preferable approach to learning English. Students with high reading self-efficacy viewed their reading as for pleasure and enjoyment. These students also showed a steady interest in the books they chose to read, and they independently read more difficult and longer books as part of their extensive reading program.

5.3 Conclusion

This study examined the effects of extensive reading on the reading comprehension of students with different reading self-efficacy. The study concluded that students with different reading self-efficacy improved their English reading comprehension after participating in the study. Extensive reading can improve students' English reading comprehension. After 12 weeks of ER instruction to selected Chinese high school students, the study showed a positive impact on reading comprehension. Students' English reading comprehension improved significantly after participating in this study. The ER materials attracted students' attention, exposed them to other materials in authentic contexts, promoted extensive reading based on general comprehension, and improved their ability to predict and recognize vocabulary. The more students read, the more familiar they become with the language and the better they become at reading. This can lead to greater confidence in their ability to read and comprehend texts, which can have a positive impact on their academic performance and overall literary skills. By reading widely, individuals can also expand their vocabulary and knowledge base, further enhancing their reading self-efficacy.

The findings revealed that students' experiences in reading varied depending on their reading self-efficacy. Furthermore, the sense of achievement experienced by the students was also different for each reading self-efficacy group. Students with low reading self-efficacy thought extensive reading was a good experience and a preferable approach to learning English. Students with high reading self-efficacy believed that ER helped develop their reading skills and willingness to read more advanced books. Thus, the study is meaningful in suggesting a way of improving reading self-efficacy for

students in the Chinese EFL context. Second, though students of different reading self-efficacy groups experienced ER differently, all students positively perceived ER.

5.4 Pedagogical Implications

The results of this study suggest two pedagogical implications. First, the combination of extensive reading and reading self-efficacy in traditional English courses. Second, the concerns of Chinese EFL reading teachers and educators.

5.4.1 Integration of Extensive Reading and Reading Self-efficacy in Traditional English Courses

Traditional English classrooms emphasize students' accumulation of basic knowledge and grammar, and emphasize intensive reading. The English extensive reading curriculum places emphasis on students gaining knowledge, learning through reading, and having fun while reading. These two types of classrooms should not be opposed; they should be combined to provide a more effective way for students to improve their reading skills. By reading extensively in and out of the classroom, students will unconsciously gain confidence and increase their sense of self-efficacy.

5.4.2 Concerns of Chinese EFL reading teachers and educators

Although extensive reading has significant gains for both low and high RSE students, these students perceive reading differently, so reading materials need to cover a range of genres and different levels of accessibility. Students are able to have opportunities to make progress in their own reading comprehension skills. And extensive reading instruction is critical to students' reading comprehension and reading self-efficacy and should be included in every EFL reading instruction. Krashen's study

(2017) suggests that extensive reading instruction needs to be sustained for at least one year to see significant improvements in reading comprehension. More importantly, educators and teachers should also pay more attention to changes in students' abilities during extensive reading, that is, to adjust instructional strategies.

5.5 Limitations and Recommendations for Further Study

Based on the results of this study, three recommendations can be made regarding the duration of the extensive reading program, the comparison between the experimental and control groups, and larger sample size.

Due to time constraints, the study was only conducted for 12 weeks, but the results are promising in light of all the data. In order to obtain more reliable results, in future studies, researchers can extend the duration of the ER program.

Secondly, this study only compared the two groups of high RSE and low RSE, there was no experimental and control group. In future studies, a control group could also be included to better understand the effect of ER on reading self-efficacy.

Another aspect is the total sample size. This study was limited by the small sample size, especially the relatively small total number of RSEs in both high and low groups. Therefore, a large general reading program in a subsequent study should yield more reliable results and should better elucidate the effects of ER on reading self-efficacy and reading comprehension.

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APPENDIX

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

APPENDIX A

Sample of Lesson Plan 1

Unit 1: Stage and Screen!

Time:45 minutes

Lesson: Get started!

Level: Grade 11 students

1. Learning Outcomes

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

2. Enabling Objectives:

At the end of this course, students will be able:

1. to develop their awareness of the role of reading in their lives.
2. to review some prominent genres in literature
3. to look through books in the class library
4. to determine what reading level they feel comfortable starting at, and to get a first taste of several interesting books.

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. Genres and Title handout
2. Extensive reading materials

5. Evaluation:

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

6. Teaching Procedures:

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

Task 1: Exploring personal reading histories

- 1) Teacher introduces the discussion questions by writing them on the board, and model the activity by answering the question from teacher's own experience.
- 2) Teacher put students in small groups to discuss the questions.
- 3) Teacher asks volunteer to share their experience about reading

Guiding ER principle 2: *A variety of reading material on a wide range of topics is available.*

Task 2: Genres and Titles

1) Teacher introduces the ideas of genre, and work through the various genres on the sheet by giving examples of books familiar to students.

2) Teacher forms students into pairs, and let them go to the class library to quickly pick up five books.

3) Teacher asks students to look through each book together, checking the blurb, illustrations, and chapter headings, and recording under what genre it falls on Genres and Titles Handout.

4) Teacher invites each pair to introduce to the whole class the book they think looks most interesting.



Genres and Titles

Here are some fiction and nonfiction genres:

adventure	western	travel
disaster	romance	history
thriller	science fiction	biography
suspense	fantasy	self-help
spy	horror	science and technology
mystery	ghost story	Current events/ issues
detective	human interest	current/ international relations
crime	humor	children's literature

Activity:

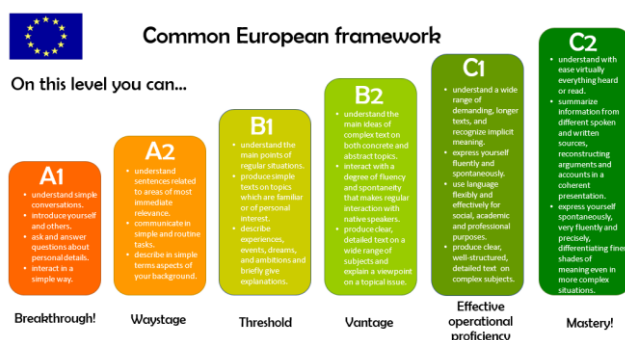
1. Work with a partner.
2. Choose five different books.
3. Read the blurbs and the chapter headings, and illustration.
4. Decide what genre each book is, write down the title, level and genre in the table below.

	Title	Level	Genre
1			
2			
3			
4			
5			

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

Task 3: Find Your Level

1) Teacher explains the definition of each level and how to select the appropriate book based on their interest and at their own language level.



2) Teacher distributes the Find your Level Sheets, instructs students to do the preparation exercise first, then read each text and do the exercises to check their understanding individually.

LEVEL:A2

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | |
|-------------------------|---|
| 1..... a thought | a. the part of a person that lives after they die |
| 2..... a spirit | b. used again |
| 3..... a feeling | c. something you think |
| 4..... recycled | d. happening without a plan |
| 5..... random | e. something that means something more than you think when you first see it |
| 6..... the subconscious | f. not sleeping |
| 7..... symbolic | g. something you feel, e.g. happiness, sadness |
| 8..... awake | h. the part of your mind that you don't know you're using |

Check your understanding

1. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- | | | |
|--|-------------|--------------|
| 1. We don't know for sure if dreams mean something or not. | <i>True</i> | <i>False</i> |
| 2. We forget more dreams than we remember. | <i>True</i> | <i>False</i> |
| 3. Dreams speak to us in words and pictures. | <i>True</i> | <i>False</i> |
| 4. You can't learn much from dreams because the things they show are random. | <i>True</i> | <i>False</i> |
| 5. It's a good idea to use a computer to write your dream diary. | <i>True</i> | <i>False</i> |
| 6. Every detail of a dream might explain something about how you're feeling about your life. | <i>True</i> | <i>False</i> |

2. Check your understanding: matching

Match the two parts of the sentence and write a–f next to the numbers 1–6.

- | | |
|-----------------------------------|--|
| 1..... People in the past thought | a. dreams might match real life sometimes. |
| 2..... People's | b. dreams were messages about the future. |
| 3..... The first modern idea said | c. dream memories only last a few seconds. |
| 4..... The opposite idea said | d. dreams are messages from your subconscious. |
| 5..... The most likely idea says | e. dreams aren't messages at all. |
| 6..... When you wake up | f. dreams show us our daily thoughts as symbols. |

3) Teacher groups students into 6, lets them to discuss which article they find is easy, just right, and difficult.

4) After students finish, teacher points out that they will want to start at a level with no more than a couple of difficulties per page, and certainly at a level they feel confident they can understand clearly as a whole and will be able to read comfortably, with enjoyment.

5) Teacher guides students to select the appropriate book based on their own language level.



Sample of Lesson Plan 2

Unit 1: Stage and Screen!

Time:90 minutes

Lesson: When Hamlet meets Peking Opera

Level: Grade 11 students

1. Learning Outcomes

1. Students will be able to read silently.
2. Students will be able to read fast in three minutes.
3. Students will be able to discuss their review of a book.
4. Students will be able to identify the writing purpose of a passage.

2. Enabling Objectives:

At the end of this course, students will be able:

1. to read silently.
2. to read the passage in 3 minutes and summarize the main idea of the reading passage.
3. to present five difficult words appeared in the passage and talk to their classmates about the author's purpose in writing the passage.
4. to discuss their review of what they are reading or have read during the past week and sharing new words they have learned.

3. Principles of Extensive Reading

1. *The purpose of reading is usually related to pleasure, information, and general understanding.*
4. *Reading is individual and silent.*
5. *Reading speed is usually faster rather than slower.*
6. *The teacher orients and guides the students.*
7. *Leaners read as much as possible.*

4. Materials:

1. One-minute Reading Record Form
2. Extensive reading materials
3. Reading Record Form
4. Reading Marathon Form

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:

Guiding ER principle 4: Reading is individual and silent.

Task 4: Book Flood

- 1) Teachers asks students to bring the select book to class.
- 2) Teachers asks students to read their book silently.

Guiding ER principle 5: *Reading speed is usually faster rather than slower.*

Task 5: One-minute Reading Record

- 1) Teacher finds an easy and interesting reading passage of about 600 words.
- 2) Teacher asks students to read the passage at a comfortable rate for one minute.
- 3) Teacher asks students to read the passage in one minute two more times, record their reading words in the form, and write the main points of their reading.

One-minute Reading Record

Date	Title of book	Author	Words per minute		
			1st reading	2nd reading	3rd reading
Summary:					

Guiding ER principle 6: *The teacher orients and guides the students.*

Task 6: Read more!

- 1) Teacher asks students to read the passage for the first time, circling out all the difficult words they have encountered.
- 2) Teacher asks students to select five difficult words with their group members and look up them in the dictionary.
- 3) Teacher asks students to write the words' pronunciation, definition and a sample sentence on their notebook.
- 4) Teacher lets representatives present their words in a whole class.
- 5) Teacher asks students to read the passage again, and find out what aspects of Peking Opera most impressed the author.

When
HAMELET meets
**PEKING
OPERA**

- 1 I thought I knew a lot about Hamlet. As a high school student with English literature as one of my main subjects, I have to! Shakespeare's Hamlet is probably the most important play by the most important writer in English. Almost everybody knows "To be, or not to be", right? Having seen quite a few production of Hamlet and read the play many times, I was full of confidence - until the Peking Opera came to town
- 2 Dating back to the 18th century, Peking Opera has over two hundred years of history. Does this mean it's easier than a Shakespeare play to understand? To find out the answer, I just had to go and see The Revenge of Prince Zidan - the Peking Opera version of Hamlet.
- 3 Starting with an orchestra playing traditional Chinese instruments, the opera brought a completely new sound to my western ears. At first, I thought what I heard was a violin, but later I learnt that it was an instrument with two strings called jinghu. Then, seeing the main characters come on stage, I was surprised! The costumes and masks were amazing. The performers of course sang in Chinese, but the music, exaggerated movements and mime helped get the meanings across to the audience. The voices themselves sounded really unique - some of the female voices were so high that I was sure they could break glass! And the stage was really simple: a decorated whip represented a horse, and a screen with Chinese characters, a study. Using such techniques, the Opera had transformed a small stage into the whole universe.
- 4 Easily my favourite part of the show was how the characters moved on stage. I had never seen Prince Hamlet do a backflip before! That was simply incredible. It was so dazzling and energetic that I wasn't sure if the characters were performers or athletes! Everyone was clapping.
- 5 Before experiencing The Revenge of Prince Zidan, I wasn't sure if I would enjoy it. But, in fact, I was on the edge of my seat! Feeling the strong emotions of love, anger, fear and grief in the performance, I could easily recognize the theme of Hamlet. So, if you want to see a show that combines music, singing, drama, poetry and costume design with explosive effect The Revenge of Prince Zidan ticks all the right boxes!



- 6) Teacher asks volunteers to answer the question and share their thoughts.

Guiding ER principle 1 & 6: *The purpose of reading is usually related to pleasure, information, and general understanding; The teacher orients and guides the students.*


Task 7

- 1) Teacher asks students to read the passage for the third time, and choose the author's purpose in writing the passage.
- 2) Teacher asks students to answer the question and share their thoughts.

- A To prove that Peking Opera is a better way to perform Hamlet.
- B To inform the readers how to perform Hamlet through Peking Opera.
- C To share the unique experience of seeing a Peking Opera version of Hamlet.
- D To make a comparison between Eastern and Western cultures.

Task 8

- 1) Teacher lets student look the pictures of different types of TV programme and then guess the meaning of each words.
- 2) Teacher asks students to read the descriptions.
- 3) Teacher lets students to match the description to the type of TV programme.
- 4) Teacher allows students to discuss their answers with their partner.

 <p>cartoon</p>	<input type="checkbox"/> 1 I absolutely loved last night's episode of <i>Best Singer!</i> It was very exciting and totally unforgettable. Each of the contestants put on a wonderful performance – they all really wanted to win! The final winner was so talented.
 <p>news programme</p>	<input type="checkbox"/> 2 <i>The Real Lives of Leopards</i> – what an amazing programme! Leopards are such appealing creatures and the cubs are adorable! Incredible photography of them in the wild. Highly recommended!
 <p>talent show</p>	<input type="checkbox"/> 3 I used to love <i>A Good Laugh</i> and I watched it every week. It was so popular, but now it's got really boring. The jokes aren't funny at all. What a waste of time! I'm going to delete it from my favourites list.
 <p>comedy</p>	<input type="checkbox"/> 4 <i>Monkey King: Hero is Back</i> is my favourite! The Monkey King is really cool, and definitely a hero to me! I also enjoy the creative plot and settings. The writers and artists have such great imaginations. I'm thrilled to see Chinese culture presented in such an amazing and magical way.
 <p>nature documentary</p>	<input type="checkbox"/> 5 I like to know what's going on in the world first thing in the morning, so I never miss this programme! It has all the headlines and market information you could possibly need. And there's a handy traffic report, too!
 <p>talk show</p>	<input type="checkbox"/> 6 I watched <i>Talk King</i> last night, but I didn't like it. What a rude person the host was! He hardly let his guests say a word! It's a wonder they didn't walk out of the studio.

Guiding ER principle 7: *Leaners read as much as possible.*

Task 9: Reading Record

- 1) Teacher give on Reading Record Form to each student at the beginning of the term.
- 2) Teacher asks students to keep up-to-date and accurate records when they finish a book to show progress made.

Reading Record Form

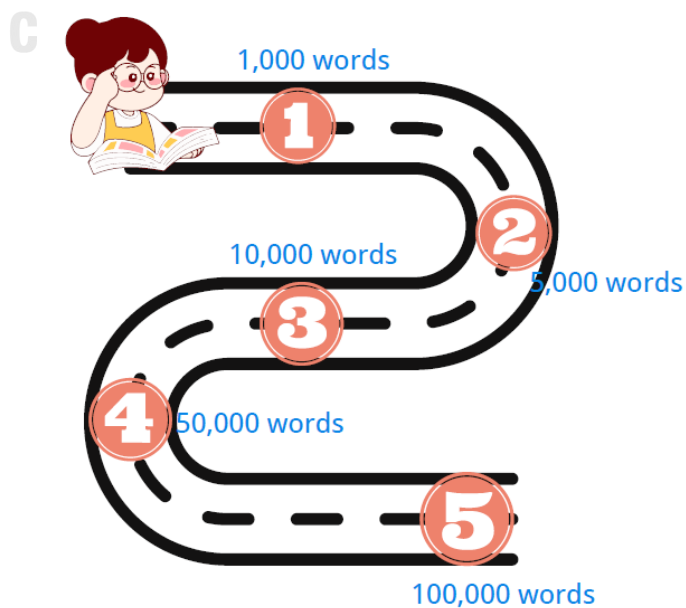
Title of book	Author	Reading Level	Start Date	Finish Date	Reading Time	Level: Too easy; Good level; Too difficult	Rating: Good; Fair; Poor	Pages	Words

Task 10: Weekly reading review

- 1) Teacher asks students to read their book for homework.
- 2) Teacher asks students to spend about ten minutes completing a review of what they are reading or have read during the past week.
- 3) Teacher puts students in small groups, and has them talk for fifteen minutes about their reading, what new words have come from their reading, and whether they would recommend others to read the book.
- 4) Teacher asks students to submit their review.

Task 11: Reading Marathon

- 1) Teacher asks students to write their number of words they have read in a Reading Marathon Form.
- 2) Students who successfully complete the marathon will be awarded.



APPENDIX B

Validating Lesson Plan

Directions: Please read each item carefully and put the \surd in the opinion box under the following numbers:

+1 means the item is congruent

0 means questionable

-1 means the item is incongruent

Assessment items	Opinions			IOC Mean Score	Meaning
	+1	0	-1		
1. The objectives of the lesson is clearly stated.	+1	+1	+1	1	Reserved
2. The objectives are relevant and consistent with the concept of extensive reading.	+1	+1	+1	1	Reserved
3. The lessons are well-structured.	+1	+1	+1	1	Reserved
4. The number of tasks is appropriate for grade 11 students.	+1	+1	0	0.67	Reserved
5. The tasks facilitate effective reading comprehension.	+1	+1	0	0.67	Reserved
6. The lessons are meaningful for the students.	+1	+1	+1	1	Reserved
7. Materials and worksheets are appropriate for the lessons.	+1	+1	+1	1	Reserved
8. Materials and worksheets are understandable.	+1	+1	+1	1	Reserved
Additional Comments:					
Task 1: Exploring personal reading histories	Opinions				
	+1	0	-1		
1.1 The steps of teaching are clearly stated.	+1	+1	+1	1	Reserved
1.2 The task encourages students to discuss the role of reading in their lives.	+1	+1	+1	1	Reserved
1.3 The task reflects the framework of the extensive reading program: <i>The purpose of reading is usually related to pleasure, information, and general understanding.</i>	+1	+1	+1	1	Reserved
Additional Comments:					

Assessment items	Opinions			IOC Mean Score	Meaning
	+1	0	-1		
Task 2: Genres and Titles	Opinions				
	+1	0	-1		
2.1 The steps of teaching are clearly stated.	+1	0	+1	0.67	Reserved
2.2 The task provides an opportunity for students to look through books in the class library.	+1	+1	+1	1	Reserved
2.3 The task reflects the framework of the extensive reading program: <i>A variety of reading material on a wide range of topics is available.</i>	+1	+1	+1	1	Reserved
Additional Comments:					
Task 3: Find Your Level	Opinions				
	+1	0	-1		
3.1 The steps of teaching are clearly stated.	+1	+1	+1	1	Reserved
3.2 The task helps students determine what reading level they feel comfortable starting at.	+1	0	+1	0.67	Reserved
3.3 The task reflects the framework of the extensive reading program: <i>Learners choose what they want to read.</i>	+1	+1	+1	1	Reserved
Additional Comments:					
Task 4: Book Flood	Opinions				
	+1	0	-1		
4.1 The steps of teaching are clearly stated.	+1	+1	+1	1	Reserved
4.2 The task provides students a chance to read silently in their own pace.	+1	+1	+1	1	Reserved
4.3 The task reflects the framework of the extensive reading program: <i>Reading is individual and silent.</i>	+1	+1	+1	1	Reserved
Additional Comments:					

Assessment items	Opinions			IOC Mean Score	Meaning
	+1	0	-1		
Task 5: One-minute Reading Record	Opinions				
	+1	0	-1		
5.1 The steps of teaching are clearly stated.	+1	+1	+1	1	Reserved
5.2 The task encourages students to have a speed reading.	+1	+1	+1	1	Reserved
5.3 The task reflects the framework of the extensive reading program: <i>Reading speed is usually faster rather than slower.</i>	+1	+1	+1	1	Reserved
Additional Comments:					
Task 6: Read More!	Opinions				
	+1	0	-1		
6.1 The steps of teaching are clearly stated.	+1	+1	+1	1	Reserved
6.2 The task encourages students to read extensively inside of the classroom via guiding by the teacher.	+1	+1	+1	1	Reserved
6.3 The task promotes extensive reading and engages students in the books rather than read passively.	+1	+1	+1	1	Reserved
6.4 The task reflects the framework of the extensive reading program: <i>The teacher orients and guides the students.</i>	+1	0	+1	0.67	Reserved
Additional Comments:					
Task 7	Opinions				
	+1	0	-1		
7.1 The steps of teaching are clearly stated.	+1	+1	+1	1	Reserved
7.2 The task provides an opportunity for students to do repeated reading.	+1	+1	+1	1	Reserved
7.3 The task provides students to read at their own pace and talk about their reading.	+1	+1	+1	1	Reserved
7.4 The task reflects the framework of the extensive reading program: <i>The purpose of reading is usually related to pleasure, information, and general understanding.</i>	+1	+1	+1	1	Reserved

Assessment items	Opinions			IOC Mean Score	Meaning
	+1	0	-1	0	-1
7.5 The task reflects the framework of the extensive reading program: <i>The teacher orients and guides the students.</i>	+1	+1	+1	1	Reserved
Additional Comments:					
Task 8	Opinions				
	+1	0	-1		
8.1 The steps of teaching are clearly stated.	+1	+1	+1	1	Reserved
8.2 The task encourages students to learn new vocabulary.	+1	+1	+1	1	Reserved
8.3 The task reflects the framework of the extensive reading program: <i>The purpose of reading is usually related to pleasure, information, and general understanding.</i>	+1	+1	+1	1	Reserved
8.5 The task reflects the framework of the extensive reading program: <i>The teacher orients and guides the students.</i>	+1	+1	+1	1	Reserved
Additional Comments:					
Task 9: Reading record	Opinions				
	+1	0	-1		
9.1 The steps of teaching are clearly stated.	+1	+1	+1	1	Reserved
9.2 The task helps student keep track of their reading and progress toward reading targets.	+1	+1	+1	1	Reserved
9.3 The task reflects the framework of the extensive reading program: Learners read as much as possible.	+1	+1	+1	1	Reserved
Additional Comments:					

Assessment items	Opinions			IOC Mean Score	Meaning
	+1				
Task 10: Weekly reading review	Opinions				
	+1	0	-1		
10.1 The steps of teaching are clearly stated.	+1	+1	+1	1	Reserved
10.2 The task engages students to reflect in the books they read and to relate the content to their own knowledge and experience.	+1	+1	+1	1	Reserved
10.3 The task allows students to review and use some of the language of the book they read in their own output.	+1	+1	+1	1	Reserved
10.4 The task reflects the framework of the extensive reading program: <i>Learners read as much as possible.</i>	+1	+1	+1	1	Reserved
Additional Comments:					
Task 11: Reading Marathon	Opinions				
	+1	0	-1		
11.1 The steps of teaching are clearly stated.	+1	+1	+1	1	Reserved
11.2 The task encourages students to read book.	+1	+1	+1	1	Reserved
11.3 The task motivates students to read books extensively both inside and outside of classroom.	+1	+1	+1	1	Reserved
11.4 The task reflects the framework of the extensive reading program: <i>Learners read as much as possible.</i>	+1	+1	+1	1	Reserved
Additional Comments:					

APPENDIX C

English Reading Comprehension Test

Name: _____ Score: _____

Objectives of the test

The English Reading Comprehension Test aims to evaluate students' reading comprehension abilities, consisting of three parts that target different aspects of reading: word recognition, reading comprehension, referencing, finding main idea and details, identifying types of writing, predicting, and identifying purposes.

Directions

1. The English Reading Comprehension Test is for Grade 11 students.

2. The test consists of 3 parts.

Part 1 – Reading Comprehension	4 passages	15 questions
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Part 2 – Choosing Five out of Seven	1 passage	5 missing sentences
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Part 3 – Cloze Test	1 passage	15 missing words
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3. Time allocation is 50 minutes.

PART 1 Reading Comprehension

阅读下列短文，从每题所给的 A、B、C 和 D 四个选项中，选出最佳选项。

A

Kung fu is one of the most popular topics of discussion among foreigners talking about China. As a discipline of kung fu with the largest number of practitioners in China, tai chi is gaining popularity worldwide. Tai chi is sweeping the world thanks to its deep cultural roots and the health benefits coming from practicing it.

The philosophy of tai chi features the concept of yin and yang, which is typical of Confucianism and Taoism. Tai chi also takes in ideas from traditional Chinese medicine, including anatomy(解剖学) and physiology. It is a practice that connects hardness with softness, and it is a perfect example of traditional Chinese culture.

Through lasting practice, learners begin to feel the positive impact(影响) of tai chi on their health. Unlike other kung fu practice that focuses on attacking and defending against enemies, tai chi focuses more on shaping good characters and keeping fit. By practicing tai chi, people will feel an improvement in their physical and psychological health by developing a balance between yin and yang within their bodies. This is similar to Western medicine's improving people's self-healing ability and immune system(免疫系统).

Tai chi is playing an important role in presenting Chinese culture to the rest of the world, acting like a bridge between China and other countries. Recent years have seen a lot of international communication on tai chi. In provinces like Hebei and Henan, Shanxi and Shaanxi, where tai chi teaching and learning are particularly active, local governments and non-governmental institutions often organize activities and competitions for learners and fans to attend and participate in. Large sporting events hosted by China such as the Asian Games and Olympics have featured tai chi performances or contests. These activities have opened a window for the outside world to know more about tai chi, paving the way for its overseas widespread.

Today, tai chi not only belongs to China, but also to the whole world and to everyone who loves it.

1. Why is tai chi becoming popular around the world according to the passage?

- A. Chinese culture spreads quickly.
- B. Practicing it can prevent all illness.
- C. It is easier to practice than other kung fu.
- D. It has deep cultural roots and health benefits.

2. What does tai chi represent?
- A. The ideas of Chinese medicine.
 - B. The traditional Chinese culture.
 - C. The characteristic of yin and yang.
 - D. A practice of hardness and softness.
3. According to Paragraph 3, tai chi practice is to _____.
- A. restore people's immune system
 - B. help people keep healthy and get good characters
 - C. defend people's body from being attacked
 - D. improve people's self-healing ability
4. What can be inferred from the last two paragraphs?
- A. Tai chi is China's best event in Asian Games.
 - B. Tai chi is active only in central China.
 - C. Tai chi furthers cross-culture communication.
 - D. Tai chi opens a window for people to know about the world.

B

In America when people say “man's best friend” they don't mean another person. Instead they are talking about a lovely animal: A dog! These words show the friendship between people and animals. Dogs and other pets can give happiness to people's lives. Some people think of their pets as their children. A few even leave all their money to their pets when they die!

Animals can help people too. Dogs can be taught to become the “eyes” for a blind person or “ears” for a deaf people. Scientists have found that pets help people live longer! They make people happier too. Because of that animals are brought into hospitals for “visit”.

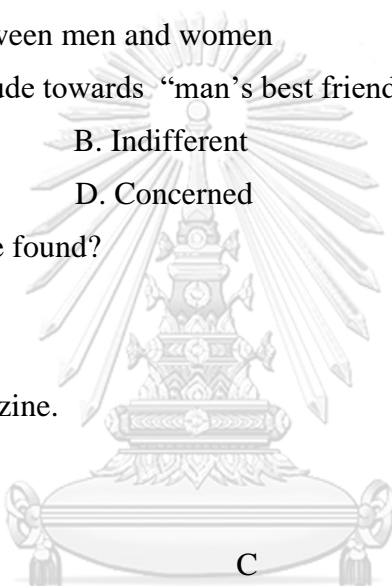
Americans hold “Be—Kind-to—Animals Week” in the first week of May.

Pets shows are held during the week. Even if you don't live in America you can do this too.

How? First think about how animals make your life richer. If you have a pet take more time this week to play with it. Remember to give it delicious food. Also be sure to keep your pet from those unwanted babies.

If you don't have a pet, be kind to animals around you. For example if you see a street dog don't kick it or throw things at it. Instead just leave it alone or better yet make friends with it. If others around you do bad things to an animal try to stop them. As people we must protect animals who can't speak for themselves.

5. Why are dogs brought to hospitals?
- A. Because they are ill and need to see doctors.
 - B. Because they can make the patients happier.
 - C. Because they can find out the problems of the patients.
 - D. Because doctors can do experiments on them.
6. The words “man’s best friends” shows _____ .
- A. the friendship between people.
 - B. the friendship between people and animals.
 - C. the friendship between animals.
 - D. the friendship between men and women
7. What’s author’s attitude towards “man’s best friend”?
- A. Favourable
 - B. Indifferent
 - C. Negative
 - D. Concerned
8. Where can the text be found?
- A. In a history book.
 - B. In a novel.
 - C. In an animal magazine.
 - D. In a biography.



Born in California and representing the United States before switching to China, teenager Gu Ailing will be most likely to be one of the faces of the 2022 Beijing Winter Olympics.

The 17-year-old is a freeskiier(自由式滑雪运动员) and grade-A student with an American father and Chinese mother. She grew up and still lives in the United States, but in June 2019 she made the “quite difficult” decision to compete for China. She wrote on Instagram that she was “proud of my heritage and equally proud of my American upbringings (培养)”.

As for the decision to compete on behalf of China, she said it is “valuable opportunity to help inspire millions of young people in China where my mom was born.”

Gu graduated from a San Francisco high school last year and is focusing on her Beijing 2022 training. It is reported that She scored 1,580 points out of a maximum 1,600 in the SAT (美国大学入学考试), and has been offered a place at Stanford.

Gu started on the snow at the age of 3, was competing in national competitions at 9 and won her first World Cup event at 15. She won two gold medals and a silver for China at the 2020 Youth Olympic Games in Lausanne, Switzerland. On Jan. 30th, 2021, Gu made her debut at the X Games in Aspen, Colorado and won two golds and a bronze.

“My goal is to win Olympic gold,” she told the official Olympic website. “It’s the top achievement. And that would be rewarding for all the work that I’ve done to achieve greatness in the sport.”

9. What do we know about Gu Ailing?
- A. She grew up in China.
 - B. She is an average student.
 - C. She will graduate from a high school.
 - D. She decided to compete for China.
10. Which of the following words can best describe Gu Ailing?
- A. Helpful and knowledgeable.
 - B. Modest and hard-working.
 - C. Clever and ambitious.
 - D. Creative and confident.
11. What’s the main idea of the fifth paragraph?
- A. Gu Ailing won her first World Cup event at 15.
 - B. Gu Ailing’s achievements as a freeskier.
 - C. Gu Ailing’s training when she was young.
 - D. Gu Ailing learned to do snow sports in China.
12. What’s the best title of the passage?
- A. Gu Ailing—An American Freeskier
 - B. Gu Ailing—A Stanford Graduate
 - C. Gu Ailing—A talented Chinese Freeskier
 - D. Gu Ailing—An Olympic Champion

D

Who is a genius? This question has greatly interested humankind for centuries.

Let's state clearly: Einstein was a genius. His face is almost the international symbol for genius. But we want to go beyond one man and explore the nature of genius itself. Why is it that some people are so much more intelligent or creative than the rest of us? And who are they?

In the sciences and arts, those praised as geniuses were most often white men, of European origin. Perhaps this is not a surprise. It's said that history is written by the victors, and those victors set the standards for admission to the genius club. When contributions were made by geniuses outside the club - women, or people of a different color or belief - they were unacknowledged and rejected by others.

A study recently published by Science found that as young as age six, girls are less likely than boys to say that members of their gender (性别) are "really, really smart." Even worse, the study found that girls act on that belief. Around age six they start to avoid activities said to be for children who are "really, really smart." Can our planet afford to have any great thinkers become discouraged and give up? It doesn't take a genius to know the answer: absolutely not.

Here's the good news. In a wired world with constant global communication, we're all positioned to see flashes of genius wherever they appear. And the more we look, the more we will see that social factors like gender, race, and class do not determine the appearance of genius. As a writer says, future geniuses come from those with "intelligence, creativity, perseverance, and simple good fortune, who are able to change the world."

13. What does the author think of victors' standards for joining the genius club?

- A. They're unfair.
- B. They're conservative.
- C. They're objective.
- D. They're strict.

14. What can we infer about girls from the study in Science?

- A. They think themselves smart.
- B. They look up to great thinkers.
- C. They see gender differences earlier than boys.
- D. They are likely to be influenced by social beliefs

15. Why are more geniuses known to the public?

- A. Improved global communication.
- B. Less discrimination against women.
- C. Acceptance of victors' concepts.
- D. Changes in people's social positions.

16. What is the writing style of the text?

- A. A expository writing
- B. A argumentative writing
- C. A narrative writing
- D. A practical writing

Part 2 Choosing Four out of Six

根据短文内容，从短文后的选项中选出能填入空白处的最佳选项。选项中有两项为多余选项。

Important Things to Know When Dining Out

Cultural dining etiquette (礼节) might surprise you with some of its important rules. Don't get caught making an embarrassing mistake at a restaurant. Knowing some tips will help ensure that you have an enjoyable meal with friends or family — no matter where you are in the world.

Chopstick Rules

The way you handle chopsticks is important to avoid annoying your companions. When you put them down between bites, always put them down together so they are parallel with the edge of the table in front of you. _____ 17 _____.

Hands or Utensils (餐具)

In India and the Middle East, it's considered very rude to eat with your left hand. People in France expect you to eat with a utensil in each hand. _____ 18 _____, instead preferring to use their hands. In Chile, you may never touch any food with your fingers. People in Thailand generally use their forks only to push food onto their spoons.

Making Requests

_____ 19 _____. In Portugal, this would be a serious mistake, because it shows the chef that you don't like their seasoning skills. Similarly, in Italy, never ask for extra cheese to add to your food.

Some of these cultural dining etiquette rules may seem random and strange, but they are important in various countries. _____ 20 _____, the more comfortable you'll begin to feel with its foreign cultural practices.

- A. The more friends you make in your lifetime
- B. The more time you spend in any given country

- C. Mexicans consider it inappropriate to eat with utensils
- D. It's a good sign for the chef if you make a mess around your plate
- E. Never stick them upright in your food or cross them as you use them
- F. It may seem like a simple request to ask for salt and pepper at a meal

Part 3 Cloze Test

阅读下面短文，从每题所给的 A、B、C、D 四个选项中选出可以填入空白处的最佳选项。

Like many young people, Jessica wants to travel the globe. Unlike most of them, this 25-year-old is doing it full-time. She and her husband have spent the last two years traveling the world, stopping everywhere from Paris to Singapore. It might sound like one long, expensive 21, but the couple has an unusual way to make their travel 22.

They're part of a new form of the 23 economy: an online group of house sitters. Throughout their no-cost stays in 24 homes, they feed pets and water plants in the homeowner's absence.

It's not all sightseeing. The two travelers carefully plan their trips, scheduling their days around the pets that are sometimes difficult to 25. But house sitting also offers a level of 26 they can't find in a hotel. "It's like staying at a friend's house," Jessica says.

The couple has a high success rate in getting accepted as house sitters and they always go beyond the homeowner's 27. For Jessica, that means 28 plenty of pictures of happy pets, keeping the house 29 and leaving a nice small gift before heading to the next house. "You want to make the homeowner feel that they made the right 30," she says.

- | | | | |
|-------------------|--------------|-----------------|------------------|
| 21. A. game | B. service | C. vacation | D. procedure |
| 22. A. safe | B. busy | C. helpful | D. affordable |
| 23. A. local | B. private | C. sharing | D. agricultural |
| 24. A. strangers' | B. parents' | C. co-workers' | D. neighbors' |
| 25. A. buy | B. transport | C. choose | D. please |
| 26. A. support | B. comfort | C. control | D. attention |
| 27. A. budget | B. abilities | C. expectations | D. understanding |
| 28. A. admiring | B. donating | C. sending | D. borrowing |
| 29. A. clean | B. open | C. simple | D. empty |
| 30. A. guess | B. decision | C. response | D. impression |



APPENDIX D

English Reading comprehension Test

Evaluation Form

General information about the test: The English Reading Comprehension Test aims to evaluate students' reading comprehension abilities, consisting of three parts that target different aspects of read: inferencing, finding main idea and details, identifying types of writing, predicting, and identifying purposes and word recognition.

Directions: Please read each item carefully and put the \checkmark in the opinion box under the following numbers:

+1 means the item is congruent

0 means questionable

-1 means the item is incongruent

Explanations	Test Items	Opinions			IOC Mean Score	Meaning
		+1	0	-1		
Inferencing						
be able to use literal and known facts or evidence to reach a conclusion or opinion	4.What can be inferred from the last two paragraphs? A. Tai chi is China's best event in Asian Games. B. Tai chi is active only in central China. C. Tai chi furthers cross-culture communication. D. Tai chi opens a window for people to know about the world.	+1	0	+1	0.67	Reserved
	6.The words "man's best friends" shows _____ A. the friendship between people. B. the friendship between people and animals. C. the friendship between animals. D. the friendship between men and women	+1	+1	+1	1	Reserved

Explanations	Test Items	Opinions			IOC Mean Score	Meaning
		+1	0	-1		
Inferencing						
	<p>9. What do we know about Gu Ailing?</p> <p>A. She grew up in China.</p> <p>B. She is an average student.</p> <p>C. She will graduate from a high school.</p> <p>D. She decided to compete for China.</p>	+1	0	+1	0.67	Reserved
	<p>10. Which of the following words can best describe Gu Ailing?</p> <p>A. Helpful and knowledgeable.</p> <p>B. Modest and hard-working.</p> <p>C. Clever and ambitious.</p> <p>D. Creative and confident.</p>	+1	+1	+1	0.67	Reserved
	<p>13. What does the author think of victors' standards for joining the genius club ?</p> <p>A. They're unfair.</p> <p>B. They're conservative.</p> <p>C. They're objective.</p> <p>D. They're strict.</p>	+1	+1	+1	1	Reserved
	<p>14. What can we infer about girls from the study in Science ?</p> <p>A. They think themselves smart.</p> <p>B. They look up to great thinkers.</p> <p>C. They see gender differences earlier than boys.</p> <p>D. They are likely to be influenced by social beliefs</p>	+1	+1	+1	1	Reserved

Predicting		Opinions			IOC Mean Score	Meaning	
		+1	0	-1			
be able to use both understanding of the text and background knowledge to determine what might happen next or after a story ends	17	} Choosing four out of six	+1	+1	+1	1	Reserved
	18		+1	+1	+1	1	Reserved
	19		+1	+1	+1	1	Reserved
	20		+1	+1	+1	1	Reserved
Finding main idea and details		Opinions			IOC Mean Score	Meaning	
		+1	0	-1			
be able to use both understanding of the text and background knowledge to find the author's message about the topic	1. Why is tai chi becoming popular around the world according to the passage? A. Chinese culture spreads quickly. B. Practicing it can prevent all illness. C. It is easier to practice than other kung fu. D. It has deep cultural roots and health benefits.	+1	+1	+1	1	Reserved	
	2. What does tai chi represent? A. The ideas of Chinese medicine. B. The traditional Chinese culture. C. The characteristic of yin and yang. D. A practice of hardness and softness.	+1	+1	0	0.67	Reserved	

Finding main idea and details		Opinions			IOC Mean Score	Meaning
		+1	0	-1		
	<p>5. Why are dogs brought to hospitals?</p> <p>A. Because they are ill and need to see doctors.</p> <p>B. Because they can make the patients happier.</p> <p>C. Because they can find out the problems of the patients.</p> <p>D. Because doctors can do experiments on them.</p>	+1	+1	+1	1	Reserved
	<p>11. What's the main idea of the fifth paragraph?</p> <p>A. Gu Ailing won her first World Cup event at 15.</p> <p>B. Gu Ailing's achievements as a freeskier.</p> <p>C. Gu Ailing's training when she was young.</p> <p>D. Gu Ailing learned to do snow sports in China.</p>	+1	+1	+1	1	Reserved
	<p>12. What's the best title of the passage?</p> <p>A. Gu Ailing—An American Freeskier</p> <p>B. Gu Ailing—A Stanford Graduate</p> <p>C. Gu Ailing—A talented Chinese Freeskier</p> <p>D. Gu Ailing—An Olympic Champion</p>	+1	0	+1	0.67	Reserved

Identifying purposes		Opinions			IOC Mean Score	Meaning
		+1	0	-1		
be able to use both understanding of the text and background knowledge to find out the purposes of writing	3. According to Paragraph 3, tai chi practice is to _____. A. restore people's immune system B. help people keep healthy and get good characters C. defend people's body from being attacked D. improve people's self-healing ability	+1	+1	+1	1	Reserved
	7. What's author's attitude towards "man's best friend"? A. Favourable B. Indifferent C. Negative D. Concerned	+1	+1	+1	1	Reserved
Identifying purposes		Opinions			IOC Mean Score	Meaning
		+1	0	-1		
	15. Why are more geniuses known to the public? A. Improved global communication. B. Less discrimination against women. C. Acceptance of victors' concepts. D. Changes in people's social positions.	+1	+1	+1	1	Reserved

Identifying types of writing		Opinions			IOC Mean Score	Meaning
		+1	0	-1		
be able to use both understanding of the text and background knowledge to determine the types of writing	8. Where can the text be found? A. In a history book. B. In a novel. C. In an animal magazine. D. In a biography.	+1	+1	+1	1	Reserved
	16. What is the writing style of the text? A. A expository writing B. A argumentative writing C. A narrative writing D. A practical writing	+1	+1	+1	1	Reserved
Word recognition		Opinions			IOC Mean Score	Meaning
		+1	0	-1		
be able to understand facts, vocabulary, dates, times, and location in the text	21	+1	+1	+1	1	Reserved
	22	+1	+1	+1	1	Reserved
	23	+1	+1	+1	1	Reserved
	24	+1	+1	+1	1	Reserved
	25	+1	+1	+1	1	Reserved
	26	+1	+1	+1	1	Reserved
	27	+1	+1	+1	1	Reserved
	28	+1	+1	+1	1	Reserved
	29	+1	+1	+1	1	Reserved
	30	+1	+1	+1	1	Reserved

APPENDIX E**The Reading Self-Efficacy Questionnaire****高中生阅读自我效能感问卷调查**

Name: _____ Grade: _____

Sex: Male Female Age: _____**Instruction:**

本问卷旨在调查需要学习英语作为学校必修课之一的中国学生的阅读自我效能感水平。您的回答将被用来衡量中国 EFL 学生的阅读自我效能水平。对于调查中的每项陈述，请在每项陈述右侧的方框中打勾，表明你对该陈述的同意或不同意程度。你可以给自己打 1 到 5 之间的任何分值，低于 0 或超过 5 的分数都不能包括在内。答案没有对错之分。所有项目都是指英语阅读。This questionnaire aims to explore the reading self-efficacy level of Chinese EFL students who required to study English as one of the compulsory subjects in school. Your responses to the questionnaire will be employed to measure the reading self-efficacy level of Chinese EFL students. For each statement in the survey, please indicate how much you agree or disagree with the statement by putting a check in the box on the right side of each statement. You may give yourself any scale between 1 and 5, and no scores below zero or over 5 can be included. There are no right or wrong answers. items refer to reading in English.

Statements	1	2	3	4	5
	Strongly disagree 完全不 同意	Disagree 不同意	Neutral 既不同 意也不 反对	Agree 同意	Strongly agree 完全同 意
1. 我知道我明年的阅读成绩会很好。(I know that I will do well in reading next year.)					
2. 我不知道为什么我的阅读成绩有时会很低。(I don't know why I sometimes get low grades in reading.)					
3. 我是一个好的读者。(I am a good reader.)					
4. 有时我觉得自己在阅读方面不如别人聪明。(Sometimes I don't feel as smart as others in reading.)					
5. 为了做好阅读，我必须让老师喜欢我。(To do well in reading I have to get the teacher to like me.)					

Statements	1	2	3	4	5
	Strongly disagree 完全不 同意	Disagree 不同意	Neutral 既不同 意也不 反对	Agree 同意	Strongly agree 完全同 意
6. 我在拿回作业之前就知道自己做得怎么样了。(I know how well I am doing before I get my paper back.)					
7. 我从阅读中学到的东西比班上大多数学生多。(I learn more from reading than most students in the class.)					
8. 如果我愿意，我知道如何在阅读方面取得好成绩。(I know how to get good grades in reading if I want to.)					
9. 在阅读英语时，我能分辨出一个词是名词、动词或形容词等。(While reading in English, I can tell if a word is a noun, verb, adjective etc.)					

Statements	1	2	3	4	5
	Strongly disagree 完全不 同意	Disagree 不同意	Neutral 既不同 意也不 反对	Agree 同意	Strongly agree 完全同 意
10. 在阅读英语时，我能读出各个单词的发音。 (When reading in English, I can pronounce the individual words.)					
11. 当我在阅读英语时，我能读出对我来说很陌生的单词。(When I am reading in English, I can sound out words that are new to me.)					
12. 在阅读英语时，我能理解使单词成为复数、改变动词时态（现在、过去、未来）或前缀和后缀的词尾的含义。(When reading in English, I can understand the meaning of endings that make words plurals, change verb tense (present, past, future) or are prefixes and suffixes.)					

Statements	1	2	3	4	5
	Strongly disagree 完全不 同意	Disagree 不同意	Neutral 既不同 意也不 反对	Agree 同意	Strongly agree 完全同 意
13. 在阅读英语时，我能利用我已经知道的东西来帮助我理解新的材料。 (While reading in English, I can use what I already know to help me to help me understand new material.)					
14. 在阅读英语时，我能识别段落或故事中的“要点”或主题。(While reading in English, I can recognize the “main points” or theme in a passage or story.)					
15. 我能判断一个英语句子的书写是否正确。(I can tell when an English sentence is written correctly.)					

Statements	1	2	3	4	5
	Strongly disagree 完全不 同意	Disagree 不同意	Neutral 既不同 意也不 反对	Agree 同意	Strongly agree 完全同 意
16. 我能阅读和理解复杂的英语句子。(I can read and understand complex, English sentences.)					
17. 我能阅读英语课上指定的短篇小说。(I can read a short story assigned in English class.)					
18. 如果一个朋友给我发短信或给我写英文信，我能阅读和理解它们。(If a friend sends me text messages or writes me letters written in English, I can read and understand them.)					
19. 我能阅读和理解用英语写的食谱。(I can read and understand a recipe written in English.)					

Statements	1	2	3	4	5
	Strongly disagree 完全不 同意	Disagree 不同意	Neutral 既不同 意也不 反对	Agree 同意	Strongly agree 完全同 意
20. 我能够阅读和理解英语测试中的选择题。(I can read and understand the multiple-choice questions on my English tests.)					
21. 我能阅读用英语写的诗。(I can read poems written in English.)					
22. 我能阅读和理解一份英文报纸。(I can read and understand an English newspaper.)					
23. 我能阅读并理解快餐店用英语书写的菜单上的项目。(I can read and understand the items on a menu written in English at a fast-food restaurant.)					

Statements	1	2	3	4	5
	Strongly disagree 完全不 同意	Disagree 不同意	Neutral 既不同 意也不 反对	Agree 同意	Strongly agree 完全同 意
24. 我能阅读简化版的英语小说，该小说已被简化且供讲英语的儿童阅读。(I can read a simplified version of an English novel that has been simplified for English-speaking children to read.)					
25. 我能阅读并理解一本为讲英语的青少年写的 20 页的书的主要内容。(I can read and understand the main ideas of a 20-page book written for English speaking teenagers.)					
26. 我能阅读和理解用英语写的歌曲的歌词。(I can read and understand the lyrics of a song written in English.)					

Statements	1	2	3	4	5
	Strongly disagree 完全不 同意	Disagree 不同意	Neutral 既不同 意也不 反对	Agree 同意	Strongly agree 完全同 意
27. 我能阅读和理解美国电影中的英文字幕。(I can read and understand the English subtitles in an American movie.)					
28. 我能阅读和理解用英语写的，并与我的一个爱好（例如，时尚，体育，音乐，电影）有关的一页杂志文章的具体细节。(I can read and understand the specific details of a one-page magazine article written in English and related to one of your hobbies (i.e., fashion, sports, music, movies).)					

Statements	1	2	3	4	5
	Strongly disagree 完全不 同意	Disagree 不同意	Neutral 既不同 意也不 反对	Agree 同意	Strongly agree 完全同 意
29. 我能阅读和理解用英语书写的聚会邀请函的具体细节。(I can read and understand the specific details of a party invitation written in English.)					
30. 我能阅读和理解英文商业信函的具体细节。(I can read and understand the specific details of a business letter in English.)					

APPENDIX F

Validating the Reading Self-efficacy Questionnaire

General information about the questionnaire: The Reading Self-efficacy Questionnaire aims to explore the reading self-efficacy level of Chinese EFL students who required to study English as one of the compulsory subjects in school. The level of reading self-efficacy will be determined by mean scores on the Reading Self-Efficacy Questionnaire before and after receiving treatment.

Directions: Please read each item carefully and put the \surd in the opinion box under the following numbers:

+1 means the item is congruent

0 means questionable

-1 means the item is incongruent

Statements	Opinions			IOC Mean Score	Meaning
	+1	0	-1		
1. The objectives of the questionnaire are clear.	+1	+1	+1	1	Reserved
2. The language of the statements, both English and Chinese, are clear, direct and specific.	+1	+1	+1	1	Reserved
3. The number of the statements is reasonable.	+1	+1	+1	1	Reserved
4. The questionnaire is well organized and logical.	+1	+1	+1	1	Reserved

Statements	Opinions			IOC Mean Score	Meaning
	+1	0	-1		
5. The statements are as concise as possible.	+1	+1	+1	1	Reserved
Additional comments:					
S1: 我知道我明年的阅读成绩会很好。(I know that I will do well in reading next year.)	Opinions				
	+1	0	-1		
1.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
1.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
1.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved

<p>S1: 我知道我明年的阅读成绩会很好。(I know that I will do well in reading next year.)</p>	Opinions				
	+1	0	-1		
<p>1.4 The statement makes sense to the respondents who will be asked to answer it.</p>	+1	+1	+1	1	Reserved
<p>Additional comments:</p>					
<p>S2: 我不知道为什么我的阅读成绩有时会很低。(I don't know why I sometimes get low grades in reading.)</p>	Opinions				
	+1	0	-1		
<p>2.1 The statement does not contain universals, such as always, all, none and never.</p>	+1	+1	+1	1	Reserved
<p>2.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.</p>	+1	+1	+1	1	Reserved

S2: 我不知道为什么我的阅读成绩有时会很低。(I don't know why I sometimes get low grades in reading.)	Opinions				
	+1	0	-1		
2.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
2.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					
S3:我是一个好的读者。(I am a good reader.)	Opinions				
	+1	0	-1		
3.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
3.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved

S3:我是一个好的读者。(I am a good reader.)	Opinions				
	+1	0	-1		
3.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
3.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					
S4: 有时我觉得自己在阅读方面不如别人聪明。(Sometimes I don't feel as smart as others in reading.)	Opinions				
	+1	0	-1		
4.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
4.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved

S4: 有时我觉得自己在阅读方面 不如别人聪明。(Sometimes I don't feel as smart as others in reading.)	Opinions				
	+1	0	-1		
4.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
4.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S5:为了做好阅读, 我必须让老师喜欢我。(To do well in reading I have to get the teacher to like me.)	Opinions				
	+1	0	-1		
5.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
5.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
5.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
5.4 The statement makes sense to the respondents who will be asked to answer it.	-1	+1	+1	0.33	Modified
<p>Additional comments:</p> <p>Do not understand the meaning of the sentence.</p>					

S6:我在拿回作业之前就知道自己做得怎么样了。(I know how well I am doing before I get my paper back.)	Opinions				
	+1	0	-1		
6.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
6.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
6.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
6.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S7: 我从阅读中学到的东西比班上大多数学生多。(I learn more from reading than most students in the class.)	Opinions				
	+1	0	-1		
7.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
7.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
7.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
7.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:	+1	+1	+1	1	Reserved

S8: 如果我愿意, 我知道如何在 阅读方面取得好成绩。(I know how to get good grades in reading if I want to.)	Opinions				
	+1	0	-1		
8.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
8.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
8.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
8.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S9: 在阅读英语时, 我能分辨出一个词是名词、动词或形容词等。(While reading in English, I can tell if a word is a noun, verb, adjective etc.)	Opinions				
	+1	0	-1		
9.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
9.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
9.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
9.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:	+1	+1	+1	1	Reserved

S10: 在阅读英语时, 我能读出各个单词的发音。(When reading in English, I can pronounce the individual words.)	Opinions				
	+1	0	-1		
10.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
10.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
10.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
10.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S11: 当我在阅读英语时, 我能读出对我来说很陌生的单词。 (When I am reading in English, I can sound out words that are new to me.)	Opinions				
	+1	0	-1		
11.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
11.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
11.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
11.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S12: 在阅读英语时, 我能理解使 单词成为复数、改变动词时态 (现在、过去、未来) 或前缀和 后缀的词尾的含义。(When reading in English, I can understand the meaning of endings that make words plurals, change verb tense (present, past, future) or are prefixes and suffixes.)	Opinions				
	+1	0	-1		
12.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
12.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
12.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
12.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved

Additional comments:					
S13: 在阅读英语时，我能利用我已经知道的东西来帮助我理解新的材料。(While reading in English, I can use what I already know to help me to help me understand new material.)	Opinions				
	+1	0	-1		
13.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
13.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	-1	+1	+1	0.33	Modified
13.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved

S13: 在阅读英语时, 我能利用我已经知道的东西来帮助我理解新的材料。(While reading in English, I can use what I already know to help me to help me understand new material.)	Opinions				
	+1	0	-1		
13.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S14: 在阅读英语时, 我能识别段落或故事中的 "要点 "或主题。 (While reading in English, I can recognize the "main points" or theme in a passage or story.)	Opinions				
	+1	0	-1		
14.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
14.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
14.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
14.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S15: 我能判断一个英语句子的书写是否正确。(I can tell when an English sentence is written correctly.)	Opinions				
	+1	0	-1		
15.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
15.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	-1	+1	+1	0.33	Modified
15.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
15.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
<p>Additional comments:</p> <p>I can tell if an English sentence is written correctly.</p>					

<p>S16: 我能阅读和理解复杂的英语句子。(I can read and understand complex, English sentences.)</p>	Opinions				
<p>16.1 The statement does not contain universals, such as always, all, none and never.</p>	+1	+1	+1	1	Reserved
<p>16.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.</p>	-1	+1	+1	0.33	Modified
<p>16.3 The statement is related to reading self-efficacy.</p>	+1	+1	+1	1	Reserved
<p>16.4 The statement makes sense to the respondents who will be asked to answer it.</p>	+1	+1	+1	1	Reserved
<p>Additional comments:</p> <p>I can read and understand complex English sentences.</p>					

S17: 我能阅读英语课上指定的短篇小说。(I can read a short story assigned in English class.)	Opinions				
	+1	0	-1		
17.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
17.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
17.3 The statement is related to reading self-efficacy.	0	+1	+1	0.67	Reserved
17.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S18: 如果一个朋友给我发短信或给我写英文信，我能阅读和理解它们。(If a friend sends me text messages or writes me letters written in English, I can read and understand them.)	Opinions				
	+1	0	-1		
18.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
18.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
18.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
18.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S19: 我能阅读和理解用英语写的食谱。(I can read and understand a recipe written in English.)	Opinions				
	+1	0	-1		
19.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
19.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
19.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
19.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S20: 我能够阅读和理解英语测试中的选择题。(I can read and understand the multiple-choice questions on my English tests.)	Opinions				
	+1	0	-1		
20.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
20.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
20.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
20.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S21: 我能阅读用英语写的诗。(I can read poems written in English.)	Opinions				
	+1	0	-1		
21.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
21.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
21.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
21.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S22: 我能阅读和理解一份英文报纸。(I can read and understand an English newspaper.)	Opinions				
	+1	0	-1		
22.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
22.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
22.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
22.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S23: 我能阅读并理解快餐店用英语书写的菜单上的项目。(I can read and understand the items on a menu written in English at a fast-food restaurant.)	Opinions				
	+1	0	-1		
23.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
23.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
23.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
23.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S24: 我能阅读简化版的英语小说，该小说已被简化且供讲英语的儿童阅读。(I can read a simplified version of an English novel that has been simplified for English-speaking children to read.)	Opinions				
	+1	0	-1		
24.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
24.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
24.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
24.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S25: 我能阅读并理解一本为讲英语的青少年写的 20 页的书的主要内容。(I can read and understand the main ideas of a 20-page book written for English speaking teenagers.)	Opinions				
	+1	0	-1		
25.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
25.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
25.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
25.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S26: 我能阅读和理解用英语写的歌曲的歌词。(I can read and understand the lyrics of a song written in English.)	Opinions				
	+1	0	-1		
26.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
26.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
26.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
26.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S27: 我能阅读和理解美国电影中的英文字幕。(I can read and understand the English subtitles in an American movie.)	Opinions				
	+1	0	-1		
27.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
27.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
27.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
27.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S28: 我能阅读和理解用英语写的，并与我的一个爱好（例如，时尚，体育，音乐，电影）有关的一页杂志文章的具体细节。(I can read and understand the specific details of a one-page magazine article written in English and related to one of your hobbies (i.e., fashion, sports, music, movies).)	Opinions				
	+1	0	-1		
28.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
28.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
28.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
28.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved

Additional comments:					
S29: 我能阅读和理解用英语书写的聚会邀请函的具体细节。(I can read and understand the specific details of a party invitation written in English.)	Opinions				
	+1	0	-1		
29.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
29.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
29.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved

S29: 我能阅读和理解用英语书写的聚会邀请函的具体细节。(I can read and understand the specific details of a party invitation written in English.)	Opinions				
	+1	0	-1		
29.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

S30: 30. 我能阅读和理解英文商业信函的具体细节。(I can read and understand the specific details of a business letter in English.)	Opinions				
	+1	0	-1		
30.1 The statement does not contain universals, such as always, all, none and never.	+1	+1	+1	1	Reserved
30.2 The statement is in the form of a simple sentence rather than in the form of a compound or complex sentence.	+1	+1	+1	1	Reserved
30.3 The statement is related to reading self-efficacy.	+1	+1	+1	1	Reserved
30.4 The statement makes sense to the respondents who will be asked to answer it.	+1	+1	+1	1	Reserved
Additional comments:					

APPENDIX G

Questions for Semi-structured Interviews

Name of interviewee:

Place:

Date:

Time Allocation: 45 minutes

Place: Teachers' Office

Part 1 Extensive reading

- 1) *The purpose of reading is usually related to pleasure, information, and general understanding.*
 - 你阅读的目的是什么? What's your purpose of reading?
 - 你认为这个项目在哪些方面与你的日常英语课不同? In what way do you think this program is different from your daily English classes?
- 2) *A variety of reading material on a wide range of topics is available.*
 - 在这个泛读项目中, 有多少书籍或其他阅读材料可供选择? How many books or other reading materials are available during the extensive reading program?
- 3) *Learners choose what they want to read.*
 - 请告诉我你在选择书籍或阅读材料方面的经验。Tell me about your experiences in selecting books or reading materials.
- 4) *Reading is individual and silent.*
 - 你对课堂上的默读任务有什么看法呢? What do you think about the silent reading task in class?
 - 你认为它对你的阅读有帮助吗? 具体体现在哪些方面? Do you think it has helped with your reading? In what specific ways?
- 5) *Reading speed is usually faster rather than slower.*
 - 大量的阅读对你的阅读速度有帮助吗? Has reading extensively helped with your reading speed?
 - 它在哪些方面对你有所帮助? In what ways has it helped you?

6) *The teacher orients and guides the students.*

- 你认为教师在这个项目中的角色是什么？ What do you think of the role of teacher in this program?
- 老师是否在如何阅读方面给了你一些建议？如果有，请试着描述一次。 Did your teacher have some advice for you on how to read? If so, please try to describe it once.

7) *Learners read as much as possible.*

- 你在这个项目中读过多少书或阅读材料？ How many books or reading materials have you read in this program?
- 想一想你在这个项目中读过的书。试着描述一下你最喜欢的一本书。 Think about the books you have read in this program. Try to describe one of your favorite books.

Part 2 Reading self-efficacy

1. 用英语阅读让你感觉如何？ How does reading in English make you feel?
2. 本学期的泛读项目后，这种感觉是否有所改变？ Has this feeling changed after taking extensive reading program in class this semester?

APPENDIX H

Validating Questions for Semi-structured Interviews

General information: The Semi-structured Interview aims to explore the reading self-efficacy level of Chinese EFL students who required to study English as one of the compulsory subjects in school. The interviews will be based on the results of the reading self-efficacy questionnaire and conducted in both English and Chinese in order to avoid misunderstanding. A total of six students, three from the high-level reading self-efficacy group and three from the low-level reading self-efficacy group, will be invited to attend the interview.

Directions: Please read each item carefully and put the \checkmark in the opinion box under the following numbers:

+1 means the item is congruent

0 means questionable

-1 means the item is incongruent

Statements	Opinions			IOC	Meaning
	+1	0	-1	Mean Score	
1. The questions target specific variables of interest.	+1	+1	+1	1	Reserved
2. The total time required to complete the interview is appropriate for grade 11 students.	+1	+1	+1	1	Reserved
3. The interview is meaningful for the students.	+1	+1	+1	1	Reserved
Additional Comments:					

Part 1 Extensive Reading					
Q1 <i>The purpose of reading is usually related to pleasure, information, and general understanding.</i> - 你阅读的目的是什么? What's your purpose of reading? - 你认为这个项目在哪些方面与你的日常英语课不同? In what way do you think this program is different from your daily English classes?	Opinions				
	+1	0	-1		
1.1 The questions are related to extensive reading.	+1	+1	+1	1	Reserved
1.2 The questions motivate participants talk about their reading.	+1	+1	+1	1	Reserved
1.3 The difficulty of the questions is appropriate for grade 11 students.	+1	+1	+1	1	Reserved
1.4 The questions encourage students to deeply understand their purposes about reading.	+1	+1	+1	1	Reserved
Additional Comments:					

Q2 A variety of reading material on a wide range of topics is available. - 在这个泛读项目中，有多少书籍或其他阅读材料可供选择？ How many books or other reading materials are available during the extensive reading program?	Opinions				
	+1	0	-1		
2.1 The question is related to extensive reading.	+1	+1	+1	1	Reserved
2.2 The question motivates participants talk about their reading.	+1	+1	+1	1	Reserved
2.3 The difficulty of the questions is appropriate for grade 11 students.	+1	+1	+1	1	Reserved
2.4 The question encourages students to talk about their understanding of genres and titles of the books.	+1	+1	+1	1	Reserved
Additional Comments:					

Q3 <i>Learners choose what they want to read.</i>	Opinions				
	+1	0	-1		
- 请告诉我你在选择书籍或阅读材料方面的经验。Tell me about your experiences in selecting books or reading materials.					
3.1 The question is related to extensive reading.	+1	+1	+1	1	Reserved
3.2 The question motivates participants talk about their reading.	+1	+1	+1	1	Reserved
3.3 The difficulty of the questions is appropriate for grade 11 students.	+1	+1	+1	1	Reserved
3.4 The question encourages students to talk about their preference when selecting a book.	+1	+1	+1	1	Reserved
Additional Comments:					

Q4 <i>Reading is individual and silent.</i> - 你对课堂上的默读任务有什么看法呢? What do you think about the silent reading task in class? - 你认为它对你的阅读有帮助吗? 具体体现在哪些方面? Do you think it has helped with your reading? In what specific ways?	Opinions				
	+1	0	-1		
4.1 The questions are related to extensive reading.	+1	+1	+1	1	Reserved
4.2 The questions motivate participants talk about their reading.	+1	+1	+1	1	Reserved
4.3 The difficulty of the questions is appropriate for grade 11 students.	+1	+1	+1	1	Reserved
4.4 The questions encourage students to gain a deep understanding of ways to help them read.	+1	+1	+1	1	Reserved
Additional Comments:					

Q5 <i>Reading speed is usually faster rather than slower.</i>	Opinions				
	+1	0	-1		
<ul style="list-style-type: none"> - 大量的阅读对你的阅读速度有帮助吗？ Has reading extensively helped with your reading speed? - 它在哪些方面对你有所帮助？ In what ways has it helped you? 					
5.1 The questions are related to extensive reading.	+1	+1	+1	1	Reserved
5.2 The questions motivate participants talk about their reading.	+1	+1	+1	1	Reserved
5.3 The difficulty of the questions is appropriate for grade 11 students.	+1	+1	+1	1	Reserved
5.4 The questions encourage students to gain a deep understanding of reading speed.	+1	+1	+1	1	Reserved
Additional Comments:					

Q6 <i>The teacher orients and guides the students.</i>	Opinions				
	+1	0	-1		
<ul style="list-style-type: none"> - 你认为教师在这个项目中的角色是什么？ What do you think of the role of teacher in this program? - 老师是否在如何阅读方面给了你一些建议？如果有，请试着描述一次。 Did your teacher have some advice for you on how to read? If so, please try to describe it once. 					
6.1 The questions are related to extensive reading.	+1	+1	+1	1	Reserved
6.2 The questions motivate participants talk about their reading.	+1	+1	+1	1	Reserved
6.3 The difficulty of the questions is appropriate for grade 11 students.	+1	+1	+1	1	Reserved
6.4 The questions let students deeply understand the role of the teacher in the classroom is no longer lead but guide.	+1	+1	+1	1	Reserved
Additional Comments:					

Q7 <i>Learners read as much as possible.</i>	Opinions				
<ul style="list-style-type: none"> - 你在这个项目中读过多少书或阅读材料? How many books or reading materials have you read in this program? - 想一想你在这个项目中读过的书。试着描述一下你最喜欢的一本书。Think about the books you have read in this program. Try to describe one of your favorite books. 	+1	0	-1		
7.1 The questions are related to extensive reading.	+1	+1	+1	1	Reserved
7.2 The questions motivate participants talk about their reading.	+1	+1	+1	1	Reserved
7.3 The difficulty of the questions is appropriate for grade 11 students.	+1	+1	+1	1	Reserved
7.4 The questions make students aware of what they have accomplished in this program.	+1	+1	+1	1	Reserved
Additional Comments:					

Part 2 Reading Self-efficacy					
Q1 用英语阅读让你感觉如何? How does reading in English make you feel?	Opinions				
	+1	0	-1		
1.1 The question is related to reading self-efficacy.	+1	+1	+1	1	Reserved
1.2 The question motivates participants talk about their feeling about reading.	+1	+1	+1	1	Reserved
1.3 The difficulty of the questions is appropriate for grade 11 students.	+1	+1	+1	1	Reserved
Additional Comments:					
Q2 本学期的泛读项目后, 这种感觉是否有所改变? Has this feeling changed after taking extensive reading program in class this semester?	Opinions				
	+1	0	-1		
2.1 The question is related to reading self-efficacy.	+1	+1	+1	1	Reserved
2.2 The question motivates participants talk about their feeling about reading.	+1	+1	+1	1	Reserved
2.3 The difficulty of the questions is appropriate for grade 11 students.	+1	+1	+1	1	Reserved
Additional Comments:					

APPENDIX I

Lists of Extensive Reading Material

Publisher	Title	Level	Words
Oxford Bookworm Series			
FLTRP	<i>1. Love or Money?</i>	Level 1	140,000
FLTRP	<i>2. Mary Queen of Scots</i>	Level 1	
FLTRP	<i>3. Under the Moon</i>	Level 1	
FLTRP	<i>4. The Witches of Pendle</i>	Level 1	
FLTRP	<i>5. The Phantom of the Opera</i>	Level 1	
FLTRP	<i>6. The Monkey Paw</i>	Level 1	
FLTRP	<i>7. The Elephant Man</i>	Level 1	
FLTRP	<i>8. The Coldest Place on Earth</i>	Level 1	
FLTRP	<i>9. Aladdin and the Enchanted Lamp</i>	Level 1	
FLTRP	<i>10. Goodbye Mr Hollywood</i>	Level 1	
FLTRP	<i>11. The Bridge and Other Love Stories</i>	Level 1	
FLTRP	<i>12. The Butler Did It and Other Plays</i>	Level 1	
FLTRP	<i>13. Five Short Plays</i>	Level 1	
FLTRP	<i>14. A Ghost in Love and Other Plays</i>	Level 1	
FLTRP	<i>15. Les Misérables</i>	Level 1	
FLTRP	<i>16. Little Lord Fauntleroy</i>	Level 1	

Publisher	Title	Level	Words
FLTRP	<i>17. The Lottery Winner</i>	Level 1	
FLTRP	<i>18. The Murder of Mary Jones</i>	Level 1	
FLTRP	<i>19. Ned Kelly: A True Story</i>	Level 1	
FLTRP	<i>20. One-Way Ticket</i>	Level 1	
FLTRP	<i>21. Sherlock Holmes and the Red-Headed League</i>	Level 1	
FLTRP	<i>22. Shirley Homes and the Lithuanian Case</i>	Level 1	
FLTRP	<i>23. The Withered Arm</i>	Level 1	
FLTRP	<i>24. A Little Princess</i>	Level 1	
FLTRP	<i>25. Mutiny on the Bounty</i>	Level 1	
FLTRP	<i>26. The Omega Files – Short Stories</i>	Level 1	
FLTRP	<i>27. The President’s Murderer</i>	Level 1	
FLTRP	<i>28. Sherlock Holmes and the Duke’s Son</i>	Level 1	
FLTRP	<i>29. White Death</i>	Level 1	
FLTRP	<i>30. The Wizard of Oz</i>	Level 1	
FLTRP	<i>31. Remember Miranda</i>	Level 1	
FLTRP	<i>32. Sherlock Holmes and the Sport of Kings</i>	Level 1	
FLTRP	<i>33. The Adventures of Tom Sawyer</i>	Level 1	

Publisher	Title	Level	Words
FLTRP	<i>34. William Shakespeare</i>	Level 2	230,000
FLTRP	<i>35. Grace Darling</i>	Level 2	
FLTRP	<i>36. Piano</i>	Level 2	
FLTRP	<i>37. The Murders in the Rue Morgue</i>	Level 2	
FLTRP	<i>38. The Life and Strange Surprising Adventures of Robinson Crusoe</i>	Level 2	
FLTRP	<i>39. Alice's Adventures in Wonderland</i>	Level 2	
FLTRP	<i>40. Anne of Green Gables</i>	Level 2	
FLTRP	<i>41. Five Children and It</i>	Level 2	
FLTRP	<i>42. Pocahontas</i>	Level 2	
FLTRP	<i>43. Tales from Longpuddle</i>	Level 2	
FLTRP	<i>44. O. Henry's Short Stories</i>	Level 2	
FLTRP	<i>45. The Year of Sharing</i>	Level 2	
FLTRP	<i>46. The Death of Karen Silkwood</i>	Level 2	
FLTRP	<i>47. Troll and Other Stories</i>	Level 2	
FLTRP	<i>48. Romeo and Juliet</i>	Level 2	
FLTRP	<i>49. The Importance of Being Earnest</i>	Level 2	
FLTRP	<i>50. Love among the Haystacks</i>	Level 2	
FLTRP	<i>51. Much Ado About Nothing</i>	Level 2	

Publisher	Title	Level	Words
FLTRP	<i>52. One Thousand Dollars and Other Plays</i>	Level 2	
FLTRP	<i>53. The Pit and the Pendulum and Other Stories</i>	Level 2	
FLTRP	<i>54. Hamlet</i>	Level 2	
FLTRP	<i>55. Agatha Christie, Woman of Mystery</i>	Level 2	
FLTRP	<i>56. Dracula</i>	Level 2	
FLTRP	<i>57. Henry VIII and His Six Wives</i>	Level 2	
FLTRP	<i>58. The Adventures of Huckleberry Finn</i>	Level 2	
FLTRP	<i>59. The Mystery of Allegra</i>	Level 2	
FLTRP	<i>60. Stories from the Five Towns</i>	Level 2	
FLTRP	<i>61. Ear-Rings from Frankfurt</i>	Level 2	
FLTRP	<i>62. The Jungle Book</i>	Level 2	
FLTRP	<i>63. The Children of the New Forest</i>	Level 2	
FLTRP	<i>64. Sherlock Holmes Short Stories</i>	Level 2	
FLTRP	<i>65. The Love of a King</i>	Level 2	
FLTRP	<i>66. Dead Man's Island</i>	Level 2	
FLTRP	<i>67. The Canterville Ghost</i>	Level 2	
FLTRP	<i>68. Frankenstein</i>	Level 3	276,000
FLTRP	<i>69. The Call of the Wild</i>	Level 3	
FLTRP	<i>70. The Secret Garden</i>	Level 3	

Publisher	Title	Level	Words
FLTRP	<i>71. The Prisoner of Zenda</i>	Level 3	
FLTRP	<i>72. Through the Looking-Glass and What Alice Found There</i>	Level 3	
FLTRP	<i>73. The Wind in the Willows</i>	Level 3	
FLTRP	<i>74. Tales of Mystery and Imagination</i>	Level 3	
FLTRP	<i>75. The Railway Children</i>	Level 3	
FLTRP	<i>76. The Three Strangers and Other Stories</i>	Level 3	
FLTRP	<i>77. Ethan Frome</i>	Level 3	
FLTRP	<i>78. A Christmas Carol</i>	Level 3	
FLTRP	<i>79. The Picture of Dorian Gray</i>	Level 3	
FLTRP	<i>80. The Bronte Story</i>	Level 3	
FLTRP	<i>81. Tooth and Claw</i>	Level 3	
FLTRP	<i>82. The Star Zoo</i>	Level 3	
FLTRP	<i>83. Kidnapped</i>	Level 3	
FLTRP	<i>84. Justice</i>	Level 3	
FLTRP	<i>85. Chemical Secret</i>	Level 3	
FLTRP	<i>86. Skyjack!</i>	Level 3	
FLTRP	<i>87. The Card</i>	Level 3	
FLTRP	<i>88. The Mysterious Death of Charles Bravo</i>	Level 3	

Publisher	Title	Level	Words
FLTRP	<i>89. The Hound of the Baskervilles</i>	Level 4	337,600
FLTRP	<i>90. The Unquiet Grave</i>	Level 4	
FLTRP	<i>91. Three Men in a Boat</i>	Level 4	
FLTRP	<i>92. The Thirty-Nine Steps</i>	Level 4	
FLTRP	<i>93. Little Women</i>	Level 4	
FLTRP	<i>94. Cranford</i>	Level 4	
FLTRP	<i>95. Washington Square</i>	Level 4	
FLTRP	<i>96. Silas Marner</i>	Level 4	
FLTRP	<i>97. Dr Jekyll and Mr Hyde</i>	Level 4	
FLTRP	<i>98. A Tale of Two Cities</i>	Level 4	
FLTRP	<i>99. Gulliver's Travels</i>	Level 4	
FLTRP	<i>100. Treasure Island</i>	Level 4	
FLTRP	<i>101. Black Beauty</i>	Level 4	
FLTRP	<i>102. The Scarlet Letter</i>	Level 4	
FLTRP	<i>103. Desert Mountain Sea</i>	Level 4	
FLTRP	<i>104. Lord Jim</i>	Level 4	
FLTRP	<i>105. Lorna Doone</i>	Level 4	
FLTRP	<i>106. Persuasion</i>	Level 4	

Publisher	Title	Level	Words
FLTRP	<i>107. David Copperfield</i>	Level 5	220,900
FLTRP	<i>108. Far From the Madding Crowd</i>	Level 5	
FLTRP	<i>109. Great Expectations</i>	Level 5	
FLTRP	<i>110. Wuthering Heights</i>	Level 5	
FLTRP	<i>111. The Garden Party and Other Stories</i>	Level 5	
FLTRP	<i>112. Sense and Sensibility</i>	Level 5	
FLTRP	<i>113. The Age of Innocence</i>	Level 5	
FLTRP	<i>114. The Riddle of the Sands</i>	Level 5	
FLTRP	<i>115. Jane Eyre</i>	Level 6	296,500
FLTRP	<i>116. Oliver Twist</i>	Level 6	
FLTRP	<i>117. Pride and Prejudice</i>	Level 6	
FLTRP	<i>118. Tess of the d'Urbervilles</i>	Level 6	
FLTRP	<i>119. The Woman in White</i>	Level 6	
FLTRP	<i>120. Barchester Towers</i>	Level 6	
FLTRP	<i>121. Vanity Fair</i>	Level 6	
FLTRP	<i>122. A Passage to India</i>	Level 6	
BLTP	<i>123. Gulliver's Travels</i>		
BC	<i>124. The Invisible Man</i>		
JP	<i>125. A Tales of Two Cities</i>		

Publisher	Title	Level	Words
JLUP	<i>126. The Old Man and the Sea</i>		
STPH	<i>127. The Five People You Meet in Heaven</i>		
STPH	<i>128. Charlotte's Web</i>		
DB	<i>129. The Great Gatsby</i>		
BTCP	<i>130. The Little Prince</i>		
CAPH	<i>131. The Nightingale and the Rose</i>		
CQPG	<i>132. Teens' Apace (Magazine)</i>		
CTAP	<i>133. Learning English Through English Stories</i>		
Sunshine Classic Series			
FLTRP	<i>134. Moving Things</i>	Level 11	585
FLTRP	<i>135. The Pied Piper</i>	Level 11	585
FLTRP	<i>136. Feather and Flight</i>	Level 11	1075
FLTRP	<i>137. Blackbirds</i>	Level 11	470
FLTRP	<i>138. Animals and Their Teeth</i>	Level 11	932
FLTRP	<i>139. The Man Who Enjoyed Grumbling</i>	Level 11	536
FLTRP	<i>140. Hot and Cold Weather</i>	Level 11	1040
FLTRP	<i>141. Knights in Armour</i>	Level 11	608
FLTRP	<i>142. Flowers</i>	Level 11	967
FLTRP	<i>143. Cobwebs, Elephants and Stars</i>	Level 12	893

Publisher	Title	Level	Words
FLTRP	<i>144. How Do Fish Live?</i>	Level 12	1253
FLTRP	<i>145. A Pet to the Vet</i>	Level 12	857
FLTRP	<i>146. Baby Birds</i>	Level 12	1210
FLTRP	<i>147. The Wonderhair Hair Restorer</i>	Level 12	1016
FLTRP	<i>148. How Bread Is Made</i>	Level 12	1305
FLTRP	<i>149. The Terrible Topsy-Turvy, Tissy-Tossy Tangle</i>	Level 12	664
FLTRP	<i>150. What Is Rock?</i>	Level 12	1229
FLTRP	<i>151. The Little Old Lady Who Danced on the Moon</i>	Level 12	750
FLTRP	<i>152. The Best Diver in the World</i>	Level 13	1335
FLTRP	<i>153. Getting the Water We Need</i>	Level 13	1377
FLTRP	<i>154. The King's Treasure</i>	Level 13	969
FLTRP	<i>155. Wonderful Eyes</i>	Level 13	1235
FLTRP	<i>156. About Snails</i>	Level 13	1114
FLTRP	<i>157. What Happens to Rock?</i>	Level 13	1174
FLTRP	<i>158. The Adventures of Jessica and Zebedee</i>	Level 13	3235
FLTRP	<i>159. The Treasure of the Stone Lions</i>	Level 13	1850
FLTRP	<i>160. Winklepoo, the Wicked</i>	Level 13	1640

Publisher	Title	Level	Words
FLTRP	<i>161. Trouble on the Bus</i>	Level 14	1231
FLTRP	<i>162. Endangered Animals</i>	Level 14	953
FLTRP	<i>163. From Flowers to Fruit</i>	Level 14	923
FLTRP	<i>164. The New House Villain</i>	Level 14	1422
FLTRP	<i>165. The Solar System</i>	Level 14	1093
FLTRP	<i>166. What Is Soil?</i>	Level 14	1317
FLTRP	<i>167. What I Want to Be</i>	Level 14	3306
FLTRP	<i>168. The Wild Snow Dog</i>	Level 14	2192
FLTRP	<i>169. The Super Body Fun Fair</i>	Level 14	605
FLTRP	<i>170. Iris La Bonga and the Helpful Taxi Driver</i>	Level 15	1282
FLTRP	<i>171. The Emperor Penguin</i>	Level 15	1210
FLTRP	<i>172. Spiders</i>	Level 15	1277
FLTRP	<i>173. Mayday!</i>	Level 15	1451
FLTRP	<i>174. Fruit</i>	Level 15	1335
FLTRP	<i>175. The Pond</i>	Level 15	1449
FLTRP	<i>176. The King's Jokes</i>	Level 15	2045
FLTRP	<i>177. Wind and Storms</i>	Level 15	1527
FLTRP	<i>178. He Ran Because He Loved to Run</i>	Level 15	4713

Publisher	Title	Level	Words
FLTRP	<i>179. Marmalade and Tigger</i>	Level 16	2156
FLTRP	<i>180. Butterflies</i>	Level 16	1210
FLTRP	<i>181. Iris La Bonga and the Locked Door</i>	Level 16	1403
FLTRP	<i>182. About Bees</i>	Level 16	1441
FLTRP	<i>183. Iris La Bonga and the Boomerzooomer</i>	Level 16	1319
FLTRP	<i>184. Ocean Birds</i>	Level 16	1465
FLTRP	<i>185. Hoppy</i>	Level 16	2125
FLTRP	<i>186. Birds of Prey</i>	Level 16	1346
FLTRP	<i>187. Sharp Defences</i>	Level 16	1459
FLTRP	<i>188. Mr Rumfitt</i>	Level 17	2074
FLTRP	<i>189. Unsolved Mysteries</i>	Level 17	2545
FLTRP	<i>190. Tai Taylor Is Born</i>	Level 17	1460
FLTRP	<i>191. How Ice Cream Is Made</i>	Level 17	2081
FLTRP	<i>192. Tai Taylor and the Sweet Annie</i>	Level 17	1534
FLTRP	<i>193. The Mysteries Yeti</i>	Level 17	2611
FLTRP	<i>194. Tai Taylor and His Education</i>	Level 17	1496
FLTRP	<i>195. Wushu</i>	Level 17	3404
FLTRP	<i>196. The Girl Who Washed in Moonlight</i>	Level 17	1523

Publisher	Title	Level	Words
FLTRP	<i>197. Elliot and the Drainpipe Kids</i>	Level 18	2218
FLTRP	<i>198. Ropes and Knots</i>	Level 18	1141
FLTRP	<i>199. The Haunting of Miss Cardamon</i>	Level 18	2146
FLTRP	<i>200. Favourite Games</i>	Level 18	2864
FLTRP	<i>201. Twins to the Rescue</i>	Level 18	2828
FLTRP	<i>202. Messages Without Words</i>	Level 18	1821
FLTRP	<i>203. Shambles</i>	Level 18	2671
FLTRP	<i>204. Places of Mystery</i>	Level 18	3541
FLTRP	<i>205. Kerry's Keys</i>	Level 18	3488

Lists of the Publishers

FLTRP : Foreign Language Teaching and Research Press

BLTP: Beijing Institute of Technology Press

BC: Bantam Classic

JP: Jilin Publishing Group Co., Ltd.

JLUP: Jilin University Press

STPH: Shanghai Translation Publishing House

DB: Dolphin Books

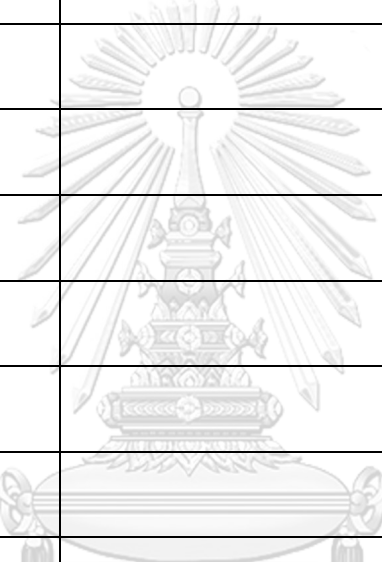
BTCP: Beijing Times Chinese Press

CAPH: China Astronautic Publishing House

APPENDIX J**Reading Record**

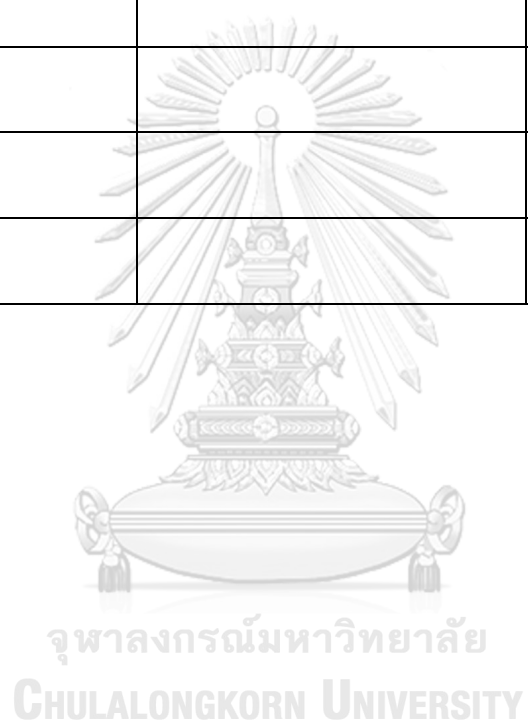
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No.	Starting Date	Finishing Date	Title of the Book	Author	Words amount



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CHULALONGKORN UNIVERSITY

No.	Starting Date	Finishing Date	Title of the Book	Author	Words amount

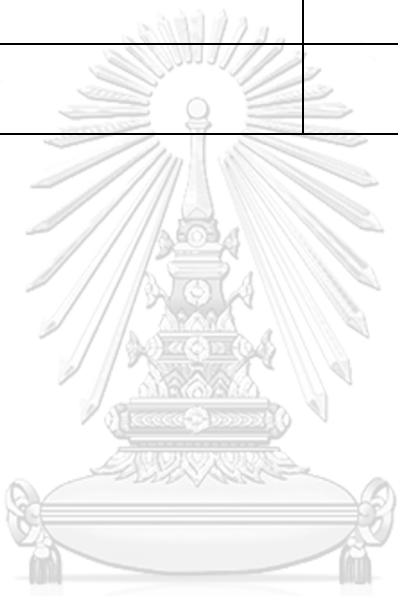



APPENDIX K

Weekly Reading Report

Week:

Name:

Title of the Book	Author	Start date	Finish date
 <p style="text-align: center;">จุฬาลงกรณ์มหาวิทยาลัย CHULALONGKORN UNIVERSITY</p>			

Title of the Book	Author	Start date	Finish date
 <p data-bbox="539 1355 1054 1467">จุฬาลงกรณ์มหาวิทยาลัย CHULALONGKORN UNIVERSITY</p>			

VITA

NAME Manman Dai
PLACE OF BIRTH China



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CHULALONGKORN UNIVERSITY