O The Analysis of the Influence of Extensive Reading on Learners' Reading Motivation and Reading Performance

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ABSTRACT

ABSTRACT The study aims to examine whether the practice of extensive reading can help college students improve their reading performance and motivation to read. Subjects were freshman students majoring in English at Da-Yeh University. Students in the experimental group were required to read 4 extensive readers and allowed to select their preferred reading materials from the Penguin Readers Series. To keep track of these participants' reading process, students were requested to write books reports and give a presentation of their reflection on one of the books they read. A questionnaire was developed to measure students' reading habit and motivation to read. The intermediate level GEPT reading test was used to measure students' reading performance. To better understand the effect of extensive reading, interviews with the participants in the experimental group were also conducted. Analysis of students' responses to the questionnaire showed that extensive reading gained the popularity of the subjects in the experimental group. They not only developed a more positive attitude toward the practice of freely selecting their own reading materials and but also improved their reading speed after the implementation of the program. No significant difference was found for the effect of extensive reading on students' overall GEPT reading scores. However, after dividing students' reading performance into three categories, vocabulary, cloze, and comprehension, further analysis of their reading scores showed some noteworthy results. First, both the experimental group and control group made a significant improvement in their vocabulary. This implies that extensive reading does help students gain more vocabulary; nevertheless, it may not be the only factor that contributes to the gaining of students' vocabulary. Second, extensive reading fails to produce a significant difference between the pre- and posttest reading comprehension scores for the experimental group in the study. On the other hand, a significant difference was found for the control group. Unexpectedly, students' posttest comprehension scores were found to be significantly lower than their pretest scores. The result may suggest that extensive reading could have at least exerted its influence on maintaining participants' reading comprehension ability. One of the reasons that extensive reading fails to improve students' reading performance may be due to limited time for the implementation of the program. During the interviews with the subjects in the experimental group, students demonstrated high expectation and eagerness to express their opinions. This indicated that their motivation and spontaneity in reading have been fairly enhanced. The most salient finding of the present study was that most participants felt that extensive reading was interesting and helpful.

Keywords : extensive reading ; motivation

Table of Contents

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