



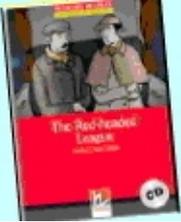
6th International Conference on TESOL

Responding to Challenges of Teaching English for Communication

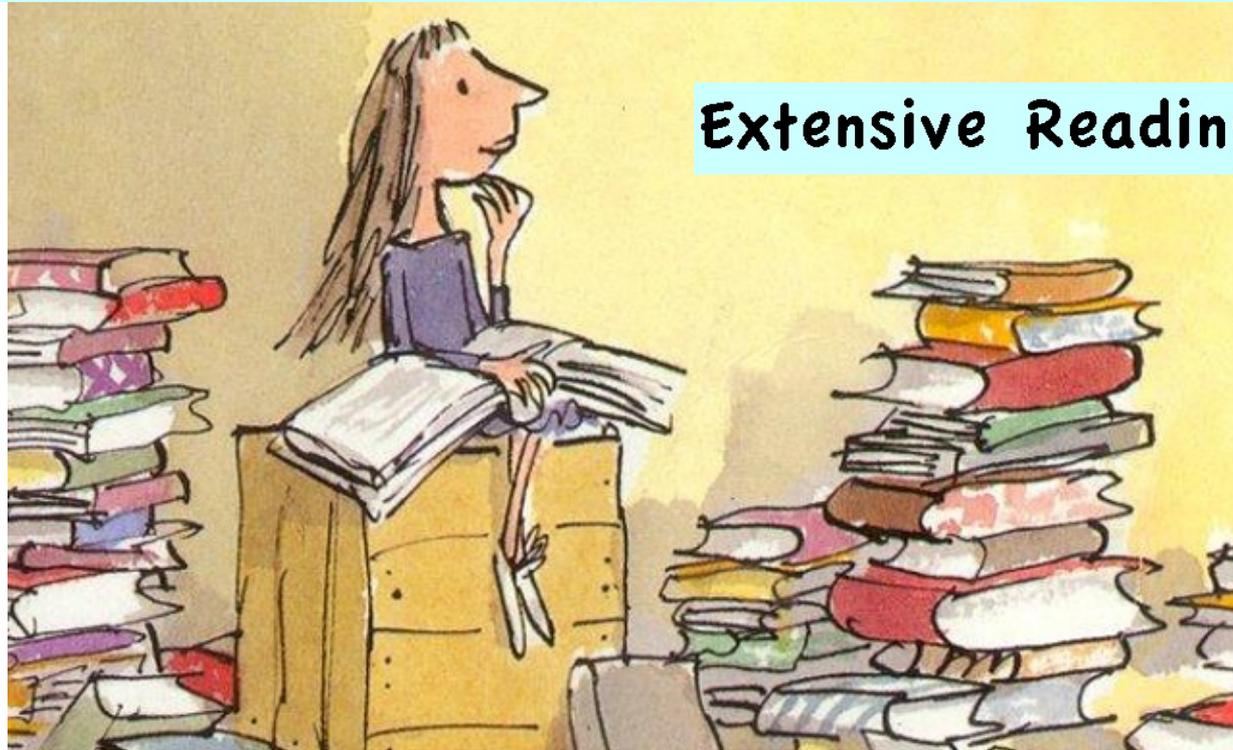
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SEAMEO RETRAC, Ho Chi Minh City, Vietnam

Presenter: Mr. Nguyen Ngoc An



What is Extensive Reading?



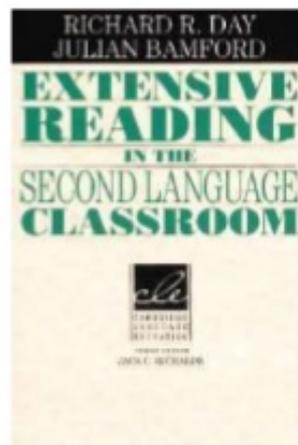
*R*ead quickly and
*E*njoyably with
*A*dequate comprehension so they
*D*on't need a dictionary

10. Extensive Reading

... Reading is no different from other learned human abilities: the more you do it, the more fluent and skilful you become...'

Julian Bamford (Bunkyo University)

Richard R. Day (University of Hawaii)



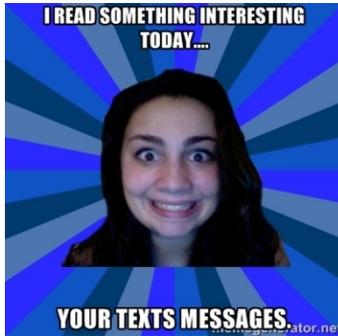
Definition and concepts about Extensive Reading

Extensive reading: “an approach to the teaching and learning of second language reading in which learners **read large quantities of books and other materials** that are well within their linguistic competence”. Day & Bamford (1998)



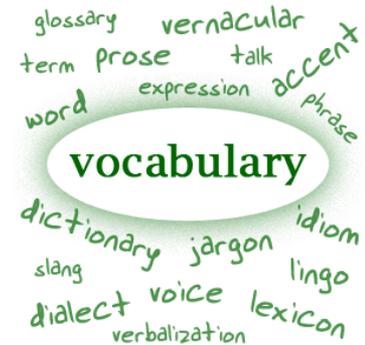
Richards and Schmidt (2002): "extensive reading is the activities of **reading in quantity to gain a general understanding what is read**" (p. 193).

Benefits of Extensive Reading



reading a lot of interesting texts

the language learners can learn new vocabulary



review old vocabulary

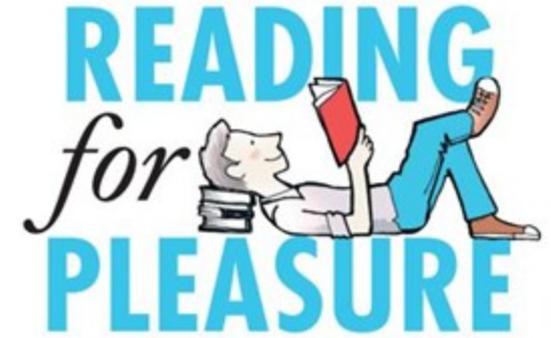
helps to improve the learners' reading competence as well as reading fluency.

Why is ER a good idea?

The purpose of extensive reading:

- for pleasure;
- general meaning;
- curiosity;
- and individual interest

(Day & Bamford, 1997; Hafiz & Tudor, 1989 cited in Hedge, 2000).



Nation (1997) described many benefits of extensive reading:

- The learners can learn individually at their own language proficiency level.
- The learners can choose the reading materials suitable for their interests.
- The students improve their reading ability.
- The learners are successful in reading and related skills such as writing, so they enjoy reading and language learning, and see the value of study of English.

Lueng (2002) investigated the impact of extensive reading.

- can enhance vocabulary acquisition and reading comprehension.
- promote a positive attitude toward reading.

Pigada and Schmitt (2006)

- The learners gained more vocabulary acquisition through extensive reading.

USING EXTENSIVE READING TO DEVELOP READING ABILITY AND MOTIVATION

CONTEXTS

The context of the People's Police University:

- English is an important subject.
- 260 periods (a period is 45 minutes) are taught.
- Students have to gain A2 (CEFR) - Common European Framework of Reference.
- They have to access the Interpol website to fulfill their study and their tasks.



USING EXTENSIVE READING TO DEVELOP READING ABILITY AND MOTIVATION

PROBLEMS

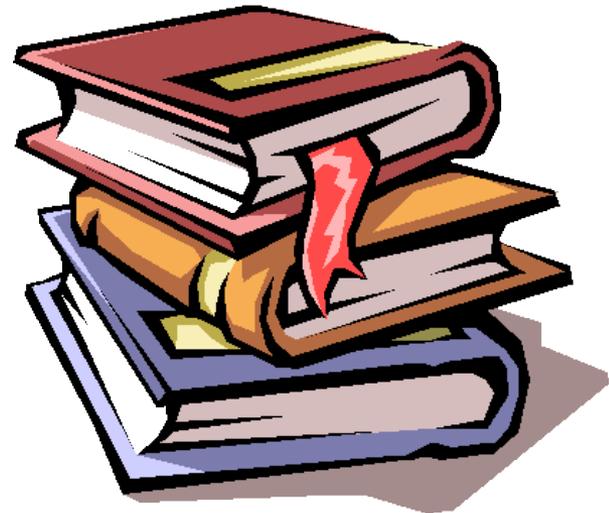
Most non-major English students PPU get many problems and difficulties for reading in English.

- Do not read much.
- Lack reading skills in comprehending texts.
- Do not have vocabulary development.
- Reading ability is quite low.
- Have low-motivation to read.
- The reading teaching method is based on translation method.

USING EXTENSIVE READING TO DEVELOP READING ABILITY AND MOTIVATION

THE PURPOSE OF RESEARCH

1. find out whether the extensive reading program can improve students' reading ability.
2. explore the students' reading motivation toward the extensive reading program.
3. investigate the students' opinions toward the extensive reading program.



USING EXTENSIVE READING TO DEVELOP READING ABILITY AND MOTIVATION

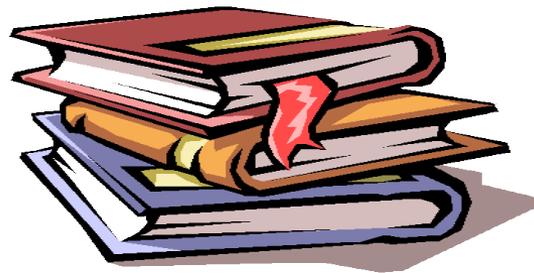
THE RESEARCH QUESTION

How does the extensive reading develop non-major English students' reading ability and motivation at the PPU's in Vietnam?

THE SUB-RESEARCH QUESTION

To what extent could extensive reading help to enhance students' reading motivation?

How do students feel about the use of extensive reading in their reading?



USING EXTENSIVE READING TO DEVELOP READING ABILITY AND MOTIVATION

Participants



42 second- year non-major English students in course D21S at the People's Police University in Vietnam.

The reasons:

- studying at the author's university
- the same age & speak Vietnamese as their first language
- have studied general English at higher level at PPU (with the same course book)
- studied in high school for seven years before entering to

Researching Instrument



to measure students' reading ability

Determine the Mean and Standard Deviation by the SPSS 16.0 for Window



Determine the motivation and attitudes

USING EXTENSIVE READING TO DEVELOP READING ABILITY AND MOTIVATION

Implementing - Procedure

- Introduce aims, goals and requirements
- Ask the students to participate voluntarily in the extensive reading program
- Pick up 42 voluntary participants randomly from 480 students PPU
- Divide into 2 groups (control group & experimental group)

Time: 8 weeks

Collecting data: before, during, and after the experiment

The steps in the extensive reading program:

USING EXTENSIVE READING TO DEVELOP READING ABILITY AND MOTIVATION

Implementing - Procedure

The steps in the extensive reading program:

Ask students to do the pretest and responded to Respondent's Background Questionnaire and the Reading Motivation Questionnaire.

Inform students the objectives of this study and the procedure of the eight-week extensive reading program.

Ask students to chose any books they wanted to read by themselves.

After finishing each book, the students filled in the book report form.

Meet with all students for 50 minutes during the class free time and shared ideas, gave some advices, and encouraged the students to read.

Ask students to do the posttest and completed the Reading Motivation Questionnaires and the ERP Evaluation Form.

Interview some students randomly.

Result:

Results and discussions from pre- and post-reading test



in both classes show the mean scores are about the same or approximate score.



The results from post-reading test are different between 2 classes.

the mean scores of experimental class were 7.29
the mean scores of control class were 6.14

Results and discussions from the Students' Reading Motivation toward the ER



The analysis of these results revealed that four categories of reading motivation have effected students' reading motivation.

The evidences as mentioned previously can be concluded that the extensive reading program helps students in increasing their reading motivation and students reading.

Results and discussions from interview



The results from the interview questions which related to students' attitudes toward extensive reading (ER) show that most of the students had a positive attitude toward ER by giving similar opinions with valued positive reading experiences: The students had gains in vocabulary and comprehension texts, their confidence were increased in reading English, they were also happy to be able to read much and longer English texts, and their spare time was used effectively when they took part ER.

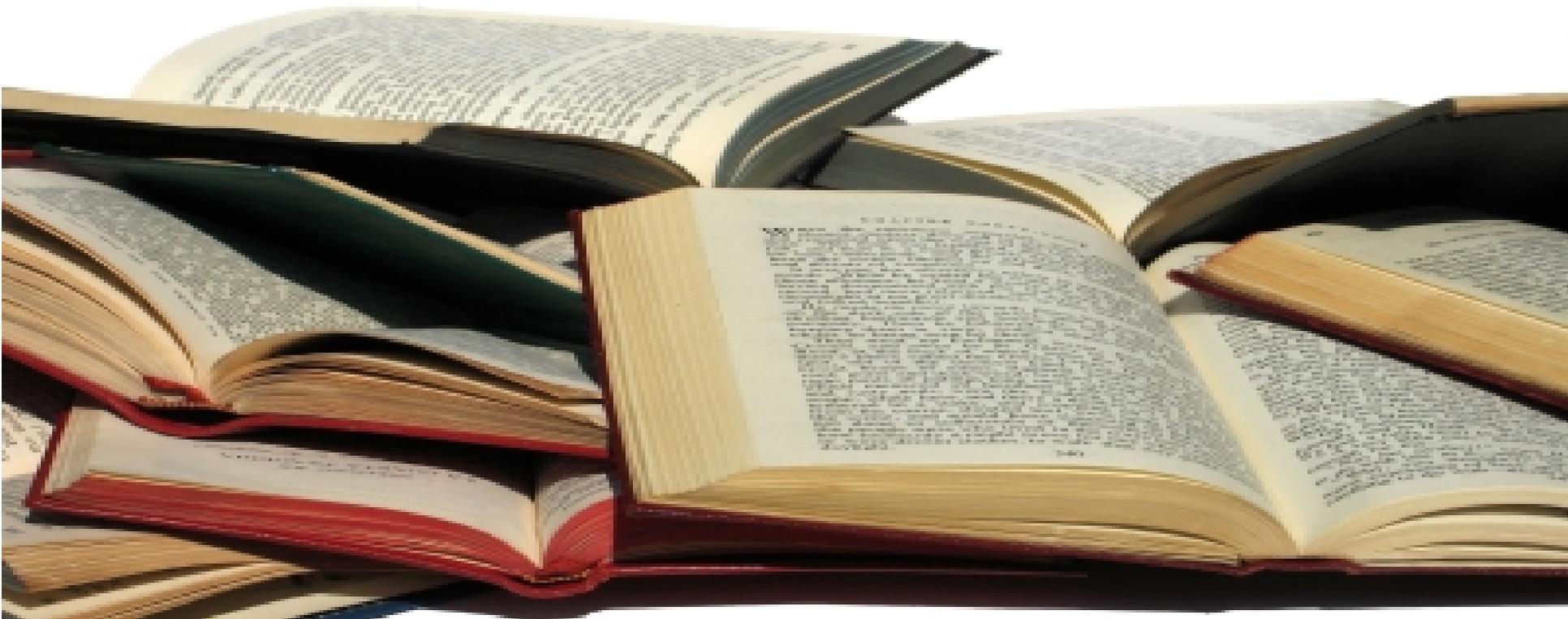
CONCLUSION

Students have developed their reading ability.

The extensive reading program helps students to improve their reading comprehension, and to gain more words.

The ERP helps students in increasing their reading motivation.

THANK FOR YOUR LISTENING



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