

Implementing EFL Extensive Reading for Thai Vocational Students

Runyarut Singkum^{a,*}, Apasara Chinwonna^b

^a runyarut.singkum@bncc.ac.th, Chulalongkorn University, Thailand

^b apasara.c@chula.ac.th, Chulalongkorn University, Thailand

APA Citation:

Singkum, R., & Chinwonnob, A. (2021). Implementing EFL Extensive Reading for Thai Vocational Students. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 208-239.

Received
24/08/2020

Received in
revised form
01/12/2020

Accepted
18/12/2020

Keywords
EFL Extensive
Reading,
vocational
students, English
reading
comprehension

Abstract

This study investigated the implementation of EFL Extensive Reading tasks and materials for Thai vocational students over ten weeks. Fifty-one students took the Test of English for International Communication (TOEIC) reading test before and after the implementation. Quantitative data were collected through the TOEIC reading test and extensive reading motivation questionnaire. The TOEIC reading test was used to investigate students' reading while the extensive reading motivation questionnaire was used to explore their motivation towards EFL Extensive Reading. Qualitative data were derived from the open-ended questions as part of the extensive reading motivation questionnaire. The results showed significant reading improvement and students reported positive motivation for the implementation of EFL Extensive Reading tasks and materials. Students reported their extrinsic academic compliance at the highest and extrinsic excel to read at the lowest. The study recommended that extensive reading tended to be an effective reading approach to improve reading comprehension, and that it should be integrated into teaching EFL reading for vocational students.

1. Introduction

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

A number of studies have suggested that extensive reading leads to the improvement of reading comprehension with students selecting books according to their own reading interests and reading at a comfortable and independent pace outside of the classroom. (Aka, 2019; Bahmani & Farvadin, 2017; Nakano, 2018; Shih et al., 2018; Suk, 2017). With respect to EFL readers, Aka (2019) suggested that adolescent EFL students could significantly enhance their reading abilities through an extensive reading program in that they were likely to start reading materials in a foreign language by themselves without a teacher's support due to the relatively easy and interesting reading materials. Many successful reading programs integrate the selection of reading materials that are accessible and pleasurable to readers (Birketveit et al., 2018). Reading a variety of materials will directly determine how much additional vocabulary students gain, how well their reading fluency develops, and how much other language skills improve (Nation & Waring, 2019). Reading motivation, then, is a key element asserting the effectiveness of ER on overall language proficiency (Day, 2010). Students who are engaged in extensive reading will become better with the target language if reading motivation for learning the second language is enhanced.

Extensive reading may assist Thai vocational students to promote reading comprehension, increase motivation for reading and become

active EFL readers. However, reading extensively, on its own, may not be adequate to better reading comprehension and motivation for EFL vocational students. A variety of meaningful extensive reading tasks and materials should also be redesigned to make them more suitable for the learning of a foreign language and reading for comprehension. Thus, this study aims to implement EFL extensive reading and explore motivation for extensive reading of Thai vocational EFL students.

2. RESEARCH QUESTIONS

1. What are the effects of extensive reading on reading comprehension of vocational students?
2. What are vocational students' motivations toward extensive reading?

3. THEORETICAL FRAMEWORK

Extensive Reading (ER)

Extensive reading focuses on reading fluency for meaning rather than focusing on the language. According to the Extensive Reading Foundation (2011), it is an approach in which people read at an adequate rate with enjoyment and comprehension. Grabe and Stoller (2011) defined extensive reading that students should read large amounts of materials at their own ability. Materials for extensive reading should be at the right level, which is at or below a given reader's level of language competence (Renandya & Jacobs, 2016). Students can choose reading materials based on their proficiency level and select texts that are interesting to them. In extensive reading, a teacher not only acts as a reader but also searches for ways to develop students' positive reading attitude, confidence and motivation. After completing reading, teachers should provide follow-up tasks and activities to monitor students' reading progress and engage them in further reading (Robb, 2015).

Research to date has provided empirical evidence that extensive reading is a promising instructional practice for improving students' language proficiency, including reading proficiency, vocabulary acquisition, and language awareness (Liu & Zhang, 2018). It not only enhances reading ability, linguistic competence, vocabulary, spelling and

writing (Grabe & Stoller, 2014) but also contributes to reading attitudes (Ro, 2013; Yamashita, 2015). Students who read extensively are likely to develop higher confidence and increase motivation for reading (Renandya & Jacobs, 2016). Extensive reading ultimately leads to foreign reading's motivation and attitude over time (Day, 2018).

In sum, extensive reading has become an alternative approach to teaching reading in which students choose reading materials for pleasure and information at their reading level as much as possible. There are three aspects most extensive reading scholars consider significant, which are (a) reading a large amount of text, (b) being meaning-focused with adequate comprehension, and (c) developing a faster reading rate (Renandya & Jacobs, 2016). EFL students who read extensively tend to attain reading improvement and motivation as they become more active readers.

ER and Reading Comprehension

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

Recently, there has been wide agreement among second language researchers and practitioners that language input is a key factor in language learning (Renandya & Jacobs, 2016). Reading comprehension can be improved if students are exposed to reading materials that are at an appropriate reading level. Extensive reading is an excellent way to provide

a lot of reading materials in a new language that are based on students' linguistic abilities. For this reason, extensive reading has an impact on English reading comprehension, and having appropriate extensive reading materials is an important factor in promoting reading comprehension. Renandya and Jacobs (2016) stated that the focus on easier reading materials facilitated students' enjoyment of large amounts of comprehensible language. Reading is an interactive process; it involves linguistic knowledge in the texts with the information from the reader's background knowledge in order to build the meaning of the reading materials (Grabe & Stoller, 2019). It is thus essential to mainly emphasize EFL extensive reading materials, as they provide opportunities for extensive readers to be exposed to language inputs and improve comprehension.

ER and Reading Motivation

Motivation has been described as the mental and emotional processes that influence people's decision to act and continue an action (Kirchhoff, 2013). Reading motivation is identified as the starting point of one's reading literacy and its most crucial component. Due to the increased amount of reading motivation, extensive reading begins and ends where students find the act of reading to be its own reward. Studies have found that students were likely to feel an increased motivation toward English learning because they could feel a sense of self-efficacy (Kurishita, 2018), and felt the pleasure and a sense of accomplishment when reading authentic materials with ease in extensive reading (de Burgh-Hirabe & Feryok, 2013; Ro, 2013). These ideas supported Mori's argument (2015) that motivation was essential to extensive reading because reading in a foreign language became a cognitively and linguistically challenging activity. Students will soon get bored and stop reading if they do not read interesting and enjoyable materials based on their motivational needs. In short, motivation is a key factor for a consistent long-term reading. Less motivated students are unable to sustain their reading activities (Renandya & Jacobs, 2016). It has been shown that students' motivation is strongly affected by the material offered (Birketveit et al., 2018) or motivational talks by well-known personalities who benefitted from

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

Extensive reading materials have been proposed as helpful factors to motivate readers (Day, 2018). Jacobs and Farrell (2012) and Suk (2016) argued that specific extensive reading tasks tended to sustain and increase students' motivation to read. Furthermore, interesting and enjoyable post-reading tasks and activities were proposed as essential boosters to enhance students' motivation (Renandya & Jacobs, 2016). Students were encouraged to read extensively, share their views, opinions, and feelings about the texts they read by writing short answers and engaging in discussion with their peers and teacher. According to Ro (2018), reading motivation could be a topic to challenge struggling students to find enjoyment in their extensive reading experiences through the teachers' guidance of extensive reading tasks. Teachers need to provide meaningful, interesting and relevant reading tasks, activities and materials to students inside and outside of the classroom.

4. METHODOLOGY

Context of the Study

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

The study implemented EFL Extensive Reading for Thai vocational students. A one-group pretest-posttest design was utilized in this study. The TOEIC reading test was conducted before and after the implementation of the ER program. After ten weeks of implementation, students were asked to take the same TOEIC reading test as a posttest, and report their opinions toward ER in an Extensive Reading Motivation Questionnaire.

Participants

The participants comprised fifty-one vocational students from the Computer, Information Technology, and General Management Departments who took the compulsory English course, English on the Job. They never took part in the extensive reading program so they were at the level of novice extensive readers. Their age ranged from nineteen to twenty-one years old, including thirty-seven males and fourteen females with elementary to mid-intermediate levels of English proficiency.

5. RESEARCH INSTRUMENTS

TOEIC Reading Test

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

The TOEIC reading test was used to assess vocational students' English comprehension due to certain realistic textual forms, such as reading business letters, memos, emails, and websites. According to Nishizawa and Yoshioka (2016) the TOEIC reading test has proven to be

highly reliable and appropriate for students with elementary and intermediate levels of English proficiency.

Extensive Reading Motivation Questionnaire

The Extensive Reading Motivation questionnaire was employed to explore vocational students' motivation towards extensive reading. The Extensive Reading Motivation questionnaire as developed by Suk (2015) was adapted and translated into Thai. After that, the back-translation method was applied in order to validate the translation of the extensive reading motivation questionnaire and ensure equivalency between English and Thai. It was conducted, as a posttest only, with all participants who read consistently throughout the study.

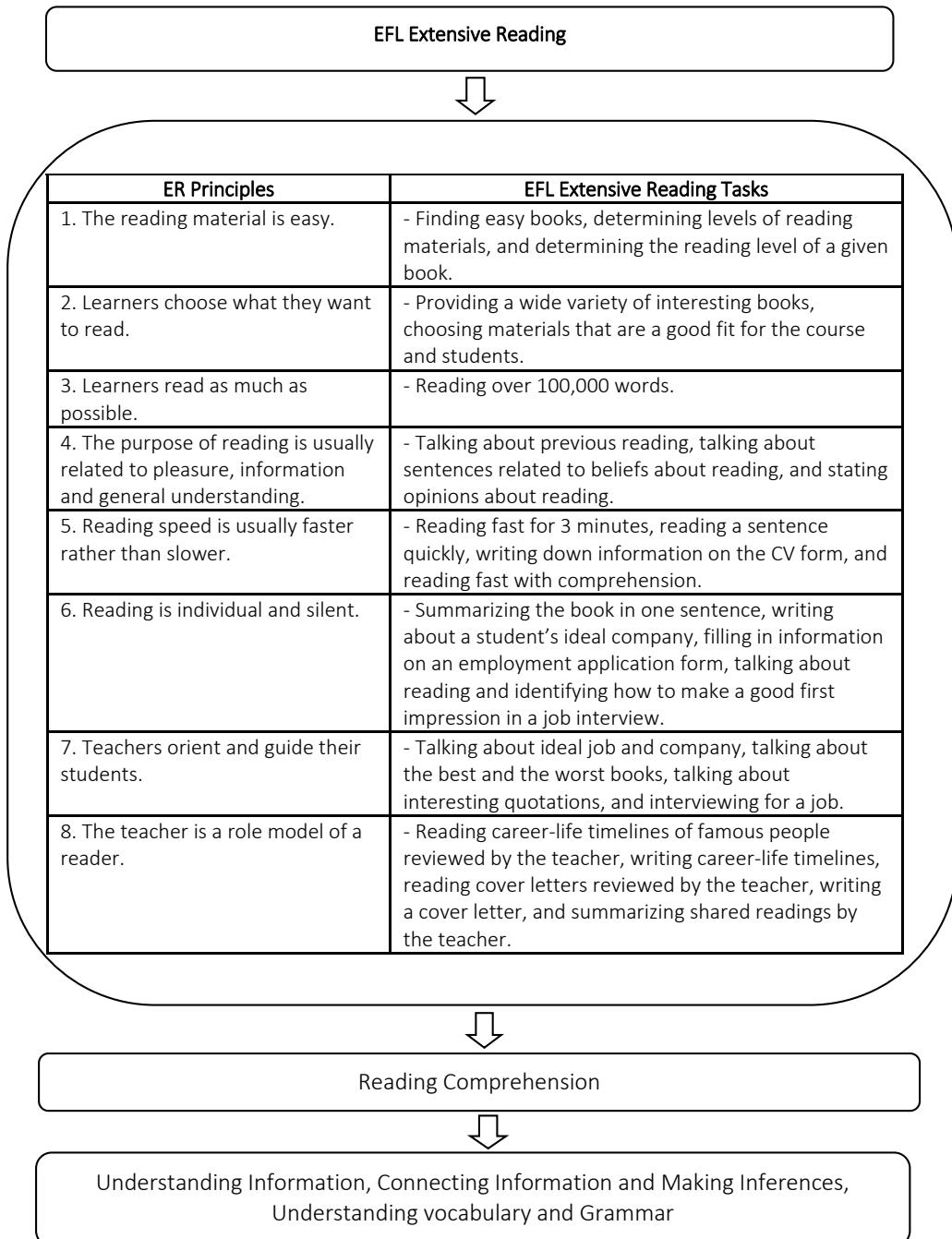
The questionnaire consisted of three parts that explored the background information about participants in Part 1 (8 items), motivation for reading in English in Part 2 (30 items), and opinions about extensive reading in Part 3 (2 items). The reliability of the extensive reading motivation questionnaire was 0.95 ($n = 56$), which indicated a high level of internal consistency for this questionnaire.

EFL Extensive Reading Tasks and Materials

EFL Extensive Reading was designed based on eight principles proposed by Day and Bamford (2002) and Day (2018) for the English on the Job course for vocational students, focusing on getting a job and communicating in the workplace. EFL Extensive Reading consisted of several tasks to promote reading extensively in each unit. There was a large quantity of reading materials, which were at different levels of language proficiency. Students were able to choose reading materials based on their interests and levels of language proficiency. These selected materials engaged students to read extensively in English, and read individually with comprehension, both in class and out of class. After they were exposed to reading materials, students were required to do EFL Extensive Reading tasks in order to encourage their participation and motivate reading. The tasks were diverse, including such things as reading questionnaires, reading logs, one-minute reading, shared reading, and reading rewards. Figure 1 presents the framework of EFL Extensive Reading in this study.

FIGURE 1.

EFL Extensive Reading



The EFL Extensive Reading tasks were designed to motivate students to read more through a positive reading environment. Examples of EFL Extensive Reading tasks are presented below.

EFL Extensive Reading Tasks

Prior to the implementation, students were introduced the concept of extensive reading, the benefits of extensive reading, and it was pointed out that EFL Extensive Reading involved no tests or quizzes. The focus was on the reason why students should engage in extensive reading and how important this kind of reading could be. Students then stated their opinions about reading after reading quotes and discussing their reading habits with their classmates. These tasks were intended to encourage students to clarify and reconsider their beliefs about reading. Figures 2 and 3 illustrate EFL Extensive Reading tasks.

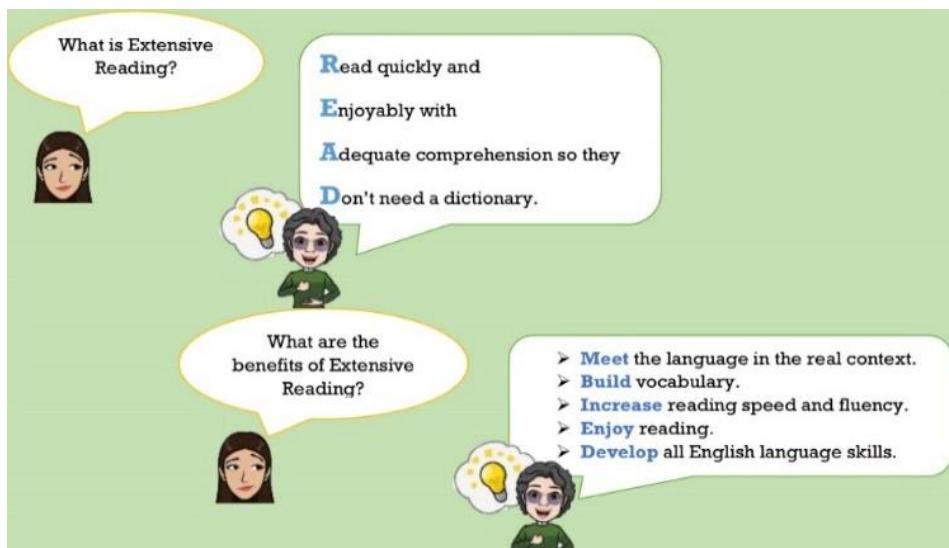


FIGURE 2. Concept and Benefits of Extensive Reading

I: State your opinions about reading
A: Read the sentences and choose three sentences you agree.

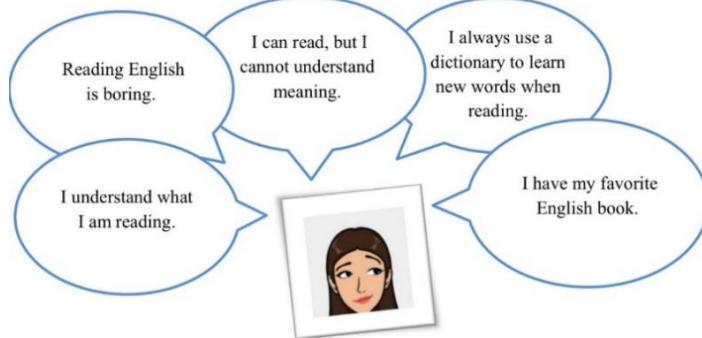


FIGURE 3. Stating Opinions about Reading

Students read three passages and complete the passages with some given words. The passages used in this task were chosen from the reading materials in this study. These tasks allowed students to read each passage and make a rough estimate of a comfortable level at which to begin reading. Figure 4 presents the task of determining the right reading level for this EFL Extensive Reading.

II: Determine reading level of a book
A: Complete the passage with the words given in the table.

Job interview		Level _____
head	prepare	interviewer
interview	company	 KNOCK OFF

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

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

FIGURE 4. Determining the Reading Level of Books to be Read

Students selected suitably easy books based on their interests and talked about the books with their partner. Before choosing, students learned how to choose an appropriate book. Then, they were allowed to look through books provided by teacher and find books they were interested in reading. Figures 5 and 6 illustrate this process.

Figures 5 and 6 illustrate this process.

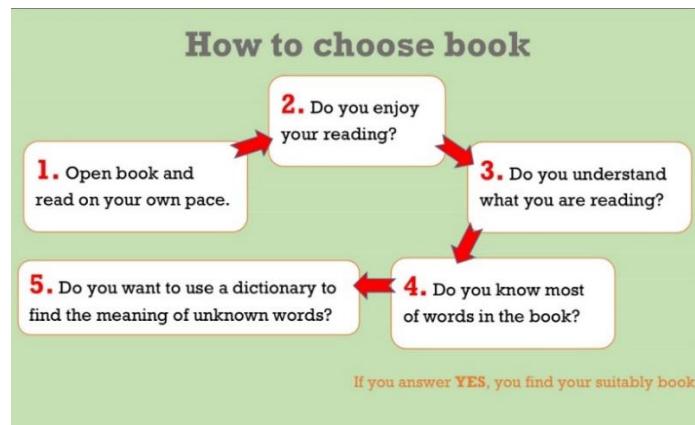


FIGURE 5. How to Choose a Book

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

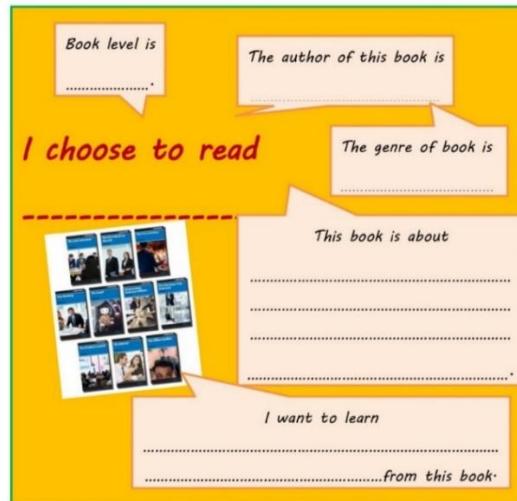


FIGURE 6. Selecting Books that Fit Reading Levels, Interests and Needs

EFL Extensive Reading Materials

There were a variety of graded readers (GRs) provided for students in this EFL Extensive Reading. The EFL Extensive Reading materials were selected based on the following criteria: (a) the content should be within participants' age and language level and (b) the topic should be related to jobs and workplaces for vocational students. The reading texts covered students' language proficiency ranging from 300 to 2200 words. These materials lead students to learn words and conversations from authentic contexts, which might help arouse their interest in reading more and developing comprehension (Appendix 1).

6. RESULTS

Effects of EFL Extensive Reading on Reading Comprehension

This study investigated the effects of EFL Extensive Reading on vocational students' reading comprehension. Students' pretest scores on the TOEIC Reading test were compared to their posttest scores after the implementation. According to the results of a paired sample t-test, the students gained significantly higher mean scores after the implementation ($t = 17.81$) with a medium effect size (Cohen $d = 0.62$). Table 1 shows that the students' pretest mean score was 7.08 ($SD = 2.42$), while their posttest mean score was 12.55 ($SD = 2.78$). These results indicate that the mean scores of the students' reading comprehension increased significantly after participating in the EFL Extensive Reading.

TABLE 1

Total Scores of Reading Comprehension Test (n=51)

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

* $p < 0.05$

In addition to report the overall mean scores, three aspects of reading comprehension were displayed for understanding information,

connecting information and understanding vocabulary and grammar. The results of students' pre-test and post-test mean scores on those three reading aspects were analyzed as shown in Tables 2 to 4.

TABLE 2

Results of Understanding Information Test Scores (n=51)

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

*p < 0.05

Table 2 shows the effects of EFL Extensive Reading on the vocational students' understanding information. According to the results of the paired sample t-test, the students achieved significantly higher mean scores after the implementation ($t = 9.86$) with a medium effect size (Cohen $d = 0.55$). Table 2 shows that their pretest mean score was 2.65 ($SD = 1.45$), while their posttest mean score was 4.63 ($SD = 1.20$). These results indicate that they increased their understanding of specific and factual information in tables and passages.

TABLE 3

Results of Connecting Information Test Scores (n=51)

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

*p < 0.05

Table 3 shows the effects of EFL Extensive Reading on vocational students' connecting information. According to the results of the paired sample t-test, students achieved significantly higher mean scores after the

implementation ($t = 8.27$) with a medium effect size (Cohen $d = 0.55$). Table 3 shows that students' pretest mean score was 2.27 ($SD = 1.34$), while their post-test mean score was 3.76 ($SD = 1.35$). These results indicate that students increased their ability to connect information across multiple sentences and make inferences based on information explicitly stated in texts, within text local inferences and across texts.

TABLE 4

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

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

* $p < 0.05$

Table 4 shows the effects of EFL Extensive Reading on vocational students' vocabulary and grammar. According to the results of the paired sample t-test, students achieved significantly higher mean scores after the implementation ($t = 9.63$) with a medium effect size (Cohen $d = 0.55$). Table 4 shows that students' pretest mean score was 2.16 ($SD = 1.33$), while their posttest mean score was 4.16 ($SD = 1.17$). These results indicate that students improved their understanding of vocabulary and grammar after the implementation of EFL Extensive Reading.

Extensive Reading Motivation

The Extensive Reading Motivation questionnaire aimed to explore vocational students' motivation towards extensive reading. It was distributed to gather quantitative and qualitative data. The quantitative data were collected and analyzed using descriptive statistics from the Extensive Reading Motivation questionnaire, while the qualitative data were collected using content analysis from the open-ended questions. The results of the questionnaire were analyzed and summarized in six dimensions, namely intrinsic motivation, extrinsic drive to excel, extrinsic

academic compliance, extrinsic test compliance, reading work avoidance, and extensive reading motivation in English.

TABLE 5

Overall Result of Students' Motivation Toward Extensive Reading

Dimensions of Motivation	Mean	Statements
1. Intrinsic motivation	2.65	I like reading in English to learn something new about people and things that interest me. (Mean = 2.90)
2. Extrinsic drive to excel	2.53	I want to be the best at reading in English. (Mean = 2.78)
3. Extrinsic academic compliance	2.81	I want to read in English as much as possible to improve my grades. (Mean = 3.10)
4. Extrinsic test compliance	2.68	I practice reading in English because I need to do well in my future classes. (Mean = 2.84)
5. Reading work avoidance	2.55	I don't like reading in English when the words are too difficult. (Mean = 2.76)
6. Extensive reading motivation in English	2.78	I enjoy reading interesting and easy stories in English. (Mean = 2.88)
Overall result	2.67	

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

The results of each item from the Extensive Reading Motivation questionnaire were displayed in Appendix. In addition to the open-ended content analysis, students' EFL extensive reading motivation was summarized with reference to intrinsic and extrinsic motivation.

Intrinsic Reading Motivation

The results of the Extensive Reading Motivation questionnaire revealed that students motivated themselves to read a lot of interesting and easy English materials with enjoyment (Intrinsic Motivation; Mean = 2.65, SD = 0.82, Extensive Reading Motivation in English; Mean = 2.78, SD = 0.79). Students experienced satisfaction from engaging in extensive reading. Students reported that extensive reading was beneficial because it

promoted English reading abilities. They were able to read faster and understand sentence structures through reading practices.

“I was able to read fluently and fast.” (Vocational student 17)

“Extensive reading increased my understanding of the story.” (Vocational student 50)

Although most participants stated that extensive reading was beneficial to improving their reading speed and comprehension, some of them had difficulty focusing on the story because of their low English reading proficiency. They expressed an unwillingness to read in English due to difficult words and the complicated plot of stories (Reading Work Avoidance, Mean = 2.55, SD = 0.90).

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

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

Two participants also mentioned that the reading materials did not match their interests or their fields of study. When they were bored of the materials, they were unable to concentrate on reading. They felt less interested in the provided materials, which hindered comprehension and decreased motivation to read English extensively.

“The materials were not interesting and suitable for me.” (Vocational student 18)

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

Extrinsic Reading Motivation

Even though it was shown that EFL Extensive Reading materials were not relevant to needs and language proficiency of some participants, it was observed that students had motivation to read extensively in English for good grades (Extrinsic Academic Compliance; Mean = 2.81, SD = 0.82), for good tests (Extrinsic Test Compliance; Mean = 2.68, SD = 0.82), and for good reading assignments (Extrinsic Drive to Excel; Mean = 2.53, SD = 0.86). Twelve participants noticed that they expected to be able to get better grades and a good job, and that extensive reading might help them

to receive a good grade in English reading courses and other English courses.

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

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

Besides receiving good grades and good jobs, extensive reading relies on the teacher’s support to engage them in extensive reading. Participants stated that their classmates and teacher supported their reading by guiding them through effective reading strategies and motivating them to read with better comprehension.

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

“I enjoy reading with others. My friends were always supportive and my instructor helped to explain more about things that I did not understand.” (Vocational students 14 and 41)

To sum up, the results of the Extensive Reading Motivation questionnaire indicate that students’ motivation to read extensively did not largely depend on intrinsic motivation, which was to have motivation to read a lot of interesting and easy materials in English with enjoyment, read in English due to difficult words and complicated plot of stories, and read extensively in English if the reading materials were easy and interesting. However, the interesting and appropriate extensive reading activities seemed to have contributed to facilitating intrinsic motivation among the students. Moreover, the results suggest that the students’ motivation to read extensively did not largely rely on extrinsic motivation, which was to have motivation to read extensively in English for good reading assignments, for good grades, and good tests. The extensive reading program which provides a grade for the reading assignment seemed to have contributed to facilitating extrinsic motivation among the students. This extrinsic motivation provided a sense of accomplishment and helped participants sustain their motivation to read extensively. For this reason, students participated in reading in order to get high scores for extensive reading.

DISCUSSION

The Design of EFL Extensive Reading for Vocational Students EFL Extensive Reading Tasks and Materials

EFL extensive reading promoted reading comprehension and motivation among vocational students. According to the result of this study, vocational students gained significantly higher scores on the TOEIC reading test after the implementation. This result supported previous studies (Aka, 2019; Bahmani & Farvadin, 2017; Nakano, 2018; Shih et al., 2018; Suk, 2017) who found that extensive reading was an effective reading approach to improving reading comprehension. An ER implementation process consisting of three phases, which are (a) planning how you want to structure ER, how you want to motivate and monitor students' reading progress, (b) implementing how it will be done and tracked, and (c) reflecting feedback on students' ER experience at the end of semester (Elturki & Harmon, 2020). In this EFL extensive reading, it provided a large amount of reading materials that were at different levels of language proficiency and relevant to the knowledge needed for getting a job and communicating in the workplace. Students were able to read those provided reading materials independently in class and out of class.

EFL extensive reading tasks and materials engaged students and exposed them to conversations and dialogues from real contexts such as meeting, writing emails, dealing with conflict, or launching new products, which might help them to develop their English reading comprehension. Those materials included essential content in which students needed to engage to acquire the necessary skills and knowledge used to assess their English reading comprehension in the TOEIC reading test due to certain realistic forms, such as reading business letters, memos, emails, and websites. For this reason, Thai vocational students had enhanced understanding information in tables and passages including negative factual information, connecting information across multiple sentences, making inferences based on information explicitly stated in texts, and understanding vocabulary and grammar. Moreover, students received peer and teacher support when performing extensive reading tasks. They were encouraged to gain exposure to a range of reading materials in and out of classroom and completed various follow-up tasks. They shared their

views, opinions, and feelings about the texts they read by writing short answers and engaging in discussion with their peers and teacher. Students tended to be more deeply engaged in extensive reading when they were able to interact with meaningful tasks and materials through this constructive reading environment.

It is clear that a selection of reading tasks and materials based on students' interests within their levels of language competence is essential. Calman (2018) postulated that reading was more pleasurable if readers had an interest in the selected materials. As the previous study of Day (2018) and Nation and Macalister (2020) argued, a successful extensive reading program must provide books that students are interested in reading or those books that will improve their interest in reading. Students seem to be motivated to take tasks more seriously and enjoy being a reader more fully when they are able to access reading materials based on their individual interests (Stoller, 2015). Providing a wide range of appropriate reading materials facilitated students to become more intrinsically interested in extensive reading and enhance their English reading comprehension. Foreign language readers at any language level should read an interesting easy book with a variety of topics extensively. Bahmani and Farvardin (2017) claimed depending on whether students selected easier or harder extensive reading materials, they might obtain more or less results in task comprehension. The result of this study was in line with the study by Birketveit et al., (2018) in that readers' performance was strongly affected by guided self-selected materials. Therefore, teachers should provide accessible and pleasurable materials for effective extensive reading programs.

In sum, the study showed the design of EFL extensive reading tasks and materials for vocational students that enhances reading comprehension as well as reinforces the need for a broad range with regard to both vocational disciplines and language levels. Most EFL extensive reading tasks in this study were designed to guide students in relation to reading a lot with better comprehension. Those tasks were likely to encourage students to be accountable for their own reading, to bring sense of excitement for reading extensively, and to significantly motivate them to read a variety of textual forms for vocational students, such as business letters, memos, emails and websites.

EFL Extensive Reading Motivation

The results of the Extensive Reading Motivation questionnaire indicate that students were intrinsically motivated because they engaged in extensive reading for their own sake to gain a large amount of words and improve their reading ability. They felt satisfied when they learned previously unknown words related to conversational English or spoken English expressions encountered in reading materials. They were also satisfied when they were able to understand materials with a personal interest in English. These results were consistent with the claim of Nation and Macalister (2020) that graded readers became essential reading materials in order for students with elementary and intermediate levels to read English extensively. Graded readers were the most suitable texts for students to read extensively (Liu & Zhang, 2018) as they helped improve reading skills and vocabulary as well as understand other cultures (Kim, 2019). This is especially true since the contents were simplified for foreign language students. They reported that reading easy materials helped them expand their knowledge about the world and learn good things from the reading. As they became more involved in their reading materials, their intrinsic reading motivation might change over time. This involvement made them continue reading and enjoy reading individually and silently.

Another lower level of reading motivation was founded in that it might be due to students' intrinsic motivation. Their reading motivation was likely to be controlled by external forces. For example, some students reported that insufficient time for reading had a negative influence on the amount of effort they made to read extensively. Students who read more difficult materials tended to be less motivated. Having the opportunity to access materials more aligned with their abilities and interests might consequently overcome this time limitation.

In addition to the extrinsic reading motivation for EFL vocational students, students were extrinsically motivated since they perceived extensive reading as useful for achieving their goals of receiving better grades and procuring better jobs. Extensive reading as a course requirement is a moral matter (Ro, 2018) that students participated in order to be good students and good readers. Weatherford and Campbell (2016) postulated that reading assessment was essential; however, its

tools and methods should be selected to suit students' reading requirements. Moreover, there was an increasing evidence that students needed assessments connected to their reading (Robb, 2015), with simple execution and rapid feedback (Stoeckel et al., 2012). In this study, the amount of reading materials was counted as a part of the course evaluation. Teacher and students created an environment for extrinsic reading motivation to read a lot by giving some kind of evaluation with respect to a course grade, as suggested by Day (2018), Mori (2015), and Renandya et al., (2020). This extrinsic reading motivation offered a sense of accomplishment and helped students sustain their motivation to read extensively. This result also aligned with the assertion of Nation and Macalister (2020) that rewards, such as reading certificates or full marks for the quantity of reading completed, should be another way of motivating students. The reading reward system in this EFL extensive reading was set up in order to motivate students to read extensively. They participated in reading because they were going to get high scores in the course as well as expectations of a better job in the future.

Explicit follow-up extensive reading tasks served to endure students' intrinsic and extrinsic motivation for reading. Students stated that they felt a sense of enjoyment when they shared interesting stories and received feedback from their peers and teacher after reading. This reading motivation led to a sense of accomplishment and encouraged them to continue reading extensively. Jacobs and Farrell (2012) and Suk (2016) concluded that specific extensive reading tasks sustained and increased students' reading motivation; therefore, some interesting and enjoyable post-reading tasks might add to motivate students to read more.

CONCLUSION AND IMPLICATIONS

EFL Extensive Reading materials engaged students and exposed them to conversations and dialogues from real contexts, promoting English for their career and communication in real life. Students learned vocabulary words and conversations from real preferred contexts, which might help to arouse students' interest in reading more and assist in developing their reading comprehension. Moreover, students received peer and teacher support when performing EFL Extensive Reading tasks. Students were able

to share their views, opinions, and feelings about the texts they read by writing short answers and engaging in discussion with their peers and teacher. With respect to the extensive reading motivation, students were intrinsically motivated because they gained a large amount of vocabulary, improved their reading ability, expanded their knowledge about the world and learned good things from the reading. Moreover, they were extrinsically motivated because of the belief that extensive reading could help them receive better grades and acquire better jobs. The number of words students read was included in their grades. This extrinsic motivation provided a sense of accomplishment and encouraged them to continue their extensive reading.

Vocational students are teenagers with individual identities of their own. Scrivener (2017) suggested that teenage students, in particular, should have opportunities to select reading materials from up-to-date and relevant sources, and that teachers should provide tasks and materials for these young teenagers. They will put effort into reading materials they are interested in and tasks that are specifically applicable to their future jobs. Meaningful extensive reading tasks and materials should be added to teach reading in a foreign language in relation to EFL intrinsic and extrinsic reading motivation. Vocational students should be free to select reading materials based on their personal interests and proficiency levels, and read individually at their own pace. Having a teacher who orients and guides them to keep track of what they read, and who encourages them to read more and achieve valuable things from reading, is an essential element of a successful EFL Extensive Reading (Elturki & Harmon, 2020). Most importantly, applicable extensive reading tasks and materials contributes to support low to intermediate proficiency readers' reading enjoyment, growth, value and confidence in professional development.

ACKNOWLEDGEMENTS

This work was supported by Teaching English as a Foreign Language (International Program), Faculty of Education, Chulalongkorn University.

ABOUT THE AUTHOR(S)

Runyarut Singkum: an M.Ed. student in Teaching English as a Foreign Language (International Program), Faculty of Education, Chulalongkorn University, Bangkok, Thailand.

Apasara Chinwonno: an Assistant Professor from Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University, Bangkok, Thailand.

REFERENCES

Aka, N. (2019). Reading performance of Japanese high school learners following a one-year extensive reading program. *Reading in a Foreign Language*, 31(1), 1-18.

Bahmani, R., & Farvardin, M. T. (2017). Effects of different text difficulty levels on EFL learners' foreign language reading anxiety and reading comprehension. *Reading in a Foreign Language*, 29(2), 185-202.

Basaraba, D., Yovanoff, P., Alonso, J., & Tindal, G. (2013). Examining the structure of reading comprehension: Do literal inferential, and evaluative comprehension truly exist? *Reading and Writing*, 26, 349-379.

Birketveit, A., Rimmereide, H. E., Bader, M., & Fisher, L. (2018). Extensive reading in primary school EFL. *Acta Didactica Norge*, 12, 1-23.
<http://dx.doi.org/10.5617/adno.5643>

Calman, R. (2018). The influence of bibliographies and book displays on motivation for extensive reading. In M. Brierley & T. E. Bieri (Eds.), *Extensive Reading World Congress Proceedings*, 4, 276-284.

Day, R. R. (2010). *The benefits of extensive reading (ER)*.
<http://www.oupe.es/es/ELT/supplementary-material/Readers/bookworms/Recursos%20Destacados/the%20benefits%20of%20extensive%20reading.pdf>

Day, R. R. (2018). Extensive reading. In J. I. Liontas, T. International Association & M. DelliCarpini, (Eds.), *The TESOL encyclopedia of English language teaching* (pp.1-7). <https://doi.org/10.1002/>

9781118784235.eelt0472

Day, R. R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136–141.

Day, R. R., Bassett, J., Bowler, B., Parminter, S., Bullard, N., Furr, M., Prentice, N., Mahmood, M., Stewart, D., & Robb, T. (2016). *Extensive reading – into the classroom (revised edition)*. Oxford University Press.

De Burgh-Hirabe, R., & Feryok, A. (2013). A model of motivation for extensive reading in Japanese as a foreign language. *Reading in a Foreign Language*, 25(1), 72-93.

Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (pp. 51-93). International Reading Association.

Educational Testing Service. (2017). *TOEIC listening and reading test*. <https://www.ets.org/s/toeic/pdf/toeic-listening-reading-sample-test-updated.pdf>

Elturki, E., & Harmon, E. (2020). Systematic integration of extensive reading in the curriculum: Strategies and resources. *TESOL Journal* 11(3). <https://doi.org/10.1002/tesj.517>

Extensive Reading Foundation. (2010). *Guide to extensive reading*. The Extensive Reading Foundation. https://erfoundation.org/wordpress/wp-content/uploads/2013/08/ERF_Guide.pdf

Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading* (2nd ed.). Routledge.

Grabe, W., & Stoller, F. L. (2014). Teaching reading for academic purposes. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed., pp. 189-205). Heinle Cengage.

Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading* (3rd ed.). Routledge.

Jacobs, G., & Farrell, T. S. C. (2012). *Teachers sourcebook for extensive reading*. Information Age.

Kim, M. (2019). The perceptions of students and teachers on the practice of assessment in extensive reading. *English Teaching*, 74(4), 179-203.

Kirchhoff, C. (2013). L2 extensive reading and flow: Clarifying the relationship. *Reading in a Foreign Language*, 25(2), 192-212.

Kurishita, N. (2018). The effect of extensive reading teaching methodology on English learners' motivation at public junior high schools in Japan. In M. Brierley & T. E. Bieri (Eds.), *Extensive Reading World Congress Proceedings*, 4, 171-181.

Liu, J., & Zhang, J. (2018). The effects of extensive reading on English vocabulary learning: A meta-analysis. *English Language Teaching*, 11(6), 1-15.

Mori, S. (2015). If you build it, they will come: From a "Field of Dreams" to a more realistic view of extensive reading in an EFL context. *Reading in a Foreign Language*, 27(1), 129-135.

Nakano, T. (2018). Implementing extensive reading in Japanese as L2 environment: A case using Facebook to build a reading community. In M. Gobert (Ed.), *Proceedings of the 3rd World Congress on Extensive Reading* (pp. 69-78). Extensive Reading Foundation.

Nation, I. S. P., & Macalister, J. (2020). *Teaching ESL/EFL reading and writing* (2nd ed.). Routledge.

Nation, I. S. P., & Waring, R. (2019). *Teaching extensive reading in another language*. Routledge.

Nishizawa, H., & Yoshioka, T. (2016). Longitudinal case study of a 7-year long ER program. In M. Gobert (Ed.), *Proceedings of the 3rd World Congress on Extensive Reading* (pp. 28-40). Extensive Reading Foundation.

Renandya, W. A., & Jacobs, G. M. (2016). Extensive reading and listening in the L2 classroom. In W. A. Renandya, & H. P. Widodo (Eds.), *English language teaching today* (pp. 97-110). Routledge.

Renandya, W. A., Day, R. R., Anandari, C. L., & Ivone, F. M. (2020, July 2). *The power of extensive reading: Linking theory and practices*. <https://www.youtube.com/watch?v=QADrQeNQ3t8>

Ro, E. (2013). A case study of extensive reading with an unmotivated L2 reader. *Reading in a Foreign Language*, 25(2), 213-233.

Ro, E. (2018). Understanding reading motivation from EAP students' categorical work in a focus group. *TESOL Quarterly*, 52, 772-797. <https://doi.org/10.1002/tesq.426>

Robb, T. (2015). Quizzes-a sin against the sixth commandment? In defense of M. Reader. *Reading in a Foreign Language*, 27(1), 146-151.

Scrivener, J. (2017). *Learning teaching: The essential guide to English language teaching*. Macmillan Education.

Shih, Y. C., Chern, C. I., & Reynold, B. L. (2018). Bringing extensive reading and reading strategies into the Taiwanese junior college classroom. *Reading in a Foreign Language*, 30(1), 130-151.

Stoeckel, T., Reagan, N., & Hann, F. (2012). Extensive reading quizzes and reading attitudes. *TESOL Quarterly*, 46(1), 187-198.

Stoller, F. L. (2015). Viewing extensive reading from different vantage points. *Reading in a Foreign Language*, 27(1), 152-159.

Suk, N. (2015). *Impact of extensive reading in a Korean EFL university setting: A mixed methods study* [Unpublished Doctoral Dissertation]. Northern Arizona University.

Suk, N. (2016). Teacher and student perceptions of extensive reading activities. *Modern English Education*, 17(1), 69-88.

Suk, N. (2017). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading Research Quarterly*, 52(1), 73-89.

The Basic Education Commission. (2008, July 11). *The basic education core curriculum B.E. 2551 (A.D. 2008)*. <http://www.act.ac.th/document/1741.pdf>

Weatherford, Y., & Campbell, J. (2016). An evaluation of progress measurement options for ER programs. In M. Gobert (Ed.), *Proceedings of the 3rd World Congress on Extensive Reading* (pp. 55-68). Extensive Reading Foundation.

Yamashita, J. (2015). In search of the nature of extensive reading in L2: Cognitive, affective, and pedagogical perspectives. *Reading in a Foreign Language*, 27(1), 168-181.

APPENDIX 1**EFL Extensive Reading Materials (N = 50) Included in the Study**

Publisher	Title	Headwords	Words
HCP	First business trip overseas	613	5,280
HCP	The email	507	5,265
HCP	Entertaining overseas-visitors	626	5,530
HCP	The first week on the job	536	4,745
HCP	The mentor	725	5,600
HCP	The job interview	660	4,850
HCP	The presentation	553	4,495
HCP	The product launch	575	5,125
HCP	The office conflicts	596	5,460
HCP	The meeting	493	4,495
HCP	10 ways to choose your career	376	2,696
HCP	10 ways to influence people	327	2,309
HCP	10 ways to be smart online	425	2,593
HCP	10 ways to work in a team	365	2,628
HCP	10 ways to be productive	376	2,559
HCP	10 ways to control your emotions	376	2,485
HCP	10 ways to achieve work-life balance	388	2,250
HCP	10 ways to solve problem	388	2,664
HCP	10 ways to manage money	374	2,189
HCP	10 ways to be assertive	389	2,565
HCP	10 ways to be environmentally friendly	457	2,490
HCP	10 ways to organize a trip	472	2,696
HCP	10 ways to control your emotions	362	2,463
HCP	10 ways to solve problems	412	2,663
HCP	10 ways to be creative	423	2,598
HCP	10 ways to collaborate	400	2,783
HCP	10 ways to communicate	400	2,650
HCP	10 ways to learn English	400	2,649
HCP	10 ways to make friends	400	2,689
HCP	10 ways to manage money	450	2,370
HCP	10 ways to manage stress	400	2,783
HCP	10 ways to negotiate	400	2,813
HCP	10 ways to speak in public	400	2,783
HCP	10 ways to succeed in an interview	400	2,799
HCP	10 ways to think critically	400	2,694
ITYTP	A business trip to New York	700	5,679
ITYTP	Enjoy your business trip	1600	6,086
ITYTP	Dressed for success	-	6,381
ITYTP	Salary man secrets!	-	4,632
ITYTP	Haruna's story (Part 1)	700	3,156
ITYTP	Haruna's story (Part 2)	700	5,635

Publisher	Title	Headwords	Words
ITYTP	Marcy's bakery	1100	3,981
CPT	All or nothing	550	4,425
PW	Who was Steve Jobs?	-	7,292
PW	Who is Bill Gates?	-	7,882
CSJ	From an idea to Nike	-	-
CSJ	From an idea to Google	-	-
NG	Butler school	1300	-
NG	Making a deal	1300	1,317
NG	A Chinese artist in Harlem	2200	2,105

Note HCP - HALICO creative publishing, ITYTP - I Talk You Talk Press, CPT – Cengage Page Turners, PW - Penguin Workshop, CSJ – C.S.Jennings, NG – National Geographic

APPENDIX 2

Table 6

Students' Motivation Toward Extensive Reading According to Intrinsic Motivation

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

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

Table 7*Students' Motivation Toward Extensive Reading According to Extrinsic Drive to Excel*

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

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

Table 8*Students' Motivation Toward Extensive Reading According to Extrinsic Academic Compliance*

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

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

Table 9*Students' Motivation Toward Extensive Reading According to Extrinsic Test Compliance*

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

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

Table 10*Students' Motivation Toward Extensive Reading According to Reading Work Avoidance*

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

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

Table 11*Students' Motivation Toward Extensive Reading According to Extensive Reading Motivation in English*

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

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