

The Implementation of a Large-scale Online Extensive Reading Program in Thailand—From Decision-making to Application

Mintra Puripunyavanich

mintra.p@chula.ac.th, Division of English for Business, Language Institute, Chulalongkorn University, Thailand

APA Citation:

Puripunyavanich, M. (2022). The implementation of a large-scale online extensive reading program in Thailand—From decision-making to application. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 320-360.

Received 11/08/2021	Abstract This study explores the implementation of a large-scale online extensive reading program (ERP) at a university in Thailand. The program was integrated into two English foundation courses in one academic year and consisted of over 5,000 freshmen and 60 teachers. In-depth interviews were conducted with three administrators who were decision-makers, one ERP coordinator, and 10 classroom teachers. The results reveal that these stakeholders played their parts in making the ERP implementation successful. Also, five factors in successful ERPs, including the integration of extensive reading into the curriculum, the availability of reading materials, the institution-level support, teacher's roles, and the use of an online platform were present in this ERP. Suggestions to newcomers who plan to implement an ERP are also provided.
Keywords extensive reading (ER), online extensive reading, program implementation	

Introduction

When teaching reading in an English course, an intensive reading (IR) approach is commonly adopted due to its focus on the instruction of grammatical structures, vocabulary, and reading strategies, which can help students do well on their examinations. On the other hand, extensive reading (ER), which encourages students to read a great number of easy books that match their language proficiency levels and interests to build students' reading fluency and speed, is usually not integrated.

Despite the popularity of IR, there has been an increasing number of teachers and institutions that have incorporated ER into their English courses in the past ten years in Asia. ER is flourishing in Japan which could partially be because ER scholars and advocates actively promote and provide continuous support to teachers in setting up their extensive reading program (ERP) (Renandya et al., 2020). Studies on ER have been conducted in Japan (Cote & Milliner, 2015; Milliner & Cote, 2015; Milliner, 2021), Korea (Kwon et al., 2017), Taiwan (Tien, 2015), and Indonesia (Anandari & Iswandari, 2019).

In Thailand, research interests in ER have received some attention since the 1990s and ERPs have been integrated into English courses at primary and secondary school, and university levels (Puripunyavanich, 2021). Studies on ERPs have been conducted at primary and secondary schools (Charumanee, 2014; Maipoka & Soontornwipast, 2021; Satitporn, 1995) and universities (Pratontep, 2007; Puripunyavanich, 2021; Tamrakitkun, 2010). Puripunyavanich's (2021) is the only study that investigates students' attitudes toward online ER with the integration of the Xreading virtual library in a large-scale ERP within Thailand. The majority of previous studies have focused on the effects of ER on students' English language proficiency or attitudes toward ER. Successful ERPs tend to show positive attitudes to ER and higher gains in English test scores. ERPs, especially the large-scale, institutional level ones, require significant support from the stakeholders involved, including the institution's administrators, ERP coordinators, and classroom teachers. However, the investigation of the large-scale ERP implementation that examines the institutions' policies, administration, and classroom practice, is still forthcoming. Recognizing the important roles that such

stakeholders play in successfully implementing a large-scale ERP, this study, thus, aims to examine what they did to build a successful implementation. This study also presents advice for newcomers who plan to implement an ERP.

Research Questions

The research questions are as follows:

1. Prior to the ERP implementation, what were the administrators' reasons for supporting the program and expectations of the implementation?
2. What did the program coordinator and teachers do during the ERP implementation?
3. Based on their experience of this ERP, what advice would the stakeholders give to others who plan to implement an ERP?

Literature Review

Extensive Reading Programs (ERPs)

When doing ER, students read large amounts of very easy and enjoyable reading materials that match their language proficiency levels to build their reading speed and fluency (Extensive Reading Foundation (ERF), 2011). Davis (1995) defines an ERP as a class library scheme incorporated into an English course to enable and encourage students to extensively and silently read for pleasure without being tested. In reality, however, when an ERP is integrated into a course, ER activities are often assessed to increase students' reading motivation (Kim, 2019; Macalister, 2015; Nation & Waring, 2020; Ng et al., 2019; Puripunyavanich, 2021; Tamrakitkun, 2010).

According to Day (2015, p.296) "there is no single approach to the practice of extensive reading" and the reading can be done inside and outside the classroom through ER (Day & Bamford, 1998). ERPs can generally be categorized into the stand-alone and integrated types. The stand-alone ERPs are not part of the curriculum and follow the traditional ER approach that focuses on reading extensively for pleasure, without it being assessed. Integrated ERPs are linked to the curriculum with assessment on reading. They can be implemented as a separate course, part of other skill courses, an addition to an existing course, an extra-

curricular activity, during the homeroom period, self-study, and with a supervisor (Renandya & Day, 2020).

Many successful ERPs seem to follow the 10 principles of ER proposed by Day and Bamford (2002). Day's (2015) survey on 44 ERPs in countries such as New Zealand, Malaysia, Taiwan, Korea, and Japan between 1998 and 2015 reveals that these three principles were most frequently adopted: *Principle 3: Learners choose what they want to read* (38 ERPs), *Principle 4: Learners read as much as possible* (36), and *Principle 2: A variety of reading material on a wide range of topics is available* (35). They highlight that the quantity of reading, the interest of readers, and a variety of reading materials remain central to the ERP implementation.

Day and Bamford (2002, pp.139-140) suggest two principles that focus on the teacher's role: *Principle 9: Teachers orient and guide their students* and *Principle 10: The teacher is a role model of a reader*. Principle 9 suggests that students be introduced to ER to understand what it is and what they should do. Also, teachers should provide guidance and keep track of students' reading. Principle 10 indicates that teachers are also readers who set an example for their students.

In Thailand, previous studies have shown that ERPs are integrated into the curriculum and as part of the existing courses (Charumanee, 2014; Maipoka & Soontornwipast, 2021; Puripunyavanich, 2021; Tamrakkitkun, 2010). This practice of having an ERP incorporated into the curriculum and the existing courses in tandem with the five principles identified by Day (2015) and Day and Bamford (2002) are evident in the ERP at the university where this study was conducted.

Factors in Successful Implementation of ERPS

Prior to setting up an ERP, institutions and teachers should also be aware of some main concerns about ER in order to prepare themselves for handling or eliminating any issues that might occur. Renandya et al. (2020) list the top ten implementation issues that often occur in ERPs: limited time, lack of relevant reading materials, delayed impact of ER, legitimacy issue, lack of support from school leaders, limited knowledge about ER, no personal experience with ER, lack of motivation, limited professional development opportunity, and the ER principles are too demanding.

The following three studies have investigated factors that contribute to successful ERPs (Anandari & Iswandari, 2019; Kwon et al., 2017; Robb & Kano, 2013). These programs have shared one common factor which is the integration of ER into the curriculum. For instance, in Anandari and Iswandari's (2019) study, school administrators allowed all teachers to incorporate ER in their classes, while the administration implemented ER over the whole General English curriculum in Robb and Kano's (2013) study. Middle schools in Kwon et al.'s (2017) study integrated ER into their regular curriculum by making the ER results part of performance assessment.

Other factors that are common in two out of the three studies include the availability of reading materials, institution-level support, teacher's roles, the use of online platforms, and parents' awareness of literacy. Regarding the availability of reading materials, in Robb and Kano's (2013) study, the university library supported the ERP by purchasing and managing the graded readers. However, the library at the school where Anandari and Iswandari's (2019) study was conducted could not buy graded readers due to financial limitations. Thus, the teacher had to use any English books available in the library, and discovered that some low proficiency students struggled because such books did not match their proficiency. Availability of reading materials is an issue in implementing ERPs, particularly in low-resourced schools; thus, some ER scholars have introduced websites that offer free reading materials (Renandya et al., 2020; Robb, 2018; see Appendix A).

The institution-level support includes administrative facilitation in the ERP by handling and reporting the final grade to the teachers (Robb & Kano, 2013). Schools also provided incentives such as events, awards, and snacks for promoting students' ER habits (Kwon et al., 2017).

In the ERPs, teachers seemed to play an important role in motivating their students to read because they themselves also read and recommended books to their students (Anandari & Iswandari, 2019) and regularly monitored their students' reading (Kwon et al., 2017).

When using online platforms, the MoodleReader (M-Reader.org)¹ program was used to assess students' reading so as to not increase the teachers' workloads (Robb & Kano, 2013). Reading Gate (readinggate.com)² was employed in Kwon et al.'s (2017) study. The teachers reported that the online program enabled them to encourage their students to read because the system allowed them to monitor

students' reading and enabled students to read at anytime and anywhere.

In terms of the parents' awareness of literacy, it was found that parents who regularly read near their children at home could increase the children's engagement with reading and could engage well in the ERP (Anandari & Iswandari, 2019). Also, parents needed to realize the importance of literacy and what they could do to support their children's literacy development (Kwon et al., 2017). It should be noted that this factor is not explored in the present study.

Table 1 shows the six factors that can lead to the successful implementation of ERPs in the aforementioned studies.

TABLE 1 *Factors Contributing to Successful ERPs*

Factor	Robb and Kano (2013)	Kwon et al. (2017)	Anandari and Iswandari (2019)
1. Integration of ER into the curriculum	✓	✓	✓
2. Availability of reading materials	✓		✓
3. Institution-level support	✓	✓	
4. Teacher's roles		✓	✓
5. Use of online platforms	✓ (M-Reader)	✓ (Reading Gate)	
6. Parents' awareness of literacy		✓	✓

Teachers' Roles in the ERP Implementation and Perceptions of ER

Whether the implementation of an ERP is initiated by institutions (i.e., administrators), or individual teachers, it is the classroom teacher who plays an important role in implementing and shaping the ERP in their classroom. Milliner and Cote (2015) emphasized that teachers were the ones who raised students' awareness of the benefits of doing ER, encouraged students to read, and provided software training and support throughout the program. Ro (2016) explored how two teachers' classroom practices affected their students' L2 reading motivation and

the number of pages the participants read over the semester. It was discovered that students who were socially involved with a variety of ER activities in every class seemed to appreciate pleasure reading, which seemed to influence their intrinsic motivation for reading. Students who were consistently reminded that ER helped improve their English skills and that they were responsible for reading a certain number of words seemed to appreciate the extrinsic value of ER.

Regarding the teachers' perceptions, Chang and Renandya (2017) discovered that 119 L2 teachers in nine Asian countries with the majority coming from Vietnam, Indonesia, Taiwan, South Korea, and Japan strongly believed that ER was important and effective in developing students' overall language and reading. Zhou and Day (2021) found that six university teachers in the U.S. had positive attitudes toward online ER, reporting that Xreading helped their students develop the reading habit, making them enjoy and continue reading. Also, the teachers frequently mentioned two challenges: technical issues in managing the website and the lack of a variety of books.

Methodology

This study is a qualitative inquiry in which in-depth semi-structured interviews were employed to obtain the data.

Context of the Study

The present study was conducted at a large public university in Bangkok, Thailand. The university's Language Institute is responsible for teaching compulsory and elective English courses in all programs at all faculties, except the Faculty of Arts. All freshmen from 18 faculties are required to complete two foundation English courses: Experiential English (ExpEng) I and II, which concentrate on reading, writing, listening, and speaking skills. In the 2020 academic year, 5,395 and 4,916 students enrolled in and 63 and 72 teachers taught the two courses respectively.

Implementation of the ERP

In the 2020 academic year, the ExpEng I and II courses were revamped to make them more suitable and manageable for online

teaching during the COVID-19 pandemic. As part of redesigning the courses, the Director of the Language Institute who was keen on promoting reading initiated the ERP implementation with the Xreading integration. She thought that Xreading would be an ideal platform for students to develop their English skills anytime and anywhere. As a result, the ERP was implemented in both courses and external reading assignments were assigned as self-study activities. This ERP was managed by the Language Institute and involved over 5,000 students and 60 teachers. Two full-time teachers were assigned to be the ERP coordinators. Their responsibilities included setting up Xreading user accounts for students and teachers, answering users' questions, solving simple technical problems, and contacting the website's administrator when technical problems arose. Also, they designed reading assignments and rubrics used in the program.

In the the ExpEng I course, there were two assignments: the Read and Review (RR) and Reading Marathon (RM). RR amounted to 4%, and required students to read one book of at least 3,000 words, take the book quiz with a passing score of 60%, and write a book review of over 25 words. RM amounted to 6% in the first semester and 10% in the second semester since it was the only reading assignment. It required students to read either one or several books with the total word count of over 18,000 words and over 20,000 words in the first and second semesters respectively, and pass the book quiz(zes) with a minimum score of 60%. In both semesters, the ERP lasted for 12 weeks. Noticeably, book quizzes and book reviews were used to assess students' reading and ensure that they would take ER more seriously. In the ExpEng II course, only the RM assignment was continued to keep the assignment simple.

Xreading

Xreading (xreading.com) is an online library and a learner management system (LMS). A license grants unlimited access to all graded readers, audio narration, and post-reading quizzes. Over 1,400 graded readers from leading ELT publishers are available and can be accessed by multiple users at the same time via electronic devices anywhere and anytime. Additionally, the LMS allows teachers to monitor their students' reading progress and assess their reading as the website

shows students' reading speeds, total words and number of books read, total reading time, quiz results, which ease the management and assessment of ERPs for teachers. Finally, the annual subscription rate per user is relatively low (390 baht per user per one academic year) compared to buying a large collection of reading materials sufficient for 5,000 students. Thus, Xreading perfectly suited the demands of the large-scale ERP implementation in terms of having a variety of texts and levels, ease of access, the ability to track and monitor the amounts read and reading comprehension. It is also ideal for institutions that have budget for a license subscription but a limited storage space. A screenshot of the Xreading library is in Appendix B.

Procedures

Ethical Approval

Ethical approval from the university's Research Ethics Review Committee for Research Involving Human Subjects was obtained prior to conducting the research.

Sampling Method and Participants

Purposive sampling was employed to select the participants for the semi-structured interviews to obtain data from key decision-makers (the administrators), an ERP coordinator, and classroom implementers.

To explore the ERP implementation at the policy and administrative levels, the Vice President of the Office of Academic Affairs, the Director of the Learning Innovation Center, the Director of the Language Institute, and one of the ERP coordinators were invited to participate in a one-on-one semi-structured interview on Zoom. These three administrators were selected because they were involved in making the decision to implement the ERP.

There were two ERP coordinators, the author and her colleague. To avoid researcher bias, the author's colleague was invited to share his experience in administering the ERP in the interview.

To investigate the classroom implementation level, five Thai and five foreign instructors were invited to participate in one-on-one semi-structured interviews to represent the mixed teacher population. All of

these 10 teachers taught the ExpEng courses in the 2020 academic year, and the total average words read of their students in their sections in the two courses were the highest in the Thai and foreign instructor groups (see Appendix C).

Instrument

One-on-one semi-structured interviews were suitable for obtaining insights from individuals and allow interviewees to elaborate on issues being investigated (Dörnyei, 2007). A total of 14 in-depth one-on-one semi-structured interviews were conducted with the stakeholders involved with the ERP implementation.

There were eight interview and one follow-up questions for the administrators, nine questions for the coordinator, and eleven main questions and eight follow-up questions for the teachers. Although the questions for the three administrators were the same, some parts in question 6 were changed to make the question more relevant to the unit being interviewed. The questions were translated into Thai and approved by the three experts in the field of reading and ER, using the Item Objective Congruence (IOC). The interview questions are in Appendices D-H.

All of the 14 interviews were conducted on Zoom in Thai with the Thai interviewees and English with the foreign interviewees. The interviews with the administrators and coordinator took approximately between 40 and 60 minutes, and approximately between 60 and 80 minutes with the teachers. After the interviews were transcribed verbatim, the Thai interview transcripts were translated into English by the researcher.

Data Analysis and Validation

The data were analyzed based on themes which became the topics in the Results section. In order to establish credibility of the findings, member checking was employed to validate the findings (Creswell, 2013). Parts of the interview transcripts used for direct quotes and the relevant findings were emailed to all participants to check the accuracy.

Results

This section reports the findings in three phases—before (RQ 1), during (RQ 2), and after the ERP implementation (RQ 3).

RQ 1: Prior to the ERP implementation, what were the administrators' reasons for supporting the program and expectations of the implementation?

Decision-making at the Policy Level

This section highlights three aspects involved in making the decision to implement the ERP: reasons for supporting the ERP with the Xreading integration, expectations of the ERP implementation, and support provided by the administrators.

Reasons for Supporting the ERP with the Xreading Integration

All three administrators—Vice President of the university's Office of Academic Affairs (VPAA), Director of the Learning and Innovation Center (DLIC), and Director of the Language Institute (DLI)—viewed Xreading as an innovative instrument for an ERP that could promote students' English skills development. Both VPAA and DLIC supported the ERP because it is the university's responsibility to support innovations and resources for teaching and learning. Also, DLIC thought that learning English only in class was insufficient to develop English skills.

VPAA:

The Learning and Innovation Center supports teachers to use international innovations for teaching and learning. We perceive that Xreading is a new platform that can promote reading in English among our students.

DLIC:

I'm aware that our students' opportunity to learn English cannot be limited to classroom learning only, especially during the pandemic. Our Center's responsibility is to provide academic resources that support our students' learning, and Xreading is a platform that can potentially enable students to develop their English skills.

DLI's reasons for supporting the ERP included her desires to integrate technology into English language teaching and encourage students to read more, the convenience of Xreading, insufficient budget for a book purchase, and a lack of a storage space.

DLI:

Xreading is a love at first sight because I personally have always wanted to integrate technology into English language teaching and promote reading. I want the students to read a lot because they will automatically acquire vocabulary and sentences that they can use. Xreading has a lot of graded readers that students can choose and makes reading easy and convenient. Students can read anywhere and anytime. Unfortunately, we don't have enough budget to buy a lot of graded readers for every freshman and space to store all the books. So, Xreading is exactly what we've been looking for.

Expectations of the ERP Implementation

All three administrators expected improvement in students' English skills as shown in the following excerpts:

VPAA:

We expect our students to have better English skills and be competent L2 English users in communication and professions like students in other EFL countries.

DLIC:

My expectations are divided into an output and an outcome. Regarding the output, I want students to maximize the use of Xreading, emphasizing the quantity, including the number of books read and the frequency of the website usage. For the outcome, I'd like to see how the ERP helps improve students' English skills, so there should be some kind of assessment to measure the improvement.

As this unit funded the ERP, some evidence that showed measurable benefits for the LIC's investment in the ERP was expected.

DLI:

I want students to enjoy learning English and reading and to know that English can be learned outside the classroom through other materials, not only the course book. Through Xreading, they can develop their English skills by reading a lot, assess their own reading comprehension by taking quizzes, and self-monitor their reading by checking their reading data, all of which promote autonomous learning.

Besides the improvement in students' English skills, DLI expected the ERP to encourage the students to become autonomous learners who would be responsible for improving their skills outside of class through reading extensively.

Support Provided by the Administrators

Interestingly, all administrators focused only on financial support when talking about the support they could provide to sustain the ERP. Both VPAA and DLIC were willing to continue supporting the ERP with the integration of Xreading because it is part of building future leaders and the program incorporates a learning innovation that promotes ER. Both DLIC and DLI agreed that the budget to support the ERP should be secured at the Language Institute in the near future to sustain the program in the long run because promoting the students' English abilities is one of the Language Institute's main missions.

RQ 2: What did the program coordinator and teachers do during the ERP implementation?

Besides presenting the results on what the program coordinator and teachers did to implement the ERP, this section also reports their perceptions of Xreading, and the support they needed to facilitate and successfully implement the ERP.

The ERP Administration

This section looks at the coordinator's experience of the ERP administration, challenges and solutions, perception of Xreading, and desired support from the Language Institute.

ERP Administration

Although it was his first time administering a large-scale online ERP, the coordinator felt it was relatively easy to manage because Xreading was easy to use.

The Xreading system is quite complete and everything is automated, so it wasn't difficult to manage. The President of Xreading, Paul Goldberg, demonstrated the system and guided us through the setup process. Then we could do it ourselves. The process is really simple if we have all the Excel files of students and teachers' information ready. So, I think anyone can do it.

Top Three Challenges and Solutions

Despite the Xreading's ease of use, the coordinator experienced some challenges, which could be expected from someone new to the system. First, as a coordinator, he had to learn how to (1) set up user accounts and assignments because the system was new and (2) use the system as a student and teacher. Second, he had to try to thoroughly understand how the system works so he could explain it to the users. Finally, sometimes he received questions about the system and technical problems that he could not answer.

He resolved these issues by familiarizing himself with the system, and keeping his explanations simple by focusing on the key points when communicating with the users so they could understand and did not feel discouraged to use Xreading. Finally, he consulted Xreading staff about complicated technical issues and always received useful advice and solutions.

Perception of Xreading

The coordinator thought that Xreading was a useful website that is easy and convenient to use as a user and a program coordinator.

It's really user-friendly for both the users and coordinators. Also, it has a variety of books and a summary of reading data. It is particularly useful for students of all levels who enjoy reading as they don't have to go to the library to read and Xreading has books of all proficiency levels.

Support Needed to Facilitate the Administration

The only support the coordinator needed from the Language Institute was the preparation of complete students and teachers' information in spreadsheet format for the account setup. He felt that he received sufficient support to help him work smoothly.

The Classroom Implementation

This section explores what happened in the classrooms where the ERP was implemented and a lot of reading was done.

Although only two teachers (Darika and Stephen) had some previous experiences of ER and eight teachers were completely new to the ERP implementation, all 10 teachers understood what ER was. Seven teachers (Phurit, Darika, James, Stephen, Britney, Adam, and Kevin) thought that ER was important and could help students develop their English and reading skills.

Britney: Extensive reading is an opportunity for students to improve their language skills, grammar, vocabulary, and etc., and also to help with their reading fluency and reading speed.

Classroom Management of the ERP

Before explaining the external reading assignments and how to use Xreading to their students, all 10 teachers familiarized themselves with the website. They browsed through the website, and some went through some graded readers and listened to the audios. Then, in class, they briefly demonstrated how to use the website and its different features, and informed their students to contact the ERP coordinators if they had any questions or problems regarding Xreading.

All teachers assigned the reading assignments to be done out of class because they preferred to cover the course book materials in class, and they let their students choose the books themselves. However, two teachers (Phurit and Stephen) also provided some recommendations for choosing books.

Teachers' Efforts in Motivating Students to Read

At the beginning of the semester, five teachers (Phurit, Darika, Britney, Adam, and Kevin) explicitly told students why reading extensively was good and how they would benefit from it. Throughout the semester, all 10 teachers repeatedly reminded students to complete the assignments and regularly checked their reading progress. Five teachers (Patcha, Darika, James, Adam, and Kevin) kept telling their students how easy it was to get 10% from the assignments. One teacher (Stephen) created a reading competition called “Xreading Champion” in his sections to encourage the students to start reading well in advance before the deadline and to keep reading after they had completed the assignment.

Students' Challenges and Teachers' Solutions

This section presents the challenges that some students in some teachers' sections experienced. The teachers themselves did not experience any challenges with the implementation. However, some teachers reported challenges that their students encountered, especially in the first semester when the ERP and Xreading were totally new to them. Two commonly identified challenges included technical issues and not receiving credit for books read when the students exceeded the reading speed limit. Table 2 provides detailed information. Three teachers (Keerati, Stephen, and Britney) did not have any problems in their classes.

TABLE 2

Students' Challenges and Teachers' Solutions

Challenges encountered by students	Solutions provided to students
1. Technical issues caused by unfamiliarity with the system, e.g., accidentally clicking on “return book” before finishing reading and not being able to reread that book (Phurit, Korn, and Kevin)	Answering students' questions and advised they consult the FAQ file or contact the coordinators
2. Not getting credit for books read	Reminding students to pay attention to the

faster than the set reading speed limit (Patcha, Darika, James, and Adam)	speed limit
3. Missing the deadline (Darika)	Regularly reminding students of the deadline
4. Having no time to complete the assignments (Phurit)	Telling students that the assignments were easy to do and get full points, and they could spare 15-20 minutes per day on reading
5. Choosing books that were too difficult (Kevin)	Providing some suggestions on how to choose books that are appropriate to their levels

Perceptions of Xreading

Generally, all 10 teachers liked Xreading for the following reasons: the variety of graded readers, the automated system, ease of use, the allowance of freedom of choice, and the inclusion of graded readers' audio narration. The following excerpts present their views.

Seven teachers (Phurit, Darika, Keerati, Korn, Stephen, Britney, and Kevin) liked that Xreading has a variety of graded readers.

Phurit: The variety of graded readers on Xreading enables students to explore books they enjoy reading.

Six teachers (Patcha, Darika, James, Stephen, Britney, and Adam) liked that everything on Xreading is automated. All the information that the teachers needed for the assessment was readily available on the website, so they did not need to calculate the quiz scores and words read or compile any data by themselves.

Britney: I like that everything is automated. This is beneficial to both students and teachers as students don't need to compile or input any additional data upon completing assignments, and it cuts grading time down for teachers also as the data is automatically compiled.

Five teachers (Phurit, Darika, James, Britney, and Kevin) thought that Xreading was easy to use. Phurit and Kevin particularly liked the website's user-friendly interface, thinking that it is simple and straightforward.

Kevin: I think overall it has a very user-friendly interface, very straightforward and easy to use. I didn't get any complaints on using the website from the students.

Two teachers (Britney and Adam) liked that the external reading assignments through the integration of Xreading provided students with freedom of choice. Students could decide what, when, and where they wanted to read.

Adam: Students were given independence and freedom in choosing what they read, where and when they read and did the assignments.

Two teachers (Keerati and Korn) liked the audio narration because it allows students to listen to the story while reading and practice pronunciation.

Keerati: Many students told me they loved the audio narration because they enjoyed listening while reading the story and could learn how words are pronounced.

Support Needed for the Successful ERP Implementation

During the ERP implementation in the 2020 academic year, the Language Institute provided administrative support to the course teachers, so they did not have to create Xreading user accounts, design assignments, or handle technical problems. All 10 teachers expressed that they received sufficient support from the Language Institute and that having everything set up and managed by the ERP coordinators helped them a lot.

Factors Contributing to the Successful ERP Implementation

This section summarizes the five factors leading to the successful ERP implementation identified in Table 1 that were present in this ERP based on the present study's findings. First, the ERP was integrated into the curriculum as part of the foundation courses for freshmen. Second, over 1,400 graded readers with various genres and levels were available for the students to read on Xreading. Third, the institution-level support was also evident as the university funded the ERP and the Language

Institute assigned ERP coordinators to set up and administer the ERP. The fourth factor regarding the teacher's roles revealed that all teachers regularly monitored their students' reading progress and reminded the students to complete their reading assignments. Furthermore, some teachers informed their students of the benefits of doing ER, also read themselves, and recommended books to their students. Finally, the ERP used Xreading as an online platform.

RQ 3: Based on their experience of this ERP, what advice would the stakeholders give to others who plan to implement an ERP?

This section presents advice on getting support from the institution's administrators, and administering and implementing an ERP in the classroom.

Getting Support from the Institution's Administrators

All three decision-makers wanted to support the ERP. They unanimously agreed that opportunities to develop and improve the students' English language abilities should be extended beyond the classroom; thus, they perceived the ERP integrated with Xreading could provide such opportunities to students. The ERP implementation was made possible because the administrators acknowledged the program's capability to help them accomplish the university's mission of creating future leaders and lifelong learners who are competent English users at the global level.

Newcomers might examine their institution's policy to check if developing English reading skills is emphasized. If so, they can use evidence from previous studies to convince the administrators to support an ERP.

Administering an ERP

This study has revealed that a large-scale online ERP could be implemented by integrating Xreading because the platform is easy to use and has both the library of graded readers and LMS. These aspects truly eased the ERP implementation.

Based on the coordinator's positive experience, he recommended the following:

I'd recommend any institutions, especially schools and kindergartens, to implement an ERP and use Xreading if they have budget and manpower to administer the program because students will definitely benefit from ER. I believe the love of reading should be cultivated since students are very young.

His positive experience and recommendation seem to suggest that the ERP with the Xreading integration could be considered as students could benefit from doing ER and Xreading makes it easy for institutions to manage an ERP.

Implementing an ERP in the Classroom

The way teachers implement an ERP in their classes can determine the success of the program as shown in the previous section. In this section, the teachers provided the following advice:

1. Students should be explicitly informed of the benefits of doing ER. Four teachers (Phurit, Britney, Adam, and Stephen) thought that raising students' awareness of reading extensively was crucial.
2. Teachers should regularly monitor the students' reading progress, remind them to do their reading, and check in with them to see if they have any problems or need help with anything (Patcha, Britney, Stephen, and Kevin).
3. Xreading should be considered for the ERP implementation because it has both a library of graded readers and an LMS that monitors and assesses students' reading (Darika).
4. If Xreading is used in the ERP, it is important for teachers to familiarize themselves with the website so they can explain to their students how to use it effectively (Korn, Adam, and Kevin).
5. The teacher and students could set a weekly reading goal for the whole class to help the students read on a regular basis to complete the reading assignments before the deadlines (James).

6. Small group discussions can be done in class to allow students to share with their friends about their reflections on their favorite books (Keerati).
7. In order to encourage students to read, teachers should be reader role models for their students (Phurit).

Discussion and Conclusion

This study examines the implementation of a large-scale online ERP at a public university in Thailand. The program involved over 5,000 freshmen and 60 teachers in two English foundation courses and used Xreading as a platform for students to do external reading assignments. The study's findings revealed that the actions of the administrators, a coordinator, and classroom teachers did could determine the success of the ERP implementation. Five factors, including the integration of ER into the curriculum, the availability of reading materials, the institution-level support, teacher's roles, and the use of an online platform were present and contributed to the successful ERP implementation in this study (see also Anandari & Iswandari, 2019; Kwon et al., 2017; Robb & Kano, 2013).

At the policy level, the findings showed that the administrators' support and approvals enabled the creation of the ERP (Anandari & Iswandari, 2019). All three administrators supported the students' development of English abilities. Thus, newcomers should examine their institutions' policies to explore possibilities for obtaining funding for an ERP. Furthermore, the Language Institute's decision on integrating the ERP into the English foundation courses gave the program a place in the curriculum (ERF, 2011; Kwon et al., 2017; Robb & Kano, 2013).

At the administrative level, it was found that the coordinator's first-time experience of administering an ERP was relatively smooth due to the sufficient support he received from the Language Institute and the completeness of Xreading. The website was really easy to use and set up user accounts and reading assignments; thus, he recommended the ERP implementation with the integration of Xreading. Similarly, Robb and Kano (2013) suggest integrating technology into large-scale ERPs and highlight the program administration's role in facilitating teachers.

At the classroom implementation level, all 10 teachers understood the concept of ER, and seven of them realized the importance of ER and thought that it could help students develop their

language and reading competence (Chang & Renandya, 2017). They managed the classroom ERP implementation by familiarizing themselves with Xreading, demonstrating their students how to use it (Milliner & Cote, 2015), and providing the ERP administration team's contact email. Teachers used different ways to motivate their students to read. Some explicitly informed the benefits of doing ER, while others told their students how easy it was to get the full 10% from the assignments. Other studies also emphasize informing students of the benefits they would get from doing ER (Day & Bamford, 2002; Milliner & Cote, 2015; Ro, 2016; Zhou & Day, 2021). Using scores to assess students' reading seems effective for motivating them to read (Puripunyavanich, 2021; Tamrackitkun, 2010). Furthermore, all 10 teachers regularly reminded their students to complete the assignments and checked their reading progress. This regular monitoring of students' reading resulted in students' active participation in ER (Kwon et al., 2017).

Unlike Zhou and Day's (2021) results, no teachers in this study reported any challenges with the ERP implementation. Three teachers did not experience any problems, and eight teachers mentioned only challenges their students encountered. Technical issues and an excess of the reading speed limit were the two challenges commonly identified by some teachers. Also, it was revealed that all teachers liked Xreading because of the variety of graded readers, the automated system, ease of use, the allowance of freedom of choice, and the inclusion of graded readers' audio narration. The online system enabled teachers to track students' reading activities and allowed students to read anytime and anywhere (Kwon et al., 2017). Similarly, Robb and Kano (2013) suggest that teachers can use online platforms to confirm that their students had completed their reading. Unlike what Zhou and Day (2021) found, the teachers in this study thought that Xreading had a variety of graded readers. A variety of reading materials contribute to making ERPs successful (Day, 2015; Day & Bamford, 2002), and evidence from this study is in consistent with Kim's (2019) findings which reported that teachers liked graded readers because they offered various topics and genres.

Furthermore, the teachers reported that they received sufficient support from the Language Institute and liked how the ERP coordinators managed the program. Some advice, in addition to what has already been presented in the classroom management and ways to increase

students' motivation, for newcomers were provided. First, integrating Xreading into an online ERP should be considered because it has a library and LMS. Second, a weekly reading goal can be set for the whole class to encourage students to read on a regular basis (Milliner, 2021). Third, small group discussions can be done in class to allow students to share their opinions about their favorite books with their friends. Students could be more engaged in reading if they had opportunities to share their ideas (Kim, 2019). Finally, teachers should be role-model readers for their students (Anandari & Iswandari, 2019; Day & Bamford, 1998, 2002).

Pedagogical Implications

Based on the study's findings, this section presents suggestions to make the implementation of large-scale online ERPs successful in three categories: pedagogy, people, and resources. Pedagogically, ERPs should be integrated into the curriculum (ERF, 2011; Kwon et al., 2017). If ER is made optional, it is highly likely that only motivated students will do it (Nation & Waring, 2020). Puripunyavanich's (2021) findings support this suggestion as it was revealed that 50% ($N = 178$) of the participants would not continue reading if the assignments were not required in the foundation courses. Furthermore, students' reading in ERPs should be assessed in some ways (Anandari & Iswandari, 2019; ERF, 2011; Kim, 2019; Macalister, 2015; Nation & Waring, 2020; Ng et al., 2019). Finally, scores for doing ER activities should be allocated to acknowledge students' effort and motivate them to read (Puripunyavanich, 2021; Tamracketkun, 2010).

As for people, administrators, program coordinators, teachers, and students should be involved in the institutional context. This study has shown that it took more than just teachers and students to make a large-scale ERP successful. First, administrators should provide support by approving the program, integrating ER into the curriculum, and allocating a budget for it. Second, there should be program coordinators to set up and manage the program, provide assistance to students and teachers, and design reading assignments and rubrics. Third, teachers play a significant role in making the program successful. Thus, they should (1) have a clear understanding of ER and its benefits to developing students' language abilities; (2) explicitly explain to their students what ER is, its benefits (Day & Bamford, 2002), and assignments; (3) regularly

monitor their students' reading progress and check in with them to see if they need help; (4) familiarize themselves with the platform used in the program so they can use it effectively and explain how to use it to their students (Milliner & Cote, 2015), and (5) be reader role models who read extensively (Anandari & Iswandari, 2019; Day & Bamford, 2002). Finally, students should be given opportunities to read what they enjoy at their own convenience (Puripunyavanich, 2021).

Following the Extensive Reading Foundation's (2011) suggestions and this study's findings, a few recommendations regarding the resources are proposed. First, funding for ERPs should be available. If ERPs are to be sustained, a portion of annual budget must be allocated to support the programs. Also, a variety of reading materials on a wide range of topics and at appropriate levels should be available. This aspect has been emphasized repeatedly because providing students with a variety of choices means they can explore their reading interests, select what they truly want to read, enjoy reading, and feel motivated to continue their reading. Finally, ERPs should have systems for cataloging, labeling, checking out, recording and returning reading materials. These tasks are taken care of on Xreading; thus, it takes a lot of hassle away for online ERPs.

Future Research

This study explores actions of the administrators, an ERP coordinator, and classroom teachers that contributed to the successful implementation of the ERP, but does not investigate the role of parents. However, research shows that home literacy is also important for promoting ER (Anandari & Iswandari, 2019; Kwon et al., 2017), and parents should be involved (ERF, 2011). Future research could explore what parents can do to promote ER at home. Although research also shows that what teachers do with the students in class is equally important in motivating them to read (Anandari & Iswandari, 2019; Milliner & Cote, 2015; Ro, 2016), this study does not examine factors that motivate students to read. Thus, the teacher's role in motivating students' reading may be worth investigating further.

Acknowledgements

This research was funded by Chulalongkorn University Language Institute. The author wishes to thank her research assistant and participants. Appreciation is extended to Prof. Dr. Rob Waring for providing encouragement and constructive feedback as well as editing this manuscript.

About the Author

Mintra Puripunyavanich: A lecturer in the Division of English for Business at Chulalongkorn University Language Institute. She serves as Chair of Thailand Extensive Reading Association. Her research interests include extensive reading, materials development, and ESP.

Endnotes

¹ MoodleReader is a free online platform where students can take post-reading quizzes with randomized questions on their graded readers and teachers can assess students' reading. However, it does not have reading materials.

² Reading Gate is an online English reading program that enables students to read books from popular publishing companies in different formats.

³ When reporting the results, the administrators and the ERP coordinator were referred to by using their positions, not pseudonyms, to represent their work units and positions. Pseudonyms were used with 10 classroom teachers.

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Appendix A

Websites for Free Online Reading Materials

1. <https://www.er-central.com/>
2. <https://americanenglish.state.gov/ebooks>
3. <https://www.wgtn.ac.nz/lals/resources/paul-nations-resources/readers>
4. <https://asiafoundation.org/what-we-do/books-for-asia/lets-read/>
5. <https://storyweaver.org.in/>
6. <https://digitallibrary.io/>
7. www.en-hon.jp
8. <https://reader.letsreadasia.org/>

Appendix B

A Screenshot of the Xreading Library

Restricted for Assignment

Sort by

Show Page (Show per page)

Search text

Search...

Search By

Summary, Title & Author

Filter By

▼ Publisher / Series

- Abax 9
- Atama-ii 10
- Cengage Footprint 100
- Cengage Foundations Reading Library 42

Showing 1 - 50 of 1314

How to find a Good Used Car

Grass Roots Photostories (1)
by Kita-Bradley, Linda
Xreading Level: 4 (400 headwords)
Genre(s): Non-Fiction, Self-Improvement
Words: 184
Has Quiz: Xreading
Rating: 95% (408 ratings, 51 reviews)

Type: Original
Format: Narrative
Target Age: Adult
English Type: British
Protagonist: male
Audio: (00:02:51)

Summary: A must for students who want to purchase a used vehicle. The narrator demonstrates the steps one should follow in order to find a good used car, from adding up the cost of having a car to test-driving and getting safety checks.

Read Now More Info

Appendix C

Average Words Read in 10 Teachers' Classes

Teacher	ExpEng I (Semester 1)			ExpEng II (Semester 2)			2 courses Total average words read/number of sections
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3	
1. Phurit	26,690.8	27,438.7	21,772	35,928.7	34,704.4	26,963.1	28,916.28
2. Korn	33,630.5	22,676.5	20,734.5	22,595.9	22,577.3	-	24,442.94
3. James	24,886.3	24,595.5	-	22,978.8	23,170.9	-	23,907.88
4. Britney	25,082	-	-	22,113	-	-	23,597.5
5. Keerati	26,078.8	23,649.8	23,708.6	22,791.7	20,220.5	-	23,289.88
6. Patcha	25,951.3	23,371.3	21,861.6	24,101.3	21,938.6	21,608.9	23,138.83
7. Darika	26,586.7	25,814.1	18,154.8	21,674.8	21,008.8	-	22,647.84
8. Kevin	24,105.4	24,105.4	20,841.3	21,279.8	21,656.4	-	22,397.66
9. Stephen	22,930.7	19,786.5	-	23,493.8	-	-	22,070.33
10. Adam	18,877.4	17,136.10	-	23,364.7	22,114.4	25,013.5	21,301.22

Appendix D

Interview Questions for the Vice President of Academic Affairs

1. To what extent are English reading skills important for studying at the university level? Please explain.
ทักษะการอ่านเป็นภาษาอังกฤษมีความสำคัญต่อการเรียนในระดับอุดมศึกษามากน้อยแค่ไหน โปรดอธิบาย
2. To what extent are English reading skills important for working in Thailand? Please explain.
ทักษะการอ่านเป็นภาษาอังกฤษมีความสำคัญต่อการทำงานในประเทศไทยมากน้อยแค่ไหน โปรดอธิบาย
3. When you were young, did you have an experience with reading English graded readers? If so, could you please share with me what it was like?
ในสมัยเด็ก ท่านได้เคยอ่านหนังสืออ่านนอกเวลาภาษาอังกฤษหรือไม่ ถ้าเคย ช่วยเล่าประสบการณ์ให้ฟังได้หรือไม่ว่าเป็นอย่างไร
3.1 What experience, knowledge, or ideas did you gain from reading English graded readers?
ท่านได้ประสบการณ์ ความรู้ หรือแนวคิดใดจากการอ่านหนังสือนอกเวลาในตอนนั้น
4. What were the key factors that made you support the extensive reading program with the integration of the virtual library of Xreading on the Experiential English I and II courses?
อะไรคือปัจจัยหลักที่ทำให้ท่านสนับสนุนโครงการอ่านอย่างกว้างขวางโดยการใช้ห้องสมุดออนไลน์ของ Xreading ในวิชา Experiential English I and II
5. What do you expect to happen to our freshmen after joining the extensive reading program and using Xreading?
อะไรคือสิ่งที่ท่านคาดหวังให้เกิดกับนิสิตหลังจากได้เข้าร่วมโครงการอ่านอย่างกว้างขวาง โดยการใช้ Xreading
6. At the policy level, the University seems to place a great emphasis on English language skills. Having a good command of reading in English is part of the university's desired characteristics of graduates with a bachelor degree. What learning atmosphere or changes would you like to see happen in the Experiential English I and II courses where the extensive reading program is implemented?
ในระดับนโยบาย ทางมหาวิทยาลัยดูให้ความสำคัญกับทักษะภาษาอังกฤษ การมีทักษะด้านการอ่านภาษาอังกฤษที่ดีเป็นหนึ่งในคุณลักษณะบัณฑิตพึงประสงค์ของมหาวิทยาลัย ท่าน

อย่างเห็นบรรยายศาสแบบใดหรือการเปลี่ยนแปลงใดเกิดขึ้นในห้องเรียนวิชา Experiential English I and II ซึ่งเป็นวิชาที่จัดโครงการการอ่านอย่างกว้างขวาง

7. **Would you like to have an extensive reading program implemented in other English courses as well? Please explain.**
ท่านอยากรู้ให้โครงการการอ่านอย่างกว้างขวางเป็นส่วนหนึ่งของวิชาภาษาอังกฤษอื่น ๆ หรือไม่ โปรดอธิบาย
8. **What kind of support can the university provide to the Language Institute to sustain and continuously improve the extensive reading program?**

มหาวิทยาลัยสามารถให้การสนับสนุนต่อสถาบันภาษาในด้านใดได้บ้างเพื่อที่จะทำให้โครงการการอ่านอย่างกว้างขวางนั้นยั่งยืนและพัฒนาต่อไปเรื่อย ๆ

Appendix E

Interview Questions for the Director of Learning Innovation Center

1. To what extent are English reading skills important for studying at the university level? Please explain.
ทักษะการอ่านเป็นภาษาอังกฤษมีความสำคัญต่อการเรียนในระดับอุดมศึกษามากน้อยแค่ไหน โปรดอธิบาย
2. To what extent are English reading skills important for working in Thailand? Please explain.
ทักษะการอ่านเป็นภาษาอังกฤษมีความสำคัญต่อการทำงานในประเทศไทยมากน้อยแค่ไหน โปรดอธิบาย
3. When you were young, did you have an experience with reading English graded readers? If so, could you please share with me what it was like?
ในสมัยเด็ก ท่านได้เคยอ่านหนังสืออ่านนอกเวลาภาษาอังกฤษหรือไม่ ถ้าเคย ช่วยเล่าประสบการณ์ให้ฟังได้หรือไม่ว่าเป็นอย่างไร
3.1 What experience, knowledge, or ideas did you gain from reading English graded readers?
ท่านได้ประสบการณ์ ความรู้ หรือแนวคิดใดจากการอ่านหนังสือนอกเวลาในตอนนั้น
4. What were the key factors that made you support the extensive reading program with the integration of the virtual library of Xreading on the Experiential English I and II courses?
อะไรคือปัจจัยหลักที่ทำให้ท่านสนับสนุนโครงการอ่านอย่างกว้างขวางโดยการใช้ห้องสมุดออนไลน์ของ Xreading ในวิชา Experiential English I and II
5. What do you expect to happen to our freshmen after joining the extensive reading program and using Xreading?
อะไรคือสิ่งที่ท่านคาดหวังให้เกิดกับนิสิตหลังจากได้เข้าร่วมโครงการอ่านอย่างกว้างขวางโดยการใช้ Xreading
6. As part of the Learning Innovation Center's strategy, the Center greatly emphasizes active learning, online library and courses, and lifelong learning education community. As the unit that currently funds the university's extensive reading program, what learning atmosphere or changes would you like to see happen in the Experiential English I and II courses where the extensive reading program is implemented?

ในส่วนยุทธศาสตร์ของศูนย์นวัตกรรมการเรียนรู้ ทางศูนย์ฯ ให้ความสำคัญกับการเรียนรู้เชิงรุก (active learning) ห้องสมุดและคอร์สสอนออนไลน์ และชุมชนการเรียนรู้ตลอดชีวิต ในฐานะหน่วยงานที่สนับสนุนโครงการ การอ่านอย่างกว้างขวางของมหาวิทยาลัย ท่านอยากรหึ่น บรรยายแบบใดหรือการเปลี่ยนแปลงใดเกิดขึ้นในห้องเรียนวิชา Experiential English I and II ซึ่งเป็นวิชาที่จัดโครงการ การอ่านอย่างกว้างขวาง

7. **Would you like to have an extensive reading program implemented in other English courses as well? Please explain.**

ท่านอยากรหึ่นให้โครงการ การอ่านอย่างกว้างขวาง เป็นส่วนหนึ่งของวิชาภาษาอังกฤษอีก ๑ หรือไม่ โปรดอธิบาย

8. **What kind of support can the Learning Innovation Center provide to the Language Institute to sustain and continuously improve the extensive reading program?**

ศูนย์นวัตกรรมการเรียนรู้สามารถให้การสนับสนุนต่อสถาบันภาษาในด้านใดได้บ้าง เพื่อที่จะ ทำให้โครงการ การอ่านอย่างกว้างขวางนั้นยั่งยืนและพัฒนาต่อไปเรื่อย ๆ

Appendix F

Interview Questions for the Director of the Language Institute

1. To what extent are English reading skills important for studying at the university level? To what extent are English reading skills important for studying at the university level? Please explain.
ทักษะการอ่านเป็นภาษาอังกฤษมีความสำคัญต่อการเรียนในระดับอุดมศึกษามากน้อยแค่ไหน โปรดอธิบาย
2. To what extent are English reading skills important for working in Thailand? Please explain.
ทักษะการอ่านเป็นภาษาอังกฤษมีความสำคัญต่อการทำงานในประเทศไทยมากน้อยแค่ไหน โปรดอธิบาย
3. When you were young, did you have an experience with reading English graded readers? If so, could you please share with me what it was like?
ในสมัยเด็ก ท่านได้เคยอ่านหนังสืออ่านนอกเวลาภาษาอังกฤษหรือไม่ ถ้าเคย ช่วยเล่าประสบการณ์ให้ฟังได้หรือไม่ว่าเป็นอย่างไร
3.1 What experience, knowledge, or ideas did you gain from reading English graded readers?
ท่านได้ประสบการณ์ ความรู้ หรือแนวคิดใดจากการอ่านหนังสืออ่านนอกเวลาในตอนนั้น
4. What were the key factors that made you support the extensive reading program with the integration of the virtual library of Xreading on the Experiential English I and II courses?
อะไรคือปัจจัยหลักที่ทำให้ท่านสนับสนุนโครงการอ่านอย่างกว้างขวางโดยการใช้ห้องสมุดออนไลน์ของ Xreading ในวิชา Experiential English I and II
5. What do you expect to happen to our freshmen after joining the extensive reading program and using Xreading?
อะไรคือสิ่งที่ท่านคาดหวังให้เกิดกับนิสิตหลังจากได้เข้าร่วมโครงการอ่านอย่างกว้างขวางโดยการใช้ Xreading
6. As the unit that is responsible for developing the students' English skills, what learning atmosphere or changes would you like to see happen in the Experiential English I and II courses where the extensive reading program is implemented?
ในฐานะหน่วยงานที่รับผิดชอบการพัฒนาทักษะภาษาอังกฤษของนิสิต ท่านท่านอยากรีบั้น บรรยากาศแบบใดหรือการเปลี่ยนแปลงใดเกิดขึ้นในห้องเรียนวิชา Experiential English I and II ซึ่งเป็นวิชาที่จัดโครงการอ่านอย่างกว้างขวาง

7. Would you like to have an extensive reading program implemented in other English courses as well? Please explain.

ท่านอยากรึไม่ต้องการให้โครงการอ่านอย่างกว้างขวางเป็นส่วนหนึ่งของวิชาภาษาอังกฤษอีก ฯ
หรือไม่ โปรดอธิบาย

8. What kind of support can the Language Institute provide to teachers who help the Institute implement the extensive reading program to sustain and continuously improve the program?

สถาบันภาษาสามารถให้การสนับสนุนต่ออาจารย์ผู้ที่จัดโครงการอ่านอย่างกว้างขวางในด้านใดได้บ้างเพื่อที่จะทำให้โครงการนั้นยั่งยืนและพัฒนาต่อไปเรื่อย ฯ

Appendix G

Interview Questions for the ERP Coordinator

1. Did you have any experience with extensive reading prior to becoming an ERP coordinator?
ท่านมีประสบการณ์เกี่ยวกับการอ่านอย่างกว้างขวางหรือไม่ก่อนจะมาเป็นผู้ประสานงานโครงการการอ่านอย่างกว้างขวาง
2. How do you administer the extensive reading program at the university with over 5,000 Xreading users?
ท่านบริหารจัดการโครงการการอ่านอย่างกว้างขวางที่มีผู้ใช้งานเว็บไซต์ Xreading มากกว่า 5,000 คนได้อย่างไร
3. What were the top three challenges that you were faced with when administering the extensive reading program?
อะไรคือความท้าทายสูงสุดสามอย่างที่ท่านประสบขณะที่บริหารจัดการโครงการการอ่านอย่างกว้างขวาง
4. How did you overcome such challenges?
ท่านมีวิธีเอาชนะกับความท้าทายเหล่านั้นอย่างไร
5. What do you think about Xreading?
ท่านคิดอย่างไรกับเว็บไซต์ Xreading
6. What changes would you like to see on Xreading?
ท่านอยากรสึกความเปลี่ยนแปลงอะไรบนเว็บไซต์ Xreading
7. If the extensive reading program continues in the next academic year, what kind of reading assignments would you like students to do and why?
หากปีการศึกษานี้มีการจัดโครงการการอ่านอย่างกว้างขวางอีก กิจกรรมการอ่านแบบไหนที่ท่านต้องการให้นิสิตทำ เพราะอะไร
8. What kind of support would you like to receive from the Language Institute to help you administer the extensive reading program effectively?
ท่านต้องการสนับสนุนประเภทไหนจากสถาบันภาษาที่จะช่วยให้ท่านบริหารจัดการโครงการการอ่านอย่างกว้างขวางได้อย่างมีประสิทธิภาพ
9. What advice would you give to teachers and/or institutions that are interested in implementing an extensive reading program with an integration of Xreading?
ท่านต้องการให้คำแนะนำอะไรกับอาจารย์และ/หรือสถาบันที่สนใจจัดโครงการการอ่านอย่างกว้างขวางโดยใช้เว็บไซต์ Xreading

Appendix H

Interview Questions for the Instructors

Section 1: Familiarity with extensive reading

1. What does extensive reading mean to you?

สำหรับท่าน การอ่านอย่างกว้างขวางหมายถึงอะไร

2. Do you have any experience with an extensive reading program as a native speaker, an EFL learner, or an experienced extensive reading program implementer? If so, can you tell me about it?

ท่านมีประสบการณ์เกี่ยวกับการอ่านอย่างกว้างขวางในฐานะเจ้าของภาษา ผู้เรียนภาษาอังกฤษเป็นภาษาต่างชาติ หรือผู้มีประสบการณ์ในการจัดโครงการอ่านอย่างกว้างขวางหรือไม่ หากท่านมี ช่วยเล่าให้ฟังได้ไหม

Section 2: Implementation of an extensive reading program with an integration of Xreading

3. What did you do after you had received an email from the ERP coordinator informing that students could start doing their external reading assignments?

ท่านทำอะไรหลังได้รับอีเมลจากผู้ประสานงานโครงการอ่านอย่างกว้างขวางที่แจ้งว่าให้นิสิตสามารถเริ่มทำกิจกรรมการอ่านนอกชั้นเรียนได้แล้ว

4. How did you manage the extensive reading program in your sections?

ท่านบริหารจัดการโครงการอ่านอย่างกว้างขวางในห้องเรียนของท่านอย่างไร

- 4.1 Did you assign students to read graded readers out of class or allot some of your class time for reading graded readers in class?

ท่านให้นิสิตอ่านหนังสืออ่านนอกเวลาของชั้นเรียนหรือท่านแบ่งเวลาในห้องสำหรับการอ่านหนังสืออ่านนอกเวลา

- 4.2 Did you recommend which graded readers to read or let the students choose themselves? Why did you do so?

ท่านได้แนะนำหนังสืออ่านนอกเวลาให้กับนิสิตหรือให้นิสิตเลือกหนังสือที่ต้องการอ่านด้วยตนเอง ทำไม่ท่านถึงทำเช่นนั้น

- 4.3 What did you do to encourage your students to read a lot? Please explain if it was effective and what made it effective

ท่านทำอะไรที่ส่งเสริมให้นิสิตอ่านหนังสือเป็นจำนวนมาก โปรดอธิบายว่าสิ่งที่ท่านทำมีประสิทธิภาพหรือไม่ และอะไรทำให้สิ่งนั้นมีประสิทธิภาพ

5. Did you experience any challenges in implementing the extensive reading program in your sections? If so, what challenges? How did you overcome them?

ท่านประสบความท้าทายในการจัดโครงการอ่านอย่างกว้างขวางในห้องเรียนของท่านหรือไม่ ถ้าใช่ ความท้าทายเหล่านั้นคืออะไร ท่านอาจนarrateความท้าทายเหล่านั้นอย่างไร

6. What do you think about Xreading?

ท่านคิดอย่างไรกับเว็บไซต์ Xreading

6.1 What are the top three things you like about Xreading?

อะไรคือสิ่งที่ท่านชอบสูงสุดสามอย่างเกี่ยวกับเว็บไซต์ Xreading

6.2 What did you do on Xreading?

ท่านทำบ้างอะไรในเว็บไซต์ Xreading

6.2.1 Did you use it only to monitor and assess students' assignments?

ท่านใช้เว็บไซต์ Xreading เพื่อติดตามและให้คะแนนกิจกรรมการอ่านนอกชั้นเรียนหรือไม่

6.2.2 Did you read graded readers?

ท่านอ่านหนังสืออ่านนอกเวลาหรือไม่

6.3 What changes would you like to see on Xreading?

ท่านอยากเห็นความเปลี่ยนแปลงอะไรบนเว็บไซต์ Xreading

7. What advice would you give to teachers who are interested in implementing an extensive reading program with an integration of Xreading?

ท่านต้องการให้คำแนะนำอะไรกับอาจารย์ที่สนใจจัดโครงการอ่านอย่างกว้างขวางโดยใช้เว็บไซต์ Xreading

8. What do you think about the two external reading assignments—the Read & Review and Reading Marathon—assigned to students in the extensive reading program?

ท่านคิดอย่างไรกับกิจกรรมการอ่านนอกเวลาสองกิจกรรมคือ Read & Review and Reading Marathon ที่ให้นิสิตทำในโครงการอ่านอย่างกว้างขวาง

9. What kind of reading assignments would you like to recommend that would make students want to read more?

กิจกรรมการอ่านแบบไหนที่ท่านอยากแนะนำเพื่อให้นิสิตอยากอ่านหนังสือมากขึ้น

10. In the future if the extensive reading program continues, what kind of support do you need from the Language Institute to implement the program more effectively?

ในอนาคตหากมีการจัดโครงการการอ่านอย่างกว้างขวางต่อไป ท่านต้องการการสนับสนุน
ประเภทไหนจากสถาบัน ภาษาที่จะช่วยให้ท่านจัดการโครงการการอ่านอย่างกว้างขวางได้
อย่างมีประสิทธิภาพ

11. Is there anything that the ERP coordinators can do to improve the extensive reading program?

มีอะไรที่ผู้ประสานงานโครงการการอ่านอย่างกว้างขวางสามารถทำได้เพื่อพัฒนาโครงการการ
อ่านอย่างกว้างขวาง