

Revitalizing College English Reading Class through Free Voluntary Reading (FVR)*

Hyung-ji Chang

Sun Moon University

Chang, Hyung-ji. (2011). Revitalizing college English reading class through Free Voluntary Reading (FVR). *Modern English Education*, 12(1), 3-19.

The present study examines the college English Reading Class (ERC) to cultivate Free Voluntary Reading (FVR), which enables learners to read for enjoyment and acquire reading competence spontaneously. Seventy participants were recruited and divided into two groups: traditional ERC only and traditional ERC with FVR. FVR was conducted on the basis of Sustained Silent Reading (SSR), Self-selected Reading (SR), a book presentation, and making reading notes for one semester. For proposing the effect of FVR on ERC, the study adopted pre- and post tests designed to measure learners' reading competence and affective variables in English learning. In the reading competence test, the questions were extracted from a TOEIC reading comprehension test, which consists of vocabulary finding, grammar use, and text comprehension. In addition, estimating reading speed was appended. In the surveys on affective variables in English learning, the scales of AMTB (Attitudes and Motivation Test Battery) and WTC (Willingness to Communicate) were utilized. In the results, the study suggests that implementing FVR into college ERC proves to be effective in developing reading competence in the aspects of reading comprehension and attitudes/ motivation in English learning, but not in the aspects of reading speed and willingness to communicate in English. (199words)

[free voluntary reading /sustained silent reading /self-selected reading /willingness to communicate /자발적 읽기/침묵적글읽기/자발적선택읽기/ 의사소통의지]

I. INTRODUCTION

Free Voluntary Reading (FVR) was introduced by Krashen (1993) in his book, *The Power of Reading*, and it is a type of reading that induces pleasure. According to Day and Bamford (2002), Extensive Reading (ER) has an intention to develop good reading habits,

* This work was supported by the Sun Moon University Research Grant of 2009.

build up knowledge of vocabulary and structure, and encourage a liking for reading. Krashen used the term FVR instead of ER but they both share the same definition and purposes in several ways (Brown, 2001; Yamashita, 2008). In this study, FVR is utilized instead of ER since the idea for cultivating FVR into college an English Reading Class (ERC) arose from the studies conducted by Krashen and his colleagues. There are various ways of implementing FVR or ER in the field of L2, and Krashen proposed Sustained Silent Reading (SSR) and Self-selected Reading (SR) to assist the in-school FVR program. Several case studies supported that students in the FVR program outperformed in the reading comprehension tests than ones in the traditional skill-based reading instruction (Bader, Veatch & Eldridge, 1987; Elley, 1991; Jenkins, 1957). In one of the previous FVR studies, Haeyoung Kim and Krashen (1998) reported that Korean high school students benefitted from FVR, developing their English vocabulary competence and establishing high correlations between FVR and vocabulary development. Jeong-ryeol Kim and Ji-young Hwang (2006) introduced the ER program for Korean elementary school students and reported its effectiveness on developing reading ability in the area of reading speed and vocabulary gains and affective domain in the area of students' interest and willingness to study English. Added to the equation are studies reflecting the need to revitalize the current ERC. According to Dae-Sook Han (1999), college students expressed a dissatisfaction with college ERCs, noting they acquired a limited competence of English even after a couple of semesters. Minjong Song (2007) and Minjong Song and Jeongwan Lim (2010) also reported that college students were asked to practice the customized rote learning from the transmission model of reading in the college ERCs, and it bred an appeal to revitalize the current ERC in most Korean universities. Accordingly, regarding both FVR as a powerful tool to develop learners' reading competence and needs to revitalize the current ERC, this study extends the research on cultivating FVR for college English learners. It recruited participants from among Korean college EFL learners and provided the opportunity to have FVR in an ERC for one semester. The results were compared and analyzed to suggest a way to revitalize the current ERC through FVR. The research questions are as follows:

1. How does FVR increase English reading competence on the basis of reading comprehension and reading speed tests?
2. How does FVR increase affective variables on the basis of willingness to communicate in English and attitudes/motivation to English learning?
3. What is the most effective way to cultivate FVR into college ERCs?

II. THEORETICAL SUPPORTS

1. Reading Performance

According to Brown (2001), classroom reading performance is divided into two parts: oral and silent performance. Silent reading performance is also split into Intensive Reading (IR) and Extensive Reading (ER). In the dictionary of *Language Teaching & Applied Linguistics*, “ER means in quantity and in order to gain a general understanding of what is read” (Richards, Platt & Platt, 1992, p.133). In addition, Day and Bamford (1998, pp.7-8) summarized the characteristics of ER as follows:

- Students read as much as possible.
- The available materials have a wide range of topics.
- Students select books themselves and can stop reading when they don't want to read.
- The purpose of reading is for pleasure and to get general information.
- Reading is individual and silent.
- Reading speed is usually fast.

Hedge (2000) proposed that IR's intended purpose is to increase awareness in the textual environment by using connectives for predicting content, guessing the meaning of unfamiliar words, building the knowledge of language, and developing meta-cognitive strategies. In short, while IR is concerned with surface structure details in reading, ER focuses on a more general understanding of text and the pleasure of reading (Brown, 2001). Supporting an approach to implement IR into the ERC, Brown also suggested a technique which assists learners in interacting with reading texts in an effective way, and labeled it as the SQ3R technique. SQ3R is an acronym for Survey, Questions, Read, Recite and Review. Throughout the process of SQ3R, students experience skimming for main ideas, questioning the main points of text, reading to look for the answers to the formulated questions, reciting the salient points and assessing the important points from the text. Regarding the review of ER and IR, the present study sought to delve the current ERC at a college level and proposes an effective strategy for increasing reading performance by inducing a pleasant ERC for Korean college learners.

2. The Theoretical Supports for ER and FVR

As mentioned at the beginning of this paper, ER shares the same definition and purposes with FVR, so this chapter reviews the definition and theoretical supports of ER. The theoretical basis for ER and FVR comes from Krashen's input hypothesis, implying that if the input is abundantly available, comprehensible, and slightly above students' current level of competence, L2 acquisition would take place in the reading process, particularly in

the FVR or ER circumstance (Krashen, 1993; Renandya, 2006). Ellis (2003) introduced the idea that ER is one of easiest ways to provide abundant input in a learning environment, and this also has been proven in several case studies in L2 and EFL classrooms all over the world (Rodrigo, Krashen & Gribbison, 2004; Renandya, 2006; Yamashita, 2008). Studies have shown the positive relation between ER and language acquisition in the areas of vocabulary development, grammar test performance, writing and oral/aural language ability (Elley, 1991; Haeyoung Kim & Krashen, 1998; Krashen, 1993; Lao & Krashen, 2000; Mason & Krashen, 1997; Yamashita, 2008). In addition, Krashen (1993) proposed the desirable amount of reading for FVR, which includes SSR for 5-10 minutes every day. Hill (1992) recommended one book per week be appropriate at the beginning of ER. Day and Bamford (1998) recommended the selection of ER be filled with books written by native English speakers and each book allow the advanced learners to read at least 30 pages per hour or an average of 150 words per minute. Besides, SR, which was introduced by Krashen (1993), is also the critical concept for cultivating FVR in a school reading program, since SR provides learners the opportunity to select books themselves on the basis of their level of English competence and motivates one to read books to learn more. Therefore, it is important to include SR to facilitate FVR in the college ERC. With the assumption that FVR is a powerful tool to develop L2 learners' language acquisition, the current study embarks on research of the college ERC with FVR and investigates an effective way to cultivate FVR in the college ERC for Korean college students.

III. RESEARCH METHODS

1. The Course and Participants

The ERC in the present study formed the basis of a 16-week course, and the class met for 3 hours per week. For the Experimental Group (EG), the study integrates IR with FVR, assigning 1 hour for FVR with 2,000 books and 2 hours for IR with one unified textbook in order to provide a chance for learners to achieve a unified goal in the ERC. Simultaneously, the Comparison Group (CG) students spent 3 hours for IR, sharing the same process of IR in the EG, but they have more vocabulary and grammar practices to gain language knowledge. In other words, students in CG practiced the SQ3R techniques more in depth.

Seventy college students who enrolled in the ERC participated in this study (n=36 in EG with FVR; n=34 in CG without FVR). Participants showed various ages, majors and English competences because the ERC is one of General English courses, open to all college students. On the basis of the placement test results (i.e. pretest), participants were grouped into 5 to 6 small groups, each with 5 to 6 students. This way of grouping students

expects that each group maintains a heterogeneous setting, which helps students to conduct peer-works during the instruction. Table 1 shows the demographic variables of participants.

Table 1
Demographical Variables of Participants

| | Classification | No. of students | |
|-------------------------|----------------|-----------------|--------------|
| | | EG (n=36) | CG (n=34) |
| Gender | Male | 22 | 24 |
| | Female | 24 | 10 |
| Majors* | Humanities | 12 | 2 |
| | Engineering | 10 | 27 |
| | Business | 14 | 5 |
| English competence** | Advanced | 5 | 3 |
| | Intermediate | 17 | 15 |
| | Basic | 14 | 16 |
| Grade | Freshmen | 25 | 21 |
| | Sophomore | 8 | 8 |
| | Junior | 2 | 5 |
| | Senior | 1 | 0 |

*Sorted by college

**Results of pretest (TOEIC) were analyzed and the mean score indicates the intermediate level.

2. Materials

1) Book Selection

In order to provide FVR in the ERC, the class was supplied with 2,000 books of various levels from intro to advanced and age groups from preschoolers to adult learners. The books are from the series Cambridge English Readers, Cambridge Readers, Penguin Young Readers, Penguin Readers, Kid's Readers, I Can Read, Picture Readers, etc. The book selection for FVR in this study comes from the suggestion by Nutall (1996) who claimed the selection of books for ER be established by the criteria of SAVE (Short, Appealing, Varied, and Easy).

2) Measuring Reading Competence

According to Krashen (1993), FVR participants outperformed in the areas of vocabulary development, grammar test performance, writing, and oral/aural language ability development. Regarding his concern, the test questions were adopted from the TOEIC reading test, consisting of grammar, vocabulary and text comprehension (i.e. TOEIC practice test parts 5, 6 and 7). To confirm test reliability, the internal consistency of the pre- and post TOEIC tests was conducted and produced a reliable result (Cronbach's $\alpha = .824$). In addition, estimating reading speed of the given text was conducted. In the definitions of FVR and ER, it is a reading at length for pleasure along with informative purposes, and thus the process of ER expects for learners to read the texts smoothly without regression. According to Dae-Sook Han (1999), ER is done at a comfortable speed without consulting a dictionary, so it ought to consider reading speed in the process of ER or FVR. The importance of reading speed was also supported by several researchers (Jeong-ryeol Kim & Ji-young Hwang, 2006; Perfetti, 2007; Yamashita, 2008), so the present study includes estimating reading speed in the pre- and post reading competence tests.

3) Measuring Affective Variables

Pre- and post surveys were conducted to measure the changes of participants' affective variables in English learning. AMTB (Attitudes and Motivation Test Battery) (Gardner & Smythe, 1981) was used since it was testified as a reliable facilitator for language acquisition (Ellis, 2003) and the WTC (Willingness to Communicate) scale (Li, 2005) was used since it is regarded as a strong predictor of communicative competence by several researchers in the field of SLA (Hashimoto, 2002; Li, 2005; Yashima, 2000). In this study, their internal consistency was reported reliably in WTC (Cronbach's $\alpha = .639$) and in AMTB (Cronbach's $\alpha = .733$) respectively.

4) Data Analysis

Collected data from the EG were analyzed by *t*-test (SPSS ver. 15.0) to investigate the development of reading comprehension and reading speed, and compare the change of the WTC scale and AMTB after FVR. In addition, a comparison of reading comprehension tests, reading speed tests, WTC scale and AMTB in the EG and CG was conducted by ANCOVA (SPSS ver. 15.0) to confirm the effectiveness of cultivating FVR. Also, Regression Analysis was appended to suggest the effect of FVR on the development of reading competence.

3. Procedures

At the beginning of the FVR class, students were asked to select whichever book they wanted to read from the bookshelves, and they participated in SR. Regarding the recommendation by Hill (1992) and Krashen (1993), the EG students spent 30 minutes on SSR per week¹ and read at least one book per week. After SSR, students were asked to complete the reading note, which is shown in Figure 1, and participated in a book presentation, which meant introducing their favorite book of the day in front of the class. During the session, students had an option to give the presentation in English or Korean. Table 2 illustrates the schedule of the EG in more detail.

Table 2
The ERC Schedule in the EG

| | Time assignment* | What to do |
|------------------------|------------------|----------------------------|
| 1st period (FVR) | 30 min | SSR |
| | 10 min | Completion of reading note |
| | 10 min | Book presentation |
| 2nd period (IR) | 50 min | Intensive Reading |
| | 20 min | Comprehension check |
| | 20 min | Reading strategy check |
| | 10 min | Grammar check |

*Time assignment was subject to be changed depending on student's participation and classroom situation.

In addition, the EG students took the IR class for 2 hours per week to achieve the goal of general ERC, which is shared by other ERCs since the class is one of courses required for graduation from the university. The unified goal of ERC is guided for class participants since the school expects them to build the fundamental competence to read written English materials. So the school asks each ERC to use a unified textbook and take the same format of tests in the mid- and final term. Table 3 summarizes the lesson plans of each instruction.

Table 3
Lesson Plans for IR and FVR

| | IR | FVR |
|---------------------|--|------------------------------|
| Goal of instruction | Attain the knowledge to understand the surface structure of text | English reading for pleasure |

¹ Krashen recommended SSR for 5-10 minutes per day for in-school FVR, but the class for this study lacked the time to run the class every day, so it provided SSR for 30 minutes per week.

| | | |
|-------------------------|---|---|
| Objectives | Grammar practice: subject and verb Finding the connectives in the passage Practice the reading strategies | Long text reading Self-learning practice through SSR Reading report presentation |
| Materials and equipment | A unified textbook (i.e. in this study, <i>Active skills for reading: Book 2</i> , Thomson, 2007) and a CD player | 2,000 books for grades K-12 with various topics, and reading notes |
| Procedure | <i>Survey</i> : Introduction of topic-based text and focused grammar and reading strategies <i>Questions</i> : Question of the focused topic and grammar use <i>Read</i> : Reading aloud, reading with an instructor and peer reading <i>Recite</i> : Group or peer discussion about a topic for the day <i>Review</i> : Group-based assessment to check the answers of formulated questions before reading | <i>SR</i> : Selecting a book from the bookshelf, whichever book the students want to read <i>SSR</i> : Taking 30 minutes to read <i>Book presentation</i> : Students present the favorite book of a day in front of class, giving a summary of the book and reasons to choose the book *An instructor: reading with students as a model reader |
| Evaluation | Answering the reading comprehension questions after reading | Making reading notes was asked for and used for evaluation. |
| Extra work | Reading speed check Meta-cognitive strategy based vocabulary learning (consulting a dictionary) | Reading speed check Allowing learners to borrow the book for reading at home |

IV. RESULTS AND DISCUSSION

1. How Does FVR Increase English Reading Competence and Reading Speed?

To examine the effect on FVR on English reading competence, English reading comprehension and reading speed tests were conducted. As shown in Table 4, the average reading comprehension test score significantly increased after the 16 weeks of FVR in the ERC ($p=.000$), but the reading speed did not statistically decrease ($p=.469$). Participants' reading comprehension score was 8.1 out of 20.0 in the pretest, and then it ascended to 11.0, indicating a significant improvement. The reading comprehension test examined learners' vocabulary gains, grammar knowledge, and text comprehension of the given articles (approximately 100 to 200 words), and the test results reported an advancement in reading competence in all questions. In addition, estimating reading speed of the given text (approximately 150 words) was conducted and the pretest result indicated 50.80 seconds, which decreased to 47.12 seconds in the posttest. In other words, students spent less time to read the same length of text, but not significantly. Table 4 summarizes the result of pre-and post tests on reading comprehension and reading speed in the EG.

Table 4

A Paired Comparison of Reading Comprehension and Reading Speed in the EG

| | | Mean | N | SD | <i>t</i> | <i>p</i> |
|-----------------------|------|---------|----|----------|----------|----------|
| Reading comprehension | Pre | 8.1667 | 36 | 2.5428 | 6.751 | .000 |
| | Post | 11.0278 | | | | |
| Reading speed | Pre | 50.8065 | 31 | 27.91342 | .734 | .469 |
| | Post | 47.1290 | | | | |

For the comparison of pre- and post reading comprehension and reading speed tests between the EG and CG, an analysis of covariance (ANCOVA) was conducted. In the results on reading comprehension, it reported no significant difference between groups ($p=.995$), and the group effect size was found to be small (partial eta squared (η^2) =.000) to explain the significant difference. In short, both groups of students increased their reading comprehension test scores after the semester. This implies that EG students who weren't given much help with reading strategies and vocabulary learning acquired an equivalent reading competence in terms of vocabulary development, comprehension ability, and grammar through FVR. Table 5 illustrates the results of ANCOVA for the reading comprehension test.

Table 5

*ANCOVA Results for the Post Reading Comprehension Test**

| Source | SS | Df | MS | F | <i>p</i> | η^2 |
|-----------------|----------------------|----|---------|--------|-------------|-------------|
| Corrected model | 354.012 ^a | 2 | 177.006 | 32.377 | .000 | .491 |
| Intercept | 300.403 | 1 | 300.403 | 54.948 | .000 | .451 |
| Group | .000 | 1 | .000 | .000 | .995 | .000 |
| Pretest | 353.625 | 1 | 353.625 | 64.684 | .000 | .491 |

*Dependant variable: post test; covariate: pretest; fixed factor: group

The results on reading speed tests, as shown in Table 6, indicated no significant difference between the groups ($p=.856$). The group effect size was also small to compare the difference (partial eta squared (η^2) =.001). Students in both EG and CG reduced their reading speed through the semester, but the reduction of reading speed was not affected by FVR implementation.

Table 6

*ANCOVA Results for the Post Reading Speed Test**

| Source | SS | Df | MS | F | <i>p</i> | η^2 |
|-----------------|----------------------|----|---------|--------|----------|----------|
| Corrected model | 344.672 ^a | 2 | 172.336 | 57.125 | .000 | .637 |

| | | | | | | |
|-----------|---------|---|---------|---------|-------------|-------------|
| Intercept | 13.256 | 1 | 13.256 | 4.394 | .040 | .063 |
| Group | .100 | 1 | .100 | .033 | .856 | .001 |
| Pretest | 344.598 | 1 | 344.598 | 114.226 | .000 | .637 |

*Dependant variable: post reading speed; covariate: pre reading speed; fixed factor: group

2. How Does FVR Facilitate Affective Variables in English Learning?

Affective variables in English learning were measured in the pre- and post surveys and reported its significant increase in AMTB ($p=.003$). FVR participants boosted the mean score of AMTB significantly and reported that cultivating FVR into ERC delivered a positive effect on attitudes and motivation development in English learning, which expects the successful L2 acquisition in the long term (Ellis, 2003). In the comparison of WTC, it increased after 16 weeks of FVR participation (Pre-Mean=3.0; Post-Mean=3.3), but it was not a significant difference ($p=.129$). Table 7 summarizes the details of comparison.

Table 7

A Paired Comparison of Affective Variables in the EG

| | | Mean | N | SD | <i>t</i> | <i>p</i> |
|------|------|-------|----|---------|----------|----------|
| WTC | Pre | 3.000 | 36 | 1.28730 | 1.544 | .129 |
| | Post | 3.333 | | | | |
| AMTB | Pre | 3.194 | 36 | 1.89737 | 3.162 | .003 |
| | Post | 4.194 | | | | |

In Table 8, students in both the EG and CG showed no significant difference on the development of WTC ($p=.198$), taking ERC for one semester, and the group effect size was shown to be small, indicating low value of partial eta squared (η^2) =.025. However, the significant difference between the EG and CG was reported on the comparison of AMTB and it is presented in Table 9. The results of ANCOVA reported a significant value ($p=.000$), and the group effect size on AMTB was found to be big to explain the difference (partial eta squared (η^2) =.193). EG students outperformed, gaining positive motivation and attitudes in language learning through FVR. So the result concludes that learners' affective variables on the basis of attitudes and motivation in English learning were increased in this study but not on the basis of WTC in English.

Table 8

*ANCOVA Results for the Post WTC**

| Source | SS | Df | MS | F | <i>p</i> | η^2 |
|-----------------|---------------------|----|-------|--------|----------|----------|
| Corrected model | 14.364 ^a | 2 | 7.182 | 10.581 | .000 | .240 |

| | | | | | | |
|-----------|--------|---|--------|--------|-------------|-------------|
| Intercept | 56.929 | 1 | 56.929 | 83.869 | .000 | .556 |
| Group | 1.147 | 1 | 1.147 | 1.690 | .198 | .025 |
| Pretest | 14.080 | 1 | 14.080 | 20.743 | .000 | .236 |

*Dependant variable: post WTC; covariate: pre WTC; fixed factor: group

Table 9
ANCOVA Results for the Post AMTB*

| Source | SS | Df | MS | F | <i>p</i> | η^2 |
|-----------------|---------------------|----|---------|---------|-------------|-------------|
| Corrected model | 12.394 ^a | 2 | 6.197 | 8.079 | .001 | .194 |
| Intercept | 146.015 | 1 | 146.015 | 190.364 | .000 | .740 |
| Group | 12.316 | 1 | 12.316 | 16.056 | .000 | .193 |
| Pretest | .012 | 1 | .012 | .016 | .899 | .000 |

*Dependant variable: post AMTB; covariate: pre AMTB; fixed factor: group

3. What Is the Most Effective Way to Cultivate FVR into College ERC?

1) An Implementation of SSR, SR, a Book Presentation and Making Reading Notes

On the basis of the consideration that the combination of IR and FVR is a successful approach to revitalize the current ERC at the college level, since it provides the opportunity to enjoy reading and maintain a unified curriculum, this study introduces activities for implementing FVR, which are SR, SSR, a book presentation and making reading notes. In the FVR class, participants select the book based on their preference (i.e. namely SR) and participate in SSR for 30 minutes. After that, students participate in a book presentation, where they present their favorite book of the day in front of the class and make reading notes to summarize the book they read. In the present study, as shown in Table 10, learners read 13 books for 16 weeks, which corresponds with the requests by Hill (1992) and Krashen (1993) that the ideal amount of ER for the beginners is a book per week. Additionally, in the reading notes, participants reported the main idea of the book shortly in Korean and consulted 2 to 3 new words a book on average. The performance on reading notes is summarized in Table 10. Also, the reasons to read the book were aggregated by SAVE (Short, Appealing, Varied, and Easy), the rule of book selection for ER (Nuttall, 1996). In Figure 1, one student reported the reason for choosing book *Dumbo*, saying that the book looks like an easy read, and for choosing *The Little Boat That Almost Sank* because it says “more than 55 million sold” on the cover. Based on the review of reading notes and voices from the students in the FVR classroom, this study suggests that students in FVR enjoy the ERC more through means of SSR, SR, a book presentation and making reading notes.

Table 10
Summary of Reading Notes

| No. of books (n=36) | Main idea (summary) | New Vocabulary findings | Reasons to choose |
|--|--|-------------------------|---|
| 1-5 (3)/6-10(8)* 11-13 (9)/14-16(9) 16-20(10)/20 more (1) M=13 (1 book per week)** | Mostly written in Korean 1-2 sentences per book | 2-3 words per book | A familiar title Short to read Best seller, etc. Follow the rule of Nuttall (1996): SAVE |

*Note: the parenthesized number indicates the number of students.

**Excluding the mid-and final term test period (2 weeks) and the first week (1 week).

Class: 영아독해 32분반

| Title | time | vocabulary | main idea | Reason to choose this book |
|----------------------------------|------|--|--|--|
| THE little BOAT That almost Sank | 10분 | crowd 군중 set 해를 짜 tuck 수이다. 경쟁하다? | 무서운 폭풍우 속에 떨던사람들이 처음엔 올케에 나타난 예수 를 믿지 않았지만 만고 배에 같이타 자 폭풍우가 가시고 평화로운 항해(리)를 했다. | 표가 뒷면에 「More than 5 million Sold!!」 라고 써있어서. 궁금했었다. |
| DUMBO | 9분 | flock 떼 Stork 할매. ringmaster 단장 clown 비에로 | 아기코끼리 덩보가 자신을 불린 소년은 호내주자가 우리에게 말하가 자신의 큰 귀를 이용해 서커스 스타가 되어서 영광을 견내었다 는 내용. | 어렸을 때보 다 영화를 스텝만 이 봤다. 그럼 보았었다. |

Figure 1. A sample of reading notes.

2) An Effect of FVR on the Development of Reading Competence

The study appended the correlations analysis between the results of reading comprehension tests and the amount of books that students read during FVR to investigate the effect on FVR on the development of reading competence. In Table 11, the results reported the high correlations between variables, so that it allows assuming if students read books a lot for FVR, they would develop reading competence gradually. The data from the regression analysis supported that the accumulation of books to be read during FVR expects learners to accelerate the score of reading competence test ($R^2=147.875, p<.000$). Table 12 shows the results of regression analysis, which put the reading comprehension test score as a dependent variable.

Table 11

Correlations between Reading Comprehension Tests and Number of Books

| | Reading Comprehension Test | Number of books |
|----------------------------|----------------------------|-----------------|
| Reading Comprehension Test | 1.000 | |
| Number of books | .501** | 1.000 |

**p<.001

Table 12

Regression Analysis

| | Regression Coefficients | | | <i>t</i> | Sig. |
|-----------------|-------------------------|------------|------|----------|------|
| | B | Std. Error | Beta | | |
| (constant) | 5.052 | 1.323 | | 3.819 | .001 |
| Number of books | .468 | .098 | .633 | 4.769 | .000 |

*Dependent variable = reading comprehension test results

4. Discussion

In the resulting comparison of pre- and post tests in the EG, the blended classroom design of FVR and IR in the ERC presented significant improvements in the English comprehension tests, and learners' attitudes/motivation toward English learning, but not in the reading speed and WTC. For 16 weeks, students have developed the positive effects of FVR in the ERC, and manifested the progress in reading competence. The results, however, are slightly contrasted in the previous research by Yamashita (2008) who reported the positive effect of ER on reading ability after the short period of ER implementation. But the development of micro-level linguistic ability was not reported, which comprised of vocabulary, spelling and morph- syntax. According to Krashen (1993), students who participated in the in-school FVR program for more than 7 months started to outperform in the reading comprehension test, but at the same time period, the negative effects on reading comprehension were also reported. However, the further observation reported the consistently positive results and proved that the progress of English learning is imprinted on learners by the participation in the FVR program after the certain time period. So, in sum because of studies by Yashima and Krashen, a solo implementation of FVR expects to take time to produce outperformance in the reading competence tests. In the present study, however, the modified FVR program was conducted only for 4 months but showed the positive gains in English reading competence. That is because of the amalgamation of IR and FVR, since the blended class is a complementary pair to encourage learners to become

both accurate and fluent readers. Carrell and Carson (1997) also requested the needs for both ER and IR in an EAP setting and insisted the asymmetric emphasis on only one reading performance is not necessary. So it is necessary to consider learners' purpose for English learning and classroom procedure, and a blend of ER and IR is the sapient way to receive the short-term effects from English reading instruction. Therefore, the present study suggests the modified FVR version, a blended class with IR and FVR, and anticipates the positive effects on development of English competence through the short-term implementation of FVR.

V. CONCLUSION

The amalgamation of FVR and IR in the ERC originates from the idea that a goal of IR-based instruction is to teach how meaning is produced and what it means (Nuttall, 1996). Expecting the benefits to teach "how" and "what" in English reading corresponds to the controversial issue between the importance of accuracy and fluency in the L2 learning process. So the ERC expects a fluent reader by FVR as well as an accurate reader by IR as being in opposition. In terms of two concerns: expecting to benefit from FVR and IR, and allowing learners to follow the mainstream curriculum at the college level, the study adopted the modified FVR class and interposed IR for 2 hours and ER for 1 hour per week. The blended class management with IR and ER benefitted the development of reading comprehension skill and attitudes/motivation in English learning. This result also corresponded with the purpose of this study, which was to revitalize the current ERC for college students. According to Brown (2001), if learners' internal motivation is intensified, learners' process of learning will be modified, so this study invited the FVR in the ERC, which is meant to strengthen college learners' internal motivation in English reading because FVR encourages reading for pleasure. In the middle of FVR, when participating in SSR, students can fall into a concentration on reading, the phase of *flow* (Csikszentmihalyi, 1990), a widely used term in psychology. In the phase of *flow*, there's no other thought or conscious acting except the main activity. So in this process, the *flow* of English reading through SSR, students attain the knowledge of English as well as overall meaning of contents without the conscious exertion of learning. That makes learners enforce their internal motivation. In addition, the opportunity to experience FVR provides the college learners a chance to read at least one English book during their college life, which expects the long term effects on language acquisition in terms of the close relationship between the target language and culture (Kramsch, 1993). Like the phase of *flow*, the implicit experience in English culture in the book can be a facilitator of language acquisition since it gives us the indirect experience of staying in the target language community and the

authentic language learning process on the basis of context. In sum, this study proposes the way to revitalize the current ERC by means of a blended classroom design of IR and ER, which serves to develop reading competence and positive attitudes and motivation in English learning.

Moreover, the present study shows a limitation in analyzing the results of reading comprehension tests, which only appear in the overall test score, since this study concentrates on the implementation of FVR in college ERCs on the basis of general reading competence in the areas of academic and affective domains. It neglects to analyze the vocabulary development, grammar gains, and reading comprehension parts respectively. Therefore, if further study amends this part, the specified gains from FVR participation can be suggested.

REFERENCES

- Bader, L., Veatch, J., & Eldridge, J. (1987). Trade books or basal readers? *Reading Improvement, 24*, 62-67.
- Brown, D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Longman.
- Carell, P., & Carson, J. (1997). Extensive and intensive reading in an EAP setting. *English for Specific Purposes, 16*(1), 47-60.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York, NY: Harper Perennial.
- Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Day, R., & Bamford, J. (2002). Top ten principles of teaching extensive reading. *Reading in a Foreign Language, 14*, 136-141.
- Elley, W. (1991). Acquiring literacy in a second language: The effect of book-based programs. *Language Learning, 41*, 375-411.
- Ellis, R. (2003). *The study of second language acquisition*. Oxford: Oxford University Press.
- Gardner, R., & Smythe, C. (1987). On the development of attitudes/motivation test battery. *Canadian Modern Language Review, 37*, 510-525.
- Hashimoto, Y. (2002). Motivation and willingness to communicate as predictors of reported L2 use: The Japanese ESL context. *Second Language Studies, 20*(2), 29-70.
- Han, Dae-Sook. (1999). Extensive reading for Korean university students. *The Journal of Linguistic Science, 16*, 583-600.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford

- University Press.
- Hill, D. (1992). *The EPER guide to organizing programs of extensive reading*. Edinburgh: Institute for Applied Language Studies, University of Edinburgh.
- Jenkins, M. (1957). Self-selection in reading. *Reading Teacher*, 10, 84-90.
- Kim, Haeyoung, & Krashen, S. (1998). The author recognition and magazine recognition tests and free voluntary reading as predictors of vocabulary development in English as a foreign language for Korean high school students. *System*, 26, 515-523.
- Kim, Jeong-ryeol, & Hwang, Ji-young. (2006). A study of running English extra-curricular classes in an elementary school using extensive reading program. *English Language Teaching*, 18(2), 243-270.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Krashen, S. (1993). *The power of reading: Insights from the research*. Colorado: Libraries Unlimited.
- Lao, Y., & Krashen, S. (2000). The impact of popular literature study on literacy development in EFL: More evidence for the power of reading. *System*, 28, 261-270.
- Li, Hai-lian. (2005). Willingness to communicate and oral performance of Korean EFL students. *The Journal of English Education*, 30, 94-110.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language*. Oxford: Heinemann.
- Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25, 91-102.
- Perfetti, C. (2007). Reading ability: Lexical quality to comprehension. *Scientific Studies of Reading*, 11(4), 357-383.
- Renandya, W. (2006). The power of extensive reading. *Studies in English Education*, 11(2), 192-209.
- Richrads, J., Platt, J., & Platt, H. (1992). *Longman dictionary of language teaching & applied linguistics*. London: Longman.
- Rodrigo, V., Krashen, S., & Gribbson, B. (2004). The effectiveness of two comprehensible-input approaches to foreign language instruction at the intermediate level. *System*, 32, 53-60.
- Song, Minjong. (2007). Teaching reading with an interactive approach: Using dialogue Journals as a practice stance in reading. *Modern English Education*, 8(3), 220-242.
- Song, Minjong, & Lim, Jeongwan. (2010). A critical review of reading-and-writing-related studies in Modern English Education. *Modern English Education*, 11(2), 60-81.
- Yamashita, J. (2008). Extensive reading and development of different aspects of L2 proficiency. *System*, 36, 661-672.
- Yashima, T. (2000). Willingness to communicate in second language: The Japanese ESL context. *The Modern Language Journal*, 86(1), 54-66.

Hyung-ji Chang
Department of Foreign Language Education, Sun Moon University
100 Kalsan-ree Tangjeong-myun
Asan-si, Chungnam, 336-708, Korea
Tel: (041)530-2488
Email: maria5576@hanmal.net

Received 26 December 2010

Revised 5 February 2011

Accepted 8 February 2011