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# Motivation, Proficiency and Performance in Extensive Reading

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Date of publication (dd/mm/yyyy): 17/06/2019

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**Abstract** – Motivation and reading proficiency are key factors in student performance in English language learning extensive reading programs (ER). Digital ER programs provide teachers an ability to conveniently monitor students' progress and provide researchers a new opportunity to quantitatively and reliably analyze the collated reading data for reading habits and performance. This paper analyzed the performances of 205 university students, across three levels of proficiency, in the online ER program *xreading VL* under two different approaches, one with no predetermined goals, where students relied on their intrinsic motivation to read books, and one with well-defined reading goals so that students were motivated extrinsically to read. The data shows that reading performance and enjoyment vary between different levels of proficiency when students are subjected to different motivational requirements. High and intermediate level readers perform better and enjoy reading more under intrinsic conditions while low level readers benefit greatly from extrinsic motivational requirements.

**Keywords** – Extensive Reading, Motivation, Proficiency, Performance, Teacher Training.

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## I. INTRODUCTION

Extensive Reading as an English language learning theory and pedagogical tool has been in development for many years. Its popularity has grown steadily, and more and more schools now have some sort of extensive reading program or component as part of their English language learning curriculum. With the exponential growth of computer aided language learning (CALL), online language learning websites, and other enhanced technologies for the classroom, extensive reading as a pedagogical tool has moved into the digital domain.

Digital extensive reading platforms such as *The Moodle Reader Module* and *XreadingVL* are designed to improve the extensive reading experience by: making graded readers more accessible to students; making extensive reading programs easier for teachers to manage and assess; giving teachers a simple way to assess their students' work; and minimizing the possibility of cheating. Most extensive reading programs are implemented outside of the classroom where instructors are most often unable to directly supervise their students and ensure they are actually doing the voluminous reading inherent to the program. In his many years of experience with extensive reading, Robb [37] found that unless there is some process in place to track students' reading and hold them responsible for their work, many students eventually find a way to avoid reading. So while making graded reading material more easily accessible to students is a useful improvement, the growth of these online extensive reading platforms is probably owed more to the aforementioned second, third and fourth improvements that they offer directly to teachers, namely the ability to monitor and assess students' progress more effectively and efficiently.

The ability to collate students reading data also however provides researchers the opportunity to examine their students reading progress and habits quantitatively and reliably. When coupled with other data such as questionnaires about preferences, researchers can then make inferences on reading motivation like they never could before. This study will examine the quantitative reading data and personal preferences of a large cohort of

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university English language students to find patterns that elucidate the nexus of motivation, proficiency and performance, to not only help teachers manage their programs more effectively, but also to maximize students' performances as they engage in the massive volumes of reading necessary for successful outcomes in extensive reading.

One university's English language learning program made the transition from a hard copy real book-based extensive reading program into the digital domain by adopting the *xreadingVL* online extensive reading program. After taking many of the same issues that Cote and Milliner [9] and Milliner and Cote [30] examined into account, one issue remained to be decided upon; should goals be set ahead of time for students to meet, i.e. the number of books or words read, or should the program follow Day and Bamford's [12, 13, 14] characteristic assumption, that reading should be thought of as a pleasurable activity and that it provides its own rewards, and have no set goals? In other words, knowing that the program's aim should be to have students read as much as possible, should it do so by appealing to students' intrinsic motivations or force them to read a lot through extrinsic motivations? This question reflects the fundamental contradiction between what Day and Bamford [12, 13, 14] and Clark and Rumbold [7] espouse in their respective educational extensive reading and reading for pleasure programs and the reality of Robb's [37] English language learning classroom; that many students find reading in a foreign language to be difficult work and are simply not motivated enough to complete learning tasks without the constant encouragement of teachers and/or pressure of failing the class. I will examine this dichotomy by comparing students' performances in the online extensive reading program *xreadingVL*, across three different proficiencies and under two different approaches, one with no predetermined goals, where students will rely only on their intrinsic motivation to read books, and one with well-defined requirements so that students will be motivated extrinsically to read.

## II. LITERATURE REVIEW

The concept of 'more is better' as an approach to growth and development has been around for a very long time (eg. exercise, learning a musical instrument, improving a job skill, etc.) and this concept just as readily applies to the advancement of reading skills. Extensive reading (ER) as a 'more is better' concept and as one approach among many other language learning strategies has been around since at least 1917, when Harold Palmer used "extensive reading" to describe an approach where students should "rapidly" read "book after book" with a goal of an overall understanding of the content and meaning rather than the meaning of individual words or sentences [12, 33].

The efficacy and importance of extensive reading as an English language acquisition tool is still being researched but many studies have already shown advances in various language skills as a result of its inclusion in language learning curricula: Reading ability [16, 17, 21, 25, 28]; vocabulary acquisition [2, 5, 25, 35]; oral linguistic ability [5, 21, 25]; writing ability [17, 22, 38].

Day and Bamford [12, 13, 14] characteristically describe extensive reading as a program where students should first and foremost "read as much as possible," perhaps in the classroom but definitely out of the classroom as an added activity to allow for more input. Indeed, the hallmark of extensive reading is its reliance on sheer volume. The underlying principle being that voluminous input provides students with the means by which over time they will move from slow, arduous and inefficient processing of new words, grammatical structures and meaning into

automaticity, or the ability to automatically recall knowledge of vocabulary and grammar and create meaning without paying any attention to the lexical and grammatical parts that make up the whole of that meaning. DeKeyser [15] describes this process as a shift from declarative knowledge to procedural knowledge and eventually to automatization, and it can only be achieved through practice and time. Nation [32] makes the case also that real acquisition of vocabulary, can only be achieved through multiple meaningful encounters with that vocabulary. Extensive reading programs are thought to provide those multiple meaningful encounters. Ellis [18] too, in his support for usage-based learning says that frequency of contact with grammatical and lexical features is the key to learning. In his view, through multiple episodes of contact, automatization of knowledge is acquired as readers build and strengthen the networks of association between co-occurring language features [26].

Day and Bamford's [12, 13, 14] list of ten characteristics of extensive reading goes on to include however, that "the purpose of reading is usually related to pleasure, information and general understanding." While many people do indeed see reading as a pleasurable exercise, its use in the ESL/EFL classroom is almost universally not thought of as such. Reading in the English language learning classroom is most often used as a developmental exercise to improve English language skills, particularly vocabulary acquisition [24] and not seen as a means to foster pleasure and enjoyment. Students in general, and English as a foreign language learners in particular experience reading as "tedious" coursework, especially lower level learners [4]. Bondy [4] and Elley [16] found that while higher level readers might see reading as pleasant and a source for imagination, low level readers consider reading to be difficult and unpleasant. With the exception of maybe the highest skilled learners, many EFL students should be considered low level readers, thus are most prone to seeing reading as difficult and tedious. Reading has also been found to be associated with comprehension testing. Powling et al. [36] argue strongly that national testing has hindered students from seeing reading as a pleasurable activity. Hence, Todaka's [39] finding that Japanese students' motivation to study English drops precipitously after the national university entrance exams are finished and students finally enter university.

Day and Bamford [12, 13, 14] also characterize extensive reading as an activity with "its own reward". They recommend few or no follow-up exercises after reading that would discourage students' intrinsic motivations to read. Few students however look at performing a graded classroom exercise as an activity with its own reward. Except for the few highly motivated or self-actualized students, most are more likely to see the rewards of the completion of any given exercise or assignment as a step toward the completion of a larger program and ultimately graduation from an institution. This goes for reading, as a pedagogical tool, as well. Extensive reading, as viewed from this and most other research papers is a school activity and is commonly assessed in some way as part of a final course grade. Thus, it is cause for the same anxieties as any other classroom activities that are part of final course assessment. Therefore, the notion that extensive reading, as a pedagogical tool in an English language learning classroom, can or should be viewed as a pleasurable activity and a task worthy of its own reward is encapsulated in the question of whether EFL students' intrinsic motivations for self-betterment are enough to drive them through a necessarily voluminous reading program and actually read a lot. Robb [37] argues that it may not; that in many EFL classrooms, and especially those in Asia, for a number of reasons "we cannot expect that enjoyment factor alone will motivate most students to read".

Mitchell [31] states that motivation for learning is one of the most critical determinants of successful learning. Guthrie and Wigfield [20] relate the motivation to learn to a motivation to read by stating that "motivational

processes are the foundation for coordinating cognitive goals and strategies in reading,” whether this motivation comes in the form of intrinsic or extrinsic forces. Both forms of motivation predict amount and breadth of reading. Wigfield and Guthrie [41] however showed that the relationship is stronger for intrinsic motivation. Further, Wang and Guthrie [40] demonstrated that intrinsic motivation was positively associated and extrinsic motivation was negatively associated to text comprehension. Pintrich and Schrauben [34] also found that extrinsically motivated student are more likely to use reading strategies at surface level, such as guessing and memorization. Generally speaking then, intrinsic motivation is typically related to learning that leads to deeper conceptual understanding and higher level thinking skills [23], and extrinsic motivation is related to surface level rather than deep learning [8, 10].

The underlying requirement in the pedagogical application of an extensive reading program is that students must read copious amounts of material before they can reap any rewards from the program. In Day and Bamford’s [12, 13, 14] top ten characteristics of extensive reading, this reading is, among other things, characterized as a pleasurable activity and worthy of its own reward. EFL learners however, most often experience reading not as a pleasurable activity but as “tedious” coursework [4]. In terms of rewards as well, most students are more likely to see successful completion of a book within an extensive reading program as a step closer to graduation rather see its completion as a reward in itself. Clark and Rumbold [7] discuss reading for pleasure and its relation to motivation in great depth. And while Guthrie and Alvermann [19] concluded that the amount students read is better explained by both intrinsic and extrinsic purposes than by either intrinsic or extrinsic motivation alone, it would appear that applying extrinsic requirements, such as a required number of words or books read in a given time frame, may be counter intuitive and could be antagonistic to desired outcomes.

### **III. RESEARCH BACKGROUND**

Our public 4-year university, located in Japan, has had extensive reading as part of its English language learning curriculum since 1999 [3]. That program was implemented as the out-of-class part of a reading class that had in-class course content involving either the learning of effective reading strategies or study through textbook-based intensive reading. Students took this reading class along with academic writing and CALL, as part of their first year and a half (three semesters) of their compulsory English language learning.

The original extensive reading program consisted of students self-selecting books from a large collection of graded readers maintained at the school’s library. The student were directed to choose books at or near their reading level, as determined by placement testing at the beginning of the school year. The students were to read the books at their own pace, out of class, and reflect on them by completing a 4-page worksheet consisting of summarization, vocabulary entries and personal reactions to the content. Over the course of that program’s implementation, reading requirements varied from as little as one book every two weeks for a total of 6 books to as much as one book per week for a total 10 books over the course of one semester. Notably though, while those prescribed reading goals varied over the course of implementation of the program, there was indeed always some sort of extrinsic required reading goal that students were directed to meet and those required goals were used as a measure for final course grading and assessment. The worksheets served not just as post reading reflection of the content for pedagogical value but also as proof that the students were fulfilling the requirement of the program by actually reading the books.

Over the 19 years that this ‘real book’ extensive reading program was implemented, a number of issues developed. Among them were as, Robb [37] and Robb and Kano [38] document, issues relating to fair and accurate assessment and reading accountability. While the program was working well for some students, many teachers were finding examples of plagiarism and copying of other students’ work in some students’ required worksheets. Many students complained that the required reading goals and post reading activities were too burdensome and ultimately demotivating. As a result, some students were plagiarizing summaries found on the back of the book or on the internet, or copying other students’ work in order to avoid reading.

Within this context the decision was made to transition to the *xreadingVL* online extensive reading platform. The presumption being: 1) that students would have access to graded reading material comparable to their hard book experience; 2) that teachers would be able to accurately monitor and assess their students’ reading progress; 3) that students would not be burdened with the completion of arduous and motivation-sapping follow up worksheets. All the while, the online program would give students more time to perform the high volume of reading necessary to gain benefit from an ER program, reduce the opportunity for cheating and ‘gaming’ that were there before, and increase the opportunity for a more pleasurable and rewarding reading experience that would benefit students at all proficiency levels.

#### IV. METHODOLOGY

In this paper, I will compare students’ reading performance data collated in the online extensive reading program *xreadingVL* to determine what effect differing motivational approaches have on students’ reading performance at differing proficiencies. A total of 205 first-year students took part in the extensive reading program and implementation of the *xreadingVL* platform at the institution. These students were all part of an 8-class cohort that studied English from April to July. The students were placement tested at the beginning of the term (April) with the Edinburgh Project on Extensive Reading test and TOEIC IP test. The results of these two placement tests were combined and used as the means to place students in one of eight class streams (A1, A2, B1, B2, B3, B4, C1 and C2) where A1 and A2 are high proficiency, B1, B2, B3 and B4 are intermediate proficiency and C1 and C2 are low proficiency. Class sizes ranged from 22 to 29 students (Table 1).

Table I. Class designations, number of students and type of motivation IN = Intrinsic EX = Extrinsic.

High Proficiency		Intermediate Proficiency				Low Proficiency	
<u>A-1</u>	<u>A-2</u>	<u>B-1</u>	<u>B-2</u>	<u>B-3</u>	<u>B-4</u>	<u>C-1</u>	<u>C-2</u>
26	26	26	25	27	26	25	24
IN	EX	IN	IN	IN	EX	EX	IN

During the program, two distinct approaches were used at each proficiency level in our extensive reading program (See Table I). One approach employed extrinsic motivation. The instructors employing this extrinsic motivation approach made clear to their students very explicit weekly and semester goals at the start of the program (i.e.. number of words to be read and number of in-app quizzes to be taken), monitored their students’ activity, reminded them of their progress throughout the duration of the semester, and used the weekly and semester word data as part of their final grading. The other teachers used an intrinsic motivation approach, with no specific goals in place other than that their students’ reading performance would be part of their final class assessment as a curved score based on the highest and lowest performing students’ outcomes. Students were left

to read as much as they could on good faith throughout the duration of the semester. At the end of the semester (July), a questionnaire was completed by all participating students asking them about their experience with the ER program. The responses to the questionnaire were then correlated with the reading data.

### V. DATA ANALYSIS

Student reading data and statistics were collated through the *xreadingVL* interface. The data was downloaded, combined with the results of the student questionnaire and uploaded into SPSS data analysis software for Pearson correlation and p-value significance testing.

A key data point devised for this study is the ‘xreading performance score’. This score is used to provide a relative performance ranking that takes into account possible instances where students might be gaming the system and artificially running up their ‘words read’ scores by simply skimming the text or digitally paging through books and not actually reading the text. The *xreadingVL* program cannot detect whether students are actually reading or not. As long as students open the book electronically and begin click-paging through it, the words on the pages are digitally tallied as read. In this case reading speeds will generally be artificially high as students tend to page through books rapidly (some recorded data points showed reading speeds of up to 1500 w/m).

In order to compensate for this gaming and to create a standard whereby all of the students could be assessed equally, an algorithm was created based on the notion that average reading speeds for EFL learners at the levels expected in our program should be close to 130 w/m. The algorithm creates a multiplier that progressively decreases the value of actual ‘words read’ as reading speed increases, so as to not give students credit for words they possibly didn’t actually read. A higher xreading performance score indicates that students are reading more words at a slower pace, which suggests that they are concentrating more on what they are reading.

Across all students and proficiencies, reading statistics and questionnaire data indicated that students who liked the ER program performed better than those who did not like it (Table II). They read more words at slower speeds, as indicated in their xreading performance scores, they spent more time reading and they completed more books. Those students who indicated that they liked the ER program also took and passed more quizzes, suggesting that they understood more of what they were reading. It should be noted that over the course of the semester, a number of students either dropped out of the program, their SPSS data was incomplete, or they did not participate in the questionnaire, thus the number of student responses differs from the original 205 study participants.

Table II. Pearson Correlation and P-value significance between students’ affinity for the ER program and their performance on various reading performance parameters.

<b>Liked the ER program vs.</b>			
	Correlation	Significance (P-value)	No. of Students
<b>xreading Performance Score</b>	0.558	P</=0.000	193
<b>Books Completed</b>	0.502	P</=0.000	193
<b>Words Read</b>	0.602	P</=0.000	193
<b>Reading Time</b>	0.578	P</=0.000	189
<b>Quizzes Taken</b>	0.494	P</=0.000	193

Liked the ER program vs.			
Quizzes Passed	0.502	P</=0.000	193

When analyzed at the class level (Table III), the data more clearly elucidates the relationships between motivation and reading performance at different levels of proficiency. Again, over the course of the semester, a number of students either dropped out of the program, their SPSS data was incomplete, or they did not participate in the questionnaire, thus the number of students differs from the original 205 study participants. Numbers in parentheses are standard deviations.

The data indicates that the extrinsically motivated students at the high and intermediate proficiency levels read more words, albeit at a considerably higher rate of speed, than their intrinsically motivated counterparts. Because ‘words read’ and ‘reading speed’ are the key factors in the xreading performance score, the intrinsically motivated students at the high and intermediate proficiency levels performed relatively better than the extrinsically motivated ones in the xreading performance score. Conversely, at the low proficiency level, having read more words and a slower rate of speed, the extrinsically motivated students outperformed the intrinsically motivated ones’ on their xreading performance scores (Figure 1).

Table III. Reading performance data by class.

Class	XPS	How did you like the ER program?	Words Read	Read Time [min]	Reading Speed [w/min]	Quizzes Taken	Quizzes Passed (>50%)	Quiz avg [%]
<b>A1</b>	142.8 (38.1)	4.9 (2.2)	150,076 (32,549)	1279 (401)	151 (80.0)	36.6 (13.7)	32.2 (12.2)	70.0 (33.3)
<b>A2</b> (Ex)	104.7 (30.1)	3.8 (2.1)	235,553 (113,657)	1967 (822)	226.5 (94.5)	56.6 (24.4)	41.5 (15.5)	54.6 (20.2)
<b>B1</b>	90.8 (49.4)	4.2 (3.4)	137556 (48,980)	1252 (389)	201.1 (61.2)	27.7 (12.0)	26.1 (10.5)	62.4 (20.7)
<b>B2</b>	80.1 (48)	4.0 (3.1)	128436 (44,631)	996 (396)	194.2 (66.6)	25.4 (14.5)	23.4 (15.4)	57.4 (18.6)
<b>B3</b>	79.7 (45.0)	3.8 (3.0)	105196 (43,977)	834 (345)	213.4 (83.2)	23.4 (19.8)	22.7 (11.1)	55.3 (18.0)
<b>B4</b> (Ex)	69.3 (39.6)	3.6 (3.0)	177723 (98,032)	1624 (672)	243.9 (112.0)	37.5 (18.8)	28.3 (15.1)	44.7 (20.9)
<b>C1</b> (Ex)	76.0 (22.2)	3.9 (2.9)	94482 (31,312)	754 (292)	140.2 (60.3)	24.7 (12.2)	20.3 (8.0)	67.8 (14.5)

Class	XPS	How did you like the ER program?	Words Read	Read Time [min]	Reading Speed [w/min]	Quizzes Taken	Quizzes Passed (>50%)	Quiz avg [%]
C2	39.3 (19.4)	3.1 (2.8)	125919 (56,833)	611 (344)	378.9 (140.0)	20.9 (16.5)	8.3 (6.6)	35.6 (22.9)

In terms of how students reacted in the survey when asked how well they like the program, within the high and intermediate proficiency levels, on average students in the intrinsically motivated classes indicated that they liked the program more than the students in the extrinsically motivated classes. At the low proficiency level however, the opposite reaction was registered, the intrinsically motivated students indicated that they liked the program less than the extrinsically motivated ones.

In-app quiz results for all proficiency levels follow a pattern where the extrinsically motivated classes attempted more quizzes than the intrinsically motivated ones. This should come as no surprise however as the extrinsically motivated A2, B4 and C1 were required to take and pass as many quizzes as they could, and the intrinsically motivated A1, B2, B3, B4 and C2 classes were not. Notable however, is the pattern of the ratios of quizzes taken versus quizzes passed and final quiz score averages. At the highest proficiency level the intrinsically motivated students passed almost 88% of the quizzes they attempted with a quiz grade average of 70%. Their extrinsically motivated counterparts however passed only 73.3% of the quizzes they attempted with a final quiz average of 54.6%. The pattern continued at the intermediate level, with the intrinsically motivated classes, B1, B2 and B3 passing 94.4%, 92.1% and 97.0% respectively with corresponding averages of 62.4%, 57.4% and 55.3% also respectively. The lowest proficiency level classes however exhibited an opposite pattern, with the extrinsic level students passing 82.2% of quizzes taken, with a 67.8% score average score versus the intrinsically motivated class' 39.7% passing rate and average score of 35.6% (Figure 2).

## VI. DATA INTERPRETATION

The A2, B4 and C1 classes were motivated extrinsically to read as much as possible with weekly and full semester requirement of words to be read. This extrinsic motivation drove the students in the high and intermediate proficiency groups (A2 and B4 classes) to spend more time reading more total words than their non-extrinsically motivated counterparts in their same proficiency groups. This extrinsic motivation however seemed to have driven the A2 and B4 class students to read at a faster rate in order acquire those words read. The A2 class' reading speed averaged 150% faster than the A1 class and the B4 class' reading speed averaged 114% faster than B3 class, 125% faster than the B2 class, and 121% faster than B1 class. Thus, A2 class performance on *xreadingVL*, as measured by the average *xreading* performance score was 73% of the A1 class, and B4 class was 76%, 87% and 87% of B1, B2 and B3 classes' *xreading* performance scores respectively. At the lowest proficiency level (Classes C1 and C2) the opposite effect occurred (Figure 1). The extrinsic requirements of 'words to be read' and a 'quizzes to be taken' drove students in the C1 class to read at a much more measured pace than their intrinsically motivated lower proficiency counterpart (C2 class), thus elevating their *xreading* performance score.

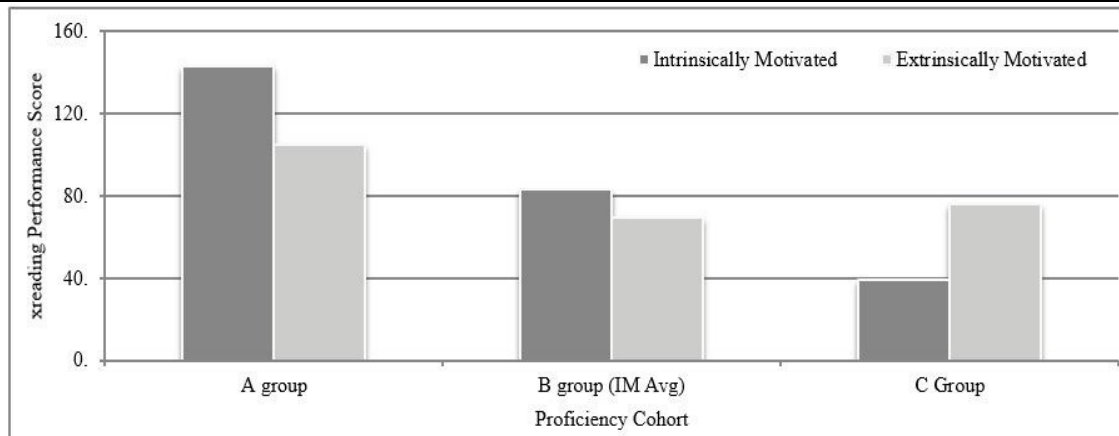


Fig. 1. Xreading performance score vs. proficiency group and type of motivation

When the results of the in-application quizzes are examined within the context of the aforementioned data and the different types of motivation, the results corroborate what Crooks [10], Pintrich and Schrauben [34], Kellaghan, Madaus and Raczek [23], Coffield et al. [8], and Wang and Guthrie [40] found, in that the motivation that the A2 and B4 class drew from the strict extrinsic words read requirement led those students away from reading for a deeper understanding of the text to faster surface level reading, but only at the high and intermediate proficiency levels. At the low proficiency level, the opposite effect occurred (Figure 2). The extrinsically motivated cohort performed better than their intrinsically motivated counterparts on quizzes because they read at a slower pace, giving themselves more time to comprehend the text and, consequently, answer more comprehension questions correctly. While the data does generally support Bondy's [4] and Elley's [16] findings that lower level classes find reading to be difficult, this study shows that, when motivated extrinsically, low proficiency learners can find comfort with direction in an extensive reading program, as in the case of the C1 class.

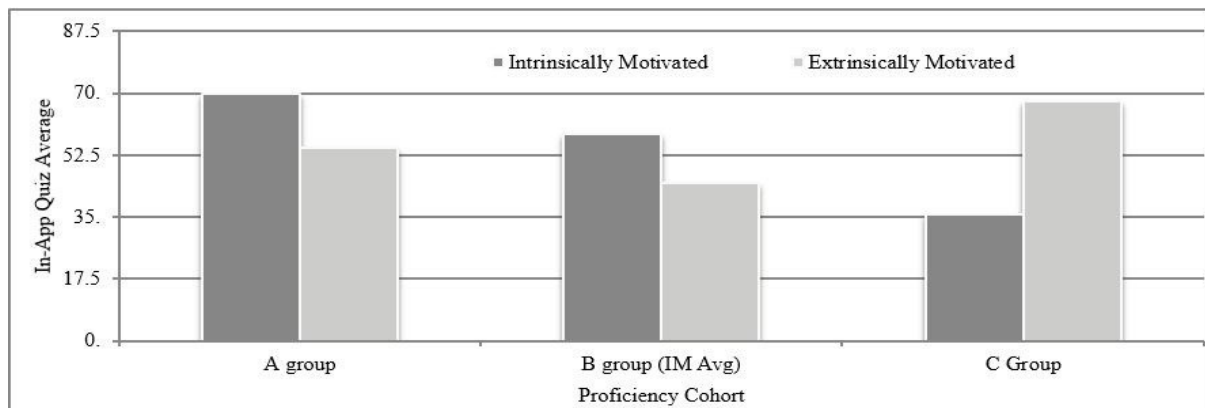


Fig. 2. Quiz average vs. proficiency group and type of motivation

Coupled with the survey results indicating that the extrinsically motivated C1 students liked the program more than the intrinsically motivated ones, it can be surmised that the lower proficiency students needed and appreciated the more stringent extrinsic motivation to participate in the program successfully and they used it to make better use of their time.

## VII. CONCLUSIONS

Extensive reading for many teachers involves sacrificing the pleasure principle and the principle of reading as its own reward to the realities of classroom assignment accountability and assessment. This sacrifice arises out of

the antagonistic ideas between Day and Bamford's [12, 13, 14] fifth principle, that the extensive reading experience should be pleasurable, Robb's [37] assertion that enjoyment alone is not enough to motivate most students to read in many EFL classrooms, and Bondy's [4] and Elley's [16] findings that many learners, and especially low level ones, find little pleasure in reading. This paper examined these seemingly antithetical ideas by tracking the progress of three different English language learning proficiency groups in the *xreadingVL* online extensive reading platform under both intrinsic and extrinsic motivational conditions.

Through Pearson correlation and p-value significance testing, we determined that students who enjoy their extensive reading experience perform better by reading more words, understanding more of the text, and passing more post reading comprehension quizzes. We also determined that the types of motivation employed in our extensive reading program had differing effects on our students' performance and level of enjoyment. When extrinsically motivated with required word counts in the ER program, higher proficiency students enjoyed our program less and performed worse while students at low proficiency levels performed better and enjoyed the program more.

This study thus finds that high and intermediate proficiency EFL learners may not need such extrinsic motivation as required words counts to drive them to read the copious amounts of books necessary to get any benefit from a classroom extensive reading program. To the contrary, such extrinsic requirements may actually antagonize outcomes by introducing a level of unnecessary pressure that causes students to read faster, concentrate less on the material they read and negatively affect how well they like the program, which as was found, strongly correlates with performance.

This study also finds that lower proficiency EFL learners need to be motivated extrinsically with required weekly and monthly and per-semester word counts, and they actually may prefer it. Lower level students should not be expected to overcome their weakness in reading and demonstrate any effective intrinsic motivations to read the requisite high volume of material to reap any rewards from the program.

To compensate for expected increases in reading speeds resulting from the pressure to meet extrinsic goals, this study suggests that teachers remind their students of the effects of faster surface level reading on understanding of the text and post reading quiz performance and encourage them read at more measured pace, at all proficiencies, but as this study found especially higher ones. When the ER program is conducted through the *xreadingVL* application, or any other application where reading speeds can be monitored, teachers should pay close attention to their students' reading speeds, and where applicable, set an average maximum reading speed near which students should endeavor to read.

Moving forward, we hope to extend this extensive reading study's scope by performing a longer term study and examining the effects of motivation and proficiency on students' performance over time and on standardized reading tests such as TOEFL and TOEIC.

## APPENDIX

### *Post Course ER Program Survey*

1. How did you like ER program?

Linear scale 1 = I didn't like it - 10=Loved it very much

2. I think my reading improved from the ER program.

Linear scale 1 = NO, not at all - 10 = YES, very much

3. I would like to continue the ER program.

Linear scale 1 = NO, not at all - 10 = YES, very much

4. I enjoyed the selection of books

Linear scale 1 = NO, They were boring books -10 = YES, The selection was great!

5. I mostly used *xreadingVL* on my...

- a. Always on my smartphone.
- b. Mostly on my smartphone but sometimes on a computer too.
- c. Mostly on my computer but sometimes on my smartphone too.
- d. Always on my computer.

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