The Effect of Extensive Reading Teaching Methodology on English Learners' Motivation at Public Junior High Schools in Japan

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Extensive reading (ER) has been practiced by many schools since the importance of input was recognized for communicative language teaching (CLT). However, it is questionable in what environment ER should be implemented. In this study, I defined ER as Sustained Silent Reading (SSR), and examined its effect on students' motivation in studying English in a public junior high school context in Japan. Although ER is effective in enhancing intrinsic motivation and self-efficacy (e.g. Day & Bamford, 1998; Takase & Otsuki, 2011), it is not clarified if ER does succeed in doing so in the public junior high school curriculum where learners are under the pressure of entrance examinations for senior high schools and, as a consequence, the teaching of English still more or less depends on the grammar-translation method as a shortcut to satisfactory exam results. This research proves how such a teaching methodology demotivates learners with regard to ER when English is being taught in a way incompatible with ER methodology. For ER to succeed, it is necessary that the methodology of teaching English over the regular course be compatible with that of ER. Using two instructors whose teaching methods are different as exemplars, the research suggests an alternative way to teach English and to modify the tests so as to have ER successfully proceed in the curricula at public junior high schools.

Literature Review

Numerous researchers have looked at the effects of ER in enhancing English proficiency and motivation in their implementation of SSR (e.g. Day & Bamford, 1998; Takase, 2004; Matsui & Noro, 2010; Takase & Otsuki, 2011; Nishizawa, 2011; Nation, 2013). However, outcomes do not easily appear in test scores unless learners read a tremendous amount. Nishizawa (2011) stated that an increase of TOEIC score starts at around 300,000 words read for some learners and definitely for many learners at over a million words. Nation (2013) suggested that learners must encounter the same word at least 16 times in various contexts before it is retained.

Although it takes time to foster English proficiency through ER, some researchers found that it adds to the quality enhancement of reading (e.g. reading speed) and creates a positive change in the learners' attitude toward reading at a relatively early stage of learning. For example, Takase & Otsuki (2011) found that remedial students at senior high and college increased their motivation and self-efficacy toward reading passages. Likewise, a similar effect was observed at junior high level by Matsui and Noro (2010). Originally, ER was claimed to

trigger intrinsic motivation by a mechanism called 'bookstrap' (Day & Bamford, 1998). Learners feel like reading more as they are absorbed by the power of stories. Ideally, this motivation fosters a positive attitude toward English study as a byproduct of the reading habit. However, the motivational changes mentioned above are not always intrinsic but instrumental or integrative at school contexts in Japan (e.g. Takase, 2004; Matsui & Noro, 2010; Takase & Otsuki, 2011). Takase (2004) claimed that it is self-efficacy of fluency and accomplishment that drives learners to read more under the exam-oriented school system in Japan.

Some researchers claimed that the fluency learners feel through ER is caused by a direct approach to the human cognitive system that operates without a need for word-by-word translation (e.g., de Goot & Hoeks, 1995). Without translation, we can save reading time and recognize the meaning of a word in its dynamic state as part of a cognitive system for acquisition. The natural input of English through ER gives learners an opportunity to easily access their innate ability for reading that the learner is not made aware of via the knowledge-accumulative way or word-by-word translation method. Therefore, it helps enhance the learners' motivation toward ER and English learning if it is done in a correct way.

Research Questions

Considering the previous studies of ER mentioned above, ER seems to enhance students' motivation toward English learning because they can feel a sense of self-efficacy by reading authentic materials with ease. However, it is doubtful if junior high students may be motivated by ER because their idea of self-efficacy is more centered on whether or not they can

give correct answers to exam questions. Moreover, none of the previous research revealed the effects of teaching methodologies, which affect assessment and also determine learners' beliefs in how English should be learned under the circumstances in which the effect of ER does not emerge visibly as test scores. The following are research questions regarding this point:

1. Do the methodologies of instructors in the regular course of English influence student motivations toward English study and ER? If so, how should the methodologies be changed for ER to be incorporated into the curriculum?

2. How does the teaching methodology affect the ER methodology?

Method

The research was divided into two surveys, Study 1 and Study 2. The purpose of Study 1 was to see any effectual differences on students' motivation toward English study and ER depending on instructors' methodologies in the regular course. Study 2 was to see the effect of a modified methodology based on the findings of Study 1, so as to examine how methodologies should be changed. The second research question was measured by the degree of translation throughout the studies so as to see how much of ER methodology students adopted.

Participants

The participants for Study 1 were 80 third-year Japanese students in a public junior high school who grew up in a mountainous area of central Japan and did not have previous ER experience. They were divided into three classes instructed by two different teachers, Teacher A and Teacher B (26 students for Teacher A, 54 for Teacher

B). Their teaching methodologies were different;Teacher B depended on the grammar-translation method to have learners understand English and Teacher A did not.

Teacher A was an ER-experienced teacher with experience studying overseas. Teacher B was a less experienced teacher, with 6-years teaching experience at public junior high school, and without ER experience. The differences between the two teachers' methodologies of English teaching were examined by the handouts used in their classes and also by interviewing each teacher. Their characteristics are summarized in Table 1. The fundamental differences of the methodologies of the two instructors were; Teacher A adopted meaning-focused instruction rather than form-focused, and therefore, her approach appealed to learners' cognitive abilities to understand English with a lot of contextual information. Teacher B adopted the structure-based approach, which focuses on forms prior to meaning, and with a relatively small amount of English exposure. In Teacher A's class, grammatical knowledge and meanings of vocabulary were not explicitly given by the instructor. However, in Teacher B's class, they were given explicitly using word-by-word translation. These

differences require of learners two different tasks; in Teacher A's group they try to guess the meaning of a word and find the structural characteristic of a sentence that denotes a certain meaning by themselves, while Teacher B's group waits for the instructor's answers, without trying to figure it out by themselves. Obviously, the former is compatible with ER methodology and the latter is not. The enthusiasm of Teacher B toward ER is less than that of Teacher A due to his lack of knowledge of ER. However, he was ready to accept the new methodology because he himself felt that he needed some change in his methodology to teach in a more communicative way.

The participants for Study 2 were 49 third-year students (32 for Teacher A, 17 for Teacher B) at the same school but in the subsequent year. Therefore, the students had had half a year ER experience in their second year. Their conditions were more or less the same as the participants' in Study 1. Ideally, the participants in both studies should have been the same. However, due to the one-year duration of ER implementation over two grades and also the change of allocation of teachers for classes for the new

Table 1. The Methodological Differences between Two Teachers

Teachers	What they did in class
Teacher A (ER-Experienced)	Avoided translation to introduce new grammar/vocabulary. Vocabulary activities for background knowledge of a reading passage. Focus reading, speed reading to foster reading fluency Meaning was focused on more than form. Instruction was basically in English (without translation).
Teacher B (ER-Novice)	Explicit grammar instruction with translation and explanation. Word-by-word translation for each new word. Verbatim comprehension of a passage. Forms were focused on more than meaning. Instruction was basically in English but followed by oral translation.

school year, we could not follow the same participants.

SSR was adapted as a methodology of ER and 50 minutes of an English class hour a week was allocated for it. This means that one-quarter of weekly English lesson time was spent doing SSR, and the other three-quarters was for regular English lessons. During ER class, students could alternatively work on a grammar drill book the school provided if they did not like SSR. However, whenever they read an ER book, they had to write about it in their reading logs with the title of the book, its word counts & book level, and their short comments about the book. The ER class was inserted into the curriculum in parallel with the regular class. The two classes were two separate independent courses without common materials and activities, and any performance in the ER class was not graded. The ER class was conducted by Teacher A only, and the logs were marked with her encouraging comments and advice, whereas the regular classes were taught separately in the two different teachers' methodologies. For the allocation of classes in both studies, see Table 2.

In order to verify the result, the learners' background was checked on possible affective factors, such as their prior English abilities and motivation toward English before both studies. Results of the five-point Likert

scale in question 1, "Do you like English study?" on the pre-test (Appendix A) showed there was no significant statistical difference in the original motivation toward English between both teachers' groups for both surveys (Study 1: t=.57, df=78, n.s., Study 2: t=-.41, df=47, n.s.). The same was true in their English ability based on a standardized test in both teachers' classes for both surveys (Study 1: t=.02, df=76, n.s., Study 2: t=-.30, df=46, n.s.).

ER Materials

Most materials for ER were from Oxford Reading Tree (ORT: YL 0.1~1.0, 187 volumes, 71,591 words). Together with other series, 373 volumes (172,247 words) were provided in total.

Surveys

In addition to the pre-test mentioned above, the two surveys were conducted during the one-year ER implementation which started in October 2015 and ended in September 2016; one was at the six-month mark after ER implementation started (Test 1), and the other was at twelve-month mark (Test 2). The survey questions were designed to measure in both quantitative and qualitative ways (see Appendix A). In Question 6, the shift of learners' motivation toward English study was examined by asking, "Do you like English better now than before you started ER?" using 3 nominal scales (1. "Yes,

Table 2. Allocation of classes

Studies	Study period	Teachers	Grade level	N	ER class
Study 1	Oct. 2015 through Mar. 2016	Teacher A	3rd (without previous ER experience)	26	Conducted by Teacher A
		Teacher B		54	
Study 2	Apr. 2016 through Sep. 2016	Teacher A	3rd (with previous ER experience)	32	Conducted by Teacher A
		Teacher B		17	

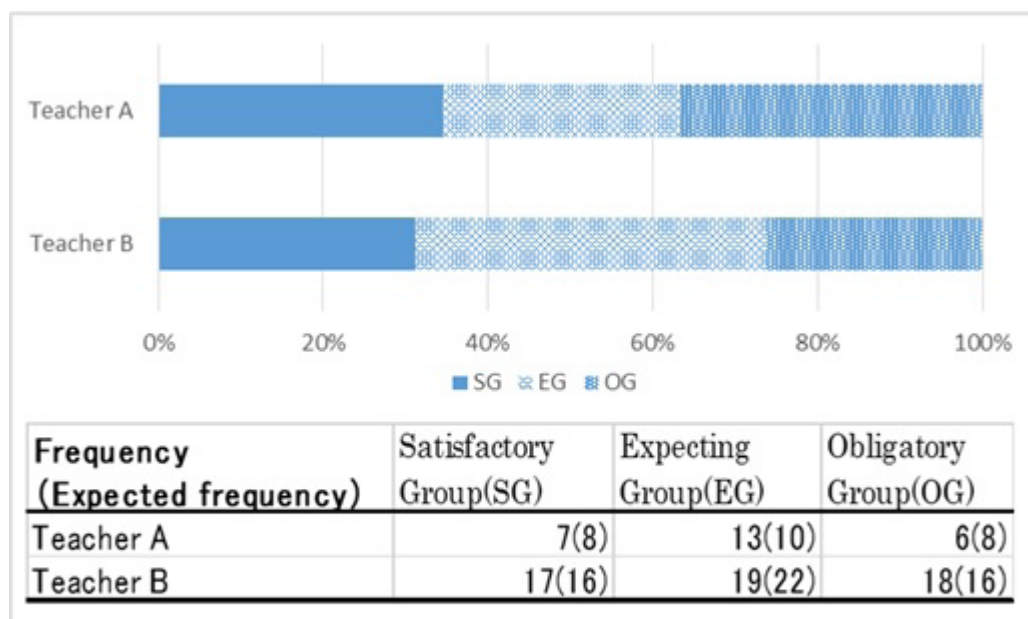| Frequency (Expected frequency)	Satisfactory Group(SG)	Expecting Group(EG)	Obligatory Group(OG)
Teacher A	7(8)	13(10)	6(8)
Teacher B	17(16)	19(22)	18(16)

Figure 1. The ratio of numbers who belong to each Motivational Groups of ER (Study 1) (Teacher A: n=26, Teacher B: n=54)

I like it better now than before," 2. "No, I liked it better before than now," 3. "Neither yes nor no."). In addition, the degree of motivation toward ER was surveyed to see how the students were inspired by ER in the given environment (Question 5). Also, the degree of translation was examined using Questions 2, 3, and 4.

Results & Discussion

Study 1

The median of the number of words learners read at Study 1 was 7,189 words. The qualitative research about the preference of ER based on Question 5, "Why do you work on ER?" showed three ER motivation groups as a consequence of labeling. The students in the Satisfactory Group (SG) were more or less intrinsically motivated toward reading and enjoyed stories. The students in the Expecting Group (EG) worked on SSR, expecting a good result on tests. Those who were in the Obligatory Group (OG) did so because they felt obliged to do so.

According to the chi-square test, there was no difference in the numbers of each type of ER motivation group in the teachers' groups. There were no significant statistical differences in the ratio of the numbers of learners who belonged to each ER motivation group between the teachers (Figure 1, $\chi2(2)=1.70$, n.s.) even though those who belonged to SG were slightly fewer in Teacher B's than in Teacher A's group and there were more OG in Teacher A's group than in Teacher B's. However, what was notable was that those who belonged to OG mentioned, "ER is useless," as one of the reasons why they did not work on ER in Teacher B's class, whereas there were no such reasons in Teacher A's class. Other reasons included, "I don't like reading," "It's difficult to understand stories without knowing the meaning of words," and "The book contents were too simplistic." This indicates that some students could have enjoyed ER more if it had been delivered under the right circumstances.

On the contrary, there was a difference in preference of English study between the

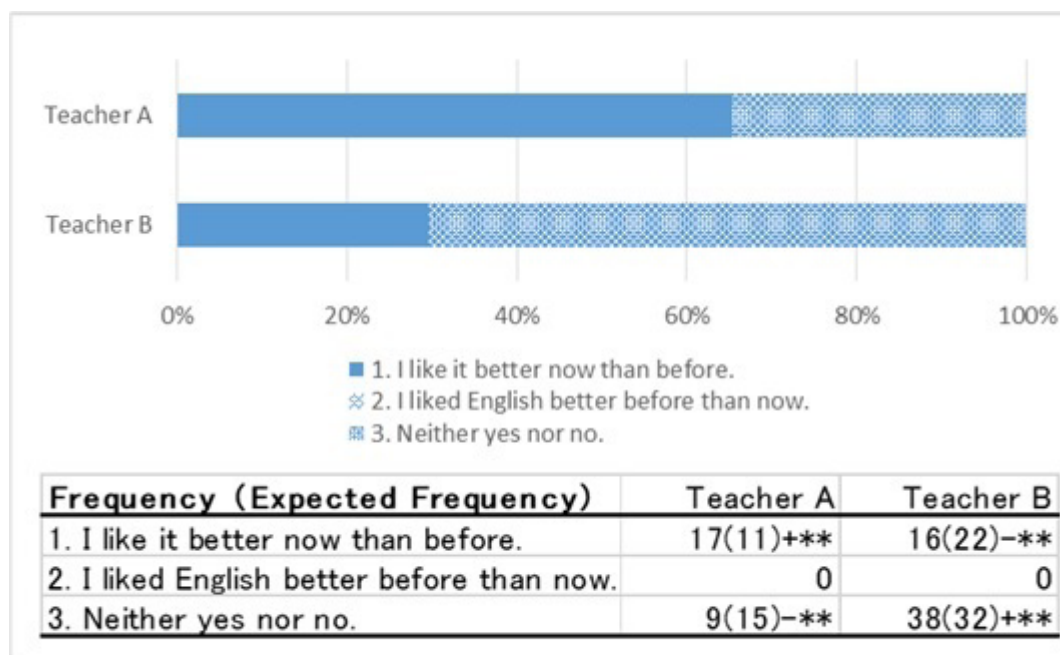| Frequency (Expected Frequency)	Teacher A	Teacher B
1. I like it better now than before.	17(11)+**	16(22)−**
2. I liked English better before than now.	0	0
3. Neither yes nor no.	9(15)−**	38(32)+**

Figure 2. The Approval rate of English study (Study 1) (Teacher A: n=26, Teacher B: n=54)

two teachers' classes as in Figure 2. Statistically, the number of learners who preferred English study with ER was dominant in Teacher A's class ($\chi2(1)=9.3$, **$p<.01$).

The degree of translation (the average point of five-point Likert scale to the questions in Appendix A) was successfully lowered by 0.15 on average in both teachers' groups.

According to two-way ANOVA, no statistical difference was observed between tests and teachers as in Figure 3 (Figure 3, $F(1, 78)=1.06$, n.s., $F(1, 78)=.32$, n.s). This result could be interpreted as the students' attempt to adapt to the new methodology through ER no matter how English was taught in the regular English class.

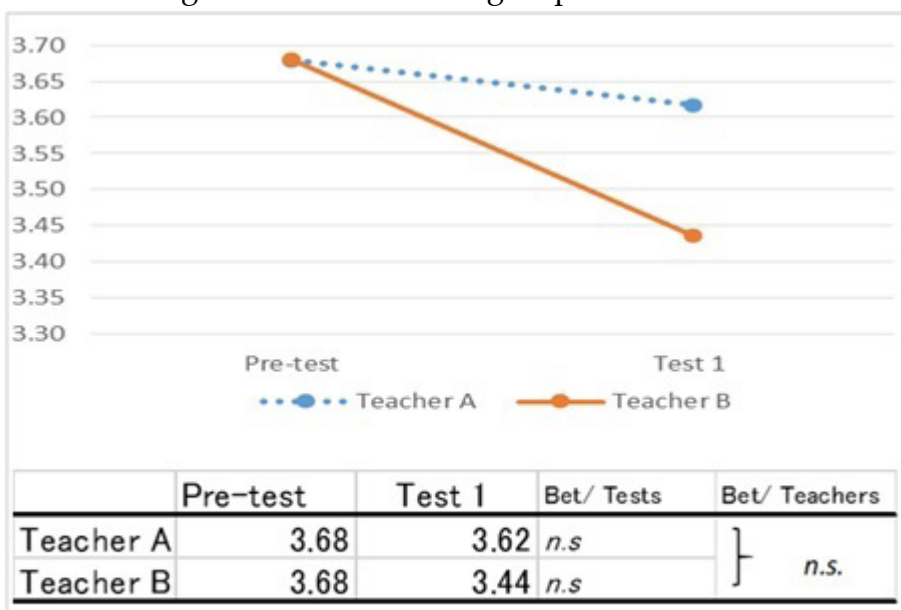|	Pre-test	Test 1	Bet/ Tests	Bet/ Teachers
Teacher A	3.68	3.62	n.s	n.s.
Teacher B	3.68	3.44	n.s	

Figure 3. The Degree of translation (Study 1) (Teacher A: n=26, Teacher B: n=54)

In sum, at this point of ER progress, although students tried to adapt to the new methodology of ER, there was confusion caused by the teaching methodology used in the regular English class which did not match with the ER methodology.

Study 2

Based on the results of Study 1, Study 2 was held under the continuation of ER practice for the purpose of remedying the learners' motivational differences toward English study between the two instructors. Teacher A's methodology was adopted due to the more positive effect on the approval rate of English study over Teacher B's (Figure 2). In order to unify the methodologies, the two teachers shared handouts to use in regular classes and had a meeting at least once a week. They decided to modify the methodologies and to change the exam form as below:

1. Unify the teaching methodologies by using the handout Teacher A makes.

1) Avoid explicit instruction of grammar and vocabulary.

2) Avoid word-by-word translation.

3) Induce learners to notice grammar and meaning of vocabulary in context.

2. Change the term test to assess fluency rather than accuracy.

As for modification 1, they adapted instruction following Focus-on-Form (defined by Ellis, 1994), which induces learners' noticing grammatical forms in order to instruct grammar. Also, for reading comprehension, we tried to appeal to students' schematic knowledge by asking previewing questions without direct translation of passages. As for modification 2, we adapted a speed test rather than a power test (defined by Kadota, et al., 2010). The differences between a speed test and a power test are that in a speed test learners are required to deal with a large amount of English in reading and writing in a limited time, and a holistic understanding and production are required, whereas in a power test they are required to produce accurate language with less time pressure, and the precise understanding of each word and grammar item is required. As for assessment, the two teachers decided to evaluate a writing section on the test holistically, using a rubric (Appendix B) rather than

Teacher A (n=32)	Test 1	Test 2
SG	12	16
EG	13	9
OG	7	7

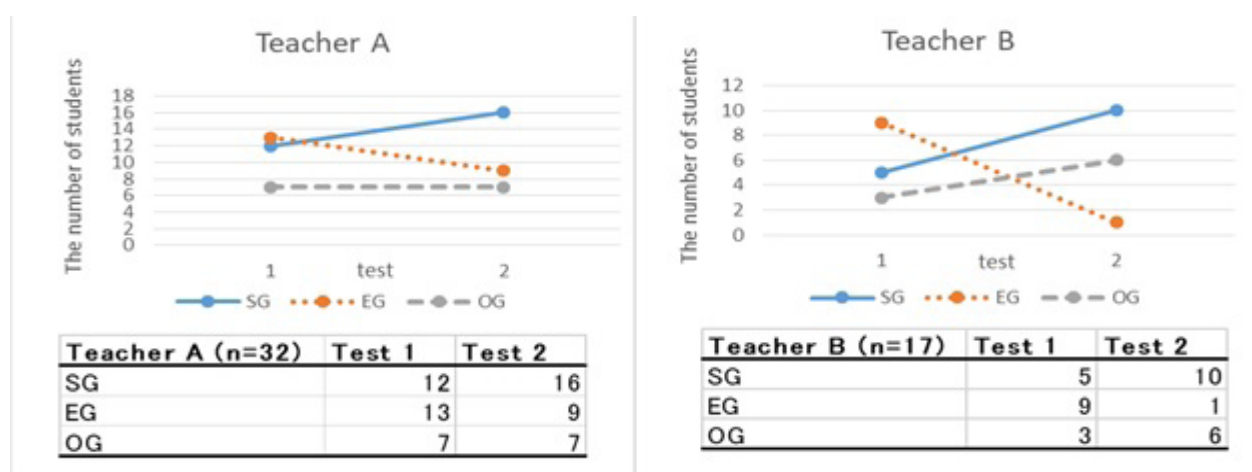| Teacher B (n=17)	Test 1	Test 2
SG	5	10
EG	9	1
OG	3	6

Figure 4. The change of numbers of each ER motivation group at Test 1 & 2 (Study 2)
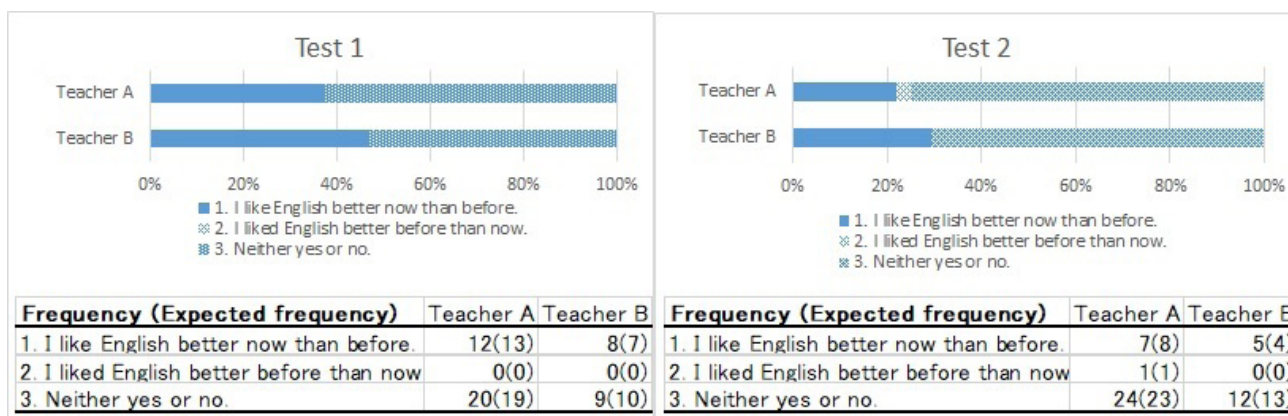(Teacher A: n=32, Teacher B: n=17)

Figure 5. The shift of approval rate of English study (Study 2) (Teacher A: n=32, Teacher B: n=17)

finding errors and subtracting a point for each of them.

The participants for Study 2 had already read 7,189 words on average previously, unlike those in Study 1. The median of the words second year students read in Study 2 was 19,803 words. The highest was 69,830. As in Figure 4, there was a drastic increase in the number of students who belonged to SG and a decreasing number in EG in Study 2. Although this positive effect did not reflect on the negative shift of the approval rate of English study at Test 1 & 2 (Figure 5), there were no statistical differences between the teachers at both tests (Test 1: χ2(1)=.42, n.s., Test 2: χ2(2)=.81, n.s.). The degree of translation in both teachers' groups decreased during Study 2 as in Figure 6. According to a t-test, the decrease rate was more drastic in Teacher B's group than in Teacher A's group (Teacher A: t=1.61, df=31, n.s., Teacher B: t=2.72, df=16,*p<.05). However, there was not any significant statistical difference between teachers in either test (Test 1: t=-1.52, df=46, n.s., Test 2: t=-1.41, df=47, n.s.). Although a statistically significant difference was not observed in Teacher A's class, the difference of translation degree between both teachers' groups at Test 1 became smaller at Test 2. This result could mean that the modified methodology had been successfully unified and induced the

students' learning attitude not to depend on translation.

The modification of methodologies did not give positive effects on the approval rate of English study (see Figure 5). There was a decrease in the number of students who marked "I liked English better now than before" in both teachers' groups. However, according to the reasons why they worked on ER in Question 5 (Appendix A), we could create an environment in which students could enjoy reading or feel self-efficacy caused by the ER methodology. Those who changed their motivation group from EG/OG to SG tended to experience self-efficacy, saying "I could read more fluently," and "I can understand English more naturally and easily, so I like ER better than the textbook and its drill book."

On the other hand, the negative comments from those who changed from EG/SG to OG mentioned "I don't like books. So if a story got too long, I didn't feel like reading," "It was interesting at the beginning because the books were full of pictures. But now I do not know if I understand the stories," and "I wish I could understand unknown words." This indicates that in an environment in which all the students felt obliged to work on ER, we produced unsuccessful students as well as successful students. The

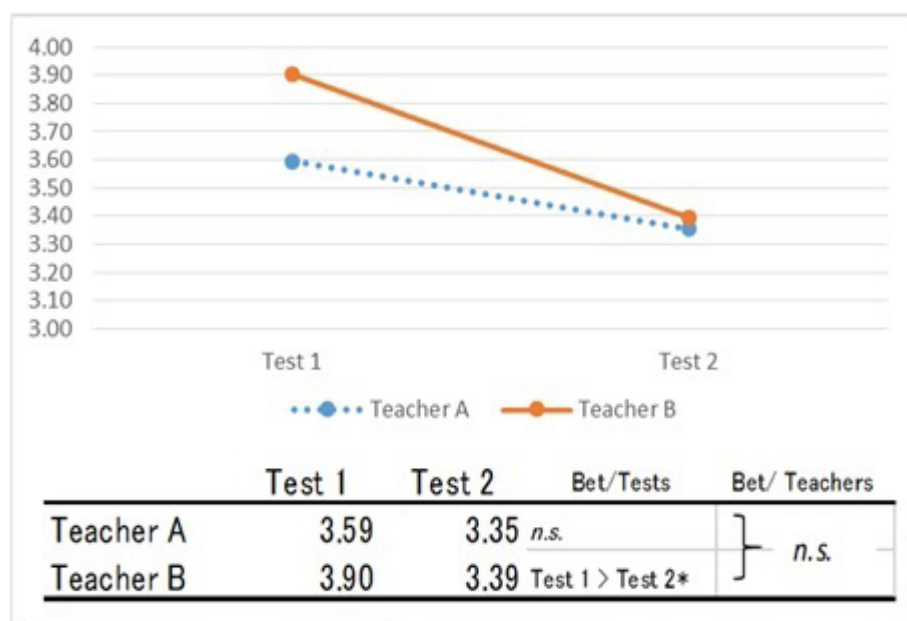|	Test 1	Test 2	Bet/Tests	Bet/ Teachers
Teacher A	3.59	3.35 *n.s.*		*n.s.*
Teacher B	3.90	3.39 Test 1 > Test 2*		

Figure 6. The Degree of translation (Study 2) (Teacher A: n=32, Teacher B: n=17)

former had a hard time adapting to the ER methodology, while the latter were able to attain a sense of self-efficacy. The unsuccessful students needed more guidance in how to read under the new methodology. Nevertheless, those who were working on the drill book instead of ER during ER class at Test 1 were not seen at Test 2 in either teachers' classes.

In sum, the modified teaching methodology could lead students to a new way of how to learn English. A goal in the teaching of English should be the creation of an environment in which ER is inevitable for English study.

Conclusion & Issues

These studies showed that the teaching methodologies in regular English courses affect learners' motivation toward English study and ER. The discrepancy in teaching methodologies between a regular English class and an ER class could demotivate students toward English study and ER even though the classes are not related to each other in junior high school contexts. An English teaching methodology compatible with ER methodology induces a smooth lowering of translation degree to optimize an environment in which students can feel self-efficacy resultant of ER. Considering the limited amount that junior high school students can read, it is hard for students to monitor if they are on the right track since the effect does not appear in test scores. The confusion that appeared on the approval rate of English depending on teachers at Study 1 indicated that students needed instruction in how English should be learned even in the regular English class. Therefore, it is important for teachers to guide students in what to do and in what is expected through a teaching methodology of English classes on a daily basis in order to maximize the power of ER.

This research also revealed that even after modification of teaching methodology, students' enthusiasm toward ER does not appear to impact on the approval rate of English study. There are possible reasons for this; for example, the sudden increase of English use in both English classes and exams makes students experience difficulty,

and the instruction without translation does not give them a clear answer whether they are right. Together with how to assist those who had difficulty understanding books, these issues need to be clarified in a future research.

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Appendix A

These questions were asked in Japanese.

Pre-test

Motivation to English

1. Do you like English study? (Five-point Likert scale)

あなたは英語が好きですか。

Degree of translation (Five-point Likert scale)

> Note: You can use any methods to 'translate', for example, actual writing on a piece of paper, in your mind, and so on.
>
> ここで「訳す」というのは, 紙に書いたり, 頭の中で日本語にしたりすることを意味します。

2. Do you translate English passages into Japanese while reading?

あなたは英文を読んでいるとき, 日本語に訳してから理解しますか。

3. Do you translate English into Japanese while listening?

あなたは英語での聞き取りのときに, 日本語に訳してから理解しますか。

4. Do you translate English into Japanese while talking to others?

あなたは, 授業などで英語で会話をするときに, 日本語に置き換えてから話しますか。

Test 1 & Test 2

 About ER motivational groups

Descriptive

5. Why do you work on ER? Please describe the reasons why you do so.

あなたはなぜ多読を続けるのですか。その理由を答えてください。

Degree of favor of English study

6. Do you like English better than before you started ER?

あなたは多読が授業に導入される前よりも英語が好きになりましたか。

> 3-nominal scale: 1. "Yes, I do," 2. "No, I liked it better before than now," 3. "Neither yes nor no."

はい, 好きになりました。 2. いいえ, 以前の方が好きです。 3. 好き度合は変わりません。

Degree of translation (Five-point Likert scale)

The same questions as in 2 to 4 above.

Appendix B

A revised version based on Sato, 2014.