

Reading Comprehension of Thai Students Improved by Extensive Reading When Learning English as a Foreign Language

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Abstract

The present study had three purposes: (a) to examine students' reading comprehension after they participated in an extensive reading program for 10 consecutive weeks; (b) to explore if there were any gender differences in the outcomes, and (c) to examine students' reading motivation after they completed the program. Thirty-three first-year students from a university in Thailand participated in the study. The study used a quasi-experimental research design to determine whether extensive reading impacted the students' ability to learn English. A pre-test was given before the program/intervention and a post-test after the intervention. In addition, the students responded to a questionnaire on their reading motivation. The results showed that students' English reading comprehension improved after taking part in the reading program. All students reported improvement in their English reading comprehension. There were no gender differences in the post-test, even though female students spent more time reading than their male counterparts. The study highlighted a need for further research in extensive reading, specifically using control groups to ascertain how much ER contributes to reading comprehensive improvement.

Keywords: *Extensive reading, reading comprehension, reading motivation*

Introduction

Reading is a skill that is important for improving students' learning of English as a Foreign Language (EFL). In addition to being a source of information, reading in a language class is an activity to be enjoyed (Dechant, 1991). Reading can also reinforce writing and reading skills, which are essential for facilitating comprehension. If students' reading skills are poor, they are likely to struggle to improve or make progress in their studies. For Thai students, a study from the Program for International Student Assessment (PISA) (2018) showed that they are weak readers owing to a lack of interest in reading, low motivation, and poor reading habits (Sawangsamutchai & Rattanavich, 2016). Furthermore, Thai students may read a text, but they do not comprehensively understand what they read (Chomchaiya & Dunworth, 2018). One of the reasons for this unsatisfactory reading outcome is a result of the teaching methodology. Hayikaleng et al. (2016) said that there are teachers of English in Thailand who use traditional teaching methods, where passages are read aloud for students and students are then assigned to answer comprehension questions. This teaching strategy encourages students to be passive learners and does not promote the skills necessary to become proficient in a new language. Hence, Thai teachers must try new teaching methods, and students should also find other ways of learning English as a foreign language (EFL).

Extensive Reading (ER) is one strategy that has been successful in increasing reading comprehension. Bamford and Day (2004) describe ER as "an approach to teach language in which learners read a lot of easy material in the new language" (p. 1). Extensive reading is a powerful tool that improves students' ability to learn English while having fun at the same time. Over the last 10 years, Thailand has encouraged schools to use this program by creating Self Access Learning Centers (SALC) equipped with many books and other reading materials. These SALC facilitate ER programs. Sadly, at least one report has indicated that these facilities were not utilized (Noom-ura, 2009). This could be due to a number of things such as students not being aware of such facilities or teachers not being confident enough to let students explore other books besides the ones they know.

In this study, the researchers made use of a SALC at a Language Institute. The Language Institute (LI) provides English courses to undergraduate students at a local university in Thailand. It has a learning center that subscribes to an extensive reading software that aims to promote students' reading ability and can increase their reading motivation. The LI centre has a wide range of books at different reading levels, ranging from easy to challenging. Based on previous studies, ER and SALC have made contributions to undergraduate performances (Gromik, 2015; Kagar, 2012; Pongstornpipat, 2021). Thus, the researchers used SALC to examine the impact of ER on students' English reading comprehension and whether there were gender differences in reading ability.

The following were the research questions:

1. Does extensive reading affect students' reading comprehension in learning English?
2. Are the scores of English reading comprehension abilities between the male students and female students significantly different?
3. Does extensive reading give the students a higher motivation toward reading comprehension in English?

Definition of Extensive Reading

Extensive reading can help students develop their foreign language reading skills and motivate them to read. Day (2015) explained that ER teaches reading via reading for pleasure and information. The idea of ER is that readers must read as much as possible without concern about unknown vocabulary or expressions in the text. The main goal of ER is to build readers' fluency, reading speed, and a general understanding of the reading materials (Bamford & Day, 1997). The texts should be authentic and convey real-world experiences because students are then able to learn how to use the language in real life (Guo, 2012). Day and Bamford (2002) and Day (2015) agree that an extensive reading program is critical for reading comprehension. They proposed 10 successful principles for teaching ER as follows: (a) easy reading material, (b) various topics on reading material, (c) learners' choice in reading, (d) learners to read a lot, (e) reading should be for enjoyment, information, and general knowledge, (f) reading is itself the reward, (g) increase reading speed because student read texts that are easy and interesting, (h) silent reading, (i) teachers' guidance in reading, (j) teacher is a reading role model for students.

Related Studies about Extensive Reading

Researchers from various countries are interested in ER (Liu & Young, 2017; Maipoka & Soontornwipast; 2021; Yen, 2017). Kargar (2012) conducted a study on 67 Iranian EFL students who had failed in their reading courses. These students were divided into two groups: An experimental group that underwent an extensive reading program and a control group without an ER program. The experiment lasted for 10 weeks. After the experiment, the post-test revealed that the experimental group achieved better proficiency because their post-test scores improved.

Burgh-Hirabe and Feryok (2013) conducted an extensive reading on nine adolescent students in high school aged from 10–19 years old. They studied Japanese as a foreign language in New Zealand. The students were highly encouraged to read easy and interesting Japanese books for five to seven months. They were requested to finish at least one book a week and keep a journal entry. At the end of the experiment, the result showed that motivation for extensive reading, defined as a commitment, depends on the number of books read and the time spent reading. The motivation of four students increased, three decreased, and two remained stable. Some of the significant factors influencing the Japanese foreign language learners' motivation for extensive reading were identified as (a) a desire to develop their Japanese language, (b) feelings of success, (c) intrinsic values, (d) availability of extensive reading books, (e) beliefs about L2 learning, (f) a sense of autonomy, (g) external demands, and (h) distractions. This study shows that ER can be applied to learning any second language, not just English.

Pongsatornpipat (2021) conducted ER study on Thai undergraduate students for 10 consecutive weeks. The study investigated the improvement of students' reading ability and explored their

opinion regarding reading development through ER. The study was a mixed-methods research involving 30 willing students. The pre-test score was ($M = 13.17$, $SD = 4.58$), and the post-test was ($M = 20.73$, $SD = 6.28$). The post-test showed that ER can significantly increase students' reading ability. Furthermore, the qualitative interview analysis showed that participants felt positively toward their reading development and self-autonomous skills.

Gender Differences as a Factor in Reading Improvement through Extensive Reading

In research on ER, a variable that is often examined is gender. Takase (2011) conducted a study to determine gender differences in students' performing in ER. There were 40 students (20 females and 20 males) who participated in this study for 10 months of an academic year. In this study, the Edinburgh Project on Extensive Reading (EPER) test was administered for pre-test and post-test to determine students' reading ability development. At the end of the experiment, students self-reported their reading ER experience and the materials they read. A post-test gender comparison showed no gender differences between the male and female students. However, comparing pre-test to post-test scores within each gender showed that females improved their reading performance. The reason given was that the female participants embraced ER more positively and started by reading lower level picture books, which encouraged them to keep reading and take on more challenging books. Consequently, the female students read more than their male counterparts.

A similar study by Lui and Young (2017) used online community-based English extensive reading to explore the extrinsic, intrinsic, and interpersonal motivation and gender differences in the reading of 501 (216 males and 285 females) Taiwanese high school students. The results showed that the female students had a stronger intrinsic motivation while the male students had stronger interpersonal motivation. Moreover, the female students had higher average scores on comprehensive tests than the male students. However, based on the interactivity tests, the male students' scores were higher than those of female students.

Second Language Learning Theories

Although reading is an important skill necessary for improving second language learning, it is hard to enjoy reading when the purpose is merely to obtain knowledge. It is difficult for students to read for long periods of time even though the reading materials are easy and exciting. They find it difficult to finish reading a whole book, let alone read and finish several books. They only read when the teacher assigns homework or because of course requirements (Laufer, 2001). Motivation is the best way students can accomplish their language learning goals.

Gardner's motivation theory (1985) classifies motivation as integrative motivation and instrumental motivation. Integrative motivation reflects the learners' willingness to be part of other language communities or wanting to communicate with those groups. Kato (2016) explained that integratively motivated students develop their language proficiency to interact with the native speakers or fit in with their communities. On the other hand, instrumental motivation reflects a need for social recognition or for economic benefit as a result of knowing a second language. Students try to enhance their language ability because they may be rewarded with a higher salary, power, or a better career. Ghomali et al. (2012) indicated that students with instrumental motivation could easily pass the university entrance examinations or language tests, apply for a job, get higher pay, or achieve higher social status.

Deci and Ryan's (1985) Self Determination Theory (SDT) classifies motivation into extrinsic and intrinsic motivation. Extrinsic motivation is defined as doing something because it leads to external outcomes such as rewards, trophies, money, social recognition, or even praise. This is similar to Gardner's instrumental motivation. Ryan and Deci (2000) stated that students with strong extrinsic motivation could easily accomplish their learning goals for a reward. On the other hand, intrinsic motivation refers to individual inner pleasure, fun gained from the activity, and the ability to challenge oneself (Ryan & Deci, 2000; Legault, 2016). Singh (2016) suggested that students with

intrinsic motivation could lead to an innate psychological need for competence, autonomy, and desire to perform meaningful work.

According to these theories, motivation is a key factor, as seen by Huang (2015), who used ER to check students' motivation in English reading. He conducted a study with 258 high school students in Taiwan. The participants were encouraged to read 30 minutes a day. The data collection was done via an interview on randomized student selection. The result revealed that extensive reading positively affected students' motivation toward reading English and develops English reading ability.

Research Methodology

A quasi-experimental quantitative research design was used to estimate the causal impact of an intervention on a target group without random assignment. The ER was used for 10 consecutive weeks in one semester to examine whether the intervention impacted reading comprehension and motivation. A pre-test and post-test were used at the beginning and the end of the intervention. Students began reading at the elementary level, and after receiving the intervention, they were expected to reach the upper-intermediate level.

Participants

The participants were 33 Thai university students from a Thailand university department of education. They were freshmen in the second semester of study, and their ages ranged from 17–19 years old. Their English comprehension proficiency level was at A1 (starter level). After taking English classes, they were expected to improve and move from the current level to level B2 (upper-intermediate level) and pass the university's exit examination.

The Instrument

The first instrument had two parts: (a) demographics data collection of participants' personal information such as gender, age, academic status, and students' college major of study, and (b) pre-test questions at the beginning of the study and post-test questions given to students after the intervention.

Part b of the first instrument measured students' comprehension at an intermediate level. The research instrument consisted of 50 multiple choice questions assessing reading comprehension (five passages comprised 10 questions per passage). The main idea of the questions was to identify the meaning of the words and specific details in the passages. The overall timeframe for pre-test and post-test was 60 minutes for 50 items. The students were informed about the ER program at the beginning of the semester. The pre-test and post-test were adapted from the Cambridge English Exam for beginners' free reading comprehension practice test. These tests are known as the A2 KEY or KET tests for reading, listening, speaking, and writing skills. They are a reliable and valid test for basic elementary written and spoken English. The pre-test and post test scores were made available to the students after each test.

The second instrument was a questionnaire using a Likert scale of 1 to 5, given at the end of the intervention to check students' level of motivation in reading comprehension via the extensive reading program. The questionnaire adapted from Sawangsmutchai's and Rattanavich's (2016) comprised two sections. The first section collected participants' demographic data such as gender, age, academic status, and student's college major of study. The second section consisted of 20 questions on motivation in reading comprehension after the intervention.

Procedure

The experiment was held in the English class, Fundamental English 2. Once a week for three hours, the students met and learned online via the Zoom platform. The three-hour class was divided into two sessions. The first session of the class was spent on a lesson from the English course. The second session was devoted to extensive reading activities such as game, quiz, or book reflection. The time for this activity varied from 30-40 minutes.

During the second session for ER, students were required to read English books via the ER software. The software had a variety of books from level 1 (*easy level*) to level 14 (*difficult level*). The lower-level books had fewer words, while the higher-level books were more challenging. The beginner level had the ranked words from 51–300, the elementary level from 301–800, the intermediate level from 801–1,500 words, the upper intermediate from 1,501–2,400, and the advanced level from 2,001–3,600 words. Students were informed at the beginning of the program to choose any book they wished to achieve a 200,000 word target or 50 hours of reading. In addition, students were encouraged to start reading from a lower level incrementing to a higher level each consecutive week, as Takase (2011) highlighted. Students, after reading, were also required to make a short oral presentation or reflection, as well as answer four to five comprehensive, open-ended questions. Each week students were given a one-point score for reading at a higher level or for oral presentations.

The software recorded the number of hours or words the students read, enabling the teacher through access to the records, monitor their progress. The Teacher—a facilitator and role model—picked exciting books to model comprehension reading to students. This approach was chosen as it has been shown that constant supervision and guidance in reading and reading in class helps with ER success (Day & Bamford 2002). As an incentive, students were given extra scores for improving their reading comprehension and for their active involvement in the extensive reading program. Specifically, students were given incentives and rewards with extra scores if they actively got involved in the ER and increased their reading comprehension skills. The scores also were used to replace the English course test of reading skills, which accounted for 10% of the course requirement.

Data Analysis

Descriptive statistics and *t*-tests were used to analyze the data. For this study, responses to the reading motivation questionnaire were interpreted as reported in Table 1.

Table 1 Scale for Interpreting Quantitative Data from Reading Motivation Questionnaire

Scale	Interpretation	Motivation Level	Score Range
5	Strongly Agree	Very High	4.50–5.00
4	Agree	High	3.50–4.49
3	Moderate	Average	2.50–3.49
2	Disagree	Low	1.50–2.49
1	Strongly Disagree	Very Low	1.00–1.49

Research Findings

Improvement of Students' Reading Comprehension Ability

To investigate whether ER improved the students' reading comprehension ability, a paired *t*-test was used to compare the overall mean scores of the pre-test and post-test. The results of the analysis are reported in Table 2.

The comprehension means a score of the 33 students at pre-test was 17.76 (*SD*=3.80) while their post-test mean score was 32.40 (*SD* = 9.56) for an increase in comprehension level of 14.64 (*SD* = 9.68). This increase was statistically significant ($t(32) = -8.68, p < .001, ES(d) = -1.51$). This result suggests that the reading intervention significantly increased the comprehension level of the students. With a Cohen's *d* of 1.51, it is apparent that the reading intervention had a large effect on improving reading comprehension.

Table 2 Paired *t*-test Result Comparing Pre-Test and Post-Test Comprehension ($n = 33$)

Measure	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>ES(d)</i>
Pre-test	17.76	3.80	-8.68	32	<.001	-1.51
Post-test	32.40	9.56				

Gender Differences in Reading Comprehension

Gender differences in reading comprehension are reported in Table 3. At the pre-test, males ($M = 19.27$, $SD = 3.07$) reported only slightly higher scores than female students ($M = 17.00$, $SD = 3.96$). This difference was not statistically significant ($t(31) = 1.66$, $p = .11$) with a moderate effect size (Cohen's $d = 0.61$). At the post-test, female students ($M = 32.95$, $SD = 9.41$) reported slightly higher comprehension scores than males ($M = 31.27$, $SD = 10.23$). Nevertheless, the difference was not statistically significant ($t(31) = -0.47$, $p = .64$) and had a small effect size (Cohen's $d = -0.17$). Another Analysis of Covariance to examine gender differences using the pre-test as the covariate was conducted. The adjusted post-test mean for males and females was 30.48 ($SE = 2.99$) and 33.35 ($SE = 2.09$), respectively. No statistically significant gender difference ($F(1,56) = 0.60$, $p = .45$, $\eta^2 = .02$) were found. These results indicate that reading intervention was similar for both sexes.

Table 3 Paired *t*-test of Male and Female Post Tests

Measure	Group	N	M	SD	t	df	p	ES(d)
Pre-test	Male	11	19.27	3.07	1.66	31	.11	0.61
	Female	22	17.00	3.96				
Post-test	Male	11	31.27	10.23	-.47	31	.64	-0.17
	Female	22	32.95	9.41				

Students had to log in their time spent reading. Overall, the students reported spending 31.23 hr ($SD = 16.53$) during this study. There appears to be a reasonably significant variation in the time spent reading, some spending less than an hour to as much as 80 hr. Table 4 reports time spent in reading (in hr) by gender. Males reported an average of 27.39 hr ($SD = 11.93$) reading compared to 33.16 hr ($SD = 18.32$) among female students. However, this time difference was not statistically significant ($t(31) = -0.94$, $p = .35$), and the difference is small (Cohen's $d = -0.35$).

Table 4 Reading Time by Gender

Group	N	M	SD	t	df	p	Male
Male	11	27.39	11.93	-0.94	31	.35	-.35
Female	22	33.16	18.32				

Student's Motivation in Reading Comprehension toward Extensive Reading

At the end of the reading intervention study, students were asked to complete a motivation scale to examine their motivation levels to read. Statements and item statistics of the scale are found in Table 5. Internal consistency reliability (Cronbach's alpha) for the motivation scale was .96, which is excellent. The overall scale mean was 3.85 ($SD = 0.67$), which indicates a high level of motivation for reading. Scale score for females was 3.86 ($SD = 0.73$) and 3.85 ($SD = 0.58$) for males. No significant gender motivational differences were detected, $t(31) = -0.02$, $p = .98$, $ES(d) = -.007$.

Statements and item statistics for the motivation scale are reported in Table 5. Item mean range from a high of 4.12 for "find what my weak point in reading skills is and try to improve," ($SD = 0.93$) and "important and a skill worth retaining in the long term" ($SD = 0.86$) to a low of 3.27 ($SD = 0.91$) for "reading activities make me bored." On 17 of the 20 items, students reported a high ($M \geq 3.5$) level of motivation for reading.

Table 5 Motivation Item Descriptive Statistics ($n = 33$)

Item	Range	M	SD
q19. I will find what my weak point in reading skills is and try to improve it.	3.00	4.12	.93
q20. Reading is important and a skill worth retaining in the long term.	2.00	4.12	.86
q06. I only try to read more to improve my grades.	2.00	4.09	.84
q02. I like to search for more information if I don't understand important lines in the reading text.	2.00	4.06	.83

Table 5 Motivation Item Descriptive Statistics (Cont.)

q01. I try to finish reading the whole text.	2.00	4.00	.75
q09. I try to complete reading assignments or tests by myself to check my understanding.	2.00	3.97	.85
q04. I try to learn the definitions of any words I don't understand.	3.00	3.94	1.00
q10. I try to find details in the reading text to answer questions.	3.00	3.94	.90
q18. Although I get bad reading grades, I continue to improve my reading skill.	3.00	3.91	.84
q17. It is important for me to find the main idea in each reading text.	2.00	3.91	.72
q05. I try to find ways to read faster.	3.00	3.91	.88
q12. If I don't understand the text, I will read it again.	2.00	3.88	.78
q07. I have to read because the teacher assigns me to work to do.	3.00	3.88	.93
q14. I am willing to work hard to read better.	3.00	3.85	.91
q13. I set and achieve my reading goals.	3.00	3.85	.87
q15. If a text is interesting, I don't care how hard it is to read.	3.00	3.82	.98
q03. I like to help my friends with their reading assignments	3.00	3.70	.85
q16. I always quit reading when I have to read difficult texts.	3.00	3.42	.97
q08. I don't like reading anything with too many paragraphs.	3.00	3.42	.75
q11. Reading activities make me feel bored.	3.00	3.27	.91

Discussion

Improvement in Students' English Reading Comprehension

Regarding the first research question, the effectiveness of extensive reading on students' English reading comprehension was recorded. After the intervention, there was a reading comprehension increase of 14.64 ($SD = 9.68$), which was statistically significant ($t(32) = -8.68, p < .001, ES(d) = -1.51$). The large Cohen value suggests the intervention played a role in this increase in reading comprehension. The large difference between the post-test and pre-tests suggests that initially students had problems with comprehending the passages they read. After the intervention, they were confident enough with the words and language to answer the questions sufficiently. This finding agrees with that of Puangmaliwan's (2005). He also showed that ER could help students achieve higher vocabulary recognition and reading comprehension scores if they spend more time reading excessively. In other contexts, Suk's (2016) study involving Korean students learning English showed that extensive reading also improved students' reading rate, vocabulary acquisition, and reading comprehension, as well as fluency (Oakley, 2005). A Japanese study by Yoshizawa et al. (2017), which had 431 participant students in ER, also showed improvement in reading rates and grammar acquisition.

Extensive reading, by its nature, is about continual reading, which helps to improve comprehension (Nuttall, 1996) and enhances the learners' grammatical development (Sheu, 2003; Mason, 2006). The books used for the experiment are written based on what learners need. These types of books motivate students to read (Bell & Campbell, 1997) because there is sufficient repetition of new language items in reading, therefore helping to cement previously learned language (Wodinsky & Nation, 1988).

Regarding research question two, there were no differences in reading comprehension between male and female students, despite female students spending more hours on reading activities (females 33.16 male student 27.39 hr). The difference is also small (.35). Other studies have observed that female students have better reading comprehension, read more frequently, and enjoy reading, while male students enjoy mathematics (Logan & Johnston, 2009; Martinez & Gil, 2020). Takase (2011) and Liu and Young (2017) also observed that females performed better in ER, as they put more effort into reading and had a higher motivation to read. However, even in these studies, no significant differences were observed in the post-test scores between the genders. These research findings also echo the findings in the current study. One explanation could be that the students used in this research have to take an English exit exam, and both genders were motivated to improve in order to pass this exam.

Students' reading motivation revealed that they had an overall positive motivation through the extensive reading program, even though the last two questions had a negative sentiment toward reading. The responses in Table 5 show this. The overall scale mean was 3.85 ($SD = 0.67$), which indicates a high level of motivation for reading, showing unsurprisingly that students were motivated to read. An explanation for this could be that extensive reading was for pleasure. Students chose the books to read themselves and the onus was on them to read and enjoy the books (Maass & Shimada, 2018). The students also had to summarize the book and share their ideas and feelings about the stories they read. This possibly instilled new meaning in the students and made them aware of their role as active agents in the reading process (Gamboa-González 2017). The questions in the motivation questionnaire were based on the students' involvement with the books they read. Since all of them were rated highly, that data suggest that the students were motivated to do their part. Even the least rated question, "Reading activities make me feel bored," had a rating of above three. Nutalak (2019) and Fongpaiboon (2017) showed a positive correlation between extensive reading and reading motivation because there is increased reading comfort and less reading anxiety. Students are not stressed about getting better grades because they are reading for fun (Yen, 2017).

It is possible that in this study, students were motivated because of the incentives provided during the ER sessions. Students who increased their reading skills by reading interesting materials and challenged themselves to read books at higher levels during the ER program earned 10% of the entire grade. Because of this, students devoted most of their time and effort to the extensive reading program to improve their reading ability.

Limitations

Control groups for experimental studies are often used. However, there was no control group for this study. The study only dealt with the experiment group who received the pre-test and post-test. In addition, claiming absolute improvement from the extensive reading experiment alone can be difficult. Other factors for the improvement of reading might be the result of the teacher's encouragement to read and the incentives of the 10% score given to students for the course grade. The results might have been different if the students were fully responsible for their reading without much guidance from the teacher.

In addition, it is hard to measure different kinds of individual students' proficiency, such as their vocabularies, grammar, spelling, or general knowledge about the books they were reading. In fact, this was not part of this study, but such results would help greatly in gleaning more insights into the aspects that improved. With these variables not being equally represented in the students, extensive reading may not predicate English language comprehension when learning English as a foreign language. Furthermore, the duration of the experiment was short. Therefore, the reading accuracy and reading speed which are the essential elements of ER were ignored.

Recommendations from the Study

This study mirrors other studies of a similar nature done elsewhere. The ER practice significantly improved the students' reading comprehension. This would be a great tool to add in classes where students learn English as a second language.

Three major recommendations arise from this study. Teachers need to conduct ER in a real classroom because it is easier to control and motivate students. In this study, students chose their reading material. In addition, male and female students should read the same books from the experiment's beginning until its end to compare gender differences in reading and comprehension ability. In the future, perhaps teachers could group students by comprehension levels and assign books accordingly. Studies should also be conducted to determine if students face any difficulties or challenges in ER programs. If possible, researchers should conduct ER that has both experimental and control groups. Such experiments can help students to know if they can improve their reading comprehension from extensive reading. Furthermore, the ER experiment could include first-year students in other schools with the same English comprehension level to compare the outcomes.

Conclusion

This study was conducted to explore whether ER can improve students' reading comprehension in English and determine whether there were score differences between male and female students participating in the ER program. In addition, the study also explored students' reading motivation in the ER program. The result revealed that students' reading comprehension in English improved significantly at the end of the experiment. There were no significant gender differences at the end of the experiment. However, female students put more effort and spent more time reading compared to male students. Finally, students had positive reading motivation via ER. According to the result, ER is essential for motivating students to improve their reading comprehension. More teachers might employ ER to promote English reading and comprehension.

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