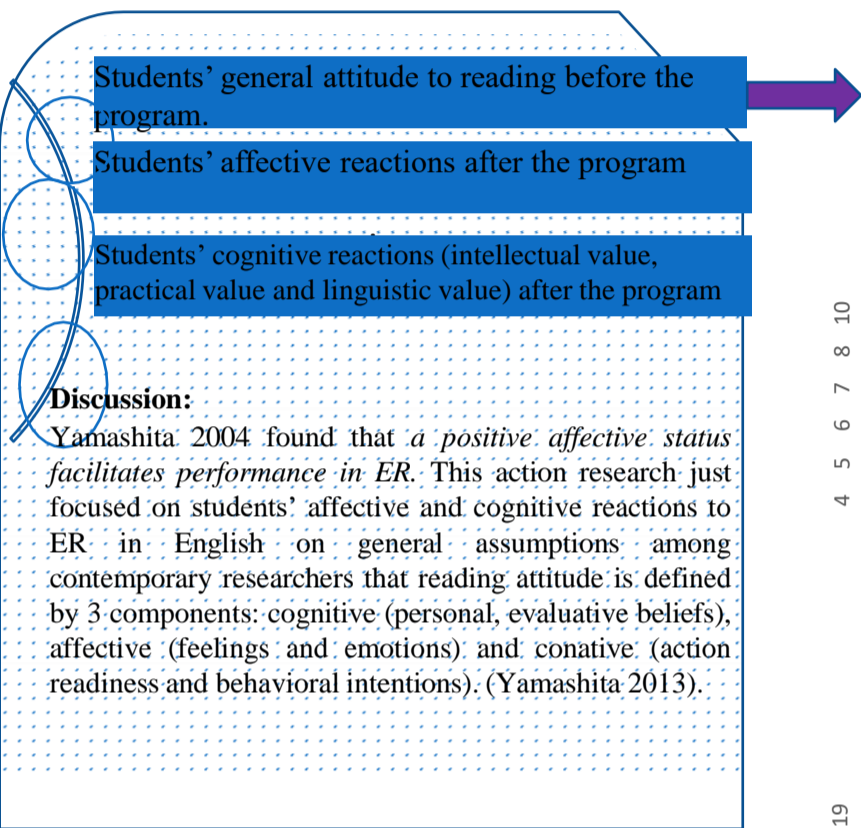


Introduction: Extensive reading (ER) is emphasized in language acquisition and has been a topic of research in numerous studies (Day and Bamford, 1998; Yamashita, 2004, 2013). Encouraging Vietnamese non-English major students to read extensively is a big challenge (Renandya W. 1999, Anh Phuong Le 2005, Trung Ngoc Dao 2014) because that necessitates not only resources, time, teachers' instruction, but also students' awareness of the importance of extensive reading in learning a second language. Graded readers series has got its merits in ER and become the core of the ER foundation (erfoundation.org/wordpress/graded-readers) with a large corpus of free materials from a varied number of publishers.

Method: 38 IT students studying intermediate level were guided on the principles of ER before they spent 30 minutes reading in class for 12 consecutive weeks. Multiple copies of graded-readers from Raz-kids (level G-Q), Oxford bookworms, Macmillan and Penguin books (level 2-3) were made available (500 copies throughout 12 weeks). Likert five-point scale was used to explore students' attitudes to ER and their language study.

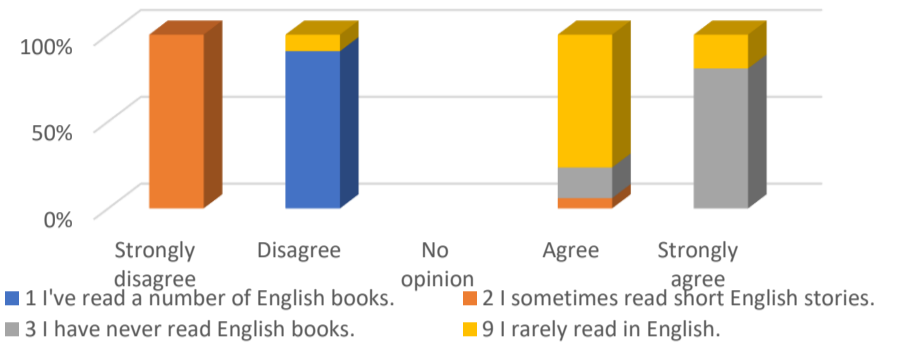
What effects does in-class ER have on students' attitudes towards reading English books and their language study?



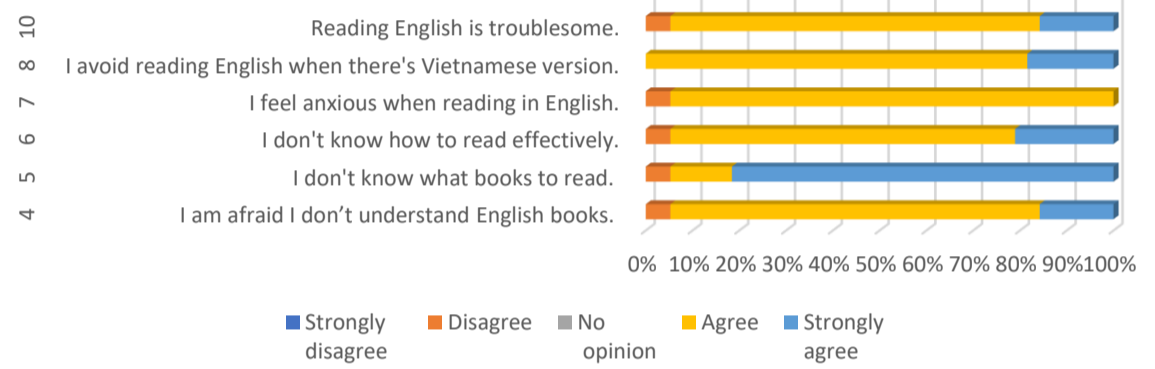
Yamashita 2004 found that *a positive affective status facilitates performance in ER*. This action research just focused on students' affective and cognitive reactions to ER in English on general assumptions among contemporary researchers that reading attitude is defined by 3 components: cognitive (personal, evaluative beliefs), affective (feelings and emotions) and conative (action readiness and behavioral intentions). (Yamashita 2013).

- Students' experience in reading English books (chart 1) was explored before anxiety factors were identified in the Likert five-point scale in the questionnaire showing students' negative attitude to reading in English prior to the ER program (chart 2). This investigation had been done before the in-class ER program was conducted with students being guided on principles of ER and provided with suitable printed resources.
- Students affective reactions after the ER program were positive, reflecting students feeling comfortable and motivated with in-class ER (chart 3).
- The benefits of in-class ER in terms of cognitive reactions were well perceived with high percentages of program participants (chart 4). This is understood to lay foundation for further ER outside classroom provided that students have access to resources.

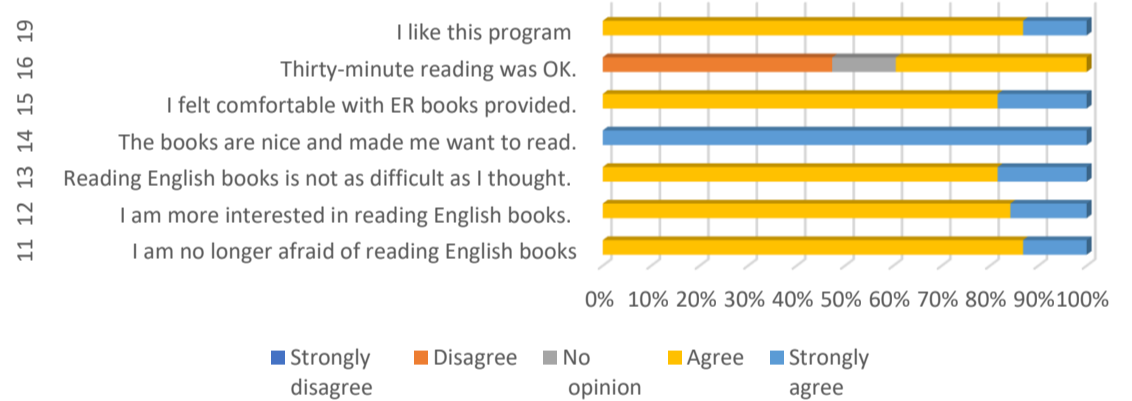
Experience in reading English books



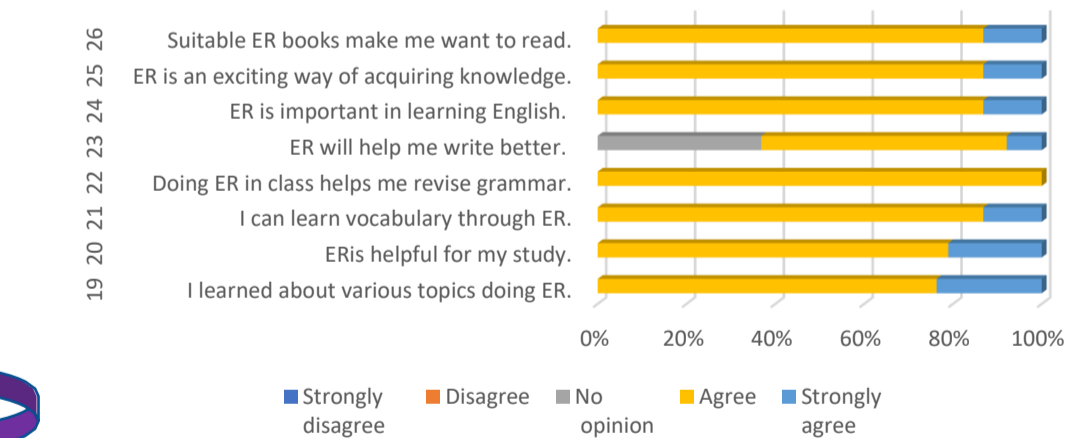
Students' anxiety factors before the program



Students' affective reactions to the program



Students' cognitive reactions to the program



Conclusion:

- ✚ In-class ER is possible provided that resources are made available for students. This highlights the need for ER libraries or ER clubs for teachers and students to have access to.
- ✚ Students's anxiety and discomfort with reading in English were reduced after they had been explained the principles of ER and provided with suitable reading materials (graded readers work well). Therefore, ER instructions and appropriate resources are necessary for students to start doing ER..
- ✚ Further studies could be conducted on students' behavioral changes as a result of ER, teachers' perceptions to ER, activities to assess the effectiveness of ER for students or investigation of action readiness and behavioral changes (conative aspect in reading attitude) after an ER program.

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