Analyzing the Impact of Book Reports on Reader Proficiency and Fluency in Extensive Reading Program

Jong-choon Kim[1]

[1] *Professor, Sahmyook Health University, Korea, kbsjec@shu.ac.kr*

Abstract: This study aimed to investigate the effectiveness of book reports in learning portfolios in the context of English as a Foreign Language (EFL) education in Korea. Driven by a mixed-methods research design, the study combined quantitative assessments with qualitative feedback to explore the impact of book reports on learners' reading competency and fluency. The study involved 83 participants and the intervention spanned 15 weeks, with the students having access to an extensive selection of 461 graded books available both digitally and in print. The study assessed the impact of book reports on critical reading measures, including TOEIC RC (Test of English for International Communication Reading Comprehension), Accelerated Reader (AR), Reading Speed, and Reading Speed Comprehension. It aimed to identify differences in results between two different teaching approaches: Educator-facilitated and Learner-initiated. In addition to quantitative evaluations, the study integrated input from participants, collected through questionnaires and interviews, to offer a comprehensive perspective on the impact of book reports on enhancing reading ability and fluency. The key findings indicate that book reports significantly enhance reading ability with notable variances observed between the two teaching approaches. The educator-facilitated approach yielded more pronounced improvements, which suggest that the integration of book reports in extensive reading program can be a potent tool in EFL settings, with different methodologies catering to varied learning objectives. By integrating these diverse perspectives, the study result, in terms of implication, aspires to offer insights into the value and impact of book reports, thus contributing to the optimization of learning portfolios for the enhancement of reading skills among EFL learners.

Keywords: Extensive Reading, Reading Proficiency, Reading Fluency, Book Report, Learning Portfolio

1. Introduction

Extensive Reading (ER) is a pedagogical approach wherein students engage in large amounts of reading at a level appropriate to their comprehension. In the context of English language education, particularly in the Korean EFL environment, ER has been spotlighted for its transformative effects on learners. It not only promotes reading enthusiasm but also builds a foundation for enhanced linguistic competence. The Korean EFL learners, often faced with the challenge of navigating through an unfamiliar linguistic terrain, find ER especially beneficial as it exposes them to varied sentence structures, vocabulary, and contextual settings, thus leading to improved comprehension and fluency. However, for ER to be effective, its practical implementation holds paramount significance. To optimize the benefits of extensive reading, it is crucial that the selected reading materials align closely with the students' current language abilities, ensuring that the texts are challenging enough to foster growth, yet not so difficult as to cause frustration. Additionally, regular assessments and feedback are vital in

monitoring progress and tailoring the ER approach to individual learner needs. In this perspective, it is essential to ensure that students are not just passively absorbing content, but also engaging critically with it. The significance of learning portfolios - comprehensive collections of an individual's educational work, progress, and achievements, particularly emphasized through the inclusion of book reports - becomes notably evident. Book reports serve as reflective tools where learners can articulate their understanding, critique the content, and relate to their personal experiences. Such active engagement fosters deeper comprehension and improved fluency, making book reports a quintessential component in the ER approach. In light of this understanding, this research probes deeper into the role of book reports as essential elements of learning portfolios. Book reports are chosen as the focal point of this study due to their multifaceted nature; they not only require learners to engage intimately with the text, promoting deeper comprehension and retention, but also to articulate their understanding and critiques in a structured format. The research questions underpinning this study are as follows: *1. 'What effects do book reports, as a part of the learning portfolio, have on learners' reading proficiency and fluency?' 2. 'How do the participants respond to experience of writing book reports in the extensive program?'* Looking into these questions,, the research aims to evaluate the impact of book reports on four key reading metrics: TOEIC RC (Reading Comprehension test : 100 questions), AR(Accelerated Reader STAR Reading test : IBT reading level test), Reading Speed, and Reading Speed Comprehension - the first two are closely related with reading proficiency and the second two are with reading fluency. Furthermore, it seeks to discern potential variations in outcomes between two distinct groups: Educator-facilitated and Learner-initiated. And it also collected feedback from the participants by means of questionnaire and interviews. Through these multifauceted measures, the study aspires to offer nuanced insights into the importance and influence of book reports in shaping reading proficiency and fluency.

2. Literature Review

2.1 Reading Proficiency and Reading Fluency

A plethora of research underscores the potent influence of extensive reading on reading proficiency. By providing students with a diverse array of engaging reading materials and the autonomy to select what they read, marked improvements in reading achievement and proficiency can be observed as it was seen in the studies of Anderson et al.(1988) and Krashen (2004)[1][2]. Studies have illuminated the multifaceted benefits of extensive reading, encompassing reading comprehension, vocabulary expansion, grammatical understanding, and enhancement of writing, listening, and speaking skills [3-6]. Moreover, according to Duke and Pearson (2002), embedding reading strategies and scaffolding techniques in teaching paradigms propels students towards superior reading proficiency[7]. Incorporation of meta-cognitive tactics, including predicting and summarizing, nurtures strategic reading habits that foster proficiency. In parallel, Grabe (2009) pointed that the exposure to varied reading materials aids in mastering essential reading skills, including skimming and inferencing, crucial for comprehending diverse genres[8]. Achieving reading fluency and linguistic competence intrinsically involves enhancing reading speed. Extensive reading, characterized by indulging in vast textual volumes for both pleasure and comprehension, stands as a pivotal tool in augmenting this speed[9]. Historical studies by experts like Fries (1963) demarcate reading speeds, suggesting that proficient readers comfortably process 350 words per minute[10], while average readers navigate at around 230-250 words per minute. The core ethos, as posited by Nuttall (1982), is that reading speed bereft of comprehension holds minimal value[11]. This sentiment highlights that slow reading impedes memory retention and text decoding. Against this backdrop, champions of extensive reading, like Williams (1984) and Hill (1988), advocate for its integration in educational paradigms to nurture adequate reading speeds[12][13]. This methodology, aside from promoting speed, enhances fluency and fortifies reading prowess[14].

2.2 Extensive Reading and Book Reports as a Form of Portfolio

The efficacious role of portfolio assessment and extensive reading in enhancing reading and writing competencies is well-documented in recent educational research. Desale and Kumbhar's year-long action research with 5th-grade students reveals that book review writing significantly improves reading, writing, and critical thinking skills, advocating for its inclusion in the curriculum to encourage critical reading and discussion[15]. Similarly, Helgesen's study underscores the value of extensive reading in EFL/ESL classrooms, highlighting varied reporting methods' effectiveness in boosting students' reading comprehension and enjoyment[16]. The implementation of portfolios in higher education, as explored by Demirel and Duman, demonstrates their effectiveness in fostering personalized learning experiences and enhancing learner autonomy[17]. This approach is echoed in Mace's conclusion that portfolio assessment encourages students to become better readers and writers, emphasizing the need for qualitative assessment methods over traditional ones[18]. Further extending this perspective, Moore, Knight, and Kiburz affirm the positive impact of reading portfolios on student reading habits and academic performance, highlighting the necessity for continuous adaptation of these portfolios to meet evolving student needs[19]. This aligns with Delgoshaei, Kharrāzi, and Talkhabi's findings that portfolio evaluation methods surpass traditional scoring in developing children's reading skills, advocating for their use to cater to individual student differences[20]. Wang and He's review further consolidates the role of portfolios in ESL/EFL contexts. They conclude that portfolios significantly aid in formative and summative assessment, promoting autonomy and skill development, albeit with challenges such as grading criteria and workload[21]. This is complemented by Hammad Al-Rashidi et al.'s study, which highlights the impact of portfolio-based assessment, self-assessment, and scaffolded peer assessment on language learning, noting the significant role of working memory capacity in these methods' effectiveness[22]. Finally, Cinkara and Au's research into writing portfolio assessments in intensive English programs demonstrates their effectiveness in improving students' writing skills and attitudes towards learning English writing. They propose these assessments as a strategy for enhancing students' writing abilities and fostering a positive attitude towards learning[23]. Collectively, these studies advocate for a paradigm shift in educational assessment, moving from traditional quantitative methods to more qualitative, individualized approaches like portfolio assessments and extensive reading programs. These methods not only improve reading and writing skills but also encourage critical thinking, learner autonomy, and a positive attitude towards language learning. The synthesis of existing literature underscores the transformative impact of extensive reading and portfolio assessments, including book reports, on reading and writing competencies. However, despite the rich evidence supporting the integration of these methodologies in educational settings, gaps remain in our understanding of their specific contributions within the context of English as a Foreign Language (EFL) education in Korea. The current study seeks to bridge these gaps by providing a focused examination of how book reports, as a key component of learning portfolios, contribute to enhancing reading fluency and proficiency among Korean EFL learners.

3. Research Methodology

3.1 Research Design

In this research, 83 first-year nursing students from a university in Seoul who consented in a written manner formed the participant pool and were allocated into two distinct groups: Group A (Educator-facilitated, n=42) and Group B (Learner-initiated, n=41). Participants were selected based on their enrollment in a mandatory English for Specific Purposes (ESP) course, ensuring a focus on students whose academic success is closely tied to their proficiency in English reading and comprehension.

Demographic factors, including age, major, and prior English exposure, were considered to control for variables that might influence the study's outcomes. Nursing students who were taking a mandatory ESP course were chosen for this study due to their academic curriculum which necessitates strong reading and comprehension skills, making them ideal candidates for assessing the impact of book reports on reading proficiency. Additionally, the findings from this specific academic group may offer insights into the generalizability of the study's outcomes to other disciplines where extensive reading and critical thinking are integral. To ascertain homogeneity between the groups, an initial TOEIC test was administered. The resulting F-value stood at 0.240, and the p-value was noted at 0.787. These figures indicated an absence of any notable disparity between the two groups. The research spanned a duration of 15 weeks during which participants were engaged in an extensive reading program. A comprehensive array of reading materials, totaling 461 graded books, was made available to students both in digital and physical formats. For students in Group A, the Educator-facilitated segment, additional support mechanisms were put in place. This involved consistent mentoring and facilitation by the researcher. Conversely, participants in Group B, the Learner-initiated cohort, pursued their reading assignments independently. During the Extensive Reading (ER) program, participants were recommended to write in book reports, which were the main component of the learning portfolio. Participants were recommended to write a book report for each book they read, which provided an opportunity for them to think critically about the content and express their thoughts and opinions. This method aimed to help participants improve reading and writing ability and enhance the learning progress and provide the researcher with insights into the readers' linguistic development throughout the program. To accommodate different preferences and learning styles, over 100 book report forms were made available for participants to choose from. This variety enabled participants to select the type of book report that best fit the book and its story-line, facilitating more engaging and effective writing.

3.2 Research Instrument

The study involved a total of 461 books that were carefully chosen and made available in both digital and print formats. The individuals in the Educator-facilitated group were provided with supplementary assistance through mentorship and advice from the researcher. In contrast, the individuals in the Learner-initiated group had the freedom to independently control and handle their reading assignments at their own convenience. The researcher closely monitored and oversaw the entire operation. The data collection methods employed encompassed pre and post evaluations utilizing the TOEIC RC and AR test, Reading speed and Reading speed comprehension test, surveys (5 Likert-scale, 5 items, 80 responders) and focus-group interviews (4 interviewees) administered right before the end of the investigation, and documentation of the books consumed by the participants, with particular attention to their subject matter and literary genres. More than anything else, participants were encouraged to write in the book reports which were provided and chosen by readers themselves out of more than 100 report forms during and after the extensive reading activity. The research instruments, including the TOEIC RC and AR tests, reading speed and comprehension assessments, as well as the survey and interview formats, underwent a validation process involving reviews and testing to ensure their reliability and accuracy in measuring the intended outcomes.

3.3 Data Collection Procedure

The study lasted for a period of 15 weeks, commencing with an initial week focused on preparation, program introduction, and initiation. During the second week of the study, participants completed preliminary tests (TOEIC, AR, Reading speed, Reading speed comprehension). Over the following 13 weeks, participants in two groups engaged in an extensive reading program. The study reached its

conclusion in the 15th week, when participants underwent a final examination and filled out a concluding questionnaire with focus group interviews - in total 4 were selected, 2 from each group with the most and least reading quantity. In addition, data was gathered regarding the scores of pre and post reading proficiency tests (TOEIC, AR), reading fluency tests (Reading speed and Reading speed comprehension), and quantity of book reports, all of which were utilized for analytical purposes.

3.4 Data Analysis

In order to examine the effects of book reports on the readers' proficiency and fluency in the extensive program, this study utilized SPSS version 25.0 as the main tool for doing quantitative data analysis. This enabled the implementation of statistical methods essential for assessing the efficacy of the extensive reading program. One of the most important procedures used was the one-way ANOVA (Analysis of Variance), which played a crucial role in comparing the reading outcomes of the two groups: Educator-facilitated and Learner-initiated group. Descriptive statistics were used alongside one-way ANOVA to gain a fundamental comprehension of the data. This involved calculating the means and standard deviations for the TOEIC and AR, Reading speed and Reading speed comprehension exam scores. This facilitated the identification of the participants' starting levels of language competency. The data driven from questionnaires and interviews (4 participants, 2 from each group) were also analyzed for interpretation.

4. Result

4.1 Effects of Book Reports on Reading Proficiency and Fluency

In order to address research question *1. 'What effects do book reports, as a part of the learning portfolio, have on learners'* reading proficiency and fluency?' this study conducted an analysis. [Table 1] provides descriptive statistics that reflect the comparative performance in Book Report across two distinct groups, offering a valuable perspective on the variance in the outcomes under different instructional conditions.

[Table 1] Descriptive Statistics for Differences in Book Report Across Groups

	Group	N	Mean	SD
Book Report	Educator-facilitated	42	**5.14**	11.21
	Learner-initiated	41	**1.48**	1.24
	Total	83	**3.31**	6.22

It is observed that the Educator-facilitated group (n=42) has a higher mean score (5.14) than the Learner-initiated group (n=41), which has a mean of 1.48. However, the standard deviation (SD) is also larger for the Educator-facilitated group (11.21), implying greater variability in scores within this group as compared to the Learner-initiated group with an SD of 1.24. On average, considering both groups, the mean score is 3.31 with an SD of 6.22, indicating a moderate degree of dispersion in book report scores across the total sample.

[Table 2] showcases the results from Levene's Test of Equality of Error Variances for the variables TOEIC RC, AR, Reading Speed, and Reading Speed Comprehension to inspect the consistency of variances across the distinct groups studied.

[Table 2] Levene's Test of Equality of Error Variances

Group		Mean	Levene Statistic	df1	df2	Sig.
Educator-facilitated	TOEIC RC	Based on Mean	1.177	7	26	**0.350**
	AR	Based on Mean	2.514	7	26	**0.056**
	Reading Speed	Based on Mean	0.701	7	26	**0.671**
	Reading Speed Comprehension	Based on Mean	1.685	7	26	**0.157**
Learner-initiated	TOEIC RC	Based on Mean	1.047	5	33	**0.341**
	AR	Based on Mean	2.448	5	33	**0.054**
	Reading Speed	Based on Mean	2.438	5	33	**0.055**
	Reading Speed Comprehension	Based on Mean	1.264	5	33	**0.303**

*. The test statistic is significant at the .05 level.

In the Educator-facilitated group, the results reveal non-significant Levene's statistics for all four measures (TOEIC RC: p = 0.350, AR: p = 0.056, Reading Speed: p = 0.671, Reading Speed Comprehension: p = 0.157). The p-values exceeding 0.05 suggest that the assumption of homogeneity of variances is met for these tests, implying that variances are roughly equal across the different subgroups. In the Learner-initiated group, Levene's test is non-significant for TOEIC RC (p = 0.341) and Reading Speed Comprehension (p = 0.303), suggesting that the assumption of equal variances is satisfied in these areas. However, for AR (p = 0.054) and Reading Speed (p = 0.055), the tests yield p-values that are very close to the threshold of significance.

[Table 3] presents the outcomes of Box's Test of Equality of Covariance Matrices examining the assumption of equality of covariance matrices.

[Table 3] Box's Test of Equality of Covariance Matrices

Educator-facilitated	Box's M	11.800
	F	0.761
	df1	10
	df2	483.606
	Sig.	**0.667**
Learner-initiated	Box's M	10.181
	F	0.806
	df1	10
	df2	1122.419
	Sig.	**0.623**

*. The test statistic is significant at the .001 level.

Looking at the results, both for the Educator-facilitated group and the Learner-initiated group, the Sig. value is well above 0.001 (0.667 for Educator-facilitated and 0.623 for Learner-initiated). This means that the covariance matrices are equal across the two groups.

[Table 4], featuring results from multivariate tests, elucidates the role of Educator-facilitated and Learner-initiated methods on variables, as examined through key statistical measures.

[Table 4] Analysis of Multivariate Tests

		Effect	Value	F	Hypothesis df	Error df	Sig.
Educator-facilitated	Intercept	Pillai's Trace	0.901	52.449[b]	4.000	23.000	0.000
		Wilks' Lambda	0.099	52.449[b]	4.000	23.000	0.000
		Hotelling's Trace	9.121	52.449[b]	4.000	23.000	0.000
		Roy's Largest Root	9.121	52.449[b]	4.000	23.000	0.000
	Book Report	Pillai's Trace	2.211	2.141	60.000	104.000	0.000
		Wilks' Lambda	0.017	2.792	60.000	92.008	**0.000***
		Hotelling's Trace	9.623	3.448	60.000	86.000	0.000
		Roy's Largest Root	6.022	10.438[c]	15.000	26.000	0.000
Learner-initiated	Intercept	Pillai's Trace	0.721	19.427[b]	4.000	30.000	0.000
		Wilks' Lambda	0.279	19.427[b]	4.000	30.000	0.000
		Hotelling's Trace	2.590	19.427[b]	4.000	30.000	0.000
		Roy's Largest Root	2.590	19.427[b]	4.000	30.000	0.000
	Book Report	Pillai's Trace	2.175	2.102	54.000	101.00	0.043
		Wilks' Lambda	0.038	2.506	48.000	99.589	**0.048***
		Hotelling's Trace	5.191	2.001	37.000	96.000	0.036
		Roy's Largest Root	0.613	2.890[c]	7.000	33.000	0.018

*. The test statistic is significant at the .05 level.

In the Educator-facilitated group, the four multivariate tests (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root) all reveal a significant effect of the intercept (p<0.000). Additionally, all four tests indicate a significant effect of the Book Report (p<0.000). In the Learner-initiated group, likewise, all four multivariate tests demonstrate a highly significant effect of the intercept (p<0.000). Regarding the Book Report, the results are significant for all four tests (Pillai's Trace: p=0.043, Wilks' Lambda: p=0.048, Hotelling's Trace: p=0.036, and Roy's Largest Root: p=0.018). However, it should be noted that the p-values are only just below the conventional 0.05 threshold, making them marginally significant.

[Table 5] displays the results of the Between-Subjects Effects Test, investigating the impact of both methods on TOEIC RC, AR, Reading Speed, and Reading Speed Comprehension.

[Table 5] Tests of Between-Subjects Effects

	Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Educator-facilitated	Corrected Model	TOEIC RC	4537.094[a]	15	302.473	7.965	0.000
		AR	5.660[b]	15	0.377	7.163	0.000
		Reading Speed	20150.626[c]	15	1343.375	2.341	0.028
		Reading Speed Comprehension	13.544[d]	15	0.903	0.444	0.948
	Intercept	TOEIC RC	8093.908	1	8093.908	213.146	0.000
		AR	8.562	1	8.562	162.520	0.000
		Reading Speed	24031.311	1	24031.311	41.879	0.000
		Reading Speed Comprehension	32.067	1	32.067	15.751	0.001
	Book Report	TOEIC RC	4537.094	15	302.473	7.965	**0.000***
		AR	5.660	15	0.377	7.163	**0.000***
		Reading Speed	20150.626	15	1343.375	2.341	**0.028***
		Reading Speed Comprehension	13.544	15	0.903	0.444	0.948
Learner-initiated	Corrected Model	TOEIC RC	1186.692[a]	7	169.527	2.295	0.051
		AR	.882[b]	7	0.126	1.106	0.382
		Reading Speed	689.831[c]	7	98.547	0.584	0.764
		Reading Speed Comprehension	7.883[d]	7	1.126	0.657	0.706
	Intercept	TOEIC RC	3428.123	1	3428.123	46.408	0.000
		AR	1.840	1	1.840	16.150	0.000
		Reading Speed	4053.609	1	4053.609	24.027	0.000
		Reading Speed Comprehension	24.496	1	24.496	14.293	0.001
	Book Report	TOEIC RC	1186.692	7	169.527	2.295	0.051
		AR	0.882	7	0.126	1.106	0.382
		Reading Speed	689.831	7	98.547	0.584	0.764
		Reading Speed Comprehension	7.883	7	1.126	0.657	0.706

*. The test statistic is significant at the .05 level.

For the Educator-facilitated group, the corrected model demonstrates significant effects for TOEIC RC (F=7.965, p<0.000), AR (F=7.163, p<0.000), and Reading Speed (F=2.341, p=0.028), while Reading Speed Comprehension (F=0.444, p=0.948) does not yield significant results. Additionally, the intercept shows significance for all four variables. The Book Report also reflects significant effects for TOEIC RC, AR, and Reading Speed but not for Reading Speed Comprehension. This could imply that the presence of a teacher's guidance might boost the effect of the book report on these variables. In the Learner-initiated group, the corrected model does not show significant effects for any of the four dependent variables. However, the intercept, similar to the Educator-facilitated group, reveals a significant effect for all variables. The effect of the Book Report in the Learner-initiated group does not yield significant results for any of the four dependent variables. This might provides evidence that when participants as readers are left to direct their own reading, the potential benefits of the book report are not as effectively translated into performance on these variables. Without the guidance of a teacher, readers might struggle to maximize the educational benefits of the book report. This could imply that the presence of a teacher's guidance might boost the effect of the book report on these variables. In the Learner-initiated group, the corrected model does not show significant effects for any of the four dependent variables. However, the intercept, similar to the Educator-facilitated group, reveals a significant effect for all variables. The effect of the Book Report in the Learner-initiated group does not yield significant results for any of the four dependent variables. This might provides evidence that when participants as readers are left to direct their own reading, the potential benefits of the book report are not as effectively translated into performance on these variables.

4.2 Feedback from the Participants

In pursuit of the answer to the research question *2. 'How do the participants respond to experience of writing book reports in the extensive program?'* this study conducted a questionnaire and focus group interviews. [Table 6] shows how participants perceived the experience of book report writing in the extensive reading program.

[Table 6] Participants' Response to the Book Reports of Extensive Reading

	Item Statement	A	B	C	D	E	% Total
1.	I believe Book Report has helped with the improvment of my reading ability.	-	5(4)	26.2(21)	33.7(27)	35(28)	100(80)
2.	I believe Book Report has helped with the improvment of my reading fluency.	-	10(8)	36.2(29)	28.7(23)	25(20)	100(80)
3.	I think Book Report is effective in helping me pay more attention to the book reading.	-	5(4)	46.2(37)	26.2(21)	22.5(18)	100(80)
4.	I believe Book Report is a good means for the improvement of English writing.	-	-	6.2(5)	23.7(19)	70(56)	100(80)
5.	I would like to recommend extensive reading with Book Report to friends or people around me.	-	18.7(15)	25(20)	23.7(19)	32.5(26)	100(80)

A - % Strongly disagree (Frequency)   B - % Disagree (Frequency)   C - % Neutral (Frequency)
D - % Agree (Frequency)   E - % Strongly agree (Frequency)

Results from the [Table 6] reveals some features of participants in relation to the experience of book report writing in the extensive reading program. The majority (68.7%) of participants felt that Book Reports had a positive impact on their reading ability, with 33.7% agreeing and 35% strongly agreeing. For reading fluency, 53.7% of participants either agreed (28.7%) or strongly agreed (25%) that Book Reports had helped. However, 10% disagreed, revealing that still some participants found Book Reports less beneficial for fluency. Book Reports seemed to moderately engage participants in book reading, with 48.7% either agreeing (26.2%) or strongly agreeing (22.5%) with its effectiveness. A strong majority of participants (93.7%) acknowledged the Book Reports as beneficial for their English writing, with 23.7% agreeing and 70% strongly agreeing. Participants were more inclined to recommend extensive reading with Book Reports, with 56.2% either agreeing (23.7%) or strongly agreeing (32.5%). Through the data, it is believed that Book Reports were generally well-regarded as tools for improving reading ability, reading fluency, and particularly English writing skills, with the latter receiving the highest approval. The effectiveness of Book Reports in engaging participants in book reading was more contentious, with a high neutrality rate suggesting ambivalence. The willingness to recommend the program was quite high, reflecting overall positive reception. The levels of strong disagreement across all categories were low, indicating that very few participants had a strongly negative perception of the Book Reports. Overall, the data suggests that Book Reports are seen as a positive tool for enhancing certain aspects of language acquisition, notably writing skills. Despite this, the neutral responses across several categories indicate a need for additional investigation into how these resources are being used and perceived by different participants.

4.3 Interviews from the Participants

Qualitative data from focus group interviews illuminates participants' book report experiences and opinions in the extensive reading program. Two participants from each group - Educator-facilitated and Learner-initiated - who had contributed the most and least book reviews were chosen for the interviews to represent a variety of perspectives. The first participant, who had written the most book reports in the Educator-facilitated group, thanked the activity deeply. The program's positive criticism allowed her to practice and improve her English writing, which fueled her desire. She regretted the lack of academic support. She was definitely impacted by the program's instant feedback and affirmation for her work, underscoring the value of feedback in language learning. Despite writing many book reports, the second Learner-initiated participant was dissatisfied. She identified an inner conflict between writing's importance and losing reading time in her reflection. She believed that reading multiple novels instead of producing book reports would have shown a penchant for a wide spectrum of literary activity. The third Educator-facilitated group member, who contributed less book reviews, cited a busy schedule. His academic and extracurricular activities stopped him from reading and writing more. This viewpoint illustrates a larger issue in educational settings, as students' non-academic interests often collide with their academic efforts. Finally, the fourth member of the learner-started group said his inadequate vocabulary and beginner-level writing skills hindered his book reports. The individual's testimony highlighted a major challenge for language learners: balancing their apparent competence level with their ambition to succeed. The testimony shows how complicated student involvement in extensive reading programs is and how important it is to tailor education to each student. These interviews suggest that while organized feedback can motivate some people, others may need strategies to manage writing and reading conflicts or overcome psychological barriers caused by perceived linguistic constraints.

5. Discussion

This section aims to analyze the findings to explore the consequences for both groups Educator-facilitated and Learner-initiated and also evaluate the wider context of these discoveries within the field of language acquisition and literacy development.

5.1 Consequences of Multivariate Analysis

The multivariate tests for the Educator-facilitated group demonstrate that the Book Report had notable effects. These effects can be attributed to the structured environment, which likely involved scaffolding, regular feedback, and guided reading strategies. The measured outcomes, specifically TOEIC Reading Comprehension (RC) and Accelerated Reader (AR) scores, as well as Reading Speed, were significantly influenced by these factors. The lack of significance in Reading Speed Comprehension implies that although students may be reading at a faster pace, this does not necessarily result in a more profound comprehension of the text. This raises concerns about the efficacy of speed reading techniques without comprehensive comprehension assistance. In contrast, the Learner-initiated group's lack of significant findings raises questions about the self-directed nature of the program. It appears that without the systematic support provided in the Educator-facilitated group, the autonomous learners did not experience the same benefits in reading comprehension and speed. This could speak to the necessity of guided instruction in cultivating not just the habits of extensive reading but the skills necessary to extract and construct meaning from the text.

5.2 Evaluation of Participant Feedback and Experience

The quantitative data obtained from the questionnaires is enhanced by the qualitative data gathered from the focus group interviews. Although the numerical statistics indicated a general preference for Book Reports, the interviews uncovered a more nuanced viewpoint. Participant 1's positive experience highlights the importance of feedback and instruction, which is consistent with the principles of formative assessment and learner feedback in educational practice. However, Participant 2's experience indicates a conflict between the amount and the standard of the reading material, a consideration that could have important consequences for the development of extensive reading programs. It implies that there could be an ideal equilibrium to achieve between reading and writing, which maximizes the advantages of both activities without them interfering with each other.

5.3 Comparative Analysis of Groups

The disparities between the Educator-facilitated and Learner-initiated groups are significant, with the former demonstrating advantages while the latter does not. This juxtaposition can stimulate a discourse regarding the function of facilitation in extensive reading programs. The results imply that facilitation can have a crucial impact on improving the results of extensive reading programs. This is consistent with Vygotsky's Zone of Proximal Development theory[24], which suggests that learners can benefit from assistance and guidance to achieve higher levels of comprehension and proficiency.

The findings from this study directly align with its objectives, demonstrating how book reports within extensive reading programs significantly impact reading proficiency and fluency among Korean EFL learners. This aligns with the literature highlighting the benefits of extensive reading and portfolio assessment, as seen in studies by Anderson et al. (1988) and Krashen (2004), yet goes further by quantitatively and qualitatively assessing the specific role of book reports in this process. Notably, the educator-facilitated group's advancements underscore the importance of structured learning

environments, echoing Duke and Pearson's (2002) emphasis on strategic reading practices. Conversely, the challenges faced by the learner-initiated group highlight a gap in self-directed learning efficacy, suggesting a crucial area for further research and development in educational strategies to support autonomous learners. This study, therefore, both confirms and extends existing knowledge, indicating the need for a nuanced approach to implementing extensive reading programs that incorporate book reports to cater to diverse learner needs.

6. Conclusion

In order to investigate the crucial significance of book reports in the context of Extensive Reading programs in the Korean EFL setting, the study has analyzed the findings explored in two different groups. The multivariate analysis has shown that the Educator-facilitated group saw considerable benefits from the organized inclusion of book reports in their learning portfolios. This was evident in the improvement of their TOEIC RC, AR scores, and reading speed. This indicates the efficacy of a structured learning setting in improving reading skills. In contrast, the lack of such notable advancements in the Learner-initiated group highlights the crucial function of guided instruction in promoting reading comprehension and fluency. The feedback collected from participants, through the use of questionnaires and focus group interviews, has yielded valuable qualitative insights into the experiences of the learners. The favorable feedback underscored the significance of book reports in strengthening language abilities, specifically in writing, while the diverse personal encounters and viewpoints demonstrated the intricacy of harmonizing extensive reading with the contemplative process of writing. These observations highlight the necessity for comprehensive reading initiatives to incorporate adaptable strategies customized to accommodate the different requirements and preferences of learners. This study also highlights the inherent limitations in its design, such as a limited sample size and potential biases arising from self-reported data. The reliance on self-report methodology in the questionnaires and interviews may potentially create bias. The marginal importance of certain findings, particularly in the group engaged in self-initiated learning, suggests that they should be interpreted with caution and underscores the need for additional study using more varied and comprehensive samples. Further research should investigate the intricate dynamics of book reports in extensive reading programs, with the goal of enhancing these educational tools for a wider variety of learners and circumstances. Essentially, in terms of implications and significance, the research establishes the role of book reports in improving language skills in extensive reading programs. It also emphasizes the need for continuous evaluation and adjustment of educational practices to promote effective language learning. In conclusion, this research not only confirms the utility of book reports in enhancing language skills within extensive reading programs but also illuminates the path forward for educators and program designers. It highlights the necessity for dynamic, responsive educational practices that cater to the evolving needs of learners. Ultimately, by integrating book reports into extensive reading programs, educators can significantly enrich the EFL learning landscape, fostering more proficient, reflective, and engaged language learners.

References

[1] R. C. Anderson, P. T. Wilson, L. G. Fielding, Growth in reading and how children spend their time outside of school, Reading Research Quarterly, (1998), Vol.23, No.3, pp.285-303.
DOI: 10.1598/RRQ.23.3.2

[2] S. Krashen, The power of reading: Insights from the research (2nd ed.), Heinemann, (2004)

[3] T. Bell, Extensive reading: Speed and comprehension, The Reading Matrix, (2013), Vol.1, No.1.
Available from: from http://www.readingmatrix.com/articles/bell/

[4] B. Mason, S. Krashen, Extensive reading in English as a foreign language, System, (1997), Vol.25, No.1, pp.91-102.
    DOI: http://dx.doi.org/10.1016/S0346-251X(96)00063-2

[5] W. Elley, F. Mangubhai, The impact of reading on second language learning, Reading Research Quarterly, (1983), Vol.19, pp.53-67.
    DOI: 10.2307/747337

[6] W. Grabe, F. Stoller, Viewing extensive reading from different vantage points, Reading in a Foreign Language, (2011), Vol.27, No.1, pp.152-159.

[7] N. Duke, P. Pearson, Effective Practices for Developing Reading Comprehension, What Research Has to Say About Reading Instruction (3rd ed.), pp.205-242, (2002)

[8] W. Grabe, Reading in a second language: Moving from theory to practice, New York: Cambridge University Press, (2009)

[9] K. Koda, Insights into second language reading, Cambridge University Press, (2005)

[10] C. Nuttall, Teaching reading skills in a foreign language, Heinemann, (1982)

[11] C. Fries, Linguistics and reading, New York: Holt, Rinehart & Winston, (1963)

[12] E. Williams, Reading in the language classroom, Macmillan, (1984)

[13] D. Hill, Survey review: Graded readers (Part 1), ELT Journal, (1988), Vol.42, No.1, pp.44-52.
    DOI: 10.1093/elt/42.1.44

[14] E. Taguchi, M. Takayasu-Maass, G. Gorsuch, Developing reading fluency in EFL: How assisted repeated reading and extensive reading affect fluency development, Reading in a Foreign Language, (2004), Vol.16, No.2, pp.70-96.
    DOI: 10.1177/1362168809346494

[15] S. Desale, R. Kumbhar, Effect of Book Review Writing Activity on School Students' Reading Competencies: A Study, Paper presented at the 12th International CALIBER-2019, KIIT, (2019)
    Available from: http://ir.inflibnet.ac.in/handle/1944/2322

[16] M. Helgesen, Extensive Reading Reports - Different Intelligences, Different Levels of Processing, The Asian EFL Journal Quarterly, (2005), Vol.7, No.3.
    Available from: https://www.asian-efl-journal.com/main-editions-new/extensive-reading-reports-different-intelligences-different-levels-of-processing/index.htm

[17] M. Demirel, H. Duman, The Use Of Portfolio In English Language Teaching And Its Effects On Achievement And Attitude, Social and Behavioral Sciences, (2015), Vol.191, pp.2634-2640.
    DOI: 10.1016/j.sbspro.2015.04.598

[18] S. Mace, Portfolio assessment in a reading-writing classroom, Open Access Graduate Research Paper, University of Northern Iowa, (1993)

[19] M. Nicolas, K. Gillian, K. Claudia, Developing an assessed reading portfolio to improve reading habits and raise test results, Teaching, learning and researching reading in EFL, TESOL Arabia, (2014)

[20] Y. Delgoshaeia, K. Kharrāzib, M. Talkhabib, The impact of portfolio evaluation method on the development of children's reading skills, Social and Behavioral Sciences, (2012), Vol.32, pp.356-360.
    DOI: 10.1016/j.sbspro.2012.01.053

[21] L. Wang, C. He, Review of Research on Portfolios in ESL/EFL Context, English Language Teaching, (2020), Vol.13, No.12.
    DOI: 10.5539/elt.v13n12p76

[22] A. Al-Rashidi, B. Vadivel, N. Khalil, N. Basim, The comparative impacts of portfolio-based assessment, self-assessment, and scafolded peer assessment on reading comprehension, vocabulary learning, and grammatical accuracy: insights from working memory capacity, Language Testing in Asia, (2023), Vol.24.
    DOI: 10.1186/s40468-023-00237-1

[23] E. Cinkara, H. Au, Effects of writing portfolio assessment at tertiary level intensive English program, Focus on ELT

Journal (FELT), (2019), Vol.1, No.1, pp.53-69.
DOI: 10.14744/felt.2019.00006.

[24] L.Vygotsky, Mind in Society, Cambridge, MA: Harvard University Press, (1978)