Student Perceptions of using MReader to meet an Advanced Reading goal in a Japanese University

Robert Hulse

Abstract

MReader is a browser based website that offers quizzes on graded reader books from a variety of publishers. There have been past studies on MReader that have produced mixed results in showing how useful students' gains in extensive reading courses have been. These studies, however, required students to reach a limited reading goal. This study explored the perceptions of MReader among a sample of students who were required to meet a more advanced reading goal, defined in terms of reading 210,000 words per semester. Participants were 85 female students from a private University in Fukuoka who completed an online survey. The survey explored their overall perceptions of MReader, perceptions of specific aspects of MReader, and their use of the programme. The questionnaire contained both closed and open-ended questions. Participants did not enjoy MReader, and they had negative attitudes towards the set reading goal. The majority of them, however, reached and surpassed this goal. Students reported moderate to high benefits in terms of their reading abilities, vocabulary, and grammar. Some had negative attitudes towards books and quizzes in MReader. Teachers should set more advanced reading goals in MReader if they are to ensure students' reading gains. The developers of MReader need to provide access to more interesting books and allow more flexibility in quizzes in order to increase students' enjoyment of the programme.

1. Introduction

Learning the English language usually has been considered an essential aspect of higher education in Japan (Hu & McKay, 2012). In this educational setting, the first skills that students are expected to learn are reading skills, which allow them to comprehend the English language (Fewell, 2010). Reading ability has been identified as a crucial predictor of students' learning of other language skills, writing, speaking, and listening

skills (Grabe, 2010). Given the importance of learning to read English, educators have focused on developing strategies that would enhance students' reading abilities. One such strategy is to engage learners in extensive reading (ER) courses, where they are required to read large quantities of easy material in the English language (Day & Robb, 2015). The implementation of these courses is aided by programmes such as MReader, where teachers can track their students' reading progress (Chien & Yu, 2013).

More research, however, is needed to understand learners' perceptions of this programme in situations when their ER goal, defined in terms of the number of words students are expected to read, is advanced (Al Damen, 2018). This research explored the perceptions of MReader among a group of Japanese students who were asked to read 210,000 words during one semester using the MReader programme. In order to introduce this study, the paper starts by reviewing the literature on ER and MReader and identifying research questions that the study aimed to address. Following this, the paper presents the methodology employed in this research and delineates the obtained findings and associated conclusions.

2. Literature Review

2.1. Extensive Reading for Foreign Language Students

In order to define ER, it is essential to differentiate this concept from the concept of intensive reading. According to Yang et al. (2012), intensive reading involves reading shorter texts that are written using advanced foreign language terms, with a particular emphasis on acquiring an in-depth understanding of the material at hand. ER, in contrast, involves reading larger quantities of text that are written in simple language in order to help students grasp texts' overall rather than in-depth meaning (Day & Robb, 2015). The primary purpose of ER is to increase students' foreign language proficiency (Robb & Kano, 2013). The rationale for providing ER courses is that students need a substantial amount of comprehensible input of a foreign language if they are to become proficient in it (Ro, 2015). This notion is also evident in a statement by Nuttall (2012), who said that "the best way to improve one's knowledge of a foreign language is to go and live among its speakers, while the next best way is to read extensively in it" (p. 168).

Past studies have identified various benefits of involving students in ER courses. These studies suggest that ER is beneficial for increasing students' overall competence in a foreign language (Iwahori, 2008) through enhancing their knowledge of vocabulary (Nation, 2015), reading fluency and comprehension (Suk, 2017), and reading rate (Huffman, 2014). There is also evidence that ER courses prove useful in improving foreign language learners' listening (Renandya & Jacobs, 2016), speaking (Rahmany et al., 2013), and writing skills (Mermelstein, 2015), as well as their attitudes towards a foreign language (Chein & Yu, 2015). Based on a meta-analysis of these and other studies that assessed the benefits of ER, Nakanishi (2014) concluded that ER should be an integral part of foreign language learning curricula.

The literature on ER has also focused on identifying the best modes of ER course delivery. Day (2002), for instance, argued that students gain the most benefits from ER courses when they are asked to read real-world texts that are interesting enough to capture their attention. ER should unfold outside of classroom settings, his is because asking students to read in their own time helps in holding them accountable for their learning (Arnold, 2009; Robb & Kano, 2013). An inherent problem with this approach, however, is that teachers find it challenging to track their students' progress because they cannot determine whether learners have indeed engaged in ER (Stoller, 2015).

It is for this reason that researchers advocate the use of programmes that help in tracking students' out-of-class ER activities and assess them to determine their meeting of a pre-set ER goal (Chien & Yu, 2013; Ro, 2015; Robb & Kano, 2013). One such programme is MReader, which is he focus of this study.

2.2. MReader

MReader is a programme developed in Japan to help teachers track their students' ER progress (Chien & Yu, 2013). The primary goal of the programme is to determine whether students have achieved a pre-set reading goal (Robb, 2015). Within MReader, students can select among a variety of books they could read to meet their word count goal. As a means of assessing students' reading progress, the MReader provides students with quizzes (Al Damen, 2018). These quizzes do not measure students' understanding of the material at hand − instead, they are designed to determine whether students have read the books they have selected

(Chien & Yu, 2013). For each book in the programme, MReader has some 20 to 30 questions. Within each quiz, students are presented with ten random questions, which are of three types: multiple-choice, true/false, and event-ordering questions (Robb, 2015). The quiz for each book takes around five minutes. Students are allowed to take only one quiz per 24 hours to avoid cheating and to have the time to focus on the book they are reading (Al Damen, 2018). When they fail a quiz, they are not awarded any credits and are not told which questions they got wrong.

A particularly useful aspect of MReader is that teachers can control the level of reading difficulty, expressed in the number of words that students should read (Robb, 2015). Since each student is provided with a username, the teacher can easily track their progress. For each student, the teacher can see the level at which they have started using the programme, their current level, the number of quizzes taken, the number of passed and failed quizzes, and total words read. Via these properties, the MReader succeeds in overcoming teachers' challenges in tracking students' ER activities.

Several studies explored students' perceptions of MReader. Students in these studies reported that, although they did not like the quizzes in MReader (Curtis, 2015), they did enjoy the programme in general because the programme motivated them to read extensively and autonomously (Al Damen, 2018; Dutch, 2015). Still, students also indicated that their use of MReader resulted in limited gains in terms of their reading ability, vocabulary, and grammar (Cheetham et al., 2016). What should be mentioned, however, is that students across these studies had a limited reading goal, ranging from reading 20,000 (Cheetham et al., 2016) to 61,000 words per semester (Dutch, 2015). As pointed out by Al Damen (2018), more studies are needed to explore the perceptions of MReader among learners who are asked to reach a more advanced ER goal. Such an exploration could help in determining whether learners continue having positive attitudes towards the programme even after increasing their ER goal and whether setting a more advanced goal proves more useful in improving students' reading, vocabulary, and grammar. The present study aimed to address these research questions.

3. The Present Study

This study explored students' perceptions of MReader, which they used during their elective Reading Skills course. The course ran for two semesters, the first of which was completed from April to September 2019, and second from September 2019 to January 2020. During the first semester, students were expected to engage in various in-class activities, for which they were awarded 40 credits, and complete ten book reports, for which they received 30 credits. Within the second semester, students were asked to read 210,000 words outside of class, which earned them an additional 30 credits. MReader was used in the second semester to track students' reading progress. All students started on Level 4 in the programme, which corresponds to Oxford Book Warm Stage 1. They were allowed to advance their level by contacting their teacher, who would assist in reaching their ER goal.

The primary aim of this research was to investigate the perceptions of MReader among students who were required to meet an advanced ER goal (i.e., reading 210,000 words per semester). The research questions that guided this study were formulated as follows:

RQ1: What were students' overall perceptions of MReader, defined in terms of the degree to which they liked the programme, and thought that the programme aided their language learning and motivated them to read?

RQ2: What were students' perceptions of specific aspects of MReader, including the 210,000−words ER goal, teacher updates, and quizzes?

RQ3: How did students use the MReader, defined in terms of whether they changed their programme level and how much time they spent on it per week?

4. Methodology

4.1. Setting and Participants

The study was conducted at a women's university in Fukuoka, Japan. Participants in the research were 85 female students to whom English was a foreign language. All participants were taking part in an elective Reading Skills course at the university. The overall sample of students came from three different classes, all of whom were taking the same course.

4.2. Design

This research employed a mixed methodology, which involves collecting, analysing, and integrating quantitative and qualitative data (Morse, 2016). The choice was made to combine these two data collection methods because their combination allows a more in−depth understanding of ithe nvestigated phenomena (Creswell & Creswell, 2017). In particular, it was hoped that quantitative data would shed light concerning students' perceptions of MReader, as expressed in their ratings of different aspects of MReader's usefulness and usability. Qualitative data, which were collected via open−ended questions, were analysed to obtain more detailed clarifications of students' perceptions, thus aiding the recognition of their experience with the programme.

4.3. Measures

All data were collected via a survey, which was developed by the researcher. The survey was administered online via the Survey Monkey platform. It contained a total of 12 items, out of which nine were statements, and four were questions (see Table 1 in Appendix A). The first five statements concerned students' overall perceptions of MReader, defined as the degree to which students liked the programme and found it useful for improving their reading skills, grammar, and vocabulary, and increasing their motivation to read. The following four statements centred on students' perceptions of particular aspects of MReader, including the reading goal, teacher updates, and quizzes. All these nine statements were rated on a scale ranging from 1 (*strongly agree*) to 5 (*strongly disagree*).

The Subsequent questions centred on patterns of MReader use. Question 10, for instance, asked students if they changed their MReader level during the term (yes/no), whereas question 11 inquired about the overall time spent on MReader per week. The possible responses on this question were 0h, 1-2h, 2-3h, 3-4h, 4-5h, 5-6h, 6-7h, 7-8h, 8-9h, 9-10h, 11-12h, 13 -14h, and 15h or more. Importantly, items 1, 6, 10, and 11 all had a comments section, which allowed the collection of more detailed perceptions of MReader. The final question in the survey was open-ended, and it required students to provide their final thoughts and comments regarding the programme.

4.4. Procedure and Ethical Considerations

The participation in the study was initiated following students'

completion of the Reading Skills course. All students were thoroughly introduced to the research and were told that the study investigates their perceptions of MReader. The link to the online questionnaire was sent to students via email. On the first page of the questionnaire, participants were required to provide their consent to participate. They were asked to agree to take part in the questionnaire and for their data to be used in research. They were informed that their name and any other personal information would be kept confidential. Their data was anonymised via the allocation of an MReader username to each student. Per the ethical guidelines for conducting educational research (Burgess, 2015), participants were also informed that they could withdraw from the study at any moment.

4.5. Data Analysis

In order to analyse quantitative data, this study identified the percentage of participants who provided different responses to all questionnaire items. Qualitative data were analysed using thematic analysis. Per the guidelines by Braun and Clarke (2006), all comments were thoroughly read, re-read, and coded based on their meaning. Codes were furthermore grouped to identify underlying themes in participants' answers.

5. Results

5.1. Overall Perceptions of MReader

This section presents students' answers on the first five survey items, which explored participants' overall perceptions of MReader. As shown in Figure 1, the majority of students disagreed with the statement that they liked using the programme.

On the second item, the highest percentage of students reported that they either agree or neither agree or disagree with the idea that their English reading ability improved after using the programme, which implies moderate to high gains (see Figure 2).

The majority of students, moreover, reported neither agreeing nor disagreeing with the idea that MReader helped in improving their grammar (see Figure 3). This finding suggests that the student perception of their grammar improvement was moderate.

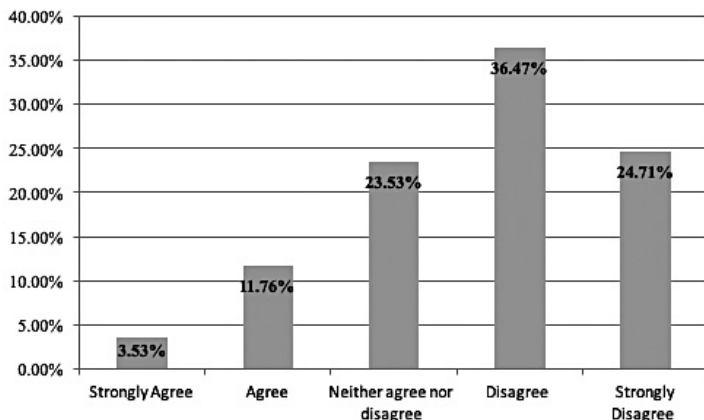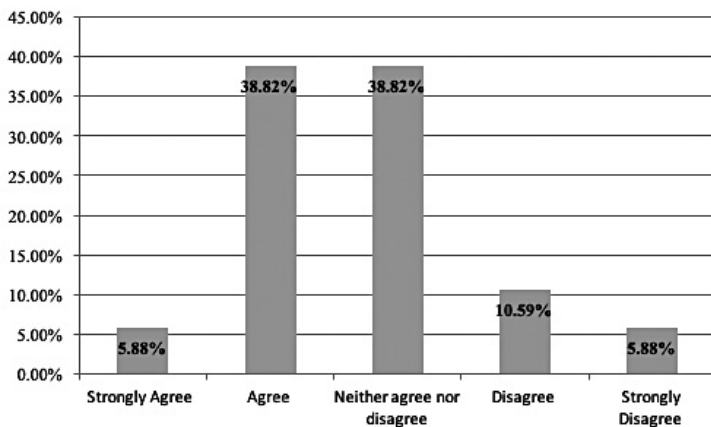Figure 1. Answers on item 1: "I like using the MReader".

Figure 2. Answers on item 2: "I think my English reading ability has improved due to using the MReader".

As shown in Figure 4, most students either agreed or neither agreed or disagreed with the fourth statement, which inquired about whether MReader aided their vocabulary. This finding suggests moderate to high improvements in students' vocabulary.

Lastly, on the fifth item, the majority of participants reported either agreeing or neither agreeing nor disagreeing with the idea that MReader

Figure 3. Answers on item 3: "I think my grammar has improved due to using the MReader".
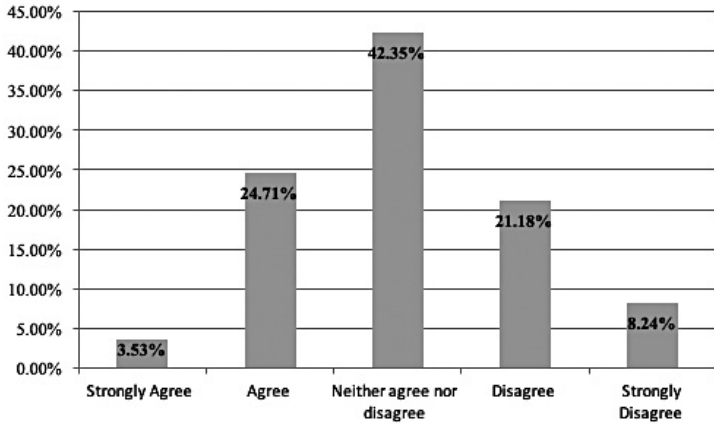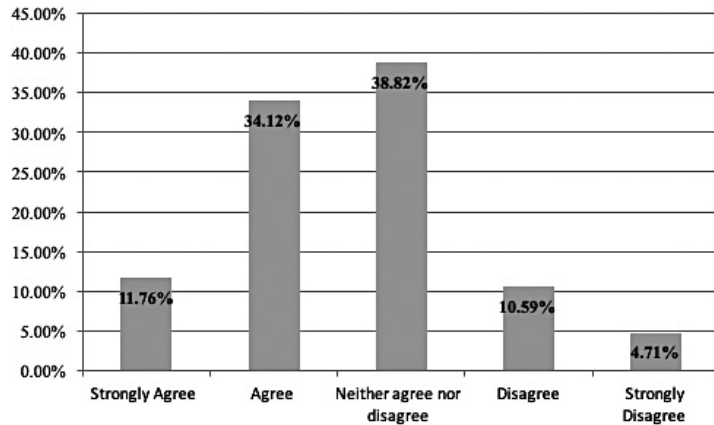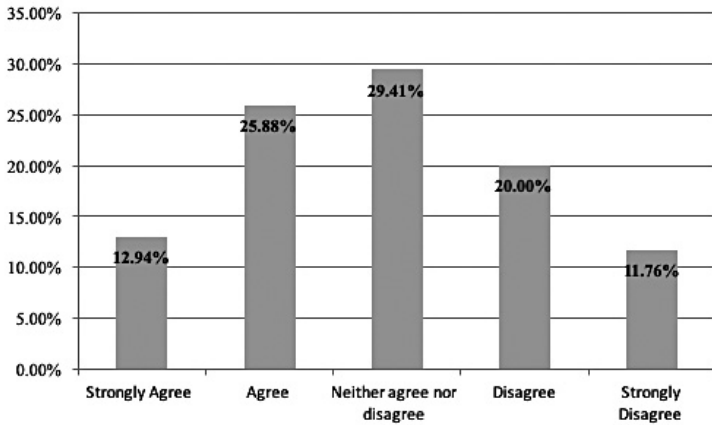

Figure 4. Answers on item 4: "I think my vocabulary has improved due to using the MReader".

motivated them to read more, which implies that the programme enhanced students' motivation to a moderately high degree (see Figure 5).

Figure 5. Answers on item 5: "MReader motivated me to read more".

5.2. Perceptions of Particular Aspects of MReader

This section reports students' responses on four items that explored their perceptions of specific aspects of MReader. As shown in Figure 6, only a small percentage of students agreed or strongly agreed with the notion that the pre-set ER goal was achievable.

Figure 6. Answers on item 6: "I think the 210,000 word MReader goal in a semester was achievable".
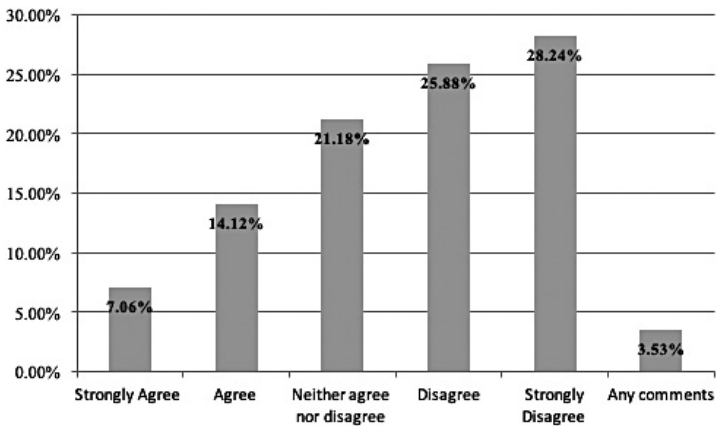
The highest percentage of students further noted either disagreeing or neither agreeing with the idea that the goal of reading 210,000 words has motivated them, which suggests that the ER goal motivated to a moderately low degree (see Figure 7).

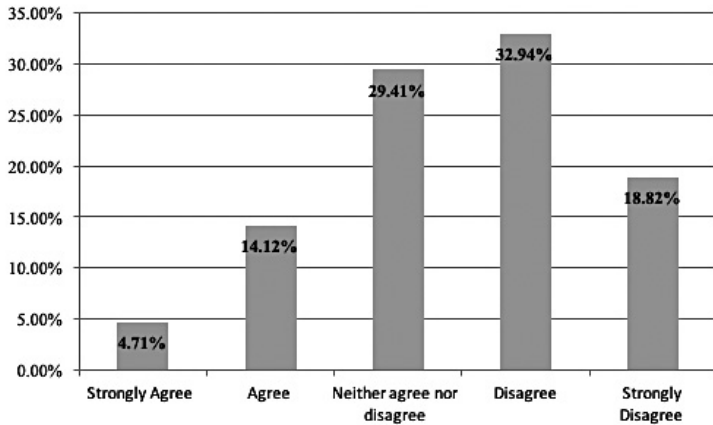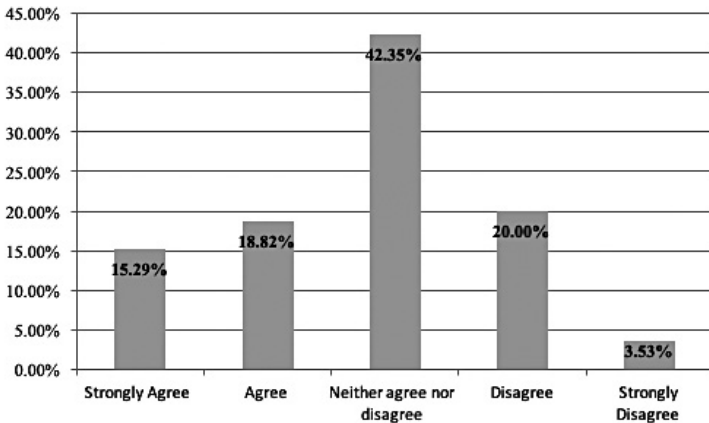Figure 7. Answers on item 7: "The goal of reading 210,000 words motivated me".

Figure 8. Answers on item 8: "Updates from my teacher reminding me about my word count progress encouraged me to use the MReader".

On the eighth survey item, the majority of students indicated that they neither agreed nor disagreed with the idea that their teacher's reminders about word count progress motivated their MReader use (see Figure 8).

The highest proportion of students, moreover, agreed with the idea that quizzes were challenging (see Figure 9).

Figure 9. Answers on item 9: "The quizzes were a challenge for me".
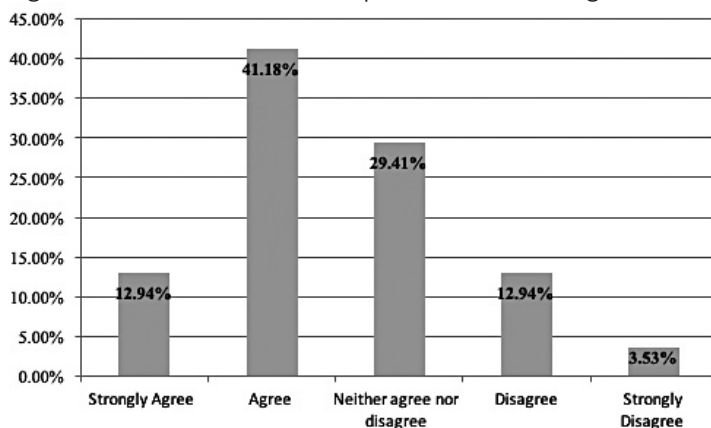
5.3. Patterns of MReader Use

This section reports the results obtained on two questions that explored students' patterns of MReader use. Initially, the majority of participants reported having changed their MReader level during the term (see Figure 10).

When asked how much time they spent in MReader per week, the highest proportion of students reported spending between 0 and 2 hours per week (see Figure 11).

5.4. Thematic Analysis

Participants provided comments to a total of four survey items. Instead of analysing comments on these items separately, all comments were copied in one file, and they were thematically analysed together. The reason for this choice was that comments on different items often

Figure 10. Answers on item 10: "Did you change your MReader level during the term?".
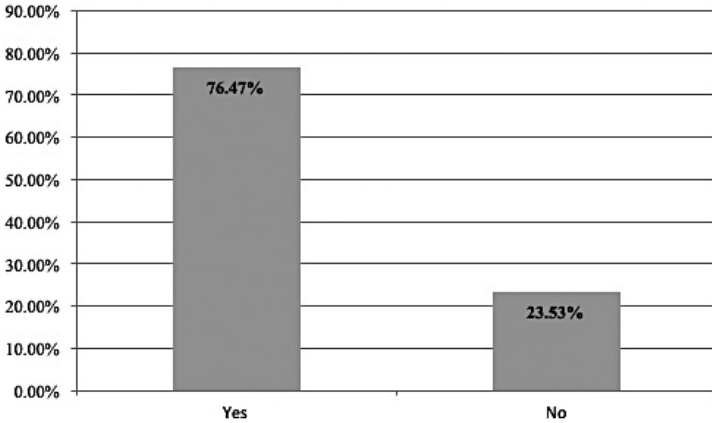
Figure 11. Answers on item 11: "How much time did you spend in MReader per week?".
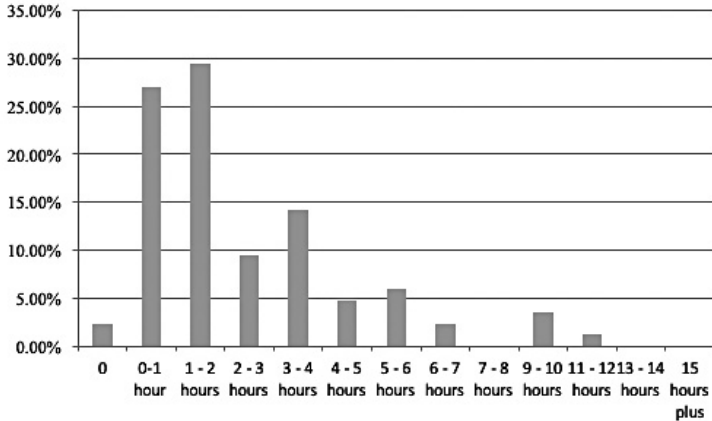
overlapped, and it was easier to extract meaningful themes when all comments were considered simultaneously. A total of five themes were extracted from the data, which corresponded to students' positive perceptions of MReader, as well as their views on the 210,000-word ER goal, books they were reading, quizzes, and the upgrading of MReader level. In Appendix B, the reader can see all comments that were grouped

within these themes.

5.4.1. Theme 1: Positive Perceptions of MReader

A total of 12 comments were grouped within this theme (see Table 2 in Appendix B). Students who provided these comments argued that MReader was useful for increasing their reading speed, improving their English language grammar and vocabulary, and enhancing their motivation to read. Some student comments include:

"I think MReader helped me to improve my English knowledge and vocabulary."
"MReader has increased my reading speed."
"MReader has increased my motivation to read. I can see how many words I have read, which helps me to read more."

5.4.2. Theme 2: Perceptions of the 210,000-Word Goal

There were 31 comments within this theme, all of which suggested that the pre-set ER goal was too high (see Table 3 in Appendix B). Students uniformly agreed that they found it challenging to meet the 210,000-word goal, mainly because they had other coursework or part-time work. They thought that reaching this goal was a time-consuming task, which reduced their motivation to read. These findings are evident in the following comments:

"I felt overwhelmed because the total goal is too high."
"It is a good opportunity to read a book but too difficult as I am busy with other lessons, and it is time-consuming."
"I stopped reading a little in the second half. I lost my motivation because the goal was too high."
"If the number of the goal is lower, more students would be motivated."

5.4.3. Theme 3: Perceptions of Books in MReader

This theme compromised a total of 22 comments (see Table 4 in Appendix B). Some students noted that they do not like reading books in general, which has reduced their motivation to use the MReader. Other students, however, suggested that they enjoyed books in MReader. An additional group of students tended to argue that the content of available books was not interesting, which has limited their interest in using the

programme. Lastly, some students were noting that the MReader did not increase their motivation to read because they were reading books for homework rather than for pleasure. Below are some comments that illustrate these types of answers:

"I don't like to read books, and that's why I don't like MReader."
"Sometimes I found an interesting book, so I enjoyed it."
"The themes and stories of the books were not interesting to me, so I was not motivated to read."
"It is interesting to read a book, but it feels like a duty, so I do not enjoy it."

5.4.4. Theme 4: Perceptions of Quizzes

A total of 20 comments were grouped into this theme (see Table 5 in Appendix B). All these comments implied negative attitudes towards the quizzes in MReader, although the reasons for these attitudes were different. Some students thought that the quizzes were challenging, while others argued that failing a quiz has reduced their motivation to read. Other students reported disliking the quizzes because the programme did not inform them which questions they got wrong, because they did not get credit when they failed a quiz, and because they could not take more than one quiz per day. These perceptions were evident in the following comments:

"Questions on the quiz are difficult."
"When the MReader test is failed, my motivation goes down."
"I cannot see where I made a mistake as I cannot check where I went wrong."
"I do not like that I do not get any credit if I fail the quiz even though I have read the book."
"I want to take quizzes more than once per day. The limit makes me confused."

5.4.5. Theme 5: Level Upgrade

There were 31 student comments, which concerned participants' reports of the level to which they have upgraded the MReader. These comments are summarised here rather than in Appendix B. Out of 31 students who commented on their level upgrade, ten said they had upgraded the difficulty from Level 4 to Level 5, 19 said they had upgraded it from Level 4

to Level 6, and two noted upgrading it from Level 4 to Level 7.

6. Discussion

This research explored the perceptions of MReader within a sample of female students at a private Japanese university. Past studies have established that foreign language learners have positive perceptions of this programme, as evident in their reports of enjoying MReader and valuing the programme's propensity to enhance their motivation to read (Al Damen, 2018; Dutch, 2015). Previous researchers, however, also found that MReader was not particularly beneficial for improving students' foreign language learning, which resulted in doubts regarding the programme's usefulness in ER classes (Cheetham et al., 2016). As detailed when reviewing the literature on MReader, an important aspect of past studies is that they have set a lower ER goal for participating students, which could explain why the programme led to limited improvements in students' vocabulary, grammar, and reading comprehension (Al Damen, 2018). Per this notion, this study explored the perceptions of students who were required to meet a more advanced ER goal, which consisted of using the MReader to monitor the students goal to read 210,000 words per semester. In order to discuss the obtained findings, this chapter summarises the primary results of this study while connecting them to the literature. When concluding, the paper identifies practical recommendations that would increase students' reading gains and enjoyment of MReader.

6.1. Summary of Findings

This study obtained several important findings. Based on the analysis of both quantitative and qualitative data, it can be inferred that students in this research had somewhat mixed perceptions of MReader. Within the quantitative part of the survey, most participants reported disliking the programme. They, however, reported moderate to high gains in terms of their English reading ability, vocabulary, and motivation to read, and moderate gains concerning their grammar.

When commenting on the overall usefulness of MReader, most participants revealed positive perceptions, thus reporting that the programme aided their improvement of reading speed and overall knowledge of the English language. Based on these findings, it can be concluded that MReader, although not being particularly liked by students,

is a useful ER tool for foreign language learning. This finding contradicts the one by Cheetham et al. (2016), who found that MReader was not particularly useful for improving students' reading ability, vocabulary, and grammar. It could be argued that students in the present research revealed more language gains following MReader use, at least when compared to students in previous studies as they were required to read more words than in the research by Cheetham et al. (2016), where the set ER goal was 20,000 words per semester.

Still, it must be emphasised that not all students had positive attitudes towards the 210,000-word goal, which was set in this study. Within the survey, most participants disagreed with the idea that this goal was achievable and that the goal has motivated them to read more. Thematic analysis of comments further revealed that almost a third of participants thought that the 210,000-word goal was too high, challenging, and time-consuming. On the other hand, many participants reported upgrading their level in MReader, which means that they have ended up reading more than

Figure 12. The total number of words Students read using MReader over one semester
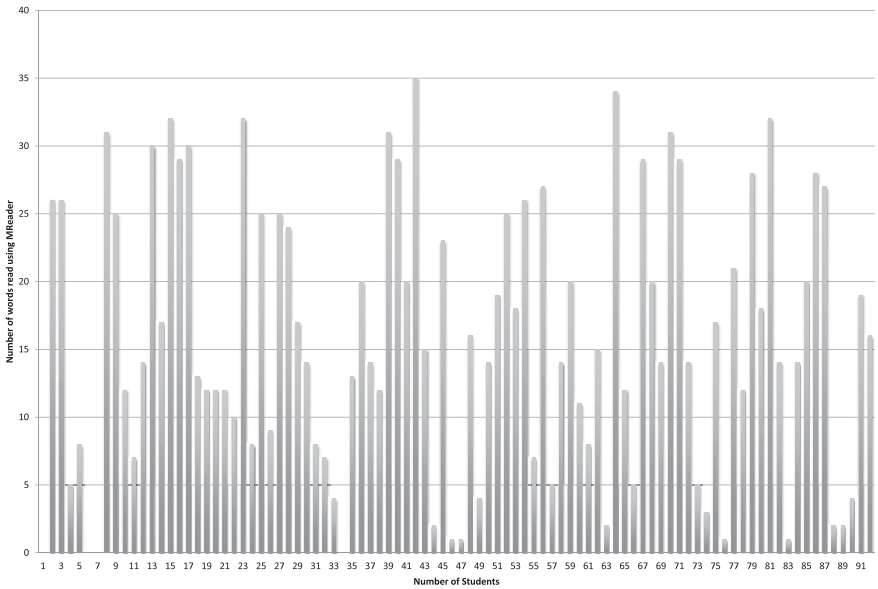
210,000 words per semester. The majority of students further reported using MReader for less than two hours per week. What can be concluded from this finding is that, although students did not have positive attitudes towards the pre−set ER goal, the goal was achieved by 18 of the 93 students taking the course and an average of 117,095 words read over the term as can be seen on figure 12.

Extensive reading shouldn't be that students are just required to remember every word of a text. The students read a book and do not get credit for this due to failing the quiz on MReader was reported as being frustrating. When these factors are looked at deeper the pass rate of the book quiz was set at 60%, this should be adequate as Truscot (2017) explained, in all likelihood, this should be enough to pass the quiz if the quiz questions were evenly distributed across the contents of the reader. With a 70% passing threshold, the percentage dipped to a bit below 50%. This said students should be able to have a second chance to take the quiz as as it stands if they fail they do not get credit and that should be readdressed. The high word count goal was achievable but as the numbers showed the majority of students did not reach 210,000 though did reach over 100,000, which is a high target goal. The word goal can be set high but should be achievable to be met by all. 210,000 is out of reach for most but as can be seen can be achieved. If students as Truscott (2017) noted read 100 words per minute and are able to complete just under 90 minutes of reading a week over a course of a 15 week term a figure between 100,000 150,000 is achievable to all and give the impetus to the students who did not fully embrace the course due to the high word count target of 210,000 words.

Other relevant findings of this study suggested that students were not very satisfied with the quizzes in MReader. Participants contended that the quizzes were challenging and demotivating. They disliked specific aspects of the quizzes, such as that they could not take more than one quiz per day, did not know which questions they got wrong, and did not get any credit after failing a quiz even though they have read the book. Similar negative perceptions of MReader quizzes were reported in past studies (Curtis, 2015). In addition, this study found that, although some students liked the books in MReader, most of them argued that the books are uninteresting and that they did not enjoy the books because they felt pressured to read. Students also revealed no particular benefits of teacher's updates, which informed them about their word count progress. These findings appear to be novel because no past studies explored

students' perceptions of books and teacher updates in MReader.

6.2. Conclusions and Recommendations

The primary conclusions of this study can be formulated as follows: Although students in this research did not have positive attitudes towards the 210,000-word goal, some did reach that goal, which suggests that such an advanced goal *is* achievable. Through a more realistic lower word target would be desirable for all students taking part in the course to reach the term goal. Participants in this study reported more noticeable gains in terms of their reading ability, vocabulary, and grammar following MReader use when compared to students in the study by Cheetham et al. (2016).

Since the primary difference between this and Cheetham et al.'s (2016) study lies in the set ER goal, with these authors' goal involving the reading of 20,000 words per semester, it can be concluded that participants in this research reported more gains *because* they were required to meet a more advanced ER goal. Based on these results, English language teachers should take into consideration a more advanced ER goal for their students because such goals are more likely to improve learners' reading abilities.

Finally, this research concluded that students were not particularly happy with the quizzes and books in MReader, which is something that the developers of this programme need to address. By providing access to more interesting books and allowing students more flexibility when completing quizzes, MReader could become a more enjoyable tool for tracking and safeguarding students' ER progress.

References

Al Damen, T. M. (2018). *The effectiveness of MReader in promoting extensive reading among Arab EFL learners*. Arab World English Journal (AWEJ) Proceedings of 1st MEC TESOL Conference.

Arnold, N. (2009). Online extensive reading for advanced foreign language learners: An evaluation study. *Foreign Language Annals, 25*(2), 234-247.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101.

Burgess, R. G. (2015). *The ethics of educational research*. London: Routledge.

Chein, C. K. C., & Yu, K. J. (2015). Applying extensive reading to improve unmotivated learners' attitudes towards reading in English. *International Journal of Learning, Teaching, and Educational Research, 13*(2), 1-25.

Cheetham, C., Harper, A., Elliott, M., & Ito, M. (2016). Assessing student attitudes

toward graded readers, MReader and the MReader challenge. *The Reading Matrix: An International Online Journal, 16*(2), 1-19.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Routledge.

Curtis, T. B. (2015). MReader quizzes: Help or hindrance? *Studies in the Humanities and Sciences, 12*(1), 75-82.

Day, R. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language, 14*(2), 136-147.

Day, R., & Robb, T. (2015). Extensive reading. In D. Nunan & J. C. Richards (Eds.), *Language learning beyond the classroom* (pp. 19-28). London: Routledge.

Dutch, J. (2015). MReader in practical English II. *The bulletin of the Yokohama Municipal, 66*(3), 103-126.

Fewell, N. (2010). Language learning strategies and English language proficiency: An investigation of Japanese EFL university students. *TESOL Journal, 2*(1), 159-174.

Grabe, W. (2010). Fluency in reading. *Reading in a Foreign Language, 22*(1), 71-83.

Hu, G., & McKay, S. L. (2012). English language education in East Asia: Some recent developments. *Journal of Multilingual and Multicultural Development, 33*(4), 345-362.

Huffman, J. (2014). Reading rate gains during a one-semester extensive reading course. *Reading in a Foreign Language, 26*(2), 17-33.

Iwahori, Y. (2008). Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language, 20*(1), 70-91.

Mermelstein, A. D. (2015). Improving EFL learners' writing through enhanced extensive reading. *Reading in a Foreign Language, 27*(2), 182-198.

Morse, J. M. (2016). *Mixed method design: Principles and procedures*. London: Routledge.

Nakanishi, T. (2014). A meta-analysis of extensive reading research. *TESOL Quarterly, 49*(1), 6-37.

Nation, P. (2015). Principles guiding vocabulary learning through extensive reading. *Reading in a Foreign Language, 27*(1), 136-145.

Nuttall, C. (2012). *Teaching reading skills in a foreign language*. Berlin: Heinemann Educational.

Rahmany, R., Zarei, A. A., & Gilak, S. (2013). The effect of extensive reading on Iranian EFL learners' motivation for speaking. *Journal of Language, Teaching, and Research, 4*(6), 1238-1246.

Renandya, W. A., & Jacobs, G. M. (2016). Extensive reading and listening in the L2 classroom. *English Language Teaching Today, 12*(2), 97-110.

Ro, E. (2015). Exploring teachers' practices and students' perceptions of the extensive reading approach in EAP reading classes. *Journal of English for Academic Purposes, 22*(1), 32-41.

Robb, T. (2015). Quizzes: A sin against the sixth commandment? In defense of MReader. *Reading in a Foreign Language, 27*(1), 146-151.

Robb, T., & Kano, M. (2013). Effective extensive reading outside the classroom: A large-scale experiment. *Reading in a Foreign Language, 25*(2), 234-247.

Stoller, F. L. (2015). Viewing extensive reading from different vantage points. *Reading*

   in a Foreign Language, 27(1), 152-159.

Suk, N. (2017). The effects of extensive reading on reading comprehension, reading
   rate, and vocabulary acquisition. *Reading Research Quarterly, 52*(1), 73-89.

Yang, W., Dai, W., & Gao, L. (2012). Intensive reading and necessity to integrate
   learning strategies instruction. *English Language and Literature Studies, 2*(1),
   112-119.

Appendix A

TABLE 1. SURVEY ITEMS.

Survey Items:

1. I like using the MReader.

2. I think my English reading ability has improved due to using the MReader.

3. I think my grammar has improved due to using the MReader.

4. I think my vocabulary has improved due to using the MReader.

5. MReader motivated me to read more.

6. I think the 210,000-word MReader goal in a semester was achievable.

7. The goal of reading 210,000 words motivated me.

8. Updates from my teacher reminding me about my word count progress encouraged me to use the MReader.

9. The quizzes were a challenge for me.

10. Did you change your MReader level during the term?

11. How much time did you spend in MReader per week?

12. Any comments about MReader? What did you think of MReader? Can you give any thoughts or comments?

Appendix B

TABLE 2. THEME 1: POSITIVE PERCEPTIONS OF MREADER.

Comments
1. It can be very helpful for me to read English
2. Because it's hard but it's also good for me to improve my English
3. I read English books every day it is better for study
4. Helps motivation to read books
5. My reading speed has improved
6. MReader has increased my reading speed
7. MReader has increased my motivation to read. I can see how many words I have read which helps me want to read more.
8. I think MReader helped me to improve my English knowledge and vocabulary
9. I read more books than I did before so I like it
10. MReader has increased my reading speed
11. it has helped my vocabulary
12. MReader helps me study new vocabulary and grammar

TABLE 3. THEME 2: PERCEPTIONS OF THE 210,000-WORD GOAL.

Comments
1. It was hard for me to complete 210000 words
2. The word goal is too high
3. The goal to finish the MReader is too high
4. It takes a lot of time to complete
5. I like reading books but it takes a lot of time
6. It takes up so much time
7. Too high goal
8. Too high goal
9. Sometimes doing MReader is difficult with other classwork It is an impossible task
10. It is fun to answer the question but the goal of 210,000 words is too much
11. I stopped reading a little in the second half. I lost my motivation because the goal was too high. It was a bit hard to read
12. I think that there are many 210,000 words of the target
13. 210000 words is too high. I cannot make a schedule within the term. I would like shorter goals of minimum limit each month rather than a term
14. it is also difficult to reconcile with part-time work
15. It takes up a lot of time for me
16. MReader takes up too much time though
17. It takes up a lot of time for me
18. If the number of goal is lower more students would be motivated
19. The word total goal is too high
20. The goal is too high
21. The goal is too high
22. Reading is fun but the goal of 210000 is too high
23. I think the goal of 210,000 is too high
24. The word limit of 210,000 is too high
25. Makes me tired as too much work
26. It takes too long to complete so my I am not motivated but try to complete 210,000 words
27. Reading books in English is fun, but 210000 words is difficult for me
28. 210,000 is too much in one semester
29. I felt overwhelmed because the total goal is too high
30. Please reduce the goal of 210,000
31. The 210,000 is too high
32. It is a good opportunity to read a book but too difficult as I am busy with other lessons and is time consuming

TABLE 4. THEME 3: PERCEPTIONS OF BOOKS IN MREADER.

Comments
1. It is no interesting and do not like reading books
2. I don't like to read books
3. I don't like reading books in any language
4. I don't like to read books and that's why I don't like the MReader
5. I am not good at reading books
6. Sometimes I found an interesting book so I enjoyed it
7. The higher level books are more interesting
8. There are some interesting books I did enjoy
9. I am not interested in the contents of the books
10. There are no books I am interested in on the list
11. Most books are similar contents
12. The themes and stories of the books were not interesting to me so I was not motivated to read
13. The stories were not interesting so please add more types of books
14. The books available are not interesting to me so would like more variety
15. If the topics and books were more interesting like magazine articles I would be more motivated but the topics are not interesting
16. I don't feel like I want to read books in MReader as the topics are not interesting to me
17. If you read a book, it will not be counted unless you pass the test. I don't want to read it to count. It's not fun to read to pass
18. It is interesting to read a book but it feels like a duty so I do not enjoy it
19. I feel pressure to read so do not want to read
20. Because, we have to pass the test, so I can't read in relax
21. I don't like it because it just feels like homework
22. I like reading book but if it's homework I don't like.

TABLE 5. THEME 4: PERCEPTIONS OF QUIZZES.

Comments
1. I don't know the correct answer to the quiz and I can only try the quiz once!
2. I felt sad when I failed the quiz
3. I do not like that I do not get any credit if I fail the quiz even though I have read the book
4. I can only take one quiz a day because of the system
5. I cannot see where I made a mistake as the present system I can't check where I went wrong
6. Have to wait 24 hours before can do again and students use friends to help them
7. I read the book but I did not get credit as I failed the quiz
8. Questions on the quiz are difficult
9. Change the system so I do not have to wait to fill out the quiz
10. When the MReader test is failed my motivation goes down
11. When I fail the quiz I feel very sad
12. I want to do the quiz more rather than allowed 1 in a day. I want to know the correct answer when I check the score the MReader does not tell me
13. The quiz is too difficult
14. It is not fair to read a book then if I fail a quiz and not get the credit for it
15. After I read the book I could only try the quiz once and I wanted a second chance if I failed
16. if I failed the quiz I could not get credit
17. I want to use more but the quiz is too restrictive as can only take one quiz in 24 hours
18. I like doing the quiz but I want to know what question I got wrong and what is the correct answer because if I do not know where I made my mistake and cannot repeat the same quiz
19. It is too strict if I fail the quiz as I do not get credit
20. I want to take quizzes more than once per a day. The limit makes me confused