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NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ការយល់ឃើញរបស់សិស្សចំពោះការអានតាសារអង់គ្លេសជាប្រចាំ តាមរយៈ X-reading នៅវិទ្យាល័យ ហ៊ុន សែន ពាមជីកង

Students' Perception on Extensive Reading in English through X-reading Platform at Hun Sen Peam Chikang High School

A Mini-Thesis
In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring

Sam Kimsan

December 2022

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Students' Perception on Extensive Reading in English through X-reading Platform at Hun Sen Peam Chikang High School

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December 2022

មូលន័យសង្ខេប

ការសិក្សានេះបានធ្វើឡើងនៅវិទ្យាល័យហ៊ុនសែនពាមជីកង ហើយសិស្សដែលបានអនុវត្តការអាន ដែលផ្តោតលើតែភាសាអង់គ្លេសដោយមានសិស្សចូលរួមនៃការអានចំនួន ៦៧នាក់ (ស្រី ៥២នាក់) ក្នុងនោះសិស្សកម្រិតថ្នាក់ទី ៨ សិស្សចូលរួមការអានមានចំនួន ១០នាក់ (ស្រី ៩នាក់) ថ្នាក់ទី ៩ មានចំនួន ១៦នាក់ (ស្រី ១៣នាក់) ថ្នាក់ទី ១០ មានចំនួន ១៣នាក់ (ស្រី ១១នាក់) និង កម្រិតថ្នាក់ទី ១១ មាន ២៨នាក់ (ស្រី ១៩នាក់)។ ការសិក្សានេះធ្វើការជ្រើសរើសដោយមានជម្រើសងាយស្រួលនូវសិស្សចំនួន ១០នាក់ (ស្រី ៧នាក់) ដែលត្រូវចូលរួមក្នុងការឆ្លើយសំណួរសម្ភាសន៍របស់អ្នកស្រាវជ្រាវ។ ការសិក្សានេះធ្វើឡើងតាមបែបគុណវិស័យក្នុងគោលបំណងរុករកចម្លើយពីសិស្សផ្តាល់ឱ្យបានស៊ីជម្រៅ។ តាមរយៈការលទ្ធផលនៃការសិក្សាបានរកឃើញសារៈសំខាន់នៃការអានជាប្រចាំរបស់សិស្សដែលបានបែងចែកជាបីចំណុចធំៗដូចជា ទី១៖ ការអភិវឌ្ឍនូវការសិក្សា និងការកសាងទំនុកចិត្ត ទី២៖ ការបង្កើនចំណេះដឹងផ្នែកពាក្យ វេយ្យាករណ៍ និង ការបញ្ចេញសម្លេងនៃភាសាអង់គ្លេស និងទី៣៖ ភាពងាយស្រួលនៃការប្រើប្រាស់អេឡិចត្រូនិក។ ចំពោះបញ្ហាប្រឈមដែលបានរកឃើញមានមានដូចជា ទី១៖ ខ្វះពេលវេលា ទី២៖ ការប៉ះពាល់ដល់ភ្នែកដោយសារការអានលើអេក្រង់ ទី៣៖ ការលំបាកនៃលំហាត់ និង អេក្រង់តូចដោយប្រើប្រាស់ X-reading ទី៤៖ ពាក្យពិបាក និងទី៥៖ បញ្ហាអ៊ីនធឺរណែត និងហិរញ្ញវត្ថុ។ សរុបរួមមកពេលវេលាគឺ ជាបញ្ហាប្រឈមមួយសម្រាប់លើកយកមកពិចារណាក្នុងការអានរបស់សិស្សជាប្រចាំ និងជាព័ត៌មានសំខាន់សម្រាប់ពង្រឹងការអានរបស់សិស្សជាភាសាអង់គ្លេស។ ម្យ៉ាងវិញទៀត មាននូវអត្ថប្រយោជន៍ជាច្រើនដែលសិស្សទទួលបានពីការអានជាប្រចាំដូចបានពណ៌នាខាងលើ។

ពាក្យគន្លឹះ៖ **ការអានជាប្រចាំ កម្មវិធី X-reading អ្នករៀនភាសាបរទេស ការយល់ឃើញរបស់សិស្ស**

ABSTRACT

The study was conducted to explore the benefits of extensive reading and identify the challenges of students who have read regularly on x-reading platform at Hun Sen Peam Chi Kang High School, and the students who read in English regularly were 67 (52 females), including 8th grade, 10 (9 females); 9th grade, 16 (13 females); 10th grade, 13 (11 females); and 11th grade, 28 (19 females). This study was conducted qualitatively to explore the students' perspectives in depth and used convenient sampling by selecting ten people (7 females) to participate in the study. The results found the importance of regular reading in three main points such as (1) enhancing academic performance and confidence, (2) boosting vocabulary, grammatical, and pronunciation knowledge in English, and (3) ease of using electronic devices. The challenges were found as (1) lack of time, (2) eye strain from screen reading, (3) challenging quizzes and narrow screen vassal size on X-reading platform, (4) problems with vocabularies, and (5) internet connection and financial issues. To sum up, time is a challenge to consider in regular reading and is vital information to strengthen students' reading in English. However, there are so many benefits that students get from Extensive reading as described above.

Key Terms: **Extensive Reading**, **X-reading Program**, **Foreign Language Learners**, **Students' Perception**

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master's Degree of Education in Mentoring

Name of candidate: **Sam Kimsan**

Title of thesis: Students' Perception of Extensive Reading in English through X-reading Platform at Hun Sen Peam Chikang High School

This is to certify that the research carried out for the above titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): Mr. Banh Hornmann

Supervisor (Sign): …….

Date: December 2022

CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I "**Sam Kimsan"** hereby present entitled "Students' Perception of Extensive Reading in English through X-reading Platform at Hun Sen Peam Chikang High School" for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate): …….

Date: ……..

Countersigned by the Supervisor: ……

Date: …….

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List of Abbreviations

ER	Extensive Reading	ការអានជាប្រចាំ
HSPCHS	Hun Sen Peam Chikang High School	វិទ្យាល័យហ៊ុនសែនពាមជីកង
ICT	Information and Communication Technology	បច្ចេកវិទ្យាសារគមនាគមន៍
LMS	Learning Management System	ប្រព័ន្ធគ្រប់គ្រងការសិក្សា
KAPE	Kampuchea Action to Promote Education	អង្គការសកម្មភាពសម្រាប់ការអប់រំនៅកម្ពុជា
MoEYS	Ministry of Education, Youth and Sport	ក្រសួងអប់រំ យុវជន និងកីឡា
NGPRC	New Generation Pedagogical Research Center	មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី
NGS	New Generation School	សាលារៀនជំនាន់ថ្មី
UNDP	United Nations Development Programme	កម្មវិធីអភិវឌ្ឍន៍សហប្រជាជាតិ

CHAPTER 1: INTRODUCTION

This chapter explains the background of the study, the problem statement, research purposes, research objectives, research questions, the significance of the study, and the operational definition of critical terms. In addition, the guiding points to clarify the study will be described in this chapter. Notably, the research questions are essential in determining the outcome of addressing the topic.

1.1 Background of the Study

From lower secondary schools to tertiary education institutions, the Ministry of Education, Youth, and Sport (MoEYS) began integrating English into the educational curriculum in 1993 (MoEYS, 2013). Cambodia has had relative peace and political stability since 1998, although it remains one of Asia's poorest countries, with a Human Development Report rank of 130 out of 177 (UNDP, 2004). Reading, noticeably, is regarded as the essential talent of all. Snow (2002) stated that reading is the most important factor in achieving success in our context. Reading is extremely advanced and demanding in terms of mental expansion and community. However, according to Komiyama (2009), reading builds natural capability improvement and approaches to analytic reports at work or school. So, it is reasonable to argue that people's everyday lives and reading activities are connected because reading is beneficial in both education and social and professional settings. Anderson et al. (1991) stated that reading is a hard task that involves critical thinking, facilitation, and concentration. Reading is not an image movement. To acquire greater depth from opinion, assumption, common sense, and operation, readers must not only apply and recall the characters but must also explain the text, including their past knowledge, experience, and forecast.

Furthermore, Oberholzer (2005) said that understanding what we are reading is essential rather than just knowing how to read automatically. If we cannot comprehend what we are reading, then reading has no usefulness. It indicates that the purpose of reading skills at each level of the language learning process is for students to understand the text. According to Baker and Brown (1984), reading strategies are active and cognitive behaviors students use to help them make and consolidate meaning during reading. Reading techniques are mental actions that readers engage in before, during, and after reading to extract information from the text (Pressley, 2006; Trabasso & Bouchard, 2002). Firms have begun encouraging active, intelligent, and careful reading through these specific established practices (Pressley, 2006). One factor that influences how readers employ reading methods is prior knowledge (Pritchard, 1990), the type of text (Chen, 1999), and the reader's ability (Kletzien, 1991). (Brown, 2012) constructed a situation in which a substantial percentage of language learners' reading experience consists of interactions with paperback graded readers (GR) - simplified English stories adapted to English language learners' vocabulary and grammar levels. KAPE has worked well with the Ministry of Education, Youth, and Sport since 1999. (MoEYS). As a direct financial contribution to KAPE in 2015, MoEYS donated $370,000 to create and expand New Generation Schools. The New Generation Schools (NGS) reform, which began in 2015, is a new school governance structure designed to improve the quality and relevance of education for Cambodian youth in the industrial revolution era (Bo, 2021). In 2014, X-Reading became popular in Japan and was introduced to Cambodia's secondary school level in early 2018. Five new generation schools, Prah Sisowath High School, Prek Leap High School, Samdech Akka Moha Thamma Pothisal Chea Sim Prek Anchanh High School, Kampong Cham, and Hun Sen Peam Chinkang High School, have begun using

X-Reading (Meun, 2021). Students in the 21st century are no longer passive learners; they must become active learners to develop information for themselves (MoEYS, 2018).

Additionally, ICT is the primary driver of human resource development in the 21st-century economy. It must be planned as an enterprise intervention in which a systematic approach to ICT architecture and interventions is the key to efficiency and sustainability, compared to the previous model in which ICT is frequently applied in uncoordinated isolated processing facilities (MoEYS, 2018). The usage of technology aids, such as e-books, can help students study and promote independence by providing them with a variety of self-access learning options that boost their motivation levels (Huang, 2012). For the past two decades, extensive reading has grown in popularity, and in the last decade, it has spread swiftly across Japan (ERF, 2021). Expanded vocabulary, strong writing expression, and spelling proficiency are all benefits of extensive reading for students and acquirers. Students were free to choose books that caught their attention without fear of losing marks in reading exams. Saba and Noreen (2020) said that students analyzed the characters amongst themselves, which aided in the generation of target language conversation.

1.2 Statement of the Problem

If reading is not part of the curriculum or does not affect students' final grades, it will not be done (Chang & Renandya, 2017). Reading comprehension is essential for English as second language learners, and reading is a vital ability used in people's daily lives; nevertheless, the previous study has shown that mastering this skill without basic comprehension is challenging (Zahra et al., 2016). Importantly, students have difficulty using software to support their reading (Ghiani et al., 2009), and slower reading speeds and eyestrain are valid objections to e-reading (Cote et al., 2014). Second language

learners love to read in their native language on mobile devices because eyestrain affects reading speeds or a cognitive investment in reading in a second language (Huang & Lin, 2011). Furthermore, compared to paper books, in Mesureur's study (2013), students reported they struggled to read for lengthy amounts of time on their mobile devices because they were easily distracted by phone calls, emails, text messages, and push alerts.

1.3 Research Purposes

This study aims to identify the benefits and challenges of extensive reading for students who have joined the extensive reading program as perceived by students themselves at Hun Sen Peam Chikang High School, New Generation School (NGS).

1.4 Research Objectives

There are specific research objective as follows:

1. To explore how students benefit from extensive reading through the use of the X-reading platform at Hun Sen Peam Chikang High School (NGS)

2. To explore how students challenges with extensive reading through the use of the X-reading platform at Hun Sen Peam Chikang High School (NGS)

1.5 Research Questions

To address the objectives, two specific research questions are raised as follows:

1. What are the benefits of extensive reading through the X-reading platform perceived by students at Hun Sen Peam Chikang High School?

2. What are the challenges of extensive reading using the X-reading platform perceived by students at Hun Sen Peam Chikang High School?

1.6 Significance of the Study

The study's suggestions and recommendations are predicted to be very helpful in improving the students' extensive reading. The study helps both lower- and upper-secondary students enhance their extensive reading. This research aids, which may aid in extensive reading. This study helps teachers understand the reasons for students' extensive reading in learning English and helps them better identify some practical activities or new programs that helps to engage the students who join the online reading program in learning English as extensive readers. In addition, this study can help students understand the benefits of online programs in mastering English reading and can help them recognize new practical learning techniques that helps them effectively deal with the problems they are facing in their practice.

1.7 Operational Definition of Key Terms

Extensive reading refers to a term used to describe an outside assignment or a task given by a teacher to a group of students who have registered for the English reading program.

X-Reading is a platform that gives students access to e-books available on the internet and can be accessed via computers, tablets, or smartphones to study English.

1.8 Summary of Introduction

In this chapter, the Ministry of Education, Youth and Sports first introduced the integration of English with the national curriculum in 1993. Because of the weak education field, a partnership with KAPE in 2015 transformed the school globally. This chapter mentions that reading is a factor that can help the study progress and be able to

study more broadly. Especially in the new generation of schools, there are regular programs to improve students' reading to strengthen their learning ability and increase their knowledge of foreign languages. This chapter also highlights some factors contributing to the effectiveness and difficulties that various researchers have studied. Last but not leave, the research has to be carried out at Hun Sen Peam Chigkang High School (HSPCHS) from grades 8 to 11. The researcher uses two research questions in this study to meet its aims and will assist teachers in supporting their students' reading goals or those of other schools.

CHAPTER 2: LITERATURE REVIEW

This section is divided into six main areas: definition of extensive reading, benefits of extensive reading, challenges of implementing extensive reading, X-reading, e-book reading, and student perception of extensive reading. In addition, the researcher read over seventy journals and other sources to gather information around extensive reading.

2.1 Reading

Reading is the process of acquiring and interpreting language-encoded information from printed materials (Grabe, 2009). According to Grellet (1981), the primary ways of reading are as follows:

a. Skimming: skimming through a text quickly to obtain the gist of it.

b. Scanning: skimming through a text to locate a specific piece of information.

c. Extensive reading involves reading more extended texts for enjoyment. This is a fluency exercise that focuses on global understanding.

d. Intensive reading: obtaining specific information from shorter texts. This is a more precise task that requires reading for specifics.

Similarly, according to Khoirunnisa (2019), there are four types of reading such as (1) perceptive reading, (2) selective reading, (3) interactive reading and (4) extensive reading.

2.1.1 Skimming

The skimming technique is presented to help pupils become adapted at reading in-depth texts. In other words, skimming reading can help students grasp a different culture because it allows them to quickly access knowledge about their favorite musicians, famous individuals, and, in certain situations, historical and scientific events. The skimming strategy should be used in reading classes as one of many viable techniques for

extensive reading because it is believed that pupils neither read extensively nor utilize any approach while reading material. Therefore, students should be taught how to employ this strategy as a prerequisite to understanding the entirety of a work (Agudelo et al., 2007). Furthermore, in comparison to regular reading, skimming is performed at a speed of three to four times faster. As a result, learners frequently skim when they have a lot of reading material to get through in a short period (Liao, 2011).

According to Ngoc (2016), the students can be asked to skim the text for the answers to simple global questions.

For example:

1. Supply a text and several titles.

   Task: which title fits the text best? (The titles must not differ in subtle ways, or careful reading would be needed).

2. Supply a text and a list of topics.

   Task: which topics are dealt with in this text?

3. Supply a text and several figures (photographs, diagrams, etc.).

   Task: Which figures illustrate the text?

4. Match main ideas with paragraphs: The teacher could list the main idea of each paragraph (or groups of paragraphs) on the board, which should be presented in scrambled order. (p.101)

2.1.2 Scanning

According to Ngoc (2015), scanning is defined as quickly reviewing a text to find a specific piece of information. Scanning is helpful in the pre-reading stage to build knowledge. Scanning involves three steps: determine what keywords to look for, glance through the text for those words, and then read the sentences around them. Unfortunately,

when scanning, learners only try to locate the specific information and often do not follow the 'passage's linearity.

Furthermore, Ngoc (2016) stated that:

> Scanning tasks should be delivered orally so that the teacher can force the pace. It is only scanning if it is done fast. The teacher can ask students to scan for a single word or a fact in a text. For instance: (1) look at paragraph 2 and find out where she lived, (2) in what paragraph is topic x mentioned? (3) how many times does the word this occur? (4) sequence events-the students could be given a list of events described in the text and asked to sequence them. (p.101)

2.1.3 Perceptive Reading

Perceptive reading is paying attention to the parts of longer discourse lengths, such as letters, words, punctuation, and other graphemic symbols (Brown, 2004). It indicates that the words, phrases, and punctuation are more tightly concentrated. Moreover, they are much more intent on seeing, comprehending, and understanding things (Khoirunnisa, 2019).

2.1.4 Selective Reading

Brown (2004) defines selective reading as evaluating one's ability to recognize lexical, grammatical, or conversational aspects of language within a brief passage. It indicates that the reader chooses which passages to read and only reads those sections, passing over a significant percentage of the text (Khoirunnisa, 2019).

2.1.5 Interactive Reading

According to Brown (2004), interactive reading entails the reader interacting with the text as it moves from the language of many paragraphs to one page or more. It emphasizes that reading should be viewed as a dialogue between the reader and the text. Using interactive reading to teach students can help avoid the students from interpreting certain or specific words when they are reading (Khoirunnisa, 2019).

2.1.6 Extensive Reading

Extensive reading is defined as lengthier discourse segments, such as lengthy articles and novels often read outside of class time (Brown, 2004). It indicates that the writer's message is often the major focus of Extensive reading (Khoirunnisa, 2019).

2.2 Definition of Extensive Reading

Extensive reading (ER) is a method of learning a language by reading a large amount of material chosen and mastered by the learners (Day et al., 1998). However, Waring and McLean (2015) defined ER as an "approach to the teaching and learning of reading in which learners read large amounts of material that are within their linguistic competence" (p. 286). ER is not the same as intensive reading. Instead, students work with short texts with the teacher's support and instruction in intensive reading. The goal is to assist students in deriving detailed meaning from the text and improving reading abilities, vocabulary, and grammar understanding (Renandya & Jacobs, 2002).

2.3 Benefits of Extensive Reading

Extensive reading is a peaceful and informal activity that allows students to select texts based on their English proficiency and interests. It also entails reading vast amounts of text to gain a general comprehension of information while still having fun, as well as individualized and independent reading, which allows students to choose materials based on their interests without discussing texts in class (Safaeia & Bulca, 2013). These nine gains are affected gains, which will be discussed fully below:

(1) gains in reading ability (Maxim, 2002),

(2) gains in reading fluency (Taguchiet al., 2004),

(3) gains in grammar (Mason, 2003),

(4) gains in vocabulary (Pigada & Schmitt, 2006),

(5) gains in writing (Mason & Krashen, 1997),

(6) gains in spelling (Polak & Krashen, 1988),

(7) gains in oral proficiency (Cho & Krashen, 1994),

(8) gains in listening (Elley and Mangubhai 1983), and

(9) gains motivation and attitudes (Hitosugi & Day, 2004).

Safaeia and Bulca (2013) claimed students could read as they pleased after engaging in the extensive reading program, and they had increased self-confidence in their ability to internalize what they had read. In addition, their creativity in a second language was greatly enhanced. To maintain and boost students' enthusiasm to read, certain extensive reading activities should be incorporated into an extensive reading curriculum (Jacobs & Farrell, 2012; Suk, 2016). The Learning Management System (LMS) functionality allows teachers, administrators, and students to track reading progress, including counts of words per minute, total words read, books read, whole reading time, and quiz outcomes (Milliner & Cote, 2015).

Day and Bamford (2002) proposed the following ten principles for the successful implementation of ER:

1. The reading material is accessible.

2. A variety of reading material on a wide range of topics must be available.

3. Learners choose what they want to read.

4. Learners read as much as possible.

5. The purpose of reading is usually related to pleasure, information, and general understanding.

6. Reading is its reward.

7. Reading speed is usually faster rather than slower.

8. Reading is individual and silent.

9. Teachers orient and guide their students.

10. The teacher is a role model for a reader. (pp. 137–139)

In several studies conducted in various EFL contexts, learners' language abilities, reading proficiency, motivation, and attitude toward reading are positively impacted by improving extensive reading (Meniado, 2018). Furthermore, four factors support students in the success of their ER: the library, choice, feedback, and time (Hammer, 2007).

2.3.1 Benefits of Extensive Reading on Vocabulary

Learning the 3,000 most commonly used English words is a vital first step toward mastering English (Nation, 2001). Extensive reading can help learners improve their understanding of the words, particularly in terms of spelling, meanings, and grammatical usage (Pigada & Schmitt, 2006). Using graded readers and frequent encounters have been proven to improve automatic recognition of English vocabulary (Coady, 1997). Learners can use ER to enhance their understanding of high-frequency vocabulary (Paribakht & Wesche, 1999). Yamamoto (2011) carried out a 13-week research to examine the impact of ER paired with writing activities on the receptive and productive vocabulary knowledge of 67 EFL Japanese university students. As a result, the ER students' vocabulary rose, but no differences were discovered between them and the control group. However, this result is based on essential vocabulary exams rather than terms found in the materials utilized in the program.

2.3.2 Benefits of Extensive Reading on Reading Fluency

When students focus too much of their attention on decoding individual words, text comprehension decreases. Because graded readers mostly contain high-frequency vocabulary and simplified grammar structures, the reader can focus on comprehending the meaning of the text rather than decoding unfamiliar words (Samuels, 1994). In a study of Japanese students, researchers discovered that following a seven-week ER program,

the number of words read per minute increased significantly (Iwahori, 2008). A list of activities can help students improve their reading speed (Nation, 2009).

2.3.3 Benefits of Extensive Reading on Grammar

Regarding reading comprehension and grammar tests, students who read graded readers or books designed for native-speaking kids significantly outperformed a control group (Sheu, 2003). He continued that compared to the control group, who read fewer, more complicated texts, the experimental groups' extensive reading of simple texts and frequent exposure to simple grammatical structures helped them improve their grammar and vocabulary. Studies have shown grammatical accuracy to enhance because of ER; exposure to vast volumes of comprehensible input can improve much as vocabulary and reading fluency (Pigada & Schmitt, 2006; Sheu, 2003). Students who read a lot have a more vital understanding of how grammar functions in context, allowing them to apply this grammar to the actual conversation (Ellis, 2005).

2.3.4 Benefits of Extensive Reading on Overall Reading Ability

Students that participated in ER significantly improved their reading scores on a standardized test compared to a control group. The benefits could be explained by the fact that the ER group had more contact hours with the target language than the group that did not conduct a significant reading, as they correctly pointed out. However, they also point out that, besides considerable reading, it is difficult to think of activities that may be added to a course and accomplished outside of class time (Robb & Kano, 2013). E-learning can stimulate students' interest in learning and enhance the interest of reading teaching. From the point of view of most students, the reading teaching model based on the E-learning network teaching platform is new. This means students do not have to face boring book knowledge every day, because students are more interested in new things (Qian, 2018).

2.4 Challenges on the Implementation of Extensive Reading

Teachers who aim to include extensive reading in their classes or language programs confront many obstacles. The price is the first and most important consideration (Day & Bamford, 1998). Hinkelman (2013) noted that the cost for an institution to supply a wide variety of graded readers in various genres and degrees of difficulty requires a significant financial investment. Additionally, an investment in personnel to handle the functioning of an ER library and graded readers must be considered. A second issue is how teachers can successfully assess and hold students responsible for their reading (Campbell & Weatherford, 2013). Many teachers worry about how an autonomous, joyful activity like extensive reading should be judged, which has provoked disagreement among educators (Brown, 2012). In understanding important facts and guessing vocabulary from context, an extensive reading method has an advantage over skill-building, but not for gaining the main idea or inferences (Robb & Susser, 1989). Similarly, an extensive reading program costs money, which may not be readily available; establishing a program causes a great deal of organization and paperwork for it to run smoothly and effectively; an ER requires curriculum time for individual reading, which some administrators may be unwilling to provide, as well as a supplementary reading program (Davis, 1995).

2.5 X-reading Platform

For convenience, X-reading and the concept of a virtual library of graded readers dedicated entirely to extensive reading began in April 2014. For the past ten years, Paul Goldberg, the founder, and CEO of X-Reading, has used substantial tasks in his English classes in Japan (Cote et al., 2014). Davis proposed the Technology Acceptance Model (TAM) (1989), which is employed as this thesis's conceptual framework to explore students' perception of X-reading. The Technology Acceptance Model (TAM) is a tool

for describing end-user technology and user populations' computer, tablet, and smartphone usage behavior (Lau et al., 2003). X-Reading maintains track of each student's total number of words read, allowing them to be rewarded for reading more than a specified number of words every week (Milliner & Cote, 2015).

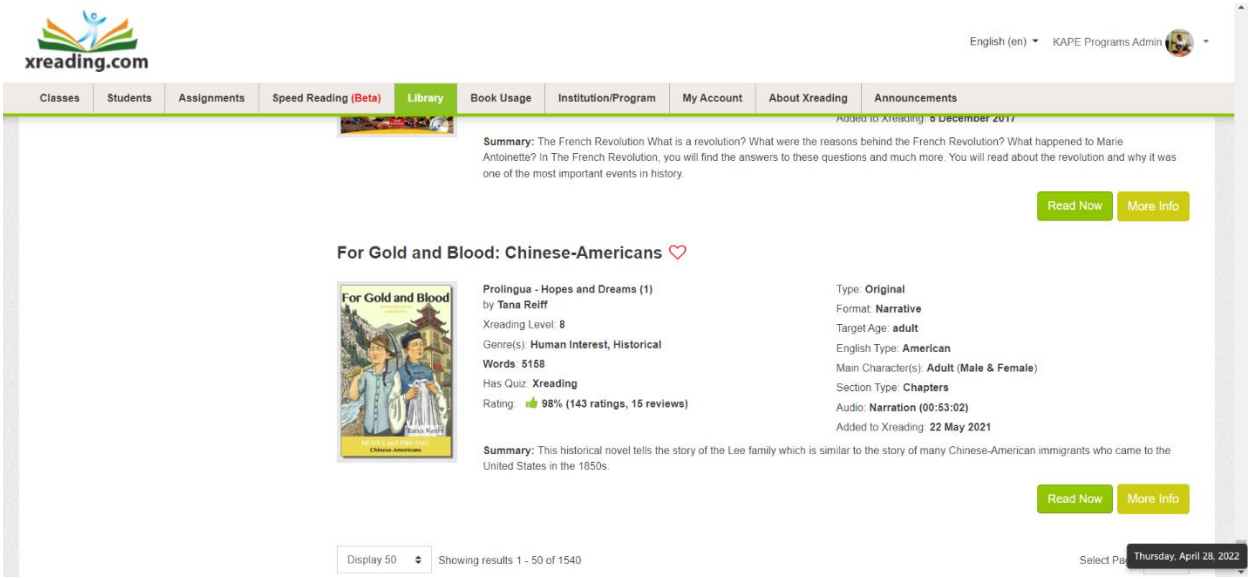


Figure 1 - The Picture of X-reading Program

This image shows the number of e-books in the program's library. There are 1540 books ranging in size from 1 to 50 pages.

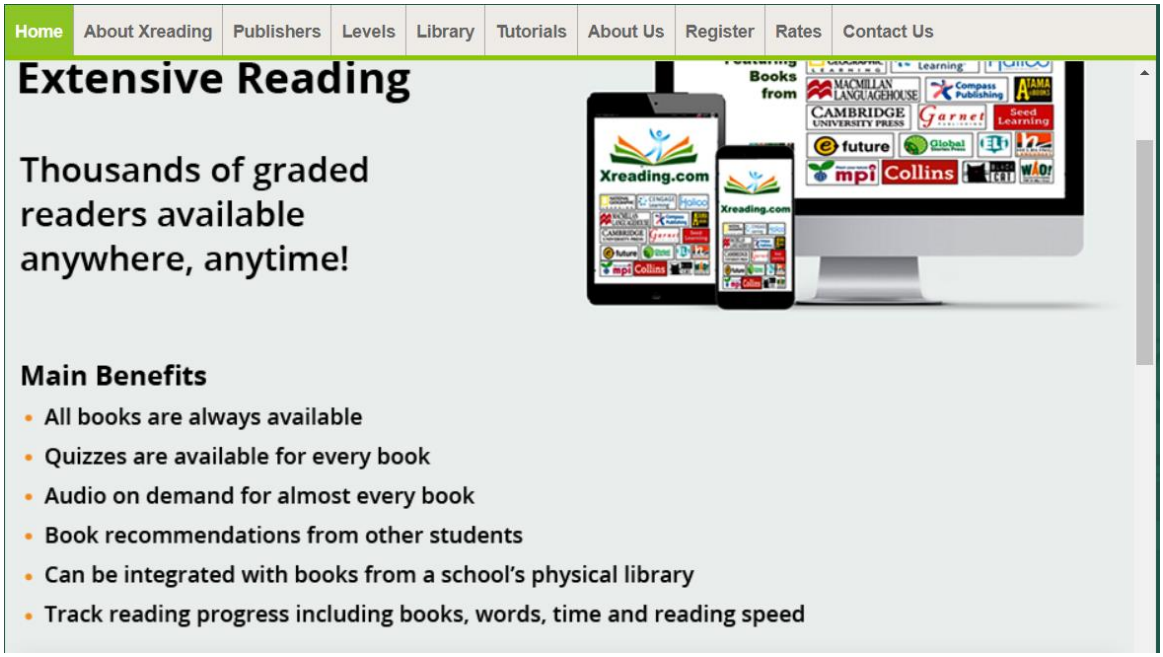


Figure 2 - The Picture of X-reading Program

This image shows the number of e-books in the program's home (main benefits).

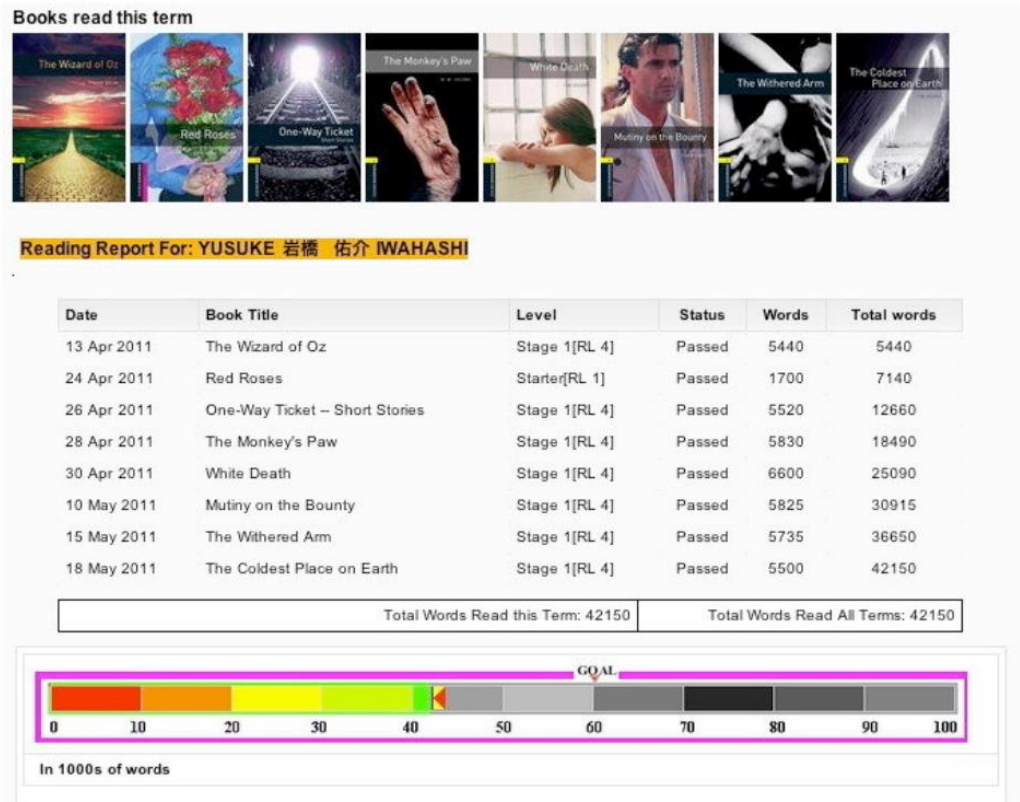
The characteristic of X-reading platform: an online library; students and teacher can choose the books to read; students should read 10-20 minutes a day most days to meet your target; Username = college e-mail. Password = ID number only; steps students must follow to "Add a Book" to read (Home → Assignments → Add a Book); after two minutes will the book close if you stop reading; taking the quiz after you finish your book and feel you understood the story; students should read again if you understood most, but not all, of the story when you finish; students cannot keep the book open while students take the quiz; close it and choose another one if you really don't like the book or think it is too hard after you start; the score students need to pass the quiz is 60; if you flick through the pages very quickly and do not really read the book, you will not pass the quiz, even if you score more than 60; you must reach different reading targets during the semester. These targets are worth marks towards your final grade; you can read anywhere, at any time, on any device: laptop, tablet or smartphone.

2.6 MoodleReader

The initial author created MoodleReader as an addition to the default Moodle course administration system. The module controls the level of books for which students may take quizzes and the frequency with which they can access them. The quizzes are brief, timed tests with randomly generated questions based on the students' graded reading (Robb & Kano, 2013).

Figure 3 - The MoodleReader Student Screen

Robb & Kano: Effective extensive reading outside the classroom



Note. Adapted from Robb and Kano (2013).

This image shows the student's result in the program's recording. The reader can reflect or follow up on what they have read.

2.7 E-Book Reading

To function in English, English language learners must now understand both printed and electronic texts, and language teachers are taking steps to prepare students to

read effectively in this new medium (Huang, 2013; Mesureur, 2013). E-reader and e-book sales have risen quickly (Huang, 2011). Because e-books are less expensive, they are becoming more popular (Doiron, 2011). Many schools are looking at integrating electronic reading into their teaching programs because of the opportunity to share e-books through online libraries and the necessity for schools to engage their students with new technologies (Browning et al., 2011).

2.7.1 Benefits of E-Book Reading

In one study, Runnels and Rutson-Griffiths (2013) compared Japanese university students who were polled on whether they preferred reading on a standard iPad or the smaller iPad mini. A large majority of the students chose the iPad mini. The device's portability and weight were cited as having the most significant impact on the students' preferences since it allowed them to use their device whenever and wherever they wanted. Doiron (2011) claimed that early research on electronic reading revealed that it could encourage students to read more. One of the main motivations to read an e-book is the ease with which a reader may access multimedia elements like hyperlinks, glossaries, audio narration, and links to online dictionaries (Huang, 2013; Chen et al., 2013). Language learners can now choose and read a book whenever and wherever they want, eliminating the need to bring readers along (Huang, 2013). Another benefit of e-books is that they allow students to change their reading experience by selecting font sizes and screen layouts to pick from (Chiang, 2012). E-books are easily preserved, and the most advanced e-book reading applications keep track of the books, reading speeds, book levels, total words read, and reading hours. If teachers have access to this information, they can quickly identify students who require additional assistance with their ER (Brown, 2012). Unlike paperback readers, e-book users can access various comments on their reading progress (Huang, 2013; Brown, 2012). A study by Huang (2013) on

Taiwanese EFL students who read e-books extensively found that students liked that they could track their reading progress by answering comprehension questions at the end of several e-books. Chen et al. (2013) investigated reading e-books has been shown to improve EFL learner motivation, reading comprehension, and vocabulary acquisition among intermediate EFL students. In Mesureur's (2013) study of Japanese university EFL students who read extensively on mobile devices, over three-quarters of the students reported that if they had the choice of reading e-books or having access to an e-book library, they would be more engaged with ER. Many researchers (Lai & Chang, 2011; Mesureur, 2013; Huang, 2013) have noted that today's students may buy and download a new book quickly. Doiron (2011) argued that teachers could cultivate more skilled and motivated readers by expanding students' access to reading resources and boosting opportunities to connect with other learners about their reading. For teachers, however, connecting students to the appropriate level of the book is essential to their motivation to read, and one of ER's important features is the offer of a diverse selection of reading materials (Doiron, 2011; Day & Bamford, 1998).

To summarize, students seem to enjoy the convenience, accessibility, and variety of an online reading system and the flexibility and adaptability that mobile devices provide. All of these variables can be used to encourage students to read extensively (Cote & Milliner, 2014).

2.7.2 Challenges with E-Book Reading

In Huang's (2013) study of Taiwanese university students, "Tired eyes" was a common complaint among participants. Taiwanese senior high school students are in a similar situation. Huang and Lin's (2011) study revealed that when they read long texts on their phones, they complained of "eye strain." In a survey of Japanese university English learners' reading efficiency, many Mesureur (2013), after reading on small-screen

computers, students complained of eyestrain. In addition to eyestrain, Mesureur's study (2013) found that when students read electronically rather than on paper, they assessed their reading speed to be slower. Students in Huang and Lin's study (2011) preferred to choose to read shorter English messages on their mobile phones.

Moreover, Huang and Lin (2011) suggested that a smaller screen would improve the reading experience for some students since it encourages them to concentrate more carefully on the limited amount of text on display. These thoughts on using mobile devices for learning indicate that they cannot only reduce reader anxiety but also help focus one's attention on the job at hand, especially when compared to situations when students are required to read more significant amounts of text. Mesureur (2013) clarified that students in his study indicated that they could evaluate their reading progress more successfully when reading a paper book, emphasizing the satisfaction a reader can get after reaching the final page. Doiron (2011) noted that E-readers are designed for reading activities and are not necessarily intended for academic reading. Moreover, given the apparent potential of e-books to motivate students to read more and that a critical principle of extensive reading is that learners read large amounts of accessible text, language teachers must consider how to utilize best and balance these two points to increase student engagement with extensive reading. The last but not least, it is possible that an activity like extensive reading, which requires a student to concentrate on a device's screen for extended periods of time, is not one that is best suited to this medium (Runnels & Rutson-Griffiths, 2013).

2.8 Student Perception of Extensive Reading

There have been claims about the positive impact on students' perceptions of reading and willingness to read since the new research on ER appeared (Bui & Macalister, 2021). Nation and Waring (2020) confirmed factors that encourage students

to read; the pleasure of reading, the reward of success in reading, the satisfaction of noticeable progress, the virtuous feeling of doing something of value, and the power of independence and control.

The significant factors influencing the Japanese as a foreign language learners' motivation for ER were identified follow (de Burgh-Hirabe & Feryok, 2013); goal to improve their Japanese, instrumental benefits, perceived progress and feeling of success, intrinsic values, extensive reading books, beliefs about L2 learning, autonomy (e.g., being free to choose books, when, and where to read), external demands (e.g., homework), distractions (e.g., sports, friends), and self-regulation.

The challenges encountered by the respondents during the implementation of the extensive reading programs include lack of books to choose from, lack of monitoring and support from teachers, lack of time to read, inability to comprehend, and lack of conducive places for silent reading (Meniado, 2018). Extensive reading is a language skill with emphasis on its contribution to the growth of reading automaticity, fluency, and vocabulary acquisition (Benettayeb, 2010). Additionally, the challenges with choosing a text or material to read, reading online-related health concerns, unsupportive facilities, and maintaining a focus on the text are all mentioned concerning the materials, purposes, speed, and amount of online reading (Utimadini, 2021). Similarly, this is probably a problem with legitimacy. Priorities are changed, and time is found for it if educators and institutions are persuaded that extensive reading is a helpful activity (Brown, 2009).

2.9 How to Conduct Extensive Reading Effectively

To promote intrinsic reading motivation, Van Amelsvoort (2016) studied 123 Japanese university students to read widely outside the classroom. There were no tests, obligatory book reports, or record-keeping requirements. After the 14-week ER program, 29% of the students had read no books, 40% had read just one to three, and 5.7% had read

up to twelve, but just two students had read the most volumes, one per week. The approach did not successfully foster students' innate motivation through straightforward encouragement. The researcher proposed that this procedure would be necessary to establish a system that keeps students accountable and enables them to track their progress to motivate them to read more.

Many language learners may stop reading because of ER's delayed effects since they want to see its results as soon as possible. These may be the justifications ER scholars offer (Robb & Kano, 2013) for suggesting developing a system that would allow students to track their growth. For this reason, persuading students to read for extended periods is only possible with the system.

2.10 Summary of Literature Review

This chapter illustrates the importance of in-depth reading for English language learners. It also shows how reading helps you learn new things and improves your vocabulary, reading comprehension, grammar, writing, pronunciation, and listening. This chapter mainly introduces e-book reading that shows various benefits, such as ease of word translation, ease of use of reading materials, ease of font size, ease of book selection, ease of data recording, and ease of downloading books. In addition, the topics covered in this chapter also address challenges such as the purchase of software, the need for an appropriate curriculum for reading, and some issues related to a task while using electronics such as eye contact, a few texts on the screen, lack of books to read, lack of teacher support, insufficient time, lack of ability to understand the meaning, and lack of appropriate space or silence for reading practice.

CHAPTER 3: RESEARCH METHODOLOGY

The research design, sample size, sampling techniques, research instruments, data collection procedures, data analysis, ethical considerations, scope and limitation, and work plan are detailed in this chapter. From research design to data analysis, the topic being researched and the research questions posed are the most important factors to consider. There are also sections on ethical considerations to reveal the research study.

3.1 Research Design

The study uses qualitative research in this research to get detailed data. The participant's responses to the oral questions were a sign of the valuable data the researcher required. It employed a qualitative design, a single case study, to answer the research questions. The researcher focused intensely on practices and issues were applying the cognitive process of X-reading in developing extensive reading is a central phenomenon. The researcher interviewed the respondents with the interview protocol of collecting data and analyzing words to interpret the vital phenomenon under the case selection.

3.2 Sample Size and Sampling Technique

The researcher used convenient sampling as a sampling technique. The selected participants were based on circumstance: the participants in this study had to be students who had joined the X-reading program in grades 8, 9, 10, and 11. They would be selected based on the list by asking for volunteers from the researcher. First, the researcher tries to contact the program coordinator. The facilitator then provides a list of all enrolled students. The facilitator then asked the researcher to get the students on the list themselves to ask about volunteering through the phone numbers on the list. Furthermore, the total number of students in the table was only 67, and the researchers tried contact each level, wanting one man and one woman per level. Unfortunately, some phone calls

were not answered, and very few male students registered to read this. In addition, there are up to 28 11th-grade students who wrote to take part. As a result, there were 28 11th graders and fewer male students than female students in this study.

Table 1
The Numbers of Participants from Hun Sen Peam Chikang High School.

HSPCHS	Grade	Participants
Students	8	2
	9	2
	10	2
	11	4

3.3 Research Instrument

The semi-structured questionnaires, which use propitious questions with some main questions, were administered to all respondents face-to-face (flexible). The researcher prepared question guides for students. Notably, the researchers interviewed and recorded the participants at different times in this study. Moreover, this interview helped the researcher pay more attention to what the interviewees were saying and take note of the vital information well. They freely shared their perspectives with the researcher.

3.4 Data Collection Procedure

The procedures employed by the researcher to gather data are described in this section. The researcher requested permission from the school principals to conduct the study. The data was collected through semi-structured individual interviews. The first interview was with students learning in grades 8, 9, 10, and 11. The interviews were conducted individually, and each participant spent between 30 and 40 minutes. Before the interview, the researcher also asked the participants' permission to record the phone conversation. The researcher also asked the teacher to recommend two students (one male and one female) who had participated in extensive online reading. Then the researcher

conducted the interview individually with students who had joined the list by asking for a volunteer, and each participant spent around 30 to 40 minutes on the questions. Similarly, the researcher also asked for permission from all the participants to record the data. Then, the researcher followed up on the interview question guides and participants' answers to get more detailed information from participants and to make sure that the answers flowed accordingly. Finally, after the interview, the researcher prepared the recorded data to transcribe all the information for coding into different themes and sub-themes.

3.5 Data Analysis

The researcher analyzed the data after it had been collected. To analyze the collected data, the researcher analyzed the data from the students' interviews. First, after getting the data from each questionnaire, each recording was transcribed in Khmer using Microsoft Word to identify the specific statements mentioned by the participants and code the data to form themes. Second, the transcriptions were carefully translated into English (flexible), read three or four times, and then analyzed by breaking the answers into segments. Third, the researcher compared what was coded from each transcription to the notes taken in the interview questions to verify themes during coding. Fourth, those themes were categorized based on their topics according to the research questions. Finally, the researcher carefully extracted the transcription of each participant's answer to support each theme category to address the study's findings and translated the all-final selection into English.

3.6 Ethical Considerations

Before beginning this study, the researcher asked for permission from Hun Sen Peam Chikang high school's administration to include teachers and students from both

lower and upper-level classes as participants. In addition, the researcher sent all participants' consent letters to clarify their responses to the study. Furthermore, before the interview, the researcher informed the participants of the date and time of the interview, as well as requested permission to record the session. Furthermore, before finalizing the interview transcripts, the researcher handed them over to the participants to double-check that all the information was correct. This research was conducted with strict confidentiality and anonymity. All selected respondents were notified and given instructions on how to answer the interview questions, and they were asked to volunteer to participate. Respondents did not ask for their names in these interviews, ensuring confidentiality.

CHAPTER 4: RESULTS

The research finding, which was consists of two questions, is covered in this chapter: (1) What are the benefits of extensive reading through the use of X-reading platform as perceived by students at Hun Sen Peam Chikang High School? And (2) What are the challenges of extensive reading through the use of X-reading platform as perceived by students at Hun Sen Peam Chikang High School?

4.1 Background Information of the Participants

Table 2

Sex, Age, and Grade of the Participants at Hun Sen Peam Chikang High School

Code	Sex	Age	Grade	Language(s)
S1	M	15	8	English and Khmer
S2	F	15	8	English and Khmer
S3	M	14	9	English and Khmer
S4	F	15	9	English and Khmer
S5	F	16	10	English and Khmer
S6	F	15	10	English and Khmer
S7	M	16	11	English and Khmer
S8	F	16	11	English, Khmer, and Chinese
S9	F	16	11	English and Khmer
S10	F	16	11	English and Khmer

Note. There are ten students who participated in the study.

The students who have joined the Extensive Reading project were chosen as the participants. Their levels are from grade eight to grade eleven. The researcher wanted to focus on students practicing reading English at Hun Sen Peam Chikang High School. Without reading English on paper, students have used online to read the English language instead. It is called the X-reading platform. Ten students volunteer to answer in the interview. They were three boys' participants from grades 8, 9 and 11. And the participants were seven girls' participants. The nine of them can speak both Khmer and English. And the one in grade 11 can speak three languages: Khmer, English, and Chinese.

Convenient sampling was used to choose the participants for the study. Extensive reading in English has been practiced by the mentioned participants above; there are more female participants (7) than the male participants (3) because female students generally have participated more in extensive reading program at Hun Sen Peam Chikang High School.

4.2 Students' Perspectives on Benefits of Extensive Reading

This section focuses on how students perceived the benefits of extensive reading. The researcher, then, divides this section into three main themes including (1) enhancing academic performance and confidence, (2) boosting vocabulary, grammatical, and pronunciation knowledge in English, and (3) ease of using electronic devices, which emerge from the responses of the respondents.

4.2.1 Enhancing Academic Performance and Confidence

The improvement of students' academic learning is the first benefit of extensive reading. All participants consistently mentioned that their reading abilities improve daily because of continuous reading, and they felt very positive towards reading activity. S6 said that reading regularly improves her capacity to read quicker and strengthens her content memory. S4 also noted that her English reading helps her read faster and listen more actively because she has learned many words. For S7, he read the text on his phone because he is inspired get reading certificate. Reading books, concept notes and novels in English or Khmer may strengthen his learning abilities. The reason is when they read a lot, they can think critically and rationally and they can even evaluate the information. As S8 empathized that the more they read, the more expertise they can achieve. S9 also said that extensive reading helped develop her reading habit. Tricky English tests have found to be less complicated after reading regularly and confidence in answering questions has also increased. Importantly, the variety of books, which are available in X-reading

platform, motivate her to read more. Moreover, she has learned different genres including education (e.g., morality) and interpersonal skills (e.g., direct communication, presentation, etc.) through reading regularly. With the knowledge from reading, she was able to produce her own written works. Lastly, S10 said daily reading enhances memory and concentration on reading the text. In S9's clarified:

> …..Similarly, to this, when I read extensively before an English exam, it develops into a habit of reading before I take the test; I feel especially challenged, but when I read in X-reading when I read, I have to test. I do not feel anxious or more capable when I have to answer questions in an English test. (S9)

4.2.2 Boosting Vocabulary, Grammatical, and Pronunciation Knowledge in English

The second benefit of extensive reading was improving vocabulary, grammatical, and pronunciation knowledge as mentioned by most students, except S5, S6, and S10. Reading makes S3 easier to comprehend new terms in various grammatical structures and cultural backgrounds. S4 stated that she has learned more and improved her grammatical knowledge due to reading. Additionally, S7 has learned some new usages of grammar and new vocabularies in books. Moreover, S8 said that reading in English improved her knowledge on new words and helped her understanding each text and meaning more. To be clarify here is the speech given by S9:

> Reading this English in this X-reading also has to listen, making more knowledge of words, reading my pronunciation better, and improving grammar, making me understand more content because we know the overall scope and context of the text. As for speed, when we read every day, we read faster, and X-reading, when we read more rapidly, we test faster…..(9)

S9 reading this English in X-reading helped her grammar, vocabulary, and pronunciation, she said. Because that the program has listening, which can improve our pronunciation.

4.2.3 Ease of Using Electronic Devices

The third benefit of extensive reading is the ease of using an electronic. All students mentioned the easiness of reading through electronic. S6 mentioned electronic books are portable, available for reading, and simple to access. S7 said that E-reading is simple; if we don't understand a sentence, we can copy it and translate it. This way will help us save time. S9 said that E-reading is simple; the majority of the phone's light isn't as sleepy as reading a book, it is simple to scroll up and down and open a page, and it's simpler than reading a book since the phone is transportable and easy to hold. S6's mentioned that "….reading through electronic is accessible, for example, X-reading. We open the program we can choose the book that we want without spending a long time finding the books…"

4.3 Students' Perception on the Challenges of Extensive Reading

The purpose of the two questions was to explore the issues faced by students who had trouble reading in English extensively. The interviewees' responses were organized into nine themes, which were then presented in the following sections:

4.3.1 Lack of Time

The first challenge was the lack of time to apply their reading. S2, S4, and S6 raised that daily reading might challenge to connect to time because they study for 8 hours each day and an additional hour to learn part-time. S8 had some difficulties with daily reading; some days she has enough time, but sometime she required to do a large amount of schoolwork. Additionally, S9 must take time during break times for her reading, sometimes. One example occurred when she had over 2,000 words to read before the teacher took the class, so she delayed it until 10 minutes later when it was time to turn in the assignment. As a result, she failed, and 2000 words were wasted. She mentioned that reading every day is challenging because she might have important tasks combine

together, like schoolwork or related assignments. In S4 raised that “I learn full-time, eight hours per day, and one hour part-time, so I do not have enough time for my daily reading.”

To be significant, here is S6’s speech:

> Sometimes, my reading was interrupted because I did not have enough to read. For example, once I read over 2000 words, I had only ten minutes to do a quiz to finish reading this book, but a teacher came inside the class then, so I could not complete the quiz and welcomed the teacher. The data was not recorded because it was out of time for the questions after reading. (S6)

4.3.2 Eye Strain from Screen Reading

The second challenge was eye strain. All participants mentioned consistently for the challenge. They said that their eyesight had been impacted by e-reading since they spend so much time doing it. And S10 also said that eye troubles are frequently caused by reading on a screen while using a cell phone. S2 clarify that that “Reading on electronic affected my eyes; it strained my eye when I spent a long time reading……”

4.3.3 Challenging Quizzes and Narrow Screen Vassal Size on X-reading Platform

The third challenge was the difficulty level of the quiz in X-reading. S1 said having trouble seeing a small quantity of text on a screen while using an electronic reader. S5 said that for X-reading, she read in zero words and faced some issues; when she touched it, it jumped out, and when she went back in, it repeated, making her not feel like reading anymore. Precisely, the quiz is challenging, and if she cannot do the exact 0 words. S7 said that the limited number of letters on the display that keeps moving on a phone also makes reading difficult.

Moreover, S7 said that the quiz response is not recorded if not all answers are correct; Additionally, if just some of the replies are accurate, it should still make a record; It's good, in my opinion. S9 described in detail that:

> ……the main challenge in daily e-reading is related to the quiz. For example, the last time I read Romeo and Juliet, she read 16,000 words when the test failed, and I changed to read 12,000 words but still failed. Also, I switched to reading this story has 7,000 words. However, when the quiz still failed, I finally stopped reading this story; the questions were high level. I clarified that even if she understood the lesson well, I still answered incorrectly, so my data was not recorded. (S9)

4.3.4 Problems with Vocabularies

The fourth challenge was a problem with vocabularies. S4 said that my eyesight had been harmed by e-reading, and when she encountered challenging words, she felt bored and sleep off. S8 said the main challenges in daily reading through e-reading are the lack of enough time for reading, internet problems, and the difficulty of understanding the content of books, primarily scientific books. S10 said that "……the challenge of reading e-books is so hard, and if the iPhone is difficult to copy for translating it to make it easier to understand, and when the phone jumps out and come back, go to the original page."

4.3.5 Internet Connection and Financial Issues

The fifth challenge was the internet issues. S1 said that daily reading could be difficult because of issues with the internet, time restraints, financial limits, and a lack of motivation. S2 and S3 mentioned that the difficulty with electronic reading is that the internet is the only thing that matters. S1 and S3 mentioned that the problems with regular reading budgetary challenges occur. Furthermore, S8 said that

> ….. internet issues are one of the difficulties with reading regularly. While I could read continuously at school, I decided to wait for the internet to be fast enough if I

read at home. And ….. money issues are one of the difficulties in reading every day since there may be weeks when my task is impossible because there is not enough money to top up the phone. (S8)

CHAPTER 5: DISCUSSION

In this part, the researcher addressed the study's findings with each research topic using the literature from earlier research. This section provides the key results of this study which discussed and identified the benefits and challenges of extensive reading of the learners related to the following two objectives (1) students' perspectives on benefits of extensive reading and (2) students' perspectives on the challenges of extensive reading.

The result of students' perspectives on benefits of extensive reading, which found the data from the students who had joined the English reading program as extensive reading through the X-reading platform, pointed out the answers as follow discussion:

All participants consistently mentioned that extensive reading enhances their academic performance and confidence. Extensive Reading through the X-reading platform plays a significant function in supporting students' intellectual growth by imparting vital new information in each article. Extensive Reading is appropriate for a student's comprehension and ability level enabling learners to learn new skills and encouraging them to develop a regular reading routine. This finding is supported by Robb and Kano (2013) a university setting in Japan, which found that students that took part in extensive reading experienced a considerable increase in their reading test results compared to a control group. They accurately point out that the gains can be attributed to the fact that the extensive reading group had more contact hours with the target language than the group that did not engage in much reading. But they also note that, aside from substantial tasks, it might be challenging to develop activities that can be added to a course and completed outside the class. Furthermore, this result is also supported by Qian (2018); the study employed a questionnaire survey to assess the level of English competence among 230 students, which found that most learners think online teaching is more practical than the conventional English studying process. Students may access the

network anytime, anyplace, and can learn when network circumstances allow, thanks to the expansion of wireless network coverage due to network development. Thus, reading has improved students' study performance. Other studies support the study. The reader is increasing their knowledge through technology from day to day. It also enhances students' capacity to face in the public time. The result is essential for our context as a developmental country which requires the learner to use technology to learn new things around the world.

The Extensive reading through the X-reading promotes Boosting Vocabulary, Grammatical, and Pronunciation Knowledge in English. X-reading platform requires students to read aloud in this software allows the system to record letters as data, which is one way that students' pronunciation becomes better every day. Students concentrate their attention on how the program is pronounced in particular. Extensive reading through this project relies on a student's capacity to select the book levels enabling them to learn new grammar and vocabulary that improves their understanding of the English language. These result support the work by Sheu (2003), which stated that students who read graded readers or books intended for native-speaking children considerably outperformed a control group on reading skills and grammar tests. Additionally, he said that ER would enable grammatical correctness to increase and that exposure to enormous amounts of understandable material would greatly enhance vocabulary and reading fluency. Similarly, this result is supported by the conduct of Pigada and Schmitt (2006), which showed that ER could aid students in comprehending words better, especially in terms of spelling, different meanings, and grammatical usage. In short, the English language is not easy to learn. It requires the learner read a lot to make the input to strengthen their English. The result has shown that students' extensive reading helps them to promote lexical, grammatical, and pronunciation knowledge. The finding also clarifies other

studies. The researcher has explored a new context in Cambodian countries and has found the same result as other researchers abroad.

Because certain English books' kind in libraries or environments closes the learners harder to locate at your level, this online reading helps students avoid spending a lot of time going to the library to pick up books. Students may read anytime, anywhere, whenever they want to read using this electronic device. Even though they don't have any English books, they can still use this technological tool. There are up to 1540 books in the reader, so students can read what they want happily. The result mentioned that the Ease of Using an Electronic has shown. This result support the study by Brown (2012), which found that E-books may be saved, and the most modern e-book reading programs keep track of the books being read, reading speeds, book levels, total words read, and reading hours. If instructors have access to this information, they may recognize students who need extra help with their extensive reading early. Furthermore, these results are also supported by the study by Cote and Milliner (2014); they stated that students appear to value mobile devices' flexibility and adaptability as much as they do an online reading system's ease, accessibility, and diversity. These factors may all be utilized to motivate students to read widely. Therefore, the way to learn has changed in the world, such as reading. The students in Cambodia also have to learn many things outside the class through their simple smart phone or their tools. The participants in the study answered they confirmed to show the ease of using electronic to read, especially for their English learning. It is flexible material or tool to read more rather than paper books. The participants had confirmed that they could read everywhere no matter what if they wanted to apply their extensive reading of English and read for entertainment as well.

The result of research question two, which found the data from the students who had joined the English reading program as Extensive reading through the X-reading platform, showed out the answers as the following discussions:

Since the new generation of schools is a new reform, it contains a lot of activities like club work, research projects, and another international test. Language: English It may strive for students to find time to read. They did most of the reading on the weekends, according to the school's students, who said that because of the large quantity of homework, they occasionally had to read while playing. Among those results, lack of time; the impact of this study is supported study by Meniado (2018), which stated that extensive reading programs such a lack of books to choose from, teacher oversight and assistance, a lack of reading time, comprehension issues, and a lack of comfortable areas for silent reading. It is also supported by Brown (2009), which found that more than anything else, this is probably a legitimateness problem. Priorities are changed, and time is made for it if educators and institutions are persuaded that extensive reading is a worthwhile activity. In total, there is no opposite idea between this finding and other research in the literature review. As students mention, they need more time to completion of their extensive reading. The school in the study is a new generation school that has converted its curriculum to add more study time per day. So, it sounds the time is a big challenge for their extensive reading.

Long durations of screen usage cause students to become dehydrated, which can lead to eye issues. Spending more time in front of screens, whether on computers, tablets, or smartphones, is how many students begin their online education. Students keep a distance from one another and spend more time on the computer to avoid this. They should find some handles like contact lenses or eye drops. Eye strain from screen reading is what the researcher has explored. The result of this study is supported by the study

conducted by Huang and Lin (2011), which revealed that students reported experiencing "eye strain" after reading lengthy texts on their phones. Moreover, this result is supported by the study by Mesureur (2013), which found that students complained of eye strain after reading on computers with small screens. To sum up, the result of the finding is bright for the researcher. The challenge is getting from while improving or learning. As a result, the participants said they confirmed exploration in the study. Some participants' results said that they had set the automatic bright to prevent their eye strain. Additionally, the researcher has found the challenge, as shown by other studies.

Reading online also has certain drawbacks, but they are solvable. For example, students can read through X-reading on phone screens, and they must push the screen harder. However, if pupils utilize computers, the quantity is sufficient for their reading and isn't too small. Since most of the students at the school are scholars, they frequently read on their phones to improve their English, which is why they face this difficulty. The number of texts visible on the screen at once is limited, and the level of the quiz is also the challenge the researcher got from the study participants. This finding is supported by the study by Huang and Lin (2011), which stated the amount of text on the screen. So, students need a large screen to concentrate on their reading. This result is supported by the study by Runnels and Rutson-Griffiths (2013), which stated that perhaps doing extensive reading, which requires a student to concentrate on a device's screen for extended periods of time, is not an activity that is best suited to this medium. The rest of the results are also crucial for the study because some findings, we cannot make a discussion with earlier study rely on the contexts of the school in Cambodia and other countries. All in all, the limited text on the display’s screen is the finding that other research found, but the difficulties of the quiz level are the new finding in this exploration. The researcher got the information with surprise because he did not know

before regarding the X-reading platform. Moreover, this issue is critical for motivating students to boost their daily reading electronically.

In the X-reading platform, students frequently encounter new or challenging words. The readers are always interested in learning what the phrase means in their native tongues. Most of them claim that reading a lexical in this program and then copying it to Google for translation is not possible; instead, the readers retype the words. Students report that despite the complexity of the books, they occasionally skip periods because they are so challenging and become bored reading when they are under pressure to meet this obstacle. Vocabulary is the main challenge in learning a new, not native language like S3, S8, S9, and S10 raised, as the researcher has mentioned in the previous chapter. This result is supported by the study by Meniado (2018), which said that students could not understand or conduct their reading correctly because of their vocabulary. This result is also supported by the study by Benettayeb (2010), which mentioned that meanings of vocabulary and how it may be taught and grown by extensive reading, as reading is directly connected to vocabulary, as has been repeatedly shown by many studies. After all, not all participants replied because one participant (S4) had chosen the available level, so the learner had no face vocabulary issues. However, most participants were concerned about the new words in the text.

Although the school assistance program helps to cover the registration price for reading in the Cambodian context due to the family's poor living situations, the participants expressed the difficulties of weekly recharging the reading. Some pupils also raised the issue of their inability to use the internet at home if they do not read in school. The researcher cannot find a study abroad that deals with online reading regarding students' spending to read. Internet Connection and Financial Issues, these two results differ more from the study's outcome in other countries. The budgetary difficulty is

related to Day and Bamford (1998), which showed that price is the big challenge for conducting reading electronically. But this challenge focused on the program controller or the organization that had bought which platform to give students access to the task. The platform is also cost in this study. Still, this budgetary difficulty that had found is focused on the student's perception relying on their reading or what they are faced with individually. So, the results got from five participants (S1, S3, S7, S8, and S10). S1 complained about a lack of money to access the internet. S7 and S10 complained about the slowly of the internet sometimes. At the same time, S3 and S8 complained of both internet and budgetary difficulties. Moreover, S8 clarified that sometimes she could not access her reading for one week at home because of lacking the money to allow the internet. In contrast, some participants said there is Wi-Fi to connect to the internet, so those two issues are found for them. In brief, this study just focused on a small group of students, and the researcher asked them to show their perceptions and some experience toward their reading daily. So the price is also a problem for some but not for the institution or school program's payment; it was the student's payment to access the internet for their phone. So precisely, the program controller already paid for each student to join the platform.

CHAPTER 6: CONCLUSION

The researcher summarized the entire study findings based on each research topic in this chapter. The researcher then brought up the conduct of the study's limitations. He then provided stakeholders with some recommendations in relation to the study's findings.

6.1 Conclusion

This research aimed to explore the benefits and challenges of extensive reading, focusing on secondary learners. A qualitative analysis of respondents concluded that the extensive reading at Hun Sen Peam Chikong High School founded the benefits from their perception and the number of challenges that learners faced. The students mentioned the interesting answer that they have gained from the extensive reading, such as “enhancing academic performance and confidence,” “boosting vocabulary, grammatical, and pronunciation knowledge in English,” and “ease of using an electronic.” Furthermore, students are also confronted with numerous factors in reading English through the X-reading platform. Additionally, the researcher has found some challenges perceived by students who have joined the extensive reading in English. Many results converted to the central theme such as “lack of time,” “eye strain from screen reading,” “difficulties level of quiz and display’s screen in X-reading,” “problem with vocabularies,” and “internet and budgetary difficulties.” The result showed that those students at Peam Chikang high school, as a new generation school, need more time to implement their extensive reading process.

6.2 Limitations of the Study

This study consisted of some limitations. First, the research sample represented only one public school at the secondary level of the New Generation School of Hun Sen Peam Chikong High School, located in Kangmeas district, Kampong cham province.

Thus, the findings could not be generalized to all the public schools in Cambodia. Second, the researcher planned to interview the students who have joined the X-reading platform, which included grades 8 (2 people), 9 (2 people),10 (2 people), and 11 (4 people). However, a boy in grade 10 was unwilling to provide the interview; therefore, the researcher decided to change the respondent to a girl. Third, the researcher wanted to conduct a face-to-face interview, but most of those groups of students were available online. Thus, the researcher was interviewed through a Zoom meeting. Therefore, the received information might not be reached its quality. Last, the study focused only on Extensive reading through the X-reading platform was about the Benefits and challenges of students' reading. So, the sample focused on the group whose students were on the X-reading list for academic years from 2021 to 2022.

6.3 Recommendations

Some recommendations might increase the effectiveness of extensive reading using the X-reading platform in consideration of the data from the respondents. The first school administrator should set up an online platform so that students may improve their English skills. One hour of reading time should be part of the school day's curriculum. Second, the teacher should care about time for students and how they can process their reading well even if they read at school; the teacher should let them do the quiz after their read many thousands of words, especially should find the solution to rewrite the test after completing reading to be converted as medium or change some condition to suppose data recording. The teachers should encourage students to practice this reading effectively by finding solutions to address the issues that cannot smooth their process.. Last, students should know how to manage or arrange to do schoolwork. As well as through self-directed learning, expand their word knowledge. Furthermore, since the new generation and other schools are in very different environments, for the following research, sample

sizes should be more significant than those used in this study if you want to ensure that they will gain those kinds of schools.

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APPENDICES

APPENDIX A: INTERVIEW PROTOCOLS

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

Research Topic: *Students' Perception on Extensive Reading in English through X-reading Platform at Hun Sen Peam Chikang High School*

Supervisee: Sam Kimsan

Supervisor: Mr. Banh Hornmann

Interview Questions (Semi-Structure)

Opening

Greeting! How are you today? I'm grateful that you agreed to take part in this interview. Let me first say a few words about myself. Sam Kimsan is my name. At the National Institute of Education's New Generation Pedagogical Research Center (NGPRC), I am pursuing a Master of Education in Mentoring (NIE). I'm working on a study titled " **Students' Perceptions Extensive Reading at Hun Sen Peam Chikang High School**" as part of my master's degree program.

I have such a great opportunity to ask questions regarding my subject now. Thank you so much for taking the time to participate in this interview. Please be informed that we will treat all of your information as confidential. You are free to unwind and enjoy the inquiry. You always have the option to not answer any of the questions. Stay away from pressure. Feel free to be totally at peace. being prepared? Do we start right away?

I. Introductory questions

1. Could you introduce yourself (e.g., grade, age, sex, religion etc.)?
2. How many languages can you speak? What languages do you like the most?
3. In general, how many hours do you learn per day? And how about part time class(es)?
4. In general, how many hours do you read per day or per week?
5. When do you read in English outside the class? Where?

II. Key questions for benefits of extensive reading

RQ1: What are the benefits of extensive reading through the use of Xreading platform as perceived by students at Hun Sen Peam Chikang High School?

1. Do you think reading everyday can help you improve your learning performance? Why or why not?
2. How about reading English texts and materials? Which English language components (e.g., grammar, vocabulary, spelling, comprehension,

speaking skill, listening skill, reading speed, etc.) do you think you have improved just because you have read daily? Please explain more.

3. Do you normally read paper-based texts or e-text or both? Why?
4. (If yes on e-text or both,) what tools (e.g., laptop computer, tablet computer, desktop computer, smart phone, etc.) have you currently used? Is there any e-reading platform you have been using in your reading (e.g., X-reading platform, Google search, etc.)?
5. Do you think reading electronically is convenient (e.g., fast, comfortable, portable, etc.) for you comparing to reading on papers? Why do you think so?

III. Key questions for challenges of extensive reading

RQ2: What are the challenges of extensive reading through the use of X-reading platform as perceived by students at Hun Sen Peam Chikang High School?

1. Do you think reading every day is hard for you? Why or Why not?
2. Can you list some of challenges in reading daily (e.g., time constraint, place, money, motivation, etc.)?
3. Do you think reading electronically is harmful to you? Can you raise some of them (e.g., tired-eyes, sleepy, interruption, etc.)?
4. How about challenges in reading electronically (limited number of texts on the display/screen, lack of books to read, lack of support from teacher, lack of time to read, etc.)?
5. Overall, what are the main challenges in reading daily through the e-reading platform (e.g., X-reading program, etc.)?

Closing

Do you have any more questions or comments? This interview has officially come to the end. Thank you very much for sharing this important data. Much appreciation. Please enjoy your day.

APPENDIX B: INTERVIEW PROTOCOLS (KHMER VERSION)

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យ ជំនាន់ថ្មី

ប្រធានបទស្រាវជ្រាវ៖ ការអានជាប្រចាំដោយប្រើប្រាស់ X-reading៖ ទស្សន:
របស់សិស្ស នៅវិទ្យាល័យ ហ៊ុន សែន ពាមជីកង

អ្នកស្រាវជ្រាវ៖ សំ គឹមសាន

គ្រូដឹកនាំ៖ បាញ ហានម៉ាន់

សំណួរសម្ភាសន៍

សេចក្តីផ្តើម

ជម្រាបសួរប្អូន! តើប្អូនសុខសប្បាយជាទេថ្ងៃនេះ? លោកគ្រូមានការថ្លែងអំណរគុណ ដែលអ្នកបានយល់ព្រមចូលរួមក្នុងការសម្ភាសន៍នេះ។ ដំបូងលោកគ្រូសូមនិយាយពាក្យណែនាំ ខ្លួនបន្តិច។ លោកគ្រូឈ្មោះ សំ គឹមសាន។ លោកគ្រូកំពុងតែបន្តការសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់ អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ នៅឯមជ្ឈមណ្ឌលគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិ ។ លោកគ្រូកំពុងធ្វើការលើការសិក្សាមួយដែលមានចំណងជើងថា **"ការអានជាប្រចាំដោយប្រើប្រាស់ X-reading៖ ទស្សន:របស់សិស្ស នៅវិទ្យាល័យ ហ៊ុន សែន ពាមជីកង"** ដែលជាផ្នែកមួយ នៃកម្មវិធីថ្នាក់អនុបណ្ឌិតរបស់ខ្ញុំ។

លោកគ្រូមានឱកាសដ៏ល្អក្នុងការសួរសំណួរទាក់ទងនឹងប្រធានបទរបស់លោកគ្រូឥឡូវ នេះ។ សូមអរគុណយ៉ាងខ្លាំងចំពោះការចំណាយពេលចូលរួមក្នុងកិច្ចសម្ភាសន៍នេះ។ សូម ជម្រាបថា យើងនឹងចាត់ទុកព័ត៌មានរបស់អ្នកទាំងអស់ជាការសម្ងាត់។ ប្អូនអាចធ្វើអារម្មណ៍ឲ្យធូរ ស្រាល ហើយរីករាយក្នុងការឆ្លើយនូវសំណួររបស់លោកគ្រូ។ ប្អូនតែងតែមានជម្រើសក្នុងការមិន ឆ្លើយសំណួរណាមួយក៏បាន។ សូមប្អូនកុំមានអារម្មណ៍ថាតានតឹងអី។ សូមធ្វើតាមធម្មតាចុះ។ តើប្អូនត្រៀមខ្លួនហើយឬនៅ? តើពួកយើងអាចចាប់ផ្តើមបានភ្លាមៗបានដែរឬទេ?

I. ព័ត៌មានទូទៅ

១. តើប្អូនអាចណែនាំខ្លួនអ្នកបន្តិចបានទេ (ឧ. ថ្នាក់ អាយុ ភេទ សាសនា។ល។)?

២. តើប្អូនអាចនិយាយបានប៉ុន្មានភាសាដែរ? តើប្អូនចូលចិត្តភាសាអ្វីជាងគេ?

៣. ជាទូទៅ តើប្អូនរៀនប៉ុន្មានម៉ោងក្នុងមួយថ្ងៃ? ហើយចុះថ្នាក់ម៉ោងបន្ថែមវិញ?

៤. ជាទូទៅ តើប្អូនអានប៉ុន្មានម៉ោងក្នុងមួយថ្ងៃ ឬក្នុងមួយសប្តាហ៍?

៥. តើប្អូនអានភាសាអង់គ្លេសក្រៅថ្នាក់នៅពេលណា? កន្លែងណា?

II. សំណួរសម្រាប់សួរទាក់ទងនឹងសារៈប្រយោជន៍នៃការអានជាប្រចាំ

សំណួរស្រាវជ្រាវ១៖ តើអត្ថប្រយោជន៍នៃការអានជាប្រចាំតាមរយៈការប្រើប្រាស់ X-reading មានអ្វីខ្លះ តាមការយល់ឃើញរបស់សិស្សានុសិស្សនៅវិទ្យាល័យ ហ៊ុន សែន ពាមជីកង?

១. តើប្អូនគិតថាការអានជារៀងរាល់ថ្ងៃអាចជួយប្អូនឱ្យប្រសើរឡើងនូវការសិក្សារបស់ប្អូនដែរឬទេ? ហេតុអ្វីមាន ឬហេតុអ្វីមិនមាន?

២. ហើយចុះអំពីការអានអត្ថបទជាភាសាអង់គ្លេស និងសម្ភារៈវិញយ៉ាងម៉េចដែរ? តើសមាសធាតុភាសាអង់គ្លេសណាខ្លះ (ឧ. វេយ្យាករណ៍ វាក្យសព្ទ អក្ខរាវិរុទ្ធ ការយល់ដឹង ជំនាញនិយាយ ជំនាញស្តាប់ ល្បឿនអាន។ល។) ដែលប្អូនគិតថាអ្នកបានប្រសើរឡើងដោយសារប្អូនបានអានជារៀងរាល់ថ្ងៃ? សូមប្អូនជួយពន្យល់បន្ថែមផង។

៣. ជាធម្មតាតើប្អូនអានអត្ថបទជាលក្ខណៈក្រដាស ឬ អេឡិចត្រូនិច ឬទាំងពីរ? ហេតុអ្វី?

៤. (ប្រសិនបើមានអានលើ អេឡិចត្រូនិច ឬទាំងពីរ) តើឧបករណ៍អ្វីខ្លះ (ឧ. កុំព្យូទ័រយួរដៃ, កុំព្យូទ័របន្ទះ, កុំព្យូរលើតុ, ទូរស័ព្ទ ។ល។) ដែលប្អូនបានប្រើសម្រាប់អាន? តើមានកម្មវិធីអេឡិចត្រូនិចណាមួយដែលប្អូនបានកំពុងប្រើក្នុងការអានរបស់ប្អូន (ឧ. កម្មវិធី X-reading, កម្មវិធី Google ។ល។)?

៥. តើប្អូនគិតថាការអានតាមប្រព័ន្ធអេឡិចត្រូនិចមានភាពងាយស្រួលដែរឬទេ (ឧ. លឿន មានផាសុខភាព ងាយចល័ត។ល។)? ហេតុអ្វីបានជាប្អូនគិតបែបនេះ?

III. សំណួរសម្រាប់សួរអំពីបញ្ហាប្រឈមក្នុងការអានជាប្រចាំ

សំណួរស្រាវជ្រាវ២៖ តើការអានជាប្រចាំតាមរយៈការប្រើប្រាស់ X-reading មានបញ្ហាប្រឈមអ្វីខ្លះ តាមការយល់ឃើងរបស់សិស្សានុសិស្សវិទ្យាល័យ ហ៊ុន សែន ពាមជីកង?

១. តើប្អូនគិតថាការអានប្រចាំថ្ងៃពិបាកសម្រាប់អ្នកដែរឬទេ? ហេតុអ្វី ឬហេតុអ្វីមិនមាន?

២. តើប្អូនអាចរៀបរាប់បញ្ហាប្រឈមមួយចំនួនក្នុងការអានប្រចាំថ្ងៃបានទេ? (ឧ. ឧបសគ្គពេលវេលា ទីកន្លែង លុយកាក់ ការលើកទឹកចិត្ត។ល។)។

៣. តើប្អូនគិតថាការអានអេឡិចត្រូនិចមានផលប៉ះពាល់ដល់ប្អូនដែរឬទេ? តើប្អូនអាចលើកឡើងខ្លះបានទេ (ឧ. អស់កម្លាំងភ្នែក ងងុយដេក ការរំខាន។ល។)?

៤. ចុះអំពីបញ្ហាប្រឈមក្នុងការអានអេឡិចត្រូនិចមានអ្វីខ្លះ (ចំនួនមានកំណត់នៃអត្ថបទនៅលើអេក្រង់/អេក្រង់ ខ្វះសៀវភៅសម្រាប់អាន ខ្វះការគាំទ្រពីគ្រូ ខ្វះពេលអាន។ល។)?

៥. សរុបមក តើអ្វីជាបញ្ហាប្រឈមចម្បងក្នុងការអានប្រចាំថ្ងៃតាមរយៈការអានអេឡិចត្រូនិច (ឧ. កម្មវិធី X-reading ។ល។)?

ចុងបញ្ចប់

តើប្អូនមានសំណួរឬមតិយោបល់បន្ថែមទៀតដែរឬទេ? បទសម្ភាសន៍នេះបានមកដល់ទីបញ្ចប់រួចរាល់ហើយ។ អរគុណច្រើនសម្រាប់ការចែករំលែកទិន្នន័យដ៏សំខាន់ៗនេះ។ លោកគ្រូពិតជាសូមថ្លែងអំណរគុណច្រើនដល់ប្អូន។ សូមរីករាយជាមួយថ្ងៃដ៏ល្អរបស់ប្អូន។

APPENDIX C: CONSENT LETTER

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃព្រហស្បតិ៍ ៣កើត ខែជេស្ឋ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៦
រាជធានីភ្នំពេញ ថ្ងៃទី០២ ខែមិថុនា ឆ្នាំ២០២២

សូមគោរពជូន

លោក តូច សុទ្ធី នាយកទទ្ធាល័យហ៊ុនសែន ពាមជីកង សាលាវៀនជំនាន់ថ្មី

កម្មវត្ថុ៖ សំណើសុំការអនុញ្ញាតឱ្យគរុនិស្សិតឈ្មោះ **សំ គីមសាន** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធានបទ "**ការអានជាប្រចាំដោយប្រើប្រាស់** XRreading៖ **ឧស្សាហៈរបស់សិស្ស នៅទទ្ធាល័យ ហ៊ុនសែន ពាមជីកង**" នៅវិទ្យាល័យហ៊ុនសែន ពាមជីកង សាលាវៀនជំនាន់ថ្មី ក្នុងចន្លោះថ្ងៃទី១០ ខែមិថុនា ដល់ថ្ងៃទី៣០ ខែកក្កដា ឆ្នាំ២០២២។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើខ្ញុំបាទសូមជម្រាបជូនលោកនាយកឱ្យបានជ្រាបថា លោក **សំ គីមសាន** ជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី៣ សិក្សានៅមជ្ឈមណ្ឌលស្រាវជាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ លោកមានគម្រោងចុះសិក្សាស្រាវជ្រាវក៏ដូចជាប្រមូលទិន្នន័យ ដើម្បីសរសេរសារណាខ្លីក្នុងការបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗ ដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវមួយនេះ នឹងអាចចូលរួមចំណែកក្នុងការជំរុញ និងលើកកម្ពស់ឱ្យការបង្រៀន និងរៀនភាសាអង់គ្លេស កាន់តែមានភាពល្អប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់គរុនិស្សិតរូបនេះ បានចុះប្រមូលទិន្នន័យតាមការស្នើសុំដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ច័ន្ទ រ័ត្ន

ឯកសារ មសគថ.

APPENDIX D: CONSENT LETTER (ENGLISH VERSION)

Kingdom of Cambodia

Nation, Religion, King

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

Phnom Penh, 02 June 2022

TO

Mr. Toch Vuthy Director of Hun Sun Peam Chikang High School, New Generation School

Subject: **Requesting permission for student teacher Sam Kimsan to collect research data on the topic "Extensive Reading the use of X-reading: Students' Perception at Hun Sen Peam Chi kang High School" at Hun Sen Peam Chi Kang High School, a new generation school from 10 June to 30 July 2022.**

As stated in the above object, I would like to inform the Director that Mr. **Sam Kimsan** is a third-generation undergraduate student specializing in pedagogical counseling at the New Generation Pedagogical Research Center of the National Institute of Education. He plans to conduct research and collect data to write a mini-thesis for his master's degree in education. This data collection gathers essential information related to the above research topics. The results will contribute to the promotion and improvement of teaching and learning English better.

Therefore, Director, please allow and facilitate this pedagogical student to collect data as requested, as informed in the above subject, with favor.

Please accept, Sir, the assurances of my highest consideration.

Director of NGPRC

Dr. Chan Rath

NGPRC's Document

APPENDIX E: ER READING MATERIALS

The following are some of the more popular sites that provide free access to ER reading materials:

- https://www.er-central.com/
- https://americanenglish.state.gov/ebooks
- https://www.wgtn.ac.nz/lals/about/staff/paul-nation#free-graded-readers
- https://asiafoundation.org/what-we-do/books-for-asia/lets-read/
- https://storyweaver.org.in/
- https://digitallibrary.io/

X-reading orientation (Quizizz)

- https://quizizz.com/admin/quiz/5f4a7dc412ea17001b92efcd/x-reading-orientation

Empowering educators with ethical and evidence-based practices

Email: ngprc.faculty@gmail.com
Website: www.ngprc.edu.kh