To investigate the effects of virtual literature circle (VLC) on cultivating positive reading attitudes and enhancing general English proficiency and reading comprehension, a mixed-method study was conducted with 54 college students studying English as a foreign language. Analyses of multiple data sources revealed that during this year-long VLC-integrated English course, participants' English reading comprehension and general English proficiency have improved whereas their reading attitudes remained unchanged. VLCs could be an effective means to cultivate positive reading attitudes. Peer interactions within the VLCs not only help students see their peers reading but also provide audience with meaningful reading. Nevertheless, the lack of simultaneous communication and the language barrier were cited by the participants as the primary hindrance for them to benefit fully from VLCs. Merely hosting LCs online does not warrant the successful transfer of literary discussion from the face-to-face to the computer-mediated interaction. To bridge the gap between the face-to-face and the computer-mediated literary discussion, concrete modeling, linguistic support, and individual accountability for VLCs seem important.

1. Taiwan Education Panel Survey
Literacy, 42, 124-128.
