

## **EXPLORING EFL STUDENTS' READING EXPERIENCES IN EXTENSIVE READING COURSE: A CASE STUDY OF ENGLISH EDUCATION DEPARTMENT STUDENTS**

**Siti Sarah Badriyyah**

Department of English Education, University of Sunan Gunung Djati, Bandung, Indonesia

*Sarah150403@gmail.com*

**Darwis Jauhari Bandu**

Department of English Education, University of Sunan Gunung Djati, Bandung, Indonesia

*darwisjb09@gmail.com*

**Rully Agung Yudhiantara**

Department of English Education, University of Sunan Gunung Djati, Bandung, Indonesia

*rully.agung@uinsgd.ac.id*

### **Abstract**

A fundamental issue in learning English as a foreign language (EFL) is the low level of students' motivation and reading ability. Data from BPS (2023) indicate that only about 10% of the Indonesian population regularly reads books. In the academic context, students often encounter difficulties in comprehending English texts due to limited vocabulary, lack of reading habits, and the complexity of text structures. Extensive Reading is offered as a solution to enhance reading skills. Therefore, this study aims to explore EFL students' reading experiences in the Extensive Reading course and the development of their reading skills. This study is grounded in Krashen's (1982) Input Hypothesis, which emphasises the importance of comprehensible input in language acquisition, as well as Dewey's (1938) theory of experience, which highlights the direct involvement of individuals in learning experiences as a means of knowledge development. Within this theoretical framework, Extensive Reading is understood not merely as a reading technique but also as a learning experience that facilitates the development of vocabulary, reading fluency, text comprehension, and learning motivation. This study employed a qualitative approach with a case study design. The research subjects were students of the English Education Department at UIN Sunan Gunung Djati Bandung in the 2022/2023 academic year who had completed the Extensive Reading course. Data were collected through questionnaires to measure the development of reading skills and semi-structured interviews to explore students' reading experiences. The sampling technique used purposive sampling, taking into account students with high, medium, and low levels of reading interest. The findings indicate that students experienced improvements in reading fluency, text comprehension, and vocabulary mastery. The freedom to choose their reading materials played a significant role in enhancing their motivation and engagement. In conclusion, Extensive Reading has proven effective in enhancing reading skills while also providing an enjoyable and meaningful learning experience. This study affirms that reading is not merely an academic activity, but also a learning experience that shapes students' knowledge, motivation, and literacy habits.

**Keywords:** Extensive Reading, EFL Students, Reading Skills, Reading Experience

## **INTRODUCTION**

English is also the primary language of instruction in practically all international organisations and media. According to Crystal (2003), English is used as an official or semi-official language in more than 70 countries and has a special status in over 100 others. As a result, English is a language frequently used in various global contexts. When people from different countries cannot understand each other's language, English serves as a standard communication tool. In Indonesia itself, English acts as a foreign language. The four skills

of listening, speaking, reading, and writing are given priority while teaching English to non-native speakers. The four skills above are separated into two categories: productive and receptive. Speaking and writing are productive skills, whereas reading and listening are receptive skills.

Reading is an essential skill that provides access to education and gives people the freedom to seek pleasure and information independently. According to Koda (2005), reading comprehension occurs when the reader synthesizes different information from the text and integrates it with their existing knowledge. The easiest and most cost-effective way to obtain information is to read. Readers can expand their knowledge, broaden their perspectives, and gain a deeper understanding of the world by reading (Johnson & Morrow, 1987). Reading has been crucial to language acquisition, particularly for those learning English as a foreign language (EFL). According to Troike (2006), reading is the most critical element for students to improve their proficiency in a second language (L2). This is because reading enriches vocabulary and helps students understand grammatical structures, improve their comprehension skills, and broaden their understanding of the cultural context associated with the language.

In addition, many EFL students lack motivation to read English texts, primarily due to a lack of habit or difficulty in understanding reading materials in a foreign language. According to a survey conducted by the Central Statistics Agency (Badan Pusat Statistik/BPS) in 2023, only approximately 10% of Indonesia's population regularly reads books. Additionally, students' limited background knowledge, incapacity to comprehend the text's content, and the text's intricate organisational structure are the leading causes of their lack of interest in reading. However, extensive reading can be one way to overcome this problem. The purpose of extensive reading is to allow readers to choose the books they like, thereby increasing their motivation. Furthermore, extensive reading can enhance vocabulary acquisition, which in turn impacts comprehension. This aligns with a study by Liu & Zhang (2018), which found that extensive reading has a significant impact on the vocabulary acquisition of EFL learners. Additionally, reading frequency is a more reliable indicator of vocabulary size than being a native language speaker (Rodrigo, 2009).

Extensive reading is a reading technique where students read large amounts of text within a specified period, with a focus on general understanding rather than specific details. Day and Bamford (2004) define extensive reading as a strategy in which students read a large amount of material for general meaning, knowledge, and enjoyment. Data and general comprehension are key reasons for engaging in extensive reading. In addition, extensive reading is currently regarded as an approach to teaching reading in ESL and EFL contexts rather than as a reading style (Day & Bamford, 1998). Researchers in various languages have recognised extensive reading as a beneficial approach to promoting language growth and acquisition (Shih et al., 2018). Extensive reading entails reading for pleasure; students are unlikely to engage in extensive reading of a work they dislike, as enjoyment is a key component. Extensive reading offers numerous benefits, including improvements in reading skills.

Several previous studies have examined the impact of extensive reading on reading. The first study, conducted by Liu and Saad (2025), investigates the impact of extensive reading on vocabulary acquisition, reading comprehension, and reading speed, and explores the effects of extensive reading on language learning. The study employs a systematic literature review methodology, analyzing peer-reviewed studies published between 2015 and 2024, and selecting ten high-quality studies through a rigorous keyword search and predefined inclusion and exclusion criteria. The study finds that extensive reading has a positive impact on vocabulary acquisition, reading comprehension, reading speed, and fluency. It is also an effective tool for incidental vocabulary acquisition and language learning. The study also

finds that text difficulty and motivation are important factors in enhancing the effectiveness of extensive reading.

Then, Chan (2020) evaluated the effectiveness of extensive Reading (ER) in ESL/EFL contexts. The study critically reviews previous literature on extensive Reading (ER) in ESL/EFL contexts, analyzing empirical research and conceptual literature on the effectiveness of ER in improving motivation, reading skills, and language proficiency. The methods used in the study mentioned in the text include quasi-experimental designs, case studies, meta-analyses, surveys, and interviews. The study finds that extensive Reading (ER) has a positive impact on motivation, reading skills, and language proficiency; however, various mediating factors influence its effectiveness. ER is more effective in improving reading skills and language proficiency than other approaches, such as intensive Reading (IR) and traditional translation procedures.

Another previous study, conducted by Anindita (2020), investigated EFL students' perceptions of extensive reading practices, their preferred reading materials, and the benefits of extensive reading on their English skills. The study employed a qualitative method, utilizing a semi-structured interview as the primary data collection instrument. The participants were ten senior students from the English department at Universitas Negeri Surabaya who had previously taken an extensive reading course. The results showed that the students have a good perception of extensive reading practices and prefer reading novels, news, and journals. They believed that extensive reading could improve their English skills, including writing, speaking, listening, reading, vocabulary mastery, and grammar.

The previous studies mentioned above show that extensive reading has a positive effect on students' reading skills. Extensive reading can help students become motivated to read more, assisting them in learning new vocabulary, improving their reading comprehension, and increasing their fluency. Additionally, this research differs in several areas from the three previous studies above. This study aims to explore the reading experiences of EFL students in extensive reading courses, employing qualitative methods within a case study design. The research site and participants also differ.

## METHOD

This research explores students' reading experiences in the extensive reading course. This research employs a qualitative approach with a case study design. Qualitative research is a method for investigating and comprehending the meaning that individuals or groups assign to a social or human situation. According to Creswell (1994), qualitative research is an ongoing model in a natural context. It enables the researcher to gain a high level of information by participating in the experience. Furthermore, Berg (2007) defines qualitative research as the study of the meaning, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. Qualitative research can reveal insights that cannot be fully explained by quantitative data alone. A qualitative approach was chosen because this study focused on students' words rather than numbers to explore students' reading experiences in the extensive reading course.

Additionally, the case study design was used in this research. According to Creswell (2009), case studies are a type of inquiry used in many disciplines, particularly evaluation, where the researcher thoroughly investigates a case, which is often a program, event, activity, process, or a person or group of people. Case studies are also defined as research conducted on a specific object or phenomenon that must be thoroughly researched, fully, and in-depth. This aligns with Ridder (2017), who states that case study research explores real-life events in depth while considering their surrounding environment. The case study

design is employed in this research because it involves investigating cases in depth to explore students' reading experiences in the extensive reading course. Then, this study has a population of EFL students in the 2022/2023 academic year at Sunan Gunung Djati State Islamic University, Bandung's Faculty of Tarbiyah and Teacher Training, specifically in the English Education Department.

This study used primary data. Primary data are data that researchers collect for the first time. According to Mesly (2015), primary data represents current information, whereas secondary data pertains to the past. The primary data source is interviews. A semi-structured interview was used to answer the first research question. For instance, the interview results are expected to answer the first research question: to explore how students perceive their reading experiences during the extensive reading course. In addition, the type of interview questions is open-ended. The second research question is addressed through a questionnaire. The questionnaire results are expected to provide insights into how students' reading skills develop after the Extensive Reading course. Adamson et al. (2004) state that questionnaires sometimes raise essential issues that emerge during the research process and warrant further exploration. By analysing the responses, the researcher can gain a clearer understanding of students' progress, challenges, and perceptions.

This study employs several data collection techniques to ensure the reliability of the data. According to Creswell (2003), there are four primary methods for gathering data in qualitative research: interviews, observation, audiovisual recording, and document analysis. Thus, the data for this study were gathered through questionnaires and interviews. Then, this research adopted a six-step qualitative data analysis framework from Creswell (2012) to analyse the reading experiences of EFL students. The process began by preparing and organising the data, including questionnaire results and interview transcripts. The researcher then explored and coded the data to identify relevant patterns. These codes were then developed into broader descriptions and themes, which served as the study's key findings. After that, the findings were represented and reported comprehensively, followed by an interpretation that compared the results with existing literature. The final and crucial step was validation to ensure that the findings accurately reflected the participants' actual experiences.

## FINDINGS AND DISCUSSION

The findings and discussions are reported in two main parts: the results of the questionnaire, which illustrate the development of students' reading fluency, comprehension, and vocabulary, and the results of the interviews, which reveal students' perceptions and experiences during the Extensive Reading course.

### 1. The Development of EFL Students' Reading Skills After Extensive Reading Course

Table 1. Summary of Students' Development of Reading Skills (Questionnaire Results)

| Aspect             | Indicator                       | Main Findings                                                                                                                                 |
|--------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Reading Fluency    | Speed & smoothness              | Majority agreed reading speed improved (66.7% agree, 26.7% strongly agree); students read more fluently without frequent pauses or rereading. |
| Text Comprehension | Main ideas, details, inference, | Most agreed they could identify main ideas (66.7%) and details (100% agree/strongly agree); all students                                      |

|                       |                                             |                                                                                                                                                                |
|-----------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | coherence                                   | capable of making conclusions and linking ideas across paragraphs.                                                                                             |
| Vocabulary Enrichment | Range, retention, application, independence | 60% strongly agreed vocabulary increased; 100% could infer meaning from context; most applied new words in writing/speaking and reduced dictionary dependence. |

The first research question aimed to explore the development of EFL students' reading skills after the Extensive Reading Course. This query is answered by analysing questionnaire data, which consists of 15 statements answered by 15 students. Based on the results, students' reading skills develop positively after they participate in an extensive reading course. The development includes reading fluency, text comprehension, and vocabulary enrichment.

### **Development of Reading Fluency**

Based on the questionnaire results, most students experienced a significant improvement in their reading fluency after participating in the Extensive Reading course. They reported being able to read longer texts more quickly and naturally, without the frequent pauses or rereading that previously hindered them. This finding aligns with established theories in the field, such as Nation and Waring's (2019) claim that repeated exposure to words and sentence structures in meaningful contexts strengthens lexical recognition and facilitates the automatic processing of language. Stoller (2015) further supports this, noting that continuous reading flow, made possible by appropriately levelled texts, is crucial for building fluency. This enables learners to shift their focus from decoding individual words to comprehending the text's overall meaning. Ultimately, the findings support Nuttall's (1996) "virtuous circle of reading," where fluency, enjoyment, and motivation are mutually reinforcing. As students become more fluent, they enjoy reading more, which in turn motivates them to read further and enhances their fluency. Overall, the results demonstrate that extensive reading is a highly effective method for enhancing students' reading fluency by providing meaningful language exposure, promoting automatic word recognition, and encouraging a smoother, more natural reading pace.

### **Improvement in Text Comprehension**

Based on the questionnaire findings, students demonstrated significant improvement in their reading comprehension after participating in the Extensive Reading course. Many reported they could more easily identify main ideas and follow the text's flow without translating every word. This result aligns with Nation's (2001) assertion that extensive reading is highly effective for improving comprehension because it provides a large volume of comprehensible input. This is also supported by Mason and Krashen (1997), who showed that comprehension skills develop naturally when learners are given access to appropriately levelled texts. Furthermore, Suk's (2017) study on Korean university students found that sustained participation in extensive reading for 15 weeks significantly improved both reading speed and comprehension. The findings are also consistent with schema theory, which states that comprehension improves when learners integrate new information with their existing knowledge. As extensive reading exposes students to a wide range of topics and genres, it helps them build the cognitive framework necessary for stronger comprehension. Finally, the focus of extensive reading on general meaning and enjoyment allows students to internalise language patterns in context, leading to a



more natural and efficient comprehension process. In conclusion, the findings confirm that extensive reading effectively strengthens students' comprehension by encouraging a focus on overall meaning rather than word-by-word translation, ultimately nurturing a deeper and more efficient understanding of texts.

### **Vocabulary Enrichment**

Based on the questionnaire results, students reported that extensive reading significantly enriched their vocabulary. They felt this was a major benefit of the course, as they learned new words incidentally just by repeatedly encountering them in different texts. This process made it easier for them to understand the meaning of a word in context and use it more flexibly. Various research studies strongly support this finding. Day and Bamford (2002) argue that extensive reading is a powerful tool for incidental vocabulary acquisition. McQuillan (2016) even claims that free voluntary reading is more effective than explicit teaching, with learners acquiring new vocabulary up to six times more efficiently. Furthermore, Alsaif and Masrai (2019) explain that vocabulary learned from reading tends to be retained longer because it is reinforced through authentic use, unlike with rote memorisation. Scholars like Ateek (2021) and Horst et al. (1998) add that reading diverse materials helps learners build a richer vocabulary and improves their ability to access and connect words quickly. Overall, the evidence confirms that extensive reading is a highly effective method for vocabulary development, as it provides repeated, meaningful, and contextual encounters with new words. This not only increases the number of words learners know but also deepens their understanding of how they function in real communication.

## **2. EFL Students' Reading Experience in Extensive Reading Course**

The interview data involved three students with varying levels of reading interest (high, medium, and low).

Table 2. Summary of Students' Reading Experiences (Interview Results)

| Theme             | Key Insights                                                                                                                                                         |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Motivation        | Intrinsic (interest, freedom to choose texts) and extrinsic (assignments, lecturer encouragement).                                                                   |
| Book Selection    | Success in extensive reading depends strongly on choosing texts aligned with interests and language level.                                                           |
| Strategies        | Skimming, scanning, note-taking, visualization, use of dictionaries/translation tools, watching related videos.                                                      |
| Challenges        | Deadlines, time pressure, mood, vocabulary difficulties, lack of intrinsic motivation.                                                                               |
| Changes in Habits | Students with high and medium interest gained confidence reading English texts (e.g., novels), while students with low interest showed minimal change in motivation. |
| Lecturer's Role   | Provided guidance, encouragement, discussion, and recommended resources.                                                                                             |

### **Students' Reading Motivation**

Students' reading experiences reflected varying degrees of intrinsic and extrinsic motivation. Those with high intrinsic motivation expressed enjoyment in reading texts aligned with their interests, particularly novels or social media content. Freedom of choice in selecting reading materials was frequently mentioned as a motivating factor. This echoes Guthrie and Wigfield's (2000) theory of reading motivation, which emphasises

the role of autonomy and relevance in sustaining engagement. On the other hand, students with lower intrinsic motivation relied heavily on external factors, such as assignment requirements and lecturer encouragement. Interestingly, even these students occasionally showed enthusiasm when reading trending news or entertaining fiction. This suggests that while extrinsic motivation initially dominated, intrinsic interest could still emerge under certain conditions. These findings imply that motivation in ER is dynamic rather than static. Lecturers' ability to provide flexible reading options and integrate students' personal interests into the learning process is, therefore, crucial. As Day and Bamford (1998) note, motivation is a central principle of ER, and learners are more likely to succeed when reading is perceived as enjoyable rather than obligatory.

### **Strategies Employed in Reading**

The interviews revealed diverse strategies students used to facilitate comprehension. Common strategies included skimming for general understanding, scanning for specific details, and vocabulary note-taking. Some students relied on visualisation, mentally picturing narratives to enhance engagement with fiction. Others complemented reading with multimedia resources, such as YouTube videos, to deepen contextual understanding. According to Grellet (1996), skimming and scanning techniques are suitable for efficient reading. Additionally, visualisation strategies are employed, particularly when reading narrative texts, such as novels. In these cases, students mentally imagine the storyline, characters, and settings to aid their understanding. Usually, students who create visual images before, during, and/or after reading can improve their comprehension. Another commonly used strategy is prediction, inferring the meaning of words or the content of a paragraph based on contextual clues.

The use of online dictionaries such as Google Translate or DeepL also serves as a valuable tool in helping students understand complex vocabulary and sentence structures. Additionally, some students adopt the practice of noting down new vocabulary as part of their effort to expand their lexical knowledge and reinforce their memory of unfamiliar words. This aligns with Nation (2001), who emphasises that writing down or recording new vocabulary is one of the most effective techniques in vocabulary learning. Furthermore, according to Grabe and Stoller (2011), effective reading strategies involve a range of skills, including the ability to quickly identify key information, predict the content of a text using contextual clues, and monitor and evaluate one's comprehension during reading. Students who actively employ these strategies tend to comprehend reading materials more easily, even though they may still face challenges such as complex vocabulary or uninteresting content.

### **Challenges Faced**

Despite the overall positive outcomes, students encountered several challenges. These challenges include limited time, pressure from assignments, lack of intrinsic motivation, vocabulary difficulties, and mood-related distractions. Students often tend to procrastinate or read in a hurry when they are not interested in the material or when the texts feel too lengthy. However, some students have begun to develop strategies to manage their time more effectively and select readings that are more aligned with their interests, thereby overcoming these obstacles. This reflects one of the key principles of extensive reading proposed by Day and Bamford (1998), which states that the reading materials should be easy, appropriate to the learners' level, and self-selected based on their interests, as extensive reading is essentially reading for pleasure. When the reading material is perceived as accessible and personally meaningful, students are more likely to engage voluntarily, even outside class requirements. In addition, when students are

empowered to make their own reading choices, they begin to shift from reading out of obligation to reading as a personal and meaningful activity, which in turn supports the long-term development of reading habits and language proficiency.

The role of the lecturer is also crucial as both a facilitator and a motivator. The support provided by the teacher, including class discussions, feedback, reading strategy tips, and recommendations for accessible reading materials, contributes positively to student engagement in the learning process. For students with low reading interest, the presence and encouragement of the teacher become a key factor in driving their involvement. This aligns with another principle of extensive reading, outlined by Day and Bamford (1998), which emphasises that teachers should orient and guide students. A supportive and responsive teaching approach not only sustains student participation but also helps create a more enjoyable and meaningful reading experience. Then, positive changes in reading habits and motivation were observed to be significant only among students with initially high reading interest. These students reported reading more regularly, exploring new genres, and engaging more reflectively with the content. In contrast, students with low initial interest continued to approach reading primarily as a task to fulfill course requirements, although some began to show a gradual increase in interest. This confirms that the success of extensive reading largely depends on internal factors such as interest, attitude, and motivation (Renandya & Jacobs, 2016).

## CONCLUSION

Students demonstrated significant progress after taking the Extensive Reading course, particularly in reading fluency, text comprehension, and vocabulary mastery. They were able to complete longer texts in a shorter time, read more naturally without frequent pauses, and comprehend content without translating every single word. Their ability to infer the meaning of new vocabulary from context also improved, accompanied by a reduced reliance on dictionaries. The freedom to select reading materials based on their interests effectively enhanced their motivation, engagement, and confidence in reading, while also fostering positive attitudes toward English reading. Beyond cognitive development, Extensive Reading encouraged students to cultivate reading as a personal habit that is both enjoyable and meaningful beyond academic requirements.

## REFERENCES

- Adamson, J., Adamson, G., & Dowrick, C. (2004). 'Questerviews': using questionnaires in qualitative interviews as a method of integrating qualitative and quantitative health services research. *Health Services Research*, 44(4), 519–528. <https://doi.org/10.1258/1355819041403268>
- Alsaif, A., & Masrai, A. (2019). Extensive reading and incidental vocabulary acquisition: The case of a predominant language classroom input. *International Journal of Education and Literacy Studies*, 7(2), 39–45. <https://doi.org/10.7575/aiac.ijels.v.7n.2p.39>
- Anindita, C. (2020). EFL Students' Perception Towards Extensive Reading Practices in Higher Education Level. *RETAIN*, 8(4). <https://doi.org/10.26740/rt.v8i4.34501>
- Ateek, M. (2021). Extensive Reading in An EFL Classroom: Impact and Learners' Perceptions. *Eurasian Journal of Applied Linguistics*, 7(1), 109–131. <https://doi.org/10.32601/ejal.911195>
- Berg, B. L. (2007). *Qualitative Research Methods for the Social Sciences* (4th ed.). Boston: Allyn & Bacon.



- Chan, V. (2020). To Read or Not to Read: A Critical Evaluation of The Effectiveness of Extensive Reading in ESL/EFL Contexts. *Social Sciences and Education Research Review*, 2(7), 48-68. <https://sserr.ro/wp-content/uploads/2020/12/sserr-7-2-48-68.pdf>
- Creswell, J. W. (1994). *Research Design: Qualitative & Quantitative Approaches*. Sage Publications, Inc.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. Sage Publications, Thousand Oaks.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd Ed.). Sage Publications, Inc.
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: MA Pearson.
- Crystal, D. (2003). *English as a Global Language* (2nd ed.). Cambridge University Press.
- Day, R. R., Bamford, J. (2002). Top Ten Principles for Teaching Extensive Reading. *Reading in a Foreign Language*, 14(2), 136-141. <https://doi.org/10.64152/10125/66761>
- Day, R., Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge, UK: Cambridge University Press.
- Day, R., Bamford, J. (2004). *Extensive Reading Activities for Teaching Language*. Cambridge, UK: Cambridge University Press.
- Grabe, W., Stoller, F. L. (2011). *Teaching and Researching Reading* (2nd ed.). New York, NY: Routledge.
- Grellet, F. (1996). *Developing Testing Reading Skills*. Cambridge University Press.
- Guthrie, J. T., & Wigfield, A. (2000). Engagement and Motivation in Reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 403-422). Mahwah, NJ: Lawrence Erlbaum Associates.
- Horst, M., Cobb, T., Meara, P. (1998). Beyond A Clockwork Orange: Acquiring Second Language Vocabulary Through Reading. *Reading in a Foreign Language*, 11(2), 207–223. <https://doi.org/10.64152/10125/66953>
- Johnson, K., Morrow, K. (1987). *Communication in the Classroom: Applications and Methods for a Communicative Approach*. Great Britain: Longman.
- Koda, K. (2005). *Insights Into Second Language Reading: A Cross-Linguistic Approach*. Cambridge: Cambridge University Press.
- Liu, J., Zhang, J. (2018). The Effects of Extensive Reading on English Vocabulary Learning: A Meta-analysis. *English Language Teaching*, 11(6), 1–15. <https://doi.org/10.5539/elt.v11n6p1>
- Liu, S., Saad, M. R. B. H. (2025). Role of Extensive Reading in Vocabulary Development, Reading Comprehension, and Reading Speed: A Systematic Literature Review. *Eurasian Journal of Applied Linguistics*, 11(1), 87–99. <https://doi.org/10.32601/ejal.11108>
- Mason, B., Krashen, S. (1997). Extensive Reading in English as a Foreign Language. *System*, 25(1), 91–102. [https://doi.org/10.1016/S0346-251X\(96\)00063-2](https://doi.org/10.1016/S0346-251X(96)00063-2)
- McQuillan, J. (2016). *The case for extensive reading*. In J. McQuillan & E. L. G. Leal (Eds.), *The extensive reading book for the classroom* (pp. 5–18). Routledge.
- Mesly, O. (2015). *Creating Models in Psychological Research*. États-Unis: Springer press.
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Nation, I. S. P., Waring, R. (2019). *Teaching Extensive Reading in Another Language* (1st ed.). Routledge.
- Nuttall, C. (1996). *Teaching Reading Skills in a Foreign Language* (2nd Ed.). Oxford:

Heinemann.

- Renandya, W. A., & Jacobs, G. M. (2016). Extensive reading and listening in the L2 classroom. In W. A. Renandya & P. Handoyo (Eds.), *English language teaching today: Linking theory and practice* (pp. 97–110). Routledge.
- Ridder, H. G. (2017). The Theory Contribution of Case Study Research Designs. *Business Research*, 10, 281–305. <https://doi.org/10.1007/s40685-017-0045-z>
- Rodrigo, V. (2009). Componente léxico y hábito de lectura en hablantes nativos y no nativos de español. *Hispania*, 92(3), 580–592. <https://www.jstor.org/stable/40648420>
- Shih, Y. C., Chern, C., Reynolds, B. L. (2018). Bringing Extensive Reading and Reading Strategies into The Taiwanese Junior College Classroom. *Reading in a Foreign Language*, 30(1), 130–151. <https://doi.org/10.64152/10125/66742>
- Stoller, F. L. (2015). Viewing extensive reading from different vantage points. *Reading in a Foreign Language*, 27(1), 153–169. <https://doi.org/10.64152/10125/66707>
- Suk, J. Y. (2016). The Effects of Extensive Reading on Reading Comprehension, Reading Rate, and Vocabulary Acquisition. *The Journal of Asia TEFL*, 14(3), 473–494. <https://doi.org/10.1002/rrq.152>
- Troike, M. S. (2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.