**EXTENSIVE READING: SELECTED REFERENCES**

**(Last updated 20 September 2024)**

Abdulrahman, S. A., & Kara, S. (2023). The effects of movie-enriched extensive reading on TOEFL IBT vocabulary expansion and TOEFL IBT speaking section score. *Journal of Qualitative Research in Education*, (33), 176-199.

Alavi, S., & Keyvanshekouh, A. (2012). Using the MoodleReader as an extensive reading tool and its effect on Iranian EFL students' incidental vocabulary learning. *English Language Teaching*, *5*(6), 135-145. <https://files.eric.ed.gov/fulltext/EJ1079490.pdf>

Al-Homoud, F., & Schmitt, N. (2009). Extensive reading in a challenging environment: A comparison of extensive and intensive reading approaches in Saudi Arabia. *Language Teaching Research*, *13*(4), 383-401.

Aliponga, J. (2013). Reading journal: Its benefits for extensive reading. *International Journal of Humanities and Social Science*, *3*(12), 73-80.

Arnold, N. (2009). Online extensive reading for advanced foreign language learners: An evaluation study. *Foreign Language Annals*, *42*(2), 340-366.

Ateek, M. (2021). Extensive reading in an EFL classroom: Impact and learners’ perceptions. *Eurasian Journal of Applied Linguistics*, *7*(1), 109-131.

Azizi, M., Tkácová, H., Pavlíková, M., & Jenisová, Z. (2020). Extensive reading and the writing ability of EFL learners: The effect of group work. *European Journal of Contemporary Education*, *9*(4), 726-739.

Bamford, J., & Day, R. R. (2004). *Extensive reading activities for teaching language*. Cambridge University Press.

Beglar, D., Hunt, A., & Kite, Y. (2012). The effect of pleasure reading on Japanese EFL learners’ reading rates. *Language Learning, 62*(3), 665-703.

Bell, T. (1998). Extensive reading: Why? and how. *The Internet TESL Journal*, *4*(12), 1-6.

Bell, T. (2001). Extensive reading: Speed and comprehension. *The Reading Matrix, 1*(1), 1-13.

Block, A. A. (2023). *Occupied reading*. Routledge.

Carrell, P. L. & Carson, J.G. (1997). Extensive and intensive reading in an EAP setting. *English for Specific Purposes, 16*(1), 47-60.

Cha, J. (2009). The effects of extensive reading on enhancing vocational high school students’ L2 vocabulary and reading rates. *English Teaching, 64*(3), 3-30.

Chachar, Z. A., Ahmed, S. T., & Khurram, S. (2023). Investigating the impacts of intensive and extensive reading approaches on the reading attitudes of Pakistani pre-university EFL learners. *Journal of Educational Research and Social Sciences Review (JERSSR)*, *3*(4), 50-64.

Chang, A. C. S., & Millett, S. (2015). Improving reading rates and comprehension through audio-assisted extensive reading for beginner learners. *System, 52*, 91-102.

Chen, A. M. R., Hwang, G. J., Majumdar, R., Toyokawa, Y., & Ogata, H. (2023). Research trends in the use of E-books in English as a foreign language (EFL) education from 2011 to 2020: A bibliometric and content analysis. *Interactive Learning Environments*, *31*(4), 2411-2427.

Chen, C. N., Chen, S. C., Chen, S. H. E., & Wey, S. C. (2013). The effects of extensive reading via e-books on tertiary level EFL students' reading attitude, reading comprehension, and vocabulary. *Turkish Online Journal of Educational Technology-TOJET*, *12*(2), 303-312.

Chen, I. C. (2018). Incorporating task-based learning in an extensive reading programme. *ELT Journal*, *72*(4), 405-414.

Cirocki, A. (Ed.). (2009). Extensive reading in English language teaching. Lincom.

Coady, J. (1997). L2 vocabulary acquisition through extensive reading. In J. Coady, & T. Huckin (Eds.), Second language vocabulary acquisition (pp. 225-237). Cambridge University Press.

Cummins, J. (2023). Technology, literacy, and young second language learners: Designing educational futures. In L. L. Parker (Ed.), *Technology-mediated learning environments for young English learners* (pp. 61-98). Routledge.

Davis, C. (1995). Extensive reading: An expensive extravagance? *ELT Journal, 49*(4), 329-336.

Day, R. R. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language,* *14*(2), 137-140.

Day, R. R. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language,* *14*(2), 137-140.

Day, R.R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge University Press.

Day, R. R., Bamford, J., Renandya, W. A., Jacobs, G. M., & Yu, V. W. S. (1998). Extensive reading in the second language classroom. *RELC Journal*, *29*(2), 187-191.

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

Fajardo, J. P. G. (2021). An examination of students’ opinions about extensive reading and MReader. *神戸女子大学文学部紀要*, *54*, 1-15.

Fenton-Smith, B. (2011). A debate on the desired effect of output activities for extensive reading. In B. Tomlinson & H. Masuhara (Eds.), Research in materials development for language learning: Evidence for best practice (pp. 50-61). Continuum.

Fujimori, C. (2006). The effects of an extensive reading program on reading and listening comprehension among senior high school students. *KATE Bulletin, 20*, 13-23.

Fujita, K., & Noro, T. (2009). The effects of 10-minute extensive reading on the reading speed, comprehension and motivation of Japanese high school EFL learners. *Annual Review of English Language Education in Japan, 20*, 21-30.

Ghanbari, M., & Marzban, A. (2014). Effect of extensive reading on incidental vocabulary retention. *Procedia-Social and Behavioral Sciences*, *116*, 3854-3858.

Green, C. (2005). Integrating extensive reading in the task-based curriculum. *ELT Journal*, *59*(4), 306-311.

Greenberg, D., Rodrigo, V., Berry, A., Brinck, T., & Joseph, H. (2006). Implementation of an extensive reading program with adult learners. *Adult Basic Education, 16*(2), 81-97.

Habib, F., & Watkins, P. (2023). Investigation of attitudes and barriers to extensive reading project in Saudi female English as a foreign language preparatory year program students and teachers. *The Reading Matrix: An International Online Journal*, *23*(2), 47-66.

Hafiz, F. M., & Tudor, I. (1989). Extensive reading and the development of language skills. *ELT Journal, 43*, 4-13.

Hayashi, K. (1999). Reading strategies and extensive reading in EFL classes. *RELC Journal, 30*(2), 114-132. doi:10.1177/003368829903000207

Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *Canadian Modern Language Review, 61*(3), 355-382. doi:10.3138/cmlr.61.3.355

Imamura, K. (2020). Semi-structured interviews on extensive reading with Japanese university students. *Journal of Extensive Reading*, *5*, 127-136.

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

Iwata, A. (2022). [An extensive reading program as an educational intervention in an EFL classroom](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnflrc.hawaii.edu%2Frfl%2Fitem%2F565&data=05%7C01%7Ckb%40MIDDLEBURY.EDU%7Cb5e7c90d01464c6029a208dab2febdcf%7Ca1bb0a191576421dbe93b3a7d4b6dcaa%7C1%7C0%7C638019104476974679%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=7Dn1FfwykMhlDe002xmZSpV1M4wekBYfuQPUdU7ZyKc%3D&reserved=0). *Reading in a Foreign Language, 34*(2), 208-231.

Kane, E. (2013). Extensive reading for reluctant EFL readers. In T. Pattison (Ed.), *IATEFL 2012: Glasgow Conference Selections* (pp. 82-84). IATEFL.

Kurniati, U. (2019). Building reading fluency with mobile assisted extensive reading. *International Journal of Interactive Mobile Technologies*, *13*(6), 84-92.

Kuru Gönen, S. İ., & Zeybek, G. (2022). Using QR code enhanced authentic texts in EFL extensive reading: A qualitative study on student perceptions. *Education and Information Technologies*, *27*(2), 2039-2057.

Kweon, S. O., & Kim, H. R. (2008). Beyond raw frequency: Incidental vocabulary acquisition in extensive reading. *Reading in a Foreign Language, 20*(2), 191-215.

Lee, S. Y. (2007). Revelations from three consecutive studies on extensive reading. *RELC Journal, 38*(2), 150-170. doi:10.1177/0033688207079730.

Leung, C. Y. (2002). Extensive reading and language learning: A diary study of a beginning learner of Japanese. *Reading in a Foreign Language, 14*(1), 66-81.

Li, H., Majumdar, R., Chen, M. R. A., Yang, Y., & Ogata, H. (2023). Analysis of self-directed learning ability, reading outcomes, and personalized planning behavior for self-directed extensive reading. *Interactive Learning Environments*, *31*(6), 3613-3632.

Lin, C. C. (2014). Learning English reading in a mobile-assisted extensive reading program. *Computers & Education*, *78*, 48-59.

Linuwih, E. R. (2021). The effectiveness of extensive reading in improving EFL academic writing. *Journal of English Language Teaching and Linguistics*, *6*(1), 167-177.

Lituanas, P. M., Jacobs, G. M., & Renandya, W. A. (2001). An investigation of extensive reading with remedial students in a Philippines secondary school. *International Journal of Educational Research, 35*(2), 217-225. doi:10.1016/S0883-0355(01)00018-0

Macalister, J. (2008). Implementing extensive reading in an EAP program. *ELT Journal*, *6*2(3), 248-256.

Macalister, J. (2010). Investigating teacher attitudes to extensive reading practices in higher education: Why isn’t everyone doing it?. *RELC Journal*, *41*(1), 59-75.

Mart, C. T. (2015). Combining extensive and intensive reading to reinforce language learning. *Journal of Educational and Instructional Studies in the World*, *5*(4), 85-90.

Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, *25*(1), 91-102. doi:10.1016/S0346-251X(96)00063-2

McLean, S., & Rouault, G. (2017). The effectiveness and efficiency of extensive reading at developing reading rates. *System*, *70*, 92-106.

Mikami, A. (2017). Students' attitudes toward extensive reading in the Japanese EFL context. *TESOL Journal, 8*(2), 471-488.

Mikami, Y. (2020). Goal setting and learners’ motivation for extensive reading: Forming a virtuous cycle. *Reading in a Foreign Language, 32*(1), 28-48.

Mwangi, F. G., & Bwire, A. M. (2020). Role of extensive reading habits in students’ acquisition of composition writing skills in English in Kenya. *Journal of Education and Practice*, *11*(30), 62-68.

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

Nakanishi, T., & Ueda, A. (2011). Extensive reading and the effect of shadowing. *Reading in a Foreign Language, 23*(1), 1-16.

Nation, I. S. P., & Waring, R. (2020). Teaching extensive reading in another language. *Reading in a Foreign Language, 32*(1), 61-64.

Ounissi, A., Romly, R., Tajuddin, A. J. A., & Hasan, M. K. (2023). Impact of incidental exposure to e-learning platforms on students' interest in online extensive reading during COVID-19 pandemic. *MEXTESOL Journal*, *27*(2), n2.

Pammu, A., & Hasyim, M. (2023). The role of extensive reading, confidence levels, and learning environment on the academic performance of non-English major EFL learners in the Kurdish region. *Kurdish Studies*, *11*(1), 129-144.

Papadimitriou, A. D. (2011). [The impact of an extensive reading programme on vocabulary development and motivation.](http://www.cambridgeesol.org/rs_notes/offprints/pdfs/RN44p39-47.pdf)  *Cambridge ESOL Research Notes*, *44,* 39-47.

Peterson, J. (2022). Japanese extensive reading: Reading goals and learner perceptions. *The Reading Matrix: An International Online Journal*, *22*(1), 114-135.

Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language, 18*(1), 1-28.

Poetra, A. A. (2021). Students’ perception of extensive reading program in English Department of UNESA. *RETAIN (Research on English Language Teaching in Indonesia)*, *9*(2), 241-250.

Porter, N. (2023). *Books and reading*. BoD–Books on Demand.

Powell, S. (2005). Extensive reading and its role in Japanese high schools. *The Reading Matrix*, *5*(2), 28-42.

Pressley, T., Allington, R. L., & Pressley, M. (2023). *Reading instruction that works: The case for balanced teaching*. Guilford Publications.

Promluan, Y., & Sukying, A. (2021). The impact of extensive reading on Thai primary school children’s vocabulary knowledge. *Journal of Modern Learning Development*, *6*(5), 209-223.

Renandya, W. A., Sundara Rajan, B. R., & Jacobs, G. M. (1999). Extensive reading with adult learners of English as a second language. *RELC Journal*, *30*(1), 39-60.

Renandya, W. A. (2007). The power of extensive reading. *RELC Journal, 38*(2), 133-149.

Rezaee, A. A., & Nourzadeh, S. (2011). Does extensive reading improve EFL learners’ processing ability? *Theory and Practice in Language Studies, 1*(9), 1167-1175.

Ro, E. (2023). Changing practices of instruction-giving in video-mediated interaction for an extensive reading book club. *Computer Assisted Language Learning*, 1-33.

Robb, T. N., & Susser, B. (1989). Extensive reading vs. skills building in an EFL context. *Reading in a Foreign Language, 5*(2), 239-251.

Sek, S., Katenga, J. E., & Mushunje, A. T. (2021). Reading comprehension of Thai students improved by extensive reading when learning English as a foreign language. *Human Behavior, Development and Society*, *22*(3), 95-96.

Sheu, S. P. (2003). Extensive reading with EFL learners at beginning level. *TESL Reporter*, *36*, 19-19.

Sheu, S. P. (2004). The effects of extensive reading on learners’ reading ability development. *Journal of National Taipei Teachers College*, *17*(2), 213-228.

Singkum, R., & Chinwonno, A. (2021). Implementing EFL extensive reading for Thai vocational students. *LEARN Journal: Language Education and Acquisition Research Network*, *14*(1), 208-239.

Smith, K. (2006). A comparison of “pure” extensive reading with intensive reading and extensive reading with supplementary activities. *International Journal of Foreign Language Teaching, 2*(2), 12-15.

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

Sun, Y. C. (2003). Extensive reading online: An overview and evaluation. *Journal of Computer Assisted Learning*, *19*(4), 438-446.

Susser, B., & Robb, T. (1990). EFL extensive reading instruction: Research and procedure. *JALT Journal*, *12*(2).

Taguchi, E., Takayasu-Mass, M., & Gorsuch, G. J. (2004). Developing reading fluency in EFL: How assisted repeated reading and extensive reading affect fluency. *Reading in a Foreign Language, 16*(2), 1-23.

Takase, A. (2007). Japanese high school students’ motivation for extensive L2 reading. *Reading in a Foreign Language, 19*(1), 1-18.

Tanaka, H., & Stapleton, P. (2007). Increasing reading input in Japanese high school EFL classrooms: An empirical study exploring the efficacy of extensive reading. *The Reading Matrix*, *7*(1), 115-131.

Tran, A. (2006). Modified extensive reading for English-language learners. *Reading Improvement*, *43*(4), 173-179.

Tudor, I. & Hafiz, F. (1989). Extensive reading as a means of input to L2 learning. *Journal of Research in Reading, 12*(2), 164-178.

Wang, Y. (2013). Incidental vocabulary learning through extensive reading: A case of lower-level EFL Taiwanese learners. *The Journal of Asia TEFL*, *10*(3), 59-80.

Waring, R. (2006). Why extensive reading should be an indispensable part of all language programs. *The Language Teacher*, *30*(7), 44-47.

Webb, S., & Chang, A. C. S. (2015). How does prior word knowledge affect vocabulary learning progress in an extensive reading program?. *Studies in Second Language Acquisition*, *37*(4), 651-675.

Webb, S., & Chang, A. C. (2015). Second language vocabulary learning through extensive reading with audio support: How do frequency and distribution of occurrence affect learning? *Language Teaching Research, 19*(6), 667-686.

Webb, S., & Macalister, J. (2013). Is text written for children useful for L2 extensive reading?. *TESOL Quarterly*, *47*(2), 300-322.

Yamashita, J. (2008). Extensive reading and development of different aspects of L2 proficiency. *System, 36*(4)*,* 661-672.

Yamashita, J. (2013). Effects of extensive reading on reading attitudes in a foreign language. *Reading in a Foreign Language, 25*(2), 248-263.

Zuhri, S., Anwar, K., & Maruf, N. (2021). The correlation between extensive reading, critical reading, and self-esteem in students’ reading abilities. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, *4*(3), 5180-5186. http://eprints.umg.ac.id/5645/1/Artikel%20khoirul%20BIRCI%20The%20Correlation%20Between%20Extensive%20Reading.pdf